



联合国教育、
科学及文化组织

执行局

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计划与预算的执行情况以及上一个双年度取得的成果 (2012--2013年, 36 C/5) (38 C/3草案)

第 I (A) 部分

概 要

依照《组织法》第VI条第3款(b)项和第162 EX/3.1.3号决定，总干事特此向执行局提交本组织2012--2013年的活动报告（194 EX/4--第38 C/3号文件草案）。这份合并报告是按照第33 C/92号决议第3段中的建议2编写的。

本文件第 I 部分根据第 36 C/5 号文件，从整个 2012--2013 双年度期间取得的主要成果入手，对计划执行情况进行了综合分析。它分为两节，还附有一份增编：

第I (A) 部分提供了计划执行情况的战略评估，以及五项重大计划、教科文组织统计研究所（UIS）、跨部门平台和“非洲”和“性别平等”这两项总体优先事项取得的成果，还有与计划有关的业务和内部服务。

第 I (B) 部分可在[网上](#)查阅，其中详细介绍了在整个 2012--2013 双年度期间 36 C/5 批准本中每一项预期成果的实现情况。

第I部分增编可以在网上查阅，其中展示了在国家一级实现的重大成果，以及与总部外办事处参与联合国共同国家计划编制过程有关的重大成果。

就本质而言，本文件不涉及行政或财务问题。

希望执行局采取的行动：见第240段的决定建议。

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执行摘要

1. 本报告综合分析了与 36 C/5 批准本相对应的整个 2012--2013 双年度期间的计划执行情况和所取得的成果。报告分为两部分：第 I (A) 部分提供了计划执行情况和所取得的成果的战略评估，而关于预期成果实现情况的详细信息载于第 I (B) 部分，可在网站上查阅。此外，还有一份增编可在网站上查阅，其中载有在国家一级实现的重大成果，以及与总部外办事处参与联合国共同国家计划编制进程有关的重大成果。

2. 这份 2012--2013 双年度报告肯定了总干事在该双年度计划执行情况报告（189、190、191 和 192 EX/4 号文件）中所确定的各项趋势。

I--应对财政挑战

3. 在过去 24 个月里，本组织以一份专用路线图和执行局有关决定为指导，遵照外部独立评估的各项建议，得以成功应对因某些会员国拒付分摊会费而导致的预算拮据问题，并在财政环境极具挑战性的情况下，通过采取一系列重要措施和加快改革举措的步伐，进行了连贯一致的计划实施。尤其是：

- (a) 为弥补因不缴会费造成的预算短缺问题，现已作出前所未有的努力，确保正常预算支出控制在 4.78 亿美元的可用预算范围内（初始预算总额 4.65 亿美元+收到的 1 200 万美元追加拨款和经上一双年度 35 C/5 清偿后的 100 万美元剩余预算），具体做法是尽可能地**合理利用有限的资源 and 大幅降低成本**，特别是行政费用。这包括冻结所有非任务关键型的空缺员额，大幅缩减差旅费及顾问，暂停总部外改革和优化利用办公场所等。例如，和上一双年度相比，工作人员差旅、参与者差旅、临时人员、顾问和合同服务的支出分别减少了 66%、50%、42%、59% 和 52%。因此，本双年度经常预算的最终支出总额为 5.2 亿美元，仅超出初始预算 4 200 万美元，意即，在 1.88 亿美元的预算缺口中，有 1.46 亿美元可以匀支。经会员国商定，4 200 万美元的预算超额用应急基金项下收到的资金垫付。
- (b) 现已作出重大努力，以**筹资预算外资金**。总干事已于 2011 年 11 月设立了多捐助方特别应急基金，以筹集资金，从而填补主要资金的缺口，为优先计划供资，并为国家一级的业务活动和改革活动提供支助。截至该双年度末，应急基金共获得

7 490 万美元的捐款，捐助方呈多元化，包括教科文组织的新的或“首次”捐助方，而当中又不乏最不发达国家。

- (c) 此外，本组织还在秘书处所有单位内进行**内部重组和任务及职能再分配**，各部门、中央服务部门、研究所或总部外办事处无一例外，这在一定程度上弥足了预算削减带来的不足。在编制本报告之际，全组织的重组举措仍在进行中，计划教科文组织经常计划工作人员员额数量将从原来的 1 893 个（2012--2013 年，36 C/5 批准本）减至以 5.07 亿美元支出计划为限、为新的 2014--2015 双年度设想的 1 450 个，即员额减少 400 多个，这一变动幅度之大，由此可见一斑。

4. 在本双年度内，与会员国合作，整个组织作了重大努力，力求减轻预算短缺和结构调整对计划的影响，特别是通过在严格审查和评价的基础上，系统地审查和精简计划实施工作，并维护 36 C/5 所确定的关键比例。这包括：

- (a) **高度重视计划的优先事项：**所有部门都在双年度初期（以及双年度末）对所有计划领域及相关工作计划进行了系统评估，在一些情况下，执行工作因此中断、延迟或都减缩。例如，因财政拮据，某些领域，如濒危语言、博物馆和艺术教育及文化间对话方面的有关活动，得不到充分落实所需的充足预算外资金；同样，政府间海洋学委员会（IOC）无法开发一个旨在便利发展中国家参与经常程序的海洋评估培训模块，它也将无法履行它向环境署—全环基金（UNEP-GEF）的一个项目进行共同供资的承诺，该项目涉及全球各基金会，旨在减少陆源污染所导致的营养物质富集和氧气耗竭；教科文组织统计研究所（UIS）与形成扫盲评估和监测方法有关的活动也被搁置。此外，秘书处还为统计研究所理事会关于计划优先事项的辩论提供支持，辩论以 2013 年 7 月 4 日执行局特别会议作出各项决定而告终。
- (b) **维持本组织对“非洲”和“性别平等”两个总体优先事项的承诺：**本组织作出一切努力，履行对这两个总体计划优先事项的承诺，具体做法包括进行详尽的评价、制定具体的业务计划及减少旗舰活动数量、继续改革非洲总部外存在，以及审查协调和管理安排。为增强教科文组织在**总部**和总部外的相关性和有效性，创建了新的非洲总部外网络，并分别在阿布贾、达喀尔、哈拉雷、内罗毕和雅温得设立五个多部门地区办事处。为促进计划的执行，还出台了扩大向总外部办事处授权、修订报告关系和澄清总部与总部外办事处之间的互动等举措（DG/Note /14/3）。

- (c) **努力寻求替代筹资办法和履行法定义务：**已与会员国进行谈判，争取降低法定活动的预算影响，通过自愿捐款支付活动的部分费用，并通过各种替代的执行机制来实现创新。虽然仍有待取得进一步进展，但这些努力已使本组织能够在保持业务相关性的同时维持其法定职能。
- (d) **维持计划支出：**虽然本组织在预算方面非常拮据，但它在上一双年度仍设法将计划相关支出在第 II.A 部分--五个重大计划、统计研究所和总部外管理产生的开支中所占份额从 55.7%（2010--2011 年）小幅增至 58.7%（2012--2013 年）。另一方面，人事费占支出总额的权重从 2010--2011 年的 61.6 % 升至 2012--2013 年的 69.5%。
- (e) **保持总部与总部外实施之间的平衡：**这一全球性挑战通过多种方式加以解决，特别是，从国家策略转向地区或次地区策略，以实现影响最大化，并将一大部分应急基金专门用于支助总部外活动。这样，便**基本**避免了“撤回总部”的可能性。例如，在本双年度期间，总部外员额在员额总数中所占权重已从 35% 增至 38%。在五个重大计划的业务支出中，分散管理的资金所占比例为 53%，略低于 36 C/5 批准本所载的比例（56%），但按地区分列的分散管理资金的明细与 36 C/5 所载的计划基本相符，非洲地区所获资金比例最大。
- (f) **更好地利用教科文组织的网络和附属机构，**如第 1 类和第 2 类机构和中心：对第 1 类机构在教育方面的作用进行了重新评价，并藉此增强了计划的一致性，以促进教育方面的政策咨询和能力建设。同样，为挖掘第 2 类中心的潜能，现已加紧努力，同时还制定了专门的战略，并已着手审查其业务能力和落实情况。
- (g) **伙伴关系和筹资渠道多元化**（见下文各段）

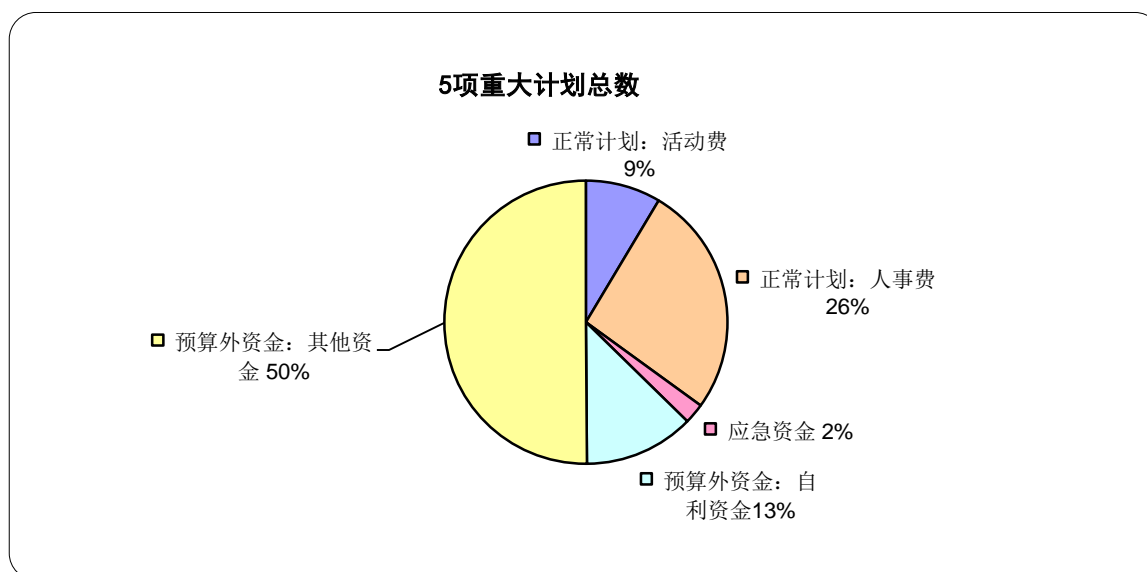
女童和妇女教育全球伙伴关系在筹集大量预算外资金以在国家一级实施打破女童教育瓶颈的大型项目（如扫盲和中等教育）方面一直发挥着催化剂的作用。由帕卡德基金会供资的众包女童教育项目便是其中的一个例子，该项目致力于解决埃塞俄比亚和坦桑尼亚中等教育中女学生辍学和续读问题。在伙伴关系的框架内，教科文组织现已收到巴基斯坦政府向教科文组织“马拉拉女童教育权基金”捐助的 1 000 万美元，用以确保落实促进女童教育的干预措施，包括在巴基斯坦境内。该伙伴关系还促使各会员国和私营机构作出额外承诺，为促进女童教育和教育领域的性别平等提供支持。

5. 在 2012--2013 双年度期间，本组织加强了与庞大的合作伙伴网络的接触，并制定了一个**伙伴关系总体战略框架**，即“全面伙伴关系战略”（192 EX/5 INF）。现已针对不同类别的合作伙伴（即，私营部门、双边政府捐助方、媒体公司、非政府组织、议会、教科文组织

俱乐部和姊妹大学/教席、亲善大使、国际职业技术教育与培训中心（UNEVOC）网络、第2类机构和中心和联系学校）制定不同的战略。

6. **筹集预算外资金**在加强教科文组织各项计划的影响力方面发挥了至关重要的作用。教科文组织的捐助群体已经扩大，包括各种不同的非传统捐助方，如新兴国家和其他南方国家、私营部门和基金会。同安哥拉、阿塞拜疆、中国、喀麦隆、印度、印度尼西亚、科威特、马来西亚、莫桑比克、巴基斯坦、大韩民国和泰国等主要新兴捐助方签署了新的信托基金协议，包括自利协议。同时，教科文组织的传统捐助方，如比利时（佛兰德斯）、巴西、丹麦、意大利、日本、荷兰、挪威、瑞典和瑞士，依然是教科文组织行动的主要支持者。2012--2013 双年度期间，在强化正常计划方面共动员了 **5.53 亿美元**，较上一双年度增长 6.3%，尽管在当前的金融危机中，所有类别的捐助方均受到冲击，但已动员的资金中仍有 64% 用于支助在总部外实施的项目。如下文饼图（图 1）所示，五个重大计划在很大程度上（65%）是借助预算外资金得到落实。

图1：执行计划的资金来源（2012年1月--2013年12月）



7. 在 2012--2013 年，教科文组织得以进一步拓展和深化其**与私营部门的伙伴关系**，例如，与宝洁公司的女童和妇女教育伙伴关系。在此期间，教科文组织从更多的私营部门合作伙伴那里筹集资金，已签署协议的筹资额高达 557 077.75 亿美元--其中一些主要合作伙伴包括支助教科文组织优先计划，特别是文化、创意城市、可持续旅游业领域优先计划的大连万达集团、凤凰卫视、中坤集团、深圳华强集团有限公司；支助教师和优质教育的环球教育集团（GEMS）教育和教育高于一切基金会；活跃于社会科学领域的巴西工业社会服务协会

(SESI)。在巴西、中国、大韩民国和阿拉伯联合酋长国，教科文组织充分利用新的私营部门筹资机会。2012 年的其他标志性事件还包括教科文组织于 2012 年 10 月与欧洲联盟签署了一项新的备忘录，从而进一步加强了双方的伙伴关系，并与世界银行所资助的全球教育伙伴关系进行了密切接触。

8. 此外，教科文组织还积极寻求**借调**和与会员国谈判无偿借用事宜，以克服某些工作人员短缺的问题。

II--主要计划成就要点

9. 尽管面临严重的财政困难，教科文组织最终还是履行了其全部职能，并维护其在核心计划领域的领导地位。各项成果见相关部门部分。在此举例说明，2012--2013 年，教科文组织：

- 在**全部门教育政策、规划和管理**方面，向约 50 个国家和地区组织提供支助。2 300 多名教育专业人员从国际教育规划研究所（IIEP）的培训课程中受益，其中 40% 为女性。该研究所还向 27 个国家提供了重要的技术支持；
- 支持制定了 36 项国家**扫盲**行动计划，并帮助大约 16 个国家编制完成其“扫盲加速计划”文件；
- 通过政策咨询和国家审查，向 21 个国家提供制定**循证职业技术教育与培训政策**方面的支持；
- 支助 30 多个国家修订**科学、技术和创新（STI）政策**框架和制度。科学政策制定、实施、改革和评价方面的一个里程碑是，举行了**首届非洲国家科学、技术和创新部长级会议**，会议通过了《内罗毕宣言》，非洲国家负责科学、技术和创新的部长再度承诺，加强科学研究；
- 在布隆迪、利比里亚和赞比亚，牵头启动了**有利于青年人的政策审查进程**，在加纳，支持为全国青年议会编制一份路线图，在摩洛哥，组织了青年磋商会，以制定国家青年问题综合战略。
- 支持第五届“国际体育运动部长和高级官员会议”（MINEPS V）通过《**柏林宣言**》，包括关于制定标准的详细建议，旨在遏制体育运动中的腐败现象、更加公平地共享体育带来的社会经济惠益，以及确保全民参与体育运动的机会，包括妇女和残疾人。

- 发行《**2013 年世界社会科学报告：变化中的全球环境**》；
- 通过利用媒体发展指标，对 20 个国家的**国家媒体状况**进行综合评估，并通过业务项目支持阿拉伯之春国家的媒体发展；
- 受命负责总体协调联合国在实施《**联合国关于记者安全和有罪不罚问题的行动计划**》方面的各项努力；
- 就**破坏文化遗产行为**及时作出应对，在埃及、利比亚、马里、突尼斯和叙利亚即是如此；在马里，通过廷巴克图市的修复活动，教科文组织的任务得到进一步认可，包括在联合国系统内，原因是安全理事会通过了若干项决议，谴责攻击文化遗产的行为，并明确强调修复活动在联合国应对中的必要性；
- 支持巴巴多斯政府于 2013 年 11 月建立**加勒比海啸信息中心**，并启动了一项新的全球海洋酸化监测网络（GOA-ON）伙伴关系；
- 受秘书长委托，主持**科学咨询委员会（SAB）**秘书处的工作，就科学促进可持续性的相关问题，向他和联合国各机构的行政首长提供咨询意见；该委员会嗣后于 2014 年 1 月底在柏林落成；
- 影响 2015 年后发展议程的编制进程，倡导并力证将教育、科学、文化及传播和信息置于核心地位；联合国大会在其 2013 年 12 月通过的决议（A/C.2/68/L.69）中承认并确认文化与可持续发展之间的联系。

10. 教科文组织调动一切力量，行使其规范性职能，并维护其在核心计划领域的领导地位。例如：

- 教科文组织在文化领域的规范性工作已取得切实成果。缔约国提交的定期报告证明，在国家一级产生的影响令人鼓舞，特别是对文化领域专业人员/机构和立法而言。这对批准工作产生了直接影响。以《2003 年公约》为例，缔约国数目的增长幅度现已超出所设基准的 60%；
- 本组织受命负责总体协调联合国在实施《联合国关于记者安全和有罪不罚问题的行动计划》方面的各项努力，标志着教科文组织在促进新闻自由方面的领导地位得到确认，该行动计划于 2012 年 4 月获得行政首长协调委员会核可；

11. 为发挥其作为**全球基准设定和监测组织**的作用，教科文组织支助拟定循证政策，具体做法是帮助会员国发展统计能力，并通过统计研究所的工作，以及通过一系列旗舰出版物的编制和传播，促进教育、科学、文化和传播领域优质统计数据 and 指标的收集和生成，其中：

- **《2012年全民教育全球监测报告》**所载的信息、调查结果和主要统计数据在发展领域的许多部门引起共鸣，并为政策调整创造了良好势头（例如，加纳进行教育课程修订，以确保男女能够及早开始学习技术和职业科目），并在政策制定者和其他相关方之间引发辩论（例如，来自非洲各国议会的约100名议员代表齐聚南非泛非议会，就《全民教育全球监测报告》提出的问题展开辩论，并承诺利用自身的地位，确保全民教育成为重中之重并增加供资）；
- 如主题为“不确定及风险情况下的水资源管理”的第四期**《世界水资源开发利用报告》**（WWDR4）所示，水是发展所有方面的基石，采取协调一致的水资源管理和分配办法至关重要。《报告》强调，要想实现多重目标，就必须将水资源作为整个发展周期决策进程中的一个内在要素。

12. 在地区和国家两级，教科文组织通过提供政策咨询和能力建设，向会员国提供支助。

- 为非洲国家发起了**“全民教育加速倡议”**，作为2012年全球全民教育会议（GEM）所作承诺的后续行动：19个国家承诺在2015年前实施“全民教育加速倡议”，以改善其全民教育状况，同时，在教科文组织支持下，监测其全民教育加速框架的落实情况。教科文组织通过宣传和技术支持，帮助多个国家筹备全民教育国家审查并评估它们自2000年以来取得的成绩和经验，确定新出现的问题和挑战，吸取重要教训，并规划未来的教育前景；
- **教师**在改善教育的获得、质量、公平和效率方面所发挥的核心作用得到凸显。在《教师战略》和“撒哈拉以南非洲国家倡议”范围内，约50个国家从一些能力建设活动中受益，这些活动侧重于课程设计和实施、教师管理和利用信息和通信技术（ICTs）开展师资教育；
- 在**青年计划**框架内，教科文组织牵头进行的政策审查和教科文组织促成的青年磋商会的结果为多个国家（例如，布隆迪、埃及、加纳、利比里亚、摩洛哥和赞比亚）拟定有关青年问题的国家战略和路线图提供了依据；在印度尼西亚和突尼斯，

500 名来自学校和民间社会的青年男女利用联合国教科文组织对性别问题有敏感认识的民主培训手册，接受了公民意识培训；

- 新的国家**生物伦理学**委员会的创建得到支持，且其能力得到加强。2012 年，约有 70 名来自不同国家的伦理学教师从教科文组织的伦理学教师培训课程（ETTC）计划结业；
- 支持社区**媒体**的立法框架和根据国家标准管理社区电台网络的国家政策，通过政策咨询、磋商会议、能力建设讲习班和一些研究报告（如涵盖 30 多个国家社区广播国家立法和监管规定及其与国际标准的联系的国际比较报告）得到加强并获得了更充分的依据；
- 由于全球能力建设战略，非洲地区在 2013 年周期**非物质文化遗产**申报中获得最多提名。联合国开发计划署-西班牙实现千年发展目标基金（MDG-F）联合计划在一些非洲国家将文化纳入国家发展政策主流方面起到了强有力的推动作用；
- **文化**已被视为应对冲突和灾害状况的一个核心支柱。教科文组织对埃及、利比亚、马里、叙利亚和突尼斯等国境内的冲突或社会和政治不稳定对文化遗产造成的破坏性影响展开迅速、有效的应对。国际社会对于文化财产所受损坏及其被非法贩运的认识有了提高；
- 在本双年度期间，非洲**地球科学**机构（ANESI）网络和连接太平洋地区 10 所大学及加勒比和非洲合作伙伴的太平洋群岛大学研究网络双双启动；
- 一项侧重于气候变化适应、水质退化、海岸侵蚀及沿海和海洋灾害的战略计划获得通过，大大促进了非洲在**海洋科学**领域的地区合作。举办第一届中非海洋科学技术论坛促进了南南合作。已确认需要采取行动，要在政府间海洋学委员会加勒比及邻近地区（IOCARIBE）正式建立一个海洋和沿海观测系统，以支持海洋和沿海管理；
- 在六个跨部门平台（IP）下实施的项目帮助提高了教科文组织跨部门计划制定和实施的质量、一致性和相关性。它们是教科文组织在全球、地区和国家各级采取“一体行动”的门户。例如，冲突后和灾后跨部门平台（PCPD IP）提供**多部门危机后应对**，并确保在准备危机后应对、防范冲突、减少灾害风险和建设和平方面保持战略一致性，例如，在菲律宾遭遇台风海燕/尤兰达后采取的快速危机应对，而**和平文化跨部门平台**则以青年为对象，通过能力建设促进公民参与，即，在阿拉伯之春背景下，促进非洲人民民主参与自由和公平的选举，促进拉丁美洲和加

勒比的打击校园暴力行动，利用媒体和信息与传播技术促进文件间对话与和解（南苏丹和乌干达），以及促进文化外交，同时在东南欧灌输和解与和平。

III--挑战和吸取的教训

- 财政困难也导致**专门用作总部外资金的预算份额略受侵蚀**。这意味着本组织在许多方面都面临风险，特别是由于在教科文组织主管领域里制定有效、切合实际和创新的规范和标准时，必须依靠与教科文组的相关方和受益者的有效互动。本组织无法从长期“撤退回总部”中受益。因此，似乎有必要加大对教科文组织工作的业务层面及其供资的关注力度。
- 教育、科学、文化及传播和信息领域的“软实力”对于应对今后与可持续发展和气候变化有关的挑战至关重要。**教科文组织的规范性和政策相关工作**已在若干领域显示出实效。尽管如此，这项工作仍未得不到重视，在对教科文组织进行评估时，有时仍以“发展”的狭隘定义和对规范和政策在发展中的作用的有限理解为准。重要的是，教科文组织要能够证明规范性和政策相关工作切实有效，从而还能影响关于发展问题的辩论，以更好地反映“软”问题。
- **第 1 类和第 2 类机构**的增长给教科文组织的工作带来巨大的发展潜力，但它也可能对保持战略一致性和协调性构成挑战。第 2 类中心和机构的审查和内部监督办公室（IOS）撰写的《第 1 类教育机构审查》（191 EX/22.INF）证明，这一问题需要从多个角度加以解决，包括重新思考这些机构的能力建设方式和知识中介职能，加强其治理和问责制，并努力实现注重结果的教科文组织财政资源分配。
- 2012--2013 双年度期间，因本组织面临财政困难，在各类**文化公约**实施进程中根深蒂固且由来已久的问题便开始显露出来。内部监督办公室编写的 2013 年《文化公约工作方法审计》得出结论，该系统不可持续。因此，要确保规范性框架和教科文组织的领导作用长期可靠，就需要在这一重要领域采取新的治理措施。尽管这些公约在财政上具有可持续性，但仍需谨慎行事，确保教科文组织保持其在计划领域的领导作用，并在多边文化领域内外维持教科文组织的任务，因而，必须在保持教科文组织在文化领域的实质性作用与其资助这些活动的的能力之间取得平衡。
- 本组织不应因为当前的形势而冻结各项计划：必须经予它们喘息和发展空间，以**应对新的挑战 and 机遇**。正是本着这一精神，本组织方能在上一双年度期间以联合

国进程和机制牵头机构的身份（担任国际水资源年、“教育第一全球倡议”秘书处、科学咨询委员会秘书处和 2015 年后发展议程进程的共同牵头机构），在几个地标性领域以及在冲突后和灾后情况中（例如，马里、南苏丹、叙利亚和菲律宾）承担责任。为了应对不断变化的需求和优先事项，本组织需要继续找出创新的解决方案，以应对棘手的预算和人力资源短缺问题。会员国与公共和私营部门合作伙伴的支持对于此项事业仍然十分关键。

- **向注重结果的预算编制过渡**正在逐步地纳入教科文组织工作的各个层面，并将有助于增强实效，改善决策进程和提高透明度。这一过渡将导致对所有相关进程和信息系统进行审查，今后还需要在所有层面加以体现，包括注重结果的规划、监测和报告以及供资。采用这一办法需仰仗秘书处和会员国的集体努力，因为它现在正逐步延伸到治理和计划领域的各个方面和机制。教科文组织的另一项新的挑战将是诉诸影响评估，这在方法和为这类努力供资方面都将构成新的挑战。
- 教科文组织在某些领域**对预算外资源的严重依赖**有望持续。鉴于多边组织之间对此类资金的竞争日益加剧，许多捐助方受到多重国内制约，这将要求教科文组织作出特别努力，以筹集足够的补充资源，并确保与计划优先事项充分保持战略一致性和计划一致性。

计划执行情况的战略评估

重大计划 I: 教育

13. 2012--2013 年，教育部门集中精力和资源实现 36 C/5 《计划与预算批准本》提出的 12 项预期成果。重点放在具有教科文组织相对优势、并且对实现全民教育至关重要的四个主题领域，即：教师、扫盲、职业技术教育与培训（TVET）以及全部门政策和规划。在本双年度期间，该部门还为关于教育在 2015 年后发展议程中的作用的辩论作出了重要贡献。

I. 主要成绩

2015 年后教育发展议程的编制

14. 在整个双年度期间，教科文组织宣扬了教育在未来全球发展议程中的重要性。它还同联合国儿童基金会（UNICEF）共同领导了关于教育的主题磋商，并组织了一系列地区和全球磋商。由于开展了宣扬工作，教科文组织更加重视终身学习、优质教育和平等的整体教育观，被广泛反映在联合国秘书长的 2015 年后发展议程高级别知名人士小组的报告中，该报告建议“提供优质教育和终身学习”，将其作为未来教育的相关目标。虽然教科文组织承认全民教育（EFA）仍是一项尚未完成的议程，但它建议将这一议程移入未来全球发展的主流议程，避免全民教育与千年发展目标的未来轨道分开。教科文组织建议将这一总体教育目标转化为未来五个具有独立目的和指标的目标或主题领域。这一提议在大会第三十七届会议期间得到了讨论。

15. 教科文组织启动了对照全球和社会变革对教育进行重新思考的进程。其目的是为在不断变化的世界中学习的进一步对话、行动和研究指明方向，同时树立教科文组织两本具有划时代意义的出版物中所述的教育观点，这两本出版物一是《学习成就未来》（1972 年）或称《富尔报告》，另一本是《学习：内在的财富》（1996 年）或称《德洛尔报告》。为此成立了一个高级专家小组。

加快实现全民教育（EFA）进程

16. 到 2015 年实现全民教育目标依然是本组织的最优先事项，指导着本组织在整个双年度期间的工作。随着改革后的**全民教育协调结构**的建立，全民教育协调的实效得到了改善，该

结构为相关方提供了不同的平台以讨论实现全民教育的进程，以及筹备 2015 年世界教育论坛和编制 2015 年后教育议程。在数次地区全民教育磋商、全球全民教育会议（GEM）和全民教育指导委员会（SC）的四次会议上，各国教育部长和世界各地教育领域的主要相关方齐聚一堂，交流了优良政策和良好做法。全球全民教育会议和全民教育指导委员会发挥了重要作用，为全民教育运动指明了战略方向，确保了对 2015 年后教育议程作出承诺，并动员相关方加快到 2015 年实现全民教育的进程。

17. 教科文组织履行全球全民教育会议 2012 年会议的承诺，并且与其他相关方协作，为非洲国家发起了**全民教育加速倡议**。迄今为止，已有 19 个国家承诺实现这一进程，教科文组织支持这些国家监测其全民教育加速框架的落实情况。

18. 一些会员国受益于教科文组织的宣扬和技术支持，牵头编制了**全民教育国家审查**，并评估了它们自 2000 年以来的成就和经验，确定了新出现的问题和挑战，汲取了重大教训并展望了未来教育。这些国家审查预计不久将完成，并将推动 2014 年计划举行的一系列地区全民教育会议并为其提供依据。

19. 自 2013 年以来，教科文组织一直担任**联合国秘书长的教育第一全球倡议**（GEFI）秘书处，帮助调集了更多的政治和财政支持用于教育，以及提升了教育在全球议程中的地位。给予特别强调的是，鼓励各国政府和发展伙伴进一步承诺，以在 2015 年最后冲刺阶段解决机会获取和学习方面的最大瓶颈问题。通过此项倡议，教科文组织还提高了人们对教育在本组织的长期优先事项即培养全球公民中的作用的意识。

优先事项领域的进展

20. 在本双年度期间，教科文组织的行动强调了**教师**在提升教育获得、质量、平等和效率方面的核心作用。在《教师战略》和《撒哈拉以南非洲国家倡议》的背景下，大约有 50 个国家受益于多项能力发展活动，这些活动侧重于课程设计和执行、教师管理以及将信息和通信技术（ICT）用于师资教育，并依靠全民教育能力发展（CapEFA）计划和中华人民共和国提供的信托基金等预算外支助开展工作。此外，额外的人力和财政资源还使得非洲国际能力培养研究所（IICBA）的执行和交付能力得到了增强。

21. 与教科文组织**职业技术教育与培训**战略三个核心领域相关的计划实施方面也取得了重大进展。对制定以证据为基础的职业技术教育与培训政策提供了支持，包括提供政策建议和

21 个国家的国家审查，尤其是通过实施预算外项目，例如“改善教育促进非洲崛起（BEAR）”项目和全民教育能力发展计划。通过技术教育与培训机构间小组（IAG-TVET），教科文组织继续致力于制定和使用相关的职业技术教育与培训指标。教科文组织还推动对职业技术教育与培训转型进行创新性思考，例如组织了第三届国际职业技术教育与培训大会（2012年5月），这届大会对于在对技能培养和青年失业问题给予高度政策关注的背景下开展全球职业技术教育与培训对话中来说是个标志性事件。最终产生的上海共识为职业技术教育与培训转型指明了重要的未来政策方向。关于职业技术教育与培训国际趋势和问题的报告，是教科文组织为全球辩论所作贡献的另一实例。为了扩大教科文组织的影响范围，对教科文组织国际职业技术教育与培训中心（UNEVOC）网络进行了翻新改造，还开发了一种新的业务模式，以促进通过在线服务、虚拟讨论和电子平台等途径实现信息共享。

22. 在 2012--2013 双年度期间，教科文组织支助制定了 36 项国家**扫盲**行动计划，并帮助大约 16 个国家对本国的“扫盲加速计划”文件进行定稿。教科文组织总部举行了两项重大活动，一是 2012 年 9 月的高级别圆桌会议，二是 21 世纪扫盲问题座谈会，这两项活动帮助提升了扫盲的地位，并提高了各国对扫盲的承诺。对联合国扫盲十年（UNLD）进行评价，提供了另一次衡量取得的进展和确定尚未应对的挑战的机会。根据教科文组织的评价报告，联合国大会第六十八届会议通过了一项决议，敦促各会员国加速扫盲行动，并敦促教科文组织支持各国家倡议。在这一领域，教科文组织终身学习研究所（UIL）是一个重要的执行伙伴。终身学习研究所通过多种多样的宣扬活动和网络会议，接触到了约 700 名参与者。它还继续开展第六届国际成人教育大会的后续工作，并根据 141 个国家关于执行《贝伦建议》的进展报告编制了第二份《成人学习与教育全球报告》。该报告的主要结论之一是，尽管仍有许多挑战，但《贝伦框架》的若干核心信息，如终身全方位学习对于提供一个最有前途的角度以应对成人扫盲挑战的重要性，已被纳入国家政策辩论和改革进程中。

23. 在整个双年度期间，教科文组织在**全部门教育政策、规划和管理**领域为约 50 个国家和地区组织提供了支持。除其他国家外，教科文组织支持马来西亚政府开展了一项国家政策审查，并最终编写了 2012 年 9 月公布的《马来西亚教育蓝图（2013--2025 年）》草稿。此次政策审查获得了高度赞赏，由此启动了对泰国的政策审查，后者目前正在与经合组织密切合作进行。在缅甸，教科文组织在支持该国进行教育部门全面审查和改革职业技术教育与培训、师范教育及高等教育等分部门中发挥了重要作用。目前，此项审查到了最后阶段。南部非洲发展共同体国家培训机构的能力得到了提高，它们能够分析教育管理信息系统（EMIS）并

改进了评估手段和方法。超过 2 300 名教育专业人员受益于国际教育规划研究所（IIEP）的培训计划，其中 40% 为女性。国际教育规划研究所还向 27 个国家提供了重要的技术支持，并与全球教育伙伴关系（GPE）密切合作修订“教育计划编制和计划评价指导方针”。为了帮助解决目前缺乏详细的教育资助数据问题，以满足全民教育目标的国内部门规划、分析和国际监测需求，国际教育规划研究所启动了全球教育伙伴关系资助的一个项目，支持选定的非洲和亚洲国家建立国家教育账户并完善国家资金流动报告。

24. 教科文组织在**全球公民教育**领域开展的工作进展顺利，为该领域的教育第一全球倡议作出了重要贡献，加深了人们对概念和衡量方面相关问题的理解，促成了相关方之间全球合作网络的建立。2013 年 9 月，教科文组织与大韩民国共同组织了一次全球公民教育问题技术磋商会，随后，教科文组织、圣雄甘地和平与可持续发展教育研究所（MGIEP）和亚洲及太平洋地区国际了解教育中心（APCEIU）共同组办了第一届教科文组织全球公民教育论坛（2013 年 12 月，曼谷）。这些会议的成果不久将公布和传播，以便丰富这一领域的知识，并支持各国更好地将全球公民教育纳入其本国政策和计划中。

25. 2013 年，教科文组织**联系学校项目网络**（ASPnet）开展了项目、活动和国际交流六十周年庆祝活动。联系学校项目网络在 1953 年成立之初只有 15 个会员国的 33 所学校，现在已涵盖 180 个国家超过 9 700 家教育机构，成为了世界最大的学校网络和教科文组织最成功且最持久的举措之一。

总体优先事项--非洲

26. 为实现非洲教育优先事项所作的重大贡献重点包括：

- 支持在 13 个会员国开展**全民教育国家审查评估**，该审查评估目前处于不同的完成阶段（埃塞俄比亚、肯尼亚、马达加斯加、卢旺达、塞舌尔、坦桑尼亚和乌干达）；
- 19 个国家致力于通过全民教育加速倡议在 2015 年前改善其全民教育状况。教科文组织为监测其全民教育加速框架的落实情况提供了支持；
- 适应不同性别的**扫盲和非正规教育**计划在逐步扩大，扫盲和非正规教育的各项目标被纳入若干国家的国家发展计划，这些国家有：乍得、冈比亚、几内亚、

肯尼亚和卢旺达；

- 南部非洲发展共同体国家的国家能力得到提高，能够使用**教育管理信息系统**（EMIS）并改进评估手段和方法；
- 支持制定循证的**教师政策和战略**，增强师资培训机构（TTIs）的能力。相关工作包括：六个国家完成了各自的教师诊断性研究（几内亚、布隆迪、莱索托、贝宁和乌干达）。此外，布隆迪还与教科文组织合作，开发并验证了新近改革的七年制基础教育教师在职培训单元；
- 通过加强与工作领域的联系增加青年和成人的就业机会，使国家职业技术教育与培训系统的质量得到了提高。2013 年“南共体地区**职业技术教育与培训状况**”报告为传播职业技术教育与培训方面的良好做法和知识以及相关的战略建议作出了贡献；
- **高等教育**机构之间的合作和学术交流得到了加强，包括通过泛非大学（PAU）项目：非洲的研究空间。教科文组织与惠普公司和 19 个来自非洲和阿拉伯地区的参加机构共同开发了第一个非洲大学网，将此作为增强地区和全球实时科学合作与研究的主要工具。该地区的政策对话得到了促进，对话内容侧重于在非洲的重点大学内创建“高等教育英才中心”等问题；
- 通过教育质量总体框架（GEQAF）支持提供**优质教育**工作的开展，建立了负责博茨瓦纳、加蓬和南非普通教育的国家高级管理人核心小组。

总体优先事项-- 性别平等

27. 在本双年度期间，教科文组织的所有教育计划在解决性别平等问题方面都取得了重大成就，尤其是在性别平等行动计划（GEAP）的七个成果领域里。这些成就主要包括：

- **扫盲**：教科文组织动员了 43 个在扫盲方面面临严峻挑战的国家，其中有 35 个国家编制了本国的《国家扫盲行动计划》，以确保计划编制适合不同性别并与国家和国际目标保持一致。在地区和国家两级发起并实施了大规模的扫盲计划；实例包括阿富汗扫盲强化计划，此项计划提供了阅读材料和培训；摩洛哥扩大了针对女童和妇女的扫盲后计划；塞内加尔有 900 名女童和年轻妇女接受了扫盲与职业培训。编制了九个关于使用移动技术支持女童和妇女扫盲的案例

研究，并在非洲和亚洲组织了两次关于开展移动学习增强妇女和少女权能的地区专家会议。

- **教师：** 师资培训机构中的性别问题培训制度化的国家能力得到增强，通过制定师资培训和教学实践中的性别问题主流化指南，决策人对于教师专业发展和培训材料编制中的性别问题的意识也得到提高。在非洲，超过 15 个国家受益于教师能力建设培训研讨会，这些培训研讨会包括关于适应不同性别的教学方法的具体单元。
- **中等教育：** 对中等教育中的女童状况开展了研究，以更好地了解女童在获得、继续和完成中等教育方面面临的挑战。还记录了成功事例和最佳做法。在非洲，教科文组织支助了八个国家制定不间断的全纳课程框架，侧重于从初级到中级的过渡，着眼于评估模式和适应不同性别的教学法。针对与学校有关的性别暴力（SRGBV）问题开展了综合性全球案头审查，以便为政策提供依据，通过教育手段解决教育领域的性别暴力问题；此项审查被用作与联合国女童教育倡议（UNGEI）共同制定与学校有关的性别暴力问题政策宣传简报的基础。
- **职业技术教育与培训（TVET）：** 鼓励决策人将女童纳入国家职业技术教育与培训计划以及从求学到工作的计划过渡。提供了关于在职业技术教育与培训政策和实践中将性别问题主流化的上游政策建议和能力发展情况，并通过性别与职业技术教育与培训的研究为此提供依据。在第三届国际职业技术教育与培训大会（2012 年 5 月，上海）期间举行的妇女与职业技术教育与培训问题特别会议上，世界各地的官员和决策人都接受了在职业技术教育与培训领域将性别问题主流化的培训。
- **基于权利的教育部门规划：** 为增强国家将性别问题纳入全部门教育政策和规划、政策审查和主题研究主流的能力提供了支持。亚洲设立了三个次地区主题小组。制定并试行了教育法和政策审查准则草案。
- **艾滋病毒和艾滋病：** 通过培训培训员的讲习班发展了国家能力，还着手开展工作以解决黎巴嫩、刚果民主共和国、南非等国和一些亚太国家内与学校有关的性别暴力（SRGBV）问题。
- **可持续发展教育：** 在设计和实施气候变化教育计划时以及在一些关于可持续发展教育的出版物中，将性别问题纳入了主流。

- 教科文组织继续积极参与关于女童教育和性别平等的两项重大**全球伙伴关系倡议**（联合国女童教育倡议--UNGEI，以及联合国青春期少女问题工作队）。教科文组织与妇女署、儿基会和人口基金合作，参与了一系列机构间活动，以解决学校内外的性别暴力问题。
- 虽然已经取得了重大进展，但由于问题严峻，所以，还需要继续强调为女童和妇女，尤其是身处贫困农村地区的女童和妇女提供更多的学习机会。

II. 合作伙伴关系和动员的资源

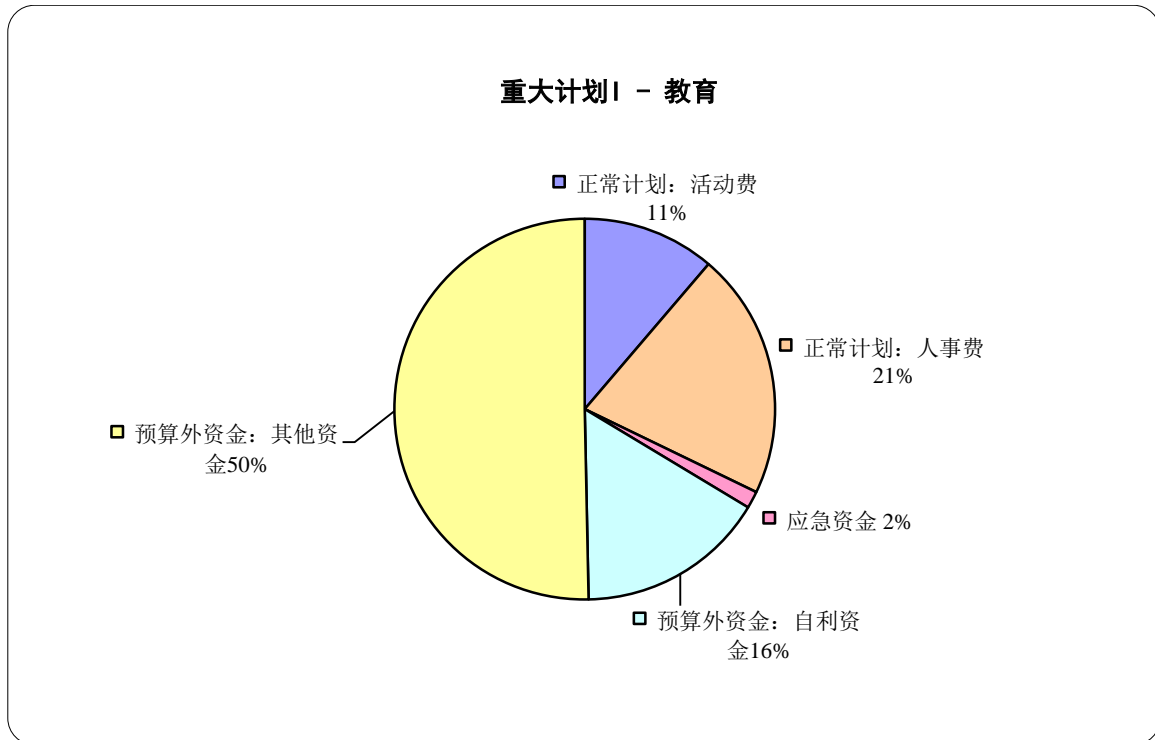
28. 在第一届金砖国家--教科文组织部长级教育磋商会（2013年11月，巴黎）上，金砖国家教育部长讨论了教育领域的合作机会，并商定建立金砖国家-教科文组织教育小组，在每届金砖国家峰会和教科文组织大会之前举行金砖国家教育部长会议。

29. **女童和妇女教育全球伙伴关系**在筹措大量预算外资金用于实施国家级大型项目以解决女童教育瓶颈问题（如扫盲和中等教育）方面一直发挥着促进作用。一个实例就是由帕卡德基金会资助的、众包的女童教育项目，该项目旨在解决埃塞俄比亚和坦桑尼亚中学女生辍学和续读问题。在伙伴关系框架内，教科文组织收到了巴基斯坦政府向教科文组织“马拉拉女童教育权基金”捐助的1 000万美元，用以确保为女童教育，包括在巴基斯坦实施具体的干预措施。这种伙伴关系还促使各会员国和私营机构额外承诺提供支持，以促进女童教育和教育领域的性别平等。

30. 2012--2013年间，重大计划 I 通过多年期合作协议收到了丹麦、芬兰、挪威和瑞典提供的支助。日本和瑞典为阿富汗扫盲承付了大部分资金（分别为2 300万美元和900万美元）。中国为非洲师范教育承付800万美元。法国恢复了其对非洲教育部门分析的承诺，同教科文组织国际教育规划研究所（IIEP）签署了500万欧元的协议，以支助达喀尔中心（设在达喀尔的一个从事教育部门分析的专业单位）。瑞士延展支助《全民教育全球监测报告》（GMR）三年（超过130万美元），英国国际开发部（DFID）为教育统计承付420万英镑（《全球监测报告》和教科文组织统计研究所（UIS））。欧洲联盟提供的资金（430万欧元）已收到，用于支助为约旦境内的年轻叙利亚难民提供职业技能发展机会。在越南（100万美元）同三星就教育促进可持续发展（ESD）启动了伙伴关系，在缅甸（50万美元）就职业技术教育与培训（TVET）同百事可乐启动了伙伴关系。

31. 在重大计划 I 下，2012--2013 双年度的最后支出是用于正常计划（RP）的 8 460 万美元，包括与收到的追加拨款有关的支出。除了此项正常计划支出外，1.78 亿美元的活动由预算外资金提供资金，其中 380 万美元来自应急资金。这有助于弥补来自 36 C/5 批准本的可用正常计划预算的大幅削减，即 1.15 亿美元。

执行计划的资金来源（2012 年 1 月至 2013 年 12 月）





III. 未来的挑战和教训

32. 在当前的财政状况下，重大挑战之一是：平衡对于教科文组织具有相对优势的有限工作领域的侧重与同时对教育采取一种全盘兼顾的方法。为了以最有效和高效的方式管理有限的资源，已经用尽一切努力，例如，将正常计划的资金分配给无法吸引到大量预算外资金、但对维持教科文组织的作用非常关键的领域，如全民教育协调以及教育研究和预测。

33. 教科文组织的教育计划必须具有普遍性并且与其所有会员国相关。在以获取、公平和质量原则为基础的教育愿景的指导下，教科文组织将会利用自身的相对优势，发挥自身在规范和技术方面的作用。在为 2015 年及以后做准备时，它将加倍努力，与所有国家合作，争取实现国际社会制定的教育目标，支持各会员国对学习者的培养，使其掌握建设一个更加公正和可持续世界所需的知识、技能和价值观。

**业务预算的相关拨款和支出
及取得的成果的整体评估，2012--2013 年**

重大计划 I	正常计划拨款 (美元)	正常计划支出 (%)	预算外支出 (美元)	取得的成果的自我评估	部门评论意见 (当自我评估高于或低于预期)
共计	14 814 864	97	174 219 589		
预期成果 1: 以促进接受良好教育权利和性别平等为侧重点, 利用信息和通信技术, 加强各国的政策制定和规划能力	2 748 109	97	46 465 345		
预期成果 2: 加强各国规划、管理和推广注重性别平等的优质扫盲和非正规教育政策与计划的能力	1 391 648	95	26 302 335		
预期成果 3: 加强各国制定和实施教师政策的能力, 重点放在质量和性别问题上	1 810 844	97	6 469 011		
预期成果 4: 加强会员国的能力, 制定全面和有依据的职业和技术教育与培训政策并为实施这些政策提供援助	1 540 178	97	7 659 007		
预期成果 5: 优化会员国的基础教育包括幼儿保育与教育政策、计划与实践, 提高质量, 增强公平性、包容性和性别平等	2 343 217	98	17 054 076		
预期成果 6: 增强会员国的能力, 通过包括创新的办学模式在内的各种手段确保更加公平地接受良好高等教育和研究的机会	1 213 492	93	4 228 970		
预期成果 7: 加强会员国将可持续发展教育的整体观, 包括气候变化教育、防灾降险教育纳入教育政策以及发展规划和计划的能力	1 042 271	97	7 760 240		
预期成果 8: 会员国开展优质的全面艾滋病毒教育和性教育, 提倡健康的生活方式、性别平等和人权	317 543	92	31 713 407		
预期成果 9: 将强调基于和平、相互理解和尊重人格尊严的普遍价值观的全球公民意识教育纳入教育政策、规划和计划	494 189	95	6 680 325		
预期成果 10: 在全球和国家层面动员为实现全民教育作出政治和资金承诺并加强监测全民教育的机制	1 636 082	99	19 672 235		

重大计划 I	正常计划拨款 (美元)	正常计划支出 (%)	预算外支出 (美元)	取得的成果的自我评估	部门评论意见 (当自我评估高于或低于预期)
预期成果 11: 通过宣传和建立恰当的符合本组织目标的多相关方伙伴关系, 促进全球和各国对女童和妇女教育做出承诺	86 205	91	0		
预期成果 12: 针对教育领域的新趋势和新挑战开展调查和前瞻性研究, 帮助教育领域的相关各方了解情况	191 086	96	214 640		

注: 预算信息包括: 正常计划 (RP) 业务预算、应急资金和预算外资金, 全都为36 C/5 的预期成果作出了贡献。数字不包括第1类教育机构的业务预算。

注: 预算信息包括: 正常计划 (RP) 业务预算、应急资金和预算外资金, 全都为36 C/5 的预期成果作出了贡献。数字不包括第1类教育机构的业务预算。

● 尚无信息; ■ 未达到预期; ● 部分达到预期; ● 达到预期; ★ 超出预期

重大计划 II：自然科学

34. 尽管面临重大的财政挑战，但 36 C/5 批准本中的 26 项预期成果大多数都依据计划目标实现了。

I. 主要成绩

35. 在联合国系统内和国际舞台上，教科文组织在推动**以科学促进可持续发展**方面的作用大大提升，尤其是在淡水、海洋、生物多样性、科学政策、减少灾害风险、土著知识领域，以及为联合国可持续发展会议（UNCSD）（即里约会议二十周年峰会）及其后续行动，包括 2015 年后发展进程服务的科学--政策--社会互动领域。教科文组织在编写联合国秘书长提交给经社理事会 2013 年度部长级审查的关于“科学、技术和创新以及文化潜力，用以促进可持续发展和实现千年发展目标”主题的报告，在为会员国关于 2015 年后发展议程的开放工作组会议编写关于“科学、技术和创新、知识共享和能力建设”的《联合国工作支助组问题简报》中，都发挥了核心作用。

36. **淡水**领域的重要成就包括，进一步认识到，除了在教科文组织代表联合国水机制领导的“国际水合作年”之际处理跨界管理问题以外，在各级和各部门的水合作也发挥了重要作用。国际水文计划-VII 的要点包括：加强研究活动、关于洪水和生态水文学的重点出版物，以及云集了来自各地区 100 个国家近 500 名与会者的关于地下水治理的地区磋商。与水有关的第 2 类中心和教科文组织教席之间的合作得到了加强，而且就废水和卫生问题以及编制 2015 年后发展议程与联合国其他机构开展了合作。另外，还促进了能力建设，颁发了 369 个理学硕士学位（41%颁发给了妇女），完成了 34 篇博士学位论文，还对教科文组织-国际水利环境工程学院水教育研究所的 427 种科学出版物进行了同行审议。第四版《世界水资源开发报告》发行了逾 80 000 份。

37. 教科文组织获准主持生物多样性和生态系统服务政府间科学政策平台（IPBES）技术支持股土著和地方知识工作组的工作，并为知识和数据工作组作出贡献，以及通过人与生物圈计划（MAB）参与次全球生物多样性评估。教科文组织是新的十年全球变化研究计划--“未来地球”的创始人。

38. 在本双年度期间，**人与生物圈计划**指定了 33 个新的生物圈保护区，提出了 14 个国家 31 项遗址管理改善的建议，而人与生物圈计划理事会于 2013 年 6 月通过了一项“退出战

略”。建立了新的跨越喀麦隆、刚果和加蓬的跨界生物圈保护区、流经七个非洲国家的乍得湖，以及三国共有的特里菲尼奥-弗拉特尼达生物圈保护区（危地马拉、洪都拉斯和萨尔瓦多）。促进了 18 个国家岛屿及沿海海洋生态系统的可持续管理，考察了阿拉伯和非洲国家生物圈保护区内当地绿色经济的发展情况以及气候变化对脆弱的山区生态系统和湿地的影响。人与生物圈计划越来越多地用来促进地区和次地区两级的政策对话和伙伴关系发展。

39. 在 2012 年 2 月庆祝国际地球科学计划（IGCP）四十周年之际，人们审议了教科文组织在过去 40 年在**地球科学**领域开展的工作取得的成就、旨在提升国际地球科学计划的社会意义的各项措施以及来自发展中国家的地球科学家的参与情况。地球科学机构非洲网络（ANESI）于 2013 年 1 月在亚的斯亚贝巴启动，21 个非洲国家受益于 30 个运行中的国际地球科学计划项目。

40. 教科文组织在**减少灾害风险**方面的专门知识被调动起来，为联合国减少灾害风险的所有重大进程，尤其是联合国减灾战略科学技术专题领域的进程提供依据。通过在阿尔巴尼亚、埃塞俄比亚、洪都拉斯、印度尼西亚、伊拉克、肯尼亚、利比亚、纳米比亚、巴基斯坦、巴布亚新几内亚、菲律宾、萨摩亚和东帝汶等采取一体化办法，非洲之角的干旱问题得到了解决，应对自然灾害风险的能力也得到提高。超过 100 个国家受益于提高意识行动以及有关减少灾害风险问题的社区和政府机构培训，这些问题包括预警系统、地震和工程地震学以及学校的结构安全。

41. 超过 30 个国家获得支助以修订本国的**科学、技术和创新（STI）政策**框架和体系。具有划时代意义的事项包括在肯尼亚内罗毕举行第一届“科学、技术和创新（STI）促进青年就业、人力资源开发和包容性增长”非洲论坛。通过对来自超过 15 个非洲国家的约 150 多名官员的培训，改善了对科技与创新框架的监测。通过对来自亚洲、非洲、阿拉伯国家、东欧以及拉丁美洲和加勒比的 300 多名经理人的培训，促进了科技园和科技企业孵化器治理方面的能力建设。向哥伦比亚、冈比亚、蒙古、尼日利亚、印度尼西亚和捷克共和国提供了技术援助。还通过在克罗地亚、大韩民国、中国和印度开展的若干全球性和地区性活动培养了创新治理。

42. 通过下列活动促进了各级的**科学和工程教育**，尤其是非洲的科学和工程教育：广泛动员公共和私人合作伙伴；为制定学术计划和师资培训提供技术援助（例如在马拉维、亚美尼亚、埃塞俄比亚、泰国、突尼斯和贝宁）；在南共市和尼日利亚举办科学与工程博览会；举

办 2013 地球数学年开幕周；在丹麦、中国、尼日利亚、葡萄牙和罗马尼亚建立了五个第 2 类中心。阿卜杜勒·萨拉姆国际理论物理中心发展了可再生能源材料、定量生物学和用于科学用途的高性能计算等新战略研究领域的能力建设。该研究机构组织了 167 次科学活动，来自 136 个国家的 11 235 名科学家（56% 来自发展中国家）参加了这些活动。

43. 就即将发布的政府间气候变化专门委员会（IPCC）第五次评估报告（5AR）以及《联合国气候变化框架公约》（《气候公约》）科学和技术咨询附属机构（SBSTA）而言，**土著和地方知识（ILK）**对于应对环境挑战的重要性在联合国系统内得到了提升。教科文组织领导了生物多样性和生态系统服务政府间科学政策平台的工作，将土著和地方知识纳入了所有相关的平台任务。游牧民族的知识共享得到了促进，从而加强了撒哈拉以南非洲对气候变化的适应；印度洋次地区的传统医生尤其是女性传统医生的知识共享也得到了促进，最终建立了**非洲小岛屿发展中国家（SIDS）**网络。太平洋群岛大学研究网络建成，使得太平洋地区的 10 所大学以及加勒比和非洲的合作伙伴建立了联系，提供了一个安全且易于访问的在线平台。海滩监测全球数据库的发布，使人们能够对世界各地海滩监测站的全球数据和图像进行记录、共享和分析。

44. 教科文组织**政府间海洋学委员会（IOC）**通过与合作伙伴在《气候公约》缔约方第一届会议期间共同发布《海洋酸化问题决策者摘要》，继续提高人们对海洋酸化（OA）问题的意识。建立了新的全球海洋酸化监测网络（GOA-ON）伙伴关系。2013年，全球环境基金（GEF）向跨境水资源评估计划提供了新的赠款，这将加强政府间海洋学委员会在全球一级衡量一些重要的海洋生态、社会经济和治理指标的工作，从而为联合国世界海洋评估作出更大贡献。同时，全球海洋观测系统（GOOS）的实施水平保持在62%，将来需要纳入全球海洋观测系统的新的生物/生态系统变量已经确定。通过政府间海洋学委员会设在印度洋和太平洋、加勒比以及地中海和东北大西洋地区的政府间协调小组，在所有地区支持地区海啸预警系统运行都取得了进展。巴巴多斯政府在2013年11月建立了加勒比海啸信息中心。通过海啸波浪演习提高了沿海居民的意识。为所有四个地区的海啸预警区提供了培训和宣传材料。政府间海洋学委员会小组委员会第二届会议（2013年4月，开普敦）通过了一项侧重于气候变化适应、水质退化、海岸侵蚀以及沿海与海洋危险方面的战略计划，此举大大促进了非洲在海洋科学方面的地区合作。中国国家海洋局和政府间海洋学委员会共同组织了第一届中非海洋科学技术论坛，促进了南南合作。各国通过政府间海洋学委员会加勒比及邻近地区（IOCARIBE）分委员会，确定了在政府间海洋学委员会加勒比及邻近地区全面建立一个海

洋和沿海观测系统以支持海洋和沿海管理所需采取的行动。

总体优先事项--非洲

45. 为“非洲优先事项”规划的所有预期成果都已实现。**科学政策设计、执行、改革和评估**方面的标志性事件，是非洲第一届科学、技术和创新部长级会议，会议最后发表了《内罗毕宣言》，其中非洲各国负责科技和创新的部长重新作出了加强科学研究的承诺。冲突后国家（埃塞俄比亚、肯尼亚、卢旺达、索马里、南苏丹和苏丹）的科技和创新系统及治理情况得到了评估。在**教育能力发展和研究**领域，非洲科学院网络支持在科学教育方面开展南南合作。国际合作得到了增强，**政府间海洋学委员会非洲和邻近岛屿国家分委员会（IOCAFRICA）**制定了非洲战略计划。对刚果和加蓬海岸侵蚀问题进行的评估已经完成。新的出版物、综合数据库、网站和门户充实了国家和地区沿海和海洋生物多样性知识库。

46. 在**淡水水资源治理领域**，重要成就包括：东尼罗河地区“水科学促进和平与可持续发展”、乍得湖流域“自然资源管理促进预防冲突”以及非洲干旱监测。

47. 东非国家就“增强学者在**可再生能源**技术研究和创新以及决策者在能源政策领域的的能力”开展了一项范围界定调查。为了支持**社区抗灾复原力**，编制了在密集采矿、毁林或者气候变化改变了环境的地区建立新的跨界生物圈保护区的可行性研究报告。此外，还为建立印度洋海啸预警和减灾系统提供了支持。

总体优先事项--性别平等

48. 通过针对不同性别的计划编制工作和将性别平等问题纳入所有自然科学计划和倡议的主流，促进赋予妇女权力和性别平等得到了有系统的实现。为了实现**科学政策设计中的性别平等**，教科文组织继续增强妇女在科学领域的权能。教科文组织为**科学和工程领域的妇女**提供支持，并为青年女性研究人员提供国际、地区和国家研究金。教科文组织还采用**促进性别平等的办法**来实现可持续发展，包括可再生能源、淡水、海洋、生物多样性保护以及土著妇女的地方知识的作用。教科文组织继续有计划地将性别平等项目纳入国际科学会议的议程，并在这些会议期间组织与性别有关的会边活动（例如，关于妇女进入科学领域以促进可持续发展，关于妇女和女童在降低灾害风险中的作用）。教科文组织还将性别平等因素纳入所有

与科学相关的出版物的主流，从而鼓励讨论男女在各自领域发挥的重要作用，推动妇女涉足科学和技术领域。

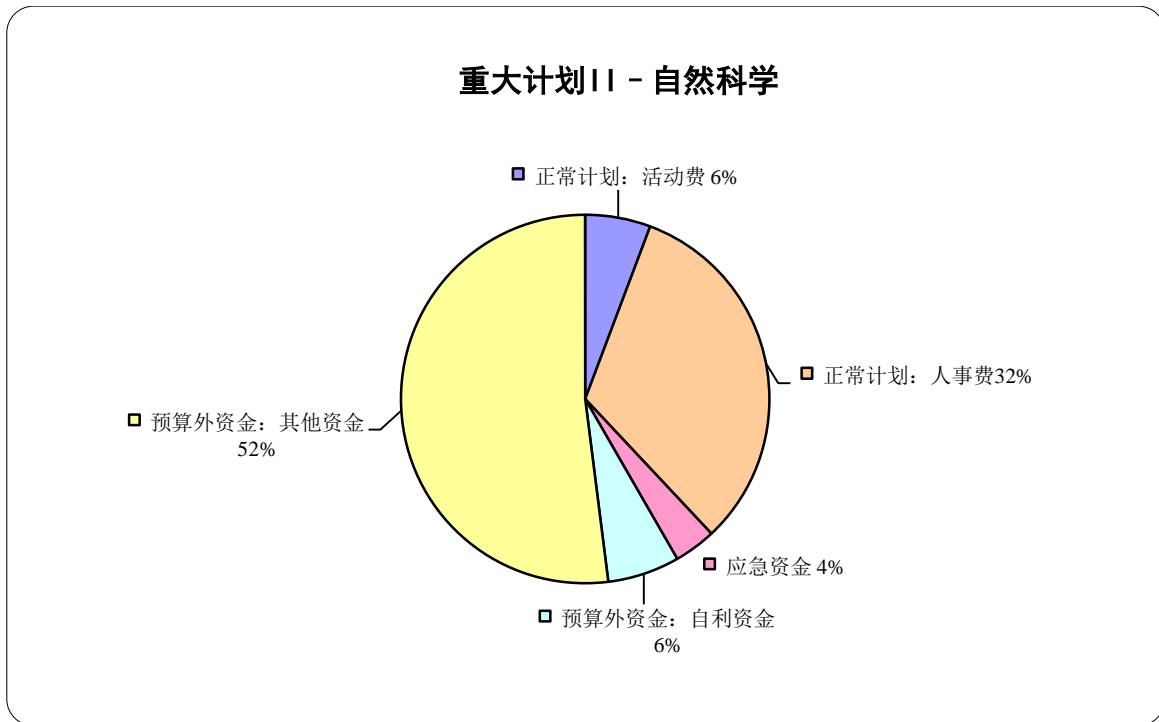
II. 合作伙伴关系和动员的资源

49. 在本双年度期间，为重大计划 II 筹集到 1 亿多美元的预算外资金。比利时（佛兰德斯）、西班牙和瑞典仍是通过多年期资金协议支助本计划的主要支持者。在淡水领域还与欧洲联盟、日本和瑞士缔结了重要项目协议。荷兰和意大利继续向教科文组织--国际水利环境工程学院（UNESCO-IHE）水教育研究所提供了机构支助，并分别向阿卜杜勒·萨拉姆国际理论物理中心（ICTP）、第三世界科学院（TWAS）、世界水资源评估计划（WWAP）和教科文组织威尼斯办事处提供机构支助。与大韩民国就非洲的人与生物圈计划遗址缔结了重要协议（180 万美元）。欧洲联盟捐款 500 万欧元，以便对伊拉克的地下水可持续发展开展一次高级水文调查。

50. 另外，还与墨西哥（CONAGUA，国家水资源机构）、巴西、德国、意大利和肯尼亚政府；伊斯兰教育、科学及文化组织（ISESCO）、TIKA（土耳其合作与协调机构），以及作为 2014-2024 年联合国“人人享有可持续能源十年”组成部分的石油输出国组织（OPEC）缔结了新的伙伴关系。联合国机构间合作和共同计划带来了新的机会，如通过环境署为跨界含水层、大型海洋生态系统和开阔洋方面的活动动员了 250 万美元；亚洲及太平洋经济及社会委员会（亚太经社会）（UNESCAP）和欧洲联盟在海啸预警领域为政府间海洋学委员会（IOC）提供支助。同私营部门建立了新的伙伴关系，包括：英特尔公司；霍夫曼-罗氏有限公司；宝洁公司；自然出版集团；弗萨格罗公司以及政府间海洋学委员会同航海界的举措。

51. 在重大计划 II 下，2012--2013 双年度的最后支出是用于正常计划（RP）的 4 300 万美元，包括与收到的追加拨款有关的支出。除了此项正常计划支出外，7 000 万美元的活动由预算外资金提供资金，包括 400 万美元来自应急资金。这有助于弥补来自 36 C/5 批准本的可用正常计划预算的大幅削减，即 5 900 万美元。

执行计划的资金来源（2012年1月至2013年12月）



III. 未来的挑战和教训

52. 正常计划预算的削减和因此产生的岗位冻结，缩小了自然科学计划中一些活动的总体范围。政府间海洋学委员会因正常计划预算减少以及美国中止自愿捐款和工作人员借调而备受影响，尤其是在海洋学和海洋气象学联合技术委员会实地观测计划支持中心（JCOMMOPS）和国际海洋碳协作计划（IOCCP）方面。与气象组织、海研科委会和全球海洋观察伙伴关系（POGO）建立的新伙伴关系，有助于维护技术支持的连续性，这种支持弥补了政府间海洋学委员会参与和影响这些计划减少带来的不足。总体而言，与公共和私人资金来源建立新的合作伙伴关系，对于取得预期成果至关重要。使用应急资金也很重要，尤其是对于确保四个政府间和国际科学计划以及政府间海洋学委员会的法定承诺而言。




53. 科学政策领域除了遭受特别沉重的打击外，面临的另一项挑战是政府官员频繁更替，而且有时候，艰难的政治局势导致这些国家难以留住大量的专业人士。为了应对这一挑战，教科文组织按国家增加了受训人员人数，同时集中关注一小部分国家。

54. 土著和地方知识是科学以外的一种重要资源，可以为全球政府间进程中的决策提供依据，包括通过《气候公约》、政府间气候变化专门委员会和《防治荒漠化公约》为气候变化





决策提供依据；通过生物多样性和生态系统服务政府间科学政策平台（IPBES）和《生物多样性公约》（CBD）为生物多样性决策提供依据；以及在南亚区域合作联盟发展目标（SDGs）进程和联合国千年发展目标（MDGs）中为可持续发展决策提供依据。在整个联合国系统，教科文组织当地和土著人的知识体系（UNESCO-LINKS）已成为公认的领袖，要求和期望值也呈指数级增长。为了抓住这个机会并维护教科文组织的地位和执行能力，需要进一步增强教科文组织当地和土著人的知识体系。同样，随着 2014 小岛屿发展中国家（SIDS）国际年和第三届小岛屿国家国际会议的到来，满足小岛屿发展中国家会员国的期望将成为一项重大挑战。

**业务预算的相关拨款和支出
及取得的成果的整体评估，2012-2013 年**

重大计划 II	正常计划 拨款 (美元)	正常计 划支出 (%)	预算外支出 (美元)	取得的成 果的自我 评估	部门评论意见 (当自我评估高于或低于预期)
共计	4 020 044	97	69 473 580		
预期成果 1: 加强国家科技创新系统, 使之具有自我推动能力, 并制定相关的政策	111 335	100	9 947 356		
预期成果 2: 通过国家、地区和地方创新制度、科技园和科技企业孵化器, 促进创新文化	165 400	78	25 512		
预期成果 3: 改进监督、评估和信息共享, 加强全球科技创新的监测工作	34 362	85	142 939		
预期成果 4: 在包括可再生能源在内的相关领域, 开发创新的跨学科科学和工程学课程	204 605	96	1 200 741		
预期成果 5: 通过联网的示范中心、南南和北南合作伙伴关系以及高校与产业界的联盟, 加强机构的研究能力	239 452	100	15 166 577		
预期成果 6: 尤其是在发展中国家, 通过大学网络和专业团体来提高会员国开发培养大学生研究领导力和加强对年轻研究人员开展职业指导的模式的能力	65 600	99	689 268		
预期成果 7: 提高公众对科学、技术和工程学的认识, 与民间社会包括妇女和青年一起制定科技创新政策议程	28 700	100	570 378		经过本双年度初期的几次预算大幅削减之后, 预期成果 7 的正常计划资金非常少。由于利比亚的安全局势, 旨在使该国受益的现有预算外资金不能划拨。2012 年和 2013 年的几项成就, 如关于科学普及的国际会议和一些能力建设活动、颁发科学奖和庆祝争取和平与发展世界科学日, 可能是通过合作伙伴关系取得的。
预期成果 8: 在全球、地区和地方各级制定和实施注重当地知识和土著知识的可	93 902	99	524 216		承认地方和土著知识体系 (LINKS)

重大计划 II	正常计划拨款 (美元)	正常计划支出 (%)	预算外支出 (美元)	取得的成果的自我评估	部门评论意见 (当自我评估高于或低于预期)
持续发展政策和行动，并为实施工作提供必要的支助					是可持续发展（SD）的组成部分得到极大的推进，在气候变化（政府间气候变化专门委员会（IPCC）和《联合国气候变化框架公约》（UNFCCC））和生物多样性（《生物多样性公约》、联合国可持续发展会议里约会议二十周年峰会（UNCSD at Rio+20）和生物多样性和生态系统服务政府间科学政策平台（IPBES））方面对该体系兴趣大增。教科文组织在加强国际上对地方和土著知识体系对于可持续发展的认可方面发挥了核心作用，结果超出了在本双年度期初确定的预期。
预期成果 9：通过科学政策、实践和教育，解决小岛屿发展中国家的脆弱性问题	22 964	99	317 963		
预期成果 10：通过科学领域的外交和合作加强和平建设	0	N/A	0		在本双年度期初削减预算后，预期成果 10 不再有正常计划资金，它也未得到预算外资金。尽管如此，利用工作人员的时间和合作伙伴关系举行高级别国际会议，在提高科学促进和平的重要性、科学外交在可持续发展中的作用以及牢固的科学-政策联系在国际和地区两级中的重要性方面取得了长足进展。
预期成果 11：会员国在国家和地区两级为海啸及其他与海平面有关的灾害建立有效的端对端预警系统，包括防灾和减灾措施	102 819	100	3 247 909		
预期成果 12：增进会员国对海洋环境及全球气候方面的相关进程的了解，发展技能和国家能力以适应气候变化的影响	159 000	100	2 439 634		

重大计划 II	正常计划 拨款 (美元)	正常计 划支 出 (%)	预算外支出 (美元)	取得的成 果的自 我 评 估	部门评论意见 (当自我评估高于或低于预期)
预期成果 13: 提高会员国在海洋科学以及监测、评估和管理海洋资源等服务领域的的能力	147 771	100	4 412 081		
预期成果 14: 提高会员国对海洋和沿海地区进行保护和可持续利用的能力	125 000	100	1 849 982		
预期成果 15: 支持会员国提高技术和机构能力, 改进相关的政策和机制, 以会员国的科学知识库为基础, 在国家、地区和全球层面根据全球变化对江河流域的影响作出适应性调整	305 170	99	1 619 806		
预期成果 16: 主要根据《联合国世界水资源开发报告》, 评估世界淡水资源, 支持会员国加强包括共有水域在内的水治理政策	1 363 114	98	6 193 828		
预期成果 17: 改进针对城市地区、干旱和半干旱地区以及地下水资源和含水层系统的知识库和科学合理的政策指导, 加强有效的水管理和泥沙问题管理	165 737	97	4 363 194		
预期成果 18: 在所有各级加强与水资源有关的教育能力, 尤其要关注非洲和性别平等问题	28 907	94	422 110		
预期成果 19: 扩大对作为可持续发展研究和学习平台的生物圈保护区的利用, 加强人与生物圈计划的实施, 包括进一步在地区和全球网络交流最佳实践做法	242 177	99	8 681 452		
预期成果 20: 以非洲为重点, 加强地球科学的研究、教育及能力建设, 促进可持续发展	158 809	100	936 340		
预期成果 21: CCTU 生物多样性: 与主要的联合国伙伴与机构和地区资料中心协作促进以可持续和公平的方式利用生物多样性, 加强生态系统服务	100 400	98	1 736 584		
预期成果 22: 与联合国减少毁林和森林退化造成的排放量合作方案、清洁发展机制 (CDM) 以及类似的缓解和适应气候变化筹资机制合作, 整合生物圈保护区和世界自然遗产地	0	N/A	22 384		本预期成果两项业绩指标中有一项不可能完全实现。事实证明, 由于《联合国气候变化框架公约》方法发展方面的不确定性, 减少毁林和森林退化造成的排放量合作方案 (REDD) 和 REDD+ 活动比预期的更具挑战性。此外, 在本双年度期间, 期待中的有望

重大计划 II	正常计划 拨款 (美元)	正常计 划支出 (%)	预算外支出 (美元)	取得的成 果的自我 评估	部门评论意见 (当自我评估高于或低于预期)
					给减少毁林和森林退化造成的排放量合作方案相关的教科文组织场地的可行性研究带来重要捐款的私营部门伙伴关系没有建立起来。
预期成果 23: 通过空间科学与空间技术合作伙伴网络, 加强对世界自然和文化遗产地、生物保护圈保护区、人与生物圈计划的重点生态系统的管理	0	N/A	16 566		
预期成果 24: 宣传可再生能源, 尤其是太阳能和节能及可持续利用知识库及政策, 促进可持续发展, 同时应当让生物保护区所在地的当地社区从找到的解决方案中受益	0	N/A	165 614		
预期成果 25: CCTU 自然灾害: 通过包括参与联合国国别共同方式等途径, 提高对自然灾害和气候变化的应变力, 加强灾害风险评估, 进一步降低灾害的影响, 提供有针对性的科学援助	107 240	98	1 230 916		
预期成果 26 :CCTU 自然灾害: 在地区和国家两级改进科学知识库, 提高会员国对水患的适应能力	47 580	99	3 550 230		

注: 预算信息包括: 正常计划 (RP) 业务预算、应急资金和预算外资金, 全都为 36 C/5 的预期成果作出了贡献。

尚无信息;  未达到预期;  部分达到预期;  达到预期;  超出预期

重大计划 III：社会科学及人文科学

55. 重大计划 III 活动预算削减 31%影响了该计划的总体效益。重大计划 III 优先考虑实施法定活动。与理事机构决定相符的其他优先事项以及国家一级的能力建设活动主要由应急资金提供资金。在某些领域，该部门不得不减少 36 C/5 批准本中预计的活动。例如，重大计划 III 搁置了为评估公共政策的社会包容性而制定教科文组织具体指标的工作。与国家审查社会科学研究体系有关的活动也已经取消。

I. 主要成绩

56. 2012--2013 双年度期间，生物伦理计划继续关注促进全球对新出现问题的反思以及在国家一级进行能力建设。除了举行国际生物伦理委员会（IBC）、政府间生物伦理委员会（IGBC）以及国际生物伦理委员会和政府间生物伦理委员会联席会议的届会外，国际生物伦理委员会还发布了两份新的政策报告，一份是关于“传统医学体系及其伦理影响”，另一份是关于“不歧视和不污名化原则”。还为纪念生物伦理计划 20 周年举行了特别活动。通过为联合国机构间生物伦理委员会（UNIACB）的两届会议提供便利，教科文组织还引导了生物伦理方面的全系统协调努力。能力建设活动包括提供培训，以支持在 10 个国家（乍得、科特迪瓦、萨尔瓦多、加蓬、加纳、几内亚、牙买加、马拉维、马来西亚和多哥）新成立的国家生物伦理委员会。为支持在八个国家（阿根廷、巴西、厄瓜多尔、牙买加、巴拉圭、秘鲁、特立尼达和多巴哥以及乌拉圭）设立新的国家生物伦理委员会，提供了技术建议。在伦理教师培训课程（ETTC）项目内组织了四次培训（阿塞拜疆、克罗地亚、立陶宛和纳米比亚）。2012 年，来自不同国家的总共 69 名伦理教师完成了教科文组织的伦理教师培训课程计划。为提高效率，尤其是在协商培训预算中，以及为与国内组织者合作以动员地方资金，付出了巨大努力。

57. 在反兴奋剂与体育领域，《反对在体育运动中使用兴奋剂国际公约》（2005 年）的缔约国数目继续稳步增长，达到了 176 个。2013 年 9 月举行的第四次《公约》缔约方大会使与会者有机会强调，虽然对《公约》的监测表明缔约国的履约率有了提高，但政府当局与体育机构在国家和国际两级的合作需继续得到改善。德国全额出资的第五次国际体育运动部长和高级官员会议（MINEPS V）通过了《柏林宣言》，其中包括详细的制定标准建议，目的是遏制体育中的腐败、更加平等地分享体育的社会经济利益以及确保包括妇女和残疾人在内的

所有人都能参加体育运动。政府间体育运动委员会（CIGEPS）及其咨询机构，常设咨询委员会，积极参加第五次国际体育运动部长和高级官员会议的筹备工作和后续行动。

58. 青年计划的实施是沿着三条轴线进行的：政策制定、能力建设和青年男女的公民参与。在政策审查和制定领域，教科文组织在布隆迪、利比里亚和赞比亚领导了政策审查进程，并且为加纳国家青年议会路线图的制定提供了支持。在摩洛哥就青年问题国家综合战略组织了青年磋商会，并编写了一份关于青年主要关切问题的初步研究报告，目的为埃及的政策制定提供依据。教科文组织还支持缅甸、蒙古和托克劳制定青年政策。在能力建设和促进青年的公民参与方面，与教科文组织教席和第 2 类机构及中心建立伙伴关系，使得布基纳法索、马拉维、肯尼亚和赞比亚国内 240 多名年轻人在社会创业、领导力和和平文化方面培养了能力。在加纳和塞拉利昂完成了由青年牵头的、针对青年非暴力参与选举的培训和磋商。在印度尼西亚和突尼斯也开展了能力建设活动，在这两个国家，借助教科文组织对性别问题有敏感认识的民主培训手册，对来自学校和民间社会的 500 名年轻男女进行了公民意识培训。小岛屿发展中国家青年网络已经建立，将于 2014 年启动。此外，在哥斯达黎加、萨尔瓦多和尼加拉瓜开展了三项新的预防暴力举措，在牙买加、圣卢西亚、圣文森特和格林纳丁斯以及特立尼达和多巴哥完成了“青春之路”项目的七项新举措。

59. 在大会第三十七届会议期间，第 8 次教科文组织青年论坛的主题是“青年与社会融入：公民参与、对话和技能发展”，来自 149 个国家的 500 多名青年男女参加了论坛，800 多名青年参与了在线辩论。论坛产生了 10 项关于教科文组织《2014--2021 年青年问题行动战略》的战略建议，并有 15 个由青年牵头的行动项目获得了第 8 次教科文组织青年论坛标识。在此过程中还为能力建设和联网提供了更大的机会。

60. 通过社会变革管理计划和产生具体政策建议的四个地区性部长级论坛，加强了会员国科学研究与政策制定之间的联系，这四个论坛是：加勒比第二次社会变革管理计划社会和可持续发展部长论坛（2012 年 5 月 21 日至 23 日，特立尼达和多巴哥）、第九次拉丁美洲社会发展部长论坛（2013 年 9 月 16 日至 18 日，布宜诺斯艾利斯）、西非国家经济共同体社会发展部长论坛（2013 年 12 月 16 日至 17 日，阿克拉）和东盟国家社会变革管理高级别论坛（2013 年 12 月 20 日，河内）。

61. 通过教科文组织与印度尼西亚日惹市政府签署的伙伴关系协议促进了残疾男女的**社会融入**。在海地，一项关于妇女的社会融入的调查研究为对性别问题有敏感认识的政策建议提

供了依据。还支助了为位于 Limonde 的海地国立大学亨利·克里斯托弗校区编写社会融入课程。完成了以包括妇女在内的残疾人为重点的九项关于政策包容性的国家研究（布基纳法索、萨尔瓦多、危地马拉、洪都拉斯、约旦、黎巴嫩、摩洛哥、尼日尔和塞内加尔）。2013 年 3 月举办了一期关于“衡量社会公共政策：包容性和影响”的国际讲习班，并在巴西和秘鲁组织了两期社会变革管理计划暑期学校。在报告所述期间，在会员国新成立了七个社会变革管理计划全国委员会。此外，“欧洲反种族歧视城市联盟”仍然非常活跃，“美国反种族主义城市联盟”也成功创立。

62. 教科文组织为全球移徙小组（GMG）的重大举措作出了贡献，包括起草全球移徙小组关于青年与移徙的专题报告。“印度国内移徙举措”（IMII）得到巩固，并且开展了研究、政策和宣传活动，以期支持移民在经济、社会、政治和文化生活领域融入社会。通过与儿基会和联合国妇女署合作，在 2013 年 12 月启用了“性别平等、青年和移徙”（GYM）方面的一个知识管理工具。在中国，根据云南省和广东省的案例，为移徙妇女获得教育和培训、体面工作及住房，拟定了战略建议和实践建议。

63. 庆祝世界哲学日（2012 年 11 月 15 日），旨在通过选择“后代人”这一专题，确保哲学为制定全球环境变化的全球议程作出贡献，同时纪念教科文组织《当代人对后代人的责任宣言》通过 15 周年。2013 年，第 11 个世界哲学日为在“包容的社会，可持续的星球”这一大主题下在所有大陆组织各种活动提供了一次机会。在教科文组织总部组织了几次活动，包括关于特定主题的圆桌会议和辩论，例如来自自然和社会科学领域的专家参加的“思考人类世”；“学校和城市中新的哲学实践的发展”；以及“保罗·利科--知识伦理”。

64. 教科文组织向联合国人权理事会“普遍定期审议”（UPR）提交了 84 份呈件。

65. 在总干事、经合组织副秘书长和国际社会科学理事会（ISSC）执行秘书参与下，2013 年 11 月 15 日推出了《2013 年世界社会科学报告--改变全球环境》英文版。

66. 在借助一系列有针对性的项目利用社会科学及人文科学的贡献包括环境伦理学来加强国家政策应对方面取得了进展，这些项目旨在在加勒比、萨赫勒和中亚尤为脆弱的领域与各国政府和民间社会一起开展适应工作。在布拉迪斯拉法举行的第八届常会上（2013 年 5 月 27 日至 31 日），世界科学知识与技术伦理委员会（COMEST）通过了其关于“适应气候变化的伦理原则和责任框架的背景”及“科学治理和科学-社会关系中的伦理问题”的报告

总体优先事项--非洲

67. 在布隆迪、科特迪瓦、加纳、利比里亚、塞拉利昂和赞比亚，在修订影响青年的政策和方案方面取得了主要成绩，在布隆迪、肯尼亚和赞比亚制定了关于社会创业和和平文化的创新培训计划。此外，这些计划促进增强了布基纳法索瓦加杜古的非洲女童和妇女教育国际中心及马拉维利隆圭的青年发展中心这些第 2 类机构和中心的能力。在加纳和塞拉利昂，特别把重点放在青年非暴力参与选举进程上。在社会融入领域，在布基纳法索、尼日尔和塞内加尔完成了三项国家研究。加强国家对环境挑战的政策应对方面取得了进展，尤其是在萨赫勒，青年对干旱监测的意识也得到了提高。教科文组织在生物伦理领域提供的支持帮助设立了新的全国生物伦理委员会，制定了行动计划并在伦理方面对教师进行了培训。

总体优先事项--性别平等

68. 性别平等方面的考虑因素被纳入到重大计划 III 所有工作计划的主流，包括生物伦理方面的能力建设活动、青年计划和社会变革管理计划优先事项--社会融入和全球环境变化的社会层面。在生物伦理领域，适当考虑了合适的人权和性别平等框架，并且引入了对性别问题有敏感认识的具体内容，例如在国家生物伦理委员会的组成中确保性别平衡。还特别关注通过投资于以青年为重点的研究促进年轻妇女的公民参与、培养和平文化以及帮助缓减冲突以促进和解，尤其是在过渡进程中。在社会融入领域，实施了一项旨在评估公共政策包容程度的计划，其中包含一个对性别问题有敏感认识的详细指标框架。通过与联合国各合作伙伴和非政府组织合作，教科文组织继续努力促进推广针对不同性别的专题计划编制做法，主要是在评估妇女/女权运动、移徙妇女的社会融入以及获得教育、体面工作和住房、性别暴力和移徙妇女的安全以及对性别问题有敏感认识的移徙问题报告等领域。教科文组织继续支持促进妇女和女童参加体育运动以及通过体育增强其权能，将体育作为培养个人品质的一种手段，有助于培养宽容、团结、尊重和领导力等公民素质，并为大多数边缘化和弱势妇女及女童群体融入提供了途径。

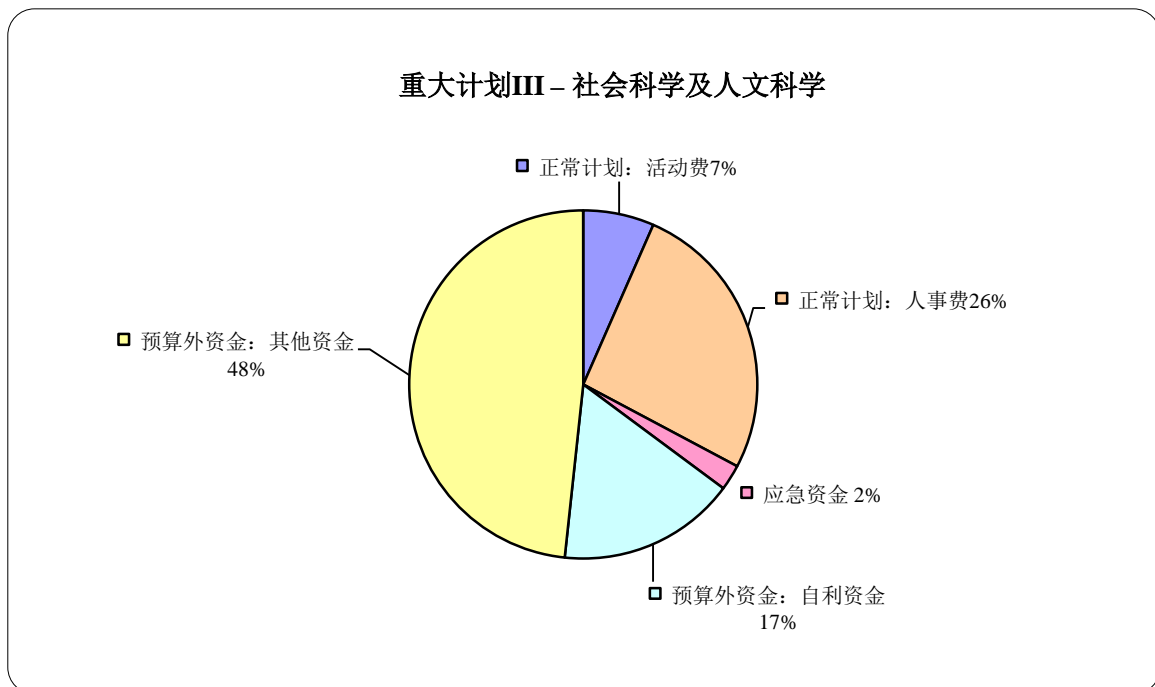
II. 合作伙伴关系和动员的资源

69. 该部门继续努力，为实施计划动员来自正常预算外其他来源的资金，从阿塞拜疆、尼日利亚、德国、大韩民国和马来西亚等一些伙伴和会员国那里获取实物捐助，巴西利亚办事处实施的项目获得了自利资金（约 3 100 万美元）。第 8 次教科文组织青年论坛得到了许多

伙伴和赞助者的支助（包括科威特、芬兰、美国、伊斯兰教育、科学及文化组织、日本、Osato 研究所（ORI）、Goi 和平基金会、空客以及其他许多实物捐助）。

70. 在重大计划 III 下，2012--2013 双年度的最后支出是用于正常计划（RP）的 2 200 万美元，包括与收到的追加拨款有关的支出。除了此项正常计划支出外，4 500 万美元的活动由预算外资金提供资金，包括 160 万美元来自应急资金。这有助于弥补来自 36 C/5 批准本的可用正常计划预算的大幅削减，即 2 900 万美元。

执行计划的资金来源（2012 年 1 月至 2013 年 12 月）









III. 未来的挑战和教训

71. 在重大计划 III 实施期间，该部门遇到了一些挑战，并且能够为未来吸取一些教训，其中最重要的是：

- 尽管在生物伦理方面对能力发展的需求越来越大，但计划难以从预算外来源吸引到大量资金。正在继续努力确认可能对宣扬科学技术伦理尤其是生物伦理感兴趣的新的捐助者；
- 在监测《反对在体育运动中使用兴奋剂国际公约》中，确保所有相关方给予合作；

- 国家一级的青年问题及青年问题的对策非常复杂。大会第三十七届会议通过的《教科文组织青年问题行动战略》将帮助满足不同部门和职能部委之间加大合作的需要；
- 关于全球环境变化的计划得到了一个关键产出，《2013 年世界社会科学报告》。在哲学和人文科学与围绕环境的社会及人文层面的伦理、社会科学和政策问题之间确立了具体的协同效应；
- 在社会融入领域，以残疾人为重点的关于政策包容性的国家案例研究，显示出不同国家政策和法律框架中不同体系的多样性，这要求政策审查具有灵活性，并采用注重人权的方法；
- 世界科学知识与技术伦理委员会的工作以及会员国的广泛磋商表明，有必要修订 1974 年《关于科学研究人员地位的建议书》。

**业务预算的相关拨款和支出
及取得的成果的整体评估，2012--2013 年**

重大计划 III	正常计划 拨款 (美元)	正常计 划支出 (%)	预算外支出 (美元)	取得的成果 的自我评估	部门评论意见 (当自我评估高于或低于预期)
共计	2 576 456	98	45 013 850		
预期成果 1: 在国家层面加强会员国鉴别及应对生物伦理挑战的能力，并对相应的人权框架及性别平等框架给予应有的关注	298 779	100	207 053		
预期成果 2: 确保宣传和实施《反对在体育运动中使用兴奋剂国际公约》	140 000	98	1 048 806		
预期成果 3: 更好地理解社会包容对于促进和平文化以及纳入人权与民主原则的意义	52 000	96	4 645 972		由于财政限制，本预期成果下的某些活动未得到实施。例如，旨在将注重人权的方法纳入总部外办事处工作主流的在线人权教学计划未能按最初设想的那样发展。相反，所作努力集中在确保所有活动采用注重人权的方法上，尤其是通过不同国家活动促进研究与政策的联系上。
预期成果 4: 通过由青年主导的社会革新，吸收青年男女参与所在社区的活动，促进有利于和平和非暴力的社会变革	741 536	99	30 064 351		
预期成果 5: 在会员国和国际层面，提高制定、执行和监督旨在促进所有群体，特别是青年、妇女、移民和残疾人融入社会之政策的能力和认识	826 527	98	8 849 180		
预期成果 6: 借助社会科学和人文科学的研究成果，强调全球环境变化的内在社会因素与人文因素，对全球环境变化问题的各项国际议程发挥影响并加强国家的应对政策；	517 614	97	198 488		严重的资金限制导致计划的侧重点比最初规划的要狭隘得多，影响了某些目标的实现。一些重要产出已经实现，但范围有限。例如，开发政策相关工具和制定支助应对全球环境变化的国家政策的指导方针的计划已经缩减，尤其是总部外。

注：预算信息包括：正常计划 (RP) 业务预算、应急资金和预算外资金，全都为36 C/5 的预期成果作出了贡献。

尚无信息；  未达到预期；  部分达到预期；  达到预期；  超出预期

重大计划 IV：文化

I. 主要成绩

72. 为了应对导致正常预算削减 76%（2012--2013 年）的财政状况，根据理事机构的相关指示，文化部门把它的行动集中在具有无可争辩的相对优势的核心计划领域：i) 各项文化公约在国家一级的实施；ii) 强化各种举措以便在 2015 年后讨论的背景下加强对文化作为发展驱动因素和使能因素的认识；以及 iii) 在冲突后局势下为保护文化遗产采取干预行动。由于本计划专注于以上领域，并且还由于无法得到预算外资金，其他领域，如濒危语言、博物馆和艺术教育得到的支助较少。

73. 关于其**准则性行动**，尽管受到了严重的预算限制，但由于为减少相关费用和精简服务作了不懈的努力，还有预算外资金和应急资金提供了支持，文化部门还是履行了其法定义务。随着 1970 年《非法贩运公约》下附属委员会的设立，该部门为所有文化公约完成了建立治理机制的工作。在全世界扩大了能力建设和技术援助计划，尤其优先针对非洲。总的说来，各缔约国根据各项文化公约提交的定期报告对于公约在国家一级的影响描绘了一幅鼓舞人心的画面，不论是就文化专业人员和机构而言还是在立法领域都是如此。1972 年《世界遗产公约》和 2003 年《非物质文化遗产公约》周年庆祝活动为反思实际成就、其对可持续发展的意义以及未来的相关挑战提供了机会。关于后者，2013 年内部监督办公室的“教科文组织文化部门标准制定工作评价”得出了以下结论：《非物质文化遗产公约》大大拓宽了关于文化遗产的国际论述。总的说来，该报告的结论是，教科文组织在文化准则领域的全球领导地位得到了广泛承认。

74. 本双年度还有一个特点，是加强行动以查明文化在实现可持续发展中的作用。所作的努力借鉴了通过国家一级的业务活动取得的经验和证据，尤其是各项文化公约实施以及 18 项千年发展目标-基金联合方案成功完成方面的经验和证据。在本双年度还开展了一系列全球活动，¹为这一努力提供了进一步支持，包括在最近一次大会上通过了第 37 C/64 号决议。强化教科文组织定位的其他重要步骤包括：i) 联合国大会第三次通过决议²，在文化与可持续发展三大支柱之间建立起明确的联系，并强调文化是制定 2015 年后发展议程的一个使能

¹ 杭州国际大会“文化：可持续发展之关键”（2013 年 5 月）；联合国大会主席的专题辩论会（2013 年 6 月）；经社理事会年度部长级审查（2014 年 7 月）；《创意经济报告》（2013 年 11 月）；巴厘世界文化论坛（2013 年 11 月）。

² 见 A/C.2/68/L.69，可查阅：<http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/cultdevL69.pdf>。

因素和驱动因素；以及ii) 联合国发展集团（UNDG）决定将文化作为 2014 年国内磋商的八个主题之一。

75. 在过去两年里，文化部门明显加强了其与联合国系统的接触，尤其是在 2015 年后发展议程的背景下积极参与所有相关进程和讨论。特别重要的实例包括与开发署合作出版《创意经济报告》特刊；设立联合国发展集团文化和发展工作队；以及与世界银行和世界旅游组织签署业务合作协议。

76. 本双年度的特点是，针对冲突或社会和政治不稳定对文化遗产的破坏性后果加强了行动，比如在埃及、利比亚、马里、突尼斯和叙利亚的局势下。在马里，廷巴克图的复原活动使得教科文组织的任务得到进一步承认，包括在联合国系统内，安全理事会通过了若干决议，谴责对文化遗产的攻击，并明确强调在联合国的应对行动中需要恢复这些文化遗产。至于叙利亚，总干事与联合国和阿拉伯联盟特使一起召集的高级别专家会议，凸显了国际上对文化财产遭到破坏和非法贩运的关注。多亏欧洲联盟委员会提供的 250 万欧元捐款（2013 年 12 月），《教科文组织行动计划》的实工作得以启动。还向埃及提供了支持，以避免从马拉维博物馆掠夺的物品被非法交易。总的说来，本双年度期间采取的行动加强了人们对文化是对受冲突和灾害影响的国家采取应对行动的一个中心支柱的认识，并且确认了教科文组织在这方面发挥的领导作用。

总体优先事项--非洲

77. 作为应急资金的最大受益者，非洲是文化部门行动的中心，³这些资金被拨给 1970、1972、2003 和 2005 年公约下的实地能力建设计划、马里的保护活动以及将《非洲通史》的教学应用和修订后的奴隶之路项目。在此期间，非洲相关方对各种公约机制的参与有了加强。在非物质文化遗产领域，由于全球能力建设战略，非洲地区为 2013 年周期申报的数量最多。在通过 2005 年《公约》下国际文化多样性基金提供资金的 48 个项目中，半数以上项目在非洲得到了实施。在埃塞俄比亚、莫桑比克、纳米比亚和塞内加尔，千年发展目标--基金的各项联合计划极大地促进了将文化纳入国家发展政策的主流。在 2013 年 12 月联合国大会宣布的非洲人后裔国际十年（2015--2024 年）的背景下，这一承诺对于履行本组织的责任至关重要。

³ 分配给非洲的应急资金总额 = 1 671 928 美元（分配给文化部门活动总额的 48%）。

总体优先事项--性别平等

78. 通过将促进性别平等的内容纳入计划编制、能力建设和法定进程，文化部门继续致力于促进性别平等。教科文组织管理的所有 18 个千年发展目标--基金联合计划都包含性别平等内容，性别平等是“文化和发展成套指标”的七个政策层面之一。性别平等还被列入重新恢复的国际文化保护基金和国际文化多样性基金（2005 年《公约》下）的遴选标准中，并且在法定会议期间越来越多地提到性别平等考虑因素。在编写本组织第一份关于“性别平等与文化”的报告时，各会员国、总部外办事处、非政府组织、研究机构和文化网络与文化部门开展了合作，该报告将为确保在参与和促进文化生活方面男女享有平等机会提供第一个全球证据库。

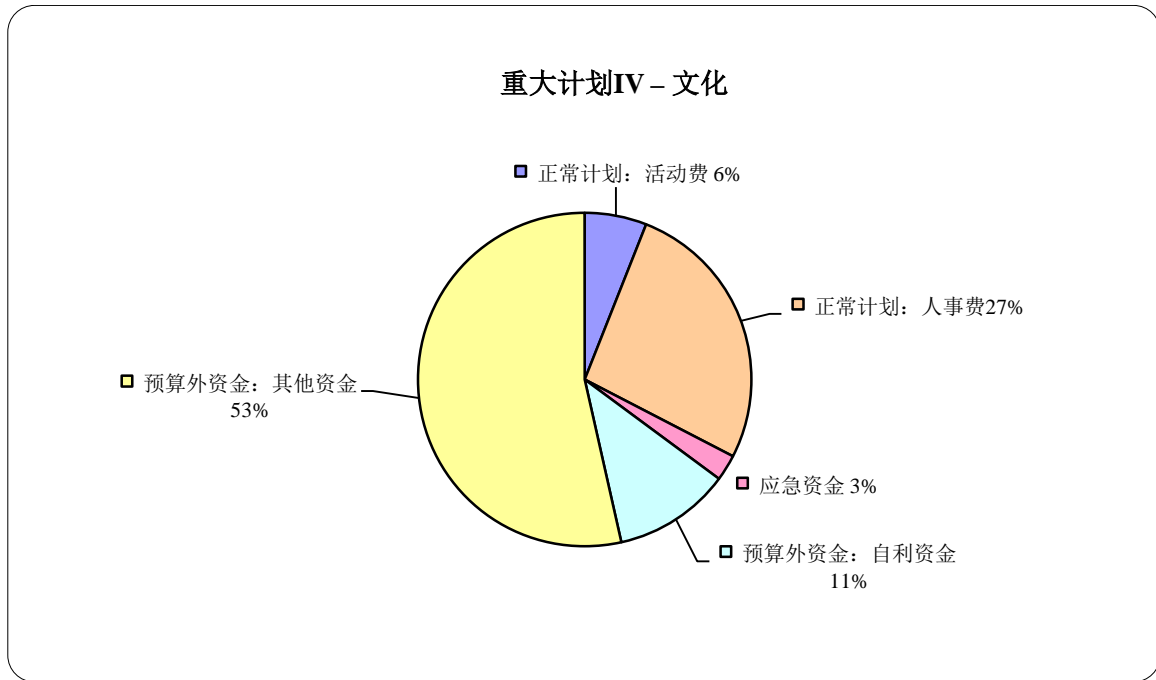
II. 合作伙伴关系和动员的资源

79. 在**资金动员**方面，本双年度期间动员了超过 8 800 万美元，以加强重大计划 IV 的实施。正如 36 C/5 实施路线图的目标 9 所述，财政援助既来自传统捐助者，也来自私营部门。这一支持使得文化部门能够强化其在所有优先领域的行动，即公约的实施、冲突中和冲突后背景下的文化遗产保护、2015 年后发展议程的制定以及《非洲通史》和创意城市项目。

80. 在此期间得到的主要支助，尤其是在文化遗产领域里，来自比利时（佛兰德斯）、意大利、日本、科威特、挪威、大韩民国、沙特阿拉伯、西班牙和瑞典，同伊拉克和利比亚的广泛合作侧重于这两个国家本国的文化遗产。教科文组织还在世界遗产方面恢复了同松下的关系。同中国的一些城市--包括北京、深圳、杭州、绍兴和南京--以及同私营部门，主要有万达集团和凤凰卫视的伙伴关系，确保了创意城市网的恢复、世界遗产可持续旅游计划和编写《创意经济报告》特刊以及“杭州国际会议：文化--可持续发展的钥匙”。

81. 在重大计划 IV 下，2012--2013 双年度的最后支出是用于正常计划（RP）的 4 400 万美元，包括与收到的追加拨款有关的支出。除了此项正常计划支出外，9 000 万美元的活动由预算外资金提供资金，包括 340 万美元来自应急资金。这有助于弥补来自 36 C/5 批准本的可用正常计划预算的大幅削减，即 5 200 万美元。

执行计划的资金来源（2012年1月至2013年12月）



III. 未来的挑战和教训





82. 文化部门不遗余力地响应理事机构关于确保全面实施各项文化公约的决定。2012--2013年的预算困难凸显了与法定机制的财政持续性有关的长期问题，内部监督办公室《2013年标准制定工作方法审计》强调了这一点。审计的结论是，系统目前的运行方式并非可持续的。这种情况要求执行局、公约理事机构以及秘书处共同努力，以期推出必要的治理改革措施，从而确保准则性框架的长期公信力，以及维护本组织在这一重要领域的领导地位。

83. 在过去一个双年度中在文化与发展的关系方面取得的成绩，以及大会和执行局在这方面通过的决议和决定基础上，会员国在2014年的支持将更为重要，这样教科文组织才能充分利用过去一个双年度所取得的成就，成功地将文化纳入2015年后发展议程。





**业务预算的相关拨款和支出
及取得的成果的整体评估，2012--2013 年**

重大计划 IV	正常计划 拨款 (美元)	正常计 划支出 (%)	预算外支出 (美元)	取得的成 果的自我 评估	部门评论意见 (当自我评估高于或低于预期)
共计	6 913 853	99	90 103 140		
预期成果 1: 有效实施 1972 年《世界遗产公约》	1 204 640	100	8 111 966	●	
预期成果 2: 增强世界遗产对可持续发展的贡献	520 725	98	14 765 832	●	
预期成果 3: 加强文化遗产和自然遗产的保护和宣传，重点是非洲、冲突后和灾后国家、小岛屿发展中国家 (SIDS) 以及最不发达国家 (LDC)	556 245	100	25 821 005	●	
预期成果 4: 通过有效实施《1954 年公约》及其两个《议定书》，加强文化财产保护	165 550	100	201 478	●	
预期成果 5: 鼓励有效实施《2001 年公约》，加强保护水下文化遗产方面的国际合作	108 273	100	828 860	●	
预期成果 6: 切实加强《1970 年公约》的实施工作，加强有助于防范文化财产非法进出口和所有权非法转让的措施	803 729	99	956 979	★	一整套规划活动取得了进展，例如批准数量、能力建设活动、筹资；建立实施和治理监测机制。
预期成果 7: 有效实施《2003 年公约》，加强非物质文化遗产的保护	112 000	100	1 064 981	●	
预期成果 8: 主要通过有效组织召开 2003 年公约理事机构的法定会议，加强该理事机构的作用	664 741	100	1 507 421	★	组织了法定机构八次第 2 类会议、六次委员会执行局电子磋商会；编制了 140 多份工作和资料文件；800 多名与会者参加了委员会第七届会议（有史以来规模最大）。
预期成果 9: 提高会员国，尤其是发展中国家的保护能力	393 000	100	7 655 491	●	
预期成果 10: 有效实施《2005 年公约》	373 700	98	2 928 494	★	处理了 415 份国际文化多样性基金申请（预期：150 份）、14 份新的批

重大计划 IV	正常计划 拨款 (美元)	正常计 划支出 (%)	预算外支出 (美元)	取得的成 果的自我 评估	部门评论意见 (当自我评估高于或低于预期)
					准书，其中 31%来自代表不足地区（预期：10%）；所有法定会议和交流会议都以极具成本效益方式举行。
预期成果 11：在国家、地区和国际各级支持并加强有关《2005 年公约》的政策、措施和计划；	224 548	100	2 734 547		
预期成果 12：确定传播保护和促进文化表现形式多样性的信息和最佳做法并与《2005 年公约》的缔约国共享	110 000	99	71 886		
预期成果 13：通过创意产业和文化产业以及鼓励通过联合实施项目来促进作为增长动力的文化创新、生产和交流的项目活动，推动文化在可持续发展中的作用	295 738	99	2 509 451		22 个文化促进发展指标（CDIS）影响了国家一级的政策制定（例如，纳米比亚、柬埔寨）；文化促进发展指标在 12 个国家得到测试（预期：10 个）；13 个国内能力建设特派团（预期：10 个），包括来自非洲的 10 个（预期：2 个）。
预期成果 14：阐明文化与发展的关系，指导和协助会员国制定包容的发展政策	20 000	97	1 259 777		
预期成果 15：将文化对可持续发展的作用更好地融入国际发展政策和联合国共同国家方案拟定工作中，加强社会融合和社区和谐、人类发展和经济发展	377 163	100	4 944 775		
预期成果 16：促进城市对可持续发展做出贡献	40 955	100	583 216		尽管为寻求预算外资金付出种种努力，但效率低下妨碍了某些活动，特别是妨碍了非洲的艺术节。
预期成果 17：促进图书、翻译和手工艺方面的活动	74 286	100	1 763 993		缺乏预算外资金导致无法实施某些活动，尤其是译文索引。
预期成果 18：重点在发展中国家促进博物馆作为促进可持续发展与文化间对话的手段在社会、经济和教育领域所发挥的作用并加强这方面的能力建设	241 347	99	5 153 964		
预期成果 19：宣传和保护土著语言和濒危语言	0	N/A	1 696 801		对在线《濒危语言地图册》作了一些更新，但由于缺乏预算外资金，此项

重大计划 IV	正常计划拨款 (美元)	正常计划支出 (%)	预算外支出 (美元)	取得的成果的自我评估	部门评论意见 (当自我评估高于或低于预期)
					活动没有基准中阐述的那么广泛。
预期成果 20: 促进遗产成为对话、合作和相互了解的手段, 尤其是在冲突后国家	10 000	100	2 636 044		由于这一成果完全取决于预算外资金的可使用情况, 所以未能按照预想的那样在所有地区建立工作组。
预期成果 21: 加强教科文组织出版的各种通史和地区史的宣传及其在教育中的应用	75 035	100	1 519 747		
预期成果 22: 增进对贩卖黑奴、奴隶制以及非洲移民社群的了解	90 847	99	272 624		
预期成果 23: 在地方、国家和地区层面使有利于开展文化间对话及和平文化建设的条件、能力和方式得到加强	451 329	100	1 113 808		由于缺乏可利用的预算外资金, 阿拉伯计划项目、Rabindranath Tagore, Pablo N 预期成果 uda and Aimé Césaire 计划和艺术教育等举措未能实施。

注: 预算信息包括: 正常计划 (RP) 业务预算、应急资金和预算外资金, 全都为 36 C/5 的预期成果作出了贡献。

尚无信息;  未达到预期;  部分达到预期;  达到预期;  超出预期

重大计划 V：传播和信息

I. 主要成绩

84. 对提高效率和效力以及增加预算外资金重新作出承诺，是传播与信息部门在全球建设知识社会战略的一项关键内容。该战略是在财政紧缩以及员额空缺导致人力资源短缺的背景下实施的。在 2012-2013 双年度期间，该部门成功地增加了约 4 200 万美元的预算外资金。

新闻自由和记者安全

85. 教科文组织在促进新闻自由方面的领导作用在《联合国关于记者安全和有罪不罚问题的行动计划》中体现得最为明显。该计划于 2013 年开始启动，目前在四个国家开展活动，并且，作为其第一个实施阶段的一部分与一系列联合国机构及其他机构建立了伙伴关系。该部门还通过引导全球开展世界新闻自由日纪念活动，提高人们对新闻自由重要性的认识。2013 年是世界新闻自由日推出 20 周年。教科文组织的卡诺·吉尔勒莫新闻奖，在 2012 年颁发给了阿塞拜疆记者 Eynulla Fatullayev，2013 年颁发给了埃塞俄比亚记者 Reeyot Alemu。

媒体发展指标

86. 一套注重记者安全的新的次级指标为这些努力作了补充，这些指标是按照 2013 年通过的《教科文组织关于记者人身安全及有罪不罚问题的工作计划》的授权，在媒体发展指标（MDI）框架中制定的。媒体发展指标被用于在 20 个国家对国家媒体情况进行全面评估。此外，本组织通过与突尼斯记者、议员和安全部队以及与生活在约旦和黎巴嫩的叙利亚难民的工作计划，支持了阿拉伯之春各国的民主进程，并且增强了在黎巴嫩进行选举报道工作的记者的能力。

媒体的多元化和独立性

87. 本组织继续支持媒体的多元化和独立性，尤其是通过国际传播发展计划（IPDC），该计划为 75 个发展中国家的 148 个项目批款 320 万美元。这些国家和其他国家还受益于“新闻教育示范课程：新教学大纲纲要”，该纲要以教科文组织最初的示范课程为基础。由于资金短缺，依靠内部工作人员资源，完成了对教科文组织指定的非洲新闻教育潜在示范中心的审查。

世界无线电日和推广社区电台

88. 在庆祝世界无线电日（WRD）期间，依靠最少的预算但广泛的宣传，成功地凸显了电台在建设知识社会中的重要性。世界无线电日是大会在 2011 年宣布的，2012 年得到了联合国大会的核准。教科文组织重点宣扬电台是经济和社会发展的动力，也导致了“用信息和通信技术增强地方电台的能力”项目的实施，该项目旨在建设非洲 32 个电台的信息和通信技术能力。

性别与媒体和信息扫盲

89. 教科文组织还通过提倡对性别问题有敏感认识的媒体指标以及发起媒体与性别全球联盟来宣扬媒体多元化，在 20 多个国家试行了对性别问题有敏感认识的媒体指标，在 2013 年 12 月曼谷的媒体与性别问题全球论坛上通过了媒体与性别全球联盟。此外，开发媒体和信息扫盲（MIL）评估框架、发起媒体和信息扫盲伙伴关系全球联盟，都是促进公民参与知识社会的成就。

迈向知识社会

90. 通过与国际电联、开发署和贸发会议共同组织第一次信息社会世界首脑会议+10 审查会议“迈向知识社会，为了和平和可持续发展”（2013 年 2 月，巴黎）；以及协调以协商一致方式通过的《最后声明》的实施工作，教科文组织在促进消除获取信息和知识障碍方面取得了巨大进展。通过利用知识来促进发展的努力也见证了开放存取（OA）科学信息战略在继续实施，除其他外，在拉丁美洲和加勒比主办了一次地区性政策论坛，以及促使开放存取期刊和仓储增加了 7%。

91. 本双年度期间的其他重大成就包括主办一次在全民信息计划（IFAP）框架内组织的国际会议“互联网与信息社会中的社会文化转型”；以及拟定“互联网普遍性”概念。

信息和通信技术促进发展

92. 在本双年度期间，本组织通过信息和通信技术在促进教育方面发挥的牵头作用，体现在成功主办 2012 年世界开放式教育资源大会并通过《开放式教育资源宣言》上。随后，本组织开始实施后续活动，包括在五个国家制定国家一级开放式教育资源政策以及与教科文组织/学习联盟教师信息和通信技术能力框架（ICT CFT）相联的师资培训开放式教育资源材料。

补充此项活动的是，2012 年推出了教科文组织/学习联盟教师信息和通信技术能力框架工具包以及出版物《埃及、约旦、阿曼、巴勒斯坦和卡塔尔学校采纳信息和通信技术以及电子化整备度比较分析》。此外，由于包容性是知识社会的一项关键要素，教科文组织推出了两份重要出版物，为会员国探索为残疾人设计和实施信息和通信技术政策提供指导：《全球报告，为赋权开辟新路：信息和通信技术帮助残疾人获取信息和知识》；以及《支持全纳教育以实施〈联合国残疾人权利公约〉的可利用信息和通信技术示范政策》。

93. 通过教科文组织与第 2 类中心和机构的伙伴关系，支持了建设知识社会的这一承诺，第 2 类中心和机构包括最近在巴林设立的信息通信技术地区中心（RCICT），该中心为本组织在阿拉伯地区的工作增加了价值，尤其是在开放式教育资源政策的制定以及面向教师的信息和通信技术课程（ICT-CFT）领域。本组织还在改进与这些中心的关系以期改善计划实施以及创造协同效应方面取得了进展。

94. 教科文组织仍是总干事担任副主席的联合国宽带委员会的一个重要角色。

世界记忆和数字保存

95. 教科文组织认识到文献遗产在促进和平文化和知识产生中的作用，于 2012 年在加拿大温哥华举行了国际会议，“数字时代的世界记忆：数字化和保存”，并与会员国合作，以确保《温哥华宣言》的实施，该宣言呼吁更加注重数字保存。在本双年度期间，通过将另外 56 件物品列入《国际登记册》强调了世界记忆（MoW）计划的相关性。

总体优先事项--非洲

96. 教科文组织在促进新闻自由和记者安全的活动上，与非洲联盟、非洲议会、非洲言论自由和获取信息问题特别报告员、非洲记者联合会以及非洲媒体倡议合作。通过国际传播发展计划支持了非洲大陆的媒体多元化，该计划资助了数十项能力建设举措。通过试点媒体和信息扫盲（MIL）课程以及在尼日利亚媒体和信息扫盲国际会议期间发起媒体和信息扫盲伙伴关系全球联盟，加强了支持公民参与发展进程的活动。此外，在瑞典国际开发合作署（SIDA）的支持下，刚果民主共和国、肯尼亚、莱索托、纳米比亚、南非、坦桑尼亚和赞比亚国内总共 32 个社区电台获得信息和通信技术的能力得到了提高。借助一些知识开发产品，加强了通过信息和通信技术的内容和应用进行教学的过程，这些产品包括教师信息和通信技术能力框架（ICT-CFT）和《在高等教育中使用开放式教育资源（OER）指南》，通过

与休利特基金会（美国）和学习联盟（COL）的私营部门伙伴关系支持了这些产品。通过“非洲历史上的妇女：电子学习工具”也显示了信息和通信技术对于促进学习的潜力，该工具开发和传播了一个互联网平台，其中包括凸显妇女在非洲历史上的作用的多媒体内容。尽管目前遇到了预算限制，但还是同非洲地区的国家对应方以及现有网络建立了战略性伙伴关系--以确保这些活动在地方一级的实施和自主权。

总体优先项目--性别平等

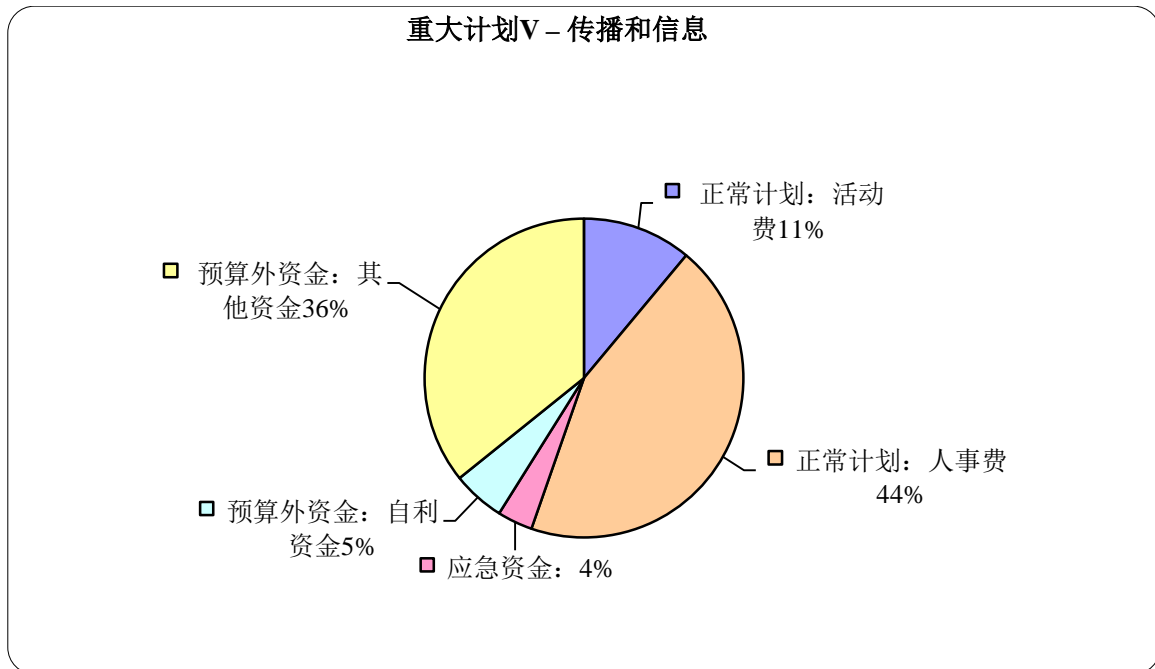
97. 通过实施开放式教育资源、开放存取和自由与开放源码软件计划和政策，解决了通过获取信息和知识（注重不同性别的具体需求），尤其是通过使用和开发信息和通信技术来增强妇女和女童权能的问题。鼓励会员国按照《温哥华宣言》为数字的保存和数字化制定战略。从针对不同性别的届会组织以及男女人数均衡地参加信息社会世界首脑会议+10 审查会议和互联网管理论坛，也可以明显地看到性别平等观。媒体中和媒体报道都需要性别平等，也是教科文组织的一项重要关切。对此进行宣扬是通过“妇女制造新闻”年度倡议；应用在 20 多个国家受到激励的对性别问题有敏感认识的媒体指标（GSIM）；以及 2013 年 12 月在曼谷组织的媒体与性别问题全球论坛。此外，收集国际传播发展计划项目受益者的按性别分列数据得到了严格执行。

II. 合作伙伴关系和动员的资源

98. 传播与信息部门积极地与公共和私营部门以及第 2 类机构建立伙伴关系，以便利和促进重大计划 V 的实施。主要支助包括芬兰（230 万欧元）和挪威及瑞典（280 万美元）为阿拉伯国家的言论自由提供资金，瑞典为非洲的社区媒体（450 万美元）提供资金。在缅甸和柬埔寨，通过联合国的资金来源为发展大众传媒机构和社区电台分别动员了支助。

99. 在重大计划 V 下，2012--2013 双年度的最后支出是用于正常计划（RP）的 2 400 万美元，包括与收到的追加拨款有关的支出。除了此项正常计划支出外，1 900 万美元的活动由预算外资金提供资金，包括 150 万美元来自应急资金。这有助于弥补来自 36 C/5 批准本的可用正常计划预算的削减，3 200 万美元。

执行计划的资金来源（2012年1月至2013年12月）






III. 未来的挑战和教训

100. 在实施重大计划 V 期间遇到了一些挑战。其中最重要的是：i) 缘于按照第 19 条“捍卫言论和信息自由”来促进言论自由的政治敏感性，以及保护隐私的复杂性；ii) 用于在全球实施亟需的计划活动的财政资源减少；iii) 一些员额遭到冻结导致现有工作人员工作量增加，人力资源的交付能力有了下降。在上一个双年度期间，该部门确实成功地募集到了大量预算外资金。在人事费已经列入预算框架内的情况下募集用于项目的预算外追加资金，确保了补充了人力并使项目的实施有了可能。





101. 汲取的最重要的教训之一，尤其是在财政和人力资源受限的时候，是与私营部门、第 2 类机构以及非政府组织建立和加强伙伴关系，这证明对于成功开展活动和实现目标至关重要。

**业务预算的相关拨款和支出
及取得的成果的整体评估，2012--2013 年**

重大计划 V	正常计划 拨款 (美元)	正常计 划支 出 (%)	预算外支出 (美元)	取得的成果的 自我评估	部门评论意见 (当自我评估高于或低于预期)
共计	3 632 220	99	19 097 520		
预期成果 1: 更广泛地宣传表达自由、信息自由和新闻自由，将其纳入会员国的政策，尊重国际公认的相关法律、安全、伦理及专业准则，加强媒体工作者的人身安全，提高对有罪不罚现象的打击力度	1 104 194	100	5 378 223		
预期成果 2: 更好发挥媒体的作用，促进和平文化并倡导民主治理	70 244	99	1 895 352		所有成果都是在预算非常有限的情况下，通过与各种相关方建立合作伙伴关系取得的。由于缺乏财力和人力资源，“和平力量”网络倡议中断。
预期成果 3: 加强媒体能力，促进对话与和解，降低灾害风险并提供人道主义信息	112 032	99	251 811		
预期成果 4: 支持会员国发展自由、独立和多元化媒体，反映社会的多样性	594 410	99	6 180 045		由于在本双年度期间筹集的预算外资金和应急资金，社区电台方面的工作达到了确认的基准。虽然如此，如果有更多资金，有可能在这一领域完成更多的计划工作。由于缺乏人力和财力，发展活动方面的传播未达到目标，虽然某些成果已经实现。
预期成果 5: 强化媒体培训和新闻教育机构的能力，在记者调查能力和媒体的性别平等观念培训方面达到既定的优秀标准	247 760	100	149 019		
预期成果 6: 提高媒介与信息素养，使公民能够充分行使表达自由权和信息权，重视男女公民的信息获取和需求问题	134 144	100	717 228		由于与全球若干相关方建立了战略合作伙伴关系，媒介与信息素养方面的工作得到了促进，使教科文组织的努力和活动产生了倍增效应。媒介与信息素养以及 2012 年和 2013 年的文化间对话周组织了广泛的活动，许多年轻新闻工作者

重大计划 V	正常计划拨款 (美元)	正常计划支出 (%)	预算外支出 (美元)	取得的成果的自我评估	部门评论意见 (当自我评估高于或低于预期)
					和信息专家接受了培训。在教科文组织的技术支持下，试开设了媒介与信息素养课程，该课程被许多合作伙伴视为有用的工具，将其翻译为许多语种（希腊文、瑞典文、日文和亚美尼亚文），而本组织未承担任何费用。媒介与信息素养伙伴关系全球联盟对 200 多个组织产生了重大影响，它们同意加强在媒介与信息素养方面的国际合作。
预期成果 7：通过有利于性别平等的开放套件战略（开放存取、自由与开放源码软件和开放式教育资源）以及创新的信息和通信技术，扩大教育、科学和文化领域活动的影响	493 787	99	1 550 956		
预期成果 8：保护世界文献遗产并使之数字化，提高会员国在这方面的能力，实施有关文献遗产保存和数字化的战略与原则，加强档案馆和图书馆，使之成为教育、学习和信息中心	464 156	99	255 012		
预期成果 9：会员国得以落实信息社会世界首脑会议（WSIS）成果文件并制定促进普遍获取信息和缩小数字鸿沟的有利于性别平等的政策框架	411 491	100	2 719 874		

注：预算信息包括：正常计划（RP）业务预算、应急资金和预算外资金，全都为36 C/5 的预期成果作出了贡献。

尚无信息；  未达到预期；  部分达到预期；  达到预期；  超出预期

教科文组织统计研究所 (UIS)

102. 在整个 2012--2013 双年度期间，教科文组织统计研究所积极寻求新的资金来源，以弥补其一般收入总额的大幅减少（24%）。虽然很难保障多年期协议，但是，研究所已经成功地与全球教育伙伴关系、休利特基金会和联合王国国际开发部（DFID）签署了新协议。除此之外，教科文组织统计研究所将力求巩固与传统捐助者之间的关系，这些捐助者包括加拿大、丹麦、芬兰、日本、挪威和瑞典政府，可能还有澳大利亚政府。

I. 主要成绩

103. 尽管面临着财政困难，但研究所继续提供其核心统计服务。主要亮点是学习成果衡量特设工作组的工作，该工作组是由教科文组织统计研究所和布鲁金斯学会普及学习中心共同召集的。随着关于 2015 年后发展议程的辩论日趋激烈，该特设工作组设计了一个框架，将学习纳入议程，并跟踪全世界儿童和青年的学习情况，以实现全民教育质量目标。目前正在就这一举措下一步行动进行讨论。尤其是，国际社会期待教科文组织统计研究所牵头制定新指标，用以从 2015 年开始监测全球进程。

104. 教科文组织统计研究所还通过优先安排重要服务，继续制定新指标，以更好地反映会员国的主要政策问题。给予撒哈拉以南非洲特别优待，在那里开展的一项新的地区调查得出了一系列关于课堂环境的指标，从通电、供应饮用水和男女厕所分开的学校数量到儿童必须合用教科书的程度不等。教科文组织统计研究所发布了新的关于拉丁美洲和加勒比成人重返校园完成初等和中等教育或者提高自身识字技能的程度的数据。在科学领域，教科文组织统计研究所启动了新一轮有关创新的全球数据收集工作，完全是为了反映处在不同发展阶段的国家的国情。

105. 在编制各类新指标时，教科文组织统计研究所还进一步努力改善对不同受众的数据传播。尤其是，新版的教科文组织统计研究所在线数据中心现已可以使用，其功能和产品更加广泛，能够传达“数据背后的故事”。所有这些工作所促进的中心目标，不仅仅是编制高质量数据，而且还要促进会员国和国际社会使用这些数据。

总体优先事项--非洲

106. 最大的挑战之一，是促进撒哈拉以南非洲国家使用教科文组织统计研究所的数据，以实现有效决策。为此，教科文组织统计研究所将其总部外存在集中在遍布非洲大陆的地区和多国办事处。非洲国家还在培训机会方面获得了优待，教科文组织统计研究所的所有出版物都明确提出了相关的政策问题。为了提高数据质量和在该地区的传播，教科文组织统计研究所采取了下列举措：

- 教科文组织开展了一次地区数据收集活动，以编制关于教学和课堂环境的系列指标。这些数据对于有关提高该地区教育质量的讨论非常重要，其中包括关于课堂规模、教科书提供情况以及学校配备饮用水、卫生和供电等基本服务的指标；
- 为该地区的国家编制了数据质量评估和国际教育标准分类法（ISCED）计划；
- 定期举办教育、科学和文化领域数据收集地区和国家培训讲习班，同时在国家一级提供技术援助，以提高数据质量和数据使用率，为有效决策服务；
- 扩大教科文组织统计研究所能力建设倡议，以改进教育资助数据的编制和使用，此类数据用于改善国家一级的决策，以及监测全球教育承诺。该地区还拥有世界上最多的失学儿童人口。为了改善这一地区的决策，教科文组织统计研究所与儿基会合作，努力在该地区的九个国家开展工作，以更好地确定失学儿童并向其伸出援手。此项倡议包含与国家当局密切磋商，依据家庭数据和行政数据来提高关于这些儿童的统计信息质量；
- 通过教科文组织统计研究所及其合作伙伴在肯尼亚、塞内加尔、南非和乌干达举行的一系列会议，请非洲的相关方就学习成果衡量特设工作组的提案提出他们的反馈意见；
- 教科文组织统计研究所还支持有一系列合作伙伴参与的若干重要的地区和国家项目（如教育部门计划和全民教育十年期末评估）。

总体优先事项--性别平等

107. 教科文组织统计研究所的统计资料尽可能按性别分列，而基于性别的指标（如公平指数）是根据该研究所在教育、科学和技术、文化以及传播领域进行国际数据收集的结果系统计算得出的。给予性别平等问题优先注意的具体实例包括：

- 教科文组织统计研究所的教育统计资料数据库是用于监测妇女和女童教育和扫盲趋势的主要信息来源；教科文组织统计研究所关于科学和技术数据的数据库包括妇女在研究和发展中的作用的具体指标，目前正在编制新指标，以反映妇女在处于不同发展阶段的国家的创新进程中的作用；
- 教科文组织统计研究所的所有统计出版物和文件都包含性别分析，此外还编制了具体报告，例如《教育中的性别平等问题世界地图集》和相关的电子地图集，这些报告每年都会更新；
- 扩大使用家庭调查数据，以审查在教育和扫盲领域性别、家庭财富和地理位置之间的相互关系；以及通过教科文组织统计研究所和儿基会发起的全球倡议更好地确认失学女童；
- 制定新的地区指标，用以审查撒哈拉以南非洲女童所处的课堂环境（例如：能享有独立浴室，配备了女老师等）；还制定了其他新的地区指标，用以确定拉丁美洲和加勒比妇女参与成人教育和扫盲计划情况；
- 教科文组织统计研究所开发了一种数据工具/游戏，名为“留心差距--性别与教育”，旨在影响更广泛的受众，特别是学生和教师。使用者在探索大约 200 个国家男女性童不同的教育轨迹时创造了自己的角色，提高了对性别差距的认识。
- 教科文组织统计研究所提供了关于女童教育的数据用于制作影片《女孩崛起》，还在其位于蒙特利尔的办公场所为学生、研究人员、非政府组织和公众组织了多次放映活动。这些活动促进了侧重于性别平等和妇女权利的当地组织之间的联络，如妇女地位组织、加拿大牛津救济会和援救社。

此外，教科文组织统计研究所还与国家统计学家合作，通过培训讲习班提高国家和国际两级的数据质量。与性别有关的问题被专门纳入了新的分类和框架，如文化统计框架的制定中。

II. 资源

108. 研究所在执行一系列紧缩措施的同时，不得不中止某些活动，如媒体调查和学习成果观察站，以便为核心服务留存资源。2012 年的支出比率达到 94%，2013 年更是高达 97%，这两年用于教科文组织统计研究所正常和预算外计划的开支分别为近 1 210 万美元和 1 120 万美元。

III. 结论

109. 教科文组织统计研究所在这一领域开展的工作面临的主要挑战来自于各国统计局的限制。许多国家，特别是资源有限的国家，没有提供计算各国可比指标所需的按性别分列的数据。教科文组织统计研究所与国家统计学家和合作伙伴（包括地区和国际组织）密切合作，以提高这些数据的可用性和质量。然而，必须承认的是，要在国家和国际两级开展新的数据收集工作并提出新标准，就需要大幅增加资源。

跨部门平台

总体战略评估

110. 2012--2013双年度期间实施的六个跨部门平台被构想为一种模式，目的是提高教科文组织计划设计和实施的质量、一致性和相关性。这些跨部门平台为在全球、地区和国家各级实现“教科文组织一体行动”提供了一个途径，各部门通过共同商定的战略开展工作，为的是实现共同制定的目标和各平台的具体成果。通过这种合作可以开展更具针对性的活动，满足在实地查明的明确需要，并且与国家或地区的优先事项保持一致。这也为设计和测试创新办法、工作方式和工具以应对当今复杂的挑战提供了动力，还改善了总部各部门与总部外办事处之间的合作，以便合作设计和实施项目和活动。

111. 根据战略规划编制局制定的准则和标准评价了六个跨部门平台（IP）开发的且为供资挑选的项目，标准包括对两个总体优先事项--非洲和性别平等--的贡献。总干事批准了共计586万美元的55个跨部门项目的最后名单，大部分资源拨给地区和国家两级的活动。586万美元包括来自正常计划的290万美元和来自应急资金的大约280万美元。这为跨部门平台项目提供了种子资金，有助于募集额外的预算外资源。截至2013年12月31日，预算外资金的总支出超出500万美元。

112. 虽然本组织在本双年度期间面临的艰难的财政环境大大降低了第36 C/5号文件中最初预见的规划活动范围，但跨部门平台（IP）机制还是提供了一个独特的框架，以汇集可用资源，用于实现第36 C/5号文件的目标，同时加强交付工作和影响力。跨部门平台还发展了**新的伙伴关系并动员了预算外资源，包括与私营部门合作伙伴**。例如，危机后和灾后平台在越南从三星电子那里募集了100万美元，而和平文化平台通过“阿卜杜拉·本·阿卜杜勒促进和平文化和对话国际方案”为本双年度实施的项目第1阶段从沙特阿拉伯那里募集了290万美元。

跨部门平台之间的合作也得到促进，包括通过分摊费用实施那些有助于以有效和具有成本效益的方式取得共同确定的成果的选定项目。

113. 进一步加强了与联合国各实体以及与地区性组织和国内组织的合作。例如，气候变化平台促进了联合国在气候变化问题上的机构间合作，尤其是在联合国系统行政首长协调委员会（行政首长协调会（CEB））气候变化行动框架的背景下，小岛屿发展中国家平台领导了与儿基会、人口基金、劳工组织、太平洋共同体秘书处、太平洋岛屿论坛秘书处和印度洋委员会的机构间伙伴关系，以确保小岛屿发展中国家青年参与到2014年第三次小岛屿发展中国家国际会议筹备工作当中去。还在国家一级实施了跨部门平台下的一些活动，作为“一体行动”活动。与会员国的双边合作也得到了加强。

114. 跨部门平台提高了教科文组织工作在战略领域的影响力，通过开发相关的传播工具和开展媒体运动促进了信息共享，并且有助于在具有战略重要性的问题上加强教科文组织在联合国系统中的牵头作用。

促进和平与非暴力文化跨部门平台

115. 大会第三十六届会议批准的《和平和非暴力文化行动计划》，为设计和测试创新办法和工作方法提供了跨学科架构，这些创新办法和工作方法大大增强了本组织通过战略规划编制局领导的促进和平与非暴力文化跨部门平台（IP）以一种更为具体和整体的方式体现其存在理由的能力，其存在理由就是“于人之思想中筑起保卫和平之屏障”。

116. 跨部门平台实施的 17 个项目使得全球覆盖成为可能，战略行动惠及非洲、阿拉伯国家、亚洲及太平洋、拉丁美洲和加勒比以及欧洲。在制定国家政策和资源以便将和平和非暴力原则和价值观更好地纳入正规教育 and 非正规教育并加以宣扬方面，向会员国提供了支持，优先重视的是非洲。在针对阿拉伯之春背景下的公民参与（埃及和突尼斯）、在非洲民主参与自由和公平选举（布隆迪、利比里亚和塞拉利昂）以及在拉丁美洲和加勒比学校打击暴力行为的能力建设中，青年仍是主要目标。媒体及信息和通信技术作为撬动文化间对话和和解的杠杆所起的作用得到了加强（南苏丹和乌干达）。文化外交促进了传统和当代的创造力，同时在东南欧逐渐灌输了解和和平理念。

117. 动员了预算外资金和新的伙伴关系。例如，“阿卜杜拉·本·阿卜杜勒促进和平文化和对话国际方案”下的 10 个预算外项目得到了沙特阿拉伯为第 1 个实施阶段提供的资金

（295 万美元），这些项目的主要内容是全球和地区两级的对话和和平倡议。加强了与不同文明联盟等传统伙伴以及阿卜杜勒·本·阿卜杜勒阿齐兹国王宗教间和文化间对话国际中心等这一领域新的相关方的合作。

118. 通过机构间合作加强了教科文组织在联合国系统中的牵头地位。一些项目作为“一体行动”在国家一级得到实施，加强了本组织在地区和国家两级的存在和效力。这包括，除其他外，在亚洲及太平洋地区打击性别暴力，在这一地区教科文组织领导了联合国机构间行动以开发相关的提高意识工具和网络；提高教科文组织的“软实力”，以便在联合国反恐主义执行工作队（CTITF）的支持下，“通过文化间对话和教育在尼日利亚促进和平文化”。国际文化和睦十年（2013--2022 年）已经宣布，牵头的就是教科文组织。这为推动相互理解、对话和和平的下一步行动提供了一条新路子。将提交执行局第一九四届会议的《行动计划》草案将在国家、地区和全球各级激发新的承诺。

教科文组织推动减缓和适应气候变化跨部门平台

119. 气候变化平台履行了四项主要职能：促进跨部门合作和信息交流，包括在总部和总部外办事处之间；项目规划、制定、实施、报告和筹资；联合国机构间合作，包括支持《气候变化公约》；以及公共宣传。该平台向有助于实现为该平台确定的四项预期成果（ER）中的一项或几项包括总体优先事项在内的 10 个项目分配了资金。

120. 该平台还利用了预算外资金和伙伴关系。例如，利用了为关于小岛屿发展中国家气候变化教育的跨部门平台项目从丹麦那里获得的 139 500 美元的预算外资金。

121. 在预期成果 1 下，三项平台活动通过国际水文计划、政府间海洋学委员会、人与生物圈计划和社会变革管理计划之间的合作加强了气候知识基础。一个突出的例子是关于世界主要山区气候变化的影响项目：适应战略跨学科网络（非洲、亚洲、拉丁美洲和欧洲）。气候变化顺应和适应平台的发展（预期成果 2）促成了第一次地区性论坛，该论坛是与在特立尼达和多巴哥举行的加勒比全球气候变化事务框架讲习班（2013 年 5 月）一起举行的。在预期成果 3 下，若干项目通过教师和记者培训以及开发以小岛屿发展中国家和非洲为重点的培训和指导材料以及通过为南方共同市场地区建立次地区气候变化领导力培训中心，强化了气候变化教育和公共宣传方面的工作。就预期成果 4 而言，通过教科文组织遗址可再生能源的未

来（Renforus）项目，在建立教科文组织遗址（生物圈保护区和世界遗产地）上可再生能源的可持续使用和应用观察站方面取得了宝贵的进展。

122. 气候变化平台切实促进了教科文组织在联合国系统中的作用，尤其是在行政首长协调会气候变化行动框架的背景下，在该框架中，教科文组织担任了为气候变化问题上的联合国机构间合作确定的若干横向领域的共同召集人。

教科文组织推动防治艾滋病毒和艾滋病跨部门平台

123. 教科文组织艾滋病毒和艾滋病（IP）跨部门平台力求为全球艾滋病应对措施作出跨部门和跨学科贡献，以期促进普遍加入艾滋病毒预防、治疗、护理和支助综合性方案，这些方案促进性别平等，与性别平等总体优先保持一致。按照非洲总体优先，所提供的支助同样优先考虑非洲地区，以改善对艾滋病毒的知识水平和健康水平。第一项活动力求通过技术支持，尤其是通过制定一项培训计划来加强对来自易感艾滋病毒重点人群的青少年的工作，从而加强会员国应对重点人群中的艾滋病毒和艾滋病的工作。第二项活动力求支持制定和实施“虚拟教室”项目--一个提供信息和通信技术的资源和学习空间，将网络、社交媒体和移动电话结合起来，该项目的重点是在年轻人中提高与知识、技能和价值观有关的艾滋病毒和性行为教育。

124. 该跨部门平台的活动在国家一级和全球产生了引人注目的成果。第一项跨部门平台活动加深了人们对在重点人群中开展跨部门性质的工作的理解，并为未来与联合国机构和非政府组织的联合行动铺平了道路。此外，通过这一活动，所有在四个地区（覆盖全世界 70 个国家）就艾滋病毒开展工作的教科文组织工作人员获得了有效制定重点人群计划的重要技能，2014-2015 年工作计划的质量就是证明。

125. 由于第二项跨部门平台的活动，在各国，研究、培训和伙伴关系方面的投资导致建立了一个具体的基础架构，使得教科文组织能够利用其在传播、文化和教育方面的独特能力来利用技术促进社会发展、健康和知识。在四个国家开展了此项活动：中国、牙买加、俄罗斯联邦和津巴布韦。在中国，通过与中国搜索引擎百度建立伙伴关系，1.98 亿人如今有权力且有能力通过获取有关性健康和生殖健康的多媒体信息，就自己的性健康和生殖健康作出重大决定。数千用户关于艾滋病毒和性健康的问题如今得到解答，创造性办法用于鼓励年轻人参

与辩论。在津巴布韦，由于与两个非政府组织建立了伙伴关系以便为健康计划建设互动的短信服务能力，10 000 名大学生正在获取性健康和艾滋病毒方面的信息、数据和激励消息。

126. 预算外项目：还为艾滋病规划署“统一预算和成果问责制框架”（UBRAF）下教科文组织 2012--2013 年的核心拨款 1 240 万美元通过了一个协作式工作规划程序。该程序导致制定了地区和国家一级的计划，这些计划利用多个部门的专门知识来推动教科文组织的应对行动。

127. 教科文组织的不同部门和总部外办事处合作开展工作，完成了所有规划的活动。2014-2017 年在扩大这些活动方面存有巨大的机会，并且正在作出努力，查明可能的资金来源以支持这项工作。

教科文组织支持冲突后国家和灾后国家 (PCPD) 跨部门平台

128. 教科文组织支持冲突后国家和灾后国家跨部门平台--包括所有计划部门、中央部门和有关总部外办事处--定期召集会议，以解决危机后应对方面的紧急协调问题，以及确保危机防备、冲突预防、降低灾害风险和建设和平中的战略一致性。在 36 C/5 双年度期间，尽管遇到财政困难，但危机后和灾后平台还是通过八个项目成功地协调了对一些受危机影响的会员国的有意义的援助。

129. 主要成绩包括：

- 在菲律宾 Haiyan/Yolanda 台风过后立即进行危机应对。教科文组织派出了 12 个专家代表团，在受影响地区开展紧急需求评估，并支助了危机后协调机构，包括人道主义事务协调厅的《战略应对计划》和世界银行的损害和损失评估。在雅加达地区科学办事处赞助下，本组织在马尼拉成立了一个临时小组；
- 通过与利比亚政府分摊费用，设立了利比亚的黎波里项目办公室，并向其提供支助，确保其可持续性。该办公室在文化遗产保护、教育规划和管理、技术和职业教育以及新闻自由领域实施项目；
- 为教科文组织仰光项目办公室的业务提供支助，以便更好地帮助缅甸向民主和发展过渡，包括通过教科文组织在教育、传播、降低灾害风险、文化和遗产以及建设和平领域的核心任务；

- 在东非支持索马里行动并加强危机后和灾后协调，使得对相关联合国灾后协调机制作出切实贡献以及联合需求评估成为可能；
- 使扩大教科文组织在加沙的行动成为可能，以应对 2012 年 11 月的暴力加剧。活动包括快速评估高等教育机构遭受的损害、拟定基于学校的应急计划、心理社会支助活动以及开展一揽子社区动员和能力发展综合活动；
- 支持 2013 年 6 月派往廷巴克图的技术评估团，以确定马里文化遗产遭受损害的程度，并完善相关的行动计划；
- 在开伯尔巴图克瓦（KPK）受冲突影响地区以及巴基斯坦与阿富汗的边境地区通过教育和获取信息增强社会凝聚力；
- 就言论自由、新闻自由和记者安全问题对突尼斯安全部队进行培训，以宣扬民主原则；
- 在马诺河联盟国家--科特迪瓦、利比里亚和塞拉利昂--对少女进行和平教育；
- 在越南为综合性自然灾害防备和应对加强跨部门能力--通过社区行动计划应对气候变化；
- 为教科文组织朱巴办事处（南苏丹）提供支助，以便成功地参与复员、解除武装和重返社会（DDR）进程。在复员、解除武装和重返社会进程中，教科文组织满足前战斗人员的需要，并为他们提供技术和职业教育与培训；
- 在突尼斯的突尼斯市设立项目办公室并向其提供支助。该办公室在言论自由、优质教育和文化遗产保护领域实施项目。它在宣传言论自由和知情权方面发挥了重要作用，这些条款已经写入宪法。

130. 为危机后和灾后平台资助和协调的项目募集了预算外资金，包括从私营部门合作伙伴那里，如三星电子，该公司为越南的危机后和灾后项目提供了 100 万美元。

131. 虽然危机后和灾后平台的大多数目标和成果都已实现，但财政状况对与危机后和灾后战略及应对问题上教科文组织工作人员的培训有关的成果产生了不利影响。在上一个双年度期间，大约 120 名教科文组织的在职人员接受了危机后和灾后领域为期三天半的培训课程。作为一项节约成本措施，2012--2013 双年度期间不再组织新的培训。作为一项缓减措施，教科文组织强化了危机后和灾后在线内联网知识资源，该内联网有 400 名注册会员、约 1 000 份与危机后和灾后有关的文件和资料，这些文件和资料用于指导参与危机后应对的同事。

132. 危机后和灾后部门间平台为本组织两个总体优先项目的实施作出了贡献。在非洲总体优先方面，危机后和灾后平台通过与非洲优先平台密切合作，资助并监督了若干项目的实施，这些项目惠及非洲各会员国，包括科特迪瓦、肯尼亚、利比里亚、纳米比亚、塞拉利昂、索马里、南苏丹和乌干达。评价向危机后和灾后平台提交的所有 40 个项目时，考虑了它们对另一个总体优先项目--性别平等--的贡献。

教科文组织参与实施《关于进一步执行 1994 年关于小岛屿发展中国家 (SIDS) 可持续发展的巴巴多斯行动纲领的毛里求斯战略》 (SIDS) 跨部门平台

133. 小岛屿发展中国家平台推动了《毛里求斯战略》的实施，并参与了为即将到来的小岛屿发展中国家国际年以及第三次小岛屿发展中国家国际会议（2014 年 9 月，萨摩亚）进行的机构间准备。小册子“未来的岛屿--在变化的世界中建设顺应力”（2013 年 11 月）强调了已经为小岛屿发展中国家实施的关键活动。

134. 该平台为小岛屿发展中国家动员了全系统行动，并实施了七个跨部门项目。为了建设岛屿应对变化的顺应力（预期成果 1），在加勒比举办的关于利用卫星数据支持国家环境和气候变化决策的讲习班汇聚了来自七个国家的将近 40 名参与者（2013 年 12 月，金斯顿）。在国际年的前期准备中，教科文组织领导了机构间倡议《我的世界，我的小岛屿发展中国家》，确保岛屿青年、其意见和建议在萨摩亚会议的地区和地区间筹备进程中占有一席之地。

135. 小岛屿发展中国家还通过自然遗产和文化遗产的保护得到了加强（预期成果 2）。加勒比生物圈保护区问题部际和专家会议（2013 年 3 月，圣基茨和尼维斯）通过了一项行动计划，其中承诺加强加勒比小岛屿发展中国家的生物圈保护区网络。在印度洋小岛屿发展中国家传统医生会议（2013 年 2 月，塞舌尔）之后，在科摩罗、马达加斯加和毛里求斯启动了一些小型项目，并建立了一个次地区网络，以加强小岛屿发展中国家与小岛屿发展中国家的联系、提高意识和制定传统医学实践指南。该项目强调妇女的社会和经济融入，与东帝汶境内关于自然和文化遗产作为减贫和赋权基础的项目一样。

136. 为了增加小岛屿发展中国家的教育、经济和生计机会（预期成果 3），在加勒比成功开展了关于开放式教育资源、开放存取科学信息和自由与开放源码软件（FOSS）的能力建设，分析了 17 个加勒比国家将自由与开放源码软件、开放源码和开放数据纳入国家信息框架和战略的前景。

137. 根据教材要适应太平洋小岛屿发展中国家社会文化和语言环境的要求，教科文组织与库克群岛教育部一起开发了一个教学资源，促进在课堂上使用教科文组织关于土著航行的“独木舟是人民”的互动资源；与所罗门群岛政府合作根据土著暗礁和雨林环境知识用 Marovo 语编写一份教师教案手册；与瓦努阿图教育部合作编写了关于“马塔王酋长领地”世界遗址的教材。

138. 寻求建立伙伴关系和动员预算外资金。例如，为小岛屿发展中国家的信托基金项目从丹麦那里也募集了超过 300 000 美元的预算外资金，这些项目包括 Sandwatch 和气候变化教育以及气候前线。

139. 小岛屿发展中国家跨部门平台促进了本组织两个总体优先事项的实现。一些平台项目惠及非洲小岛屿发展中国家，性别平等也得到了促进，这是通过参与小岛屿发展中国家青年磋商进程的年轻妇女的政治和经济赋权，通过印度洋小岛屿发展中国家让女性传统医生参与进来的一个项目，以及通过支持关于在小岛屿发展中国家采纳开放式教育资源、开放存取、自由与开放源码软件和对性别问题有敏感认识的及性别包容的信息和传播政策的政策和合作机制实现的。

教科文组织非洲优先及其实施跨部门平台

140. 该平台的主要成绩是制定了一个行动计划，该行动计划由围绕四个主题安排的促进非洲优先的跨部门特别项目组成，这四个主题是：非洲和平和非暴力文化教育；加强促进可持续发展的教育与文化之间的联系；为可持续发展动员科学、技术和创新（STI）以及促进年轻人的培训、就业和社会融入。在这一框架内，在非洲优先跨部门平台下实施了 10 个项目。促进性别平等是该平台实施的所有项目的一项主要内容。

141. 这些项目是以跨部门方式与总部外办事处联合制定的，考虑到了地区优先事项，并且符合非洲联盟的决定，在实施中联合了各国政府、地区经济委员会和地区一体化组织、地区机构及其他合作伙伴。

142. 在非洲和平和非暴力文化领域向会员国提供了援助：提供撒哈拉以南非洲地区 45 个国家促进和平和冲突预防教育方面现有资源的地图以及将该教育纳入教育体系准则。就可持续管理该地区的自然资源而言，乍得湖流域委员会（CBLT）在预防跨界冲突方面的能力也得到了加强。在解决非洲年轻人的就业和社会融入问题上，为培养年轻男女在社会中创业以及

宣扬和平文化方面的技能提供了培训。在这方面，开展培训的第 2 类机构，即布基纳法索的非洲女童和妇女教育国际中心（CIEFFA）和马拉维的非洲指导、咨询和青年发展中心（GCYDCA）的能力得到了增强。

143. 关于促进教育与文化之间的联系以解决青年就业问题，2013 年 11 月在普拉亚（佛得角）组织了一次高级别部长会议。会议成果是发表了《普拉亚宣言》，《宣言》倡导制定关于在创意部门促进青年就业以解决非洲大陆失业率高企问题的特别战略。在科学、技术和创新（STI）领域，开发了与用于水资源管理的季节性干旱预测有关的科学工具/资料，以应对粮食安全挑战并为妇女谋福利。还开发了一个用于水资源管理的专用水文工程软件，以及一个关于气候变化报道的记者资源指南。还在尼日尔 AGRHYMET 对专业人员进行了干旱监测培训。另外，开发了一些面向年轻人的电子学习工具，这些工具着重于让人了解妇女在非洲历史上的作用。

协调和监督惠及非洲的行动

I. 主要成绩

144. 大会第三十七届会议通过的《非洲优先业务战略》的制定，是加大和加强教科文组织各项计划在非洲的影响力的重大成就之一，提高影响力的手段是，进一步确定非洲的优先发展需要以及联合实施，同时考虑到 2012 年 6 月进行的非洲优先事项评价中提出的建议。该战略被纳入到短期和中期文件中（37 C/5 和 37 C/4），通过关注将在未来十年影响非洲的趋势和变革萌芽，为非洲大陆提出了前瞻性设想。该战略是在自 2011 年起与会员国及其驻本组织的代表、非洲联盟、地区经济团体、民间社会、专门机构、非洲发展伙伴以及教科文组织秘书处成员，尤其是该领域的成员进行协商后拟定的。《战略》还包括六项旗舰计划以及一项实施行动计划。

145. 助理总干事/非洲部领导的“非洲优先及其实施跨部门平台”在加强部门间协调方面发挥了关键作用，在设计、实施和评价促进非洲总体优先的方案方面，部门间协调对于集体自主权至关重要。该平台使得包括总部和总部外办事处计划专家在内的现有协调机制得到了再生和加强，并使特别项目和计划得以制定。在这方面，特别关注的是非洲的科学、技术和创新领域以及和平文化，主要目标是青年，实施了总共 10 个跨部门项目。

146. 非洲部特别在这两个领域制定了宣传和能力建设行动，例如组织关于“**科学、技术和创新促进非洲发展**”的部长会议（2012年，内罗毕）以及为建立科学、技术和创新全球联盟拟定一个概念框架（与自然科学部门合作）。在**和平文化**领域，采用了一种特别办法，凸显非洲来源和资源对于和平与和解的作用，这是通过：(i) 制定和通过《促进非洲和平文化行动计划》（2012年阿比让论坛和2013年罗安达论坛）；(ii) 开展国内公众宣传运动（安哥拉）；以及(iii) 创建非洲民间社会网络（促进非洲和平文化基金会和研究机构网络--亚的斯亚贝巴，2013年，以及目前对在妇女和青年领域建立类似网络的提议）。非洲联盟委员会、各国政府（安哥拉、科特迪瓦和利比里亚）和民间社会组织，包括私营部门，全部采用了这种办法。通过与亚的斯亚贝巴办事处密切合作，鼓励和加强了与非洲联盟委员会的合作活动。

147. 在**与会会员国和民间社会组织网络的合作以及与私营部门的伙伴关系**方面取得了多项成果。在政策层面上，这体现在现任非洲联盟主席通过总干事向教科文组织表达充分信任和支持中，以及非洲各国对关于向多方捐助者紧急基金自愿捐款的呼吁作出积极回应中（刚果、喀麦隆、加蓬、纳米比亚、乍得），以及肯尼亚和安哥拉等国对各种会议表示欢迎（实物捐助）中。在共同游说方面，这同样体现在对非洲通史和其他示范项目如妇女在发展进程中的作用等提供财政捐款（安哥拉、布基纳法索、巴西）和支持行动中。通过实施共同活动加强了同会员国的合作，例如在大会批准的周年庆祝活动框架内（非洲妇女组织成立50周年（OPF/PAWO 2012）、Njinga Mbande女王诞辰350周年、Aimé Césaire诞辰100周年）的活动以及每年与非洲集团合作组织非洲周（2013年Ki-Zerbo会议）。在与非洲民间社会组织扩大的合作框架内，重要的非政府组织与本组织建立了正式关系或签署了伙伴关系协议（非洲文化政策观察站（OCPA）、非洲传统和语言研究与文献国际中心（CERDOTOLA）、非洲妇女团结组织（FAS））。与非政府组织和私营部门的伙伴关系为总部和总部外供资活动提供了帮助（例如，战略研究和展望中心（CEPS）与法国航空公司、Azalair集团以及ASKY--西非和平文化论坛--阿比让 2012/ 帮助前儿童兵的融入（AIED）--2012年国际和平日）。

148. 在青年和妇女领域（瓦加杜古女童教育中心（CIEFFA）--布基纳法索和利隆圭青年发展中心（GCYDCA）--马拉维）以及水资源管理和气候变化领域（布基纳法索和塞尔维亚水资源和环境工程研究所），与教科文组织第2类机构和中心的合作得到了加强。

149. 通过上述活动以及同各常驻代表团合作组织的可以在非洲网站和媒体上看到的其他重要活动的影响，**教科文组织在非洲的行动的影响力得到了加强**。此外，非洲优先业务战略将得到一项传播战略的支持，以宣扬由教科文组织领导的在非洲的各项行动的关键方面，这些行动在 2013 年 12 月通过与该地区总部外办事处合作发起。

II. 未来的挑战和教训

150. 为了使 2012/2013 双年度期间确立的行动轴心（科学、技术和创新、和平文化、青年）产生更长久影响以及支持《非洲优先业务战略》示范计划的实施，动员预算外资金和伙伴关系应成为下一个双年度非洲部的主要优先事项之一。

协调和监督促进性别平等的行动

I. 主要成绩

151. 在 2012--2013 双年度期间，教科文组织通过政策建议和对话、高级别宣传、能力发展、协调和联网、建立新的或加强现有的伙伴关系以及通过实施针对不同性别的和将性别平等纳入主流的举措，继续实施其性别平等优先事项（GE）。

152. 在本报告所述期间本组织的关键活动之一，是起草《**2014--2021年性别平等优先事项行动计划**》（GEAP II）。通过与教科文组织工作人员、会员国以及联合国机构网络广泛协商后制定的该行动计划在大会第三十七届会议上获得通过，作为《2014--2021年中期战略》（37 C/4）和新的《2014--2017年计划与预算》（37 C/5）的一份伴随文件（37 C/4 Add.2）。《2014--2021年性别平等优先事项行动计划》借鉴了从GEAP I（2008--2013年）吸取的教训，并且反映了内部监督办公室审查和劳工组织参与性审计的建议。它落实了战略优先事项和目标，并确保采用一种全面一致的办法在教科文组织内部和与会员国一起促进性别平等。《2014--2021年性别平等优先事项行动计划》与C/4和C/5完全相符，并且包含明确而务实的目标和实施计划以及对实现预期成果负责的机构和层级。

153. 通过另一项全组织的努力编写了第三份《**总干事关于教科文组织促进妇女赋权和性别平等行动的报告**》（37 C/INF.18），并提交给大会第三十七届会议。该报告：（i）叙述具体的举措和取得的成果；（ii）强调能力建设和宣传行动；（iii）确定重大挑战和汲取的教训；以及（iv）为下一步行动提出建议。

154. 教科文组织为支持国家一级的妇女赋权和性别平等采取的多方面行动继续取得积极成果 [关于所取得的成果的报告载于各重大计划的战略评估中]。在本双年度期间，总干事办公室/“性别平等”为监测、有计划和有目的地记录实地一级与性别平等有关的行动和举措以及建立相关知识库，制定了一个框架。该框架：（i）为综合评估和记录教科文组织针对不同性别的以及在后来的阶段将性别平等纳入主流的项目/举措提供一个工具；（ii）为有目的地收集监测结论提供一个平台；（iii）促进工作人员就性别平等优先事项进行交流；（iv）在性别平等领域提供政策建议；（v）形成一种注重成果的文化，以便将性别平等纳入主流；（vi）加强和扩大监测能力；（vii）从教科文组织在实地的性别平等举措的受益者那里收集证言的视频记录。

155. 在本双年度期间，教科文组织还为资源跟踪开发了一个管理工具--性别平等标记（GEM）--并将其纳入“战略、任务和结果评估信息系统”中。该工具是对全联合国系统行动计划（UN - SWAP）下所有联合国机构的一项强制性要求，并且基于一个旨在衡量各项活动对促进性别平等的贡献大小的编码系统。性别平等标记的基础是一个 4 分量表，其中包含活动贡献大小的指标，正如“战略、任务和结果评估信息系统”上载的--从 0 开始（对性别平等没有贡献），然后是 1（对性别问题有敏感认识）和 2（促进性别平等）一直到 3（改变性别平等局面）。

156. 按照内部监督办公室的审查建议，教科文组织开展了一项教科文组织工作人员能力测定活动。在线调查收集了基于工作人员对其在与性别平等有关的工作中的知识和经验的自我评估的数据。这项活动的结果用于：（i）查明和定位重大计划、中央部门、总部外办事处以及第 1 类机构中的现有能力（已完成）；（ii）为性别平等优先事项编写一个双年度能力发展和知识管理计划（已完成）；（iii）按照现有能力延展性别平等问题协调人（GFPs）的任期（进行中）。修订了性别平等问题协调人的职权范围，以加强其在支持本组织对性别平等优先事项作出新承诺中的作用和责任。

157. 在外部，教科文组织继续主动而有效地与联合国系统接触，尤其是与联合国妇女署接触。教科文组织参加了联合国妇女署领导的为所有联合国工作人员开发一个关于性别平等的联合国全系统在线基础培训课程的工作。该课程以及联合国系统性别平等问题协调人专用手册都是基于教科文组织在这些领域的开创性工作。教科文组织还在联合国妇女署资助下，领

导了为联合国全系统的性别平等基础电子课程开发一个关于“性别平等与教育”的在线交互式电子学习单元的工作。

158. 在本双年度期间，教科文组织根据《行政首长协调会关于性别平等和增强妇女权能之政策的全系统行动计划》（CEB/2006/2）提交了它的第一次报告。总的说来，对照《行政首长协调会行动计划》的 15 个业绩指标来看，教科文组织超出了 4 项要求，达到了 1 项要求，接近另外 10 项业绩指标的要求。联合国妇女署对教科文组织业绩所作的比较分析凸显了：

（i）教科文组织在将性别平等标记纳入“战略、任务和结果评估信息系统”软件方面正在开展的工作，被认为是在资源跟踪方面迈出的重要一步；（ii）教科文组织在性别平等方面的强制性培训受到称赞。

II. 未来的挑战和教训

159. 在 2012--2013 双年度期间，在实施教科文组织性别平等优先事项方面的主要挑战，是在战略文件中对性别平等作出的坚定承诺与尽可能将这些承诺转化为计划设计、预算分配、监测/报告和评价的有效行动方面存在着差距。该差距以不同的方式影响着教科文组织对待性别平等的方式的两个方面：针对不同性别编制计划，即通过关注女童/妇女或男童/男子以及改变男性气质和女性气质标准来解决特定领域的性别不平等问题，这比较容易理解，且更常用。与此同时，尽管性别平等主流化作为在联合国系统中促进性别平等最有前途的战略得到重申，但其使用需要进一步的能力发展以及加强问责结构，包括跟踪预算拨款的机制。

160. 性别平等优先事项的实施还受困于最近一个双年度财政状况所加剧的资源和能力--人力和财力两方面--限制（总干事办公室/性别平等正常预算减少了 80%）。依靠总干事办公室/性别平等团队的专门知识以及性别平等问题协调人网络，预算不足问题得到了缓减。应急资金也提供了一些资金，并且从私营部门和专用于国家一级举措的信托基金那里获得了外部供资。最后，针对创新项目缔结了一系列新的伙伴关系，并且做出了系统的协调努力，以确保重大计划和其他计划中的资源--正常资源和预算外资金--集中用于取得最大影响力以及为促进性别平等发展可持续的结构和能力。

161. 在《2014--2021 年性别平等优先事项行动计划》中通过重大计划确定具体成果、指标和基准并在第 37 C/5 号文件中进行协调、根据《2014--2021 年性别平等优先事项行动计划》加强了问责和责任框架、将性别平等标记引入“战略、任务和结果评估信息系统”以及修订

针对性别平等的能力发展计划，是在新的中期期间实施性别平等优先事项过程中为应对这些挑战而采取的一系列措施的关键因素。

战略规划、计划监测和预算编制

162. 在 2012--2013 双年度期间，战略规划编制局（BSP）以有效和高效的方式部署了资源，以实施大会（第 36 C/09300 号决议）授权的行动计划以及实现其中确立的目标。为了应对本组织财政限制带来的挑战，战略规划编制局对其工作人员进行了动员，并调整了其工作方法，以便更加重视那些支持战略规划和活动聚焦的活动、在优先领域里实施注重成果的计划、募集资金，以及致力于确保教科文组织在教育、文化和水资源领域在联合国系统中起牵头作用。

163. 战略规划编制局在应对 2012--2013 双年度教科文组织财务状况中的作用，在外聘审计员的报告《联合国教科文组织预算和财务危机的管理审计》（191 EX/28 号文件第 II 部分，第 24 段）中得到了承认：“考虑到本组织中费用的惰性，将资金缺口减少大约一半，显示了教科文组织高层--尤其是财务管理局（BFM）和战略规划编制局（BSP）--方面的真正承诺，以及为及时有效地应对危机作出的重大努力”。

164. 在其自己的预算减少 14% 的情况下，战略规划编制局与本组织各单位，总部、总部外和各研究所密切合作，在整个双年度就计划相关问题提供计划支助和战略指导。战略规划编制局的所有七项预期成果都已实现，尽管一些成果有缩水情况，如关于在注重结果的计划编制、管理、监督和报告方面工作人员培训的预期成果（预期成果 7）。

以下领域中突出的主要成绩：

计划实施

165. 在整个双年度期间，战略规划编制局与教科文组织所有单位合作，继续密切监测“战略、任务和结果评估信息系统”中各项工作计划的修订及实施情况，以确保下述原则得到应用：使计划更加聚焦于公认有相对优势的领域以及在多边领域起牵头作用；在计划实施中增强战略优先化和有效性以实现预期成果；充分响应非洲和性别平等总体优先事项以及优先群体的需求；优先重视实地交付以及满足法定要求；动员额外资金同时确保预算外资源的补充性以及符合正常计划的优先事项；以及确保完全符合注重结果的计划编制、管理、监督和报告原则。

166. 除了主持和领导“促进和平和非暴力文化”跨部门平台外，战略规划编制局还向其他五个跨部门平台提供协调、指导和支持，并通过与平台主管合作，确保 55 个跨部门平台项目的竞选以及以注重成果的方式得到及时实施，这些项目从正常计划中共获得 280 万美元拨款，从应急资金获得将近 300 万美元（见 194 EX/4 Part I (A) 中的报告）。

167. 按照内部监督办公室对第 2 类机构和中心管理框架进行的联合审计和评价得出的建议，根据执行局的相关决定，通过领导一个该主题的部门间小组，在教科文组织赞助下，在实施针对第 2 类机构和中心的综合全面战略方面取得了进展：地位续延程序得到加强；其实施更符合部门战略；网络监测和报告要求得到了修订；为减少教科文组织维持该网络的费用制定了措施（见 192 EX/15 第 I 部分）。因此，为修正该战略拟定了建议，这些建议得到了大会第三十七届会议的批准（第 37 C/93 号决议）。

168. **动员预算外资源**在加强教科文组织计划的影响力和影响范围方面发挥了重要作用。不缴纳分摊会费导致教科文组织双年度正常计划预算缩减造成的资金缺口，给本组织和战略规划编制局带来了更大压力，尤其是在扩大教科文组织的捐助群体以及从预算外资源寻求额外资金方面：就 2012-2013 双年度而言，共动员了 5.53 亿美元用于加强正常计划，与上一个双年度（5.18 亿美元）相比增加了 6.3%，尽管目前各类捐助者都遭受了金融危机。所动员的资金中有 64% 将用于支持在总部外实施的项目。

169. 与会员国签署了新的信托资金协议，如安哥拉、阿塞拜疆、巴西、喀麦隆、中国、印度尼西亚、伊拉克、科威特、马来西亚、莫桑比克、巴基斯坦、大韩民国和泰国，其中包括自利捐款。同时，教科文组织的传统捐助者，如比利时（佛兰德斯）、芬兰、日本、意大利、荷兰、挪威、西班牙、瑞典和瑞士，仍是教科文组织行动的主要支持者。在此期间，尤其是来自法国、瑞典、瑞士和联合王国的自愿捐款大幅增加。设立应急资金也有助于教科文组织的捐助群体扩大和多样化，除了教科文组织的传统捐助者外，也有来自南半球国家的捐款和认捐：阿尔及利亚、安道尔、伯利兹、喀麦隆、乍得、刚果、加蓬、冰岛、印度尼西亚、伊拉克、哈萨克斯坦、卢森堡、摩纳哥、毛里求斯、纳米比亚、阿曼、卡塔尔（谢哈-莫扎殿下办公室）、沙特阿拉伯、圣马力诺、东帝汶和土耳其，其中许多国家是教科文组织的新的或“首次”捐助者。

170. 2012 年 10 月欧洲联盟与教科文组织签署的谅解备忘录正在结出硕果。新项目和正在进行的谈判将使欧盟的捐款增至 3 000 万欧元。教科文组织与多边发展银行的合作得到扩大，

包括在世界银行全球教育伙伴关系（GPE）⁴倡议框架中来自世界银行的支持。在 2012--2013 双年度里，全球教育伙伴关系理事会为教科文组织包括其第 1 类机构管理的各种教育项目拨款 2 900 万美元。

171. **从私营部门**（公司和基金会）动员了总共 5 570 万美元。这是伙伴基础进一步多样化的结果，私营部门捐助者来自中国和巴西以及阿拉伯国家地区，尤其是卡塔尔和阿拉伯联合酋长国。重要的合作伙伴包括支持教科文组织文化和可持续旅游业方面优先计划的大连万达集团、凤凰卫视、南京市、深圳华强控股；支持教师和优质教育的 GEMS 教育和教育高于一切基金会；社会科学领域的社会服务业（SESI）。

172. 教科文组织战略规划编制局**展望科**与广泛的合作伙伴密切合作，组织了旨在演示如何将未来愿景的改善用于决策和战略思考的系列活动和项目。包括决策者和利益攸关方之间政策和战略讨论的一系列尖端的**未来论坛**的成果促进了里约会议二十周年峰会进程、非洲优先项目、信息社会世界首脑会议+10 以及 C/4 和 C/5 的编制。此外，从未来论坛/演讲和研讨会到现场边做边学讲习班（未来扫盲教科文组织知识实验室）的种种前瞻性行动，大大增强了教科文组织内外在各种不同的重要专题和预见方法中更加有效地利用未来的能力。教科文组织提供了明确的领导，通过对那些对教科文组织所有部门和关键团体具有重要意义的问题采用先进的预期系统方法，发挥着思想实验室的作用。教科文组织 2013 年在特兰托大学（意大利）设立了第一个预期体系教席，其他教席正在筹备之中。

173. 总之，支持计划实施、定期审查工作计划以及定期监测计划实施情况并向执行局报告，以及支持从与正常计划资源相符和有协同作用的预算外资源动员额外资金，都有助于确保整个计划和预算编制进程的一致性、控制费用以及在财政极其困难的时候保持可接受的计划实施速度，从而以令人满意的方式实现本组织 36 C/5 批准本中的各项成果（参见 194 EX/4）。会员国密切监测和记录方法和报告成果实现情况方面取得的进展，并对总干事所作的努力和为确保在大幅削减预算的情况下实施计划而采取的措施表示赞赏（参见第 192 EX/4 号决定）。

⁴ 全球教育伙伴关系是一个由 60 个发展中国家、捐助国政府、国际组织、私营部门、教师以及民间社会/非政府组织团体结成的伙伴关系，侧重于加快在 2015 年前实现全民教育目标的进展。

《2014--2019 年中期战略草案》 (37 C/4) 和《2014--2015 年计划与预算草案》 (37 C/5)

编写情况

174. 按照大会第 36 C/1 号决议和第 36 C/112 号决议，战略规划编制局自 2012 年 1 月起启动了与 37 C/4 和 37 C/5 有关的初步提案的编写工作。包括与包括全国委员会和代表团在内的教科文组织会员国、政府间组织和非政府组织的各级磋商这一进程，促使及时编写了 37 C/4 和 37 C/5 号文件草案。战略规划编制局还确保为非洲和性别平等这两个总体优先项目编写的补充战略文件与会员国的指示和决定相符。所有这四份文件都由大会第三十七届会议通过。

175. 此外，根据执行局的要求，战略规划编制局编写了“*基于 2014--2015 年 5.07 亿美元预计现金流的收支计划及调整计划*” (37 C/5 Addendum 2 Rev.)，该文件与 37 C/4 和 37 C/5 号文件一起获得了大会第三十七届会议的批准。

通过机构间合作和伙伴关系对本组织进行战略定位

176. **联合国改革和全系统一致性努力：** 在一个联合国发展系统通过全系统一致性努力，尤其是“一体行动”扩大近年来取得的成就的时期，教科文组织继续积极参与全球/机构间一级的联合国系统协调机制，包括行政首长协调会 (CEB) 及其三个附属机构--方案问题高级别委员会、管理问题高级别委员会以及联合国发展集团及其自己的附属机构--并且对外部独立评价 (IEE) 关于进一步加强与联合国系统的合作的战略条款作出回应。

177. 教科文组织一直在促进上一个双年度面向联合国改革的联合国系统重要活动以及在国家和地区两级加强全系统协调，包括通过联合国国家工作队和联合国发展集团地区小组的工作 (见 194 EX/4 第 I 部分 B 和 194 EX/4 Add 中的报告)。除其他外，教科文组织主持了联合国发展集团一个机构间审查和工作组的工作，该工作组起草了首个关于未来资助驻地协调员体系的协议。该工作组的工作导致通过了同类首个里程碑式的费用分摊协议，如今正在实施该协议，旨在确保公平和可预见地资助驻地协调员体系，作为地区和国家两级联合国联合行动的一个重要支柱。

178. 在 2007 年试行联合国“一体行动”举措后，其良好做法如今得到巩固，并通过“一体行动标准作业程序”在全系统推行。这是对 2012 年四年期全面政策审查的回应，该审查承认了通过“一体行动”，尤其是通过共同计划和集合供资机制取得的成就。作为旨在为选择

实施“一体行动”的国家制定“标准作业程序”的联合国发展集团高级别小组的一员，教科文组织一直在参与开发这些工具，并且共同领导了协调业务运作领域的工作。

179. 在联合国系统加大共同努力以提高业务透明度，包括回应国际援助透化倡议（IATI）的背景下，教科文组织为一个机构间工作组和关于透明问题的全系统反思作了贡献，反思的目的是使利益攸关方能更多地获取联合国系统的优质信息。

180. 在地区和国家两级，战略规划编制局继续支持教科文组织参与联合国发展集团地区小组和联合国国家工作队（UNCT），包括通过提供专用支助金，这些资金来自其管理下的用于支助教科文组织参加共同国别计划编制的总共 2% 重大计划的计划资源拨款中 1% 的份额。此外，战略规划编制局在编写教科文组织国别计划编制文件方面继续向总部外办事处提供指导和支持，以期实现路线图目标 5。

181. 通过发起审查和更新其与许多联合国合作伙伴的伙伴关系协议活动，战略规划编制局促进增强了“作为一个整体”工作和交付的联合国系统的影响力、有效性和效率。在本双年度期间签署了四项新的谅解备忘录：妇女署、国际电联、世界气象组织和世界旅游组织。目前正在商谈其他一些谅解备忘录，包括与联合国志愿人员组织、开发署、环境署、劳工组织、粮食署、工发组织、维和部和人口基金。

182. 战略规划编制局为本组织参加**里约会议二十周年峰会**协调了筹备进程，引导了部门间合作并帮助拟定了教科文组织有关里约会议二十周年峰会的主要信息和关键出版物，《从绿色经济体到绿色社会：教科文组织对可持续发展的承诺》。里约会议二十周年峰会《成果文件》核准了教科文组织关于可持续发展全球承诺的多项提案。秘书长委托教科文组织为其科学咨询委员会（SAB）充当秘书处，以便在科学促进可持续性相关问题上向其以及联合国各机构行政首长提出建议。战略规划编制局与自然科学部门、政府间海洋性委员会以及社会科学及人文科学部门一起，推动了设立科学咨询委员会的进程，包括通过确保机构间合作、与联合国秘书处联络以及准备组织科学咨询委员会创立会议。战略规划编制局追踪了**里约会议二十周年峰会**的所有后续政治进程，如关于可持续发展高级别政治论坛，并且确保教科文组织对秘书长的几份报告作出贡献，包括联合国《全球可持续发展报告》。

183. **制定 2015 年后发展议程：**教科文组织内部的 2015 年后指导委员会由战略规划编制局担任主席，并由本组织所有单位（总部、总部外办事处和第 1 类机构）的代表组成，该委员

会帮助在期望教科文组织作出的战略贡献以及在教育、科学、文化和传播及信息作为关键的战略驱动因素对于综合发展议程的重要性上形成共识。

184. 在整个 2012--2013 双年度期间，战略规划编制局帮助确保教科文组织积极参与和促进在全球/机构间和政府间级别参与 2015 年后发展议程制定进程的所有重要机制和小组。机构间论坛包括联合国系统 2015 年后联合国发展议程工作组（UNTT）；联合国发展集团千年发展目标工作队；联合国发展集团文化和发展工作队以及千年发展目标各项指标问题机构间专家组（IAEG）。战略规划编制局成功地协调了教科文组织在下述方面的贡献：联合国系统 2015 年后联合国发展议程工作组报告，“实现我们想要的未来”，该报告于 2012 年 6 月发布，此后作为关于 2015 年后发展议程的所有全系统磋商和辩论的参考文件（另见 191 EX/6）。在政府间一级，战略规划编制局通过可持续发展目标开放工作组（OWG）的技术工作组（TST）为若干问题简报投稿，包括关于“科学、计划和创新，知识共享和能力建设”的技术工作组问题简报；以及为关于 2015 年后的高级别会议和专题辩论的概念说明提供投入。战略规划编制局与文化部门合作，帮助确定了 2015 年后文化与发展问题磋商路线。

185. 最近，在大会第三十七届会议期间，战略规划编制局组织了关于“教科文组织通过教育、科学、文化以及传播和信息为 2015 年后议程进行动员和作贡献”主题的领袖论坛，并编写了实质性概念说明。领袖论坛为会员国代表陈述各自国家的优先事项并分享其对即将问世的 2015 年后发展议程以及教科文组织的作用的看法和设想提供了一个平台（参见 37 C/INF. 5）。

总部外办事处实施非集中化计划情况

在报告所述期间，总部外协调局（BFC）在下述领域取得了成果：

(i) 非集中化改革

186. 总部外协调局继续协调教科文组织的总部外存在战略，确保总部外办事处与总部各部门以及计划相关部门和内部服务部门尽可能顺畅交流，尤其是在规划和计划实施领域。

187. 大会第三十六届会议批准了总干事提议的旨在优化财政资源的修订后实施计划，并核准了其对集中实施非洲的总部外网络改革第一阶段的提议。正如总干事在其 2014 年 1 月 3

日 DG/Note/14/2 中所宣布的，以非洲为重点的第 1 阶段改革的实施已在 2013 年年底前完成，非洲新的教科文组织总部外网络如今已大体到位。

188. 在阿布贾、达喀尔、哈雷尔、内罗毕和雅温得建立了五个跨部门地区办事处。在总部外办事处改革进程中，阿克拉、巴马科、达累斯萨拉姆、利伯维尔和温得和克办事处的多国职能已经废除，这些办事处如今作为国家办事处发挥作用。在朱巴（南苏丹）和阿比让（科特迪瓦）设立了两个新的国家办事处。

189. 根据 2014 年 1 月 3 日 DG/Note/14/3，扩大了对总部外办事处的授权、修订了报告关系并且澄清了总部与总部外办事处之间的相互作用。

190. 为了确保个别总部外办事处尽可能有最好的成本/收益和效率比，分析并酌情重新谈判了东道国协议。

(ii) 支助总部外办事处

191. 总部外协调局在总部和总部外办事处之间的沟通中充当主要接口。虽然作为财政事务全面改革的一部分，监测总部外办事处业务预算的工作已经转给了财务管理局，但总部外协调局与财务管理局密切合作，促进了这些资金管理工作的改善。总部外协调局同对外关系与公众宣传部门和支助服务管理部门/知识与信息系统管理局一起，还致力于改进信息平台和交流结构，这使得联系得到改善，并使教科文组织的实地活动更加令人瞩目。总部外协调局多次帮助确保了总部与总部外办事处之间的适当联系，以确保提供有效支助。

192. 总部外协调局负责总部外办事处所有主任和负责人的业绩评估，与这些同事保持着密切接触，并领导新主任和负责人的征聘工作。

(iii) 改善人员和房舍的安全和安保

193. 总部外协调局以可持续方式确保教科文组织总部外办事处达到可接受的安全和安保标准。在联合国安保管理系统的框架内，通过执行联合国安全和安保部制定的建议/政策和做法，以及通过维持与工作地点安全状况相称的且符合一般风险缓减行动所要求的安保水平，教科文组织人员和财产的安全和安保得到了保障。在发生危机时向总部外办事处和实地工作人员提供了有效而主动的支助和支持。重大成就之一是有效倡导维持足够的资金水平，以保

持可持续的安全环境，并有效应对安全突发事件。因此，在对实际需求进行持续监测和评估后划拨的财政资源，使得总部外办事处的所有实地安全要求都得到了满足。

(iv) 协调对危机后局势的应对

194. 总部外协调局继续协调教科文组织应对受危机影响国家的需求的行动，并在危机后和灾后局势中向总部外办事处提供业务支助。教科文组织参加了 18 项人道主义呼吁以及一些评估框架，收到了各种多伙伴信托基金提供的资金，包括千年发展目标实现基金、建设和平基金和中央应急基金。设立了几个项目办事处，这些办事处按照全部费用回收的原则运作，将筹资作为自己的核心任务。总部外协调局与战略规划编制局/与预算外财源合作处一起，通过促进与筹资、项目实施和捐助者关系有关的总部程序，为这些成果作出了贡献。

195. 教科文组织总部外办事处通过人道主义项目意见书参加了人道主义事务协调厅的 18 项人道主义呼吁：针对南苏丹、叙利亚、叙利亚地区难民应对行动、巴勒斯坦、肯尼亚、古巴、中非共和国、巴基斯坦和索马里。这些项目涉及教科文组织在教育、水和卫生以及早期恢复和生计等主管领域，尤其是在职业技术教育与培训、心理社会支持、保护遗产（叙利亚）和攻击下的教育等职权领域。

内部监督

196. 内部监督办公室（IOS）提供了一种合并监督机制，涵盖内部审计、评价、调查和其他管理支持，旨在增强教科文组织的职能。它负责确保各项计划和规划得到有效和高效的执行，战略管理信息既可靠，又及时，方法、程序和问责制也不断得到改善，以便提高教科文组织业务的质量和影响。关于内部监督办公室 2012--2013 年的预期成果（36 C/5），主要成绩如下：

- *加强了风险管理、控制、合规和资金效益机制*

197. 在本双年度期间，所完成的 30 次内部审计任务直接改善了教科文组织的风险管理、控制和业务业绩。2012--2013 年间执行的审计建议的具体成果包括：（i）为教科文组织教职和第 2 类机构及中心完善了伙伴关系风险和计划执行管理，（ii）通过重新配置信息技术系统中关键性财政批准的获取途径加强了财务控制，（iii）更加系统地评估了预算外项目，以促进学习和展示成果，（iv）提高了人事费节约的管理控制和预算透明度，（v）实施了更有

效的信息技术治理，进一步控制了信息技术的获取和发展，（vi）通过合并行政职能提高了效率（例如，总部会议、大会和文化活动），（vii）通过强化对项目支助费标准费率的遵守增加了资源，以及（viii）完善了计划成果报告（例如，教科文组织的第 1 类科学机构）。

- *通过评估和审计，为本组织的战略管理、政策和计划制定以及计划实施提供依据*

198. 除其他外，重要的评估活动为教科文组织的下列改革工作、战略和政策的改进提供了依据并作出了贡献：（i）教科文组织改革工作的开展（独立外部评估的后续工作）；（ii）新的非洲优先业务战略和性别平等行动计划 II（非洲优先和性别平等优先的评估）；（iii）第 1 类教育机构和奖项的机构和战略改革进程（教科文组织第 1 类教育机构的审查和教科文组织奖项的评估）；以及（iv）文化公约方面的工作方法、业务流程和政策指导方针的改进以及预算外活动的评价过程（文化部门标准制定工作的第 I 阶段评估以及教科文组织预算外活动评估的诊断性研究）。

- *巩固了教科文组织的问责制度，强化了对规章条例的遵守；*

199. 在报告所述期间，通过系统调查和处理对欺诈和不当行为的指控，增强了合规性和问责制。在本双年度期间，完成了对 93 项指控的调查，导致采取了 19 项纪律行动，包括 9 项离职。

挑 战

200. 内部监督办公室目前的资源和工作人员数量以及技能和经验，处于教科文组织用以维持有效监督工作所需的最低水平。为了应对这些挑战，内部监督办公室采取了若干举措，例如：（i）它筹集了预算外资金，（ii）征聘了更多数量的协理专家和实习生，（iii）开发了在线工具和指导方针，（iv）增加了符合成本效益的信息和通信技术模式的应用，以及（v）促进了内外部人员的借调。

国际准则及法律事务

201. 在 2012--2013 预算年度的 24 个月里，国际准则及法律事务办公室（LA）继续强调对教科文组织利益的保护以及对本组织准则性文书监测工作的协调。事实上，国际准则及法律事务办公室切实维护了本组织的利益（防止在未经授权的情况下使用其名称和标识或者在无法律根据的情况下对其提出要求，提醒本组织特权和豁免权等等），并且继续不间断地向各

个部门和总部外办事处提供法律援助，尤其是为了核实和改进本组织将签订的大量协议/合同草案。此外，该办公室还在行政通告及关于工作人员异议的意见起草中向内部各个部门尤其是人力资源管理局提供法律支持。另外，国际准则及法律事务办公室积极参与负责实施公约的政府间机构的工作，即 1954、1970、1972、2003 和 2005 年公约机构，向各公约秘书处提供了大量法律意见。至于规范制定行动的协调，该办公室在执行局公约与建议委员会（CR）第一项任务的框架内继续监测执行局 2007 年通过的监测程序（适用于 1960、1970 和 1989 年公约以及 2007 年大会宣布为优先级的 11 项建议书）的落实情况。另外，该办公室继续向执行局第一八九、一九零、一九一、一九二和一九三届会议提供大量法律意见，并在其公约与建议委员会工作框架内为其编写了若干文件。此外，该办公室继续向大会第三十七届会议提供大量法律意见，并在其全权证书委员会和法律委员会工作框架内为其编写了若干文件。总之，国际准则及法律事务办公室不得不在人力资源不足的背景下应对对法律意见的大量需求，同时保持其意见和法律保护的质量令人满意。

对外关系与公众宣传

202. 在上一个双年度期间，会员国和国际组织处努力加强了本组织、其会员国和各国际组织之间的合作。

203. 在本双年度期间，教科文组织与联合国的关系得到巩固。对外关系与公众宣传部门（ERI）通过与计划部门和战略规划编制局（BSP）密切合作，积极促进为进一步提高教科文组织在联合国系统中的地位和参与所作的集体努力。这包括总干事在部门活动中的突出作用，比如她被任命为教育第一全球倡议（GEFI）指导委员会的执行秘书以及新的秘书长科学咨询委员会（SAB）负责人。此外，根据联合国秘书长的请求，总干事（与联合国人口基金（UNFPA）执行主任）共同担任了行政首长协调会作用和职能履行审查第二阶段的主席，并领导此项工作圆满完成。

204. 与国际电联、妇女署、难民署、气象组织和世旅组织签署了新的谅解备忘录，概述了教科文组织与这些组织的主要合作领域以避免重复。此外还与若干政府间组织，包括东盟、欧共体、伊斯兰教科文组织、加共体和伊比利亚-美洲青年组织签署了新的协定。

205. 执行局建立了不限成员名额三方工作组，这个工作组制定了一套行动计划，以增强与**全国委员会**的合作，该计划在大会第三十七届会议上获得了通过。在过去两年里，与全国委

员会共同开展或者为全国委员会开展了许多活动，包括就 C/4 和 C/5 进行地区协商、为这一网络的官员举办研讨会和讲习班以及各类会议。通过每月的信函和教科文组织面向会员国的网站（www.unesco.int），还大大增进了与这一网络的交流。

206. 除了大会通过《关于教科文组织与**非政府组织**之伙伴关系的指示》外，2012--2013 双年度内采取的各项措施和举措帮助恢复了秘书处、会员国和非政府组织之间的交流；鼓励了重新动员非政府组织参加它们的集体行动，鼓励教科文组织-非政府组织联络委员会建立新的地域代表性以及鼓励进一步参与 37 C/4 和 37 C/5 的协商进程；最后还推动了非政府组织网络在官方伙伴关系中实现更大的地域多样化，让非洲、亚洲和拉丁美洲得到了更好的代表。

207. 在所涉期间，**参与计划**的管理和行政工作得到了极大的完善。外聘审计员 2013 年 4 月的报告确认了这一点。秘书处与会员国之间的交流大大加强，为 110 多个全国委员会组织的、设有参与计划细则和条例的特别会议的六届次地区培训研讨会获得了参加者的高度评价。而且，秘书处提出了一系列旨在促进整个参与计划进程的新模式，并且获得了大会的批准。

208. **公众宣传处** 2012--2013 年战略目标是最大程度地提高教科文组织在主流媒体、社交媒体、互联网和特别活动开展中的知名度。通过此项工作，公众和重要的相关方都会熟悉本组织的任务和授权。公众宣传处通过设计和开展综合宣传活动实施了此项战略，宣传并阐释了教科文组织的各个国际日、秘书处的工作以及总干事的愿景。综合宣传一并采用若干宣传渠道，以取得比单独采用这些渠道所能达到的更高程度的知名度。

人力资源管理

209. 在审议所涉期间，人力资源管理局（HRM）努力实施了 2011--2016 年《人力资源管理战略的行动计划》中阐述的优先行动。虽然该计划所列的部分优先活动必须根据可用的财政资源来开展，但是下列行动仍然得以圆满完成，其重点主要是简化和开发信息技术工具以及审查和更新相关的人力资源政策和程序：

- 2012 年 7 月推出了新的电子招聘系统，尽管所涉期间招聘数量有限，但该系统已经显示出能够简化程序，尤其是减少完成职位招聘所需的时间；
- 2013 年 1 月建立并公布了一份新的独立的在线顾问和辅助人员名单，作为教科文组织的招聘工具；

- 2012 年推出了一个独立的数据库，用以跟踪各类临时人员合同的人员情况；
- 购买了一些网络工具，以支持规划、调动、职业发展、业绩和学习，将在 2013 年投入使用；9 月中旬推出了前两个模块--能力和学习（“我的才能”）。
- 人力资源管理局经过调整，着眼于利用规模经济原则，并调整其结构以支持人力资源战略目标。
- 与联合国公共信息部（DPI）合作推出了新的人力资源管理局网站，以实现《人力资源战略》中描述的交流/透明目标。
- 开发了符合国际公务员制度委员会（ICSC）合同框架准则的固定期限合同工具，以保持实施预算外活动所需的灵活性。
- 制定并实施了一系列自动处理的人员事项工作流。
- 发布的人力资源政策/程序包括：
 - 地域调动审查及专门网站--2009 年 11 月/12 月
 - 丧失资格--2010 年 10 月
 - 分类--2010 年 12 月
 - 发布了关于各国政府/机构资助的借调/借用准则--2010 年 10 月
 - 志愿者--2012 年 12 月
 - 个人顾问和其他专家--2012 年 2 月
 - 调动--2013 年 1 月
 - 更新后的地域调动政策--2013 年 10 月
 - 经修订的《国际公务员行为标准》--2013 年 10 月
 - 2014 年 1 月 1 日后新入职人员的《强制性离职年龄修正案》获大会批准--2013 年 11 月
 - 短期合同介绍（临时人员）--2013 年 12 月。
- 推出了《自愿协商离职计划》，离职生效日期是 2012 年 1 月 31 日。根据该计划，45 名工作人员从本组织离职。
- 在《支出计划》要求减少人事费的背景下，2013 年 9 月 9 日推出了第二份《自愿协商离职计划》。离职日期不晚于 2013 年 12 月 31 日。74 名工作人员接受了商定的离职条件。

210. 下列政策/程序已经制定并准备发布和/或进入了最后制定阶段，不久将发布：

- 经修订的《业绩评估政策》预计将在 2014 年发布，它顺应了业绩管理工具的开发，将用于双年度考绩周期
- 向总部外办事处推出电子招聘工具；
- 重新设计实习申请工具和最新政策；
- 根据第三十七届大会的决定（2013 年 11 月）采用新的医疗保险基金治理结构。

211. 人力资源管理局积极参加了所有与人力资源相关的会议、工作组、网络（局长办公室/人力资源管理局代表所有专门机构担任人力资源网络共同主席）。人力资源管理局将继续集中精力关注国际公务员制度委员会对联合国共同制度的报酬办法的持续进行审查，审查工作预计将在 2015 年底完成；

212. 人力资源管理局是管理问题高级别委员会（HLCM）统一业务做法试点项目“*统一国家一级一般事务职位和本国干事职位的空缺通知*”的榜样，该项目得到了联合国系统行政首长协调委员会（CEB）的批准，获得了预算外资金的资助。该项目始于 2012 年 12 月，并于 2013 年 12 月圆满完成；行政首长协调会要求进一步扩大项目范围，以列入联合国发展集团一个试点项目--*一体行动*。

财务管理

213. 财务管理局（BFM）的职责是：通过提供战略性风险建议加强财务管理；监测绩效并就此提供分析报告；通过政策制定和监测加强管理和内部控制；提供会计服务；以及编制符合《国际公共部门会计准则》（IPSAS）的财务报表，供外部审计使用，并就此向会员国报告。尽管与报告、预测和财政紧缩控制有关的工作量增加，但财务管理局完成了它在每个领域的核心职责。

214. 在美国于 2011 年 10 月 31 日中止供资后、36 C/5 出现 1.88 亿美元赤字的情况下，2012/2013 年有两个主要关切领域：

- 完善财务报告，以更好地支持财务管理和计划实施
- 确保财务承诺不超出可用的现金流范围。

215. 开发了高级管理团队（SMT）财务管理跟踪仪表盘，以从全球视角了解资源和开支情况，以及确认有关成本未编入预算因而未获得资金的风险。

216. 根据会员国的请求，重新编制了关于绩效实现情况的六份月度财务报告（EX4），以提供与重要财务问题相关的更多的分析内容，即从资金来源到历史趋势的全盘观点。会议前向会员国分发的概述为特设筹备小组和执行局举行的讨论提供了更好的支持。

财务管理局提供了关于紧缩措施的建议，并执行了现金流管理机制。这包括协调教科文组织效率工作组，其中包括工作人员协会（2011年11月至2012年1月），以及就如何降低成本和行政管理改革倡议“改革行政管理和加强客户导向”（TASCO）第1阶段（2012年1月至9月）提出建议，以按照路线图所述，找到长期的解决方案。开支比36 C/5批准的预算少了1.36亿美元，双年度结束时并未出现现金流赤字。

217. 可用性、能力发展和人力资源留用仍令人关切，行政办公室人员配置存在巨大差距的总部外办事处尤其如此。总部外办事处的若干内部和外部审计强调，需要确保一个健全的总部外财务管理结构。

218. 财务管理局为总部外办事处行政办公室各单位设计了一个长期结构，依据总部外网络结构和办事处规模及复杂性设定了小组要求。这一总库界定了用以确保适当的支助水平和确保维持内部控制的人员配置水平。

219. 财务管理局的核心业务是提供会计和预算服务，工作量大而且时效性强。同事们越来越多地提出指导、支持、报告和分析请求，加上总部小组有近18%的核定员额全年或者一年中部分时间空缺，这就意味着，一项重大挑战就是维持服务水平。一项具体关切是，缺乏财务管理培训所需资源以及用于流程简化的资源。

支助服务管理

220. 教科文组织的信息技术基础设施和应用得到了保障，没有出现重大故障，同时对外部支助的依赖降到了最低。在记录管理、信息安全以及信息和通信技术采购领域执行了新制定的战略、政策、准则和最佳做法。通过为工作人员设立服务台和举办培训班更新了应用并解决了困难，他们对当前的信息技术系统有了了解。对教科文组织知识管理及信息和通信技术项目组合投入了大量的时间；2014年将进行效益分析。联合国教科文组织多语种文件、出

出版物及期刊的书目简介和全文数据库（UNESDOC）得到了丰富，该平台的访问者因此增加了 39.5%，每月大约有 100 万份 pdf 格式的文件被下载。透明度、支持非洲总部外改革的知识管理和一个数字化试点项目获得了预算外资金。

221. 挑战存在于许多层面：从无法更换陈旧的硬件（电话系统）导致给本组织带来风险，到无法投资于能够极大改善我们的业务流程支持和信息获取或者能够极大改善本组织历史档案保存条件的软件或服务不等。由于各种短缺，工作人员承受着极大压力，也没有资源可用于向他们提供新技术培训，而这些新技术或许可以作为一种缓解措施，帮助重新分配任务，以确保核心职能得到履行。为了解决这个问题，将进一步探索与公共和私营部门合作的可能性。

222. 这个项目已经延期到 2015 年 12 月 31 日，旨在通过苏丹·本·阿卜杜勒-阿齐兹·阿尔沙特王储计划提高阿拉伯文在教科文组织中的存在。按照路线图目标对结构进行了重组，包括将会议和文化活动单位与邮件和分配部门合并。预算节约和效率提高，使得提供高质量笔译、文件、会议和口译服务成为可能。打印和文件分发量有了减少，而电子分发方式得到增强。出售了胶印设备后，安装了新的数字印刷设备。理事机构会议成本减少，笔译、印刷制品和口译外包服务增加。精力集中在审查程序和行政改革上，稳定了结构并明确了责任，为工作人员提供了一个宁静的工作环境。

223. 信息技术工具需要维护和进一步开发，包括在会议、语言及文件处和知识与信息管理局之间澄清角色、责任和管理。目前对于如何在人手不足的情况下交付令人可以接受的服务非常关切。许多工作人员承担了额外工作，从长远来看，这是不可持续的。在不断变化的环境中，要将工作人员的技能维持在必要水平，培训非常必要。

224. 有关科室努力在预算和人力资源许可的范围内提供足够水平的支持服务，以确保工作人员的生命安全、环境和健康条件，以及为计划实施和本组织理事机构减少可能影响业务持续性的风险。这些部门维持了日常业务活动，但是预算减少对其影响重大，为了节省开支各项活动都被中断。定期对优先事项进行审查和评价，以争取可用的预算和工作人员，这些优先事项反映在更新后的工作计划中。在资金许可的范围内，依据《基本建设总体规划》的优先事项、《中期安全计划》和东道国要求，计划并圆满完成了大楼维护/维修、卫生和安全保障工程。

225. 面临工作人员裁减和临时人员缺乏情况仍然是一个障碍，因为这对涉及安全、保障和房地、设施和装置维修的服务提供的影响将持续存在，即使采取措施降低成本和提高效率也是如此。对于总部安全保障具有关键意义的重要职位仍然空缺。

226. 支助服务管理部门/后勤运营管理科 (MSS/OPS) 于 2013 年 6 月设立，随后，在普通货物和服务采购、进一步聚集开支和标准化方面，扩大了长期协定 (LTA) 的使用。工作人员效率和成本效益得到了提高，然而，要想维持有针对性的提高，应当制定一项技能发展和能力建设计划。财产管理得到了加强，对总部的教科文组织所有资产和财产进行了全面的实物核查。按照推论，总部房地的保险业务总量符合教科文组织的合同规则和其他用以优化经确定的保险业务总量的纠正措施。外聘审计员关于小卖部和餐厅服务处的建议在充分落实。此项服务由中介来管理，有助于纠正过去的做法和错误，纠正措施已经确认。

227. 已经开始开展全方位的工作，但是，在提供技能发展和能力建设以提高剩余工作人员的绩效，以及为参与采购的工作人员创造接受联合国公共采购认证的机会方面，很多目标有待实现。

下一步行动--内部监督办公室的评论意见

导 言

228. 执行局请总干事“修改内部监督办公室验证上一个双年度取得的成果的老办法，并在 C/3 号文件中介绍内部监督办公室关于加强注重结果的监督和报告的调查结果和结论”（第 189 EX/4 号决定第 14 段）。根据此项决定，内部监督办公室开展了一项内部工作，对相关审计和评价得出的证据与第 38 C/3 号文件草案报告的信息进行了比较。

229. 在过去的双年度中，内部监督办公室开展了三次评价和审计工作，明确侧重于教科文组织的成果报告流程以及纳入 EX/4 和 C/3 的信息性质和质量：对教科文组织项目和活动监测的审计、教科文组织预算外活动评价的诊断性研究，以及教科文组织成果报告的初步评价。⁵ 在这些工作的基础上，同时考虑到其他评价，例如对教科文组织的文化部门标准制定工作以及第 1 类教育机构的评价，内部监督办公室得出如下结论：

⁵ 此项评价在下文讨论。

- 有关教科文组织工作的报告范围取得了一定的进步。教科文组织将通过其预算外活动及其广泛的机构、教席、委员会和其他相关实体网络完成任务。然而，虽然此项工作中有一部分反映在成果报告中，但仍有进一步改进的余地。
- 各项活动与 C/3 中和内部监督办公室评价中呈现的产出之间没有重大差异。尽管面临严重的财政紧缩，本组织仍然在重点工作领域积极开展活动。
- 然而，正如下文所讨论的以及内部监督办公室过去认证工作所确定的那样，教科文组织的成果报告（以及潜在机制）存在着结构上的弱点，因此，C/3 并没有为实现计划目标和教科文组织的工作如何影响其预期受益者提供充分的证据。

展望未来

230. 过去的双年度（2012--2013 年）标志着双年度计划周期的结束，如今，本组织根据新的 37 C/5（2014--2017 年）步入了四年度计划周期。这一过渡必然提出了新的挑战，但同时，也提供了难得机会，可藉以思考本组织注重结果的管理办法并加以完善。思考中的一项重要内容涉及本组织报告其计划执行情况和成果实现情况的方式。

231. 在迈入新的计划周期之际，思考和修订教科文组织成果报告的核心包括以下几方面：

- 执行局虽然注意到随着时间的推移本组织在报告方面取得了进展，但是仍然在一些决定中不断表示需要进一步完善报告格式和内容。
- 会员国和捐助者越来越期待教科文组织提供证据证明其干预措施的结果（和影响）⁶。数次外部审查凸显出需要加强本组织的干预能力。
- 随着根据联合国系统业务活动四年期全面政策审查（QCPR）向四年度周期过渡，联合国系统内的协调一致性变得更有意义。
- 本组织将着手对 37 C/5（2014--2017 年）的预期成果适用注重结果的预算编制原则，同时设置一个过渡阶段。

232. 在教科文组织迈入新周期之际，为了解决这些问题，并强化未来的成果报告模式，内部监督办公室（IOS）和战略规划编制局（BSP）对教科文组织的成果报告进行了一次联合

⁶ 产出是技能或能力的变化，或活动完成导致的新产品和服务的提供（在本组织的控制范围内）。结果是行为主体的制度和行为发生改变，最终促使社会发生改变（=影响）。后者是指一项干预措施有意或无意、直接或间接产生的积极或消极的长期效果（见《联合国发展集团注重结果的计划编制、管理、监督和报告手册》，2012 年 7 月）。教科文组织内的预期成果原则上是指结果层面。鉴于归因具有挑战性，影响，即社会改变（在机构和受益人层面）很难评价，而且代价高昂。

模式评价，⁷主要针对本组织的六月度EX/4报告和双年度C/3报告。评价的主要目的是分析教科文组织系统当前采用的成果报告模式中的优缺点，并根据这一分析制定一项完善成果报告的提议。经与会员国磋商，开展了这一评价。⁸

教科文组织成果报告的评估结论

233. 执行局的各项决定反复表达了会员国、也就是 EX/4 和 C/3 报告的主要使用者的期望。一项简短调查获得了令人满意的答复率（执行局成员的 34% 和全体会员国的 20%），其结果使得对这些期望进行更加详尽的分析成为可能。此项调查的结果大致符合执行局先前作出的各项决定，但是强调了以下两个要点：需要：(i) 对本组织计划执行的战略挑战进行分析，和 (ii) 以更加综合的方式汇总成果信息，以更加全面而平衡地概述教科文组织工作领域情况。而且，成果报告应当具有分析性、战略性、简洁性和前瞻性。最后，期望更为明确地区分产出和结果报告。

234. 此项评估确认了下列成就：

- 教科文组织在执行遵守联合国标准的注重结果的计划编制、管理、监督和报告（RBM）原则方面经验丰富。
- 教科文组织关于成果的自我报告制度和做法一直在不断更新和完善。
- 关于战略、任务和结果评估信息系统（SISTER）中自我报告的培训和指导材料已经编制完成。
- 工作人员对自我报告要求（战略、任务和结果评估信息系统中）的认识得到提高，遵守情况得到改善。

235. 本组织目前的成果报告状况与会员国确认的期望之间存在着差距。总体而言，此项评估确认了三个主要领域的挑战：

- (i) 关于成果的数据和证据的可靠性：

⁷ 成果报告包括报告教科文组织的活动、产出和结果（另见上一个脚注）。

⁸ 此项评估由内部监督办公室和战略规划编制局工作人员与一位外聘专家合作进行。评估主要采用自上而下的视角，即评估教科文组织的法定成果报告（EX/4 和 C/3）的格式和内容，随后是纳入报告的基础信息机制。一套良好的成果报告标准已经被用作评估框架。除其他外，评估采用了一种比较的视角；针对教科文组织（总部和总部外办事处）以及选定的联合国四个组织（开发署、儿基会、粮农组织和劳工组织）进行了访谈和案头研究审查。最后，通过与各代表团举行一系列非正式会议，并向所有代表团发送关于成果报告的简短调查以征集它们的意见，确保与会员国，即教科文组织成果报告的主要使用者进行互动。评估报告已经在线公布。

- 活动和产出报告根本上有别于关于预期成果的报告（在结果层面）。前者相对容易观察或捕捉到，而后者需要在目标群体层面投入资源和时间并进行明确的数据收集。
- 最近的 EX/4 号和 C/3 号报告包含了关于实施和产出交付的实质性报告。然而，就这些方面进行的综合性战略分析，包括对挑战和目标实现情况进行的分析，仍有改进的余地。
- 关于教科文组织工作结果的自我报告分散而薄弱。总体而言，工作人员没有时间、资源和数据来提供结果层面上的关于预期成果的公正可靠的数据。因此，这对 EX/4 和 C/3 中有关预期成果的汇总报告的范围产生了不利影响。

(ii) 报告的效率：

- 教科文组织内向理事机构进行法定报告的频率远远高于选定的联合国其他组织。而且，法定报告（EX/4 和 C/3）的篇幅比其他这些组织的报告长得多。
- 在教科文组织的成果报告制度内，自我报告的工作量（由于报告的频率高而且报告的分析单元小）太大。
- 考虑到前两个因素，总体结论是，教科文组织系统内自我报告做法的资金效益相当低。

(iii) 规划、自我报告和评估之间的联系：

- 拟订预期成果以政治和参与进程为基础，有时可能会很累赘，还会产生过多的规定成果和业绩指标。联合国其他组织拟订的成果往往少得多但更连贯一致。
- C/5（以及 EX/4 和 C/3）中的预期成果，还有相应的业绩指标，提法不统一：它们可交替地指代活动、产出和结果。
- 由审计和评估得来的证据显示，教科文组织的报告（例如在战略、任务和结果评估信息系统中和向捐助者报告时）中，成果术语（产出、结果、影响）的使用并不统一。
- 由教科文组织的工作（例如宣传、政策咨询和标准制定）性质来看，要把握和解释教科文组织的干预措施是如何引起改变往往很难且代价高昂。这就更加需要明确阐述将活动和成果联系起来的因果假设。然而，在教科文组织的大多数工作领域里，各项活动内在的因果逻辑并不那么清晰。因此，因果分析、指标选择，或者监测和报告范围和内容等方面都很薄弱或不完整。

- 自我报告（尤其是关于预期成果的自我报告）的局限性只能通过加强较高级别的认证和自我评估得到部分解决。它还需要重新审议评估的作用，因为这些评估不能系统地进入自我报告流程并由此纳入 EX/4 和 C/3。

努力打造成果报告的新模式

236. 为了应对评价中确认的多重挑战，未来的 EX/4 和 C/3 应当以下列良好的成果报告原则为基础：

- 明确区分活动和产出交付情况报告与预期成果报告。
- 改变报告频率，使分析和报告更加严格。
- 重新校准自我报告的评价信息以纳入成果报告。

237. 一项具体提议是，由以下做法取代目前 EX/4 中六月度报告和 C/3 中双年度报告的模式；这项提议符合上述原则以及评价报告中阐明的其他原则，使教科文组织更接近联合国其他组织的良好做法，并支持成功实施注重结果的预算编制：

- **关于计划执行情况（活动和产出交付）的年度报告**，提交关于活动实施情况和产出交付情况的汇总战略分析，包括指明计划实施在多大程度上已经步入正轨、实施中有哪些跨领域挑战并就纠正行动提出建议，以及；
- **四年度成果（结果实现情况）报告**，⁹就预期成果在多大程度上已经实现以及本组织如何影响其预定收益者作出报告。

238. **对自我报告和评价作用的影响**。关于计划实施情况的年度报告将以战略、任务和结果评估信息系统中目前的自我报告为支撑，对活动和项目层面的内容进行一些简化，并对国家和计划层面执行的自我评估流程加以充实。原则上，报告频率的降低和较低级别干预报告的简化而释放的人力资源可用于较高层面（国家和计划），以加强计划执行监测、分析、战略评估和报告。四年度的成果（结果实现情况）报告主要依据各部门和内部监督办公室开展的评价并以四年度自我评估工作为支撑。

239. **对注重结果的预算编制的执行和战略决策基础的影响**。成果（结果实现情况）报告将对教科文组织各项计划（包括教科文组织工作的重要意义、相对优势和有效性）进行更加全

⁹ 整个组织以四年或者更长时间为周期的成果报告已有范例（例如，全球环境基金（GEF）全面业绩审评；开发署（UNDP）战略计划评估）。

面的评价分析。主要的想法是，通过更好地协调评价活动和在四年度结束时审查评价证据，向理事机构提交更加可靠的比较数据，以支持关于本组织战略方向和人力财力资源分配的决策。

建议作出的决定

240. 执行局可以考虑通过如下决定：

执行局，

1. 忆及第 33 C/92 号决议的建议 13 和第 33 C/78 号决议，其中大会要求执行局向其每届会议报告当前计划与预算（C/5）的执行情况以及上一个双年度取得的成果（C/3），
2. 还忆及第 34 C/89 号决议请执行局“在双年度里通过在工作重点（MLA）层面对具体计划的绩效作出明确的决定，逐步表达自己的观点，对计划的绩效，包括 EX/4 号文件，进行更广泛和具有战略性的评估”，
3. 又忆及第 184 EX/4、186 EX/4、191 EX/4 和 192 EX/4 号决定，
4. 审议了第 194 EX/4 号文件第 I 部分--38 C/3 草案，
5. 对持续努力改进报告结构、分析方法以及提交的信息和证据质量表示满意；
6. 感谢总干事为执行计划付出的努力和采取的措施，尽管预算严重削减，但仍旧圆满实现了 36 C/5 的预期成果；
7. 承认秘书处为维护教科文组织在其核心工作领域、尤其是在 2015 年后发展议程的筹备过程中在全球和机构间一级的领导地位做了重要工作；
8. 注意到在所有计划领域中取得的主要成果和在本组织整体改革中取得的进展；
9. 请总干事将本文件，即第 194 EX/4 号文件第 I 部分--38 C/3 草案转呈大会第三十八届会议审议。



United Nations
Educational, Scientific and
Cultural Organization

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**IMPLEMENTATION OF THE PROGRAMME AND BUDGET
AND RESULTS ACHIEVED IN THE PREVIOUS BIENNIUM
(2012-2013 - 36 C/5) (DRAFT 38 C/3)**

ADDENDUM

SUMMARY

This addendum presents analytical reports from field offices on the impact of the Organization at country-level, highlighting major results achieved during the whole biennium 2012-2013 including contributions to the UN Country Teams' (UNCTs) activities and common country programming exercises.

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AFRICA

UNESCO Office in Abuja

1. **Background** - Nigeria launched its National Economic Empowerment and Development Strategy (NEEDS) in 2004.¹ The country has now articulated a vision for its long-term development in a document called Vision 20:2020. Adopted in 2010, Vision 20:2020 envisages Nigeria becoming one of the world's largest 20 economies by 2020, with a specific GDP target of USD 900 billion and a per-capita income target of USD 4,000 by that year. The long-term plan is being implemented through a series of medium-term plans, the first of which is the National Implementation Plan (NIP) 2010-2013. Building on the Vision and the NIP, President Jonathan launched the Transformation Agenda in 2011. These three documents constitute the core of the country's national development planning and management framework.

2. In 2013 UNDAF III (2014 – 2017) was launched to align UN programmes with the planning cycle of the NIP, with a total indicative resource commitment of one billion US Dollars. It focuses on four areas, namely, good governance, social capital development, sustainable and equitable economic growth, and human security and risk management. UNDAF III marks a significant upstream repositioning of the UN's development assistance to Nigeria, with programming principles focused on human rights, gender equality, environmental sustainability, National Capacity Development and the application of RBM tools and methods. Additionally, 2013 marked a transformation of UNESCO Abuja from a national office into a multisectoral regional office covering Nigeria, Benin, Cote d'Ivoire, Ghana, Guinea, Liberia, Sierra Leone and Togo as part of the UNESCO reforms in Africa.

3. Few countries on the continent encapsulate the wide breadth of the opportunities and depth of challenges as Nigeria does. In addition to being Africa's most populous nation, Nigeria has the third largest economy on the continent. The country has also been one of the continent's fastest-growing economies over the past decade as structural reforms, bolstered by improving institutions, and deepening political stability, begin to manifest. After decades of political instability and military rule, the country reverted to the democratic path in 1999. Since then national elections have been conducted four times, with the fifth set for 2015. Yet, Nigeria is confronted with equally complex array of challenges. The Boko Haram sect remains the most destabilizing and worrisome threat to the security of the country. In May 2013 a State of emergency was proclaimed by the Government in the North and North Eastern States to try and deal with the Boko Haram threat, but it has left in its wake some humanitarian and human rights challenges.

Main achievements

4. **Education** – The main focus of the sector was implementing the project 'Revitalizing Adult and Youth Literacy.' The project achieved 51% implementation rate and 15 facilitator's training modules were developed; 457 master trainers trained; 3774 facilitators in 34 states and FCT trained; 13,398 learners were registered, of whom 5,138 are girls and women; and a compendium of best practices in literacy and skills development as a tool for shared learning was compiled. Also, 57 classroom teachers were trained in English language teaching skills using the UNESCO English Teacher Service in collaboration with British Council and Nokia. An addition, USD one million have been mobilised from Procter & Gamble to support the delivery of

¹ Many States had a similar instrument, the State Economic Empowerment and Development Strategy (SEEDS).

literacy and life skills competencies to women and girls to enable them read, write and become self reliant.

5. Within the framework of Regular Programme, in collaboration with BREDA, UNESCO Dakar Office and in partnership with Rutgers University, University of Ghana, Tubman University, Liberia and University of Gambia, the Sector also developed online curricula and modules on Gender and Transformative Leadership, curricula on Greening TVET supported the National board for Technical Education, promoted multilingual literacy and improved literate environment through the translation of literacy material into cross border languages of the region (Hausa, Yoruba and Fulani).

6. Significant levels of advocacy and sensitization on all programmes using the electronic, print and social media as well as information sessions have improved the Sector's visibility in the country. This has enabled the sector to gain the trust and confidence of the federal and state governments as well as private and public sector institutions and multilateral organisations that are willing to collaborate with UNESCO on education interventions. Networks have been expanded by mobilizing Youth, NGOs, traditional, religious, opinion leaders to leverage space for promoting education, literacy and non-formal education. In 2013, Rivers State approached the office to conduct a sector analysis of their education sector. Shell Oil Company has also expressed interest in working with UNESCO on education programmes in Nigeria.

7. **Challenges** – The education sector in Nigeria still faces challenges of limited institutional capacities and poor infrastructure. A lot of time and resources have first to be spent on building institutional capacity. This naturally tends to slow the pace for programme implementation. Nevertheless, institutional capacity building remains critical for sustainability. Another challenge which led to slowing down the momentum of the 'Revitalizing Adult and Youth Literacy' Project was the delayed approval of the Budget Revision.

8. **Science Sector** - The sector implemented two Emergency Fund (EF) project activities in 2012, coordinated the Unified Budget, Results and Accountability Framework (UBRAF) Extrabudgetary project activities and commenced the UNESCO-KOICA Green Economy in Biosphere Reserve (GEBR) Extrabudgetary Project activities at Omo Biosphere Reserve (OBR). The first EF project activity on "Strengthening National Institutional Capacity and Human Resources for application of Science, Technology and Innovation (STI) policies for Sustainable Development" built the capacity of 65 experts to develop STI Policies and Roadmaps for effective implementation of STI policy in their states. The second EF project activity strengthened the capacity of 43 UNESCO IHP and MAB National Committee members to play active roles and contribute meaningfully to national issues that relate to water, biodiversity and environmental management as well as participate effectively in regional and global programmes. The GEBR project activity commenced in the last quarter of 2013, the socio-economic survey identified 4 green economy activities to be implemented at OBR while the project inception meeting created awareness on the socio-economic benefits of the project activities and biodiversity conservation.

9. **Challenges** – The major challenges included the lack of resources which affected the scope and reach of the EF project activities and the late release of funds for the commencement of the GEBR project activities at OBR.

10. **Intersectoral activities** - The UBRAF extrabudgetary project activity on "Mainstreaming HIV & AIDS Education into Formal and Non-Formal Education System in Nigeria" was an intersectorial project jointly implemented by the Education, Science, Culture and

Communication and Information sectors. In 2012, the major results achieved included: awareness creation on gender equality, human rights, social and cultural practice that militate against accessing sexual and reproductive health education and services in local and urban communities; capacity of community leaders, especially women and youths built to address traditional, religious and cultural issues surrounding HIV & AIDS prevention, treatment and care; development of training modules focusing on HIV & AIDS sexuality education used by electronic media; and production of material to be included in plots/storylines for soaps/home video. In 2013, the capacities of teachers, key service providers and partners were strengthened for effective monitoring of HIV and AIDS sexuality education programmes in HEIs and the host communities. Also the pedagogical skills of 3,740 facilitators of non-formal education were developed to deliver youth and adult HIV and AIDS sexuality education in various communities.

11. **Challenges** - The major challenge encountered included the lack of trust by some communities on medical personnel who are non-confidential with HIV/AIDS results. This encouraged low turnout at Voluntary Counselling and Testing Centres (VCT). Appropriate ways of institutionalizing and mainstreaming the M&E Training Guidelines and Tools have been developed by UNESCO for monitoring HIV and AIDS sexuality education in HEI.

12. **Culture** - The sector implemented four major activities in 2012/2013:

- 1) Strengthening the Implementation of the 1972 World Heritage Convention. In June 2012, the office commemorated the 40th Anniversary of the World Heritage Convention with 150 participants; Cultural Managers, heritage conservationists, the international community and the media were sensitised on the importance of local communities in heritage preservation and sustainable development. That same year, in cooperation with the Communication sector, the capacities of documentation experts was built in digital preservation of heritage and archives.
- 2) Under the UN Counter Terrorism Implementation Task Force-Integrated Assistance on Countering Terrorism (CTITF-IACT)/UNESCO project 'Countering the Appeal of Terrorism in Nigeria through Inter-cultural Dialogue and Education', the framework was laid for building a culture of peace using dialogue and town hall meetings. A manual for the training of trainers in this regard was also produced; an off shoot of contextual studies conducted in the three pilot geopolitical zones. Other activities which reinforced the use of traditional methods in peace and conflict resolution were the World Day for Cultural Diversity for Dialogue and Development (May 21, 2013) which created awareness on the importance of creativity as a tool for peace and sustainable development and the celebration of the first Sango Festival - August 2013 as a traditional venue to pass peace messages to people at the grass root in order to promote peace, unity and encourage dialogue among cultures and civilization. Venues of annual Ifa festival at Obafemi Awolowo University in June, 2013 and the convocation ceremony of the Ifa Heritage Institute, Oyo in September 2013 were also used to pass same messages to the public.
- 3) An assessment conducted in 2012 on the challenges facing the implementation of the Intangible Cultural Heritage in Nigeria identified the lack of capacities as a major issue impeding its implementation. In response to this, a project document was drafted with stakeholders and approved by the Japanese Government for funding within a period of three years.
- 4) In November 2013, the first regional meeting to be held in African to safeguard the Underwater Cultural Heritage was organized in Bayelsa State, Nigeria. With

representatives from 12 African countries, the awareness for the development of scientific archaeological research in Africa and the safeguard of underwater cultural heritage were created. At the end of the meeting, an action plan was drafted for a more effective implementation of the Convention by Member States.

13. **Challenges** - The major challenges during the biennium were insufficient funds to implement the Regular Programmes and late release of funds especially for the extrabudgetary project “Countering the Appeal of Terrorism in Nigeria through Inter-cultural Dialogue and Education.”

14. **Communication and Information** - In 2012/2013, three Regular Programmes and two extra budgetary were implemented. The regular programmes were ‘Support for freedom of expression and access to information in Nigeria’; ‘Supporting community radio programme in the use of cultural communication tools in creating awareness for women on area of priority in two rural communities’ and ‘Reinforcement of Archives, Libraries and Museums as centres of education and learning’. The two extra-budgetary programmes were ‘Curriculum development and harmonization workshop for capacity building for UNESCO centres of excellence (University of Lagos) and centres of reference in Nigeria (University of Ibadan and Lagos State Polytechnic).’ Also, an international conference on Media and Information Literacy (MIL) was held in Abuja, attracting representatives from more than 50 nations. All of them expressed determination to implement the UNESCO curriculum for teachers on MIL.

Through CI activities, awareness increased concerning freedom of expression and public access to information; rural women were given voices via community radio content developed on HIV/AIDS prevention and awareness has been improved among women, independent radio/TV producers and script writers, eleven journalism training institutions made commitment to adapting the UNESCO model curricula and a national harmonization committee for Library, Archives and the Museums put in place a one-stop access by the public.

15. **UN Joint programming and programmes** - The UN Country Team (UNCT) Nigeria completed the process of developing with the Federal and State Governments, the third United Nations Development Assistance Framework (UNDAF III) covering the period 2014-2017. UNESCO Abuja has actively participated in the UNCT Nigeria activities and in 2012 participated in four UN joint programmes: HIV & AIDS; Youth Forum in Nigeria; MGD Gender and Women’s empowerment and Integrated Management Information Systems (EMIs). The Office prepared a concept note on education and is expected to co-lead UNCT area of education in the next UNDAF III. The Office was also the Secretariat of the Donors’ Education Forum that meets once a month. Until August 2012, UNESCO Abuja occupied the vice chair of the Operations Management Team (OMT) of UNCT and assisted in bringing more transparency and efficiency in the budgeting and reporting mechanisms of the budgets of the Common Services, Dispensary and Security which are cost-shared by all the agencies of UN system in Nigeria.

UNESCO Office in Accra

COMMUNICATIONS AND INFORMATION

Ghana

16. 2012 was election year in Ghana. The key concern in the country and within the international community was to have a peaceful electoral period to ensure sustainable gains in developing a democratic culture in the country. Following a ‘One UN’ approach, the United

Nations Country Team set up a sub-group on **communications for peace** chaired by UNESCO to engage with various stakeholders. A major activity was the Kumasi Declaration on Peaceful Elections signed by all Presidential Aspirants in the presence of all major leaders from across the political divide in Ghana.

17. The Africa University College of Communications (AUCC) - a UNESCO potential center of excellence in **Journalism Education** - produced a gender in media module to be included in all its training programmes. The module will now be compulsory for AUCC courses and it follows the Gender Sensitive Indicators for Media (GSIM).

18. Consultations were held on the **Freedom of Information** Draft Bill with the various coalitions and World Bank Institute. The Draft Bill was passed by Cabinet in 2013, pending parliamentary approval.

19. AUCC was supported – through an intersectoral programme with SHS funded with Emergency Funds - to develop modules on climate change for inclusion in their **journalism training** programmes. .

20. The main challenges included: In spite of efforts by UNESCO and other partners, the Freedom of Information Bill has been stalled in a bureaucratic process and funds were very limited to conduct more activities in the country, especially related to knowledge society.

Sierra Leone

21. As a result of the advocacy efforts by UNESCO and UNDP, **Freedom of Information** Law was passed by National Parliament in 2013. An omnibus legislation for the media has been drafted which is intended to bring together the disparate laws affecting the media. In addition, UNESCO with an NGO (The Society for Knowledge Management) and other stakeholders supported the draft revision of the Archives Law of 1965.

22. For Sierra Leone, 2012 was an election year. UNESCO funded the **Independent Radio Network** to train their members on election reporting, with an emphasis on conflict sensitivity. A regular weekly programme on election updates was aired for three months prior to elections to ensure violence free elections in this post-conflict country.

23. UNESCO supported the **Sierra Leone Association of Journalists** (SLAJ) to organize events for the World Press Freedom Day focusing on the country's sedition and criminal libel laws that threaten journalism.

24. Support was provided for **community radios**: The Independent Radio network for elections; and Mano River Union Women's Network Radio for capacity building of the Peace Radio on the border between Guinea and Sierra Leone.

25. The main challenges included: The Public Order Act of 1965 which criminalizes libels still being used to arrest and detain journalists in the country. The Government is looking for an alternative to the law, and UNESCO with its partners is proposing a review of the 1961 Defamation Act which provides for civil litigation of libel.

Cote d'Ivoire

26. UNESCO together with IMS (Denmark) and the Media Foundation for West Africa started on a major **media development programme** involving the national stakeholders: enacting a

code of ethics for the media to address the polarized and often combative reporting that was rampant during the country's civil war and post-election violent periods. Following the media development indicators (MDI) successfully conducted, the Government and other stakeholders have established a Media Development Committee, whose priorities have been advised by the MDI Report. Nevertheless, UNESCO did not have enough resources to support the different aspects of the programmes that came out as priorities for intervention.

Liberia

27. With funding from DANIDA, UNESCO implemented a major project on **sustainability of media institutions** in this post-conflict country. Seven major media outlets were trained in business planning and online journalism and ten monthly media and business lunch exchanges were held.

28. UNESCO supported the **capacity development** of Liberia Broadcasting Services (LBS) to start TV broadcasting in August 2012. UNESCO supports LBS to become editorially independent and a draft law is with the country's Legislature.

29. UNESCO organized a **regional conference** for the Mano River states Sierra Leone and Côte d'Ivoire as part of **World Press Freedom Day** in May 2012 with about 150 media professionals and mass communications students over a 3-day period to discuss freedom of information. The Table Mountain Declaration, were officially signed in July 2012 and various journalists were awarded prizes for their work in 2011.

30. An MoU has been signed by the Africa University College of Communications in Ghana and the Department of Mass Communications at the University of Liberia to promote excellence in **journalism education** with a wide range of collaborative activities.

31. With support from CFI (French Agency for media cooperation) the Liberia Broadcasting Services was provided **studio TV equipment and training** which enabled the station to start TV broadcasts in July 2013.

Togo

32. The **Media Development Indicators** (MDI) showed major limitations to press freedom in the country and identified the major bottlenecks to media development.

33. UNESCO supported meetings and workshops to promote interaction between the media and various official departments, including the Judiciary and security agencies, on the **safety of journalists**.

CULTURE

Benin

34. The training of certificated out-of-school youth for the **touristic enhancement of Cotonou** helped leveraging the economic development of the city. It also builds the capacity of the municipality's staff and young unemployed graduates in culture, supporting the development related to tourism.

Ghana

35. The **mapping of the cultural sites** of selected areas of Accra by a civil society organization (ACCACAN) in partnership with the Mayor of Accra and the Metropolitan Assembly contributed to provide the Government with baseline data for the establishment of relevant policies for the Creative sector.

36. The continuation of “**Culture and Development Indicator**” initiated in the previous biennium, resulted in the generation of evidence-based justification for the inclusion of culture in Ghana’s national development strategies and plans. Data addressed the economy, education, governance, social participation, gender equality, communication and heritage. Project results were disseminated to government ministries, departments and services, civil society organisations, development partners, UN Organisations and media organisations. These crucial data were however obtained with difficulty such as insufficient funds and paucity of experts to do the work.

37. In **capacity-building workshops** 50 journalists were trained on Cultural Reporting, particularly on Culture for Development and UNESCO Conventions. UNESCO commissioned the Centre for Communication and Culture, a non-profit NGO to undertake this activity.

38. **The Ghana Culture Forum** (GCF) was launched in March 2012 as a civil society consultative forum with cultural practitioners, activists and organisations. GCF affirms the cultural foundations of development and ensures the mainstreaming of issues of culture in national development.

39. Accra Office facilitated the publication of two **books** on Ghana's heritage: “A Panorama of Ghana’s Heritage” and “Ghana Where the Bead Speaks”

Togo

40. The Office assisted in the **strengthening of national cultural policies and their implementation** through support for the publication of the Togo Cultural Policy in collaboration with the Observatory of Cultural policies in Africa (OCPA). In this case, a relatively small sum was able to unlock a great deal for the municipality of Accra for the cultural development of the city with mix of partnerships.

EDUCATION

41. During the past biennium support was provided to countries of the Cluster Office of Accra in the areas of literacy, teacher education, technical and vocational education training. The supports were geared toward government entities as well as NGOs.

42. During the biennium, the Accra Office had no Regular Programme budget under its control. Regular programme activities in education were limited to support to cluster countries in the promotion of Literacy and Non Formal Education, through the celebration of the International Literacy Days in **Cote d’Ivoire/Ghana/Liberia/Sierra Leone**. The following activities were carried out through extrabudgetary funds.

Benin

43. Support was provided to the NGO Adjalala Horizons Espoirs toward to the **Training and Capacity building in the areas of Household Management for Young Girls and Young Mothers for their Empowerment**. The project broad objectives are to promote literacy and the

education of young women and young girls, to ensure out-of-school young mothers and young girls have access to a programme of functional literacy and competencies in household management toward their self-autonomy. Activities to be implemented focused on (1) the organization of workshops on the elaboration of training programmes and modules, (2) the training of a team of trainers in the various skills and competencies of household management, (3) functional literacy activities, (4) training of the learners on skills and competencies of household management, (5) the reinforcement of a support team of the NGO Adjalala Horizons Espoirs in the areas of entrepreneurship, socio-professional reinsertion, the placement and monitoring of the trained.

44. Through the Capacity Building Programme for Education for All, UNESCO supported the **implementation of the strategy of Technical and Vocational Education in Benin (CapEFA)**. To engage in such efforts, the CapEFA programme adopted a five-step capacity development approach that enabled UNESCO's entry points to be determined by existing country assets and capacities, and facilitated country-led priority setting in the formulation of action plans.

Côte d'Ivoire

45. Support to the national capacity building of **Secondary General and Technical and Vocational Education (CapEFA)**. The CapEFA for Côte d'Ivoire was officially closed in December 2013. However, during the period of 2013, continued support was provided to the country to finalize some key planned activities.

46. **Educating Young Girls for Peace in Mano River Union Countries: Côte d'Ivoire, Liberia and Sierra Leone** (emergency fund). The goal was to contribute to the restoration of social cohesion and peace in the regions of Guiglo, Toulepleu and San Pedro through support to functional literacy programs in Côte d'Ivoire. Manuals for the training of 600 young girls were elaborated and validated.

Sierra Leone

47. The office conducted a **Capacity Assessment for Teacher Training and Development in Sierra Leone**. The implementation of the assessment was met with difficulties, due to problems within the Ministry of Education. A capacity assessment report was developed but not the capacity development workplan.

Togo

48. Support to the improvement of **Literacy and Non Formal Education through capacity building (CapEFA)**. The main achievements were: the capacity of policy makers, planners and managers strengthened for the development and implementation of effective literacy policies, strategies and plans; national literacy and non-formal Education Policy and its plan of action elaborated. The Policy helped literacy to be positioned in the DSRP II (2011-2016); institutional and organizational capacities strengthened to scale up effective national literacy programmes; capacities of key actors enhanced to deliver good quality literacy learning opportunities that are gender-sensitive and relevant to a diversity of target groups.

49. The Challenges and lessons learned were: insufficient institutional capacities; insufficiency of funds allocated to the sub-sector.

Liberia

50. **Advancing the Rights of Adolescent Girls.** UNESCO is responsible for the literacy component of this UN Foundation funded project involving various UN agencies (UNFPA, UNICEF, UNESCO, WHO, and UNWOMEN) and aiming at empowering adolescent girls towards their rights.. Major achievements included: MOU with parents signed for them to commit and ensure that their girls enroll and remain in school; Training manuals and other related materials developed, printed and distributed to the 5 communities prior to the resumption of classes for the 2013- 2014 project year; Stationery items procured and distributed to all the learning centers with the assistance of the Education officers' offices; Training of facilitator conducted and completed; Literacy classes commenced in all 5 communities of the 2 counties.

51. **TVET CapEFA Programme.** An inception training on the CapEFA methodology was conducted with members of a TVET Technical working group, a workplan for a capacity assessment on TVET has been developed and a team established to conduct the capacity assessment that would lead to the development of a capacity development strategy and workplan. Involvement of national stakeholders and development partners proved to be fundamental to a holistic strategy for TVET capacity building. TVET is currently high in the countries agenda, with the involvement of the President.

52. Support to the development of a **national teacher education strategy and its implementation** as a response to the Ivorian post-electoral crisis in Eastern Liberia (Ivorian Refugees Education Project in Eastern Liberia). The project, funded through the Japanese supplementary funding aimed at providing secondary education to Ivorian refugees in Easter Liberia, through training of teachers, curriculum review to include values education and provision of teaching and learning materials.

53. The major challenge faced was the withdrawal of support by the Government of Cote D'Ivoire but adequate partnership development facilitated the project implementation. The project has now been completed.

54. **Comprehensive Sexuality Education** through Sexuality Education Review and Analysis Tool (**SERAT**). This project included a curriculum and materials development/review and a support to teachers infected and affected by HIV and AIDS in cluster countries. Challenges and lessons learnt included the following: Collaboration with partners is critical right from the planning stage if sustainability can be achieved; Planning and working together with national partners ensures ownership; Accountability in terms of reporting has been a challenge in some national circumstances; Sexuality education as a standalone subject can be problematic in some contexts but entry points need to be found for inclusion in curricula.

NATURAL SCIENCES

55. The Natural Sciences Sector focused on the implementation of an extra-budgetary project on the sustainable development of the Lake Bosomtwi Basin. UNESCO in partnership with Ghana's Ministry for Water Resources Works and Housing and the Office of Otumfuo Osei Tutu II, King of Ashanti, has been implementing the project 'Sustainable Management of Lake Bosomtwe in the Ashanti Region of Ghana' with the support of the Spanish Ministry of Agriculture, Food and Environment since 2011. Lake Bosomtwe is one of the world's major meteoritic lakes and is of immense cultural significance to the Ashanti people. The key objective of the project is to promote sustainable development within the lake's catchment through the nomination of the catchment as a UNESCO biosphere reserve by June 2014.

SOCIAL AND HUMAN SCIENCES

56. Most of the SHS activities implemented under the 36 C/5 were regional in scope (Africa-wide), although specific country interventions were made within that context. Programme interventions were spread across the Africa region, benefitting countries in West, East, Southern and Central Africa. Furthermore, two successful high level events were organized with SHS: a regional conference on the *Pedagogical Use of the General History of Africa*, and the MOST Forum of ECOWAS Ministers of Social Development on the theme of *Social Vulnerability*. Collaboration was also enhanced with ED and CI sectors, in particular, in the implementation of an extra-budgetary Project in Liberia, in support of Ivorian Refugees who fled violence in their country in 2010.

57. **Implementation of UNESCO Strategy on Africa Youth** (Beneficiaries: Africa Region Wide, specifically: Burundi, Cote d'Ivoire, Ghana, Liberia, Sierra Leone, Kenya, Zambia)

58. Key highlights include interventions designed to support national youth policy development and/or review of such policies, in fulfilment of the third objective the UNESCO Africa Youth Strategy, as well as support for youth civic engagement in fulfilment of the third objective of the same strategy. 5 countries benefitted from UNESCO's technical and financial support in reviewing national youth policies. In other cases, such as Ghana, UNESCO supported government and other relevant stakeholders, including youth groups, to push for implementation of the National Youth Policy, which came into force in 2010. Specifically, UNESCO supported both the National Youth Authority and the Youthbridge Foundation to push for the implementation of the youth policy provision which calls for the establishment of a National Youth Parliament. Furthermore a number of youth organizations and NGOs in Ghana, Sierra Leone, Liberia, etc, were supported to promote civic engagement, with a focus of promoting peaceful, violence free elections. In Ghana, this led to the adoption of the *Kumasi Declaration* during which presidential candidates representing seven political parties and one independent candidate, signed the *Kumasi Declaration*, committing themselves to "peaceful" and "violence-free" elections, barely a week before the 2012 Presidential Elections.

59. The main challenge was UNESCO's financial situation for future/long-term commitments but there is a great potential to build on the gains implementing this activity, during the 37 C/5

60. **World Social Science Report** (Beneficiaries: Africa Region Wide). The Publication of WSSR, 2013 on the theme of GEC is a remarkable achievement, as it provides both researchers and policy makers a comprehensive literature on the issue, filled with specific recommendations on how to deal with the current challenges brought about by changes in the global environment, especially for vulnerable countries in regions such as Africa.

61. **Strengthening Climate Change Mitigation and Adaption in the Sahel and West Africa** (Beneficiaries: West Africa Region Wide, specifically: Sahel countries and other countries outside the West Africa region). This project, supported by the Emergency Fund, aimed at strengthening local capacities in mitigating the consequences of climate change in Ghana and the Sahel in partnership with INDEPTH Network, an Accra based international non-governmental organization and the African University College of Communication (AUCC). The activity will had a training component for journalists and media practitioners on climate change reporting, laying the foundation for future development of a curriculum on climate change reporting, to be administered at AUCC, which is a potential UNESCO Centre of Excellence in Journalism Education.

62. Assisting National Bioethics Committees (Beneficiaries: Africa Region Wide)

The focus of this emergency fund activity was to support National Bioethics Committee, mainly through capacity building training offered by the UNESCO-designed Assisting Bioethics Committee (ABC) Training Programme and the Ethics Teachers Training Courses (ETTC). In all, a total of 8 countries benefited from the various training programme (Ghana, Malawi, Nigeria, Tanzania, Uganda, Namibia, South Africa, Kenya)

63. The main challenges has to do with the uncertain financial situation and the limited number of SHS programme staff in the region which meant additional effort in coordinating 'Africa-wide' interventions.

64. Strengthening the empowerment of young women and men and their engagement, in particular in democratic processes, in order to promote intercultural dialogue and social inclusion (Beneficiaries: Liberia and Sierra Leone). The IP Project funded by emergency funds was designed to, a) develop relevant knowledge and skills of young women and men as right-holders and responsible citizens to enable them to participate meaningfully in democratic processes and to be key players in the building of peace, and b) strengthen citizenship and develop intercultural dialogue among young women and men as a mean to preventing violence and promoting reconciliation, particularly in an electoral context. Two countries, Liberia and Sierra Leone benefitted, with the former supported in its process of writing an inclusive history, while the latter was supported to train youth in promoting violence free elections in their respective communities.

65. Supporting Policy Development with Youth Participation (Beneficiaries: Ghana, Sierra Leone and Zambia); ***Building Skills for civic engagement and social entrepreneurship*** (Beneficiaries: Burundi, Kenya and Zambia). The above two Emergency Fund activities were supported to reinforce and complement the Regular Programme activity, *Implementation of UNESCO Strategy on Africa Youth*.

CONTRIBUTION TO OTHER HIGH LEVEL ACTIVITIES

66. A regional conference on the Pedagogical Use of the General History of Africa (Accra and Cape Coast, October 2013) brought together about 100 academics, researchers, university administrators, etc to reflect on the translation of the eight UNESCO Volumes of the General History of Africa into curricula materials to be incorporated in the educational system, specifically in institutions of higher education.

67. A **Management of Social Transformations** (MOST) Forum of ECOWAS Ministers of Social Development (Accra, December 2013), organized with the Ministry of Gender, Children and Social Protection and focused on "Social Vulnerability" was attended by 11 ECOWAS Ministers of Gender and Social Development, as well as Directors from the respective ministries and research. The forum led to the adoption of the *Accra Declaration*.

68. Cooperation and collaboration with the UN Country Teams in all countries (Ghana, Liberia, Sierra Leone, Zambia, Burundi, etc) was maintained throughout the biennium. SHS was actively involved in the development of the UNDAF Action Plan, 2012-16 for Ghana, and remains an active participant in Outcome Group 10, dealing specifically with issues of peace and governance. Similar contributions were made to the UNDAF processes in Liberia and Sierra Leone. UNCT Heads of Agencies as well as technical staff in Zambia were also collaborators in UNESCO's support for the review of that country's national youth policy.

UNESCO Addis Ababa Liaison Office

69. Throughout the biennium, the Liaison Office in Addis Ababa has fully implemented its programmes despite constraints related to both financial and human resources. As the Liaison Office to the African Union (AU) and United Nations Economic Commission for Africa (ECA), functions have been further strengthened through the transfer of 3 International Professionals to the Office (SC/CI). On a national level, and following a major transition in 2012 due to the change in leadership of the Ethiopian government, the Office has ensured joint delivery with national counterparts and relevant UN agencies in the framework of the implementation of the UNDAF (2012-2015), with a specific focus on promoting **gender equality**, sustainable development and peace in the region, in line with **Priority Africa**.

70. In order to **scale up equity, inclusion and quality in education and lifelong learning**, the implementation of MP I have focused on promoting gender equality in educational programming and policies through projects that include the crowd sourcing girls' education project and the development of HIV/AIDS policies and strategies in education. Education, particularly girls' and women's education, is regarded as one of the most effective investments for development in Ethiopia, and has been reflected in the Joint Flagship Programme on Gender Equality and Women's Empowerment (GEWE JP), launched in January 2011 to narrow gender gaps in Ethiopia, promote and protect the rights of women, and institutionalize gender mainstreaming in all sectors. As a part of the United Nations Development Assistance Framework (UNDAF) and Delivering as One, the programme has been implemented by six United Nations agencies: UNESCO, UNICEF, UN WOMEN, ILO, UNDP and UNFPA in partnership with the Ministry of Women, Children and Youth Affairs (MoWCYA), the Ministry of Finance and Economic Development (MoFED) and other partners. UNESCO, in partnership with MoWCYA, implemented Output 2 titled: "Enhance participation and access to secondary and tertiary education".

71. Furthermore, to **strengthen global leadership in education**, the CapEFA II (2012-2013) has focused on effective implementation of the education sector plan while building capacity of the Ministry of Education, its partners, and experts. Through the CapEFA II, the institutional, organizational and individual implementation capacities of the Ministry of Education, including the regions and zones (education planning directorates, education management information systems units etc.) have been strengthened.

72. In order to **strengthen science, technology and innovation (STI) systems and policies**, MP II has focused on supporting professional organizations through the 7th International Conference of the African Material Research Society (MRS), an African society set up for continent-level advancement of materials science and engineering. UNESCO Addis Ababa also facilitated the meeting of the Institute of Electrical and Electronics Engineers (IEEE), jointly with the African Union, to develop a better understanding of how IEEE can assist in expanding engineering capacity within the continent. IEEE and UNESCO established a formal partnership following a memorandum of understanding signed in 2012 to develop joint projects on engineering education in Africa. Ethiopia has decided to make biosphere reserves the lead programme for conservation of the environment and sustainable development. In 2013, together with the Ethiopian MAB National Committee, UNESCO Addis Ababa developed the National MAB strategy and guidelines for establishing biosphere reserves in the country.

73. Furthermore, the **science** has been further mobilized **for the sustainable use of natural resources, renewable energy and energy efficiency, and for natural disaster reduction and mitigation** with a focus on water resource management in the Somali Region of Ethiopia.

UNESCO has been leading national efforts to ensure sound groundwater resource management through capacity building dialogue between Africa and Asia on the post 2015 agenda, and policy advice. Groundwater resource management and mapping projects have been undertaken together with stakeholders such as UNICEF, DFID, JICA, the Government of Flanders and USAID to provide water resource information for Ethiopia and ensure greater access.

74. In the framework of MP IV, the Addis Liaison Office continued **to advocate for the inclusion of culture and intercultural dialogue in development policies** in collaboration with the Ministry of Culture and Addis Ababa University at the national level and with the African Union Commission (AUC) at the regional level. As a result, the ‘Culture and Development’ concept has played an important role in the elaboration of Ethiopia’s revised cultural policy where its role is better integrated, giving due attention to cultural industries and cultural expression and maximizing its positive impact on socio-economic development.

75. In addition, UNESCO continued to **protect and promote heritage and cultural expressions** on a national level. Extrabudgetary support and international assistance was secured to ensure the continued preservation of the Rock-Hewn Churches of Lalibela and Simien Mountains National Park. Further support was provided for the safeguarding and transmission of intangible cultural heritage, resulting in the inscription on the Representative List of the Intangible Cultural Heritage of Humanity of the commemoration feast of the finding of the True Holy Cross of Christ (Maskel). Furthermore, and in conjunction with the 50th Anniversary of the AU/OAU, the pedagogical use of the General History of Africa was promoted.

76. Promotion of **freedom of expression and access to information** on a national level as well as awareness-raising activities in liaison with the African Union have been reinforced (MP V). Capacity-building activities were undertaken at the national level to ensure continued professionalization of journalists, including training on the link between human rights and press freedom. Further support to the development of communication has been provided through the IPDC with funding to three projects that allowed reinforced the training of journalists. A Pan African Conference on the safety of journalists and the issue of impunity was organized with the AUC and the African Federation of Journalists with the participation of media leaders, government representatives, UN officials, press freedom activists and trade unionists. They discussed strategies to further advance the campaign for the promotion of the safety of journalists and the issue of impunity and develop a common plan of action as a continental follow-up to the UN Inter-agency meeting on this issue. The liaison with the Pan African Parliament, a consultative body of the African Union, has been ensured in the framework of the continental campaign “Press Freedom for Development and Governance: Need for reform” and for adopting or reviewing laws on access to information.

77. **Cooperation with other UN Agencies:** in February 2012, the UNESCO Liaison Office became a full-fledged member of the United Nations Liaison Team (UNLT). The UNESCO Liaison Office plays an active role in the Regional Coordination Mechanism (RCM) of United Nations agencies and organizations working in Africa. The AU and the NEPAD Secretariat serve as co-chairs (with AUC) of each cluster. UNESCO is a member of the following clusters: Infrastructure (water, energy); Social and Human Development (Education/Human resources (co-chair), HIV/AIDS, Gender and Development, Labour and Employment, Sport and Culture), Advocacy and Communication, Peace and security, Science and Technology (co-chair). The UNESCO Liaison Office is also part of the United Nations Delivering as One approach, which was launched by ECA on 26 June 2012. The One Voice element of the Delivering as One has also been significantly enhanced through the UN Communication Group (UNCG) chaired by

UNESCO until August 2012. In addition, the UNCG developed the UNDAF Communication Strategy, which provides guidance to the overall communication efforts in relation to the UNDAF (2012-2015) implementation. UNESCO has also played an active role in the post-2015 national consultation process in Ethiopia, led by the UNCT. A multi-stakeholder national task team was established in September 2012 and the launch of the consultation occurred in November 2012; a final national consultation is currently foreseen in the beginning of 2014. UNESCO has actively advocated for the inclusion of the role of culture in development throughout this process.

78. In **partnership with the African Union** during the celebrations of its 50th Anniversary, the UNESCO Liaison Office actively participated in two events: the Meeting of Experts on the development of the IX volume of the General History of Africa (GHA), and the Youth Forum (in the presence of DG and African Heads of State), held in UNECA's Africa Hall where the OAU was founded in 1963.

79. Collaboration with AU has been strengthened for the promotion of a culture of peace. Three major events were jointly organized in 2012 and 2013: two regional forums on culture of peace in Africa (Abidjan and Luanda) and a meeting for the establishment of a regional network of Institutions and Research centers working on the culture of peace in Africa.

80. Despite full implementation for the 2012-2013 **challenges** remain. In the framework of the Field Reform, further clarification is needed on the functions of the UNESCO Liaison Office and its relationship with Regional Offices in Africa and Headquarters, especially as implementation of AU decisions and UNESCO's participation and contribution to the work of the RCM is concerned. Furthermore, communication and knowledge management/sharing with AU, UNECA, and other UN agencies remain challenging. Furthermore, given the recent changes in Ethiopia's political landscape of, relationships must be further reinforced in order to ensure sustainable partnerships with national counterparts. The annual celebration of World Press Freedom Day did not occur in 2013 following the awarding of the UNESCO-Guillermo Cano World Press Freedom Prize to Ethiopian journalist Reeyot Alemu, a decision to which the Government has verbally expressed its disagreement.

UNESCO Office in Bamako

Culture

81. En mars 2013, une formation nationale et régionale des douaniers ainsi que des forces de polices s'est tenue au Musée national du Mali afin de renforcer les capacités des acteurs impliqués dans la lutte contre le trafic illicite, de renforcer la sécurité du musée, de développer le plan d'évacuation et d'imprimer des cartes et passeports pour le patrimoine (activité financée par le fond d'urgence). De même, l'inscription des « Pratiques et savoirs liés à l'Imzad des communautés touarègues de l'Algérie, du Mali et du Niger » sur la Liste représentative du patrimoine culturel immatériel de l'humanité a aussi fortement marqué la coopération sous régionale pour la sauvegarde du patrimoine culturel immatériel. De plus, une assistance internationale de 307 307 USD a été octroyée pour l'inventaire du patrimoine culturel immatériel au Mali.

82. Suite à la résolution 2100 du Conseil de sécurité, une formation du personnel de la MINUSMA a été mise en place dans le cadre de la convention de 1954. D'autre part, une activité de sensibilisation des jeunes et des écoliers au Musée national du Mali a été menée.

83. Dans le cadre de la mise en œuvre du plan d'action pour la réhabilitation du patrimoine culturel malien, le bureau a appuyé les premiers travaux urgents de réhabilitation du patrimoine culturel au nord du pays, endommagé par un attentat perpétré le 28 septembre 2013 à Tombouctou.

Education

84. La situation de crise vécue au Mali depuis janvier 2012, a vu de nombreux projets suspendus. Le projet *Support capacity building of teacher training institute and girls' education in Mali* (financé par le gouvernement japonais) n'a pu accomplir que la formation de 80 jeunes filles désireuses de participer au concours d'entrée aux Instituts de formation de maitres (IFM). 1/3 de ces candidates ont été déclarées admises augmentant ainsi le nombre de filles pouvant devenir enseignantes. Le Japon a repris sa coopération avec le Mali et les chances pour la reprise du projet sont grandes. Le projet CApEFA/MALI a lui aussi souffert des mêmes réalités, mais a pu atteindre quelques résultats : il s'agit notamment de l'élaboration de la note conceptuelle de la mise en œuvre du projet, de la formation d'une équipe nationale à la méthodologie de diagnostic holistique de la question enseignante suivant le guide TTISSA, et l'élaboration du plan de renforcement des capacités.

Sciences humaines et sociales

85. Le bureau n'a pas reçu de financements pour la mise en œuvre des activités dans ce secteur. Néanmoins, des efforts ont été menés pour la promotion d'une culture de la paix et de la non-violence à travers des actions liées aux droits humains et à la réconciliation, surtout chez les jeunes maliens.

86. Dans le cadre de la promotion des droits humains, le bureau a activement participé à la mise en place d'un programme conjoints des agences du Système des Nations Unies « droits humains et genre », dont l'objectif est d'accompagner l'État et les organisations de la société civile dans leurs efforts de consolidation d'un État de droit, d'accessibilité à la justice, de promotion et de protection des droits de l'homme. Pour ce faire, l'UNESCO a été choisie pour présider ce programme conjoint, ce qui a permis de réaliser certaines activités, à savoir : la formation des agents auxiliaires de justice et l'élaboration des modules de formations.

87. Dans le cadre de la mise en œuvre de la stratégie africaine de la jeunesse (2009-2013), un appui a été apporté au Mali lors de l'organisation des assises nationales de la jeunesse en 2012, et pour l'élaboration d'un répertoire de l'ensemble des structures de jeunesse du pays. Un programme de renforcement des capacités des jeunes dans la lutte contre la pauvreté via les TIC a aussi été élaboré et financé sur les fonds de l'UEMOA. Le bureau a contribué, techniquement et financièrement, à l'organisation du forum national des jeunes dont le thème portait sur la contribution des jeunes dans la reconstruction et la réconciliation après le conflit. Enfin, le bureau a soutenu l'organisation du Salon sur l'emploi et la formation professionnelle des jeunes.

UNESCO Office in Brazzaville

88. L'UNESCO participe activement aux exercices de programmation conjointe au niveau pays. En 2012-2013, l'Organisation a pris part à la revue à mi-parcours de l'UNDAF 2009-2013 et à la préparation de l'UNDAF 2014-2018 dont les priorités sont inspirées du Plan National de développement (2014-2018). Dans le cadre de l'opérationnalisation de ce Document cadre, l'UNESCO assure la co-présidence du sous-groupe « Enseignement supérieur, formation technique et professionnelle » placée sous la présidence du Ministère de l'Enseignement supérieur. Elle assure depuis 2012, la présidence du groupe Communication du Système des Nations Unies.

Education

89. L'UNESCO a assuré au cours du précédent Biennium, le rôle de coordinateur du **groupe thématique Education** en République du Congo dans le cadre de l'UNDAF. L'UNESCO est point focal pour le mécanisme du Partenariat Mondial pour l'Education (PME).

90. La Directrice générale a lancé en juillet 2013 un projet de **formation de 3000 enseignants** du primaire, du secondaire et de l'enseignement technique et professionnel (financé par le fond d'urgence). L'objectif du projet est de : 1) Mettre en place un nouveau dispositif de formation initiale et continue des enseignants du primaire, du secondaire et de l'enseignement technique 2) Renforcer les capacités pédagogiques et professionnelles de 3000 enseignants du primaire, du secondaire et de l'enseignement technique 3) Renforcer les capacités de gestion et de supervision du personnel d'encadrement des enseignants formés.

91. Dans le cadre de l'assistance des Nations Unies aux **victimes des explosions de dépôts d'armes** et de munitions de Mpila (à Brazzaville, le 04 mars 2012), l'UNESCO a poursuivi, avec les fonds CERF (Central Emergency Response Fund), les activités de renforcement du dispositif national pour la prise en charge du traumatisme psychosocial en milieu scolaire. A cet effet, une équipe nationale mixte (Ministère de l'Enseignement primaire et secondaire, Ministère de l'Enseignement, Commission nationale congolaise pour l'UNESCO, Ministère des affaires sociales, Equipe nationale Trauma, Ministère de l'Enseignement technique) a permis, sous la coordination de l'UNESCO, la mise en place de cellules d'écoute et d'orientation des cas de traumatismes et de stress détectés en milieu scolaire dans les 87 écoles de Brazzaville ciblées.

92. A travers le projet sous-régional « Programme pilote de **formation à distance** utilisant les TIC, des enseignants du primaire, du secondaire, et des écoles normales à la prévention au VIH et SIDA dans la zone CEMAC » (financement japonais), le pays a pu se doter d'outils pédagogiques : CD-ROM interactif, et émissions radiophoniques pour le personnel de la chaîne d'encadrement pédagogique des 12 départements du Congo (3 Ecoles Normales des Instituteurs - Dolisie, Brazzaville, Owando - et Institut National de Recherche et d'Action Pédagogique (INRAP)). Le matériel du projet a été distribué dans toutes les écoles pilotes du projet ainsi qu'à quelques responsables des ONG luttant contre le VIH et SIDA en milieu scolaire et non scolaire. Enfin, un suivi et évaluation a été fait dans les écoles pilotes du projet dans deux départements du Congo (Brazzaville et les Plateaux).

93. Grâce aux fonds espagnols alloués pour la mise en œuvre du **projet « Amélioration du système de formation des enseignants en République du Congo »**, phase 2, l'UNESCO a assisté en 2013, l'Université Marien Ngouabi dans le renforcement des capacités en Technologie de l'Information et de la Communication dans le système « Licence Master et

Doctorat/LMD» et la réfection de la salle de micro-enseignement de l'Ecole Normale Supérieure de Brazzaville.

94. Appui à l'élaboration d'un Guide sur l'Education inclusive au Congo.

Culture

95. Dans le cadre de la mise en œuvre de la **Convention de 1972**, et grâce au financement de la convention France-UNESCO, le Bureau a assisté le Ministère de la Culture et des Arts dans 1) mise en œuvre des activités de préservation et de promotion du site culturel « **Domaine royal de Mbé** », notamment à travers les ateliers de revue des valeurs/attributs du site et de réflexion sur sa conservation (état et mesures à prendre) et 2) l'élaboration d'une ébauche de Plan de gestion et de conservation du site. De plus les partenaires techniques et financiers ont été mobilisés sur la problématique de la préservation du Patrimoine culturel au Congo. Enfin, le premier site naturel congolais a été inscrit sur la liste du Patrimoine mondial : le Parc de Nouabalé Ndoki dans le cadre du Tri-national de la Shanga.

96. Pour ce qui concerne la mise en œuvre de la **Convention de 2005**, les activités ont porté sur la contribution à la 9e édition du Festival Panafricain de Musique (FESPAM) organisée à Brazzaville du 13 au 19 juillet 2013. Le plaidoyer de l'UNESCO a permis aux participants du Symposium scientifique de cette édition de formuler des solutions pour améliorer l'organisation future du FESPAM. La participation de la Directrice générale à l'ouverture de la 9e édition du FESPAM (13 juillet 2013) a permis de renforcer la légitimité de cette plateforme panafricaine de créativité et d'expression musicale, véritable espace de cohésion sociale, de brassage, d'échanges interculturels et de développement de la musique. L'UNESCO contribuera également à la publication des actes du Symposium scientifique (actuellement en cours d'édition).

97. **Deuxième édition de la Journée internationale du Jazz (30 avril 2013)** pour la sensibilisation de l'opinion nationale et internationale aux vertus du jazz comme outil éducatif, et comme vecteur de paix, d'unité et de dialogue. Cette journée a été organisée, en partenariat avec l'Ambassade des Etats Unis d'Amérique, le Commissariat du FESPAM, le Mémorial Pierre Savorgnan de Brazzaville, le Collectif Congo Ndulé Jazz et l'Association Maison Culturelle Biso Na Biso,, avec une exposition sur les archives audio-visuelles du Jazz et un concert de musique au Mémorial Pierre Savorgnan de Brazzaville.

98. Appui à la préparation du **dossier d'inscription de la ville de Brazzaville au Réseau des villes créatives de l'UNESCO**, sous la thématique de la musique. L'annonce officielle de cette inscription a été faite par la Directrice générale le 21 octobre 2013.

99. Enfin, conformément aux objectifs de la Convention de 2005, le Bureau a soutenu l'organisation d'une exposition-vente des œuvres d'art du « **Club des Femmes Artistes, Peintres et Sculpteurs** » (octobre- décembre 2013). Cet appui stratégique, a contribué à la promotion des industries culturelles congolaises à travers une découverte des artistes talentueuses souvent méconnues sur la scène nationale et internationale.

Sciences naturelles

100. La principale activité menée en 2013 a été l'organisation à Brazzaville en juin 2013, de l'atelier sous-régional d'information et de sensibilisation des différentes parties prenantes sur l'étude de faisabilité concernant l'établissement d'une réserve de biosphère dans l'espace TRIDOM (paysage Dja-Odzala-Minkébé) entre le Cameroun, le Congo et le Gabon. L'UNESCO

a également appuyé le Ministère de la recherche scientifique et de l'innovation technologique dans le cadre de la deuxième phase du projet pour le renforcement des capacités en politique de la science, de la technologie et de l'innovation technologique et pour une étude de faisabilité concernant la création d'un technopole à Pointe Noire (grâce aux Fonds espagnol).

Communication et information

101. Les activités menées par le Bureau en 2013 ont porté sur : (i) l'accompagnement du Ministère de la Communication dans la création de l'Institut Supérieur de l'Information et de la Communication (ISIC) avec l'appui fonds du Programme International pour le Développement de la Communication (PIDC). Cet Institut va permettre à la République du Congo de se doter d'un espace de formation et de perfectionnement des journalistes et autres professionnels de la Communication et de l'Information dans des domaines variés et spécialisés. (ii). La célébration de la 2^e édition de la **Journée mondiale de la Radio, 13 février 2013**, en partenariat avec la Direction Générale de la Radio nationale; (iii). La célébration de la **Journée de la liberté de la presse, 3 mai 2013**, en collaboration avec le Ministère de la Communication et le Conseil Supérieur de la Liberté de Communication, sur le thème « *Parler sans crainte: assurer la liberté d'expression dans tous les médias* », à travers des causerie-débats sur divers thèmes (la liberté de presse au Congo: mythe ou réalité).

Maison de l'UNESCO pour une Culture de la Paix au Burundi

102. Conformément à la Vision Burundi 2025 et le cadre stratégique de lutte contre la pauvreté 2^{ème} génération (CSLP II), accordant une place primordiale aux ressources humaines et aux services sociaux essentiels, le Burundi met en œuvre depuis 2013 le Plan Sectoriel de Développement de l'Education (PSDEF). Celui-ci concrétise l'application des orientations de la Réforme du Système Educatif annoncées en 2010 et engage résolument le secteur sur la voie de la modernisation à travers l'amélioration de la qualité, de l'efficacité, de la pertinence, de la gestion et du pilotage de l'éducation. Néanmoins, si les avancées sont considérables au niveau de l'accès, le volet de la qualité n'est pas encore à ce jour garanti.

103. Cette réforme repose sur la fusion du primaire et du premier cycle du secondaire en un bloc de neuf ans appelé enseignement fondamental et devrait entraîner une meilleure adéquation de la "formation-emploi" pour les besoins de l'économie nationale.

104. La Maison de l'UNESCO pour une Culture de la Paix au Burundi fait partie des partenaires techniques et financiers clé dans l'accompagnement du Burundi pour la mise en œuvre de ce grand chantier. L'appui est centré sur la formation et la gestion des enseignants à travers la mise en œuvre du Plan Sectoriel de Développement de l'Education et de la Formation (PSDEF 2012-2020). L'UNESCO a également contribué au renforcement des capacités en ressources humaines pédagogiques des institutions et à la modernisation des services de gouvernance universitaire.

105. Un atelier de finalisation et de validation d'une Feuille de Route pour intégrer dans les curricula scolaires les défis en éducation, en culture et en sciences en vue d'asseoir la culture de la paix et le développement durable au Burundi a eu lieu en mai 2013.

106. Pour répondre à la priorité du Gouvernement en matière de prévention du VIH/SIDA et des Infections Sexuellement Transmissibles chez les jeunes, l'UNESCO a facilité la planification par les deux ministères concernés des activités de prévention du VIH/SIDA et la

promotion de l'éducation sexuelle et à la santé de la reproduction chez les jeunes par leur intégration dans des curricula.

107. L'UNESCO a aussi apporté son soutien : au suivi pédagogique et psychosocial régulier des enfants ainsi que des familles et des centres d'accueil ; à la formation technique et professionnelle des déscolarisés pour faciliter leur insertion dans le monde du travail ; à l'alphabétisation des femmes tutrices de ces enfants ; à l'appui pour des activités génératrices de revenus des familles tutrices et des associations prenant en charge ces enfants .

108. Grâce aux fonds d'urgence, l'UNESCO, en partenariat avec le Ministère de la Jeunesse, des Sports et de la Culture et le REJA « Réseau des Jeunes en Action pour la Paix et le Développement » ont mis en œuvre le projet « Strengthening the empowerment of young women and men and their engagement particularly in democratic processes in order to promote intercultural dialogue and social inclusion » dans 4 provinces en faveur de 154 jeunes leaders qui appuient l'administration locale dans le règlement pacifique des litiges dans les communautés.

109. La Maison de la Paix de Bujumbura contribue à la réalisation du programme phare 2 de la priorité Afrique sur la qualité et la pertinence de l'éducation. UNFPA et l'UNESCO en partenariat avec le Ministère de la Jeunesse, des Sports et de la Culture ont initié le processus de concertation et d'élaboration d'une Politique Nationale de la Jeunesse qui va tracer le cadre d'interventions efficaces et efficientes pour résoudre les multiples défis en matière d'éducation, santé et emploi des jeunes au Burundi. Les formations en entrepreneuriat et éducation citoyenne organisées par l'UNESCO en 2012 ont permis à une cinquantaine de jeunes d'élaborer des business plans pour la mise en place de micro-projets générateurs de revenus. Les contacts sont en cours avec la Banque Africaine de Développement.

110. Les réalisations du Secteur Culture se sont focalisées sur le renforcement des capacités de différents partenaires sur la convention de 2005 tout en réservant de l'espace aux conventions de 1972 et de 2003 et à la sensibilisation sur le binôme culture/développement en faveur des acteurs et des professionnels culturels ainsi que des média. Les partenaires formés ont notamment intégré les critères de soumission des projets au Fonds International pour la Diversité Culturelle (FIDC). Ils ont également assimilé la méthodologie d'élaboration des rapports périodiques pour les Conventions de 2005 et celle de 2003.

111. Dans le cadre de la mise en œuvre des activités du Programme Dream Centres au Burundi, 60 jeunes vulnérables ont été formés dans des activités de créativité autour de l'art (théâtre, filmage et montage vidéo).

112. Malgré l'absence d'un chargé de programme CI depuis Juin 2011, des actions de plaidoyer et sensibilisation en faveur de la liberté de la presse ont été menées.

113. Des partenariats fructueux pour la mise en œuvre de certaines activités du secteur éducation et celui des sciences sociales et humaines ont été conclus avec UNFPA, l'UNICEF, la Coopération Technique Belge CTB et l'AUF. Le Bureau participe activement aux activités et programmes du système des Nations Unies au Burundi à travers l'UNDAF 2012-2016. L'UNESCO préside depuis Décembre 2012, le Groupe Intégré Communication des Nations Unies et fait aussi partie de la Task Force de mobilisation des ressources présidée par la Coordinatrice Résidente.

UNESCO Office in Dakar

BURKINA FASO

Education

114. **Teacher Training and Professional Development** has been the central focus of the intervention in Burkina Faso, notably through the CapEFA project on Teachers and funds from Monaco. The implementation strategy of the CapEFA focused on country ownership to ensure sustainability. Four thematic committees regrouping some 36 resource persons received technical support to assess capacity-building needs for teacher development. The Monaco project funded several training sessions for 60 Master teachers and 40 management staff.

115. In **Literacy**, in partnership with UIL, technical support was provided to a national team to conduct an action research project on literacy assessment and measurements (RAMAA project).

116. Burkina Faso benefited from upstream policy support through the sub-regional integration and partnership development processes of the Inter Agency Task Team (IATT) on **Technical and Vocational Education and Training (TVET)**. The capacities of three high-level representatives from the Ministry in charge of TVET were thus reinforced regarding policy reforms pertaining to Qualification Frameworks. Burkina Faso participated in the sub-regional survey and national results validated by the country during the ECOWAS Ministers' meeting. In addition, a feasibility survey was conducted by UNESCO Dakar (TVET Unit and the Pôle de Dakar) at the end of 2013 in close collaboration with national authorities. The feasibility survey, which was officially validated by Burkina Faso, examined the human, technical and financial challenges and developed a road map to be implemented in 2014. The road map includes a capacity-building process that aims at enhancing the quality of transition from school/training to work for youth and adults.

117. On **Quality in Education**, Burkina Faso took part in the technical training and discussions on the preparation of the *Post Graduate Diploma in Curriculum Design and Development*. A road map was also developed for follow-up in French-speaking countries. Three country representatives participated in this preparatory process.

118. Teacher trainers and curriculum developers were trained in the use of the Reference Manual on **Education for peace, citizenship and human rights** and in the integration of **conflict and disaster prevention** in education policies. The Ministry of Education is committed to include this subject in the curriculum.

119. Regarding **HIV and AIDS**, two representatives of the teacher union and HIV-positive teachers' network in Burkina Faso were trained on HIV-workplace policy for educators in a regional workshop. Furthermore, a HIV-workplace policy for educators (initially prepared in ESA) was adapted to the needs of West and Central African countries, including Burkina Faso. Training was organized with basket-funding from the World Bank, ILO, UNAIDS, PCD and UNESCO, with additional support in kind by Education International and the Minister of Education in Ghana. Follow up at the country level has been a challenge. UNESCO also supported the finalization of modules to ensure the integration of sexuality education.

120. In **Higher Education**, the intervention has been on governance and quality assurance. Experts from the Ministry of Higher Education and Rector's of Burkina Faso's universities benefited from training at sub-regional level in governance and quality assurance in higher

education. The University of Ouagadougou participated in the UNESCO/UEMOA PADTICE project, which aims to strengthen quality assurance of higher education in the UEMOA countries. During the biennium, the IT infrastructure of the University was assessed.

121. Regarding **EFA coordination**, an EFA Country Profile was elaborated and validated by the country, within the context of the EFA Regional Meeting in Johannesburg (October 2012). Burkina Faso adhered to the EFA acceleration initiative and four representatives benefited from capacity-building support on EFA acceleration framework formulation (Luanda, October 2013). Six ECCE specialists were further trained on innovative and culturally relevant provision of ECCE services at a regional workshop hosted by the country. (Ouagadougou December 2013). The Ministry of Education used the country profile to indicate the country priorities for an EFA acceleration framework, as well as Post-2015 priorities.

Natural Sciences

122. Institutional and human capacities for the management of technology-based innovation and enterprise development were built. The beneficiaries were provided with relevant skills and knowledge which will enhance problem solving and management of technology-based enterprises. Three male and two female experts benefitted from the training activity.

Social and Human Sciences

123. Par le biais d'un dialogue multisectoriel et en partenariat avec le Gouvernement et des experts nationaux affiliés à l'Université de Ouagadougou, un processus d'élaboration d'une Méthodologie d'évaluation du niveau d'inclusivité des politiques publiques a été conduit (financé dans le cadre du Fonds d'Urgence). Le rapport actuellement disponible a été officiellement remis aux Autorités qui se sont engagées à l'utiliser pour rendre les politiques publiques plus inclusives.

Culture

124. Actions to strengthen and build capacities on the implementation of UNESCO Culture Conventions have been as follows:

125. **Intangible Cultural Heritage** (ICH 2003): Support to the elaboration of a project for inventorying Burkina's ICH (budget of 262,080 USD secured), as well as support to the successful application to include in the *Representative List of the Intangible Cultural Heritage of Humanity*, "cultural practices and expressions linked to the balafon of the Senufo communities" (included in 2012).

126. **Diversity of Cultural Expressions** (2005): Financial and technical support was provided in 2012 through the Global Alliance of Cultural Diversity and its partners (Remdoogo, Mairie de Ouagadougou) to strengthen 12 cultural enterprises operating in the music sector through an incubator model (50,000 USD). Support was provided to the elaboration of the Convention Quadrennial Periodic Report, Burkina being the first French-speaking country to submit it, as well as the first French-speaking country to roll out the UNESCO's Culture for Development Indicators for which all materials and support have been translated into French. Results will be presented in early 2014.

127. Efforts to coordinate and harmonize interventions in the culture sector among partners have also been put in place, notably with the OIF through its 4-year program (2012-2015) to fund cultural policies and industries. Support was also provided to UNESCO/EU through four

technical missions focusing on the introduction of educational modules on culture in primary, secondary and tertiary education programmes and the adoption of such strategy in the Parliament of Burkina Faso. In addition, technical support was provided throughout 2012-13 to the Municipality of Ouagadougou to prepare its application to UNESCO's Network of Creative Cities. The application is currently in its final stages. Finally, FESPACO received financial and technical support from UNESCO Dakar.

Communication and Information

128. Following the appointment of the new CI specialist in the Dakar Office, a needs assessment at country level was undertaken. This informed the design of the UNESCO support to the country not only for 2013 but also for the 37C5. In addition, a Media Information Literacy workshop for teachers training took place, benefiting 30 people. A Communication Strategy in support of the CapEFA project on teachers as well as activities of ministries in charge of education has been drafted and the communication plan for 2014 established.

UNCT/UNDAF Collaboration

129. The HIV and AIDS workplace policy was drafted in collaboration with ILO and UNPD. The delegation headed by the Director of UNESCO Dakar was well appreciated at the 2013 UNCT retreat. UNESCO signed up to assist with the development of a Communication Plan of the UNDAF, as well as to contribute to filling in gaps in the new development plan of the Government. The Director assisted with the assessment of the RC, whose performance was perceived quite satisfactory. At the end of 2013 UNESCO contributed to the Mid-term assessment of the UNDAF. Total costs including staff time: 15,000 USD

Knowledge Management Services

130. Major action was taken to strengthening knowledge management among stakeholders and increase the visibility of activities carried out by UNESCO Dakar Office, including in Burkina Faso. Some 250 news articles were hence published on the UNESCO Dakar website <http://www.unesco.org/dakar> during the biennium.

131. Moreover, communication through social media and a monthly e-newsletter increased outreach to new audiences. Burkina Faso joined a network of communications focal points in the National Commissions of the countries covered by the Dakar cluster, which facilitated public information activities, such as the launch of the EFA GMR.

CABO VERDE

Education

132. In **peace education** twenty trainers of trainers and curriculum developers were trained in the use of the Reference Manual on Education for **peace, citizenship and human rights** and in the integration of conflicts and disasters prevention in education policies. The Minister of Education is committed to include those contents into the curriculum. As climate change and environment challenges are high priority in Cabo Verde, UNESCO is expected to support the country on elaboration of its strategy and activities in this regard.

133. In the field of **education for sustainable development**, UNESCO Dakar implemented in 2013 a socio-cultural approach to the prevention of HIV and adolescent pregnancy (pilot project) in the community of Pedra Badejo, conselho S. Cruz, Santiago. This approach began in January 2013 with a capacity-building workshop, which resulted in an elaborated action plan

implemented by the beneficiary community, with the support of UNESCO and partners (Ministry of Education, Ministry of Health, UNFPA ...).

134. In **educational policy**, Cabo Verde was invited to participate in the project pertaining to the development of teacher qualifications frameworks at a round table of partners in July 2013.

135. In the assessment of **learning outcomes**, Cabo Verde was one of the countries selected for an initiative in the monitoring of students' achievement at local level. During 2012, interviews, students' test results and the results of various evaluations conducted in 2011 were analyzed in order to develop an index of school performance. The findings of this activity were used to feed the methodological guide of the initiative for the monitoring of students achievements at local level.

136. In **Early Childhood Care and Education (ECCE)**, technical assistance was provided for the development of a simulation model to guide the development of the strategic framework of ECCE. In the same context, an evaluation of the learner's competences when entering primary education was done to support the formulation of the last year of the pre-primary education programme. These findings were taken into consideration as part of policy and curriculum reviews in 2013. The quality and motivation of the MoE staff, the Pole de Dakar and the financial support of UNICEF were key for the attainment of these results. This partnership between UNESCO and UNICEF was formalized in 2013, which will secure the future financing of the Pôle de Dakar's support in this activity.

137. In **literacy and non-formal education**, UIL, UNESCO Dakar and the Government of Cabo Verde have jointly organized the follow up of CONFINTEA 6 meeting in the Africa. A road map was drawn, including mapping of African countries priorities. Financial support was provided for the development of the post-graduate diploma on literacy and adult education, being developed in collaboration with the UNESCO Brasilia Office and the Brazilian authorities in a south-south collaboration framework for the PALOP (Portuguese-speaking African Countries).

138. In **Technical and Vocation Education and Training (TVET)**, upstream policy support was provided at national level, linking up with the sub-regional integration and partnership development processes within the context of the support carried out by the Inter Agency Task Team (IATT) framework. The capacity of three high-level representatives from the Ministry in charge of TVET was reinforced regarding policy reform in Qualification Frameworks.

139. Twenty-five officials of the Ministry of Education were trained on integration of **sexuality education** into curricula and twenty-five trainers trained on the use of participatory teaching methods for sexuality. Thirty Government officials from both the Education and Health sectors and NGOs activists were trained in socio-culturally appropriate comprehensive sexuality education, which created an opportunity to enrich the curriculum with contextualized, locally appropriate content. Sexuality education in Cabo Verde was based on the use of the Sexuality Education Review and Analysis Tool (SERAT) to identify the gaps and needs. The ongoing revision of primary and secondary school curriculum is an opportunity to reflect the SERAT results and lessons learned from the socio-cultural approach.

140. Regarding **EFA coordination**, an EFA Country Profile was elaborated and validated by the country, within the context of the preparation for the EFA Regional Meeting in Johannesburg (October 2012). The Minister of Education indicated the country priorities for an EFA acceleration framework, as well as the post-2015 priorities.

Natural Sciences

141. Improvement of the VHF radio coverage on Santiago Island after the installation of 2 VHF radios led to increased sensitization and participation of the population on **natural disaster preparedness** and management activities. A new model of municipal emergency plan including all natural disaster risks has been elaborated. The emergency plans of the three municipalities of the Fogo Island were updated and a special emergency plan for volcanic eruption has been elaborated for the Fogo Island where an active volcano threatens the surrounding population. Some ten national institutions had expressed an interest in being included in the IHP National committee, which has been created.

142. Another focus was **climate change**. The Project "**Adaptation to Climate and Coastal Change in West Africa**" (ACCC), funded by the Global Environment Facility (GEF) and coordinated by UNESCO, was implemented in five West African countries including Cabo Verde and came to an end in June 2012, after four years. It included the creation of an inventory of coastal problems in each participating country, and a list of priority sites for action on adaptation to climate and coastal change. The project also focused on educating the public through local media, and contributed to the establishment of the Network of Local Stakeholders on Adaptation to Climate and Coastal Change in West Africa (RACCAO). A Guide for Local Decision-Makers was published.

Social and Human Sciences

143. No activity was undertaken in SHS during this biennium except for two missions on the follow up with government to finalize and sign the convention for the establishment of the West Africa Institute on Peace and Integration (WAI). The Office has still not got the official response of the government to go ahead with the signature of the draft convention. However the office participated at the partnership meeting of the founding institutions on the creation of the Institute - ECOWAS, UEMOA and UNESCO Dakar representing SHS on the sustainable financing of the Institute, as well as the responsiveness of the work programme of the Institute to the challenges on integration and peace in the region.

Culture

144. Actions to strengthen the protection of **Cultural and Natural Heritage** of Cabo Verde focused on providing support to the newly nominated World Heritage Site of Cidade Velha, notably through the World Heritage volunteers program.

145. Intangible **cultural heritage national safeguarding** capacities have been enhanced through support to the 'Morna' as well as the promotion of the musical instrument 'Cimboa'.

146. Cabo Verde has participated in efforts to **fight against illicit trafficking of cultural property**, while a policy dialogue has been initiated about the importance of the ratification of the 2001, 2003 and 2005 UNESCO Conventions in culture.

147. Finally, with the aim of promoting the **role of culture in sustainable development** through creative and cultural industries as vectors of growth, a high level political engagement was put forward by a 2013 Ministerial meeting to promote youth employment in the creative economy in eight African countries. Hosted by the Government of Cabo Verde jointly with UN Cabo Verde and with the technical and financial support of UNESCO, the participants - including ten Ministers and high level representatives - engaged in exploring new avenues to develop cultural entrepreneurship. The emergency funds provided through the Africa

Department have been devoted to implement activities. The latter, represent a major UNESCO contribution to the UN country team's (UNCT) and common country programming and has allowed direct collaboration with ILO and UNIDO. The outcome document informed the follow up activities in two of the participating countries. Cabo Verde presently is the champion for culture and development in Africa. The Minister was supported in participating at a presentation at the UNGSS in September 2013, as well as the DG's breakfast meeting on the margins of the conference.

Communication and Information

148. A Cabo Verdean participant was sponsored to participate in the Pan-African Congress of Community Radios held in Mozambique.

149. In the efforts of Harmonization of schools of journalism curricula in seven African countries supported by the Dakar Office, four schools of journalism in Cabo Verde benefited from the activities. This project is geared towards the development of syllabi in general and vocational education for a three year-programme in journalism.

150. The project also aims to create an online platform for use as reference, including bibliographic resources in journalism and master and doctoral theses of journalism schools in the seven countries.

151. A Training Project for Reading Specialists was also initiated. The goal is to create in each municipality of Cabo Verde, municipal libraries (reading rooms) and to train reading specialists in neighborhoods and villages (cultural centers).

UNDAF/UNCT

152. The Dakar office assisted with the UNCT retreat in 2013 and the CI Sector is given the lead to assist with the design of a communications strategy in support of the implementation of the Cabo Verde UNDAF. The strategy paper has made proposals on external and internal communication activities and indicated key messages to be disseminated.

Knowledge Management Services

153. Major action has been taken to strengthening knowledge management among stakeholders and increase the visibility of activities carried out by UNESCO Dakar Office, including in Cabo Verde. Some 250 news articles were hence published on the UNESCO Dakar website www.unesco.org/dakar during the biennium.

154. Moreover, communication through social media and a monthly e-newsletter increased outreach to new audiences. A network of communications focal points in the National Commissions of the countries covered by the Dakar cluster was established, which has facilitated public information activities, such as the launch of the EFA GMR.

GAMBIA

Education

155. In the area of **Sectoral Analysis and the Management of Education Systems**, a Master's level distance course delivered by the University of the Gambia with the support of UNESCO, is now running and benefitted 17 officials from the Gambia. The foundation for the

development of core capacities of English-speaking African countries in education planning and management is hence established. The challenge now is to expand the training to other countries.

156. In **literacy**, the Gambia benefitted from Emergency Fund for the project “Support for Holistic Functional Literacy Programmes”. The project was launched in 2013 and aims to strengthen the national capacities of non-formal education actors through policy development and institutional capacity building. With UIS support, the Gambia has chosen to focus on developing an **Education Management Information System (EMIS)** with specificity of including literacy and non-formal sub-sectors where there is present data gap. In addition, a capacity-building programme and policy review are being undertaken.

157. In the area of **Technical and Vocational Training and Education (TVET)**, up-stream policy support was provided at national level, linking the on-going sub-regional integration and partnership development processes within the context of the Inter Agency Task Team (IATT) framework. The capacity of three high-level representatives from the Ministry in charge of TVET was reinforced regarding policy reform in Qualification Frameworks within the TVET sub-sector. In this context, the Gambia participated in the sub-regional survey and report, which were validated during the ECOWAS Ministerial meeting in 2012.

158. As it relates to enhancement of **quality in education**, the second edition of the Post Graduate Diploma for Curriculum Design and Development for English-speaking countries was launched (November 2012) and the participation cost of three Gambian education specialists was cost shared with the government.

159. In **higher education**, the main thrust of the activities was on capacity-building on governance and quality assurance for experts from the Ministry of Higher Education. The Rector of Gambia’s universities benefitted from training at sub-regional level in governance and quality assurance in higher education as well as in the elaboration of gender and transformative leadership curriculum. Three Gambian researchers benefitted from the capacity strengthening to develop ethnographic studies to inform the development of modules as part of the elaboration of gender and transformative leadership curriculum.

160. On **education and health**, two representatives of the Ministry of Education and HIV-positive teacher network were trained in HIV workplace policy formulation. A HIV workplace policy for educators, initially prepared in Eastern and Southern Africa and later adapted to the needs of Western and Central Africa (WCA) countries, was disseminated in the Gambia. In order to ensure further focus on young people, lessons learned, challenges and opportunities for scaling up were captured from a peer education programme originally designed in the Gambia. Guidelines were produced for partners and relevant stakeholders such as ECOWAS on how to scale up formal and non-formal peer education.

161. Regarding **gender and education**, case studies on good practices for promoting girls education in secondary education in the Gambia were carried out.

162. On **education for peace**, UNESCO Dakar coordinated the ECOWAS "Peace and Development" project aiming at integrating **peace education** in teacher training and learning materials. Gambia was a beneficiary capacity building activities of identified policy experts. A capacity development workshop on the integration of conflict and natural disasters in educational policies was organized. The curriculum for teacher trainers which was jointly elaborated was published as well as translated into two local languages.

163. UNESCO contributed to the organization of the **EFA Regional Meeting in Johannesburg** (October 2012) at which Gambia was represented. The Gambian participant was updated on the **Education First Initiative**, and the process for the definition of the **Education Post 2015 agenda**. As a preparation of the meeting, UNESCO developed Country Profiles, which was elaborated and validated by the participating countries. The Gambia's country profile informed the priority area for an EFA acceleration framework, as well as the post-2015 priorities in education for the Gambia.

164. The Gambia also joined the second group of countries wishing to accelerate EFA progress. Further engagement in the EFA Acceleration will need to be reviewed as the country did not attend the regional training organized in October 2013.

Natural Sciences

165. The focus was placed on **climate change**. The Project "Adaptation to Climate and Coastal Change in West Africa" (ACCC), funded by the Global Environment Facility (GEF) and coordinated by UNESCO Headquarters, was implemented in five West African countries including the Gambia and came to an end in June 2012, after four years. It included the creation of an inventory of coastal problems in each participating country, and a list of priority sites for action on adaptation to climate and coastal change. The project also focused on educating the public through local media, and contributed to the establishment of the Network of Local Stakeholders on Adaptation to Climate and Coastal Change in West Africa (RACCAO). A Guide for Local Decision-Makers was published.

166. In addition the Science Sector at HQ had worked with the country on developing a Science Park. This activity awaits further orientation.

Social and Human Sciences

167. Studies on the female social movements linked to the fight against **Gender-Based Violence** (GBV) and on the socio-cultural factors related to GBV were carried out and validated in 2012-2013 and the results were shared and validated by a wide range of participants from government institutions and non-governmental organizations. This activity was a result of joint efforts between UNESCO, UN Women and the Council for the Development of Social Science Research in Africa (CODESRIA) and high-level participation resulted in creating ownership of the study results by national organizations. The results were validated and subsequently submitted to the Gambian authorities, which have expressed awareness of the state of the problem and committed to translate the recommendations into public policy. Published documents are available to all stakeholders.

Culture

168. Actions to strengthen the protection of cultural and natural heritage of the Gambia focused on providing support for the finalization of the Tentative List of the Gambia, which will facilitate Gambia's application for inscription of its sites in the **World Heritage** List.

169. On the **conservation** of one of the two inscribed World Heritage sites, the Gambia received two emergency assistance funds in 2012 and 2013 respectively through the World Heritage Fund. In 2012, a project for the conservation and partial restoration of Fort Bullen (James Island and related sites, 2003) was accomplished, including repair of the sea defense, restoration of the partly collapsed bastion, and reparation of the Governor's Rest House, a very

important historic building that forms part of the protected complex. In 2013, conservation assistance was approved for the update of the Kunta Kinteh management plan, including the review, update and implementation of an integrated management plan for Kunta Kinteh Island and related sites in the Gambia.

Communication and Information

170. A needs assessment at country level was undertaken. This will inform the design of the UNESCO support to the country not only for 2013 but also for the 37/C5.

171. An EU project for the training of media professionals and Media policy reform has been initiated.

The grant of an amount of 860.000 Euros will support an exercise of reviewing the media laws in the Gambia. The aim is to reform the legal framework of the media in the country and to strengthen the technical capacities of the Gambian journalists through training sessions: media houses, editors forum, community radios, the college school of education, the National radio and TV corporation, the ministries of communication and of basic and higher education have made proposals for the training of their staff and for purchasing small equipment.

Knowledge Management Services

172. Major action was taken to strengthening knowledge management among stakeholders and increase the visibility of activities carried out by UNESCO Dakar Office, including in the Gambia. Some 250 news articles were hence published on the UNESCO Dakar website www.unesco.org/dakar during the biennium. Moreover, communication through social media and a monthly e-newsletter increased outreach to new audiences. The Gambia joined a network of communications focal points in the National Commissions of the countries covered by the Dakar Office.

UNESCO's participation in UNCT

173. Two programme specialists from the UNESCO Dakar office participated in one of the Gambia UNCT meeting and also took part in the training organized by the Resident Coordinator and UNDP Regional Office on "Delivering as One" (DAO). Regular participation of UNESCO in UNCT meetings was hampered by being a non-resident Agency with limited funds reserved for this type of activity.

174. The Director participated in the evaluation of the RC whose performance was highly rated. The RC benefited from the advice of the UNESCO Dakar Office Director on handling the 180 degree evaluation of the previous year.

GUINEA-BISSAU

175. Activities in Guinea-Bissau throughout the biennium have been interrupted by the April 2012 coup d'état and the continued unstable political situation. Consequently the advice to the United Nation agencies was to suspend direct interventions till further notice. Activities slowly picked up from mid-2013.

Education

176. Guinea-Bissau's **EFA** Country Profile was elaborated and validated at the EFA Regional Meeting in Johannesburg (October 2012). Agreement was reached on priorities for an EFA acceleration framework.

177. On the country's request for assistance in **Education Management Information System (EMIS)**, support was provided to the Ministry of Education through an exploratory mission in March 2012 to assess the feasibility of an action plan leading to the establishment of an EMIS in Guinea-Bissau. This action plan was initiated by UIS in August 2013 in collaboration with UNICEF.

178. On the issue of **teachers**, support was provided through an Italian FIT funded project (2009-2012) on "Improvement of Teacher Qualification and Setting up a Management System of Learning Outcomes in Guinea-Bissau" with principal objective is on the capacity building for teachers. The military coup in April 2012 halted the process which resumed after the political situation became stable again. The phase 2 work plan, an implementation structure, and a diagnostic of the situation of teachers (using the UNESCO TISSA methodological guide) were agreed upon with the national authorities. Key partners like UNICEF as the lead agency for education in Guinea-Bissau have been mobilized. The project has also been aligned to the recently approved GPE programme

179. In **Technical and Vocation Education and Training (TVET)**, upstream policy support was provided at national level, linked to the sub-regional integration and partnership development processes within the context of the support carried out by the Inter Agency Task Team (IATT) framework.

180. In **higher education**, Guinea-Bissau, through the Amilcar Cabral University, took part in the PADTICE sub-regional project implemented by UNESCO Dakar and funded by UEMOA. An assessment of the infrastructure needs and requirements for upgrading was carried out in 2013.

181. Regarding **education for peace**, seventeen education planners, trainers of trainers and curriculum developers benefited from training in Education for peace, citizenship and human rights and in the integration of conflicts and disasters prevention contents in education policies, which took place in Mindelo (Cabo Verde) with a mix funding from the regular budget and the UEMOA Peace Education EXB project.

182. Interventions on **HIV and AIDS** permitted Guinea-Bissau to develop the Sexuality Education Review and Analysis Tool (**SERAT**). Officials from the National Aids Council (NAC) and the National Institute of Research (INEP) have benefited from different trainings to adapt HIV and AIDS interventions to local norms, cultural values and realities. At the request of the NAC, UNESCO Dakar provided financial and technical assistance in developing a pilot socio-cultural approach in Guinea-Bissau, thus a pilot activity was launched in 2013. The training engaged over 40 representatives from different religious denominations, youth associations, teachers, and nurses etc, who during a 3-day workshop identified key areas of intervention for further implementation. In addition, a workshop to support teachers living with HIV (TLHIV) was attended by 25 participants and resulted in the creation of an association of TLHIV.

Natural Sciences

183. The Project "**Adaptation to Climate and Coastal Change in West Africa**" (ACCC) came to an end in June 2012, after four years. Funded by the Global Environment Facility (GEF) and coordinated by UNESCO Dakar the project was implemented in five West African countries including Guinea-Bissau. It included the creation of an inventory of coastal problems in each participating country, and a list of priority sites for action on adaptation to climate and coastal change. The project also focused on educating the public through local media, and

contributed to the establishment of the Network of Local Stakeholders on Adaptation to Climate and Coastal Change in West Africa (RACCAO). A Guide for Local Decision-Makers was published.

Social and Human Sciences

184. National studies on the female social movements linked to the fight against **Gender-Based Violence (GBV)** and on the socio-cultural factors that are conducive to GBV were carried out in 2012 and its results shared and validated by a wide range of representatives of the Senegalese government and non-government organisations. This activity was a result of joint efforts between UNESCO, UN Women and CODESRIA.

185. They have helped to assess the actual capacity of the female social movement, as well as identify socio-cultural implications of violence based on gender and emerging issues. The results were submitted to the authorities of Guinea-Bissau. Published documents are available to all stakeholders. Funded from regular and extra-budgetary funds.

Culture

186. The **promotion of heritage** as a vector of dialogue, cooperation and mutual understanding in post-conflict countries, focus has been put on the rehabilitation of sites of memory such as the Amilcar Cabral House in Bafata and the memorial of Cacheu. The rehabilitation of the site, the opening of a permanent exhibition and the launch of an international campaign for the collection of objects of Amilcal Cabral's life spearheaded by UNESCO's former Director-General, Amadou Mbow were among the activities undertaken.

187. Support to **cultural heritage preservation** included the elaboration of a tentative list of properties that could integrate the World Heritage List, thus supporting Guinea-Bissau to effectively implement the 1972 Convention. Finally, activities to support the crafts sector and give value to domestic production, ten of the best craft products in Guinea-Bissau have been selected and grouped in an illustrated catalogue.

Communication and Information

188. UNESCO's activities in communication and information were focused on the harmonization of training curricula of the School of Journalism "Lusophona".

Knowledge Management Services

189. Major action was taken to strengthening knowledge management and the visibility of activities carried out by UNESCO Dakar Office, including in Guinea-Bissau. Some 250 news articles were hence published on the UNESCO Dakar website www.unesco.org/dakar during the biennium.

190. Moreover, communication through social media and a monthly e-newsletter increased outreach to new audiences. A network of communications focal points in the National Commissions of the countries covered by the Dakar cluster was established, which has facilitated public information activities.

NIGER**Education**

191. Dans le domaine de **l'Education et la Protection de la Petite Enfance (EPPE)** - objectif identifié comme par le Niger comme prioritaire pour l'accélération du progrès vers l'EPT d'ici 2015 -, deux cadres nationaux ont bénéficiés au cours du biennium des activités de renforcement des capacités pour la mise en œuvre du programme autochtone-EPPE (I-EPPE). Cet appui consistait à les familiariser avec les modules d'IECCE développés par l'IIRCA puis les accompagner vers l'ébauche d'une feuille de route pour le développement IECCE dans leur pays, en mobilisant des appuis d'organisations et d'acteurs soutenant l'EPT.

192. Dans le domaine de **l'Education de base**, des actions de renforcement des capacités ont profité à trois cadres d'encadrement de la Direction Nationale du Curriculum et de la Direction des Etudes et de la planification qui ont bénéficié d'une formation en conduite de réforme et en conception et développements curriculaires. La production d'un document de diagnostic sur l'état d'avancement et les défis dans la mise en œuvre de la réforme de l'éducation de Base, ainsi que la participation du Niger à la réflexion sur les meilleures pratiques et la rédaction d'une publication sur la conduite de réformes curriculaires pour l'acquisition par les jeunes de compétences pour la vie et le travail est aussi à l'actif.

193. Les lancements nationaux du Rapport Mondial de Suivi EPT ont permis de sensibiliser et d'informer les populations et les acteurs de l'éducation sur les progrès accomplis vers les objectifs de l'éducation pour tous, les stratégies les plus prometteuses pour adresser les besoins éducatifs des populations marginalisées et l'impact des conflits sur l'éducation et le rôle de l'éducation dans la paix durable.

194. Pour **l'enseignement supérieur**, le renforcement des capacités des structures nationales a permis de former 3 personnes sur les techniques d'accréditation et d'assurance qualité des programmes et des institutions d'enseignement supérieur.

195. Au cours du biennium 2012-2013, le bureau de Dakar a aussi mené des **actions structurantes**. Neuf fonctionnaires du Niger ont bénéficié de la formation pour la maîtrise sur les politiques d'éducation et de gestion du secteur et cinq d'entre eux ont conclu le programme. En outre, le TISSA diagnostic a été lancé. Le ministère de l'Education a choisi finalement de ne pas effectuer le diagnostic, mais plutôt de faire un audit des enseignants contractuels. L'équipe de Dakar et le Pôle ont élaboré un document de projet pour l'étude sur le recensement et l'évaluation des enseignants, et on appuyer la finalisation du PSEF et la préparation de la requête de financement du Niger auprès du Partenariat Mondiale pour l'Education (PME).

196. Dans le domaine de **l'alphabétisation et de l'éducation non formelle**, un soutien technique a été fourni à l'équipe nationale pour mettre en œuvre le projet RAMAA (de l'enquête, le développement d'outils, collecte de fonds, etc.). Un cadre de programme bilingue a été développé.

Un soutien technique et financier a été apporté à l'équipe technique nationale chargée de la Recherche Action sur la mesure des acquis des apprentissages – RAMAA. Cet appui a consisté en une formation à l'approche méthodologique de collecte et d'analyse de données qualitatives sur l'AENF, le développement et la stabilisation des outils de collecte. La mobilisation des ressources domestiques pour le financement des enquêtes n'a pas pu donner des résultats. Ce qui a bloqué la mise en œuvre de la feuille de route. Le Niger est invité à s'appuyer sur la

coopération sud-sud pour bénéficier de l'expérience du Sénégal et du Burkina en la matière. Le Document de politiques d'AENF et un plan opérationnel ont été formulés dans le cadre de LIFE.

197. En collaboration avec la Direction Générale de la promotion des Langues Nationales et l'éducation bilingue, une étude sur un cadre de référence curriculaire pour la **formation des formateurs en Education Bilingue** (formelle et non formelle) a été réalisée suite à l'inventaire et l'analyse tous les programmes d'éducation Bilingue pertinents mis à l'œuvre par Etat et les organisations de la société civile.

198. L'UNESCO intervient aussi sur la thématique de la profession enseignante par le **programme CapEFA** «Renforcement des capacités pour l'Education Pour Tous», une intervention qui vise au Niger l'«Approche intégrée à la formation et au développement professionnel des enseignants L'UNESCO appuie la consolidation des acquis du PDDE (Programme Décennal de Développement de l'Education) qui comprend l'enseignement préscolaire, le Cycle de Base 1 et l'Education Non Formelle, et l'accompagnement du gouvernement nigérien dans la mise en œuvre de sa Lettre de Politique Educative pour la période 2013-2020 traduit dans le PSEF (Programme décennal de l'éducation et de la formation). Des groupes thématiques sur la formation des enseignants, la réforme curriculaire, la planification et l'évaluation, et la communication sont mis en place. Une attention particulière est accordée à la dimension genre et à l'enseignement des mathématiques, des sciences et technologies (SMT), avec un cinquième groupe thématique. Tous les acteurs et partenaires impliqués s'activent à faire l'état des lieux et à monter des activités de renforcement des capacités..

199. Sur **l'EFTP**, le soutien politique en amont a été fourni au niveau national, le lien avec l'intégration sous régionale et les processus de développement de partenariats dans le cadre de l'appui menée par L'Equipe de travail inter-institutions (ETTI). La capacité des experts (50) du ministère en charge de l'EFTP a été renforcée en ce qui concerne la réforme des politiques des cadres de qualifications. Dans ce contexte, le Niger a participé à l'enquête sous régionale et ses résultats ont été validés par le pays au cours de la réunion du ministre de la CEDEAO.

200. En matière de **qualité**, le Niger devrait bénéficier du diplôme d'études supérieures en matière de conception et de développement lancé en 2012 pour les pays francophones. Les travaux préparatoires du développement des grandes lignes du programme de formation et la traduction de l'ensemble de ressources en français ont été accomplis et 3 représentants des pays participants ont participé au procès de consultation et planification. Pour l'enseignement secondaire et le genre, un projet a été développé par l'UNESCO et la Banque Islamique de Développement (BID) pour renforcer les compétences des étudiantes en mathématiques, sciences et technologie dans l'enseignement secondaire.

201. Quant à **l'enseignement supérieur**, l'accent a été mis sur la gouvernance et l'assurance qualité et les experts du Ministère de l'Enseignement Supérieur et le Recteur des universités du Niger ont bénéficié d'une formation au niveau sous-régional en matière de gouvernance et d'assurance qualité dans l'enseignement supérieur.

202. En ce qui concerne le HIV & AIDS, trois représentants du Niger ont participé à un atelier régional organisé à Accra sur la diffusion de la politique adapté au lieu du travail concernant le VIH.

203. En ce qui concerne la **coordination de l'EPT**, un profil de pays EPT a été élaboré et diffusé au plus haut niveau du ministère de l'Education. Le profil de pays EPT a été utilisé par le

gouvernement et PTF. Le Niger est inscrit parmi les premiers pays de la Grande Poussée, en vue de l'accélération de l'EPT.

204. Le Niger a aussi bénéficié du Projet UNESCO/CEDEAO/BAD relatif à **l'Education à la Paix en Afrique de l'Ouest**.

205. Le Niger est aussi bénéficiaire du projet « PADTICE UEMOA-UNESCO ». L'objectif général du PACTICE est de « Contribuer au renforcement des capacités de mise en œuvre de la réforme LMD dans les Etats membres de l'UEMOA à travers le développement des TIC ». Au titre des 35 Universités organisées autour de 8 Universités principales bénéficiaires de cette activité figure l'Université Abdou Moumouni du Niger situé à Niamey.

206. **Au titre des leçons apprises**, il faut signaler qu'à l'instar de beaucoup de pays d'Afrique, le Niger a opté pour un curriculum reposant sur l'approche par les compétences et la pédagogie convergente et utilisant les langues nationales à côté du français. La mise en œuvre de telles réformes s'avère difficile et les sources d'appuis tant techniques que financiers sont rares. Le Niger n'est donc pas épargné par les risques de blocage dans la mise en œuvre de cette réforme. L'appui apporté par l'UNESCO (en particulier le BIE) sur les questions curriculaires est donc critique et mérite d'être intensifié à travers la mobilisation de ressources extrabudgétaires.

207. Le Niger aura besoin de déployer une stratégie efficiente de mobilisation de ressources afin de disposer de d'importantes ressources financières additionnelles ainsi que d'un accompagnement technique efficace pour répondre aux défis soulevés dans sa nouvelle politique éducative. Le Niger devrait bénéficier des Fonds du Global Partenariat pour l'Education (GPE).

208. Dans le domaine de l'enseignement supérieur et surtout de l'appui à la mise en œuvre du LMD dans les universités, le Niger est bénéficiaire du projet PADTICE mise en œuvre par l'UNESCO. L'université Abou Moumouni, université principale du Niger est prise en compte dans la mise en œuvre de ce projet. En vue de déploiement du matériel informatique en voie d'acquisition, l'infrastructure réseau de l'université a été auditée et les besoins de mise à niveau sont évalués à 179 680 360 FCFA.

209. Le profil de pays EPT a été utilisé par le gouvernement et les partenaires techniques et financiers. Le Niger est inscrit parmi les premiers pays du « Big Push » et a choisi la qualité de l'éducation primaire comme priorité. Un support technique a été fourni par l'élaboration de leur cadre d'accélération.

Sciences naturelles

210. Les capacités humaines et institutionnelles pour la gestion des technologies basées sur l'innovation et le développement ont été accrues. Les bénéficiaires proviennent essentiellement des Ministères en charge des questions scientifiques au Niger. Ils ont été outillés avec des connaissances et des compétences pertinentes visant à augmenter leur capacité à résoudre les problèmes rencontrés et à gérer les technologies favorisant l'entrepreneuriat. Trois hommes et deux femmes ont directement bénéficié de la formation.

Sciences humaines et sociales

211. Par le biais d'un dialogue multisectoriel et en partenariat avec le Gouvernement et des experts nationaux affiliés au LASDEL et à l'Université de Niamey, un processus d'élaboration d'une Méthodologie d'évaluation du niveau d'inclusivité et de durabilité sociale des politiques

publiques a été conduit. Le rapport actuellement disponible a été officiellement remis aux Autorités qui se sont engagées à l'utiliser pour rendre les politiques publiques plus inclusives.

Culture

212. En 2013, le Centre historique d'Agadez a été inscrit sur la Liste du Patrimoine mondial et les Pratiques et savoirs liés à l'Imzad des communautés touarègues de l'Algérie, du Mali et du Niger ont été inscrites sur la Liste représentative du patrimoine culturel immatériel de l'humanité. De plus, un projet pour le renforcement des capacités pour la mise en œuvre de la Convention de 2003 pour la sauvegarde du patrimoine culturel immatériel a été lancé en 2013, grâce à une contribution du Gouvernement d'Espagne. Le Niger a également participé dans des activités au niveau sous régional de lutte contre le trafic illicite des biens culturels.

213. Le renforcement des politiques, mesures et programmes relatifs à la mise en œuvre de la **Convention de 2005**, des formations des acteurs culturels au Niger ont pu être développées afin d'accompagner le Niger dans la mise en œuvre de son plan national pour la culture, le processus de décentralisation et la mobilisation de fonds pour des activités culturelles. Un plan de renforcement des capacités ciblant les fonctionnaires de l'Agence de Promotion des Entreprises et des Industries Culturelles (APEIC) , du Centre national de la cinématographie, ainsi que dans la filière du livre, a été conçu et discuté avec les partenaires nationaux et internationaux, notamment l'OIF.

214. Au titre des leçons apprises, il est à souligner qu'au regard du contexte nigérien, il convient de soutenir la mise en valeur du patrimoine culturel du Niger comme levier pour renforcer la cohérence sociale, la confiance en soi, la valorisation identitaire, le sens d'appartenance, ou encore la résolution de conflits et la réconciliation dans un contexte de crise au Sahel.

Communication et Information

215. Au cours du biennium 2012-2013 des activités ont été entreprises dans les domaines suivants : développement des radios communautaires et des CM ; Promotion de la liberté de la presse et de l'accès aux médias ; appui au cap EFA par la mise en œuvre de sa stratégie de communication; appui à la politique nationale de communication pour le développement; appui à la formation des journalistes (IFTIC) ; développement des indicateurs de genre dans les médias ; appui à la Maison de la presse et au conseil supérieur de la communication; Elaboration de la stratégie de communication du CApEFA.

Gestion de connaissances

216. Des mesures ont été prises pour renforcer la gestion de connaissances au sein des décideurs et accroître la visibilité des activités menées par le Bureau de l'UNESCO à Dakar y compris au Niger. En outre, la communication à travers les médias sociaux et un bulletin électronique mensuel lancé en juin 2013 ont permis d'atteindre un public plus large. De plus, un réseau de points focaux de la communication dans les commissions nationales des pays cluster du Bureau de Dakar a été créé, facilitant les activités d'information publique telles que le lancement du Rapport mondial de suivi de l'EPT.

SENEGAL**Education**

217. Great efforts led to the completion of the **Education Management Information System (EMIS)**, comprising early childhood, primary and secondary education, TVET, literacy and non-formal education and higher education sub-sectors. The process has strengthened national capacities in EMIS and also led to the production of tools to improve data collection, processing and analysis. In addition, the Pôle de Dakar continued its distance education programme - a Master's Degree Course in Sectoral Analysis and Management of the Education System - in collaboration with and through the Université Cheikh Anta Diop. This activity has strengthened the institutional capacity of the University and created a platform for the development of the capacities in the area of planning and education management in French-speaking countries in Africa.

218. Support was provided for the monitoring of students' achievement at local level. In 2012, interviews and students' results collected in 2011 were analyzed. A report was prepared on how the monitoring of students' achievements is conducted in the education system of Senegal and an indicator of schools' performance was developed. A qualitative study on 15 schools in the suburb of Dakar was carried out to explain the difference between performances of schools. Although the data did not reveal reliable evidence, this activity helped to develop a methodological guide for the monitoring of students achievements at local level that can be used in the future.

219. In **literacy**, modules of functional literacy in nutrition were developed and translated into eight local languages and facilitators were trained in the field. 150 literacy classrooms were opened and radio programmes for raising awareness on food supply and nutrition were broadcasted through community radios.

220. The Literacy Project for Girls and Women (Projet d'Alphabétisation des Jeunes Filles et Femmes - PAJEF), financed by Procter&Gamble, was officially launched in January 2012 for an initial duration of 24 months. The PAJEF aims at improving access to 40,000 women and girls in quality literacy programs and the use of ICT to enhance learning in national languages and in French. 360 classes were opened within the framework of the program for approximately 6,400 illiterate women learners. PAJEF also allowed the support of around 2,100 girls in elementary schools overcome learning difficulties. 3,000 women learners have benefited from literacy classes through the use of mobile phones and lessons on TV.

221. Within the CapEFA, a diagnostic of the teacher training institution programme was carried out. A new training policy for literacy and non-formal teachers was developed and adopted.

222. With the collaboration of UIL, technical support was provided to the national team of Senegal to implement the RAMAA project (survey, development of tools, fund raising). A framework for bilingual curriculum was also developed.

223. In **Teacher Training and Professional Development**, support was given to the in-service training of untrained teachers in primary education, through the improvement of 10 training modules.

224. In **Technical and Vocational Education and Training (TVET)**, Senegal benefited from the policy support linked to the sub-regional integration and partnership development processes

within the context of the support carried out by the Inter Agency Task Team (IATT) on TVET. The capacities of three high-level representatives from the Ministry in charge of TVET were reinforced regarding policy reform in Qualification Frameworks. Senegal participated in a sub-regional survey and its results were validated by the country during the ECOWAS Minister meeting (September 2012). An analysis for the development of non-formal TVET by Training Mobile Units was undertaken through South-South cooperation with Côte d'Ivoire. Support for the mobilization of Partners for youth employment (through IATT), and South-South cooperation with Chad for the development centres of excellence was given. Moreover, methodological and analytical notes were shared (including a report on the status of the TVET system). Advocacy for TVET took place through the launching of the 2012 GMR report in Dakar. Two videos covering good practices from Senegal in expanding TVET were produced.

225. On **quality in education**, experts benefited from the *Post Graduate Diploma in Curriculum Design and Development* programme launched in 2012 for French-speaking countries. The preparatory work including the development of an outline of the training programme and the translation of the resource pack into French was done and 3 country representatives participated in the consultation and planning process.

226. In **Higher Education**, the focus has been on governance and quality assurance: The capacity of experts from the Ministry of Higher Education and Rector's were reinforced in governance and quality assurance in higher education. The capacity of four specialists of higher education (Vice Chancellors and Deans) was strengthened with regard to governance and quality assurance in higher education. The institutional capacity of the Directorate of Higher Education from Ministry of Higher Education was reinforced for the establishment of the National Authority for Quality Assurance in Higher Education in Senegal. A database on higher education institutions in Senegal was established and guidelines for foreign students in Senegal were developed.

227. The Université Cheikh Anta Diop, the principal university in Senegal, participated in the UNESCO/UEMOA PADTICE project, which aims to strengthen quality assurance of higher education in the UEMOA countries. An assessment was undertaken of IT needs of the University.

228. The process of introducing **Education for peace, citizenship and human rights** in teacher training curriculums and learning materials in ECOWAS countries was initiated in Senegal. Fifteen national **experts** (education planners, trainers of trainers and curriculum developers) were trained on the use of the *Reference Manual* on education for peace, citizenship and human rights.

229. Regarding **HIV and AIDS**, a capacity-building programme, targeting particularly women, was undertaken despite difficulties on funding arrangement between UNESCO and UNDP. This included one training workshop organized, 10 literacy facilitators trained, 14 literacy sessions on gender and HIV, 225 women trained, 100 small group discussions on HIV, STI and gender organized, 500 vulnerable women and girls reached. A study based on the Sexuality Education Review and Analysis Tool (SERAT) was concluded. This has enhanced coordination between NGOs, UN agencies and national authorities resulting in the establishment of a coalition of partners for the integration of comprehensive sexuality education in school curricula.

230. For the improvement of **gender equity** education, awareness was raised on gender-based violence in schools and mechanisms of surveillance were developed. A gender-sensitive

tool (SERAT – see above) was applied to identify strengths and weaknesses of mandatory sexuality education in light of indicators on HIV, adolescent pregnancy and gender violence.

231. Regarding **EFA coordination**, an EFA Country Profile was elaborated and validated by the country, within the context of the participation at the EFA Regional Meeting in Johannesburg (October 2012). Two participants were updated on the Education First Initiative and the process for the definition of the Education Post 2015 agenda. The Senegalese Country Profile was the basis for the indication of the country's priorities for an EFA acceleration framework, as well as post 2015 priorities. In addition, the country benefited from capacity building in the development of an EFA Acceleration Framework and two Early Childhood Care and Education (ECCE) specialists were further trained on innovative and culturally relevant provision of ECCE services. Total costs including staff time: 25,000 USD

Natural Sciences

232. Institutional and human capacities for the management of technology-based innovation and enterprise development were built. The beneficiaries were provided with relevant skills and knowledge which will enhance problem solving and management of technology-based enterprises. The InnoDev, a technology-business incubator residing at the Université Cheikh Anta Diop was selected as the primary recipient of the training activity. The training will prepare InnoDev to serve the role of replicating the skills and knowledge acquired in Senegal and in other French-speaking countries of the Sahel region. Eight persons from InnoDev and four from the private sector benefitted from this training activity.

233. The Project "Adaptation to Climate and Coastal Change in West Africa" (ACCC) came to an end in June 2012, after four years. Funded by the Global Environment Facility (GEF) and coordinated by UNESCO Dakar the project was implemented in five West African countries including Senegal. It included the creation of an inventory of coastal problems in each participating country, and a list of priority sites for action on adaptation to climate and coastal change. The project also focused on educating the public through local media, and contributed to the establishment of the Network of Local Stakeholders on Adaptation to Climate and Coastal Change in West Africa (RACCAO). A Guide for Local Decision-Makers was published.

Social and Human Sciences

234. National studies on the female social movements linked to the fight against **Gender-Based Violence (GBV)** and on the socio-cultural factors that are conducive to GBV were carried out in 2012 and its results shared and validated by a wide range of representatives of the Senegalese government and non-governmental organisations. This activity was a result of joint efforts between UNESCO, UN Women and CODESRIA. It has helped assessing the actual capacity of the female social movement, as well as identify socio-cultural implications of violence based on gender and emerging issues. The results were submitted to the Senegalese authorities. Published documents are available to all stakeholders. Funded from regular and extra-budgetary funds.

235. Through a multi-sectoral dialogue and partnership with the government and national experts, an evaluation methodology to assess the level of inclusiveness and social sustainability of public policies was developed. The report is available and officially handed over to the authorities who are committed to reflect the recommendations in public policies (funded under the Emergency Fund).

236. Through a further dialogue and partnership with the Governmental and national experts, a case study of the impact of climate change on migration was conducted. The report is available and officially handed over to the authorities (funded under the Emergency Fund).

Culture

237. Activities under the large-scale MDG-F programme on **Culture and Development** contributed to enhancing the contribution of World Heritage properties to sustainable development. The cultural landscapes of the Delta of Saloum and the Bassari Country were inscribed in 2011 and 2012 on the List of the World Heritage, which also resulted in an increased perception at the international level of the cultural wealth of these two regions. Activities developed under this 5-year joint UN programme (6 million USD), focused on supporting ecotourism and training local artists and operators on copyright, marketing, etc.. Local artists organized in associations received training and two interpretation centres in each World Heritage site were built and equipped.

238. In view to increase the effectiveness of the implementation of the **1970 Convention** and to reinforce the capacities of States in the West African sub-region, Senegal hosted and participated, in September 2012, in a sub-regional capacity-building workshop on the fight against illicit trafficking of cultural objects and the 1970 Convention. The meeting gathered about 40 professionals from 15 countries. Training focused on ratification, the implementation of the relevant international and national legislations and resulted in the launch of a regional programme for implementing a joint strategy against illicit traffic. It proved very useful in the current context of Mali. (RP, Emergency Fund and EXB contributions).

239. The implementation of the **2005 Convention** at the national and regional levels was strengthened through a Pilot Capacity-Building Programme in Africa, which was coordinated by the Dakar Office and which consisted in the creation of an African Pool of 30 experts, selected through a competitive process. Specialists received online training and workshop sessions in both English and French and materials have evolved into a knowledge sharing platform. Capacity building was pursued by coaching and one-to-one mentoring. Results have increased African technical expertise and capacities on the 2005 Convention. The activity has served as a benchmark to inform future technical assistance and policy interventions in the region. Three Senegalese experts have taken part in this programme. Information and technical assistance activities have been developed to support Senegal to implement the 2005 Convention and put in place actions supporting the culture and creative industries, notably in partnership with the cultural industries programme of the Organisation internationale de la Francophonie in Senegal.

240. Moreover, support was provided to the Municipality of Dakar to present the candidature to join the UNESCO **Creative Cities Network** is part of Senegal's efforts to enhance the role of cities in sustainable development. .

241. Actions to strengthen and promote the role of **museums** aiming at increasing public awareness took place.

242. An activity aimed at strengthening **intercultural dialogue** and promoting a culture of peace was organized in 2012 through a seminar on «Inter-religious Dialogue and the spiritual traditions», where a study on «Cultural Values of the Muslim fraternities" was discussed.

Communication and Information

243. A workshop on gender-based violence was organized for 31 Multimedia Community Centers (MCC). A MCC national network was created to stimulate the exchange of information and skills. A Community radio using IPDC funds was established.

UNCT/UNDAF Collaboration

244. The JUNTA (HIV&AIDS) collaboration chaired by UNESCO until May 2012 had a positive impact in terms of coordination among UN agencies, and between UN agencies and national authorities.

245. At the level of the UNCT, a workshop to adapt a HIV workplace policy to the education sector in WCA was organized with basket-funding from the World Bank, ILO, UNAIDS, PCD and UNESCO. UNESCO Dakar also chaired the UN Communications Group as of April 2013.

246. Three joint programmes were developed in collaboration with OMS, UNFPA, UNICEF, UNDP, ILO, ONUFEM.

Knowledge Management Services

247. Major action was taken to strengthening knowledge management among stakeholders and increase the visibility of activities carried out by UNESCO Dakar Office, including in Senegal. Some 250 news articles were hence published on the UNESCO Dakar website <http://www.unesco.org/dakar> during the biennium. The Dakar Office worked closely with the Senegalese National Commission, which resulted in important media coverage of joint activities, including a major launch of the 2012 EFA GMR.

248. Moreover, communication through social media and a monthly e-newsletter increased outreach to new audiences. Senegal joined a network of communications focal points in the National Commissions of the countries covered by the Dakar Office.

UNESCO Office in Dar-Es-Salaam

249. ***Contributions to the UNCT activities and common country programming exercises:*** UNESCO's participation within the UNCT and common country programming is enhanced as a result of the practices adopted for implementing the UNDAF 2011-2015 in the country. UNESCO is represented in several UN technical, programmatic, and management/operational working groups. It leads the Education Programme Working Group, comprised of UNICEF and WFP. During 2012, UNESCO was chair of the UN Communications Group and deputy chair of the newly formed Programme & Operation Management Team. The Office is actively involved in planning, monitoring & evaluation; gender; and human rights working groups. UNESCO has been successful in integrating culture into the work of the UNCT through the establishment of a working group on culture and development facilitated by UNESCO. UNESCO strengthened relationships with WFP, UNICEF, UN Women, ILO, UNFPA, UNAIDS and UNDP in 2013 in support of its joint actions in education, with teachers, TVET/entrepreneurship, community radios, governance, HIV/AIDS and culture.

250. **Education sector:** Capacities to carry out evidence based policy and planning at the Ministries of Education and Vocational Training in Mainland and Zanzibar have been enhanced through the development of a capacity development plan for monitoring and evaluation. This plan will be implemented over three years with continued support from UNESCO Dar and IIEP,

and will contribute to improved monitoring and evaluation across the education sector. Mainland M&E specialists were supported in developing a sector-wide M&E framework, a tool to improve quality of education in the country. Mainland and Zanzibar ministries initiated processes to develop and implement a literacy survey and EFA assessment. A policy option report is being drafted for Zanzibar after two successful Reviews. Missions were conducted to assess the 2005 VET policy. UNESCO supported Mainland to develop a National strategy on Inclusive education and also supported both Mainland and Zanzibar to adapt a toolkit for Creating Inclusive and Learning Friendly Environments in Schools. Through a program to target at risk adolescent girls dropping out from secondary school due to pregnancy or early marriage, safe spaces have been developed at 15 pilot schools on Mainland Tanzania and Zanzibar, with schools officials and students benefiting from trainings on how to manage and sustain the groups. A parallel curriculum focusing on pre-vocational and entrepreneurship skills has also been developed to address identified needs of adolescent mothers who dropped out of school. In order to support Mainland to realize aspirations of the Tanzania Development vision 2025, UNESCO supported the development of the Medium Term Human Rights Education Strategic Plan 2011/12-2015/16. Teachers have enhanced skills to use Micro-Science Kits to improve teaching and learning of science subjects at 180 pilot secondary schools. An understanding of gender issues in the Tanzania Mainland TVET sub-sector was enhanced based on a gender analysis of the sector carried out by UNESCO. The report will be used to inform the new TVET and employment policies being developed in the country. Development of a five-year HIV and AIDS Strategic Plan of the Education Sector is jointly supported by UNICEF and UNESCO. The joint support is taking place within the framework UNDAF 2011-2016 and the SIDA Project under coordination of UNESCO. Strengthened partnership with the UNIC and Media has successfully contributed to increase coverage of CSE in various media channels e.g. local newspapers, local TV/Radio stations and blogs. Advocacy and sensitization meetings on “Young People Today - Time to Act Now” with member of two parliamentary committees (HIV/AIDS and Social Services) and religious leader were successfully conducted.

251. Challenges and Lessons Learnt: Over-commitment by the government Implementing Partners creates delays in following up activities; Delays in funds disbursement through the government exchequer system leads to delays in implementation as funds are rarely available on time; Approval process of the Inclusive Education strategy has taken longer than expected this delays sensitization for key decision makers and parliamentarians for them to support the implementation of Inclusive education particularly in Zanzibar; Process for carrying out activities on Mainland around the EFA report and Literacy Survey has been more difficult than expected. The cross cutting nature of the activities and unclear mandate within the ministries has created accountability issues; Greater coordination is needed among all UN agencies involved with education, particularly those that are not in the education programme working group, such as with ILO and UNIDO (in the areas of entrepreneurship); At the July 2013 Kampala EFA High Level meeting, government officials had exposure to how other NATCOMs are involved in developing the National EFA reports and this inspired the ministry of education officials to figure out a way to better include them in the future; Being part of the bigger UN AWP 2013/2014, the HIV/AIDS project benefited from effective involvement of government partners, UNs partners and no-government organization partners in particular planning, implementation and monitoring of activities; Engaging young people in the process of advocacy and sensitization campaigns increases young peoples’ courage and confidence to speak out challenges conflicting their future opportunities in relation to healthy life and right to education opportunities.

252. Culture sector: Tanzania’s ratification of the 2003 and 2005 Conventions has created new entry points for UNESCO to support the safeguarding of Intangible Cultural Heritage and promoted cultural industries. A four year road map was developed with Government of Tanzania

on the implementation of the 2003 Convention and UNESCO built the capacity of cultural experts on the community-based protection, identification, inventorization, and nomination of intangible heritage and mainstreaming into sustainable economic growth. A project linking the mapping of intangible heritage to the development of cultural industries and the sustainable development of communities was developed in the remote location of Loliondo, for which EDF funding was secured. Finally, culture mainstreaming was strongly promoted in the UN system of Tanzania, Programme Working Groups were trained and an agency-wide self-assessment conducted on culture mainstreaming. Capacities of World Heritage site managers and staff working on tentative listing and nominations were built to increase sustainability and community participation. They are now better able to improve the management of world heritage properties in a sustainable manner with the active participation of the communities and stakeholders concerned with the properties. In the Ngorongoro Conservation Area, community meetings have been held to initiate a process of dialogue towards improved local livelihoods, benefit sharing and integrated management of the property. Advances were made through an international workshop in better understanding the specific challenges of World Heritage in Africa and how to use World Heritage as a tool of peace and sustainable development. The workshop resulted in a draft Communication Strategy for World Heritage in Africa.

253. **Challenges:** In the culture sector a major challenge is how to support the country with a view to maintaining the outstanding universal value in the Natural, Mixed and Cultural Sites of Tanzania World Heritage while a number of tourism and developmental pressures have recently given rise to concerns over the preservation and sustainable management of those sites.

254. **Natural Sciences sector:** National development in Tanzania continued to benefit from focused and valuable activities that enhanced the contributions of STI to national socio-economic growth and development through the work of the Science Sector . As part of UNESCO's support for promoting the contribution of women to national economic growth and social development, UNESCO supported the Masai women of Ololoskwan in the redesigning of their traditional huts using innovation concepts for reducing air pollution in the huts and improving lighting. The Masai women were also trained in hygienic processes for milk production. A nucleus of human resources in Tanzania was strengthened through training in the management and practice of innovation and entrepreneurship. This will subsequently deepen and modify the initial packages of skills and materials by developing new research, analyses and case materials. The capacity for the National Man & Biosphere (MAB) Committee of Tanzania and environment stakeholders on the process of the nomination of Saadani National Park and Jozani National Park into the World Network of Biosphere Reserves (WNBRs) was improved. This has resulted in strengthened participatory process towards climate change adaptation and mitigation strategies. The Green Economy in Biosphere Reserves (GEBR) project was initiated which aims to reduce poverty, biodiversity conservation and sustainable development. It will take place in the East Usambara Biosphere Reserve. Stakeholders were well informed in an inception meeting that took place in December 2013.

255. **Communication and Information sector:** Three new community radio stations were established in Tanzania in 2012 with the intention of promoting economic development, gender equality, women empowerment and democratic discourse to 260,000 Tanzanians. Work on the minimum standards curriculum for journalism education in Tanzania was completed. The curriculum will cover level four –certificate in Journalism, Level 5 Advanced certificate in Journalism and Level 6, Diploma in Journalism. The curriculum has been accredited by the National Accreditation Council for Technical Education and has been rolled out to 10 Journalism schools in Tanzania. 135 Tutors from the 10 accredited schools of journalism trained on the delivery of the new curriculum. UNESCO participation in the commemoration of World Press

Freedom Days organized in between 2012-2013 has contributed toward the promoting freedom of expression and the participation of disadvantaged and vulnerable communities in democratic and peaceful discourse: Programs in support of community radios in 26 districts of Tanzania reaching more than six million Tanzanians allowed up to date development content and a platform for democratic dialogue and conflict prevention. UNESCO Gender Sensitive Indicators for the Media was adopted by six community radios in Tanzania. The editorial policies of 15 Community radios out of the total of 26 supported by UNESCO reviewed for their gender responsiveness. The UNESCO model journalism curriculum was applied in developing training content.

256. **Challenges and lessons learnt:** Licensing of community radios continued to be a challenge between 2012 and 2013. Taking advantage of the UNDP framework which encourages effective synergies between co-funding, non-core funding and one fund, UNESCO Dar es Salaam has managed to deliver cost effective capacity development activities reaching more than 250 community radio practitioners using the same available programme funding. Capacity development of select media professionals on investigative journalism into key human rights, gender equity, environment, emergency and development issues of concern to the UN Tanzania: 20 men and women Journalist's capacity in investigative journalism and gender responsive journalism developed out of which 50% of the participants were women..

257. **UNESCO Institute for Statistics:** As part of UNESCO Institute for statistics main line of action to develop indicators and to promote data use and analysis, UIS continued to support Tanzania's Education for All (EFA) assessment to address the rising demand for timely high quality data required to measure progress and inform policy and planning. To improve the quality of data contained in UNESCO's international database, and in direct response to areas such as the African Union - UIS regional module on school facilities, reinforcing Tanzania's capacity to improve national data collection instruments to produce a wide variety of cross-nationally comparable indicators has continued during 2012-2013. Reinforcing the capacities of national statisticians and representatives of the ministry of Finance to produce and analyze statistics on education finance and expenditure was enhanced in 2013, and will continue with a strong focus on national accounts. Improving the quality of national education statistics data has been a continual process with continual implementation of recommendations identified through UIS data quality assessment framework (DQAF). This was expanded during 2012-2013 to include Tanzania's more recent identification of priority areas, among them, statistics on education finance, within the SADC member states. In an effort to produce internationally comparable statistics, UIS continues to enhance the data harmonization process in Zanzibar, through among others, the development of education statistics indicators to generate Zanzibar's statistical abstract. Awareness on the new ISCED 2011 methodology using the new methodology has been raised during 2012-2013 resulting in the publication of an updated national ISCED mapping in 2013. In 2013, in the areas of international statistics on science, technology and innovation; culture; communication and information, and in preparation for UIS 2014 surveys (which will include Tanzania); UIS revised the existing international data collection instruments to collect cross-nationally comparable indicators on Film and Science Technology and Innovation.

258. **Challenges:** Policy on STI is not updated limiting the scope of national government to collect statistics; Databases on STI and Research and Development not well coordinated/centralized; Protracted development of statistical information systems, and lack of clear ownership of systems delays the production of statistics in some domains; Timely release of crucial data.

UNESCO Office in Harare

259. UNESCO Harare strengthened its cooperation with all the cluster countries in 2013 and scored a number of achievements regardless of the financial crisis the Organisation has been facing.

BOTSWANA

Education

260. Full implementation of TVET Better Education for Africa's Rise (BEAR) project is on-going in Botswana with funding from the Republic of South Korea. Commendable progress in Labour Market Analysis and curriculum development has taken place in the selected occupations of the targeted Hospitality Tourism Sector. Botswana also participated in the commemoration of the following international days with support from UNESCO: EFA Global Action Week, International Literacy Day and World Teachers' Day.

261. Botswana like other cluster countries had its country launch of the Regional Report titled: ***Young people Today. Time to Act Now. Why adolescents and young people need comprehensive sexuality education and services in Eastern and Southern Africa***, whose key message was that when young people's Sexual and Reproductive Health (SRH) needs are addressed through comprehensive sexuality education and access to SRH services, this fosters behaviour change.

262. To address stigma against young people especially learners, UNESCO working with SAFAIDS developed an Adolescents HIV Prevention and Treatment Toolkit that empowers teachers, learners and parents on how to support young people living with HIV. A national technical team has been formed which will spearhead the implementation of the toolkit in Botswana.

Natural Sciences

263. Currently only 3 Member States in southern Africa have Biosphere Reserves (BR). Regional experts and stakeholders from Botswana, Namibia, Malawi, South Africa, Zambia and Zimbabwe met to share practices and visit two Biosphere Reserves in South Africa. Experts from Botswana, Lesotho and Namibia were further trained, resulting in strengthened interest from Botswana, Lesotho, Namibia and Zambia; creation of MAB Committees and feasibility studies for creation of their first BR are on-going.

264. Regional experts from Botswana, Malawi, Mozambique, Zambia and Zimbabwe were trained on STI policy instruments and received support to develop analytical country reports, the GO-SPIN country profile. STI policies revised with UNESCO support were launched.

265. Regional stakeholders from 11 SADC countries, including Botswana, were trained in Conflict Resolution in the Water sector, in partnership with SADC.

Culture

266. Botswana benefited from the UNESCO/Flemish funded project on strengthening national capacities for the implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (ICH) which was completed in 2013. The project trained national stakeholders

on safeguarding ICH, strengthened the country's National ICH Committee and assessed legal and policy frameworks impacting on ICH.

267. Botswana is working towards ratification of the 2005 Convention and concluded national consultations in 2013.

268. The process to ratify the 1970 and 1954 Conventions is also underway. A team of experts was put in place in 2013 to consult communities and stakeholders, review domestic laws, institution and policies for purposes of domesticating the Conventions once ratified.

Communication and Information

269. Awareness on freedom of expression, press freedom and freedom of information was raised among the media and civil society organizations, media students and the public through world press freedom day's events.

270. Nine national institutions were trained on building institutional repositories using free and open source applications

MALAWI

Education

271. Full implementation of TVET Better Education for Africa's Rise (BEAR) project is on-going in Malawi with funding from the Republic of South Korea. Commendable progress in Labour Market Analysis and curriculum development has taken place in the prioritized occupation of the targeted two sectors, namely: Agro-processing and Construction. Technical support was also availed to the 31st Annual Conference for the Environmental Education Association of Southern Africa (EEASA) which took place in Malawi in September 2013. Malawi also participated in the commemoration of the following international days with support from UNESCO: EFA Global Action Week, International Literacy Day and World Teachers' Day.

272. UNESCO conducted a Life Skills Education Training of trainers programme for the six Education Divisions in Malawi. The training was aimed at orienting teachers on the new revised secondary school curriculum with special emphasis on the new module of 'Sex and Sexuality' and the revised Life Skills Education Curriculum.

Natural Sciences

273. Currently only 3 Member States in southern Africa have Biosphere Reserves (BR). Experts and stakeholders from Malawi and other regional experts and stakeholders from Botswana, Namibia, South Africa, Zambia and Zimbabwe met to share practices and visit two Biosphere Reserves in South Africa.

274. Experts from Malawi were trained in a regional workshop on STI policy instruments and received support to develop analytical country reports, the GO-SPIN country profile.

275. Regional stakeholders from 11 SADC countries including Malawi were trained in Conflict Resolution in the Water sector, in partnership with SADC.

Culture

276. As part of strengthening conservation of world heritage properties, graffiti was removed on two sites of the Chongoni Rock Art World Heritage Site (WHS). In addition, Malawi participated in the Risk Preparedness Workshop for Anglophone African WHS managers, (Zimbabwe May 2013).

277. Malawi also benefited from the UNESCO/Flemish funded project on strengthening national capacities for the implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (ICH) which was completed in 2013. The project trained national stakeholders on safeguarding ICH, strengthened the country's National ICH Committee and assessed legal and policy frameworks impacting on ICH.

278. A roundtable discussion for the Coalition of Cultural Industry Players of Malawi was also successfully held in Lilongwe on 9th September 2013 and elaborated ways of effectively implementing the 2005 Convention at national level.

Communication and Information

279. 68 (29 women) radio, TV and print journalists were trained on human rights and gender reporting. 20 community radios journalists from 6 community radios in Malawi were trained in using cell phones for reporting.

280. Two community radios were established in Usisya and Nsanje Chikwawa while 21 journalists (9 women) from independent private radio stations were trained on radio and online journalism and a further 25 print and radio journalists (12 women) were trained on gender-sensitive reporting.

ZAMBIA

Education

281. Full implementation of TVET Better Education for Africa's Rise (BEAR) project is on-going in Zambia with funding from the Republic of South Korea. Commendable progress in Labour Market Analysis and curriculum development has taken place in the prioritized occupation of the targeted two sectors, namely: Construction and Tourism. UNESCO also provided financial support towards capacity building support for primary school teachers towards the establishment and promotion of library corners in the classrooms. On-going technical support is also being provided to Zambia in its participation in the UNESCO led 'EFA Big Push' initiative. Zambia also participated in the commemoration of the following international days with support from UNESCO: EFA Global Action Week, International Literacy Day and World Teachers' Day.

282. UNESCO helped convene a high level advocacy meeting with the Coalition of African Parliamentarians against HIV and AIDS (CAPAH). The meeting aimed at building the capacity of members of parliament in providing leadership on HIV and AIDS, Sexual and Reproductive Health issues within their respective constituencies and as part of their legislative mandate. The meeting provided an ideal opportunity to inform legislators on current and emerging issues on HIV/AIDS, sexual and reproductive health, including sharing a growing body of evidence on the importance of initiating and scaling up sexuality education during primary school education to reach most adolescents before puberty.

283. With UNESCO support, the Ministry of Education piloted the sexuality education curriculum in selected schools. A total of 1,341 teachers were oriented and trained. Furthermore, a total of 59,455 learners drawn from 4 selected provinces, 12 districts and 42 schools were reached with comprehensive sexuality education during the pilot.

Natural Sciences

284. Currently only 3 MS in southern Africa have Biosphere Reserves (BR). Regional experts and stakeholders from Botswana, Namibia, Malawi, South Africa, Zambia and Zimbabwe met to share practices and visit two Biosphere Reserves in South Africa, resulting in strengthened interest from Botswana, Lesotho, Namibia and Zambia. Creation of MAB Committees and feasibility studies for creation of their first BR are on-going.

285. Regional experts from Botswana, Malawi, Mozambique, Zambia and Zimbabwe were trained on STI policy instruments and received support to develop analytical country reports, the GO-SPIN country profile

286. Regional stakeholders from 11 SADC countries (including Zambia) were trained in Conflict Resolution in the Water sector, in partnership with SADC.

Culture

287. Zambia benefited from the UNESCO/Flemish funded project on strengthening national capacities for the implementation of the 2003 Convention for the Safeguarding of ICH which was completed in 2013. The project trained national stakeholders on safeguarding ICH, strengthened the country's National ICH Committee and assessed legal and policy frameworks impacting on ICH.

288. A workshop to sensitise stakeholders on the need to ratify the 2005 Convention was also successfully held (Lusaka, September 2013).

Communication and Information

289. The Zambian Information for All (IFAP) National Committee was trained in strategic planning and website design.

290. Five local radios in Zambia received computer and mobile phone equipment as well as training on using ICTs in community broadcasting. In addition, one community radio was established in Kwenje

ZIMBABWE

Education

291. Under TVET, support was provided towards training in the development of proficiency schedules and Trade Test Items at National Certificate Level; capacity building for adult literacy tutors; and preparation of the report on the implementation of 'The Recommendation Concerning education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (1974).' UNESCO also continued to provide technical support to the education curriculum review process which is being done in collaboration with UNICEF. Zimbabwe also participated in the commemoration of the following international days with support from UNESCO: EFA Global Action Week and International Literacy Day.

292. With technical and financial support from NAC and UN agencies and the active participation of all stakeholders, including young people, the Ministry of Primary & Secondary Education developed and launched the “Life Skills, Sexuality, HIV and AIDS Education Strategy, 2012-2015” to guide HIV and Comprehensive Sexuality Education in the education sector.

293. A total of 2,118,677 million learners were reached with HIV information through the curricula in the third quarter of 2013. This coverage represents over 80% of learners targeted by the Life Skills-based HIV Education subject.

294. In 2013, UNESCO partnered with a local NGO, Students and Youth Working on Reproductive Health Action Team (SAYWHAT) to pilot a project on the use of SMS to enhance access to sexual and reproductive health information and services for students in higher and tertiary education institutions. To date, more than 10,000 students and young people have been reached with bulk SMS, providing general information on Sexual and Reproductive Health (SRH), informing them of key SRH events in their localities, such as mobile HIV Testing and Counselling visits, Voluntary Male Medical Circumcision & encouraging them to participate in SRH discussions taking place on other platforms such as Facebook and WhatsApp.

Natural Sciences

295. Currently only 3 MS in southern Africa have Biosphere Reserves (BR). Regional experts and stakeholders from Botswana, Namibia, Malawi, South Africa, Zambia and Zimbabwe met to share practices and visit two Biosphere Reserves in South Africa.

296. Regional experts from Botswana, Malawi, Mozambique, Zambia and Zimbabwe were trained on STI policy instruments and received support to develop analytical country reports, the GO-SPIN country profile. STI policies revised with UNESCO support were launched in Botswana and Zimbabwe.

297. Regional stakeholders from 11 SADC countries (including Zimbabwe) were trained in Conflict Resolution in the Water sector, in partnership with SADC.

Culture

298. In Zimbabwe, a volunteers’ camp on the restoration of Khami WHS was successfully held in June 2013. The camp restored dry-stone walls on the south-eastern entrance of the Hill Complex of Khami WHS. The site management plan for Great Zimbabwe WHS was also completed in 2013 while a Draft Management Plan for Khami WHS was developed and presented to key stakeholders in September 2013. Zimbabwe also hosted and participated in the Risk Preparedness Workshop for Anglophone African WHS managers held in May 2013.

299. Zimbabwe benefited from the UNESCO/Flemish funded project on strengthening national capacities for the implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (ICH) which was completed in 2013. The project trained national stakeholders on safeguarding ICH, strengthened the country’s National ICH Committee and assessed legal and policy frameworks impacting on ICH.

300. A Symposium on the implementation of the 2005 Convention was held in Chiredzi on 22 June 2013 during the Shangani Cultural Festival. An awareness raising workshop on the 2005 Convention was also held in Bulawayo on 23rd September 2013 and benefitted artists and stakeholders in Southern part of the country.

301. With the additional appropriation provided by the Swiss Embassy in Zimbabwe, activities aimed at raising awareness on the role of culture in addressing HIV and AIDS were carried out in Zimbabwe. Theatrical plays were produced and presented in 10 Harare-based schools to raise awareness on how culture can be used address the scourge. Children in the 10 schools also produced their own plays.

Communication and Information

302. The Zimbabwe Media Commission carried-out a country-wide outreach to media organizations and journalists regarding media regulation and also received equipment support for establishing a multimedia centre.

303. 32 young journalists (16 women) were trained on elections reporting. 16 media lecturers (2 women) from 4 schools of journalism were also trained in multimedia journalism. A teaching multimedia centre was established at the Journalism School of the National University for Science and Technology (NUST) in Zimbabwe

Global Priority on Gender Equality

304. The Gender Focal Point in the Office extended support to the Communication/ Information Sector which resulted in the development and implementation of gender sensitive journalism and gender-sensitive media policies and indicators in the region.

305. In the Education Sector, UNESCO's active involvement with relevant players and partners contributed to the development, implementation and evaluation of processes and practices through the lens of gender Equality and Empowerment in selected Member States.

306. Technical advice on gender mainstreaming was provided to the CLT sector and contributed to the enhancement of stakeholders' capacity to develop culturally appropriate responses to HIV/AIDS.

307. The role of Higher & Tertiary Education in supporting the development of the education sector was enhanced through research and networking at the African regional level. The official allocation of 20% operational time to gender work saw efforts to promote gender equality within the organisation's culture.

At UNCT level, UNESCO played a lead role by being part of the UN taskforce that designed and developed the training programme for the UN Programme Management Team's gender training in Zimbabwe.

UNCT

308. Participation in UNCT is constrained in countries where UNESCO is non-resident. UNESCO Harare has tried to mitigate this through close cooperation with National Commissions for UNESCO.

309. The NPOs for HIV & Education are active members of the Joint UN Teams on HIV & AIDS. Their engagement has helped boost UNESCO visibility and credibility as the go-to agency for technical support and expert view on sexuality education and school-based HIV programming.

310. In Zimbabwe, UNESCO participated in the Agriculture, Lands and Environment Thematic Group, leading the area of sustainable natural resources management. Support was provided to assess the capacity for water monitoring in the context of the transition from UN recovery assistance to development assistance and the phasing out of humanitarian aid. UNESCO took part in the Zimbabwe PMT, chaired the task force that produced the ZUNDAF fundraising strategy and was co-chair of the PMT in 2013.

311. UNESCO participated in the ZUNDAF as co-chair of the Public and Basic Social Services (PBSS) sub-theme group supporting the respective ministries in planning, monitoring and evaluation of the country level activities.

312. In the last biennium UNESCO Harare contributed \$2,000 each year towards the UNCG annual work plans and is actively involved in the implementation of UNCG activities.

Challenges

313. UNESCO Harare was not spared by the current financial crisis facing the Organisation. Regular Programmes funds received were minimal and this compromised programme delivery. The Office utilised Extra-budgetary resources to achieve desired results in some areas. Participation in UNCT meetings in some countries is compromised by the Office's non-resident status. Staff movements also left UNESCO Harare short-staffed in 2013.

UNESCO Office in Juba

INTRODUCTION

314. The briefing below summarizes UNESCO South Sudan's programmes and activities under the following Office sectors and priorities for the years 2012-13: **Education**, specifically focusing on Capacity Building, Peace Education, Literacy and Sector Planning and Coordination; **Culture**, specifically related to establishing the National Archives and assisting the Government to establish a public culture sector; **Natural Sciences**, specifically regarding assistance to the water sector focusing on ground-water mapping and flood mitigation; and **Communications and Information**, specifically regarding the training of media professionals and promoting freedom of expression.

315. The office was established officially as a country office in April of 2012, growing in size of personnel and EXB resources since then (25 personnel members in Sep 2013), and strategically positioning UNESCO as a key organization within the UN Country Team and among partners in several areas of specialization. It should be noted though that on 15 December 2013 fighting broke out in South Sudan's capital, Juba, for 6 consecutive days when a faction of the Sudan People's Liberation Army mutinied. Fighting quickly spread beyond the capital, at first to the region around Jonglei, which is prone to instability - largely along ethnic lines, and then to Unity and Upper Nile States. These events led to significant displacements and the evacuation of members of diplomatic and international organizations, as well as most citizens from neighboring countries. By the end of December, the UN (UNMISS and AFPs) reduced its presence in South Sudan to essential staff, restricting work and accommodation to UN Residential Compounds equipped with bunkers, and imposing curfew hours 18:00 to 06:00 hrs. These restrictions remain in place. UNESCO Juba relocated its international personnel to Nairobi, limiting presence in Juba to Head of Office and One programme specialist at a time due to the limited UNESCO accommodation units (2) inside UNMISS compounds.

316. As from January 2014, UNESCO South Sudan's priorities have been adapted to address urgent needs in light of the crisis..

EDUCATION

Summary:

317. During the 2012/13 biennium UNESCO Juba has aimed to provide children, youth and adults with opportunities and choices, through education programmes which meet learners where they are at. This has been done in three ways: Firstly, by supporting the Ministry of Education staff in all 10 States and in Juba to plan, manage and coordinate education provision. Without knowing where the needs are and which development partners are working to address these, it is impossible to target resources and action. The second is through a number of Literacy projects, working with Government, Trainers, Teachers and non-formal actors to expand literacy learning opportunities to children, youth and adults. Finally, UNESCO Juba works to promote Peace Building through education in situations of conflict and peace. The Office has developed peace education materials and provide young people and former combatants with skills and networks on which they can draw.

Coordination and Planning:

318. UNESCO has established the National Education Forum (NEF), together with the Ministry of Education.

319. The **Global Partnership for Education** Secretariat allocated \$36.1 million to support the country's efforts to provide quality basic education for all. UNICEF acted as Management Entity and UNESCO as Coordinating Agency. UNESCO has since worked to ensure participation and collaboration of the Ministry, donors and partners in mobilizing funding from GPE as well as other donors such as Qatar. The programme began in April 2013.

320. UNESCO's International Institute for Educational **Planning** (IIEP) has supported the Ministry of Education to embark on an extensive sector planning process, providing technical expertise to formulate a comprehensive five-year General Education Strategic Plan (GESP). The GESP was endorsed by partners in August 2012.

321. UNESCO-IIEP and UNESCO Juba implemented a USD 1 Million project funded by the Government of Japan to **strengthen the capacity** of central and state level education officials to contribute towards the national priorities outlined in the South Sudan Development Plan and the objectives of the recently developed GESP. 170 Ministry officials at central and state levels were trained.

Literacy and Lifelong Learning:

322. UNESCO Juba has developed a set of 3 functional literacy modules to integrate effective, relevant literacy instruction. Specifically, UNESCO's functional literacy materials have been developed for vulnerable women and former combatants.

323. Based on the recommendations from the National Literacy Conferences in both 2012 and 2013, UNESCO Juba is taking forward the **National Literacy Campaign**, through a multi-pillar approach that focuses on: advocacy and fundraising; capacity building for both government institutions and civil society partners; nurturing innovative approaches to combat illiteracy especially for the most vulnerable groups, including women; direct implementation of initiatives related to teacher training, establishment of literacy centers and material development.

Peace Education:

324. UNESCO South Sudan has received a total of USD 800,000 through the Common Humanitarian Fund (CHF) to develop teaching and **learning materials to be used in emergency situations**. The materials include modules on peace education; communication skills; health; protection; reproductive health and water and sanitation. Teacher trainers from all 10 States have been trained in the use of the materials and these have been distributed through Education Cluster Partners. The ‘Skills for Life’ materials will form the foundation of the long-term Life Skills curriculum, developed by the Ministry, together with UNICEF.

Youth Peacemaker Network:

325. UNESCO Juba, together with the PeaceEarth Foundation, founded by UNESCO Goodwill Ambassador, Forest Whitaker, have established a network of youth who are engaged and skilled in conflict mediation and peace building. The programme is working to develop youth’s capacities needed for reconciliation and peace-building through (1) the formation of a youth network, comprising one engaged youth per county in each of South Sudan’s 10 States, (2) capacity development workshops and long-term support, including a peer-to-peer learning and ICT training (3) the establishment of a Youth Leadership Forum which will engage youth in policy dialogue relevant to their own lives.

DDR (Disarmament, Demobilization and Reintegration):

326. As part of the DDR programme, targeting 150,000 individuals – 80,000 soldiers from Sudan’s People Liberation Army/ South Sudan Armed Forces (SPLA/ SSAF) and 70,000 members from the South Sudan Police, Wildlife, Prison and Fire Brigade Services for the coming eight years from 2012, UNESCO has implemented a three month intensive training on literacy, English, numeracy, life skills, psychosocial support and vocational skills for 1,500 individuals in three pilot locations – Western Bahr el Ghazal (WBeG), Eastern Equatoria, and Jonglei. The pilot phase in three locations was successfully rolled-out.

HIV and Education:

327. UNESCO has developed education materials for use in TVET centers in South Sudan. A training of trainers was held in August and 25 TVET center directors and instructors were trained. Materials have been piloted by the trainees.

CULTURE

328. UNESCO’s efforts in South Sudan for the 2012/2013 biennium focus on assisting the Government with the establishment of a **public culture sector** through the development of key institutions and policies and the development of technical capacities for their operation.

329. UNESCO is to this end the lead agency in the establishment of the **National Archives** and taking the first steps towards the creation of the National Museum through the “South Sudan Traveling Exhibition - Pilot Phase”. The South Sudan National Archives project is a Joint UN project with UNESCO appointed as the administrative agent and in collaboration with UNOPS. The Government of Norway is funding the project -USD 346,205 for Phase I and USD 769,656 for Phase II-. The first phase of the project, in which the largest part of the archival collection was safeguarded and catalogued, was completed in August 2013. Phase two of the project was subsequently launched with a focus on developing the architectural designs and continuing with the efforts to safeguard the collection and build capacity of the staff. An awareness-raising programme on Archives is being developed including a radio feature and the preparation of a travelling exhibition of selected documents.

330. With the objective to assist in the creation of the **National Museum**, an expert mission commenced the consultative process aiming to prepare the conceptual design. UNESCO is launching the pilot phase of a travelling exhibition funded by the Open Society East Africa (USD 100,000) and with a contribution from the French Government (EUR 5,000)

331. UNESCO in collaboration with the Ministry of Culture, Youth and Sports and the British Council, coordinated a consultative process with the aim to establish a **National Theatre** in South Sudan. An expert mission took place the last week of October 2013 with the aim to consult with various stakeholders including Government, performing arts groups, the University, civil society, NGOs, Peace and Reconciliation Committee.

332. The project “**Interactive Community Media for a Culture of Peace and Non-violence in South Sudan**” was completed by the end of 2013, aiming at increasing the participation and leadership of young people in community development and conflict transformation through the use of participatory media. The main objective of the initiative was to safeguard the memory of community experiences and life stories before, during and after the conflict in South Sudan. A core package of media skills was provided.

333. UNESCO continues to support and assist local initiatives and associations with the aim to **strengthen the culture scene** (the Festival for Fashion & Arts for Peace, the South Sudanese applicants of the Biennale of Dakar and the African Queens and Women Cultural Leaders Network’s meeting in Uganda). Furthermore, UNESCO raises awareness around the importance of culture for sustainable peace through events and outreach activities (Celebration of World Day for Cultural Diversity, Cultural Evenings at the Roots Centre, UN day celebrations, radio feature on the National Archives, upcoming exhibition and first exposure of archival documents to the wider public, public lectures, media outreach on topics relating to Culture).

334. The **Ratification of Cultural Conventions** has been set high on the agenda of the Ministry of Culture, Youth and Sports. South Sudan is a successor state to Sudan and therefore can follow an easier process for the ratification of those conventions that had been ratified by Sudan, ie: 1954 (without protocols), 1972, 2003, and 2005.

335. **Cultural policies** have been developed by the Ministry of Culture, Youth and Sports and submitted to the Ministry of Legal Affairs. These policies are essential for establishing the institutions as legal entities and ensuring good governance.

COMMUNICATIONS AND INFORMATION

336. In **South Sudan**, the Association for Media Development in South Sudan (AMDISS), Norwegian People's Aid, UNESCO Nairobi and Juba Offices, Union of Journalists of South Sudan (UJOSS) celebrated World Press Freedom Day on 10 May 2013 and distributed a brochure on safety of journalists among media practitioners. In cooperation with UNMISS and the Association for Media Development in South Sudan (AMDISS), UNESCO, OHCHR and IMS organized a workshop for Journalists and Human Rights Defenders on the promotion and protection of human rights in Media Coverage in South Sudan. Forty journalists drawn from various media institutions in Juba of which 2 were women participated in the workshop.

337. UNESCO serves as secretariat to the **Media Sector Working Group** that is aiming at increasing the relevance and effectiveness of media development partners’ cooperation in South Sudan in harmony with the various partners’ mandates and areas of expertise. An MDI

report for South Sudan is being finalized, following the input of media stakeholders in the recommendations and a country implementation plan for the UN Plan of Action on the Safety of Journalists and the Issue of Impunity has been produced.

UNESCO participated in the **Social Good Summit**, organized by the ICT4D Task Force on 23 September 2013 in Juba (South Sudan) animating a session on the role of new media in enriching development discourse in South Sudan.

338. UNESCO is accompanying the only media association for women in South Sudan the Association of **Women in Media in South Sudan** (AMWISS) elaborated in cooperation with Uganda Media Women's Association (UMWA) and Norwegian Peoples Aid a self-assessment and planning process for a strategic plan for the association for 2013 to 2015. Finally a facilitation guidebook was developed, jointly with the Fondation Hirondelle and the South Sudan Women's Empowerment Network (SSWEN), to be used in women's listening groups. In April, UNESCO, in partnership with SSWEN and a local radio station, carried out a capacity building training for women living in Gudele, a suburb to Juba.

NATURAL SCIENCES

339. In spite of the needs of South Sudan in the areas of **Water Resources management and Environment**, UNESCO faced difficulties in mobilizing the necessary funds to implement much needed major Water related projects. In November 2013, 2 major proposals were approved and included in the UN OCHA Consolidated Appeal for 2014 to 2016, namely the Groundwater Mapping and Floods Mitigation and Early Warning programmes. Efforts are currently underway to mobilize the necessary funds for the two projects.

340. On the other hand, UNESCO Juba ensured that a minimum of support is extended to the Government with the minimal resources available. Capacity of water experts from the Ministry in charge of water and other related entities has been enhanced through the organization of a national workshop on integrated water resources management and floods management, as well as providing support to three officials from the Ministry of Water to participate in the World Water Week in Stockholm. Awareness was also raised on water cooperation and groundwater mapping and assessment through the support for the organization of the celebration of Nile Basin Day as well as a workshop on Groundwater. Advice and technical support were also provided regularly for the review of the South Sudan Water Bill.

UNESCO Office in Kinshasa

341. L'UNESCO, en appui à la mise en œuvre de la Politique et des Stratégies de développement du Gouvernement de la République démocratique du Congo (RDC), à travers les diverses interventions de son Bureau de Kinshasa, a permis des avancées significatives dans les domaines de l'Education, des Sciences, de la Culture, de la Sauvegarde du Patrimoine mondial et de la Communication et de l'Information.

Education

- La RDC a été admise au **Partenariat Mondial pour l'Education** (PME) avec comme retombée immédiate un financement de 100 Millions USD pour la période 2013-2015. L'UNESCO a contribué notamment à l'élaboration du Plan Intérimaire pour l'Education (PIE) (Sous-secteur de l'enseignement primaire, secondaire et professionnel) dont la mise en œuvre bénéficie de ce financement. Les sous-secteurs des Affaires Sociales et

de l'Enseignement Supérieur et Universitaire sont dotés de stratégies de développement (document de politique) grâce à l'appui technique de l'UNESCO.

- La RDC participe au projet « Améliorer la **formation des enseignants** pour combler le fossé sur la qualité de l'enseignement en Afrique » financé par la République Populaire de Chine. L'équipe nationale, avec l'accompagnement du Bureau, travaille à l'élaboration du document diagnostic de la question enseignante.
- A partir d'une recherche-action impliquant les universitaires congolais/es sur les différentes perceptions et motivations des **violences sexuelles**, des données scientifiques susceptibles de nourrir une stratégie de lutte contre les violences sexuelles sont désormais disponibles et déjà intégrées dans les curricula universitaires en attendant de l'être dans les curricula scolaires.
- Lancement en mai 2013 du **Projet d'appui à l'éducation en urgence**, sur financement du Gouvernement du Japon, pour un montant de 1 300 000 USD qui a pour objectif l'amélioration de l'environnement d'apprentissage en faveur de 9.000 enfants affectés par la guerre et se trouvant dans les camps des déplacés de Mugunga III, de Kanyaruchinya et du Lac vert, à Goma. Ce projet comprend une composante Culture de la Paix et appui à la prise en charge psychosociale des enfants ayant subi des traumatismes de guerre.
- Le processus de production des **données statistiques** a été décentralisé dans deux provinces (Katanga et Bas-Congo). Avec l'appui de l'UNESCO et ses instituts (IPE et ISU) le Gouvernement s'est doté d'une vision et d'un schéma de planification et de financement pour un Système d'Information pour la Gestion de l'Education (SIGE) unique, décentralisé et basé sur les TIC.
- Un nouveau modèle d'organisation et de fonctionnement multiservices des établissements de **formation professionnelle** est conçu dans le cadre du projet « *Better Education for Africa's Rise* » (BEAR) financé par la Corée. Il sera mis en test au cours de l'année scolaire 2014-2015. Les besoins en compétences des entreprises de construction métallique et électricité bâtiment sont définis ce qui permet d'adapter les curricula de formation aux besoins des entreprises. Les référentiels des métiers et des compétences pour les filières construction métallique et électricité bâtiment sont élaborés.
- De nouveaux curricula intégrant **l'éducation sexuelle et les questions du genre** dans l'enseignement national sont élaborés. Un guide d'autoformation pour l'éducation sexuelle des jeunes est produit. Les Ministres de l'Education et de la Santé ont adhéré à l'engagement des 21 pays de la région, signé le 7 décembre 2013 à Cap Town (Afrique du sud), en marge de la Conférence Internationale sur le Sida.

Culture

- L'UNESCO apporte son soutien pour lutter contre les principales menaces mettant en cause l'intégrité et la valeur universelle des sites du patrimoine mondial en RDC qui sont tous dans la liste du patrimoine péril depuis bientôt deux décennies
- Dans un contexte spécialement compliqué en termes sécuritaires, les activités financées au niveau du Parc National des Virunga ont réussi à garder l'autorité de l'état sous la menace de nombreux groupes armés dont le M23. Après l'attaque de 2012, la Réserve de Faune à Okapi a lutté pour retrouver un environnement plus sécurisé grâce à l'appui de l'UNESCO. Il y a eu aussi des avancées au Parc National de Kahuzi-Biega et de la Garamba. Au niveau national des efforts sont menés pour appuyer la République Démocratique du Congo à l'application de la Convention de 1972. Parallèlement des

efforts se poursuivent en termes de « diplomatie de la conservation » pour maintenir le support national et international. Le cas des concessions pétrolières au Virunga en sont un exemple.

- Mise en place d'un « Centre de Rêve » (Dream Center) dans la commune de Kimbanseke, à Kinshasa, à l'issue d'un projet porté par le Centre de Recherche d'Arts du Spectacle Africain (CRASA), dont l'objectif a été de contribuer au développement personnel des enfants défavorisés par leurs capacités et talent artistique. Ce programme a été financé grâce au fonds japonais « Higashiyama Japanese Funds ».
- Création des coalitions locales pour le Patrimoine Culturel Immatériel, après la tenue de deux ateliers à Kananga et à Kinshasa, pour promouvoir et mettre en œuvre la Convention de 2003, en impliquant activement les communautés de base, la société civile et les médias.
- Appui aux autorités locales de Lubumbashi pour l'élaboration du dossier de candidature au Réseau des Villes Créatives de l'UNESCO.

Sciences naturelles

342. Le projet d'appui à l'École Régionale Post-Universitaire d'Aménagement et de Gestion Intégrés des Forêts et Territoires Tropicaux-ERAIFT, composante Formation du Programme Xème FED, a permis : la formation de 8 promotions d'étudiants soit 141 cadres de 23 pays formés à ce jour ; l'appui à la formulation et l'évaluation des projets spécifiques ; l'appui au calcul des coûts d'opportunité de la « Reducing Emissions from Deforestation and Forest Degradation » (REDD +) en RDC (2012, financement de la Banque mondiale) ; la mise en œuvre du plan directeur du Corridor Boma-Matadi-Kinshasa-Kikwit (2012-2013 financement de la Banque Mondiale) ; l'évaluation à mi-parcours du projet Djamba Djale (2012).

Communication et Information

- **Appui à la promotion du journalisme d'investigation** : Des réponses sont données à la problématique de la qualification des acteurs des médias dans les domaines tels que le journalisme d'investigation, le journalisme de la santé, la communication au service du développement, le journalisme politique, le journalisme.
- **Appui au renforcement des capacités d'une institution de formation aux médias et d'enseignement du journalisme** au Centre Universitaire pour la Paix de Bukavu.
- **Appui à la formulation d'une législation en faveur des médias communautaire** : un projet de loi qui fixe les modalités de création, d'organisation et de fonctionnement des médias communautaires en RDC est élaboré.
- **Appui aux radios locales grâce aux TICS** grâce au projet extrabudgétaire financé par l'Agence Suédoise d'aide au Développement International: les 4 radios locales parties au projet sont devenues des fournisseurs d'un service social ; elles diffusent des informations locales en provenance d'une région géographique plus vaste à l'intérieur de la zone de couverture et elles sont devenues économiquement viables.

UNESCO Office in Libreville

Education

343. **Alphabétisation et autonomisation des groupements féminin de Sao –Tome et Principe** : L'UNESCO a appuyé la Direction nationale de l'Alphabétisation à Sao-Tome et Principe pour la réalisation d'activités participatives et génératrices de revenus. Les activités se sont déroulées dans les communautés de Micolo, Plancas I, Praia das Conchas, Boa Entrada, Fernao Dias et Santos Amaro.

344. **Appui aux enseignants animateurs de l'éducation populaire des neuf provinces du Gabon** : Dans le souci d'améliorer la qualité de l'éducation, le Bureau a apporté son appui à la Direction Générale de l'Education Populaire de Libreville pour l'élaboration d'un rapport diagnostic de la situation des enseignants animateurs de l'éducation Populaire, couvrant les neuf provinces.

345. **Campagne de sensibilisation** : Dans le cadre de la campagne mondiale pour l'amélioration de l'Education Pour Tous, le Bureau a organisé, en partenariat avec les Directions nationales de l'enseignement de la Guinée Equatoriale, une journée de mobilisation et de sensibilisation des partenaires sociaux (association des parents d'élèves, d'enseignants, associations de la société civile actives en Education).

346. **Appui à la Direction de l'enseignement pré-primaire du Ministère de l'Education nationale** : L'UNESCO au Gabon, a apporté son appui à la Direction de l'enseignement pré-primaire du Ministère de l'Education Nationale de Libreville, dans l'organisation de la journée Portes ouvertes sous le thème « l'importance de l'Education et de la protection de la petite enfance, dans le processus de mise en place d'une politique éducative performante », et aussi dans l'élaboration du document diagnostic de la question enseignante, tant au niveau du pré-primaire qu'au niveau scolaire général et normal.

347. **Appui à la journée nationale du Drapeau** : L'UNESCO a apporté son appui à la Direction générale de l'éducation populaire pour la célébration de la journée nationale du Drapeau, qui a pour objectif de renforcer la culture citoyenne et démocratique dans le pays et s'inscrit parfaitement dans le travail d'appui de l'UNESCO à généraliser l'éducation à la citoyenneté.

348. **Mise en œuvre de la carte de politique éducative** : Dans le cadre de la vision 2022 de Sao –Tome et Principe, le Bureau a appuyé la Direction Générale de la planification de l'éducation de Sao-Tome et principe dans la production des outils de sensibilisation et de mobilisation des partenaires pour la mise en œuvre de la carte de politique Educative.

349. **Programme pilote CEMAC de formation a distance des enseignants du primaire et du secondaire utilisant les NTIC** : Didacticiel et Emissions radiophoniques ont été élaborés dans le cadre du Programme pilote de Formation à distance des Enseignants en Education au VIH et Sida.

350. **Production des statistiques de l'éducation** (financé par le fond d'urgence) : Au regard des publications internationales, le Gabon souffre d'absence de données statistiques en générale et en particulier celles de l'éducation. Face à ce diagnostic, l'UNESCO a décidé d'appuyer le Ministère de l'Education Nationale sur la Production des Statistiques 2012-2013

qui serviront de base pour les à venir. L'activité a démarré avec l'opération de collecte des données en provinces et à l'Estuaire.

351. Science, Technology and innovation in CEEAC countries/programmes and pedagogical aspects of S&T for young girls in Gabon (financé par le fond d'urgence) : Les analyses les plus récentes du système éducatif gabonais, montrent que la disparité entre genre est quasi absente en début de scolarisation. Dans ce cadre le Bureau a organisé une série d'émission avec l'accompagnement de Gabon Télévision qui avait pour thème : la prévention du suicide chez les adolescentes et adolescentes ; l'orientation des jeunes filles dans les filières scientifiques; l'apport de l'UNESCO et des institutions internationales dans la formation; la distinction de l'excellence des filles dans les séries scientifiques. Emissions suivies d'une cérémonie de distinction de l'excellence.

352. Finalisation of « schema Directeur » of S&T policies in Gabon (financé par le fond d'urgence) : Pour palier la faiblesses de l'enseignement des sciences un atelier de formation du personnel d'encadrement a été organisé qui a permis : la révision du guide d'enseignement microsciences qu'ils avaient conçu et élaboré, la reformulation des fiches de travaux pratiques par niveau d'étude et la création d'un "Kit gabonais" de microsciences conçu par les formateurs gabonais.

Culture

353. Meilleures représentation des pays, régions ou catégories sous-représentés sur la Liste du patrimoine mondial : Soumission (en 2013) par la Guinée Equatoriale d'une requête d'assistance préparatoire en vue de la préparation et de la présentation de sa première Liste indicative.

354. Sensibilisation des jeunes à la conservation du patrimoine mondial : tournée des établissements scolaires « pilotes » pour sensibiliser les jeunes à la question de la sauvegarde du patrimoine mondial ; organisation du défilé-carnaval à l'occasion de la journée mondiale de l'environnement ; projection de films sur le patrimoine mondial au Gabon suivie de séances de questions/réponses avec l'UNESCO et ses partenaires (juin 2012 et 2013) ;

355. Développement et renforcement des capacités humaines et institutionnelles dans le domaine du patrimoine culturel immatériel : Le Gabon et Sao Tomé et Principe ont bénéficié d'atelier de renforcement des capacités pour une mise en œuvre effective et efficace de la Convention de 2003. Ces ateliers respectivement organisés en août 2013 (dans les chefs lieux des 9 provinces du Gabon) et octobre 2012 (à Sao Tomé, avec la participation d'une délégation de Principe) avaient pour cible les communautés, les personnels des ministères de la Culture, les ONG et les représentants de la société civile. Au total, plus de 90 personnes ont directement bénéficié de ces formations. Le deux pays ont démarré des inventaires et le Gabon a introduit une demande d'assistance internationale au Fonds du patrimoine immatériel (2013) pour procéder à l'inventaire et à la promotion du patrimoine culturel immatériel des populations pygmées du Gabon.

356. Mise en place et/ou renforcement des politiques nationales dans le domaine du patrimoine culturel immatériel : l'appui de l'UNESCO (cf. programme PALOP financé sur les fonds extrabudgétaire du Royaume de Norvège) a permis à Sao Tomé et Principe de mettre en place un Comité national pour le patrimoine culturel immatériel. Le Comité, composé de 6 membres est fonctionnel depuis juin 2013.

357. **Augmentation du nombre des Parties à la Convention** de 2005: Sao Tomé et Príncipe a entrepris les démarches pour la ratification de la Convention.

358. **Nombre d'autorités nationales bénéficiant d'un appui au titre du développement et/ou du renforcement des politiques nationales** (financé par le fonds d'urgence): Le Bureau multipays de Libreville appuie la CEEAC, conjointement avec l'OIF, dans l'élaboration d'une stratégie culturelle régionale qui a été adoptée fin novembre 2013 la mise en œuvre effective de la Convention de 2005 dans les pays de la zone CEEAC.

359. **Promotion des échanges culturels en tant que facteurs de développement** : Appui au programme (financé sur fonds extrabudgétaire) d'échange de céramistes Afrique-Chine (de l'Ecole Nationale de Manufacture, Gabon).

360. **Intégration de la culture dans les exercices de programmation des Nations Unies, y compris dans Les PNUAD** : Le plaidoyer du Bureau multipays de Libreville a eu pour résultat, l'intégration de la culture dans les PNUAD (2012 – 2016) du Gabon.

361. **Diffusion des matériels pédagogique et d'information basés sur l'histoire générale de l'Afrique** : une série d'activités (expositions, conférences/débats, théâtre, etc...) organisés avec l'appui du Bureau multipays de Libreville en mai 2012 par un Comité - composé de représentants de la Direction de la culture de Sao Tomé et Príncipe, Direction des Archives Historiques, COMNAT, Bibliothèque nationale et l'Alliance française - a permis de promouvoir l'Histoire Générale de l'Afrique à Sao Tomé et Príncipe.

362. **Meilleure connaissance de l'histoire africaine** : appui à un programme de numérisation des archives de Sao Tomé et Príncipe. Ce projet financé sur le fonds d'urgence vient d'être finalisé (octobre 2013).

363. **Les cultures vivantes et les expressions artistiques favorisent la cohésion sociale** : contribution à la cohésion sociale à travers un programme d'insertion par les arts, d'enfants en difficulté de pays en post conflit. Ce programme Dream Centers, financé sur des fonds extrabudgétaires, a pu être mis en œuvre au Burundi, en RDC et en Côte d'Ivoire.

Communication et information

Promouvoir la liberté d'expression et d'information

364. Au titre de cette priorité, en partenariat avec le PNUD, le Bureau a contribué à l'élaboration d'un document de référence « Evaluation du développement des médias au Gabon » avec des recommandations permettant de répondre de manière stratégique aux besoins de développement des médias au Gabon. Le Bureau a également apporté son appui aux deux principales écoles de formation des enseignants à savoir l'ENS et l'ENSET.

365. **Développer les capacités d'information et de communication pour assurer l'accès universel au savoir afin de réduire la fracture numérique** : Pour cette autre priorité les actions du Bureau de Libreville ont visé principalement le développement de la conversation numérique pour l'accès libre au savoir et l'accroissement de la contribution des archives aux sociétés du savoir. Il s'est agi principalement, au Gabon, d'accompagner la mise en place d'un répertoire institutionnel numérique pour l'accès libre aux publications scientifiques. A Sao Tomé e Príncipe, l'UNESCO est intervenue pour le développement des compétences en numérisation des archives et la création d'une unité d'archivage numérique au sein des Archives Historiques de Sao Tomé e Príncipe.

366. Célébration des journées mondiales de la liberté de la presse : révision du cadre législatif et plaidoyer pour la dépenalisation des délits de presse. Le Bureau a célébré les deux journées mondiales de la liberté de la presse (JMLP) du biennium en se focalisant au niveau du Gabon, sur deux thématiques : la révision de la loi portant code de la communication (JMLP 2012) et le plaidoyer pour la dépenalisation des délits de presse comme l'une des mesures permettant de garantir le parler sans crainte dans les médias (JMLP 2013). Les principaux partenaires de l'UNESCO pour la célébration de ces journées ont été : le Ministère en charge de la communication, le Conseil National de la Communication, le Ministère en charge de la justice, le PNUD, les associations et syndicats des professionnels de médias. Les recommandations de l'UNESCO portant par exemple sur la reconnaissance des médias communautaires et ceux en lignes ont été pris en compte dans le nouveau projet de loi portant code de la communication.

367. Première journée mondiale de la radio au Gabon : Les radios privées, publiques et communautaires de Libreville et sa périphérie ont célébré, le 13 février 2013, la journée mondiale de la radio avec comme thématique nationale « Le Gabon émergent - avec quelle radio ? ». 15 stations de radio et de près de 200 personnes ont participé. Placée sous la tutelle du Ministère en charge de la communication et organisée en partenariat avec l'UNESCO, la célébration de cette première édition avait notamment pour objectifs de mettre en évidence l'apport potentiel de la radio à l'émergence du Gabon et d'offrir une plateforme aux radios pour échanger avec le public.

368. Atelier sur la transition de média d'Etat à média de service public : Afin d'accompagner la démarche gouvernementale dans cette transition, l'UNESCO en partenariat avec l'Ambassade des USA au Gabon a organisé le 04 mai 2012 un forum-atelier de réflexion sur ce thème. L'atelier a vu la participation à tous les niveaux de responsabilités du personnel des différents médias publics ainsi que des représentants des syndicats en activité au sein de ces médias (SPC et SYPROCOM-ID).

369. Département des Sciences de l'Information et de la Communication (DSIC) - Gabon : Durant ce biennium l'appui de l'UNESCO a porté essentiellement en la dotation du département d'une bibliothèque spécialisée dans les domaines de la communication, et du journalisme. Ainsi près de 260 titres d'ouvrage ont été mis à la disposition des étudiants et étudiantes du DSIC.

370. Révision de la charte des devoirs et droits des journaliste du Gabon : A la faveur d'une requête introduite au PIDC par l'Observatoire Gabonais des Médias (OGAM), cette dernière a bénéficié d'un appui financier pour, entre autres, conduire la révision de la Charte des devoirs et droits des journalistes. Le 14 décembre 2012, en présence de près de 60 représentant(e)s des médias publics et privés, des associations des professionnels de médias du Gabon, un atelier a été organisé par l'OGAM pour engager cette révision. A la suite des travaux la charte, qui change de nom pour devenir : « Charte d'Ethique et de Déontologie du Journaliste au Gabon » a connu plusieurs modifications. A ce jour, 30 journalistes, 3 médias communautaires, 4 médias en ligne, 4 chaînes de télévisions privées, 6 organes de presse privés et 1 média public ont signé la nouvelle charte.

371. Intégration des modules d'éducation aux média et à l'information : En avril 2013, l'ENS a finalisé et validé ses modules d'éducation aux médias et à l'information lesquels sont basés sur ceux proposés par l'UNESCO. Depuis la rentrée académique 2013/2014, l'ENS et l'Ecole Nationale des Supérieure de l'Enseignement Technique (ENSET) ont intégré lesdits modules dans leurs programmes respectifs. L'UNESCO a aussi apporté une contribution

supplémentaire pour permettre à l'ENS de disposer de quelques ressources pédagogiques dont principalement les ouvrages de référence.

372. Dépôt institutionnel numérique à accès Libre : Suite à la décision de l'Université Omar Bongo d'opter pour l'accès ouvert aux publications scientifiques, l'UNESCO s'est engagée à créer les conditions de la réalisation de cette décision par la mise en place d'un Dépôt Institutionnel Numérique à Accès Libre (DINAL) pour la sauvegarde et la gestion des ressources scientifiques libres. Une équipe technique a été constituée pour mener à bien le projet et a recensé près de 2000 ressources qui sont en attente de numérisation. Cependant, les différents mouvements d'humeur des étudiant(e)s et enseignant(e)s au sein de l'Université Omar Bongo ont affecté la mise en œuvre du projet et les activités telles que la formation des membres de l'équipe sur le concept d'accès libre aux publications scientifiques et sur les techniques de numérisation et de conservation n'ont pas pu se tenir. Toutefois, malgré les défis rencontrés, le Ministre en charge de l'enseignement supérieur, informé sur le projet, a décidé que le projet soit étendu à toutes les universités du Gabon.

373. Mise en place d'un système d'archivage numérique aux Archives Historiques de Sao Tome e Principe (financé par le fond d'urgence) : A la demande de la Direction des *Arquivo Histórico de São Tome e Príncipe (AHSTP)*, l'UNESCO a apporté l'appui financier nécessaire pour l'intégration d'un système d'archivage numérique. Les objectifs du projet sont entre autres l'introduction d'un service de numérisation des archives sur support papier; l'amélioration grâce aux TIC des conditions de conservation, de recherche et de consultation des archives ; et la réduction des risques de perte des archives sur support papier dont le processus de dégradation est dans un état avancé. Une mission d'évaluation sera conduite dans les prochains mois pour apprécier l'appropriation des acquis du projet par les AHSTP.

374. Publication : Le rapport d'évaluation du développement des médias au Gabon réalisé en utilisant les Indicateurs de Développement des Médias de l'UNESCO a eu une réception favorable tant auprès des professionnels de médias, des universitaires, des associations des professionnels de médias que des politiques.

UNESCO Office in Maputo

Education

375. Support has been provided to the Ministry of Education for the production of integrated natural and social sciences syllabi. Within that framework, 3 experience learning visits were organized to South Africa, Namibia and Botswana for the technicians from the National Institute of Education Development (INDE). Based on literature, reports from the countries visited and analysis of current challenges at lower secondary education in Mozambique, consensus was built among stakeholders in curriculum development which is still ongoing.

376. In the context of delivering as one on UN intervention for the improvement of Quality of Education in Changara District, UNESCO has contributed to the joint effort by developing the baseline data, quality monitoring indicators for the district, capacity building for activity based learning HIV/AIDS, Community and parental involvement in the enhancement and monitoring of quality of Education. The data collection and monitoring of learning achievement will feed into the development of the national instruments for the Monitoring of Quality education in Mozambique. Also within the UNDAF, technical support was provided for the analysis of current

TVET policies and their implications vis a vis the economic development which will inform the capacity building activities aiming to increase employability of youth in Mozambique.

377. UNESCO has provided technical and financial support to the ministry of Education for the conception and implementation of the study on teacher issues in order to inform the policy formulation on teacher development in Mozambique. Support was provided to the directorate of planning for the reform of the EMIS through capacity building and training of education planners at national, provincial and local level and a methodological guide for planners produced.

378. Through the CapEFA programme, UNESCO has been providing capacity development support to the Directorate of Literacy and Adult Education (DINAEA) of the Ministry of Education of Mozambique. The programme is totally in line with the National Strategy for Literacy and Adult Education (2012-2015). A capacity assessment exercise was conducted in a participatory way leading to the following three priorities to be addressed: the development of a partnership coordination mechanism, improvement of teaching quality and strengthening of human resource management. 30 senior DINAEA staff from the central and provincial level (all provinces were represented by the chief officer in charge), as well as the directors of the five adult education training institutes (IFEAs) have been capacitated on techniques and development of tools for pedagogical supervision of the literacy and adult education subsector. A quality training manual for voluntary literacy teachers was developed. The material is gender-sensitive, user-friendly and aims to support the quality and relevance, featuring extensive activities to support the trainers and teachers to make activities in the classroom more appealing and interactive;

Culture

379. Methodological guideline to teach cultural heritage, conservation, preservation and management of the Island of Mozambique Heritage has been produced in partnership with the Ministry of Education, National Institute for Development of Education Pedagogical University and Island of Mozambique Local Authorities. Teachers have been capacitated on the use of the guideline and the guideline have been piloted by teachers within selected schools in the island and surroundings. The guideline will then be validated by the Ministry of Education and Culture before its dissemination to all the schools in Island and surroundings before its replication of other parts of the country.

380. Within the framework of PALOP project, more than 35 persons from the Ministry of Culture, ARPAC, NGO's, Community members, were capacitated on implementing the 2003 Convention. Capacities and skills on elaboration of cultural inventories at community level improved for 26 participants from the Ministry of Culture, ARPAC and ten from civil society and community members of Chinambuzi. The community-based approach developed and used in the context of Mozambique for carrying out inventory in the selected community of Chinambuzi. Elements to be inventoried are among others poetry, local dance, traditional medicine, cestaria, food preparation.

381. Within the framework of MDG-F project, capacity of cultural Tourism community entrepreneurs in Inhamane and Island of Mozambique strengthened on marketing and promotion of cultural tours. Cultural tours members in Inhambane and Mozambique have been assisted to organize themselves into associations of cultural tourism services providers. Training materials have been developed and used to enhance the capacity of the representatives of central and local government in Inhambane and Nampula.

HIV/AIDS

382. Within the framework of the SIDA project on Strengthening sexual and reproductive health and HIV prevention amongst children and young people through promoting comprehensive sexuality education in Eastern and Southern Africa and URBAF on Improving community Sexual Reproductive Health Education through a culturally- appropriate, gender- responsive and rights-based approach, the Ministry of Education was supported to revise and to incorporate SRH into the Teacher Training Curriculum for pre-service teachers. Six out of the initially planned ten Institutes have incorporated SRH in the teacher training curriculum and 214 teacher trainers were trained using the SRH comprehensive curriculum. The trained teachers will subsequently train pre-service and in-service teachers from primary schools. About 10 educational institutions in Maputo province have adopted a code of conduct to school staff and students in selected districts during 2013 with regard to sexual harassment and abuse in schools. Fifteen local journalists from five selected community radios were trained in broadcasting socio-cultural sensitive programmes on HIV and SRH.

383. The different results contributed to the achievement of the current UNDAF (2012-2015) objectives through its three Development Results Groups, DRG (Governance, Social and Economic) and the two cross-cutting joint teams on HIV and AIDS and gender, Human right and culture. UNESCO has been actively involved within the implementation of the current UNDAF (2012-2015) through its regular participation in UNCT meetings and contributions to DRGs on Economic and social and the two cross-cutting joint teams. As recommended by the internal audit and due to limited capacity of the office, UNESCO is in the process of strategically reducing and focusing its interventions in the country through a new UCPD and its involvement within UNDAF.

UNESCO Office in Nairobi

COMOROS

384. The objectives of the project “*Pedagogical support and preparation for professional reintegration of youth*”, funded by Peace Building Fund (PBF) are the following: 1) increase the pass rate of the Baccalaureate candidates; 2) prevent students from using violence to solve social problems; and 3) improve student achievement within a school environment that emphasizes the role of the school as a zone of peace. Activities and results achieved under this project included:

- Organization of 14 workshops on the three islands which focused on school baseline assessment, student achievement and peace education and awareness raising amongst education departments, NGOs and the media;
- Elaborated and distributed to 3000 students a practical study guide for students to assist in the preparation of the baccalaureate;
- Developed a study skills booklet and associated radio and TV programmes with youth to support the booklet’s use;
- Training and sensitization of teachers on the use of new learning and teaching techniques;
- Installation of IT equipment in five pilot schools on three islands;
- Developed 2 guides on peace education, one for trainers, one for teachers and students;
- Adapted the Inclusive Learning Friendly Environment (ILFE) booklet on working with families and communities to create ILFE for the Comorian context.

385. Within the framework of an Education Sector Analysis, *RESEN – “Rapport d’Etat d’un Système Educatif National”* project, funded by One Fund Comoros, and implemented in close collaboration with the Ministry of Education and UNICEF, results achieved include:

- A feasibility study for RESEN;
- An Education Sector Analysis (RESEN) was finalized in 2012 to inform the development of the Transitional Education Plan 2013-2015;
- A simulation model elaborated to develop scenarios against the strategic objectives of the education sector development.

386. Within the framework of the project “*Enhance capacities of CSOs and national education authorities in the provision of functional literacy for girls and women*”, funded by AUSAID, results achieved include:

- Capacities of CSOs were developed to deliver gender-responsive functional literacy courses;
- Literacy levels of girls and women increased in the three selected project sites;
- Capacities developed within the National Centre for Literacy and Distance Education and the Ministry of Education;
- Contextually appropriate / gender responsive literacy training programmes and material were developed and distributed;

387. In addition, a feasibility study on the availability and quality of Film Statistics in Comoros was conducted by the UIS.

388. During a technical workshop (Moroni, May 2012), the draft regional Culture Strategy was finalized by the Member States of the Indian Ocean Commission - Comoros, Madagascar, Mauritius, Seychelles and France/La Reunion - with UNESCO’s support. The draft strategy includes recommendations for action and is now ready for political validation.

389. **Challenges and lessons learned.** Only a few international organizations are permanently present: the EU, UNDP, UNICEF, WHO with offices, ILO and UNFPA with project teams and UNESCO with a liaison officer; most Agency representatives are based in Madagascar or in Kenya; key development partners have no permanent presence in the country. It may not be possible for UNESCO to ensure the presence of a full-time staff to manage in country projects. This could pose a challenge to the nature of the Organization’s collaboration with the national counterparts.

390. **Contribution to UNCT.** UNESCO participates actively in all UNCT initiatives and took part in all major strategic UN meetings of the past three years. Comoros was the first country to declare its intention to be a “self-starter” Delivering as One, and became known as the “ninth pilot country”. UNESCO opened, in February 2011, a local branch to coordinate the "educational support and preparation for professional reintegration of youth" Project.

391. **Future cooperation and joint programming with other UN entities.** Two new frameworks map out the direction for future collaboration over the next 6 years: the Strategy for Accelerated Growth and Sustainable Development 2015-2019, and the UNDAF 2015-2019. Within these two frameworks, UNESCO is engaging in a number of promising initiatives in collaboration with the agencies of the UN system:

- Collaboration with ILO to implement, starting in 2014, the project on “*Support to the sustainability of peace by promoting youth employment and civic education in the*

Comoros”, the second phase of the programme funded by the Peacebuilding Fund’s mentioned above;

- Collaboration with UNDP and the Comorian Government to design a programme to support trade and tourism, including the development of natural and cultural heritage;
- Collaboration with UNICEF and the Ministry of Education in the implementation of the Global Education Partnership, including the component of the Information System for Education Statistics;
- Discussions are also underway with UNDP to collaborate within the framework of the Global Environment Fund with a focus on "Protected Areas".

392. In addition, there is a potential for cooperation with the country to develop of a proper science education programme from primary to university level; at a later stage, to prepare of the national STI and Innovation Policy with an accompanying strategic action plan that could help establish the foundations for the gradual development of an active science sector; and finally to work with existing universities to design programmes to enhance national STI capabilities and develop a training program to build the capacities of key stakeholders in the process.

DJIBOUTI

393. Over the reporting period, the major thrust of UNESCO support in **education** focused on strengthening school leadership and career planning for teachers through the project “*Quality Teachers for EFA in Djibouti*” funded through the Emergency Funds. Main activities and achievements include:

- Diverse literacy materials disseminated including mini stories in video, drama, brochures, banners, and a special issue of the EDUC-Info highlighting the role of the teacher with emphasis on the theme of the World Teachers’ Day 2013;
- Advocacy Meetings held to commemorate World Teachers Day in nine selected schools across the country;
- A special Round Table for 80 selected teachers, policy makers, and representatives from civil society organizations held to key issues and challenges confronting teachers in Djibouti and identify on strategies to address them;
- 49 school principals, heads of institutions, pedagogic counselors and inspectors of education benefited from capacity-building and leadership training.

394. Within the framework of the project *Education for the Culture of Peace*, funded by the Japanese Government, the main activities / achievements include:

- Three teacher guides were elaborated and distributed to schools;
- Equipment was purchased and distributed to CRIPEN and the three pilot schools to facilitate the activities related to the education for the culture of peace;
- Teacher training workshop organized for 73 teachers from the basic schools by UNESCO and CRIPEN experts;
- Dozens of radio and television broadcasts in national / local languages for the Culture of Peace developed and broadcast ;
- Students’ peace clubs established in three pilot schools.

395. In **Culture**, support was provided to the Ministry to complete the development of the Indicative List of World Heritage; this work will continue in 2014.

In **Communication and Information**, support was provided for the creation of an Associations of Journalists, and journalism studies were enhanced through training at the University of Djibouti. These two activities are still ongoing.

396. **Challenges and lessons learned.** Strong turnover among national partners (ministers and senior civil servants) proved to be a major challenge to programme continuity in 2013. Also, deeper engagement in the education sector in 2013 revealed serious capacity limitations in planning, implementation, monitoring and reporting, coupled with considerable challenges related to coordination.

397. **Contribution to UNCT.** UNESCO is a Non Resident Agency, but has an through its antennae office in the country, UNESCO participates fully in the UNCT in all activities relevant to its mandate. As committed within the country's UNDAF 2013-2017, the implementation of which will start in 2014, UNESCO will expand its cooperation in the country to other areas than education and culture, such as gender equality and youth (with UNFPA), HIV and AIDS (with UNAIDS and WHO) as well as the environment (with UNDP).

ERITREA

398. **Overview:** Since independence in May 1991, Eritrea has confronted myriad and complex factors – geopolitical, socio-economic, demographic, and diplomatic and security – many aspects of which are inseparably linked with broader issues and challenges in Horn of Africa sub-region, with far-reaching consequences. The state of affairs prevailing in the education sector ought to be seen through the prism of this complex situation.

399. **Achievements:** Adult literacy and non-formal education has been identified by Eritrea as a key priorities, and the main areas of action and key activities to be implemented have been outlined in the *National Action Plan: Reinforcing implementation of Literacy (2008-2015)*. UNESCO's support to Eritrea for the past two years had, therefore, primarily focused on literacy within the context of the overall priority to accelerate progress towards EFA. More specifically, the technical and financial support provided by UNESCO aimed to contribute to and underpin the Government's efforts to increase the literacy rate to 80 per cent by 2015 from the base of 67 per cent. Key achievements include:

400. International Literacy Day (8 September) was celebrated through the organizing of a two day conference with about 300 participants to discuss the issue of literacy in the country; diverse advocacy materials to highlight the benefits of literacy and increase demand for literacy were distributed.

401. 372 participants, including local village administrations and representatives of key organizations such as National Union of Eritrean Women attended four advocacy meetings on adult literacy held in the Zoba Anseba Region. This was done to start a dialogue around literacy in one of the most illiterate regions in the country.

402. Eritrea has done quite well in promoting and ensuring **gender equality**. UNESCO efforts in gender include: (i) Gender parity and equality firmly recognized and underlined in the new National Adult Education Policy; and (ii) Progress towards gender parity significantly accelerated in literacy teaching and learning opportunities.

403. **Challenges and Lessons Learned.** The principal challenge is the absence of bilateral and multi-lateral development partners and international NGOs in Eritrea as well as many UN partners and a full UNCT (UNESCO itself does not have permanent presence in the country). Apart from limiting resources, it makes the development of a coherent and integrated development plan difficult.

404. **UNESCO contribution to UNCT:** The UNCT in Eritrea is limited to a few agencies, principally UNDP, UNFPA, UNICEF, and UNESCO. Despite the problems faced, the Regional Office has established an excellent relationship with the Minister of Education and Secretary General of the National Commission for UNESCO as well as other senior officials in the education sector and this can allow UNESCO to demonstrate increased leadership in its areas of competence.

KENYA

Key achievements

Education

405. In close collaboration with the Ministry of Education, Science and Technology, the National Commission for UNESCO and education partners, major results were achieved in line with the four thematic priorities (sector-wide planning and policy, literacy, HIV and AIDS, education through education for peace) outlined in the UNESS developed for the 36C/5 period. Following the release of the 2012 EFA National Assessment, technical support was provided to inform four major policy documents: the 2012 Basic Education Bill, 2012's Sessional Paper No 14, the Second Medium-Term Strategic Plan for Education and Training for 2013-2017 within the national *Vision 2030* and the National Education Sector Support Programme for 2013-2017. Support was provided to assess the cost of education to inform the sector planning/budgeting for the new five-year sector-wide programme. Further, UNESCO supported Kenya to develop its first Peace Education Policy; this was done within the Organization's regional efforts to strengthen the role of education in peace building. The UNESCO Institute for Statistics has been supporting the conceptualization of the National Integrated Education Management Information System with the Ministry of Education, the Teacher Service Commission and the Kenya National Examination Council; databases in the different organisations have been harmonized to develop a single point for education data.

HIV/AIDS and Gender

406. UNESCO has been active in the two Joint Working Programmes of the UNCT in Kenya namely: Gender Equality and Women's Empowerment and HIV/AIDS. Within the Gender joint programme, UNESCO supported the establishment of a National Gender Research and Documentation Centre to ensure national capacity for research in this area. Further, UNESCO undertook a study on *Gender, culture and alternative dispute resolution mechanisms in Northern Kenya*. In the Joint Programme on HIV/AIDS, the Organization led the revision of Kenya's Education Sector Policy on HIV and AIDS through a study which looked at the impact on the education sector with a view to generating strategic information on HIV and culture to inform future policy decisions and planning. Further, UNESCO commissioned a study on the State of Traditional Circumcision Practice as it relates to HIV Prevention in Butare District, Western Kenya, to inform efforts in this area which has been greatly affected.

Culture

407. In culture, a number of diverse initiatives were undertaken, including:

- Within the Africa Nature Programme, UNESCO in collaboration with IUCN organized in February 2013 a 2 day training workshop which aimed to introduce the use of the *Enhancing our Heritage Toolkit* (EOH) in management effectiveness assessments; 10 natural world heritage sites are being piloted in Africa in the use of the toolkit.

- The World Heritage Centre developed a draft field guide to assist managers of natural World Heritage Sites to better understand climate change and its implications. The guide was introduced in a workshop in February 2013 for 15 participants from WHS in Kenya.
- UNESCO (supported by Japanese Funds-In-Trust) collaborating with the Kenyan Government to produce *Safeguarding traditional foodways of two communities in Kenya*; 4 booklets were published detailing the diverse traditional foodways of the East Pokot and Isukha Communities and their associated traditions, beliefs, taboos and practices which will be distributed to schools.
- Two UNESCO funded experts are working with the *Kenyan Ministry of State for National Heritage and Culture* to develop a training programme for musicians and visual artists; this is part of a UNESCO technical assistance project funded by the EU that is supporting 13 developing countries to strengthen their cultural industries and policies. The experts are helping devise a training programme and materials so that capacity-building activities for local trainers can be carried out in every region of Kenya for local musicians and artists.
- In Collaboration with Alliance Francaise (Kenya), UNESCO showcased in 2013 the *Lest We Forget: The Triumph Over Slavery* exhibition in Nairobi, Mombasa and Lamu.

Communication and Information

408. In cooperation with BBC Media Action and the Canada High Commission, UNESCO assisted in the capacity development of 40 Kenyan journalists in media ethics, election reporting and respecting ethical/professional standards. To support Potential Centers of Excellence in Journalism Education, UNESCO supported Daystar University to draft a new curriculum for journalism education highlighting the potential of media systems to foster democracy, dialogue and development. Community media's role in development was also reinforced through the up scaling and strengthening of youth in East Africa, including Kenya, to advocate and combat HIV/AIDS. Networking among ICT organizations in East Africa enhanced and the use of Kiswahili in ICT applications increased through the use of the open source platform.

Natural Sciences

409. Following the 2010-11 drought crisis in the Horn of Africa, UNESCO conducted a high resolution groundwater survey for the Turkana region for an area of 36 000 km² leading to the identification of five major deep aquifers and various shallow aquifers; more drillings will be needed to better understand the dynamic and the different systems and to have more precise estimate of the reserve for a sustainable development of the water for various uses (human water supply, irrigation, etc.) Nonetheless, the announcement of the findings had very wide dissemination by international media. The Government has subsequently launched National Groundwater Initiative with a view to mapping the entire country and UNESCO is working to support this expansion.

410. A number of other initiatives supported capacity development in science: UNESCO assisted two groups of Earth scientists to address the environmental and health impacts of abandoned mine sites; the Organization partnered with Strathmore University to capacitate over 100 young mathematicians from the region, and 20 Kenyans participants were sponsored to attend the 5th Regional Conference of Vice Chancellors and Deans of Science and Technology (COVIDSET 2013). Under the IOC programme, UNESCO provided support to the Kenya Marine and Fisheries Research Institute to develop the Kenya Coastal and Marine Atlas as well as databases and directories crucial for integrated coastal management. Collaboration with the

Kenya Meteorological Services and the IGAD Climate Prediction and Application Centre has focussed on the improvement of climate forecasts by incorporation of ocean observations.

UNESCO's contribution to UNCT

411. UNESCO is a full and active member of the UNCT in Kenya, and is active in its subsidiary organs like the Strategic Programme Oversight Team, the Monitoring and Evaluation Group, and various sectoral working groups (e.g. gender, education and youth).

412. Entry points for future cooperation and joint programming with other UN entities: UNESCO has been very active in the preparation of the new UNDAF (2014-2018), participating in all major preparatory meetings and has taken the lead in the elaboration of the Environment, Land Management Human Security Pillar and all education outcomes. The Organization looks to expand joint programming from gender and HIV/AIDS to youth (with UNICEF and ILO) and devolution; which is already included in the next UNDAF as a joint UN initiative.

Challenges and lessons learned

413. The transition from the former Regional Office for Science to a new multi-sectoral office has not been without difficulty, with expanded geographical responsibilities added as well. With specific regard to Kenya, the Organization will need to support the ongoing process of devolution in the country, as 2013 has seen the emergence of empowered county administrations within the framework of the new Kenyan Constitution.

MADAGASCAR

414. **Overview:** From 2009-2011, Madagascar's political crisis increasingly resulted in greater exclusion from international fora and reduction international development aid. In 2011, following the signature of a roadmap supported by SADC and African Union, the relationship with the international community has gradually improved. With the official nomination of the President and the expected formation of a new government in the upcoming months, the country should enjoy a return to the constitutional order. Due to the political situation, UNCT adopted new modalities of intervention which led in 2010 to the extension of the 2008-2011 UNDAF. An interim plan 2012-2013 was afterward developed and extended until 2014. The new cycle of UNDAF 2015-2019 will be developed this year.

Major activities and achievements

415. **Education:** The achievements through the CAP EFA program represent the Organization's major results of the 2012-2013 biennium. The first phase of the Cap EFA/TVET project came to a successful conclusion in March 2012 with the finalization and dissemination of the two studies: (1) Feasibility study on the establishment of a network of agricultural and rural training institutions; and (2) Situation analysis of out-of-school rural youth and their training needs. The studies provided the baseline for the second phase of the project. As a result of the participatory and close consultative processes used in building consensus around the findings and prioritization of activities, national ownership and leadership, harmonization with initiatives of other development partners, and partnerships were strongly established from the beginning. Furthermore, the first statistical yearbook for TVET sector is available; the Ministry is technically capable of continuing the production. A mechanism is now operational in three Malagasy regions in view to identify, qualify and reinsert out-of-school rural boys and girls; this was achieved with the financial contribution of IFAD. Functional literacy methodologies were

revisited and offer now a continuum towards TVET. This is a critical issue for the country in its struggle to reverse high levels of unemployment.

416. In the framework of the project *Formation pour l'avancement des droits des femmes à Madagascar* funded by the EU, the teaching of Gender Equality will be introduced this year in public universities, using training modules developed with the support of UNESCO. Further, UNESCO, in close collaboration with UNFPA Madagascar, is supporting a review of the curricula to integrate comprehensive sexuality education at the primary and secondary level within the framework of the project *Integration of comprehensive sexuality education at primary and secondary levels*, funded by UBRAF.

417. **Challenges and lessons learned:** Strong turnover among national partners has proved been a major challenge. A lesson learnt is the importance of setting up steering or technical committees, when appropriate, in view to secure the continuity of activities.

418. **UNESCO contribution to UNCT:** Although nominally a Non Resident Agency, through its antennae office in the country, UNESCO is a full participating member of UNCT and assures the Vice Presidency of the UNDAF Education group. At the technical level, UNESCO is member of the Programme Management Team and also participates to all UNCT's activities relevant to its mandate.

419. **Entry points for future cooperation and joint programming with other UN entities:** UNESCO looks to expand cooperation in 2014, notably through developing a partnership with UNDP in media development (CI), supporting literacy and basic technical and vocational education (ED) as well as a possible initiative with UNDP to promote research for sustainable human development in the country (SHS). Further collaboration with IFAD, through its operational programme for rural youth education, is also under discussion. The full participation of UNESCO in the ongoing development of the new cycle of UNDAF (2015-2019) will offer new entry points to expand joint programming as well as strategic stand-alone UNESCO interventions.

MAURITIUS

420. **Overview:** A Small Island Developing State (SIDS), situated in the Indian Ocean, Mauritius is a multi-ethnic, multi-lingual middle income country with a high Human Development Index. The country is considered as a leading model for sustainable development through its major initiative called *Maurice Ile Durable*. The Member States is recognized for its significant progress in meeting the international development goals, such as EFA and MDG, and as for EFA, the country is likely to achieve the goals by 2015. It is also known for a high ICT in Development Index.

421. **Major activities and achievements:** UNESCO's efforts centred on areas which posed a particular challenge to the island state, specifically vulnerability to natural disasters, impact of climate change on sustainability, a growing youth population and brain drain.

422. **Education:** Continued engagement of high level policy dialogue on EFA as part of Eastern Africa region as well as support to implementation of *Maurice Ile Durable* development framework through climate change education and support to collection of education statistics. A Regional Climate Change Experts Meeting was organized by UNESCO in March 2013.

423. Within the framework of the *National Climate Change Education for Sustainable Development (CCESD) Programme at Lower Secondary Level: Mauritius and Rodrigues (JFIT)*, UNESCO in collaboration with the Mauritius Institute of Education adapted the teacher training resource package to the Mauritian context, re-oriented curriculum material to integrate CCESD for secondary schools as well as in teaching and learning practices within the Post-Graduate Certificate in Education.

424. **IOC:** Development of coastal and marine atlas, development of national oceanographic data and information centers, including training and equipment provision and capacity development for ocean observations;

425. **Culture:** The Sector is supporting the finalization of the Government's White Paper which will guide cultural policy formulation, cultural governance and administration and capacity building for the implementation of UNESCO Conventions;

426. **Communication and information:** Press freedom promoted on the occasion of World Press Freedom Day in Mauritius.

427. **Challenges and lessons learned:** Mauritius does not benefit from significant financial support from the international donor community. Further, owing to the country's small size and population it may also not be possible to have full-time staffing for UNESCO-related projects. This could pose a challenge to increase our collaboration with the national counterparts.

428. **UNESCO contribution to UNCT:** Mauritius and Seychelles share a UNCT; the meeting location normally alternates between the two countries; it is not easy for the UNCT to function effectively as a team because nearly all agency representatives are based outside of the countries – normally in regional offices in Johannesburg or Nairobi (e.g. UNESCO). Although a non-resident country, UNESCO maintained very active communication with the UNCT; the Organization takes part in the annual UNCT review as well as all strategic meetings and workshops of significance to the organization's work in the Member State. In August 2012, a major UN interagency scoping mission was sent to Mauritius to identify elements for a joint program. UNESCO SC and CI officers as well as the resident UIS adviser participated in the mission - their inputs were highly appreciated.

429. **Entry points for future cooperation and joint programming with other UN entities:** UNESCO's work to date provides the Organization with significant opportunities to enter into joint initiatives, such as leading high level work in SIDS and dialogue on post-2015 development agenda, utilization of human resources and expertise, joint financing (or even self-benefiting fund). Furthermore, the Indian Ocean Commission is based in Mauritius, and cooperation with the entity could certainly be enhanced.

RWANDA

430. **Overview:** Since 2008, under the strong leadership of the Government of Rwanda, the UN system has been planning and implementing one consolidated programme (Rwanda was one of the first eight pilot countries for *Delivering as One*). Although making impressive development strides, its status as Africa's most densely populated country continues to pose a challenge for the environment and food security.

Major results and impact achieved

431. **Education:** For UNESCO the major results and impact during the reporting period include achieved in ED during 2012 include provision of technical and financial support to Ministry of Education to develop and implement its first-ever national learning assessment system and to develop an Adult Literacy Policy, curriculum framework and literacy data collection system.

432. In **Culture**, the participation of key staff from the Ministry in two regional workshops centred on the implementation of the 2003 Convention on Safeguarding Intangible Cultural Heritage with colleagues from Eastern Africa has resulted in an increased appreciation for the convention at a policy level. Downstream, UNESCO is implementing a project which is aimed at supporting vulnerable, unemployed and landless women of Kigali City, training them in textile weaving for income generation and preservation of traditional weaving skills.

433. **Natural Sciences:** National capacity has been strengthened through UNESCO support for the creation of a centre of excellence in biodiversity in partnership with UNECA. The Organization has been also supporting the National IHP committee to assess national water resources within the context of climate change. UNESCO also provided technical and policy advice to the Rwanda Development Board in 2012 to include them in discussions between university leaders, policy makers, development partners, researchers and the private sector in East Africa on how best to utilize science technology and innovation for national and regional economic growth, especially with regard to youth employment.

434. **Communication and information:** Rwanda has been supported through IPDC Projects in the development of free, independent and pluralist media, reflecting the diversity of the society in the country. In late 2012, the Rwandan Peace and Democracy Journalists Network was supported to train 25 journalists from different media houses on issues relating to democracy, good governance and peace; thirty women radio journalists were also been trained in the design and production of radio programmes on girl's education, reproductive health, poverty eradication, violence against women and children and the role of women in decision-making bodies. Community media's role in development in Rwanda was reinforced through the up scaling and strengthening of youth in East Africa, including Rwanda, to advocate and combat HIV and AIDS and UNESCO contributed towards the mainstreaming of gender in media, in supporting national NGOs and community media organizations to better integrate gender issues into content production.

435. **UNESCO contribution to UNCT:** Despite its status as a non-resident agency, UNESCO has ably taken part and often taken a lead role in a number of areas within Education and Natural Sciences. UNESCO is a key member of the One UN Education Theme Group and plays a lead role under the Outcome for Achievements (i.e. quality education), coordinating the work of the sub-group comprising five UN agencies (UNICEF, UNIDO, UNFPA, WHO and UNESCO), Further, UNESCO was the lead agency for two joint programmes with UNICEF: teacher management and development, and monitoring of learning achievements.

436. **Challenges and lessons learned:** In addition to the usual challenges experienced as a Non Resident Agency, UNESCO was not privy to number of discussions regarding the development of inter-agency flagship programmes for the UNDP 2013-2017. While the Organization is now actively seeking to remedy this situation, this demonstrates the importance for Regional Offices to be closely involved in national processes from the beginning; resting entirely on the regional mandate is not an effective strategy.

437. **Entry points for future cooperation and joint programming with other UN entities:** Building on comments above in “challenges and lessons learned”, UNESCO Regional Office is prioritizing sustained engagement of the programme staff with counterparts from other Agencies/Funds/Programmes in Rwanda, to be able to best demonstrate the Organization’s added value within the UN’s flagship programmes as well as with the Office of the Resident Coordinator. Further, all sectors made a detailed presentation to the Resident Coordinator in Nairobi in November 2013 who remarked afterwards that it was clear UNESCO had much to add to the UN’s work in Rwanda; was encouraged by the Organization’s renewed efforts.

SEYCHELLES

438. **Overview:** A Small Island Developing State (SIDS), situated in the Indian Ocean, Seychelles is a middle income country with a high Human Development Index; the country is considered as a model for national development in the region.

439. **Major activities and achievements:** Capitalizing on the achievements made by Dar-es-Salaam Cluster Office, UNESCO-Nairobi continued providing support in response to the Seychelles request for high level of technical expertise. A summary of major results and achievements is as follows:

440. **Eucation:** Continued engagement of high level policy dialogue on EFA, support to implementation through climate change education and continued support to the collection of education statistics.

441. **Natural sciences:** The key achievements of the sector include the training activities that have highlighted and created awareness on the use of the Integrated Water Resources Management (IWRM) approach for the management of freshwater resources in Seychelles. Another has been the documentation of the local people’s knowledge and adaptability to climate change. Finally, the work on the STI Policy draft will be a key milestone for the people of Seychelles when they eventually begin to implement the contents of the Policy document. UNESCO’s continued support to Seychelles to serve as a Centre of Excellence for the *Sandwatch Project* remained a success; trained Seychellois are often asked to go and train others across the region.

442. **IOC:** Development of a coastal and marine atlas and the development of national oceanographic data and information centers including training and equipment provision under the framework of the project on "Integrated Data and Information Products and Services for the Management of Oceans and Coastal Zones in Africa (ODINAFRICA-IV.)

443. **Culture:** A workshop was held in 2012 to examine the *National Mid-Term Development Strategy* with a view to foster the integration of cultural concerns into this key planning document and increase local knowledge and skills in culture mainstreaming. Further, UNESCO supported the Department of Culture to develop a five year Strategic Plan (2011-2015), which aims to promote culture as a pillar for sustainable development in the country.

444. **Challenges and lessons learned:** As an Upper Middle Income Country, Seychelles does not benefit from significant financial support from the international donor community. Further, owing to the country’s small size and population it may also not be possible to have full-time staffing for UNESCO-related projects. This could pose a challenge to increase our collaboration with the national counterparts.

445. **UNESCO contribution to UNCT:** Mauritius and Seychelles share a UNCT; the meeting location normally alternates between the two countries; it is not easy for the UNCT to function effectively as a team because nearly all agency representatives are based outside of the countries – normally in regional offices in Johannesburg or Nairobi (e.g. UNESCO). However, although a non-resident agency, UNESCO maintained very active communication with the UNCT and participated in the annual UNCT retreats as well as strategic meetings and workshops of significance to the organization's work in the Member State.

446. **Entry points for future cooperation and joint programming with other UN entities:** As sustainability is central to the Member State's development efforts, UNESCO could enhance its cooperation with UN through making more use of the SIDS Network and taking a lead role in ESD, dialogue on post-2015 education agenda, promoting the mandates of SC and IOC, looking at culture's role in relation to sustainability as well as the use of ICT and training of journalists. It will be important to take part in Joint Programmes (e.g. Gender, HIV/AIDS) to ensure effective participation and contributions given the challenges listed.

447. In **Culture**, given the general interest, progress towards being a “self-starter One-UN” country, and the small size of the nation (80,000 inhabitants), Seychelles could serve as a pilot country for culture mainstreaming. Support to encourage the participating countries to ratify the 2001 Convention could be envisaged so as to pave the way for regional cooperation and mutual assistance for the protection and management of underwater cultural heritage including the sharing of information on illegal actions. There may also be scope to address the cultural industries at a regional level, integrating the Seychelles in such activity.

448. Opportunities abound to increase collaboration; the nation has recently started working on a **science and technology** policy and has identified a responsible Department within the Ministry of Industry to be responsible for it. Further, potential collaboration with the University of Seychelles could help strengthen existing programmes and create others that could be useful in boosting the economic value of STI in national development efforts; excellent relationships exist presently between UNESCO and many of the national institutions that could be exploited in supporting the development of a strong STI system. Advanced educational levels in the country also increase sustainability in STI programming as audience understanding of concepts would normally translate into a high degree of application.

SOMALIA

449. **Overview:** Somalia continues to receive sustained international attention and support that is fostering steady, if creeping, progress. While large scale humanitarian operations continue in South and Central Somalia, the discourse (and international and national attention) remains focused on building early recovery and resilience, now under the umbrella of the “New Deal” and the International Compact for Somalia which was signed in Sept. 2013 in Brussels. UN efforts are coordinated by the new UN Assistance Mission for Somalia (UNSOM) established in June 2013; UNSOM's expanded mandate, staffing and structure are reflective of the international community's desire to assist and reinforce the efforts of the Somali Federal Government and sustain forward momentum in the country.

Major results and impact achieved

450. In **Education**, in consultation with Somali authorities and education partners in the Somali Education Sector, UNESCO developed its first ever UNESS for Somalia in 2012 that identified three areas of comparative advantage: sector-wide policy and planning; quality improvement

through teachers; and literacy and non-formal education. Through funding from the Emergency Funds, the Organization has supported sector-wide planning through the National Education Conference 18-20 June “*The Right to Education for all Somalis*” to establish a national consensus in education to restore Ministry leadership and develop a roadmap to support EFA and attract new resources for the sector. This new “programme” approach in the country has greatly assisted fund mobilization; in 2014 UNESCO will launch major new initiatives under the Educate a Child (EAC) framework as well as for literacy for girls (Al Maktoum Foundation for Literacy). UNESCO currently serves as co-chair of the Education Sector Committee, with African Educational Trust (NGO) as the co-chair.

451. **Natural sciences:** Following the Horn of Africa drought crisis, UNESCO partnered with FAO in 2012 to develop a programme elaborate on groundwater for emergency situation and adaptation strategies to climate change and capacity building. The Organization is currently seeking to mobilize resources to contribute to the identification of alternate sources of energy under the UN Joint Programme on the Reduction of Charcoal, whose production fuels conflict as well as significant deforestation in the country. UNESCO is the Secretariat for the Environment Group, led by UNDP/UNEP.

452. In **Communication and Information**, UNESCO is playing a key role as Chair of the Somalia Media Support Group (donors, agencies and NGOs active in the media sector) in advocating for a free, independent and pluralist media, reflecting the diversity of the society. The Organization drafted the Groups *Somalia Media Support Strategy*, which was endorsed in late 2012 by international stakeholders; the strategy focuses on three main axis of action: 1) building a system of regulation conducive to freedom of expression; 2) professional capacity building for the media and 3) capacity building for audience responsive media. The Strategy has attracted increased funding to support Somali media and highlighted significantly CI's leadership in the area.

453. Through the IPDC Programme, community media is supported to foster quality programming, pluralism, diversity and information for sustainable development. Humanitarian information flow has been strengthened in Somalia and among Somali displaced communities in support to the setting up of a community radio station in the Dadaab Refugee Camp. Women in Somalia are also being supported to set up a community radio station in Mogadishu.

454. **Culture:** In March 2013, the European Union (EU) commissioned UNESCO undertake a rapid assessment to examine the current situation of the Culture Sector in Somalia and to propose recommendations for sequenced actions that can be financed and supported by the European Commission and other international actors based on the Country's priorities. This assessment was completed in August and has subsequently been reviewed by the national authorities, UNESCO Headquarters and the EU; it is currently being finalized for printing. One of the key recommendation of the Assessment calls for the establishment for a body along the lines of the Somali Media Support Group to better assist the growing number of cultural initiatives in the country, which to this point are delinked and not to scale.

455. **Challenges and lessons learned:** The success seen in moving the Organization towards a multi-sectoral, programme approach is further evidence that, as in Haiti, Iraq and Afghanistan, the relevance, indeed, *the importance* of UNESCO programming is not to be discounted in helping to international emergency operations to early recovery in its areas of competence. This is of course not without challenge. As in Iraq and Afghanistan, security remains an important consideration in addition of our presence

456. **UNESCO contribution to UNCT:** While at the start of 2012, the Organization was only present in coordinating bodies as a member of the Education Sector/Cluster, UNESCO expanded its role to become:

- Co-Chair the Education Support Group;
- Chair (with USA) the Media Support Group and
- Provide the Secretariat for the UN Environment Group, led by UNDP/UNEP.
- The Organization has also consolidated donor and national support towards the eventual establishment of a Culture Support Group.

457. This broadening of UNESCO's involvement/leadership in UN planning processes has not only increased appreciation of UNESCO's added value among partners and national authorities and widened the scope for partnership, but it is also expected to result in new fund mobilization and programming.

458. **Entry points for future cooperation and joint programming with other UN entities:** Beginning in autumn 2011, the former PEER programme (integrated within the Regional Office since early 2013) began to move away from an education-based "project" approach to a multi-sectoral approach through the development of a UCPD for Somalia. As a result, even as the Programme was radically downsized in early 2012 and closed in 2013, UNESCO sectoral participation was on the upswing in CI, CLT and SC sectors. Its demonstration of sector leadership through the National Education Conference, the Somalia Media Support Strategy and the Culture Assessment will do much to situate the Organization to expand cooperation and partnership.

UGANDA

459. The Republic of Uganda became a Member State of UNESCO in November 1962, followed by establishment of Uganda National Commission for UNESCO in 1963 as a department within Ministry of Education and Sports. Uganda has taken part in various international and regional initiatives and has been the Africa Representative in EFA Steering Committee since 2012. The country is home to one of the most prominent universities in Africa: Makerere University.

Major activities and results achieved

460. During the reporting period, the major area of emphasis was in ED through its Capacity Development on Education for All (CapEFA) programme which focuses on strengthening the capacity of teacher nation-wide through the development of a comprehensive Teacher Management Information System, the harmonisation of Teacher Training Programmes and the preparation of a comprehensive teacher policy.

461. Further, in July 2013, a High Level Education Forum for Ministers of Education of Eastern Africa region held in Uganda saw member states in Eastern Africa committing to ensure strategies are in place to address education concerns under the 'Kampala commitment'.

462. In the fight against HIV/AIDS, UNESCO's work strengthened national capacities for research and strategic planning, timing given concerns about a rise of prevalence in the country.

463. In the area of communication and information, UNESCO has expanded the nature of its activities, in addition to supporting national efforts oriented around media sector assessment, a

strategy for the protection of journalists and media workers, training for Government in information leadership. The Organization launched a Community Media Network in Northern Uganda and facilitated a process to initiate changes in existing policy frameworks to enable community media to enhance its contribution to social development in the country.

464. In culture, UNESCO's efforts have principally focused on the safeguarding of the intangible cultural heritage of the Busoga and Acholi Kingdoms in close collaboration with community members within the framework of the 2003 Convention on Intangible Heritage. In 2013, the Organization launched the project "*The reconstruction of Muzibu-Azaala-Mpanga*" (funded by Japanese Funds-In-Trust) to ensure that the reconstruction of the site is conducted using appropriate technical solutions that lead to a satisfactory re-building of the 1938 model.

465. **Challenges and lessons learned:** Operationally, the UNCT has a significant focus in Northern Uganda through the UNDAF; so close linkages with UN programming in these areas remains problematic for the Organization as it has only the small antennae office in Kampala at present.

466. **UNESCO contribution to UNCT:** As part of UN family, UNESCO is part of ongoing UNDAF for Uganda and education programme is a fully integral part of its annual workplan and also UN Basic Education Strategy. UNESCO is also a leading member of the Joint UN Team on AIDS (JUNTA) because of continued presence of a senior level national technical officer. The organization's participation in the education sector work as a whole has been assured through joint UN annual work planning exercise and monitoring of its implementation; this has been strengthened significantly with the coming on board of the CapEFA Project Coordinator as at 1 July 2013.

467. **Entry points for future cooperation and joint programming with other UN entities:** In 2014, the UNCT will start the country analysis process in Uganda to lay the way for the next UNDAF. It is critical that UNESCO participates in this to help compliment the analysis within its particular mandate (with a view to highlighting the mandate and identifying avenues for programming). Cooperation in ED will be significantly expanded through a programme which will improve the pedagogy of teachers in teacher training institutions (TTIs) using ICT (supported by the People's Republic of China), also building on the CapEFA Programme in the country.

UNESCO Office in Windhoek

LESOTHO

468. The National Strategic Development Plan (NSDP) covering the period 2012 – 2016 provides the framework via which the government addresses current challenges. UNESCO, together with other UN agencies, cooperated with the government in the development of the NSDP. The challenges of unemployment and low human development are still a reality in Lesotho.

Achievements

Education

469. Lesotho is one of the selected countries under the UNESCO's EFA "Big Push" Initiative for EFA Acceleration 2013-2015, and the selected Steering Committee identified EFA goal 2 on

Universal Primary Education (UPE) as the EFA goal to prioritize under this framework. The Acceleration Plan has been developed while other components of the framework are in progress. Broad national partnership has been mobilized around this initiative.

470. Within the framework of the UNESCO-GEMS funded programme for improving the quality of teaching and learning of Mathematics and Science at the Primary and Secondary levels, with a particular focus on advancement of girls and women, a training needs assessment of school principals and teachers of mathematics, science and technology was conducted; a comprehensive professional development approach for teachers, with emphasis on science, mathematics and technology female teachers was designed and in-service training support materials were developed.

471. UNESCO contributed to the work of the Directorate of Quality Assurance and Standards of Council of Higher Education that has developed a set of Minimum Programme Accreditation Standards and has developed Higher Education Regulations to provide guidance to the registration of private higher education institutions and the accreditation of higher education programmes.

472. Within the framework of the CAPEFA support to teacher education and training in Lesotho, drafting teams for the development of a comprehensive teacher policy as well as the national curriculum framework for teachers have been set up and received initial training. Moreover, support was provided to the Lesotho College of Education and the Faculty of Education at NUL in order to develop their own vision statement for ICT, and initiate professional development programmes that include the design, creation and deployment of e-learning courseware (through Moodle). 95 tablets have so far been procured for both Institutions to be used by the students for the roll out of the new e-learning courses in 2014, particularly on Maths, Science and Biology courses.

473. Five curriculum development officials from Lesotho, part of a network of currently twenty specialists from the sub region, graduated from an accredited post-graduate diploma-level capacity building programme in Curriculum Design and Development, held in Tanzania and supported by UNESCO and IBE. The curriculum professionals will constitute a core network of specialists in curriculum reform in the sub region, as part of a North/South-South cooperation framework.

474. HIV and AIDS sensitive indicators have been incorporated into National Assessment instrument. LSE Curriculum for secondary (Form A to C) has been revised and is ready for approval by the Education Advisory Council (EAC). Ministers of education and health endorsed and adopted the ESA Commitment- to scale up sexuality education and SRH services.

Natural Sciences

475. In its effort in contributing to the global progress of Africa adopting open software and making ICT accessible to all, UNESCO launched the Hydro Free and/or Open-source software Platform of Experts ([HOPE](#) -).

476. HOPE provides an alternative to commercial specialized engineering software in the field of hydrology. Most software applications are not affordable for low and middle-income economies. Lesotho actively participated in the development of the HOPE and is drawing immediate benefits in improving relevant engineering curricula in the country. Participants from Lesotho attended the first training in Africa that was organized during the TVET Forum for

SADC Countries '[Monitoring Progress and Revitalizing Actions](#)' held in Cape Town (26 - 29 November, 2013).

477. Within the framework of UNESCO's support to Member States in formulating their STI policies, strategies and plans as well as in the reform of their science systems, two Basotho government officials, part of a larger group of twenty five officials from the sub region, graduated from a UNESCO's designed certified science, technology and innovation training course for SADC senior officials of which 3 Cycles have been completed.

Culture

478. UNESCO provided training support to the Department of Culture (DoC) in the Ministry of Tourism, Environment and Culture (MTEC) at the request of the Honourable Minister. Training programme included improvement on specific issues related to programming, implementation and Monitoring and Evaluation (M&E) as well as specific processes of the application for the assistance through the normative frameworks under UNESCO Cultural Conventions such as 1972, 2003 and 2005. Some 25 junior staff members, of which cca 40% women, benefited from this training.

Communication and Information

479. In 2013 and within the framework of the SIDA funded project " Empowering local Radios with ICTs", Internet access was installed and secured for two years at the only Lesotho community radio, in Mafeteng, and human capacity developed through a series of 17 training workshops for the radio personnel. This has resulted in an increased human and technical capacity, especially in the use of ICTs for radio programming, and in an enhanced sustainability and professional management of the station. Moreover, through a UNESCO IPDC Funded programme, radio equipment was upgraded, resulting in an increased coverage area and in more relevant and beneficial programmes broadcasted to the Mafeteng community, with full participation of the community members.

480. Moreover, UNESCO supported capacity building interventions for the Lesotho Communication Authority broadcasting dispute resolution panel. The panel members have now acquired skills to effectively discharge their mandate and to adequately formulate the sector's broadcasting code, thus ensuring that the regulator is in tune with regional and international regulatory best practices.

UNCT and common country programming

481. The 2013-2017 Lesotho United Nations Development Assistance Plan (LUNDAP), signed in December 2012 and aligned to the National Strategic Development Plan, represents a significant progress in the implementation of the Delivering as One agenda. National commitment for the MDGs was scaled up through enhanced policy, programme and advocacy support. The Accelerated Action Plan for MDG5 on maternal mortality was finalised and endorsed by the Government. Additionally, the 2012 MDG Progress Report was completed, providing strong foundations for the elaboration of evidence based strategies in the accelerated achievement of the MDGs.

482. UNESCO actively contributed to the formulation and current implementation of the new LUNDAP Clusters, entirely aligned to the NSDP, namely Cluster 1: Investment Climate, Manufacturing and Trade and financial services; Cluster 2: Agriculture; Cluster 3: Governance and Institutions; Cluster 4: Skills and Innovation; Cluster 5: Environment, Natural Resources and

Climate Change; Cluster 6: Health and Nutrition; Cluster 7: Social Protection; Cluster 8: HIV and AIDS.

483. UNESCO fully participates in the LUNDAP (2013-2017) annual work planning, and UNESCO participated to last UNCT retreat in Lesotho (24-27 November 2013), whose main objective was to stake stock of the first year of implementation of progress in implementation of the LUNDAP and plan for 2014.

484. In support of the programmatic agenda, the first Lesotho UN Business Operations Strategy (2014-2017), has been elaborated in order to enhance the effective and efficient delivery of the development assistance. In addition, the functioning of existing coordination mechanisms was strengthened, with systematized strategic planning, operations, programming, and advocacy support to ensure realization of the programmatic and operational priorities as articulated in the LUNDAP.

Challenges

485. UNESCO continues facing challenges in participating efficiently in joint UN initiatives in the country due to its non-resident status in Lesotho. The effects of this are however mitigated via the strong cooperation with the National Commission of Lesotho, the deployment of two UNESCO's officers (a National Officer on HIV and AIDS and a CAPEFA Coordinator) as well as specific areas of cooperation with the UN Country Team.

NAMIBIA

486. Namibia was the first country in Africa to enshrine conservation in its Constitution, and almost half of its land is under some form of conservation management. Namibia's empowerment of rural communities to manage their wildlife resources – while providing incentives for them to do so – is visionary. Global conservation organisation WWF has lauded Namibia for its outstanding conservation achievements in 2013. In the area of service delivery, Namibia has embarked upon a massive low income housing project which will see the development of more than 130 000 houses beginning in March 2014. Further strides are observed in Human rights where Namibia became one of the new members of the UN Human rights council for 2014-16. The country overall continues to enjoy peace and stability and also continues to improve economically as more trade markets are opened globally for export purposes. Youth unemployment continues to be a major challenge facing the country.

Achievements

Education

487. UNESCO's Climate Change Education for Sustainable Development programme was launched in Namibia, thereby becoming the 6th country worldwide to introduce the programme. A decision-making and career guide to TVET for a green economy was produced in collaboration with a local specialized NGO. An Education for Sustainable Development (ESD) course for out-of-school youth using mobile technology was developed by the Polytechnic of Namibia with UNESCO support and a first intake of students has already benefited from the course.

488. A milestone in 2013 was introduction of free primary education in Namibia. Another achievement was the development of the final draft of the revised Language Policy for schools together with an implementation strategy.

489. The curriculum development for ECD was completed and the implementation of the standards for ECD centres begun.

490. With regards to marginalized communities, a study on the living conditions of the San with an extensive education chapter was produced. Also training of San youth use in a variety of skills was successfully conducted, and a number of the trainees were employed in the renovation of ECD centres.

491. The Life Skills Curriculum for grade 4-12 has been revised and Sexuality Education content strengthened. 137 life skills teachers trained on how to deliver sexuality education. Ministers of Education and Health endorsed and adopted the ESA Commitment- to scale up sexuality education and SRH services. 2 Networks of Young people living with and affected by HIV were formed.

492. Namibia is one of five countries participating in the BEAR Project (Better Education for Africa's Rise), supported by the Korean Government. In Namibia the Project focuses on capacity building for curriculum development in the Construction industry. In 2013, the Korean Research Institute for Vocational Education and Training (KRIVET) commenced its training of curriculum developers in curriculum development and labour market analysis in the qualifications of Carpentry and Process Plant Operators. New and innovative methodology in curriculum development is intended to improve current practices and streamline the existing methods for curriculum development. Development of the curricula continues and the Project will move into its implementation phase in 2014/2015.

Natural Sciences

493. In its effort in contributing to the global progress of Africa adopting open software and making ICT accessible to all, UNESCO launched the Hydro Free and/or Open-source software Platform of Experts [[HOPE](#)].

494. HOPE provides an affordable alternative to commercial specialized engineering software in the field of hydrology. Namibia actively participated in the development of the HOPE Platform of Experts and is drawing immediate benefits in improving relevant engineering curricula in the country. Participants from Namibia attended the first training in Africa that was organized during the TVET Forum for SADC Countries '[Monitoring Progress and Revitalizing Actions](#)' held in Cape Town (26 - 29 November, 2013).

495. Within the framework of UNESCO's support to Member States in formulating their STI policies, strategies and plans as well as in the reform of their science systems, a Namibian Government official, part of a larger group of twenty five officials from the sub region, participated in a UNESCO's designed certified science, technology and innovation training course for SADC senior officials of which 3 Cycles have been completed.

496. The Office of the Prime Minister requested the main stakeholders involved in the flood Mitigation, Preparedness, Response, and Recovery to establish a Task Force on the implementation of the road map for flood management in Namibia (submitted by UNESCO to the GoN in 2011). The overall objective of the Task force is to steer the implementation of the above mentioned roadmap for Integrated Disaster Risk Management in Namibia and to avoid duplication and wastage of resources.

497. On July 2013, the Task force decided to focus on data availability and quality for flood forecasting and modelling and, following that decision, UNESCO appointed an expert to study and assess the hydrological and metrological available data in the country. The report was submitted by the end of 2013.

Social and Human Sciences

498. In 2013 the sector contributed technically to the drafting and finalisation of the Namibia Employment policy for 2013/14-2016/17 which was launched towards the end of 2013. The sector has continued to offer technical support through its membership of the UNCT Gender Theme group, where several milestones have been reached with regard to Gender equality and Equity.

Culture

499. Namibia achieved significant progress in the development of inventories of intangible cultural heritage (ICH). For instance, in 2013, a national ToT capacity building for ICH inventorying and safeguarding took place in a form of a workshop. Some 30 experts benefited from this training, making such a modality as a pilot in the ICH global training strategy.

500. World Heritage Committee accepted the nomination file and inscribed Namib Sand Sea to the WH List. The process of the nomination file preparation reinforced the perception of the HR needs of the Namibian cultural sector. In this sense, with UNESCO's support, University of Namibia, History Department in 2013 developed a post-graduate programme for heritage conservation and management.

Communication and Information

501. Namibia is consolidating the Namibian Community Radio Network within the IPDC framework. Effective community media structures and policies have been put in place. Through AFRICA-UK: Journalism Education Exchange Network programme, the Polytechnic of Namibia has continued to strengthen its position as one of UNESCO's potential centre of excellence offering high quality journalism education to aspiring and working journalists. There is particular emphasis in the country on the fields of Gender in the Media, and Journalism and Communication Technology.

Priority Gender Equality

502. The Gender theme group of the UNCT through its continued effort has made significant contribution towards the fight against GBV, leading to an inclusion within the UNPAF of a specific outcome on GBV. In addition, several strides have been made with regard to male involvement in GBV leading to a consultative meeting been held in December 2013 where a road map was developed on the way forward with regard to male involvement in GBV.

UNCT and common country programming:

503. The UNESCO Windhoek office continued its full engagement in the work of the Namibian UNCT. One of the key achievements was the successful completion of the UNPAF document and its adoption by the Government of Namibia. UNESCO has been designated as lead of one of the four UNPAF Pillars, namely the Pillar I on Institutional Environment, coordinating four outcomes (focused on Governance, Human Rights and M&E).

Challenges

504. The imminent field reform and the restructuring of the HQ staffing, delayed any staffing reinforcement of Windhoek Office in 2013. In the situation where the Education and Culture sector in Windhoek office coordinate the programming and implementation in the Southern Africa sub-Region, the lack of reinforcing the administrative and programme support overly stretched the existing staff. Regardless of the absence of the IT dedicated staff, the usage of automation equipment is at the satisfactory level, due to the programme staff dedicating a portion of time to the IT management.

SOUTH AFRICA

Achievements

Education

505. UNESCO in collaboration with the South African National Biodiversity Institute, its national implementation partner for the South Africa Climate Change Education for Sustainable Development (CCESD) programme, adapted generic materials such as the in-service teacher training course and curriculum modules on CCESD and others to the contexts and needs of South Africa. Fifty community media practitioners were trained to address the importance of reporting on climate change, water and energy in consultative fora organized in collaboration with the Tshwane University of Technology, the Applied Centre for Climate and Earth Systems Science, the University of Stellenbosch and the South African Editors Forum. Within the framework of the MoU between UNESCO and the Wildlife and Environment Society of Southern Africa for the implementation of joint ESD activities of SADC-REEP, an initiative linking UNESCO's ASPnet schools in South Africa with UNEP's eco-schools programme in the country, has been launched.

506. The policy on HIV & AIDS, STIs and TB for the Department of Basic Education was developed. Ministers of education and health endorsed and adopted the ESA Commitment- to scale up sexuality education and SRH services.

507. In collaboration with CI sector, community media have been engaged for the piloting of the advocacy strategy on social cohesion and conducted a survey on burning issues affecting communities, specifically focusing on attitudes and practices in relation to multicultural environments and discrimination within them. Community discussion groups and dialogues between youth from different backgrounds, languages and cultures were also established. Specific trainings for radio producers and presenters have been conducted in order to improve technical skills and knowledge to develop more quality radio programmes based on community needs identified through discussion groups. Hence, selected community radios were enabled to enhance the capacity of marginalized communities to use community media as a platform to improve dialogue, mutual understanding and social cohesion.

Natural Sciences

508. In its effort in contributing to the global progress of Africa adopting open software and making ICT accessible to all, UNESCO launched the Hydro Free and/or Open-source software Platform of Experts ([HOPE](#) -).

509. HOPE provides an alternative to commercial specialized engineering software in the field of hydrology. Most software applications are not affordable for low and middle-income economies. South Africa actively participated in the development of the HOPE and is drawing

immediate benefits in improving relevant engineering curricula in the country. Participants from South Africa attended the first training in Africa that was organized during the TVET Forum for SADC Countries '[Monitoring Progress and Revitalizing Actions](#)' held in Cape Town (26 - 29 November, 2013).

510. Within the framework of UNESCO's support to Member States in formulating their STI policies, strategies and plans as well as in the reform of their science systems, two South African Government officials, part of a larger group of twenty five officials from the sub region, graduated from a UNESCO's designed certified science, technology and innovation training course for SADC senior officials of which 3 Cycles have been completed.

Social and Human Sciences

511. As a follow up to the successful activities within the framework of the African Coalition of Cities against Racism and Discrimination, and in collaboration with the ED sector, a multi-sectoral and comprehensive advocacy strategy to address issues of social cohesion, tolerance, hate crimes, racism, discrimination and xenophobia in Kwazulu Natal Province was developed. The Strategy encompasses development of tailor made participatory radio programmes, TV programmes and other advocacy materials focused on promoting mutual coexistence and tolerance with particular emphasis on discrimination, racism and xenophobia. Main targets are schools, school going youth, out of school youth, community members, local authorities and community media.

512. Through continued engagement with the province, the strategies have been incorporated within the provincial efforts on social cohesion.

Culture

513. Strong and continuous cooperation with the African World Heritage Fund (AWHF) brought forward several initiatives on strengthening of human resources in the field of World heritage (WH) conservation and management (training course on WH tentative lists e.g.). The exchanges with the Department of Arts and Culture reinforced the perception of the cultural statistics as a necessary tool for better definition of culture in development.

Communication and Information

514. In 2013, the community media sector embraced the integration of ICTs to support local radio broadcasting through a three year project on "Empowering local radios with ICTs" funded by the Swedish International Development Agency (SIDA). Five local radios were empowered with skills through 17 capacity building workshops and provision of ICTs equipment and facilities. Moreover, UNESCO IPDC provided support to strengthen the role of the community radios as a channel for dialogue between South Africans and foreign nationals. Indeed, the capacity of these community radios was built on the use of conflict-sensitive reporting and facilitation of dialogue. This has led to more participation and interests of people in areas ravaged by xenophobic tensions and an increased positive dialogue between South Africans and foreign nationals.

515. The collaboration of the UN country team in South Africa was strengthened through the UN roundtable on "Communicating Humanitarian and Disaster Risk Management activities" that was held within the framework of C4D, lead and coordinated by UNESCO with a call for more collaboration, coordination and communication under the umbrella of DaO.

UNCT and common country programming

516. The work on re-defining and focusing the cooperation between South Africa and the United Nations was intensified in 2012 with the completion of the United Nations Strategic Cooperation Framework (UN-GoSA SCF). The agreed-upon areas of cooperation in the UN-GoSA SCF are: (i) Inclusive growth and decent work; (ii) Sustainable development; (iii) Human capabilities; and (iv) Governance and participation. The SCF was signed in 2013, and the corresponding results Matrices completed. UNESCO timely contributed to the finalization of the SCF and participated to the extent possible in the relevant Technical Working Groups. UNESCO participated to the last UNCT retreat in Durban, South Africa (4 – 7 Nov 2013). The central point of this retreat, and the reason for holding it in Durban, was the signing of a Provincial Government of KZN, South Africa United Nations Strategic Cooperation Framework (2013/2-17) that, within the broader framework of the national SCF, will guide the interventions of the UN in the Province, to be mainly delivered with the DaO programming modalities. Therefore a JP will be developed and implemented in KwaZulu-Natal (KZN) in response to the KZN Premier's request for the UN to provide a comprehensive support to the Premier's flagship poverty reduction programme. One of the specificities of the JP is the firm offer of the KZN Premier to host a "UN antenna office" at the KZN provincial government premises in Durban, and the UN will appoint a provincial coordinator and a provincial team that will comprise the UN presence in the province. Four are the main pillars agreed for UN cooperation, namely inclusive growth and decent work; sustainable development; human capabilities; and governance and participation.

517. Similarly to KZN, the Premier of Limpopo province has invited the UN team to join the provincial planning for 2014-2019 in view of setting up a similar cooperation agreement.

Challenges

518. The major challenge faced by UNESCO in South Africa continues to be that of being a non-resident agency. UNESCO does not always participate in UNCT initiatives, called sometimes at short notice. However, UNESCO did participate to last UNCT retreat in Durban, South Africa (4 – 7 Nov 2013) and will participate in the 2014 Limpopo planning meeting with the Provincial Government.

SWAZILAND

Swaziland continues to feel the reduction in revenues from the Southern African Custom Union (SACU) as a result of the global financial crisis. The efforts of the government at addressing the crisis were visibly yielding results from the beginning of 2013. AFDB assessed that in 2013 *"investments in human capital and skills development are required to enhance the dynamism of the labour market and technological readiness of the country, alongside creation of decent jobs (productive and secure)"*. In this sense, the environment was favourable to the implementation of several UNESCO-Swaziland cooperation initiatives.

Achievements

Education

519. Swaziland is one of the selected countries under the UNESCO's EFA "Big Push" Initiative for EFA Acceleration 2013-2015, and the selected Steering Committee identified EFA goal 1 on Early Childhood Care and Education (ECCE) as the EFA goal to prioritize under this framework.

The initiative was officially launched, and the Acceleration Framework with all its elements has been developed; resources already mobilized for the implementation amount to USD 250,000 from OSISA.

520. Early Learning and Development Standards have been developed and endorsed by the Ministry for Education and Training as a framework to enhance the holistic development of children.

521. Swaziland's media professionals, both journalists and editors, were trained in ESD reporting, and a "Green Pen" Forum subsequently created. Existing ESD networks such as the Regional Centre of Expertise (RCE) Swaziland, UNISWA's Mainstreaming Environment and Sustainability into African Universities (MESA) Chair and its associated Green Team were strengthened with UNESCO support.

522. UNESCO supported the implementation of the new non-formal primary education curriculum. New volunteer teachers (25) have received orientation in the approaches and levels of non-formal approach to teaching and learning emphasized in the aligned curriculum.

523. Four curriculum development officials from Swaziland, part of a network of currently twenty specialists from the sub region, graduated from an accredited post-graduate diploma-level capacity building programme in Curriculum Design and Development, held in Tanzania and supported by UNESCO and IBE. The curriculum professionals will constitute a core network of specialists in curriculum reform in the sub region, as part of a North/South-South cooperation framework.

524. A thematic study on mapping and analysing the quality of TVET providers and definition of relevant institutional set up for public and private partnership at local, national and sectoral level has been conducted and will inform government policymakers in formulating concrete policy options for the improvement of TVET relevance and quality assurance in the country.

525. In the area of HIV and AIDS Education the Adolescent HIV Prevention & Treatment Toolkit (ATLT) for young learners living with HIV was developed and validated, and two Master Trainers trained for the piloting of the toolkit. In line with the Education Sector Policy, Education Sector Workplace Policy and Guidelines addressing HIV have been developed, and 88 workplace coordinators from the Swaziland National Association of Teachers were trained on HIV workplace program coordination

Natural Sciences

526. In its effort in contributing to the global progress of Africa adopting open software and making ICT accessible to all, UNESCO launched the Hydro Free and/or Open-source software Platform of Experts ([HOPE](#) -).

527. HOPE provides an alternative to commercial specialized engineering software in the field of hydrology. Most software applications are not affordable for low and middle-income economies. Swaziland actively participated in the development of the HOPE and is drawing immediate benefits in improving relevant engineering curricula in the country. Participants from Swaziland attended the first training in Africa that was organized during the TVET Forum for SADC Countries '[Monitoring Progress and Revitalizing Actions](#)' held in Cape Town (26 - 29 November, 2013).

528. Within the framework of UNESCO's support to Member States in formulating their STI policies, strategies and plans as well as in the reform of their science systems, two Swaziland government officials, part of a larger group of twenty five officials from the sub region, graduated from a UNESCO's designed certified science, technology and innovation training course for SADC senior officials of which 3 Cycles have been completed.

Culture

529. A JFIT financed fund-in-trust project for the development of a parental manual for promoting positive parenting and use of culture in addressing the HIV and AIDS pandemic has been successfully finalized in November 2013. The closing ceremony took place in Ezulwini with the involvement of all stakeholders, under the patronage of the Queen Mother and in presence of the Japanese Ambassador.

530. CDIS framework for Swaziland has been successfully completed bringing about new information on the national cultural sector and its potential in development strategies. This process was achieved through exemplary cooperation of numerous stakeholders among which the Swazi National Trust for Culture, UNESCO National Commission and the National Statistics Bureau.

Communication and Information

531. In 2013, the Swaziland Community Media Network was established and officially launched. This has led to renewed support of the community media sector by the government and other media development partners. In support to freedom of expression in Member States, UNESCO advocated for media freedom and safety of journalists through a regional consultation and workshop held in Mbabane in May 2013 marking the World Press freedom Day. This also resulted into the revival of the Swaziland Journalists Association and increased the support of the Swaziland government to the community media sector. UNESCO's support also led into the establishment and operationalization of the Swaziland Complaints commission, a self-regulatory mechanism, where members of the public may freely lodge complaints against media's reporting and coverage, thus leading to a more accountable and professional media industry in the country.

UNCT and common country programming

532. Work continued with the implementation of the UNDAF (2011 – 2015), fully aligned with the National Development Strategy (NDS) and Poverty Reduction Strategy and Action Plan (PRSAP). UNESCO continues to regularly engage with the UNCT in Swaziland. Contributions were made to the outcome pertaining to strengthened and intensified multi-sectoral response to HIV and AIDS (Outcome 1) through the EDUCAIDS and Culture Sector activities. Outcome 3 pertaining to human development and improved access to basic social services especially for vulnerable/ disadvantaged groups was also addressed through interventions in the Education Sector.

Challenges

533. UNESCO continues facing challenges in participating efficiently in joint UN initiatives in the country due to its non-resident status in Swaziland. The effects of this are however mitigated via the strong cooperation with the National Commission of Swaziland as well as specific areas of cooperation with the UN Country Team. The fiscal problems continue to pose challenges for programme funding and delivery. UNESCO (Windhoek Office) tried to mitigate the challenge by

systematically including Swazi participants in any of the sub-regional initiatives, thus maintaining a satisfactory level of continuity in the relevant sectors.

UNESCO Office in Yaoundé

Secteur Communication/Information

534. Mise en place des deux radios communautaires dans le cadre du Programme Village du Millénaire : Dans le cadre du Programme Villages du Millénaire du Cameroun, deux radios communautaires ont été installées à Maroua 1er (Extrême Nord) et Meyomessi (Sud) : mobilisation des communautés, mise en place des comités de gestion, achat des équipements de production et de diffusion, ainsi que les équipements de télé-centres, formation des gestionnaires, animateurs et techniciens, soutien à la production des premières émissions, formation à la production et la diffusion des émissions pendant un an, mise en œuvre de la stratégie de communication et d'information du Programme (bulletin mensuel, semestriel, plaquette, panneaux, affiche). Cependant les contraintes budgétaires n'ont pas permis de réaliser toutes les activités prévues dans le cadre de la stratégie de communication du Programme.

535. Projet de développement des programmes radios relatifs à l'adaptation aux changements climatiques pour les radios communautaires et de formation des journalistes sur l'adaptation aux changements climatiques : Dans le cadre du Programme d'approche intégrée et globale d'adaptation aux changements climatiques (PACC) du Cameroun, en collaboration avec le PNUD, le secteur CI en collaboration avec le Secteur SC ont renforcé les capacités des journalistes (une vingtaine) et animateurs de radios communautaires (environ 25) en matière d'adaptation aux effets néfastes des changements climatiques.

536. Sensibilisation sur la liberté d'expression et la promotion de normes juridiques internationales par la formation et le renforcement des capacités : Le Bureau en collaboration avec les ministères en charge de la Communication et les Associations des Journalistes du Cameroun, du Burundi, du Tchad et du Congo, a mobilisé les membres du gouvernement, les professionnels de médias et de la société civile lors de la célébration de la journée mondiale de la liberté de la presse en les sensibilisant sur la liberté de presse et l'autonomisation.

537. Promotion de la protection et de la sécurité des journalistes au Burundi : Approuvé et financé par le PIDC, le projet de renforcement des capacités des journalistes burundais sur la sécurité des journalistes, a été mis en œuvre par le biais d'un atelier de renforcement des capacités, sous l'égide de l'Union des journalistes burundais.

Leçons apprises et défis

538. Les activités ont été menées en coopération avec le système des Nations Unies au Tchad, au Cameroun et au Burundi, où un certain soutien financier aux associations de médias a facilité l'organisation des événements de la journée. Toutefois, la réduction budgétaire a eu un impact négatif sur les quatre activités organisées dans la mesure où les activités n'ont pas été mises en œuvre comme prévu dans le plan de travail annuel.

539. Ces activités ont permis d'aborder la question de la loi sur la presse et ses entraves. En outre il a permis d'amorcer l'idée d'un plan national pour la sécurité des journalistes au Burundi

Secteur Education

CAMEROUN

540. **Stratégie sectorielle de l'Education et Processus PME** : L'UNESCO et l'UNICEF assurent le rôle de co-Chef de file des Partenaires Techniques et Financiers (PTF) intervenant dans le secteur de l'Education. Le processus d'élaboration de la stratégie sectorielle de l'éducation du Cameroun et de préparation de la requête au Partenariat Mondial pour l'Education (PME) a apporté un financement de 53 millions USD en termes de contribution du PME à la mise en œuvre des activités de la nouvelle stratégie sectorielle du pays.

541. **Alphabétisation et Education Non Formelle** : Le Bureau apporte son appui technique et financier dans le processus d'élaboration d'une politique nationale de développement de l'Alphabétisation et l'Education Non Formelle au Cameroun. Après la validation en décembre 2012 du document de diagnostic par les autorités, les termes de référence d'élaboration du document de Politique Nationale de l'AENF ont été validés le 26 juillet 2013.

542. **Education inclusive** : Appui technique et financier, en étroite collaboration avec la Chaire UNESCO de Buea, aux Ministères de l'Education et des Affaires sociales, dans l'élaboration et la validation des termes de référence et du protocole d'étude diagnostique sur la situation de l'éducation inclusive au Cameroun. Appui technique au processus de collecte, de traitement et d'analyse des données sociodémographiques des populations Bakas et Bororos, identifiées comme populations vulnérables dans le Plan d'Action du Programme Pays du Cameroun (CPAP) 2013-17 dans les zones de fortes concentrations des régions de l'Est et de l'Adamaoua.

543. **Santé de la reproduction / VIH et Sida** : Après le développement des didacticiels d'autoformation, le Bureau a aidé techniquement et financièrement le pays, avec les appuis financiers du Gouvernement Japonais, de l'OFID et d'ONUSIDA, à produire des émissions radiophoniques de formation des enseignants et à renforcer les capacités des autorités administratives et pédagogiques à l'opérationnalisation de l'autoformation des enseignants. Pour atteindre les jeunes en milieu extrascolaire, les capacités des pairs éducateurs et de leurs encadreurs ont été renforcées.

544. **CIRCB** : Le bureau entretient un partenariat étroit avec ce Centre dont Madame Chantal BIYA, Ambassadrice de Bonne Volonté de l'UNESCO, est promotrice. En tant que membre du comité de gestion, il participe avec une approche régionale au programme de formation et sensibilisation des enseignants lancé par le CIRCB et MINEDUB pour atteindre plus de 5 millions d'enfants au Cameroun. Aussi, dans le cadre du « Programme pilote de formation à distance des enseignants à la prévention au VIH et sida dans la zone CEMAC ;

545. **Synergies Africaines** : Le bureau a apporté un appui technique à l'atelier de renforcement des capacités des futurs animateurs de jeunesse et d'éducation physique et sportive dans le domaine de la lutte contre le SIDA.

Leçons apprises / Défis :

546. Le rôle de Chef de file des PTF dans le processus du PME est rendu difficile par le fait que les fonds alloués par le PME pour soutenir des activités placées sous la supervision du

Chef de file, sont versés à la Banque Mondiale qui exécute directement les dépenses y compris la contractualisation des Consultants, la Banque n'ayant pas trouvé de mécanismes pour reverser les fonds à l'UNESCO ni à l'UNICEF.

REPUBLIQUE CENTRAFRICAINE (RCA)

547. **Stratégie sectorielle de l'Éducation et Processus PME** : L'UNESCO a assuré le rôle de Chef de file des PTF dans le processus d'élaboration de la stratégie sectorielle de l'éducation de la RCA et de préparation du dossier de requête au fonds PME. Une enveloppe de 2 millions de dollars a été allouée au pays en termes de contribution à la mise en œuvre des activités en cours avec le concours financier du PME d'un montant de 37,8 millions de dollars que l'UNESCO a également aidé techniquement et financièrement à mobiliser.

548. **Santé de la reproduction / VIH et Sida** : Appui technique et financier au développement des didacticiels d'autoformation et des émissions radiophoniques de formation des enseignants, grâce aux apports financiers du Gouvernement Japonais et d'ONUSIDA. Les formations démarrées seront relancées après l'amélioration de la situation sociopolitique dans le pays.

549. **Éducation à la paix** : Grâce aux Peace Bulding Funds (PBF), l'UNESCO a apporté ses appuis au développement des outils pédagogiques de formation des enseignants (didacticiels d'autoformation et émissions radiophoniques). Les formations démarrées seront relancées après l'amélioration de la situation socio-politique dans le pays.

Leçons apprises / Défis

550. L'utilisation des TIC, notamment les émissions radiophoniques dans le cadre de la formation des enseignants, sur des thématiques aussi sensibles que le VIH et l'éducation à la paix, permet non seulement de toucher un plus grand nombre d'enseignants, mais également de porter l'information au-delà de la cible.

TCHAD

551. **Stratégie sectorielle de l'Éducation et Processus PME** : L'UNESCO a apporté son appui technique et financier au système de production des données statistiques grâce à l'intervention de son Institut spécialisé (ISU), à l'élaboration de la Stratégie Intérimaire Pour l'Éducation et l'Alphabétisation (SIPEA), au modèle de simulation avec l'intervention de l'IIPE et à la formulation du programme et requête soumis au financement du PME. Une allocation de 47,2 millions USD a été accordée au Tchad par le Conseil d'Administration du PME, en novembre 2012. L'UNESCO et l'UNICEF ont été désignées pour assurer le rôle d'Entités de gestion du programme à mettre en œuvre de 2013 à 2015. 7 millions USD seront exécutés par l'UNESCO pour les aspects d'Alphabétisation et d'Éducation non formelle, de formation des enseignants, de renforcement des capacités nationales dans le pilotage du système éducatif et de formulation d'un Programme Décennal de Développement de l'Éducation et l'Alphabétisation (PDDEA).

552. **Alphabétisation et Éducation non formelle** : Dans le cadre du CapEFA, l'UNESCO a accompagné techniquement et financièrement le pays dans l'élaboration d'un diagnostic de la situation, de la politique nationale de développement du sous-secteur, l'évaluation des besoins en renforcement des capacités institutionnelles, pédagogiques et organisationnelles ainsi que dans l'élaboration d'un plan d'action en cours de mise en œuvre. De plus, de nouveaux programmes, guides et manuels d'alphabétisation et d'éducation non formelle ont été élaborés

et disponibles en Français, Arabe et dans cinq langues nationales pilotes. Leur expérimentation sera soutenue dans le cadre de la mise en œuvre de la SIPEA, sous fonds PME (4 millions USD environ).

553. Système d'Information pour la Gestion de l'Éducation (SIGE) : Avec les appuis techniques de l'ISU et financiers du CapEFA, une Plate-forme interministérielle de production des statistiques de l'éducation, a été créée, équipée et inaugurée en mars 2012 par la Directrice Générale de l'UNESCO. Cette Plate-Forme favorisera la saisie des données collectées y compris au niveau déconcentré et une bonne consolidation pour la production d'un annuaire prenant en compte l'ensemble des sous-secteurs de l'éducation y compris l'alphabétisation et l'éducation non formelle.

554. Santé de la reproduction / VIH et Sida : Appui technique et financier au développement des didacticiels d'autoformation et des émissions radiophoniques de formation des enseignants, grâce aux apports financiers du Gouvernement Japonais et d'ONUSIDA. La formation des enseignants de la phase pilote a été intégralement réalisée.

555. Formation des enseignants : L'appui de l'UNESCO a permis, grâce aux apports financiers du Gouvernement Japonais, d'assurer la réactualisation et l'expérimentation des programmes de formation des formateurs dans les écoles normales d'instituteurs/trices, ainsi qu'à la formation des formateurs du Centre national des curricula (CNC).

556. Enseignement et Formation Techniques et professionnels : L'UNESCO a organisé conjointement des missions de terrain avec le Gouvernement et les Agences UN ayant débouché non seulement sur l'élaboration d'un programme conjoint (en cours de négociation) d'appui à l'insertion des jeunes déscolarisés et non scolarisés des zones affectées par les conflits armés à l'Est du Tchad, mais également sur un rapport diagnostic pour la redynamisation opérationnelle de ce sous-secteur. De plus, en collaboration avec l'équipe nationale et l'OIF, une Stratégie intérimaire du sous-secteur vient d'être adoptée.

Leçons apprises / Défis

557. L'utilisation d'une partie des fonds CapEFA pour permettre à l'équipe UNESCO de participer techniquement et financièrement au processus du PME, a permis à l'Organisation de garder le rôle de Leadership auprès du Gouvernement et aux côtés des autres PTF. Dans le cas du Tchad, l'UNESCO a été pour la première fois, désignée comme Agence d'exécution du Fonds PME avec une enveloppe de 7 millions USD dont près de 4 millions pour l'Alphabétisation et l'éducation non formelle. La pertinence de l'approche capEFA ainsi que la consistance de son enveloppe, permettent à l'UNESCO de rehausser son image et crédibilité dans les pays bénéficiaires.

Activités sous régionales (Angola, Burundi, Cameroun, Gabon, République Centrafricaine, République du Congo, République Démocratique du Congo, Guinée Equatoriale, Sao Tome & Principe, Tchad)

558. Appui à l'Enseignement Supérieur : L'UNESCO apporte son appui technique et financier aux Etats de l'Afrique Centrale, depuis juillet 2010, pour la création de Pôles d'Excellence Technologiques Universitaires (PETU) dans l'espace CEEAC. Une requête de financement a été élaborée par le Bureau de Yaoundé en collaboration avec les pays bénéficiaires et transmise au Secrétariat de la CEEAC pour soumission à la Banque Africaine de Développement (BAD). Cette requête est soutenue par la déclaration d'engagement signée

à Yaoundé en juin 2012 par les ministres en charge de l'enseignement supérieur dans les pays membres de la CEEAC.

559. Harmonisation des SIGE dans la sous-région CEEAC : En collaboration avec la BAD, l'ADEA et le Secrétariat de la CEEAC, l'UNESCO, avec une forte implication de l'ISU, accompagne techniquement et financièrement les pays dans un processus d'harmonisation et de renforcement des systèmes de production régulière et de qualité, des statistiques de l'éducation.

560. Santé de la reproduction / VIH et Sida : Après l'harmonisation des politiques, stratégies d'intégration des aspects de santé de la reproduction y compris le VIH et sida, dans les curricula du Primaire, Secondaire et Ecoles de formation des Maîtres, l'UNESCO a poursuivi ses appuis techniques et financiers aux pays de la CEMAC (Cameroun, Congo Brazzaville, Gabon, Guinée Equatoriale, République Centrafricaine et Tchad). A ce jour, l'ensemble des six pays disposent d'outils pédagogiques de formation (didacticiels d'autoformation, émissions radiophoniques de formation, manuels et guides). Les formations sont en cours dans les six pays. Ce projet est soutenu financièrement par le Gouvernement Japonais, l'ONUSIDA et l'OFID.

561. Formation des enseignants : En étroite collaboration technique et financière avec IICBA, le processus d'harmonisation des programmes de formation des Enseignants du primaire et secondaire des pays de la CEEAC dans les domaines des Mathématiques, des sciences et de la technologie (MST), est en cours. Les principes directeurs sur lesquels s'appuyer pour analyser les programmes ont été définis.

562. Développement du partenariat pour l'amélioration de l'accès des jeunes aux TIC dans le cadre de leur insertion socio-économique : Le projet vise essentiellement : la mise en place de Conseils Nationaux des Jeunes (CNJ) dans les pays membres de la CEEAC qui n'en disposent pas ; l'évaluation des besoins en renforcement des capacités des structures en charge de l'insertion des jeunes et des CNJ ; l'élaboration et la production de plans d'action nationaux et d'un plan d'action régional ; la production d'outils pédagogiques de formation utilisant les TIC adaptés aux possibilités d'emploi et d'insertion socio-économique des jeunes ; l'élaboration d'un plan d'action chiffré pour le renforcement des capacités ; la création d'une Chaire UNESCO sur le développement des compétences entrepreneuriales chez les jeunes et les femmes à travers les TIC, et enfin le suivi-évaluation des CNJ de la région. A ce stade, 9 pays sur 10 disposent d'un Conseil National de la jeunesse, un Conseil Régional de la jeunesse (CRJ) d'Afrique Centrale a été créé sur la base de statut élaborés avec le concours des jeunes représentant les 10 pays de la région et une feuille de route pour les 12 premiers mois a été élaborée et validée par l'Assemblée générale organisée à cet effet en octobre 2013 au Bureau UNESCO de Yaoundé. Le Conseil Régional de la jeunesse demande à l'UNESCO de poursuivre sa mission d'encadrement technique du processus de mise en œuvre des activités de la phase pilote, au moins.

563. Education à la citoyenneté et promotion de la culture de la paix pour la coexistence pacifique dans les communautés et les écoles des pays de la zone CEEAC : L'objectif du projet est de rendre effective, à travers les curricula et outils pédagogiques (manuels, guides), l'éducation à la citoyenneté (droit de l'homme, paix, dialogue interculturel) au niveau des écoles primaires, secondaires et normales dans les pays de la CEEAC. Il vise également le Renforcement des capacités des Jeunes Pairs éducateurs dans l'éducation à la citoyenneté en milieux scolaire et extrascolaire dans la région Afrique Centrale.

Le rapport de l'analyse de la situation sur la prise en compte de ces aspects dans les politiques et programmes d'éducation des pays de la CEEAC, a été validé en mai 2013. L'analyse s'est également intéressée aux questions liées à la prévention des risques de conflits et de catastrophes naturelles. A ce jour, les équipes nationales des dix pays travaillent sur les aspects d'intégration dans les politiques et programmes éducatifs avec les appuis du bureau, du BIE, de l'IPE et du BREDA.

564. **Education des filles et des femmes** : Dans le cadre du partenariat global sur l'éducation des filles et des femmes pour l'émancipation et l'égalité des sexes, l'UNESCO en collaboration avec la CEEAC et la CEMAC, apporte son appui technique et financier à l'élaboration d'une stratégie harmonisée assortie d'un plan d'action d'accélération de la scolarisation des filles dans les 10 pays de la CEEAC. Une réunion technique de planification tenue à Douala du 11 au 12 décembre 2013 a permis de définir le cadre de l'organisation prochaine de l'atelier régional de partage d'expériences et d'élaboration de ladite stratégie prévu en 2014.

Activités intersectorielles Science et Education

565. **Changements climatiques et Education en vue du Développement Durable dans les pays de la CEEAC : (Fonds d'urgence)** : Les activités réalisées en 2012 portent sur l'état des lieux de la vulnérabilité de chacun des pays aux effets néfastes du changement climatique et la prise en compte de l'ESD dans les curricula au primaire et au secondaire par pays. Le déficit de données à jour sur les changements climatiques ainsi que l'accès à des documents sectoriels/ pays sur le thème constituent des défis à relever pour la suite du processus.

Secteur Sciences

CAMEROUN

566. Appui au Centre d'Excellence en Micro sciences (CEM) de Yaoundé (intersectorielle SC/ED) pour la demande de transformation en un Institut/Centre de Catégorie II de l'UNESCO. Un état des lieux exhaustif du CEM par consultation a été fait suivi d'un atelier sous régional incluant les secrétaires généraux des COMNAT d'Afrique Centrale. L'adhésion des pays de la CEEAC à cette initiative a été obtenue. Le dossier a été soumis pour examen au siège via la délégation permanente du Cameroun.

567. **Formation des journalistes** et animateurs des radios communautaires du Cameroun sur le Changement climatique (intersectorielle CI/SC) :

568. Dans le cadre du Programme d'approche intégrée et globale **d'adaptation aux changements climatiques** (PACC) du Cameroun, en collaboration avec le PNUD, les secteurs SC et CI ont renforcé les capacités des journalistes (une vingtaine) et animateurs de radios communautaires (environ 40) en matière d'adaptation aux effets néfastes des changements climatiques. L'activité a été organisée sous forme de séminaires ateliers de formation des journalistes des principaux organes de la presse écrite et audio-visuelle et des animateurs des radios communautaires choisis en fonction des 5 zones agro écologiques du Cameroun. Un suivi des activités sur le terrain a permis de donner un appui de proximité concernant les grilles de programmes et les contenus sur le changement climatique à 10 radios communautaires sélectionnées en fonction de leur engagement et de la zone agro écologique .

569. Appui pour la **conservation durable de la Réserve de Faune du Dja** (SC/CLT). Grace à un financement de la Fondation suisse Franz Weber sur une période de 5 ans (2013-2017) et conformément aux recommandations du Comité du patrimoine mondial lors de sa 36e session tenue à Saint-Pétersbourg (Fédération de Russie) en 2012, le Bureau de Yaoundé en collaboration avec le Centre du Patrimoine Mondial a appuyé les autorités camerounaises à la conservation durable de la Réserve de faune du Dja (RFD) par la mise en place d'un cadre de concertation autour de la RFD et le renforcement des capacités de l'organe de gestion (activité en cours).

Leçons apprises / Défis

570. La demande en zone CEEAC en matière de renforcement des capacités en expérimentation scientifique reste très forte notamment dans les enseignements primaire et secondaire. La production locale de matériels d'expérimentation en plastique ou à base de matériaux locaux faciliterait la réponse à cette demande.

571. Il existe un besoin réel d'extension à davantage de radios, des sessions de proximité en matière de renforcement des capacités

572. En règle générale, le secteur science souffre ici comme ailleurs d'un déficit de financement tant au niveau des partenaires techniques et financiers (PTF) que des pays eux-mêmes. Malgré différentes initiatives de l'UA/NEPAD, un plaidoyer permanent auprès des décideurs et PTF en faveur de la science pour le continent africain semble encore utile.

ACTIVITES A CARACTERE SOUS-REGIONAL

573. **Appui à l'Enseignement Supérieur** (intersectorielle ED/SC): L'UNESCO apporte son appui technique et financier aux Etats de l'Afrique Centrale, depuis juillet 2010, pour la création de Pôles d'Excellence Technologiques Universitaires (PETU) dans l'espace CEEAC. Le financement attendu de la BAD – requête transmise au Secrétariat de la CEEAC et soutenue par la déclaration d'engagement signée à Yaoundé en juin 2012 par les ministres en charge de l'enseignement supérieur dans les pays membres de la CEEAC - permettra d'accélérer le processus de l'évaluation des institutions candidates pour abriter les futurs pôles d'excellence. Il permettra également de réaliser une étude de faisabilité et d'élaborer un projet chiffré à soumettre au financement des pays et des Partenaires Techniques et Financiers.

574. **Changements climatiques et Education en vue du Développement Durable** dans les pays de la CEEAC (intersectorielle ED/SC): Par cette activité financée sur fonds d'urgence, le bureau a appuyé les 10 pays de la CEEAC à travers : 1) un état des lieux sur la prise en compte dans les stratégies, les politiques et les plans sectoriels nationaux des pays sur le changement climatique et l'ESD (éducation à la paix, éducation à la citoyenneté, vulnérabilité aux effets néfastes des changements climatiques et prévention des conflits et des catastrophes); 2)un projet de feuille de route élaboré pour la prise en compte de ces aspects dans les politiques, stratégies, plans sectoriels de développement et curricula et programmes de formation tant au niveau régional que national ; 3)un renforcement des capacités des experts du secteur public et du Secrétariat pour l'Evaluation Environnementale en Afrique Centrale (SEEAC) en matière de changement climatique et pour son intégration dans le processus technique de l'évaluation environnementale (atelier international, Douala, octobre 2013).

575. **Etude de faisabilité d'une réserve de biosphère transfrontière** (RBT) dans l'espace TRIDOM : Dans le cadre des projets financés sur fonds d'urgence, le secteur science /Yaoundé a mené conjointement avec la Division des Sciences Ecologiques et de la Terre (SC/EES) une

activité intitulée « étude de faisabilité de l'établissement d'une réserve de biosphère transfrontière dans l'espace TRIDOM (Tri-national Dja-Odzala-Minkébé) entre le Cameroun, le Congo et le Gabon ». Lancée à Brazzaville le 06 juin 2013 l'activité a permis d'informer amplement les parties prenantes sur l'état actuel des réserves de biosphères concernées et la faisabilité d'une Réserve de Biosphère Transfrontière (RBT) dans l'espace TRIDOM. Ce projet a été exécuté en synergie avec le projet FEM/PNUD intitulé « Conservation de la Biodiversité Transfrontalière dans l'interzone du Dja-Odzala-Minkébé au Cameroun, Congo et Gabon », mis en œuvre par l'UNOPS depuis 2009.

576. Appui à la sauvegarde du lac Tchad et de ses écosystèmes : Projet : « Diplomatie scientifique et culturelle: Synthèse sur les ressources transfrontalières en Afrique et le cas d'étude du Lac Tchad », projet mis en œuvre conjointement par le bureau de Yaoundé et la Division des sciences écologiques et de la terre (SC/EES) (financé par le Fonds d'urgence) : 1) atelier sous-régional avec une trentaine d'experts en juin 2013 à Douala pour le Renforcement des capacités des membres du Secrétariat Exécutif de la Commission du Bassin du Lac Tchad (CBLT) et des Points Focaux-pays de la CBLT sur le concept PCCP (from Potential Conflict to Cooperation potential) concernant l'usage et la gestion des eaux dans les bassins fluviaux et lacustres transfrontaliers. 2) atelier sur la Gestion Intégrée des Ressources du Bassin du Lac Tchad (Ndjamena, juillet 2013) regroupant les représentants des parties prenantes, membres du secrétariat de la CBLT, points focaux MAB et PHI des pays membres de la CBLT et quelques représentants des communautés locales concernant le document de plaidoyer pour la gestion des ressources transfrontalières en Afrique ou hors d'Afrique. 3) Les études de faisabilité d'une RBT et d'un site du patrimoine mondial dans le bassin du Lac Tchad ont apporté des réponses positives. Le programme d'action stratégique de la CLBT a été publié sous la forme d'un dépliant synthétique en français, en anglais et en arabe.

Leçons apprises / Défis

577. Malgré des modes de gestion et des défis différents la faisabilité de la RBT est positive. Les interzones sont proposées pour être des zones tampons de la future RBT, les révisions décennales des RB concernées doivent être effectuées d'urgence et un nouveau projet conjoint UNESCO/UNOPS doit être élaboré pour appuyer le montage du dossier de RBT par les 03 pays.

578. L'approche régionale devra être encouragée et renforcée. Elle permet non seulement de réaliser des économies d'échelle dans le financement des activités des pays, mais également de renforcer la coopération Sud-Sud, d'harmoniser les visions des pays engagés ensemble tout en apportant une contribution dans le processus d'intégration régionale.

579. Bien que les études déjà effectuées sur le lac Tchad soient assez nombreuses, des compléments spécifiques propres aux normes des RBT et des sites du patrimoine mondial sont nécessaires. Un projet extrabudgétaire pour appuyer la CBLT est donc nécessaire.

Secteur Culture

580. Célébration du 40ème anniversaire de la Convention de 1972 : Dans le cadre de l'appui à la réalisation de l'état des lieux des sites du patrimoine mondial, des négociations ont été entreprises auprès du ministère de tutelle, le Ministère des Arts et de la Culture, en vue de l'organisation d'un atelier de réflexion sur la « Revalorisation des priorités d'inscription des sites culturels du Cameroun sur la Liste du patrimoine mondial ».

581. Promotion des expressions artisanales, dans le cadre de la prise en compte de la Culture dans le développement durable : Les réalisations majeures à signaler dans ce cadre sont d'une part : l'organisation par le Ministère des Petites et Moyennes Entreprises, de l'Economie Sociale et de l'Artisanat des « Journées portes ouvertes de l'artisanat de la Région du Centre du Cameroun », et d'autre part la tenue d'un Atelier de formation des jeunes dans les métiers du cinéma, en appui à la célébration de la 16ème édition du festival international ECRANS NOIRS.

582. Atelier régional sur la Culture de la Paix et le Développement durable : L'Atelier régional sur la Culture, la Paix et le Développement Durable dans les 10 pays de la CEEAC, co-organisé par le Bureau Régional de l'UNESCO/Yaoundé et la CEEAC, (Yaoundé, avril 2013) avait permis pour objectifs de renforcer les capacités des pays membres en vue d'une meilleure intégration de la culture de la Paix et de l'éducation à la citoyenneté, afin de faire asseoir une compréhension commune de la culture, d'écrire, de finaliser les politiques publiques officielles en matière de culture et de conduire des actions de sensibilisation en direction des populations pour l'instauration d'une paix et la cohésion sociale. Un des résultats majeurs a été l'élaboration et la mise sur pied d'une feuille de route régionale destinée aux Etats membres de la CEEAC.

Leçons apprises / Défis

583. Les campagnes de sensibilisation /promotion de la convention de 2005 à travers des formations destinées aux artisans et aux jeunes ont permis une meilleure prise en compte de la culture dans le développement durable.

Démarrage des activités dans les nouveaux pays du Bureau

ANGOLA

584. La mission multisectorielle menée en mai 2013 a révélé que l'Angola a un fort potentiel en termes d'activités et de ressources. Aussi des notes conceptuelles ont été élaborées dans chacun des domaines de compétences de l'UNESCO, pour une intervention globale, dans les priorités définies par le pays. Il s'agit d'une stratégie de mobilisation de fonds et d'identification de mécanismes de financement innovants. Compte tenu de la portée de la coopération potentielle, il serait nécessaire d'envisager le renforcement de l'antenne, à l'image du Tchad, en fournissant des ressources humaines et matérielles. Une stratégie d'intervention, pourrait être adoptée pour les pays émergents à fort potentiel, comme cadre de coopération standard.

BURUNDI

585. Le Bureau national de l'UNESCO a repris depuis 2013, l'appellation initiale de Maison de l'UNESCO pour la Culture de la Paix au Burundi. Le Gouvernement du Burundi a soumis à l'UNESCO un Programme National pour une Culture de la Paix 2013-2017 qui sert de document de référence pour les projets prioritaires à appuyer au niveau du Programme Régulier et/ou Extrabudgétaire.
La paix et la sécurité sont à préserver en particulier à l'approche des élections de 2015.

GUINEE ÉQUATORIALE

586. La Guinée équatoriale, qui dépendait du Bureau multi-pays de Libreville avant la réforme, fait actuellement l'objet d'une future intervention groupée de l'UNESCO dans ses domaines de compétences.

587. À la lumière du potentiel de la coopération de la Guinée équatoriale avec l'UNESCO, il serait indispensable de mettre en place une antenne, à l'instar du Tchad. Des mécanismes novateurs de coopération pourraient également être mis en place, pour une intervention plus soutenable. Cette approche pourrait être utilisée comme stratégie d'intervention, dans le cadre des accords avec les pays émergents à grand potentiel.

SAO TOME ET PRINCIPE

588. Sao Tome et Principe, comme la Guinée Equatoriale, relevait de la compétence du Bureau de Libreville. Il convient de noter que la coopération avec Sao Tomé, a été effective dans le cadre de la stratégie d'intervention selon l'approche sous-régionale. L'approche sera similaire à celle de la Guinée équatoriale et Angola, c'est-à-dire une analyse des besoins et la préparation de fiches et d'une note conceptuelle. Un mécanisme de coopération sera proposé avec l'Angola, dans le cadre des échanges sud/sud et pays PALOP.

COOPÉRATION AVEC LE SNU

589. L'ensemble des trois pays couverts par le Bureau de Yaoundé, ont mis en place, chacun, un cadre UNDAF autour duquel, les Spécialistes de programmes se rencontrent et travaillent techniquement sur les aspects de planification, de mise en œuvre et de suivi/évaluation des activités en étroite coopération avec les Départements ministériels impliqués. Cette Plate-forme favorise l'esprit d'interventions conjointes des Agences dans le pays. C'est ainsi que nous pouvons citer, à titre d'exemple : le rôle de chef de file du groupe Communication du système des Nations Unies au Cameroun ; le rôle de co-chef de file des Partenaires Techniques et Financiers de l'Education qu'assurent l'UNESCO et l'UNICEF au Cameroun ; le projet conjoint sur la consolidation de la paix en République Centrafricaine (UNESCO-UNHCR-UNICEF) ; UNESCO et UNICEF, comme Entités d'exécution du projet du Tchad, financé par le PME à hauteur de 47,2 millions USD dans le cadre de la mise en œuvre de la Stratégie Intérimaire Pour l'Education et l'Alphabétisation (2013-2015) . De façon générale, le Bureau maintient avec les partenaires UN, bilatéraux et multilatéraux d'excellents rapports de travail qui lui ont permis de porter la mobilisation des ressources à environ 7 272 000.\$ (de 2008 à nos jours).

ARAB STATES

UNESCO Office in Amman

590. Over the 2012-13 biennium, Jordan faced two major challenges: i) the aftermath of the “Arab Spring”, and; ii) the residual consequences of the Iraqi refugees’ influxes alongside the more important protracted Syrian refugees’ crisis. The UNESCO Country Programming Document (UCPD) for Jordan (2012-2017) produced by the UNESCO Amman office (UOA) in tandem with the UNDAF captured these challenges in the selection of its programmatic priorities.

Key achievements

591. **Communication and Information:** UNESCO developed a “Policy Advice to the Government of Jordan” module in consultation with media stakeholders, to help improve media environment and promote freedom of the press in Jordan. UNESCO consolidated its professional advisory initiatives in media reform and democratization, in assessing the media environment and recommending action to address gaps. Capacities of media professionals were strengthened which should enable the contextualization of a more conducive regulatory framework for a free, independent media in Jordan by introducing international standards and good practices from different democracies across the world. Recommendations for action presented to the Government of Jordan (GoJ) in form of an “Action fiche”, were approved and the Government recommended UNESCO as the most suitable organization for its implementation. The fact that most of the media stakeholders, legal partners as well as the Government are on board offers a favourable pre-condition for using the fiche as a sound basis for a comprehensive media reform in Jordan in the coming years. UOA also undertook activities in the fields of: i) Capacity Development and inter-sectorial programs (e.g. Media Information Literacy (MIL)/Media Curriculum/Media and Water), ii) Awareness-Raising (e.g. Youth focused Mass Media campaign on HIV/AIDS), and iii) Post Conflict/Post Disaster (response to the Syrian Crisis), whereby CI sector implements two projects: i) a radio project called “Al Sa’a Suriya” (The Syrian Hour) that uses radio communication as a mean to provide key information to Syrian refugees, and; ii) Information Centre for Youth at a school in northern Jordan hosting a high number of Syrian students.

592. In the area of **culture**, UOA has been working closely with the Government on the implementation of the 1972 Convention, the 2005 Convention and the 1970 Convention. UOA mainly provided technical expertise to national authorities in strategy formulation including capacity development workshops for the protection of Jordan’s Heritage sites, and assisted in improving the management of museums and cultural objects, as well as in promoting cultural diversity through awareness-raising activities. UOA finalized the publication “Risk Management Methodology at Heritage sites – case study of Petra” and introduced international standards for risk management methodology as well as sustainable monitoring techniques to be applied for risk assessment and conservation of heritage sites under natural or man-made threats. Using gender-based approach where appropriate and ensuring sustainability through capacity development had been at the core of the sector interventions. Two projects to empower rural women through culture have been developed and approved: the project on “Empowering Rural Women in the Jordan Valley” and the Joint Programme with UN-WOMEN on “Empowering rural women in Mafraq Governorate through the management and preservation of the Umm el-Jimal’s archaeological site in Jordan as income-generating activities”. Finally, sensitization workshop on illicit trafficking of Syrian cultural heritage involving regional and international experts on was successfully implemented.

593. Due to financial constraints the UOA has confined its activities in the field of **education** initially to advisory functions through active participation in the education donors group responsible for regular reviewing of progress and formulating policy adjustments for the Education Reform for Knowledge Economy (ERfKE II) program. UNESCO has been leading the provision of technical advice to the MoE in strengthening its Educational Management Information System (EMIS). UOA provided technical expertise to the MoE enabling greater access and use of data including support in evaluating the trend in out-of-school and dropout situation in the country. UOA has been tasked by the Beirut Office to upgrade the training capacity of the National Centre for Human Resource Development (NCHRD) on Education Planning and Management (EPM). Throughout the biennium, the Office ran several capacity building workshops for policy-makers and planners from Egypt, Iraq, Jordan, Lebanon, Libya, Palestine, Sudan and Syria.. As part of worldwide consultations on the post-2015 development agenda, to the Office conducted a high visibility National Consultation about the relevance of education and youth employability, which was honoured by the participation of her Majesty the Queen Rania Al Abdullah. UOA has been actively contributing to the mitigation of the impact of the Iraqi and Syrian refugees' crisis through various means (scholarship program, remedial education, teacher training, informal and non-formal education with vocational orientation, surveys and assessments etc.). UOA developed several materials through inter-sectoral initiatives on: HIV and AIDS education, water education, ESD, gender mainstreaming and women empowerment, human rights, among others.

594. The Office's main focus was addressing the adverse impact of **climate change** and the dramatic water scarcity through institutional capacity and policy development, research and awareness-raising. Building on extra-budgetary MDG-Achievement Fund, the sector concentrated on strengthening capacities in science policy formulation and planning for national stakeholders with regards to addressing climate change, biodiversity and water management. A series of tools on disaster risk reduction such as teaching safe behaviour, ensuring preparedness at schools and public awareness-raising were piloted. Better water resource management was promoted through a series of teacher training workshops and a student-targeted cartoon competition. Over the biennium, the sector concluded its support to the Government of Jordan in the development of an RBM-compliant Master Plan for Science, Technology and Innovation for 2012-2016. In coordination with the Ministry of Water and Irrigation, the Office also hosted the third regional consultation workshop for Arab countries as part of the "Groundwater Governance: a Global Framework for Country Action" initiative.

Resources mobilization

595. Given Jordan's status as an upper middle-income country, funding opportunities have been limited and mostly focusing on humanitarian interventions. However, UOA has been successful in mobilizing more than US\$10 million by the end of the biennium. Donors included the EU, MDG-Fund, UNAIDS, UNICEF, UNWOMEN, ILO, World Bank, Bulgaria, Finland, SIDA, the Annenberg Foundation, the DROSOS foundation among others.

Collaboration with UNCT

596. Apart from its active membership of the UNCT and the SMT, UOA sits on the Operations Management Team, on the HIV/AIDS Joint Team, chaired the UN Communication Group, co-chairs the UNDAF WG on Youth, participates in the only MDG-F programme in Jordan on 'Climate change adaptation, coordinated the education component of joint UN projects on DRR, takes part in UN Community Protection Working Group and the UN Advocacy Working Group. UOA took part in the UNDAF 2013-2017 Steering Committee and the Technical Support Group

where the office chaired the Environment Group during the development of the UNDAF 2013-2017. The Office was significantly involved in the Post-2015 development agenda pilot process in Jordan. UOA is also member of the Donor-Lender working groups for water and education, and has recently joined the one on Elections. UOA contributes together with its humanitarian counterparts to the Syrian refugees Regional Response Plans and recently to the National Resilience Plan. The Office is also active in Child Labour WG (ILO), including in Gender mainstreaming platforms (UN-WOMEN). The Office is currently lead implementing agency for a Joint Programme with UN-Women.

Lessons learned

597. Although the Office faced some financial and staffing constraints during the biennium and diversion of donors attention in favour of humanitarian crisis at the detriment of development goals and projects etc.), the UOA has succeeded in maintaining donors' and partners' confidence to work with UNESCO and was able to raise extrabudgetary funding. Given that Jordan is elected to host the 2017 World Science Forum, it matters for UNESCO's credibility to consider staff redeployment and funds decentralization to ensure its field presence in science. This is also crucial to ensure UOA presence in joint UN activities to this end and to fulfill the UNDAF.

598. The close cooperation with the Ministry of Planning and International Cooperation at the inception of projects could contribute to reduce the delays observed during the past biennium in the implementation of extra budgetary projects. Designing and implementing larger-scale projects proved to be more cost efficient than dispersing resources in multiple small projects.

599. The UCPD for Jordan has allowed better alignment of UNESCO programmes to national priorities. In the future, it should continue to inform programming, including at regional and global level. Support and technical backstopping of the Regional Offices for Science and Education to national offices is important. It should therefore be reassessed and strengthened to make it more effective.

UNESCO Office in Beirut

LEBANON

600. The situation in Lebanon changed radically from January 2012 when there were fewer than 10,000 Syrian refugees registered with UNHCR to December 2013 when this number passed 850,000, representing over 20 percent of the population of Lebanon. This progressively marked a shift in the operational conditions and priorities of the country. While the biennium marked the second two years of the Lebanon UNDAF (2010-2015), it was extended until 2015 and complemented by a Regional Response Plan (RRP) process managed by UNHCR. UNESCO has been very active in the development of the Education, Livelihoods and Social Cohesion windows of this response plan. In addition, UNESCO has contributed to the development of the national stabilization plan of the country, in close collaboration with the rest of the UN and the World Bank.

601. **Education.** UNESCO Beirut office has been working with the Ministry of Education and Higher Education (MEHE) to implement the new National Education Strategy. With the support of UNESCO this strategy is being adapted to the changing situation in the country as reflected in the Regional Response Plan (RRP) and stabilization plan. UNESCO's interventions have

aimed at enhancing the capacity of MEHE and other partners in Education in better managing their responses and services by providing a training in quality Education in Emergencies (through INEE Minimum Standards, Psychosocial support) as well as in supporting information management (Mapping and Needs Assessment) and the creation a school library.

602. Policy advice and capacity development on TVET and skills development were provided to MEHE on the integration of entrepreneurship education in both general education and TVET programmes, in line with national needs and the Third TVET Congress Consensus (Shanghai, May 2012). Coordination and partnership with the International Labor Organization (ILO) and the European Training Foundation (ETF) were developed through the “Entrepreneurship Learning Initiative-Project” and leveraged a greater combined effort to address the needs in Lebanon.

603. In Teacher Education, UNESCO used a participatory approach to design a Whole-School Approach (WSA) handbook, which included conceptual clarifications, suggestions for implementation and examples of effective practices stemming from Lebanese schools. UNESCO developed this and linked it to the Global Action Week through public events and a school-video contest that focused on the role of teachers in promoting and sustaining education quality. This was done in collaboration with the National Commission and MEHE.

604. In the area of Higher Education, a group of high-level Lebanese decision-makers and experts took part in the development of a Regional Teacher Policy Framework and Resource Pack, as well as a Regional HED Framework for Quality and Quality Assurance which is being linked to the country and regional response to the Syrian crisis.

605. As part of UNESCO’s Regional Mapping of Student Assessment Systems in the Arab States, Lebanon completed the Survey of Student Assessment Systems (SABER) developed by the World Bank and their benchmarking against global standards. Based on the information collected, the Lebanon SABER Country Report was prepared, serving as a valuable analytical tool in light of the crisis facing the country.

606. In line with Lebanese Education Reforms to introduce life skills-based reproductive health and HIV/AIDS education and in light of the growing risks associated with the Syrian conflict, UNESCO organized nationwide orientation sessions targeting secondary school directors in the public system to raise their awareness on youth sexual and reproductive health (SRH) and the importance of SRH and HIV education at schools. The sessions also presented UNESCO’s School Health Educator manual on SRH and HIV education, which was adopted by the government in 2011.

607. Capacities of the Ministry of Social Affairs (MOSA) and civil society organizations in Lebanon were strengthened to deliver literacy services with focus on girls and women. In addition, UNESCO has worked on the development of an Accelerated Learning Program (ALP) which is designed to integrate out-of-school children into the formal education system and is now being adapted to be used for refugees.

608. UNESCO continued to build capacity of teachers and school managers in dialogue skills and conflict resolution in the North of Lebanon and in twinning Palestinian and Lebanese schools. In the context of psycho-social support for at risk children, UNESCO continued to work with selected primary schools in South and North Lebanon to use Art as a means for increasing school retention.

609. Capacities of universities and government institutions were built to prepare and complete the UN-DESD Final Assessment Questionnaire (March 2013), and technical contributions on the development of the Post-2014 ESD Framework were collected at the national and regional levels (ESD Expert Meeting in Beirut, May 2013).

610. **Social and Human Sciences.** UNESCO contributed to enhancing good governance through youth participation, one of the priorities of the UNDAF, as a managing agent of the UN joint project (with UNICEF, UNDP and ILO) on “Youth empowerment and participation in Lebanon”. As result of a series of youth-led and youth targeted trainings and lobbying organized in partnership with Ministry of Youth and Sports (MOYS) and the National Youth Forum, the draft national youth policy was endorsed by the Government and officially launched at the Presidential Palace (Dec 2012). To promote social cohesion and conflict prevention while enhancing the livelihoods of Refugees, UNESCO supported life-skills trainings in partnership with the Lebanese Red Cross (LRC) with funding of the French government. A series of trainings were provided to both Syrian Refugee youth and Lebanese youth from host communities, which helped expand the capacity of the LRC to adapt to the growing needs evolving from the crisis. LRC is now developing much larger youth-oriented programs modeled on the UNESCO pilot.

611. Based on a human rights based approach (HRBA) and in the aim of promoting social inclusion of persons with disabilities, UNESCO undertook a participatory policy review of social inclusiveness, in coordination with the National Commission, MOSA and a group of civil society and Disabled Persons Organizations (DPO). The process contributed to raise public awareness on social exclusion in particular faced by young persons with disabilities. An updated situation analysis together with a set of policy recommendations was produced and will be able to serve as a basis for efforts addressing persons with disabilities in light of the Syrian crisis.

612. **Culture.** National partners' capacities have been developed in the area of safeguarding the Intangible Cultural Heritage. The City of *Zahlé* has submitted its candidature to join the UNESCO Creative Cities Network in the category of Gastronomy within the framework of the Creative Cities Network programme.

613. With regards to World Heritage protection and conservation, UNESCO in partnership with the National Commission and other partners raised the awareness of local leaders of municipalities in the World Heritage cities of *Qadisha* and *Tyre*. In coordination with MEHE, UNESCO promoted the values of World Heritage in educational policies and practices, especially among youth through a wider diffusion of the World Heritage in Young Hands kit.

614. UNESCO raised awareness among the Lebanese Army Officers on the Implementation of the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its two (1954 and 1999) Protocols.

615. In view of fighting the illicit traffic of cultural property related to the Syrian conflict, UNESCO-Beirut Office organized in collaboration with the French Embassy a regional seminar on the protection of cultural heritage focusing on the 1970 Convention. In addition a documentary film was broadcasted on YouTube dedicated to the joint efforts undertaken by the Lebanese Authorities and UNESCO- Beirut Office to fight against the illicit trafficking of cultural property which led to the recovery of archaeological objects.

616. UNESCO supported the creation of an enabling environment for intercultural dialogue and in particular for interreligious dialogue. A group of high school students from the conflict

areas in Tripoli were trained on learning to live together. UNESCO promoted cultural diversity by organizing an International Flag Art Exhibition displaying the artworks of 40 international renowned artists to celebrate the “World Day for Cultural Diversity for Dialogue and Development”.

617. **Communication and Information.** UNESCO promoted an enabling environment for freedom of expression and information in Lebanon. Awareness was raised on the challenges of safeguarding press freedom and the safety of journalists during the celebration of the World Press Freedom day, in a national conference jointly organized by the Lebanese National Commission and the Maharat Foundation. UNESCO launched a media code of ethics with the participation of major media institutions in Lebanon.

618. In partnership with the International Federation for Journalists (IFJ), Social Media Exchange (SMEX), the May Chidiac Media Institute, American Lebanese and Science and Technology universities, and BBC Arabic, UNESCO supported media quality by developing the capacity of young media professionals as well as senior media students on: investigative journalism, conflict sensitive reporting, safety of journalists, strategic planning using online tools and election coverage.

619. A group of public librarians were trained in library management, including library management software for cataloging, in partnership with the Ministry of Culture. Training on documentary production in collaboration with BBC Arabic targeting young TV producers from the region was delivered and the production of a documentary supported.

SYRIA

620. Since March 2011, activities in Syria have been put on hold due to security reasons. The UNDAF has been suspended. Focus has been directed since towards monitoring the flight of Syrian nationals to neighboring countries and their condition.

621. Still, a few achievements have been realized: In 2012-2013, Syrian officials took part in some regional activities, notably in education planning in the context of the Regional Center for Early Childhood based in Damascus; as part of UNESCO’s Regional Mapping of Student Assessment Systems in the Arab States, Syria completed the Survey of Student Assessment Systems (SABER) developed by the World Bank and their benchmarking against global standards. Based on the information collected, the Syria SABER Country Report was prepared and can serve the situation analysis of the UN system in response to the crisis.

622. UNESCO has developed proposals and sought funding under the Syrian Humanitarian Assistance Response Plan (SHARP) managed by OCHA. While progress has been made in securing support for the protection of culture in Syria with the generous support of the European Union, no funding has yet been secured for education.

UNESCO Office in Cairo

623. For Egypt, 2013 is the third year after the revolution. It is a period of democratic transition and tension between Islamists and Modernists. Street demonstrations, sometimes violent, are ongoing. Frequent reshuffles have adversely affected government action and efficiency. In the spring, the country went through a major economic crisis related to instability, the decline of the tourism sector, fuel shortages and uncontrolled inflation. In late June, one year after he was

elected, President Morsi was challenged by major demonstrations which were crowned by a regime change on 3 July. Since then, the country has suffered from terrorism in the Sinai and from regular minor demonstrations all over the country. As a result, UNESCO programme implementation was slowed down. The following are the UNESCO Cairo Office's (UCO) major achievements in 2012.

In Natural sciences:

624. Modernization of engineering curricula to include interdisciplinary science and to apply engineering solutions to satisfy basic needs in support of the UNESCO Engineering Initiative: Regional Workshop for Teacher Training on the developed Higher Diploma Curricula in Nano-Sciences:

- 12 Egyptian universities and research institutes participated in the 2013 Nano-technology for Construction Symposium (NTC 2013) on the latest development in the field of nano and nano-biotechnologies;
- Negotiation with the Pennsylvania State University to establish a virtual training program is under way. extra-budgetary funds have been allocated to design and build such virtual program for teachers training in nanotechnology.

625. Modernization of engineering curricula to include interdisciplinary science and to apply engineering solutions to satisfy basic needs in support of the UNESCO Engineering Initiative: Innovative Science & Engineering Curricula Developed through Converging Technologies (nanotechnology, biotechnology, and CI technologies) Programmes in the Arab Region:

- A number of Egyptian universities have sent in their letter of Intent to review the curriculum and adopt it through their university scientific boards. The adoption process for the new curricula mandates an intensive capacity building program to qualify university staff to teach the new curricula. UCO is currently working with the Egyptian government to facilitate such capacity building program.
- Recently extra-budgetary funds were received to design and build a virtual program offering higher industrial diploma in nanotechnology in collaboration with Pennsylvania State University (PSU). The funds will pay for the conversion of PSU courses material into on-line courses to allow for better access in developing countries.

626. Creation of a regional science & technology portal to promote stronger networking utilizing ICTs to facilitate virtual conferences and forum between scientists within the region and worldwide and to be communicated to the different national stakeholders in order to be populated with all researchers and scientists in the different S&T fields;

627. Increased regional awareness in Arab Member States including Egypt around renewable energy and sustainable development at no cost to UNESCO by utilizing several regional and international conferences undertaken by other organizations (MLA2): Support achieving the three objectives of the UN Initiative on "Sustainable Energy for All"

- Ensure universal access to modern energy services;
- Double the global rate of improvement in energy efficiency;
- Double the share of renewable energy in the global energy mix;

628. MLA 6 "Enabling the application of ecological and earth sciences for sustainability, including through the Man and the Biosphere (MAB) Program (ER 19)

- Introduced the concept of Green Economy to Biosphere Managers to scale up local green economy practices;
- Reached consensus on approaches and principles in implementing BR activities within the frame work of Green Economy such as the use of renewable energy;
- Identified sustainable solutions for challenges in BR by exchanging experience of best practice between BRs in the region;
- Enhanced effective management of BR in the region
- Strengthened capacities of Biosphere Managers in the region

629. The outcome of these results is expected to lead to utilization of BR as model of approaches of the two Rio+20 themes: green economy for poverty eradication in the context of sustainable development and institutional arrangements.

630. Major results achieved at the regional level within MLA 5: Freshwater systems under stress and societal responses, incorporating the work of the International Hydrological Programme (IHP):

- Integrated water resources management policies and strategies in the Arab region improved with special focus on developing tools, applications, research projects, capacity building and networking for strengthening policies for water management in the Arab region;
- Policies for water governance strengthened, through promoting water resources management in the Arab constitutions and developing capacity building guidelines to improve the water resources management knowledge of the legislators (parliamentarians and consultative council members);
- Water management and conservation awareness and education promoted for school students and youth in the Arab region through developing an informal and interactive water game and designing water educational tool comprising general guides and teaching material for teachers;
- Within the International UN Year 2013 on Water cooperation, awareness for the potential and challenges for water cooperation raised in the Arab region through facilitating dialogue among stakeholders and actors at regional and national levels;
- Water cooperation for peace and sustainable development in the Eastern Nile basin promoted through launching cooperation dialogue at the scientific, media, civil society and relevant NGOs;
- Activities of the Hydrology program are closely implemented in joint collaboration and coordination with other regional and international organizations such as ISESCO, ALECSO, FAO and ESCWA;
- Lessons learnt: water governance improvement is an effective way for better water resources management. Additionally, capacity building, research support, cooperation and networking are effective tools for sustainable water resources management.

631. Within the UN joint program of Climate Change Risk Management in Egypt and jointly with UNDP and UNEP, institutional and stakeholder capacities of the Minsintry of Water Resources and Irrigation of Egypt improved and governmental strategy developed in the area of climate change risk assement, managemnt and adaptation in Egypt.

In Education:

632. The Education Programme at UNESCO Cairo office (UCO) was actively engaged in a number of projects during the year 2013 with specific focus on literacy, Education for All (EFA), education in emergencies and transitional periods, and early childhood care and education (ECCE):

633. Literacy and lifelong learning advanced and promoted in the framework of the National Campaign for Literacy and the Renaissance of Egypt 2012 – 2020 under the slogan of “Together We can” in order to achieve EFA goal 4 by 2015 (Campaign’s short term goal).

- The President of Egypt approved to adopt the campaign under his own patronage and sponsorship which will provide all the political and financial support needed.
- A Board of Trustees was formed and approved by the Minister of Education
- The given accreditation of the Regional Center for Adult Education in *Sirs El Layyan* as UNESCO category 2 center will support in promoting the Campaign and its different activities.
- A pilot training was conducted to train 20 students from *Ein Shams* University to become literacy facilitators.
- Awareness was raised about the Campaign through wide dissemination of the Campaign's information kit in major conferences and workshops.

634. Within the framework of implementing the recommendations of the 11th General Meeting on Cooperation between the Secretariats of the United Nations (UN) and the League of Arab States (LAS) and their specialized organizations that took place in Vienna (July 2012), LAS and UNESCO (Cairo and Beirut Offices) organized the Launch of the Arabic Version of the EFA Global Monitoring Report (GMR) 2012 – Youth, Skills and Putting Education to Work. The launch took place on the 1st of April, 2013.

635. UNESCO Cairo office and IIEP collaborated, as per the Egyptian Ministry of Education request, in developing and updating the strategic planning for a ten years plan, according to the Ministry's priorities and needs.

- A draft plan has been prepared. UNESCO and IIEP will continue the support till the finalization of the strategic plan;
- Also, and as per similar request from Ministry of Education in Libya, UNESCO will provide technical support in building capacities in planning for the senior staff at the Ministry;
- Technical support was provided to the Strategic Planning unit (SPU) to develop the new strategic plan for 2104 – 2023 through an international expertise;
- A training mission was conducted by three persons from the SPU team at the Ministry of Education to the IIEP premises in Paris in December 2013, to provide capacity building for the team in the preparation of the new strategic plan.

636. Capacities of the Egyptian and Libyan Ministry of Education developed in the field of education in emergencies and disaster risk reduction in order to support both countries in responding to the needs and challenges of quality education in the transitional period. The projects’ targets were successfully achieved and the final evaluation and report were prepared and submitted to the donor. The project was finalized in March 2013, after the extension of three months:

- A training manual on “Minimum Standards for Quality Education – The Egyptian Experience” was produced;
- Workshop on “Disaster Reduction and Management for School Safety” was organized to provide MOE in Egypt and Libya with a holistic and comprehensive methodology for education in emergencies and transitional period.

637. Quality and inclusion in the area of early childhood care and education (ECCE) programs and practices improved in Egypt, Sudan and Yemen within the framework of activities of three model ECCE centers established in the respective countries. Capacity building of staff of the model ECCE center in Sudan developed:

- Capacities of the staff of the ECCE centers of the three countries were strengthened;
- Preparations of the training manual, the training kit and the ECCE strategy have been launched by the Sudanese committees;
- Two persons from each center were nominated to participate in the training program for global leaders working in the field of early childhood. This program was organized by UNESCO office in Beirut;

In Culture:

638. UNESCO Cairo Office Culture Unit builds its work aiming at assisting Egypt Culture Sector at large by strengthening national capacities in the implementation of International Conventions under UNESCO umbrella by continuing the implementation of the International Follow up Campaign for the Establishment of the Nubia Museum in Aswan and the National Museum of Egyptian Cyclization (NMEC), in particular by implementing the recommendation of the Executive Committee of that Campaign. In the complicate, but promising transitional period that both Member States are crossing, the most important Conventions are:

- 1972 World Heritage Convention;
- 1970 Convention on Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property;
- 2003 Convention on Safeguarding of the Intangible Cultural Heritage;
- 2005 Convention for the Protection and Promotion of the Diversity of Cultural Expressions;
- Advocating for the ratification of the 2001 Convention for the Protection of Underwater Cultural Heritage.

639. The World Heritage Committee was established by the Ministry of Antiquities with wide invitation of stakeholders representing other Ministries and Governorates where the Egyptian World Heritage Sites are located. The establishment of this Committee was preceded by a number of capacity building activities developed by UNESCO and after long advocacy campaign by UNESCO Cairo and WHC:

- UNESCO Cairo conducted (April and October 2013) World Heritage Capacity Building programme for young experts of the Ministry of State for Antiquities (MSA) divided in 4 modules corresponding to the different aspects of the implementation of World Heritage Conventions;
- Aiming at supporting the management of two major World Heritage Sites, UNESCO organized information sessions and distributions of the prepared survey for the inspectors and conservators of the World Heritage Site of Memphis and its

Necropolis. All of them are equipped with all existing mapping and surveys summarized in UNESCO study.

640. A Committee was established at the Ministry of Culture for 2003 and 2005 Conventions as boards that will advocate for the implementation of those Conventions at the highest international standard. UNESCO Cairo Office in close cooperation with this committee conducts the following activities: Initiated the development of Culture for Development Indicators in Egypt, pilot for Arab States. To this end UNESCO raised additional funds with the delegation of European Union in Egypt and started the project with translation of UNESCO guidelines for the development of indicators for all 7 dimensions such as Economy, Education, Gender Equality, Governance, Social, and Heritage.

641. Establishment of the National Archive for the Intangible Heritage of Egypt under the umbrella of the Ministry of culture: The Archive is considered as a platform for all initiatives related to the inventorying the intangible heritage of Egypt, for the digital documentation and also institution that will facilitate the submission of entries to all three lists of the Convention. Jointly UNESCO Cairo, the Ministry of Culture and the National Archives conducted second module of the capacity-building programme for the implementation of 2003 Convention and trained 37 experts from the National Archive of Intangible Cultural Heritage and the Atlas of Folklores of Egypt. Those experts prepared 4 nomination files for the representative list, the endangered list and the best practices.

642. Strengthening the Museum Sector in Egypt:

- Documentation Center for Nubia Museum in Aswan: three-week training with international expert (May 2013) for paper conservation with 3 follow-up coaching sessions (October 2013, November 2013, December 2013) and supply of some equipment and consumables;
- Preparation of the education publication on the Nubian Museum in English and Arabic, submitted to the UNESCO publication board, approved at the Board meeting of 8 January 2014. Finalization and publication of the educational material on the Nubia Museum in order to promote further the role of the museum in social and economic development;
- Wide capacity building program for the staff of NMEC. The Basic Museology Training prepared and the tender conducted.

In Communication and information:

- Nationwide promotion of the importance of freedom of expression was achieved by organizing the World Press Freedom Day related conferences in 2012 and 2013. Events were organized with the support of the Egyptian Writers Union and the Egyptian Journalists Union. WPF 2013 adopted a declaration calling for authorities to establish a legal environment that protect and enable FOE for all, including journalists, writers, artists and others in traditional and non-traditional media & creative industries;
- Report “Full Assessment of Media Development in Egypt” has been developed to strengthen an environment that is conducive for freedom of expression and reform of media related legislation in line with international standards. The Report was validated by the stakeholders and presented to the Government of Egypt;

- Policy guidelines and action plan aiming to reform Egyptian media self-regulatory system was developed and validated by the major Egyptian stakeholders during the series of national and international seminars held in Cairo 2012-2013. It provided a solid base to pursue reform of media self-regulatory system in Egypt based on international standards;
- Awareness campaign regarding the importance of Freedom of Information (FOI) in Egypt was facilitated. It will be followed by the pilot project developed together with the Ministry of Communication of Egypt and aimed to prepare public service for FOI legislation;
- Recommendations and action plan aimed to introduce community media in Egypt has been developed together with the local stakeholders. Community multimedia center was established in Alexandria to promote community media concept in Egypt. Members of the center were trained to report on issues of city planning and access to public spaces;
- Capacity of local media in Egypt was strengthened by training forty local journalists to report on elections;
- Media and Information Literacy kit was produced in Arabic together with the Cairo University. International conference organized in mid-2013 has endorsed the MIL kit to be used as a teaching tool in MENA universities;
- Universal access to library collections was strengthened by developing online public access to the biggest Cairo based library collection of books on Arab, Egyptian and Islamic heritage of the Dominican Institute for Oriental Studies (IDEO). The project provides for free of charge access to the catalog of 155 thousand volumes, according to a contextualized, historical and critical approach of the Arabic-Islamic heritage;
- Universal access to knowledge and wider introduction of ICT within the education system of Egypt has been facilitated by developing national methodology and the custom made template aimed to develop a country report facilitating introduction of ICT in education in Egypt.

In Social and human sciences:

- **Transition to a democratic society** in Egypt was supported: Capacities of young people in rural and urban areas in Egypt to better understand the human rights and democracy concepts have been enhanced through a series of human rights workshops. Recognition of international principles on human rights focusing on youth had been enhanced through promotion of African Youth Charter and a research on existing national youth policies in Egypt;
- In order to empower young men and women to participate meaningfully in the democratic process, a **gender sensitive manual on democracy** in Egyptian context addressing young men and women in Egypt is under preparation in close cooperation with the National Council for Human Rights and the Arab Organization for Human Rights with consultation of relevant ministers, legal experts and educators as well as NGOs and youth delegates;
- Capacities of experts and institutions in the Arab region to promote the well-being of women in the Arab region with regard to their health care and medical research have been enhanced through supporting the "**Bioethics Network on Women's Issues in**

the Arab Region". During the 2012, the network has been developed and received over 100 individual and institutional members from 14 countries.

643. UNESCO Cairo is active within the **UNCT's** regular meetings as well as its yearly retreat. Cooperation with sister UN agencies and regional agencies such as ALECSO and ISESCO comes out clearly from the below sectoral reports.

UNESCO Office in Doha

Key achievements in the sub-region

644. **Education.** The Gulf Cooperation Council (GCC) countries are not only donors but also recipient countries. Substantial support is needed to bridge the gap in the adaptation of their educational systems to the rapid pace of development and investments. A rapidly changing environment and the limited capacities to adapt to change is constraining the quality of public educational systems

645. Capacity development in education planning and management was identified as a priority for all UNESCO Doha cluster countries. Consequently, UNESCO Doha, in cooperation with the Regional Centre for Education Planning (RCEP) and UIS have strengthened educational planning and management systems and that have enabled Ministry of Education officials to engage in sector-wide planning of education systems, and enhanced their knowledge and skills in collection, analysis and management of data, education sector analysis, preparation of national education plans, and monitoring and evaluation of national education plans.

646. UNESCO Doha launched the EFA Assessment Review process 2015 for the GCC countries and Yemen, which is expected to report on progress on EFA goals as well as help set an agenda for education beyond 2015.

647. UNESCO Doha in close cooperation with UNESCO Beirut Office gathered Member States for two joint activities in Amman (2012) and Doha (2013) to develop and finalize the Arab Region Teacher Policy Framework that was formulated as a collective endeavour for capacity development activities at regional and national levels.

648. UNESCO Doha, in close collaboration with UNESCO Beirut, supported the development of the Regional Higher Education Policy Framework and Resource Pack (HED PF&RP) which contributes towards enhancing a culture of quality in Higher Education Systems in the Arab States. Support to Technical and Vocational Education and Training (TVET) was provided to various GCC States to make TVET relevant to the emerging labour market needs.

649. UNESCO Doha succeeded in obtaining a grant from Qatar National Research Fund to conduct a research on "Momentum for Education Beyond 2015: Improving the Quality of Learning Outcomes and Enhancing the Performance of Education Systems in the Gulf Cooperation Council Countries". The results of the research will contribute to setting the agenda in education for the post-2015 in the GCC.

National capacities of GCC countries and Yemen on combating illicit trafficking of cultural objects were strengthened.

650. The **UIS** provided technical support to all countries in the cluster, with the aim to improving the quality and timeliness of country data in education, culture, and communication and information, and helped building national statistical capacities in the education and culture classifications.

BAHRAIN

651. **Education.** Through technical assistance provided by UNESCO, the Minister of Education launched the national Education for All (EFA) assessment process and formulated the National Plan of Action to assess EFA progress since Dakar 2000. UNESCO technical advice is expected to help set an agenda for Education Beyond 2015, with an emphasis on the quality of education. Training opportunities were offered at regional level to strengthened the capacity of staff of the Ministry of Education in educational planning and policy.

652. **Culture.** Existing cooperation with the category 2 centre for World Heritage (ARCH WH) established in Bahrain was strengthened.. Awareness has been raised in GCC Countries and Yemen on the 2001 Convention on Underwater Cultural Heritage, through meetings and activities organised in partnership with the Ministry of Culture.

653. **Communication and Information.** The office started contacts to support the newly established category 2 centre in ICT to build strategic partnerships for the implementation of activities, in particular linked to OER.

654. The UIS contributed to building capacities in education and R&D statistics. More specifically, it provided support to the Higher education Council to develop the online system for collecting the tertiary education data, increasing data quality and timeliness.

KUWAIT

655. **Education:** The Regional Centre for Education Planning (RCEP) and UIS helped strengthen educational planning and management systems through several capacity building workshops, including the National Training Workshop on timely analysis and utilization of education indicators to inform educational planning. The activities strengthened MOE's capacities in data collection methods and data sources; data validation techniques; education indicators, calculation and explanation; and educational planning. Within the framework of co-operation between UNESCO Office in Doha, the Arab Gulf Programme for Development (AGFUND) and the Ministry of Education, the Child and Motherhood Centre Kuwait was expanded into a Regional training Centre for the Gulf States. The Center has contributed to strengthening national capacities in GCC countries to plan and implemented quality pre-school opportunities for children.

656. **Natural, Social and Human Sciences.** The Big Tree Society programme was launched for the first time, introducing an innovative approach towards "*strengthening of the science, policy and society interface to advance equity and social inclusion*". It provided an opportunity to enhance sustainable development knowledge networks amongst schools and the broader society. With support of Boubyan Bank (for the academic year 2012/2013) and in cooperation with the National Commission, 67 schools completed the programme. Cooperation has been renewed with the same partner for the academic year 2013/2014, and so far 151 projects are registered. All associated costs are covered by additional appropriations from Boubyan Bank.

OMAN

657. **Education:** Oman applied the General Education Quality Analysis/Diagnosis Framework (GEQAF). During the process, guided by the Secretary-General of the Omani National Commission, all the priorities identified in the Omani education system were reviewed and the necessary actions to address those priorities proposed.

658. **Natural Sciences:** A “Tsunami Warning Unit” was established with support from the IOC. It includes seven new stations, a data communication system and data acquisition server in the Directorate General of Meteorology and Air Navigation (DGMAN). The complete system is now operational. Near real time data is now available in DGMAN and on the IOC Sea level monitoring website, at <http://www.ioc-sealevelmonitoring.org/map.php> for sharing with other countries. The wave radar system has started to be implemented in November 2013 for a one-year period, and a real time data and automatic seismic processing system is now in operation in the DGMAN center.

659. **Culture:** Technical support was provided at the request of the Ministry of Culture in Oman, for strengthening local capacities to combat the illicit trafficking of cultural objects.

QATAR

660. **Education.** The EFA Review 2015 for the GCC and Yemen was launched at the national level in June 2013. UNESCO Doha is providing the technical guidelines for the EFA Review and provides technical advice to select key education indicators for the review 2015 in collaboration with UIS. UNESCO technical advice is expected to help set an agenda for Education Beyond 2015, with an emphasis on the quality of education. UNEVOC, UNESCO and the College of the North Atlantic-Qatar (CNA-Q), under the sponsorship of Qatar Petroleum, hosted *Global Innovators 2013: Leading and Learning in Technical and Vocational Education and Training (TVET)*. UNESCO Doha coordinated a special, roundtable discussion on TVET that enabled key stakeholders from the Supreme Education Council (SEC) and the global TVET sector to discuss Qatar’s approach to TVET within the overall framework of the Education and Training Sector Strategy (ETSS).

UNESCO Doha also supported “AL-Bairaq World” - a multi- dimensional extra-curricular project for high school students enabling them to discover research opportunities in research environments at Qatar University.

661. **Natural Sciences:** Awareness has been raised on themes such as ‘Water Security in the Drylands’. The preparation has been launched to develop, in a peer reviewed publication in partnership with the United Nations University, guidelines on practical and effective implementation of good practices to policy, and decision makers, authorities concerned with water, environment, agricultural, municipal . Technical assistance was also provided towards developing – for the first time - a living plant collection for the ex situ conservation of the indigenous flora of Qatar, collecting 117 plant species. _The aim is to introduce natural and endemic plants into urban landscaping in the country. A globally unique pilot project has been launched with the aim of investigating the feasibility for installing Floating Mangroves. If scaled up the project could substantially contribute the re-introduction of the species endemic in the area but in view of disappearance, contributing to carbon sequestration and pollution reduction

through natural means, contribution to enhancing water usage, as well as promoting the utility of halophytes.

662. **Communication and Information:** The Office strengthened its cooperation with the Al Jazeera training centre in order to develop capacities of GCC and Yemen journalists and media institutions in the implementation of international law and developing plans for safety of journalists.

663. **Culture:** Preparations have started for an awareness raising campaign at national and GCC level on the importance of Arab cultural heritage and its conservation in relation to the next session of the WH Committee to take place in Doha in 2014. In collaboration with the MoE and MoC and local cultural institutions, the Office is also preparing a campaign to introduce elements of heritage and culture into the public school curricula with the aim to enhance cultural identity and foster understanding of cultural differences among communities.

SAUDI ARABIA

664. The category 2 centre “Regional Centre for Quality and Excellence (RCQE) in K-12 Education” is currently being established in Saudi Arabia. The partnership with the ABEGS is being revived with a view of the joint implementation of regional and subregional activities. Through extrabudgetary resources provided by Proctor and Gamble to improve child literacy, 12 libraries in Arab Gulf countries were enhanced, including through the introduction of ICTs. Technical support has been provided for the promotion and establishment of Biosphere reserves in Saudi Arabia.

THE UNITED ARAB EMIRATES

665. **Education: UNESCO,** in cooperation with the Regional Centre for Education Planning (RCEP), a category 2 Centre, strengthened education planning and management systems through several capacity building workshops. The collaboration with RCEP has strengthened its role in the region as a centre for capacity development in educational planning. Research on education financial data has been carried out by UNESCO Doha, in collaboration with the Ministry of Education and IIEP to enable evidence-based financial decisions in education.

666. **Natural Sciences:** Through an additional appropriation, the FORD Middle East Grants programme was enhanced to improve transparency, gender and geographical balance, and to increase the number of participants within the context of projects which can support Biosphere Reserves. Further talks were also held to expand the model of cooperation beyond the region as an effective leverage of funding for the Biosphere Reserves programmes. Consultations with the Emirates Wildlife Society were undertaken in relation to the establishment of a Biosphere Reserve in *Fujairah*.

667. **Culture:** National capacities in GCC countries and Yemen were strengthened on the Protection of Cultural Heritage in Times of Conflict by partnering with Athar (ICCROM, Regional Centre for Conservation of Cultural Heritage in the Arab States) for capacity building activities.

YEMEN

668. **Education.** The implementation of CapEFA project for literacy in Yemen, has been delayed since 2013 due to the security situation in Yemen. Activities within the MBI-funded project “Support to Education in support of Transition in Yemen”, include: the provision of

technical advice to strengthen the delivery of the education system at all levels by December 2013 and support the transition in Yemen through sector-wide support to reform basic, secondary, technical and vocational, and higher education. UNESCO-Doha enabled the participation of the Minister of TVET at the Third World Congress on TVET (Shanghai, 2012). Capacities of education officials and planners were strengthened in the area of educational planning and statistics, in projection and simulation tools for policy dialogue and educational strategies.

669. **Culture.** Discussions with the representatives of national institutions were resumed in order to revise the National Development Strategy in Yemen previously developed by UNESCO, to prepare with the IUCN for the site management of the World Heritage Site of *Socotra* and to document WH in the country and in particular heritage at risk.

670. **Communication and Information.** Press freedom was highlighted during the celebration of the World Press Freedom Day, organised in cooperation with, the Aljazeera Media Network, OHCHR and the Doha Centre for Media Freedom. Capacities and knowledge of Yemeni journalists, academics, human rights defenders, and leaders of international, regional and local human rights organizations working in Yemen were strengthened in the field of right of access to information and press freedom and issues of security and safety of journalists.

Challenges and lessons learned

671. UNESCO-Doha office has two very different sets of countries to work with: high income countries (Bahrain, Kuwait, Saudi Arabia, Qatar and the UAE) and a low income country presently in conflict (Yemen). The reactions in the Gulf to the “Arab Spring” led to the restriction of access to information, of free expression, and increased control on media and internet. Rights enhancement including the enhancement of press freedom need to be a cross cutting theme or guideline in all the Organization’s activities.

672. Yemen experienced civil unrest which weakened the internal stability and created a difficult, unstable and unsafe environment to work in. Working from distance with limited ‘geographical’ access to the country, exacerbated by lack of funding, has proven to be a major challenge for UNESCO Doha. In order to deliver more effectively and have some impact on the ground, in-country presence the appropriate level of resources, including adequately trained staff, are required,

673. Culture as an enabler and driver for development has only been understood narrowly in the Gulf, by investing largely in infrastructures. This is not combined yet with the development of knowledge management and access, the understanding of cultural values and fostering new generations which are culturally educated. Yemen which has a vast and varied cultural heritage on the other hand, does not have the financial and technical resources to enhance the protection of its cultural heritage and develop its potential.

674. Science and innovation are fields of great potential, and the role and contribution of UNESCO in these fields could be significant in this region. The introduction of environmentally sensitive approaches and renewable energies is still lacking. Generally, efforts are limited in this field although in Qatar, the Qatar National Research Fund had set among its priority, research in renewable energies and water. This field is yet unexplored by the Doha office since in the past it mainly concentrated on delivering small scale activities in the field of biodiversity. Science policies, development of science curricula and fostering research and networking in these areas could be further explored, pending adequate staffing.

675. Continuity in the relations with staff at UIS and National Commissions proved to be key to ensure continuous momentum for prioritizing the statistical work at the ministries. Prompt responses to countries' requests for UNESCO's technical assistance are necessary to maintain confidence and increase the visibility of UNESCO office in the region.

676. The Office had to face budget constraints. Limited funds have been mobilized for science and education projects. A clear and targeted funding mobilization strategy needs to be developed, and alternative funding modalities explored such as the "self-benefitting" modalities and partnership modalities. In Yemen, an in- country presence, maybe in a form of an antenna, should be explored.

677. Effective partnerships with the private sector need to be developed further, including within an overall strategic partnership plan for the Office.

Collaboration with the UNCTs

678. UN presence is limited in the GCC, apart from Yemen. The Office maintains regular contact with all UNCTs. but it is more active in Bahrain and the UAE (covering also Doha and Oman), in view of the range and nature of activities in these two countries. Although UNDAFs have not been developed for the GCC, Country Strategic documents could be prepared with the approval of national authorities. The UNCTs in Bahrain and the UAE are in the process of negotiating with the Government the preparation of the plans.

UNESCO Office in Iraq

679. During 2013, Iraq witnessed a significant rise in sectarian tensions and related violence. Political volatility is expected to remain prevalent during the coming months. 2013 was also marked by the aggravation of the humanitarian situation in Iraq, as the number of Syrian refugees inside Iraq reached almost 200.000 and as the number of internally displaced persons (IDPs) has been rising.

Key Achievements

680. **Education:** UNESCO Iraq continued supporting the reform and development of the country's education system, both at federal and KRG (Kurdistan Regional Government) levels. UNESCO assistance was aligned on the priorities identified in Iraq's new National Education Strategy (2012-2022). The Office continued implementing a comprehensive portfolio of education programmes (USD + 30 million), encompassing overall support to educational reform through planning and management, addressing issues of access, equity and the improvement of the quality of education in key sub-sectors such as secondary education, technical and vocational education and training (TVET), higher education and scientific research, as well as non-formal education benefitting vulnerable groups, in particular women, youth and IDPs and refugees.

681. In 2013, in response to the Syrian refugee crisis in Iraq, the Office initiated a humanitarian response to unmet educational needs, addressing specifically refugees' access to quality education at secondary and TVET levels, as well as adult life skills and literacy. This programme built on the Office's existing experience and expertise in dealing with the educational needs of vulnerable groups in Iraq. Some activities under existing projects were re-

oriented to benefit the refugee population, in particular young people, and new projects were developed specifically in response to educational needs of the refugees (USD 600,000 mobilized from OCHA – Emergency Relief Fund and Central Emergency Response Fund).

682. Main achievements during this year included a number of important contributions to educational policy reform and development towards improved quality, relevance and efficiency of the Iraqi education system (i.e. the finalization and launching of Iraq's new National Teacher Education & Training Strategy; quality assurance framework for higher education institutions developed; the launching of a Roadmap "Revitalising Science: Technology and Innovation in Iraq" and of a roadmap for internal reform of the Ministries of Education and of Higher Education). Substantial human capacity development efforts of teachers, as well as staff of Ministries of Education and of Higher Education both in Baghdad and in Erbil continued and, in a number of cases, led to successful institutionalization of new structures and processes (i.e. establishment of an Iraqi National Center for Curricula and Evaluation; sharp increase in national budget allocations for quality education, as well as for scientific research). Finally, through its projects benefitting vulnerable populations, access to education was facilitated for 800,000 adult illiterates, and 6000 drop-outs youth have been identified for enrollment back into schools, thus achieving sound progress towards the achievement of MDG goal 2 in Iraq.

683. **Culture:** UNESCO assistance focused on enhanced cultural heritage conservation and management with the overall goal of promoting respect for cultural diversity as a pillar of the Iraqi people's cultural identity and as a factor of socio-economic development in the context of the growing tourism industry in several parts of Iraq, in particular in KRG as well as in cities of major religious significance. Providing technical assistance UNESCO gave special attention to neglected or disputed heritage and keeping a fair balance in its assistance respectively to Shiite and Sunni heritage, as well as to Kurdish and Arab heritage.

684. Existing and new projects focused (total portfolio of USD + 20 million) mainly on specific sites and monuments of major cultural significance, enlisted on the World Heritage Tentative List of Iraq, in particular: (i) Erbil Citadel Revitalization and the Modernization of Sulymaniyah Museum in the Kurdistan Region of Iraq; (ii) The Grand Mosque, as well as the archaeological park (WH site) in Samarra; (iii) the Hadba Minaret in Mosul; (iv) the Wadi as-Salam cemetery and professional capacity development in manuscript conservation in Najaf; and (v) in Thi-Qar governorate, the Marshlands.

685. Main achievements included: (i) technical facilitation in the preparation process of the WH nomination files for the Erbil Citadel (submitted in January 2013) and for the "The Ahwar [Marshlands] of Southern Iraq and the Relict Landscape of the Mesopotamian Cities" (finalized in December 2013); (ii) enhanced professional capacity in management and conservation of sites and monuments, as well as in the preservation of manuscripts; (iii) progress in structural surveys and consolidation works of vulnerable structures in particular at the Erbil Citadel and at the Al-Hadba Minaret; (iii) the completion of a National Tourism Strategic Framework, subsequently integrated in the National Development Plan 2014 to 2018, as well as the publication of two tourism development area plans, respectively for the Governorates of Babylon and of Najaf; (iv) the finalization of the master Plan for the modernization of the Sulymaniyah Museum and the opening of a pre-figuration exhibition entitled "In Writing: Objects from the collections of the Sulymaniyah Museum".

686. **Natural sciences:** UNESCO's engagement in Iraq was scaled up with the approval and launching of the "Advanced Survey of Hydrogeological Resources in Iraq" project funded by the EU (5 million Euro). This 30-month project started in December 2013 and aims to improve

national capacities in the exploration and integrated management of ground water resources in Iraq.

687. In addition, UNESCO provided continuous policy advice on DRR and STI. As part of the “Development of National Framework for Integrated Drought Risk Management (DRM) in Iraq” project, an Analysis Report on *Integrated Drought Risk Management – National Framework for Iraq* as well as a best practices report on drought management entitled *Reducing Drought Related Risks in Iraq* were launched in December 2013.

688. **Communication and Information:** With the rise in tensions and violence, Iraqi media professionals’ safety became increasingly at risk. Also, a continuous challenge for Iraqi journalists is meeting the standards of professionalism required to build public trust in the media as a reputable source of information to help in decision-making.

689. Due to lack of funding, UNESCO implemented limited amount of activities focusing on professional capacity development of media professionals. This included a series of 4 trainings of local journalists in investigative journalism, held from May to November 2013, in May 2013, and benefitting 75 journalists from the Southern Governorates of Basra, Messan and Thi-Qar. In addition, progress was achieved in the planning of the implementation of the “UN Plan of Action on the Safety of Journalists and the Issue of Impunity in Iraq”.

Challenges and lessons learnt

690. A key challenge in 2013 was, and will remain, to maintain UNESCO’s high level of strategic and operational engagement in Iraq to continue supporting the reform and development agenda of the education system, while responding to increasing and rapidly evolving humanitarian needs. The UNDG Iraq Trust Fund, which for the past decade served as the main extra-budgetary funding source for UN operations in Iraq, including for UNESCO, came to an end in December 2012. Hence, further consolidating the partnership with the Government of Iraq under the self-benefitting FIT modality, and expanding it to other sectors than CLT is a priority.

Collaboration with the UNCT

691. While UNESCO’s main office remained in Amman, an increasing number of programme staff was deployed in UNESCO’s offices in Baghdad and in Erbil to allow for closer interaction with Iraqi counterparts, governmental and non-governmental, as well as with the UNCT Iraq.

692. The Iraq Office actively engaged as a member of the UNCT Iraq and was involved in 2 joint programmes developed within the framework of the 2011-2014 UN Development Assistance Framework (UNDAF), namely the “Iraqi Public Sector Reform Phase II” and the “Development of National Framework for Integrated Drought Risk Management (DRM) in Iraq” projects. In May 2013, the UNCT agreed to start developing a new UNDAF, which will cover the period 2015-2019. UNESCO contributed actively in this process.

693. In October 2013, a UN Multi-Donor Trust Fund (MDTF) named “Kurdistan Vision 2020 Joint Programming Facility” was established. The KRG government committed USD 15 million as an initial contribution. UNESCO has joined the MDTF as participating agency and is involved in 3 of the pipeline projects to be funded in priority by the Fund.

694. In the context of the Office's involvement in the Syria Refugee Crisis Response, UNESCO became an active member of the Humanitarian Country Team. It contributed to inter-agency response planning under the education cluster both for the Regional Response Plans 5 and 6.

UNESCO Office in Khartoum

695. UNESCO Khartoum has engaged in renewing its cooperation with country partners. In **education**, the following activities and results have been achieved:

In the framework of the project “**HIV and AIDS** curriculum development and training”, the following activities have been implemented: (i) Finalizing and printing 9 training modules on HIV/Aids curriculum (December 2014); and (ii) Training of trainers Workshop on HIV/AIDS Curriculum (15-19 December 2014). Results achieved:

- The situation analysis for “Contribution to Reform and Capacity-Building in Higher was finalized in October 2013;
- Policy document Developed and validated on 24 November 2013);
- Simulation and projection models workshop (25-27 November 2013) and
- Strategic plan developed and validated on 15 December 2013.

696. The project “A survey on the Situation of **Secondary Education** & Development of Sub-Sector Policy and Plan on Secondary Education” funded by UNICEF was extended until April 2014. The following activities have been implemented/are ongoing (i) Finalization of the situation analysis (December 2013); (ii) Development of policy document (validated on 23 January 2014); (iii) Simulation and projection models workshop (planned on 26-30 January 2014); and (iv) Development of the strategic plan (planned for End of March 2014).

697. **Collaboration with UNCT:** Pending adequate staffing, the office could engage further with the UNCT and in particular in the Education Monitoring & Evaluation working group.

UNESCO Office in Rabat

698. La crise financière a eu un effet immédiat et profond sur la capacité du Bureau à faire face à ses responsabilités vis-à-vis des quatre pays qu'il couvre. Ressources humaines diminuées, capacité de recrutement d'assistance temporaire amoindrie, ressources financières programmatiques du programme ordinaire coupées de manière drastique (environ 50 pour cent de réduction par rapport au biennium précédent), capacités internes de l'Organisation quasi paralysées (appui des bureaux régionaux, du Siège ou des Instituts), le Bureau a dû beaucoup faire appel à ses propres énergies, réseaux et partenariats pour faire davantage qu'exister. Les Etats membres ont accueilli les décisions d'arrêt, de suspension ou de réduction des activités initialement prévues avec une compréhension bienveillante. Grâce à cette bienveillance, ainsi qu'à un effort de levée de fonds extrabudgétaires relativement productif et au dévouement sans faille de l'équipe du Bureau, le Bureau n'a pas failli à sa mission et a enregistré même quelques résultats importants.

699. Le biennium 2012-2013 a correspondu à une période où les soubresauts consécutifs aux « printemps arabes » ont continué à secouer la région. Le Bureau a voulu, dans les

domaines de l'éducation, des sciences humaines et sociales, de la culture et de la communication et de l'information, accompagner les autorités des pays, les partenaires et la société civile – malgré une instabilité parfois compréhensible qui avait un impact sur la mise en oeuvre, dans leurs objectifs de démocratisation, de justice, d'équité et de développement.

700. Parmi les résultats intéressants l'on peut citer les activités en matière de liberté d'expression et liberté de l'information en Tunisie – grâce notamment à l'équipe dynamique de l'Antenne de Tunis – avec en couronnement l'adoption malgré certaines résistances le 6 janvier 2014 de l'article pertinent de la nouvelle Constitution tunisienne garantissant ces libertés fondamentales avec une rédaction conforme aux recommandations de l'UNESCO. L'on peut citer également la réussite d'un ancrage institutionnel approfondi du principe d'une éducation non formelle en Mauritanie dans le cadre des programmes de lutte contre l'analphabétisme, la reconnaissance dans tous les pays de la région – notamment à la suite du Congrès de Shanghai – de l'importance de l'enseignement technique et professionnel dans les efforts d'amélioration de « l'employabilité » des jeunes, ainsi que l'aboutissement favorable de certains dossiers d'inscription de sites du patrimoine (Rabat, par exemple), ou, en Tunisie, sous l'impulsion de l'équipe SHS, mais en collaboration avec ED et CI, une activité de promotion de la pratique de la citoyenneté et la culture démocratique en milieu scolaire par la création notamment de sept clubs pilotes, et avec la participation de cinq autres agences du SNU.

701. **Education** : Le Bureau a fixé son programme d'appui en se basant sur les différentes priorités recensées dans le pays du cluster au niveau du secteur de l'éducation dans son ensemble : du préscolaire à l'enseignement supérieur en passant par la formation professionnelle. De nombreux projets, activités, événements et initiatives ont été exécutés dans les différents pays de la sous-région sous forme de renforcement des capacités ou d'expertises. Tous ces projets indispensables que ce soit dans le domaine de la planification, de l'alphabétisation, de l'assurance qualité du tertiaire, de la lutte contre le VIH/SIDA, du préscolaire ou de la vision stratégique de la formation professionnelle, ont permis aux pays de bénéficier de l'appui technique de l'UNESCO dans la contribution au développement et à l'amélioration de leur système d'éducation-formation. Le travail du bureau dans le domaine de la planification, de VIH/SIDA et de la formation professionnelle a permis aux quatre pays de travailler ensemble et de coordonner leurs efforts dans le cadre des activités et des ateliers techniques organisés par le bureau de Rabat.

702. **Sciences exactes et naturelles** : L'absence totale de capacité humaine et financière a conduit à un biennium « zéro activité » tout à fait regrettable au regard des attentes des pays et des obligations d'un bureau multisectoriel et multipays. Cela ne se reproduira pas dans le nouveau quadriennium : des fonds de programme sont alloués au Bureau et un nouveau staff permanent est déjà prévu.

703. **Sciences sociales et humaines** : Le travail du Secteur des Sciences sociales et humaines (SHS) s'est articulé autour de trois axes majeurs : (i) Renforcement de la participation démocratique et de l'engagement citoyen des jeunes dans la vie publique, notamment avec perspective genre ; (ii) Production de connaissances scientifiques mobilisables par les décideurs politiques sur des questions sociétales contemporaines ; (iii) Appui à la formulation de politiques publiques favorables à plus d'inclusion sociale des personnes en situation de vulnérabilité.

704. Dans le sillage des réformes démocratiques en cours, les transformations sociétales sont importantes et profondes. De nouveaux espaces de participations se sont ouverts, des attentes

se sont créent, les discours politiques ont évolué ; et aujourd’hui, de nouveaux modes de gouvernance sont testés, nécessitant de nouvelles compétences.

705. Culture : L’action du Bureau de Rabat s’est concentrée sur la valorisation du patrimoine culturel, la promotion des industries créatives et la prise en compte de la diversité culturelle en tant que vecteurs de développement économique, moyen de lutte contre la pauvreté, et facteur de paix et de cohésion sociale. L’essentiel des actions menées a profité aux quatre pays de la sous région ; d’autres ont profité à un ou plusieurs pays.

706. Communication et information : Au cours du biennium 2012-2013, le Bureau de Rabat et son Antenne à Tunis ont accompagné le processus de transition démocratique au Maroc et en Tunisie en mettant à la disposition des responsables politiques et des représentants de la société civile leur expertise en matière de promotion de la liberté d’expression et d’information, de développement des médias indépendants et pluralistes, et de renforcement de la participation citoyenne à travers les médias. En Mauritanie et en Algérie, les actions se sont concentrées principalement sur la formation des journalistes et le renforcement des capacités des médias.

707. Au sein des Equipes pays Nations unies : forts de l’implication du Bureau dans les travaux de l’UNCT (*détails dans présentations par pays*) :

- La participation du Bureau a été active et efficace dans les travaux des Equipes pays durant les deux premières années de mise en œuvre des UNDAFs 2012-2016 pour le Maroc (pays hôte) et pour la Mauritanie ; et de la Stratégie de Transition Tunisienne (STT) pour la Tunisie ;
- Une représentation et participation active dans la plus part des Groupes d’effets et Groupe thématiques ;
- Présidence de certains Groupes thématiques “Culture et développement”/ pour le Maroc et Task force sur “l’éducation à la citoyenneté” en Tunisie ;
- Une participation active dans l’élaboration des rapports sur les OMDs ;
- Une participation active dans les consultations post 2015 notamment pour le Maroc.

708. Les points faibles : La difficulté pour le Bureau de Rabat d’avoir une implication du même niveau dans tous les pays couverts ; la lourdeur du reporting des programmes conjoints et le chevauchement des dates limites de reporting (EX/4, Equipes pays, différents briefings...), multitude de réunions auxquelles la présence des secteurs est indispensable .

Actions notables réalisées au niveau de la sous-région :

709. Renforcement des capacités dans le domaine de la planification (207.500 USD). En matière de planification, le Centre d’Orientation et de Planification de l’Education (COPE) au Maroc, pressenti pour devenir un centre sous régional dans ce domaine, a pu dans le cadre d’appui technique du bureau de Rabat et de l’IPE (*grâce au projet CAP EFA planification*) revoir la réorganisation, le fonctionnement et la gestion du centre de documentation. Un travail d’évaluation de l’offre de formation du centre a été également entrepris afin de renforcer son positionnement et lui permettre de répondre aux différents besoins en compétences opérationnelles des planificateurs dans les quatre pays. L’appui technique de l’UNESCO Rabat, en coordination avec les autres bureaux de l’UNESCO de la région et en partenariat avec l’ISESCO, s’est cristallisé dans la production d’un document unique qui recense la somme des compétences opérationnelles, techniques, théoriques, etc., dont devrait disposer aujourd’hui chaque planificateur de l’éducation-formation. Quatre équipes techniques nationales

représentant chacun de quatre pays ont travaillé activement à la réalisation avec l'UNESCO de ce document : « Le référentiel de compétence du planificateur ». Ce document a permis aux pays de la région de travailler sur le cursus initial et continu de formation de leurs planificateurs en exercice ou en devenir, la description de postes et la détermination des responsabilités correspondantes.

710. Appui technique à l'intégration des recommandations du Congrès international de l'EFTP de Shanghai dans les stratégies de développement de la formation professionnelle (29.000 USD). Le Bureau de Rabat, en coordination avec la section TVET du siège et les pays de la sous-région, a mis en place un plan d'action basé sur les recommandations du 3^{ème} congrès international de Shanghai. Cette dynamique sous régionale a donné lieu à la composition des équipes nationales pour analyser les besoins existants selon le cadre de référence de Shanghai. Une équipe sous régionale composée d'un membre de chacune des équipes nationales a été constituée dans le cadre du principe de la coopération Sud-Sud afin de travailler sur la convergence des systèmes et leur harmonie en termes de certification. Trois ateliers techniques ont été organisés (Rabat, Tunis et Paris) pour identifier, grâce à des outils conçus par le bureau de Rabat, les priorités de chacun des pays et un cadre d'action commun aux quatre pays. A titre d'exemple, le développement ou l'amélioration du système d'information dans le domaine de l'ETFP a été identifiée par les pays du cluster comme étant la première priorité commune à laquelle l'UNESCO peut apporter un appui technique.

711. Mise à disposition de modules d'éducation au VIH/SSR dans les programmes de formation initiale des enseignants du secondaire (86.100 USD). En matière de VIH/SIDA, le Bureau de Rabat a produit, en partenariat avec l'ISESCO et l'Université américaine de Beyrouth, des modules de formation au VIH/SSR. Les quatre pays de la sous-région ont pu intégrer progressivement ces modules dans leur programme de formation initiale des enseignants.

712. L'éducation au pluralisme culturel et intellectuel renforcée. Projet « Promote philosophical dialogue and research among philosophers from the Arab-Muslim world and with those from the other parts, emphasizing in particular South-South cooperation » (Extrabudgétaire: 288.059 USD). Dans le cadre de la Plateforme intersectorielle Culture de la Paix et de la Non-violence, SHS Rabat a mis en œuvre le projet susmentionné, financé par le Programme international Abdulah Bin Abdulaziz pour la culture de la paix et le dialogue du Royaume d'Arabie Saoudite. Le résultat est que le *Manuel de Philosophie – Perspectives Sud-Sud* contribue à l'éducation au pluralisme et à la diversité intellectuelle. Il est issu de 2 sessions de dialogues philosophiques (Marrakech 2012 et Rabat 2013), et regroupe des textes issus de grandes traditions philosophiques encore mal connues et un appareil critique pédagogique. Ciblant les jeunes de l'enseignement secondaire et universitaire, ce manuel est disponible en arabe, français et anglais.

713. Favoriser la mise en réseau des professionnels du patrimoine culturel au Maghreb. Trois réseaux de professionnels dans les domaines des musées, du patrimoine mondial et du patrimoine culturel immatériel, ont été mis en place pour constituer des cadres pour la réflexion et les échanges entre les professionnels permettant un meilleur accès à l'information, à la connaissance, à l'évolution de la recherche dans ces domaines.

714. Renforcement des capacités des pays du Maghreb dans la lutte contre le trafic illicite des biens culturels (Extrabudgétaire: 60 000 USD) Un atelier de formation sur le renforcement des capacités nationales dans la lutte contre le trafic illicite des biens culturels a permis aux cadres des ministères maghrébins de la culture, de la justice, de la police, de la

douane et de la gendarmerie de développer leurs compétences en matière de prévention et de lutte contre le trafic illicite de biens culturels, et également en matière de restitution d'objets volés ou illicitement exportés. Il jette les bases d'une future et prometteuse coopération en vue de la mise en œuvre de la Convention de 1970.

715. Appui à la Sauvegarde et à la valorisation du patrimoine culturel immatériel à travers le renforcement des capacités nationales au Maroc, en Mauritanie et en Tunisie (Extrabudgétaire: 573 713 USD). Le projet « Sauvegarde du patrimoine culturel immatériel à travers le renforcement des capacités nationales au Maroc, en Mauritanie et en Tunisie » a été lancé dans sa phase initiale en Mauritanie et a profité à plus d'une vingtaine de professionnels, d'acteurs de la société civile et de représentants des communautés. Un tel travail devrait permettre à terme à la Mauritanie d'assurer la sauvegarde de son patrimoine culturel immatériel à travers la mise en œuvre effective de la Convention de 2003 et d'accroître ses capacités afin de bénéficier des mécanismes de coopération internationale.

716. Appui au développement d'échanges culturels entre la Chine, l'Afrique et les Etats Arabes (Extrabudgétaire: 45 612 USD). Des professeurs, maîtres artisans et étudiants marocains et tunisiens ont pu avoir des échanges techniques et artistiques avec leurs partenaires chinois ce qui a contribué à améliorer leurs compétences professionnelles et à promouvoir les échanges de techniques et de pratiques créatives en matière de céramique

717. Reconnaissance du droit d'accès à l'information publique au Maroc et en Tunisie. L'UNESCO joue un rôle déterminant dans la promotion du droit d'accès à l'information au Maroc par la publication d'études sur les normes internationales, ses actions de plaidoyer et de soutien à la société civile, au gouvernement et au parlement marocain. Depuis juillet 2011, le droit d'accès à l'information figure dans l'Article 27 de la nouvelle Constitution marocaine. En 2012-2013, l'UNESCO a notamment appuyé la création et l'action du Réseau marocain pour le Droit d'Accès à l'Information (REMDI) qui a permis notamment la publication d'un projet de loi sur l'accès à l'information en mars 2013. En Tunisie, le Décret-loi 2011-41 sur l'Accès à l'information a été validé par les autorités tunisiennes le 3 mai 2012 à l'occasion de la conférence pour la Journée mondiale de la liberté de la presse organisée par l'UNESCO.

718. Emergence des médias indépendants au Maroc et en Tunisie. L'action de l'UNESCO à travers le Programme international de Développement de la Communication (PIDC) a permis l'émergence des radios communautaires ou des web radios citoyens, comme la radio la radio *e-Joussour*, lancée au Maroc le 13 mars 2013. En Tunisie la série de formations dans des radios de proximité et des web radios a permis de renforcer les capacités des journalistes et animateurs dans la production radiophonique citoyenne. L'UNESCO a également apporté son expertise dans la formation des journalistes tunisiens en déontologie et la création d'un code de déontologie pour la radio tunisienne et d'un code de déontologie pour la télévision tunisienne.

Actions notables réalisées par pays

MAROC

719. Appui au développement du préscolaire au Maroc (20.000 USD). Un partenariat avait été conclu avec la Fondation Marocaine pour la Promotion du Préscolaire (FMPS) afin de permettre la convergence des actions et de la vision du développement d'un préscolaire de qualité. Ainsi en partenariat avec la Direction du préscolaire du Ministère de l'éducation nationale, celle des statistiques et de la planification, la FMPS et l'université de Genève, une

analyse profonde du préscolaire au Maroc a été entreprise grâce à la réalisation d'une cartographie de l'ensemble des expériences dans ce domaine. Le résultat de cette cartographie permettra au Ministère de l'éducation d'examiner le ou les meilleur(s) modèles pouvant être généralisé(s) pour permettre un accès à un préscolaire de qualité.

720. Projet d'alphabétisation fonctionnelle au Maroc (908.000 USD). L'appui du Bureau de Rabat à la réalisation du programme d'**alphabétisation** fonctionnelle au Maroc a permis de soutenir les efforts nationaux dans l'atteinte des objectifs du Millénaire (OMD) et dans la réduction du taux d'analphabétisme. En partenariat avec la Direction de la Lutte Contre l'Analphabétisme (DLCA) du Ministère de l'éducation nationale (devenue aujourd'hui une Agence Indépendante) et les différents départements ministériels concernés, ce projet a touché trois secteurs vitaux sur le plan économique et social : l'agriculture, la pêche maritime et l'artisanat. 69 000 bénéficiaires dont 73 % des femmes, tous secteurs confondus, ont été ciblés. Ce projet est devenu un modèle pour les autres pays en quête de développement d'un dispositif institutionnalisable de lutte contre l'analphabétisme.

721. Appui technique pour le développement de l'assurance qualité de l'enseignement supérieur (20.000 USD). Un rapport d'analyse de la situation de l'enseignement supérieur a été réalisé par l'UNESCO en 2012. Des rencontres avec le Ministère concerné ont eu lieu pour le développement d'un plan d'action. Deux projets touchant l'assurance qualité et l'employabilité des jeunes ont été préparés par l'UNESCO et ses partenaires institutionnel et associatif. Une rencontre nationale, regroupant tous les présidents des universités marocaines, les différents acteurs de l'enseignement supérieur ainsi que les bailleurs de fonds de ce sous-secteur, a été organisée par le Bureau Rabat afin d'examiner le degré d'avancement du Maroc dans le domaine de l'assurance qualité et de fixer les objectifs et les étapes de travail à venir pour mieux intégrer l'assurance qualité dans le processus et les mécanismes du développement du tertiaire.

722. Les capacités de participation citoyenne des jeunes sont renforcées. Promotion du leadership et de la participation des jeunes dans la prise de décision (Fonds d'urgence : 70.000 USD). Le résultat est que les jeunes se sont familiarisés avec la culture et les débats démocratiques lors de 20 café-libertés thématiques à travers le territoire et d'une Université d'automne de la jeunesse. La Déclaration de Bouznika qui en est issue a fait l'objet de débats entre jeunes, parlementaires et responsables politiques ; et des actions originales de plaidoyer ont été conçues et menées par les jeunes en vue de renforcer leur implication dans la vie publique (Théâtre jeunes, spot vidéo).

723. Education des jeunes à la citoyenneté (Extrabudgétaire : 62.400 USD). Avec l'appui de l'Agence Espagnole pour la Coopération internationale (AECID), SHS Rabat a lancé avec les partenaires nationaux l'élaboration d'un manuel d'éducation à la citoyenneté, visant à familiariser les jeunes avec les nouveaux concepts issues des réformes constitutionnelles et institutionnelles entamés par le Maroc depuis 2011.

724. L'inclusion sociale des personnes en situation de vulnérabilité est accrue dans les politiques publiques. Evaluation et formulation de politiques publiques inclusives (Fonds d'urgence : 29.000 USD). La collaboration SHS/Handicap International/ministère de la Solidarité, de la Famille, de la Femme et du Développement sociale a permis la production d'un document d'orientation stratégique sur la base des principes d'égalité des chances et de non-discrimination. Ce document doit être présenté au Conseil du Gouvernement en 2014.

725. Les capacités de communication et de sensibilisation des acteurs locaux sont renforcées sur la question des violences fondées sur le genre. Programme de lutte contre les violences faites aux femmes et aux filles, « Tamkine » (MDG Funds : 620.866 USD).

726. En 2012, l'UNESCO a finalisé ce programme conjoint UN. Les résultats sont: plan de communication opérationnel mis en place dans 3 centres de prise en charge des femmes et des filles victimes de violences (FFVV) ; plus de 70 capsules et émissions radios de sensibilisation conçus et diffusés ; et des journalistes radio ont été sensibilisés sur cette question avec le module pédagogique *Média et droits humains des femmes et des filles : Module de formation des journalistes* (UNESCO, 2012).

727. Renforcement des capacités nationales pour la mise en œuvre de la Recommandation de l'UNESCO relative au patrimoine urbain historique : Le Maroc a abrité en mois de décembre 2013 une réunion des Etats Arabes sur l'application de la recommandation de l'UNESCO sur le paysage urbain historique. Cette rencontre a pris l'exemple de la ville de Rabat, classée récemment sur la Liste du patrimoine mondial, comme une ville moderne historique et un modèle significatif de conservation du patrimoine urbain dans le monde arabe

728. Le leadership de l'UNESCO au sein de l'équipe pays du SNU sort renforcé, en particulier dans le domaine de la « Culture et développement » où il a assuré le rôle de chef de file des cinq agences du SNU participant au Programme conjoint « Le patrimoine culturel et les industries créatives comme vecteur de développement au Maroc » et co-présidé le Comité de gestion dudit Programme (2 638 467,00 USD). Le Programme a été clôturé en 2012.

729. Intégration de l'éducation aux médias et l'information dans le programme de formation des enseignants au Maroc. Le programme de l'UNESCO de formation des enseignants à l'éducation aux médias et à l'information a été adapté au contexte de l'enseignement et au cadre de compétences des enseignants par le Ministère de l'éducation nationale dans le cadre de la réforme de la formation initiale des enseignants. Un module de 20 heures a été instauré dans 15 Centres Régionaux des Métiers de l'Education et de la Formation et 34 annexes au Maroc.

Travail conjoint au sein des Nations unies :

730. Dans le domaine de la **jeunesse**, SHS L'UNESCO dirige le Sous-groupe thématique « Jeunesse et Engagement civique » au Maroc Regroupant le PNUD, l'UNFPA, l'UNICEF, l'UNHCR et l'UNV, ainsi que les acteurs de la coopération bilatérale, ce Sous-groupe est une plateforme de partage d'information et de réflexion sur les projets relatifs à l'engagement civique et l'éducation à la citoyenneté. Ses premières tâches consistent à mener une réflexion commune sur le concept émergent d'« engagement civique » et de suivre, dans une approche One-UN, la mise en œuvre du projet de promotion de l'éducation à la citoyenneté des jeunes au Maroc, initié par l'UNESCO en 2013-2014.

731. Dans le domaine de l'**Egalité des genres**, SHS participe pleinement au Groupe thématique Genre, aussi bien pour mener à bien le programme conjoint de lutte contre les violences faites aux femmes et aux filles, que pour le partage de connaissances et de données, et pour la mobilisation de fonds pour des projets conjoints. En 2012 et en 2013, SHS s'est vue confier la tâche de coordonner avec les agences, dont UNFPA et UNICEF, l'élaboration des documents de projet répondant aux 16^{ème} et 17^{ème} Appel des Fonds d'affectation spéciale des Nations Unies pour l'élimination de la violence à l'égard des femmes).

732. L'inscription de la culture comme vecteur de développement a conduit à la mise sur pied d'un Groupe thématique de l'UNDAF spécialement dédié à la thématique « culture et développement » que l'UNESCO co-préside en plus de sa participation aux Groupes de Suivi Evaluation et à celui de la Migration.

733. Malgré la difficulté à faire prendre en compte le mandat de CI dans les programmes de l'UNDAF et des équipes des Nations Unies, la contribution de CI dans la mise en place d'un partenariat national étendu avec le gouvernement, les journalistes et les ONG, avec le soutien des fonds suédois et finlandais, a permis d'insérer la question du droit d'accès à l'information (DAI) publique au Maroc dans le groupe d'effets UNDAF « Gouvernance démocratique sensible au genre ». Cette question est par ailleurs en cours de discussion aux NU concernant son insertion dans l'agenda de développement post 2015.

MAURITANIE

734. **Renforcement des capacités nationales dans le domaine de l'alphabétisation et de l'éducation primaire non formelle en Mauritanie** (500.000 USD) . L'appui technique du Bureau de Rabat en matière d'alphabétisation et éducation non formelle a permis d'ancrer institutionnellement et sur le terrain le principe d'une éducation non formelle. Il a permis également le développement des programmes d'alphabétisation et d'éducation primaire non formelle et la mise en place de 8 centres d'apprentissage communautaires (CACs) dans le cadre du projet CAP EFA Mauritanie pour tester les programmes d'alphabétisation et d'EPNF.

735. 240 bénéficiaires ont pu accéder à ces programmes lors de la phase pilote. Les 8 centres répartis géographiquement sur 4 Wilayas (*affichant les taux les plus élevés en termes d'analphabétisme, d'abandon scolaire et de pauvreté*), sont gérés entièrement par les ONG locales. Les capacités nationales que ce soit au niveau institutionnel ou au niveau du tissu associatif ont été renforcées grâce au travail technique et d'expertise de l'UNESCO. A titre d'illustration, plus de 300 personnes (cadres administratifs, concepteurs de programmes, etc.) ont été formées. Des manuels, des guides de formateurs et de gestionnaires ont été développés, testés et utilisés.

736. Les effets positifs et les résultats du travail du Bureau de Rabat sont matérialisés par :

- i. le développement par le pays d'une stratégie d'éducation primaire non formelle qui a donné naissance au sein même de la Direction de l'enseignement fondamental à une cellule nationale opérationnelle
- ii. la révision de la stratégie nationale d'éradication de l'analphabétisme en Mauritanie
- iii. la Réalisation d'une étude d'évaluation des besoins en apprentissage des enfants non scolarisés et déscolarisés, des jeunes et des femmes analphabètes ;
- iv. la réalisation d'une cartographie des ONG actives dans le domaine de l'alphabétisation et de l'EPNF
- v. la mise en place d'un dispositif d'échange des d'expériences et de renforcement des capacités institutionnelles et organisationnelles entre le Maroc et la Mauritanie dans ce domaine.

737. Grâce à ce projet, l'alphabétisation et l'éducation primaire non formelle ont été intégrés comme sous composante de la composante éducation de base dans le Programme Nationale du Développement du Secteur de l'Education (PNDSE II, 2011-2020). Le CapEFA a aussi permis, entre autres, de positionner l'UNESCO en tant que lead technique dans le domaine de

l'alphabétisation et l'ENF. Par ailleurs, un important projet de la BID (PALAM : 16 Million USD) a capitalisé sur les réalisations ainsi que les productions (stratégies, référentiels, manuels, guides, etc) du CapEFA pour la mise en œuvre du PALAM.

738. Par ailleurs, le Bureau a répondu favorablement à une requête de la part de l'Etat Mauritanien concernant l'appui aux travaux de la Commission des états Généraux de l'Education et la Formation dans l'élaboration de son rapport sur la revue du système éducatif Mauritanien.

739. **Les capacités de participation citoyenne des jeunes sont renforcées** : Education des jeunes à la citoyenneté (Extrabudgétaire : 62.400 USD). Avec l'appui de l'Agence Espagnole pour la Coopération internationale (AECID), SHS Rabat a entamé avec les partenaires nationaux l'élaboration d'un manuel d'éducation à la citoyenneté, visant à familiariser les jeunes avec la culture démocratique et les enjeux d'une société en mutation.

740. **Le leadership du Programme Conjoint MDG-F « Patrimoine, tradition et créativité au service du développement durable de la Mauritanie » au sein du SNU.** Grâce à ce programme a renforcé son rôle au sein de l'UNCT en Mauritanie et a concrétisé la prise en compte de la Culture dans les exercices de programmation conjointe. (1.223.290 USD)

741. **Processus de création de la Maison de la presse initié en Mauritanie** : En Mauritanie, à la demande du gouvernement et de la profession des journalistes, l'UNESCO a également apporté son expertise dans le processus de création de la Maison de la presse, lieu d'échange entre professionnels du secteur afin de renforcer les standards éthiques et déontologiques et promouvoir un journalisme indépendant et pluraliste. Le rapport élaboré par l'UNESCO sur les éléments constitutifs de la Maison de la presse en Mauritanie, basé sur des expériences similaires dans la région, a été adopté à l'unanimité par le Gouvernement et les représentants de médias en Mauritanie. Un comité transitoire dont les termes de référence ont été définis par l'UNESCO a été créé afin de mettre en place la Maison de la presse et organiser l'Assemblée nationale constituante.

Travail conjoint au sein des Nations unies :

742. **Les capacités de participation citoyenne des jeunes sont renforcées.** Education des jeunes à la citoyenneté (Extrabudgétaire : 62.400 USD) : Avec l'appui financier de l'Agence Espagnole pour la Coopération internationale (AECID), SHS Rabat est en train d'élaborer avec les partenaires nationaux un manuel d'éducation à la citoyenneté, visant à familiariser les jeunes avec la culture démocratique et les enjeux d'une société en mutation. Des sessions de formations de formateurs et de formations-pilotes auprès des jeunes (16-25 ans) seront organisées sur la base de ce manuel.

743. Le Bureau de Rabat a assuré le leadership du Programme Conjoint MDG-F « Patrimoine, tradition et créativité au service du développement durable de la Mauritanie » au sein du SNU. Ce programme conjoint visait 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. De plus, à travers son rôle de leadership dans le cadre du programme conjoint, l'UNESCO vient renforcer son rôle au sein de l'UNCT en Mauritanie et appuyer la prise en compte de la Culture dans les exercices de programmation conjointe. Les efforts déployés dans ce sens ont permis l'inscription de la culture comme levier de développement dans l'UNDAF 2012 -2016.

TUNISIE

744. Réforme et diagnostic du système d'information et de gestion de l'éducation (SIGE) ainsi que celui de la planification en Tunisie (15.000 USD). A la demande du ministère de l'Education nationale Tunisienne :

- i) Un appui technique à la réforme du système de l'éducation national a été mis à disposition du Ministère de l'éducation nationale en Tunisie. Le bureau de Rabat a participé à la Conférence Nationale sur la méthodologie de réforme de l'éducation et a participé activement dans la production des documents techniques sur la mise en place du mécanisme de la réforme.
- ii) Un travail d'analyse et de diagnostic du système d'information (SIGE) et de la planification a eu lieu sur le terrain en Tunisie en collaboration avec l'UNESCO siège et l'Institut Internationale de la Planification de l'Education de l'UNESCO (l'IIEPE). Les résultats de l'analyse ont donné lieu à des recommandations qui ont été adressées au ministère de l'éducation nationale. Un projet de renforcement des capacités en planification et d'amélioration des outils et du processus de collecte des informations et des données statistiques de l'éducation a été préparé et soumis au Ministère de l'éducation nationale en Tunisie.

745. Les capacités de participation citoyenne des jeunes sont renforcées : Renforcement de la participation des jeunes filles vulnérables aux mécanismes de consultation et de prise de décision (Extrabudgétaire : 333.333 USD). Avec le soutien du Royaume des Pays-Bas et en partenariat avec le ministère de l'Education tunisien, (i) les acteurs nationaux ont été sensibilisés sur l'importance de l'inclusion citoyenne des jeunes filles ; (ii) la perception du politique par les jeunes femmes vulnérables est mieux comprise et des recommandations ont été formulées ; (iii) 500 jeunes, en majorité des jeunes femmes, ont été formés à la culture démocratique et aux droits de l'homme ; (iv) les jeunes formés ont conçu et diffusé des supports audiovisuels et théâtraux de plaidoyer pour revendiquer une participation accrue dans les instances de décisions.

746. Renforcement et suivi des actions de l'UNESCO pour promouvoir la participation citoyenne des jeunes en Tunisie (Fonds additionnels au programme ordinaire : 72.000 USD) : Afin de renforcer les actions susmentionnées, des fonds additionnels ont été mobilisés auprès de l'Ambassade des Pays-Bas en Tunisie, l'ISESCO et l'ALECSO. Ceci a permis de mettre en place des actions de suivi concret des recommandations issues de l'étude sur la perception du politique par les jeunes femmes vulnérables (2013) : dialogues avec des leaders femmes, élaboration de contenus radios avec des radios locales pour porter leurs aspirations, caravane de sensibilisation..

747. Pratiquer la citoyenneté et la culture démocratique en milieu scolaire en Tunisie (Fonds de IPCoP : 40.000 USD) : Sept clubs pilotes de Citoyenneté et des Droits de l'homme ont été mis en place en 2012 dans des établissements d'enseignement primaire et secondaire tunisiens sous le patronage du Ministère de l'éducation. Le résultat est que l'approche participative entre élèves, la direction de l'école et un acteur de la société civile locale est davantage ancrée et les jeunes ont conçu et mis en place des micro projets citoyens. SHS, ED et CI ont collaboré pour atteindre ces résultats.

748. Le dialogue jeunes/décideurs et un cadre stratégique d'éducation à la citoyenneté sont institués : Renforcement de l'implication des jeunes notamment issus des zones défavorisées dans le dialogue constitutionnel et les réformes durant le processus constitutionnel

en Tunisie (Extrabudgétaire : 184.800 USD). Le partenariat avec le PNUD Tunisie a permis aux jeunes de dialoguer avec les élus de l'Assemblée Nationale Constituante pour mieux comprendre l'avancement et des mécanismes du processus constitutionnel en cours, et l'élaboration avec le ministère de l'éducation et l'Institut Arabe des Droits de l'Homme (IADH) d'une stratégie nationale d'éducation à la citoyenneté issue d'une analyse basée sur les droits de l'homme. Le ministère de l'Education donne à cette stratégie une importance structurante pour la conduite de politique éducative dans le domaine.

749. Les agents de l'ordre sont sensibilisés aux droits de l'homme et à la culture démocratique : Sensibilisation des agents des forces de l'ordre à la culture démocratique et à la liberté d'expression en Tunisie (Fonds de PCPD : 100.000 USD). La collaboration SHS/CI avec le Ministère de l'Intérieur a permis de sensibiliser 120 membres de la Police, de la Garde nationale et de la Protection civile sur les valeurs démocratiques et les principes des droits de l'homme dans un contexte de transition, et sur la liberté d'expression et la sécurité des journalistes dans ce contexte.

750. Appui au renforcement des capacités du Musée du Bardo (Tunis) et employabilité des jeunes diplômés chômeurs (50.000 USD) : La poursuite des actions initiées depuis 2011 a permis au cours de ce biennium de développer et de mettre en œuvre une stratégie de gestion basée sur la diversification des produits et services dérivés à destination des visiteurs nationaux et internationaux. La démarche a consisté à former 40 jeunes diplômés chômeurs dans le domaine du patrimoine culturel aux métiers de la médiation culturelle, de la commercialisation et de la communication. Les jeunes ont été recrutés par les institutions nationales compétentes afin de constituer d'une part, les équipes des musées concernés et d'autre part, un pôle de compétence dans ce domaine en Tunisie.

751. Reconnaissance de la liberté d'expression et la liberté d'information dans la nouvelle Constitution: Le 6 janvier 2014, l'Assemblée Nationale Constituante (ANC) tunisienne a voté plusieurs articles décisifs consacrant les libertés fondamentales, et notamment la liberté d'expression (Article 30) et la liberté d'information (Article 31), dans la nouvelle Constitution. Le vote de ces articles, qui sont conformes aux recommandations de l'UNESCO sur le projet de Constitution tunisienne, marque l'aboutissement d'un travail de près de deux ans de plaidoyer et de sensibilisation de la société civile tunisienne, des défenseurs de la liberté d'expression et des partenaires internationaux.

752. Mise en place d'une politique nationale de renforcement de la sécurité des journalistes. En Tunisie, depuis janvier 2013 l'UNESCO a formé des formateurs du Ministère de l'Intérieur et des officiers des forces de sécurité à mieux comprendre les notions de liberté d'expression et de liberté de la presse ainsi que l'importance de garantir la sécurité des journalistes. Une série de formations en commun avec les officiers des forces de sécurité et les journalistes dans les villes de régions ont permis de diminuer les tensions entre les deux groupes. Un projet de code de conduite pour les forces de sécurité sur les relations avec les représentants des médias est en phases de finalisation. Depuis septembre 2013, la Garde nationale tunisienne a mis en place un module de formation sur la liberté d'expression, sécurité des journalistes et les relations avec les médias dans le curriculum de formation de ses officiers.

753. Mise en place d'un organisme indépendant de régulation des médias audiovisuels: La nomination des neuf membres de la Haute autorité indépendante de la communication audiovisuelle (HAICA) a été annoncée à la Présidence de Carthage, le 3 mai 2013, à l'occasion de la Journée mondiale de la liberté de la presse. La création en Tunisie d'un

organe indépendant de régulation pour les médias audiovisuels forme une étape importante vers la création de médias indépendants et pluralistes dans le pays. L'UNESCO a fourni son expertise technique pour renforcer les capacités de la HAICA.

Travail conjoint au sein des Nations unies

754. En matière d'**éducation à la citoyenneté**, SHS Rabat a donné une impulsion au sein du Groupe thématique Gouvernance démocratique du SNU et avec le soutien du Coordinateur Résident, pour fédérer les efforts de 5 autres agences des Nations Unies (HCDH, HCR, PNUD, UNESCO, UNFPA et UNICEF), du Ministère de l'éducation, de la Commission nationale tunisienne pour l'éducation, la science et la culture, et de l'Institut Arabe des Droits de l'Homme (IADH), autour d'un programme conjoint de création et de promotion de sept Clubs pilotes de citoyenneté et des droits de l'homme. Devenu un mécanisme de coordination au niveau national, la Task Force a mis en place un cadre de coopération inédit se basant sur une mise en commun des ressources financières (125.000 USD) pour mener ses activités conjointes (Création et modélisation des Clubs, élaboration d'une Stratégie nationale d'éducation à la citoyenneté, organisation d'un Forum des Nations Unies et de la société civile sur l'éducation à la citoyenneté).

755. Un plaidoyer en Tunisie a abouti à la mise en place d'un groupe interministériel sur la thématique culture et développement en vue d'assurer la promotion de la culture et du patrimoine, le secteur de la culture au Bureau de l'UNESCO à Rabat, a apporté son appui au ministère de la culture tunisien pour la mise sur pied d'un groupe interministériel pour travailler sur. Ce groupe qui est présidé par le ministère de la culture tunisien a pour mission de développer des projets culturels qui répondront aux besoins spécifiques de la Tunisie en matière du tourisme culturel, du patrimoine culturel, et des industries créatives ce qui permettra de promouvoir la culture comme un levier essentiel de développement.

756. Le projet de l'éducation aux médias et à l'information fait partie intégrante des travaux de la UN Task Force Education Citoyenne présidée par UNESCO/SHS au sein du SNU en Tunisie.

ALGERIE

757. Suite à la rencontre de la Directrice Générale avec le Président de la République, le Bureau de Rabat a produit un document d'avant-projet, en coordination avec le Ministère de la formation professionnelle algérien, remis à la Haute Autorité Algérienne, devant aboutir à l'amélioration de l'image de la formation professionnelle, et l'organisation d'un Forum Maghrébin sur l'EFTP et le développement des filières et des passerelles au niveau de ce sous-secteur.

758. Projet de prévention contre la violence juvénile à travers l'éducation à la citoyenneté et à la non-violence conçu et discuté avec le Ministère de la Jeunesse et des Sports).

759. **Prise en compte de l'égalité des genres dans l'audiovisuel public en Algérie** : A travers son programme « Genre et médias » qui vise à changer l'image des femmes véhiculées par les médias et sa revue trimestrielle « Genre et médias au Maghreb », l'UNESCO appuie la promotion de l'égalité des genres dans les médias au Maghreb. En Algérie, suite à la série des formations organisées afin de développer des pratiques professionnelles et encourager les journalistes et rédacteurs en chef à s'emparer du thème de l'égalité entre les genres dans leurs créations et programmations ainsi que sur les indicateurs d'égalité des genres dans les médias de l'UNESCO, le Directeur-général de la télévision publique algérienne a réitéré son

« engagement à poursuivre et à accélérer les efforts pour promouvoir l'égalité entre les hommes et les femmes à tous les niveaux ».

UNESCO Office in Ramallah

Major results achieved

760. **Education:** UNESCO (with support from OFID) continued to coordinate the implementation of the EFA Package for Palestine, which addresses capacity-building needs of the MoEHE in inclusive and child-friendly education and early childhood development, and involves nine UN agencies:

- The 70 pilot schools (including 12 UNRWA schools) benefited from different education interventions such as: school feeding programme; capacity development programmes focusing on ICT in Education, inclusive and child-friendly education as well as special educational needs; innovative education programmes on EFA and educational leadership;
- For the first time in Palestine, the MoEHE opened Grade 0 classrooms (one year pre-school before Grade 1) in some pilot schools in the West Bank (30) and Gaza (10);
- Plans were also developed to upgrade teacher education programmes at Palestinian Universities through the integration of inclusive education, special educational needs such as psychosocial support, and child development;
- The EFA Package has been fully integrated in the first UN Development Assistance Framework (UNDAF) for Palestine, developed in 2013;
- UNESCO is provided support to the development of the new education strategic plan (2014/2019) as well as the 2015 EFA review process with MoEHE and national partners;
- As part of its support to the National Teacher Education Strategy (TES), UNESCO finalized the 'Quality Systems for Quality Teachers' project funded by the EU by supporting the organization of the first Palestinian Conference "Quality Teachers for Quality Education" in February 2013, attended by over 600 participants in the West Bank and Gaza;
- With financial support from the Saudi Committee for the Relief of Palestinian People, UNESCO recently initiated support to vulnerable students, focusing on expanding access to resources materials and books through twelve libraries in the West Bank and Gaza and on implementing a right to education advocacy strategy.

761. **Culture:** *Tell Balata* Archaeological Park project, funded by the Government of Netherland, has achieved significant results. The project contributes to safeguarding of the site which is on the World Heritage Tentative list of Palestine and makes it visitors-friendly. Excavations, research, public awareness and construction of visitor's centre were completed. Publications, management plan and documentary film will be produced in 2014.

762. The joint UN Trust Fund for Human Security programme for the Jordan Valley has achieved important results and is being closed. The constructed buildings are used for public services mainly women centers for refugees and marginalized communities. The project contributed to enhancing skills and knowledge of men and women in traditional building techniques and environment friendly construction methods mainly on the revival of the

traditional adobe mud brick increasing the communities' resilience through sustainable livelihoods and socio-economic empowerment.

763. Local Development through the Rehabilitation and Revitalization of the Historic Built Environment in Palestine funded by the government of Sweden through SIDA, has achieved the expected results of the first year and the implementation of the second year during the period under review. Six buildings and spaces were renovated creating 19,621 working days.

764. UNESCO continued its work jointly with four major players Cultural Heritage organizations in Palestine building local capacities in cultural heritage preservation in the West Bank and the Gaza Strip, contributing to enhancing conservation skills and knowledge with emphasis on young architects and workers, promoting cultural tourism, raising public awareness on the values of cultural heritage and introducing the socioeconomic aspect of cultural heritage preservation by creating job opportunities and providing facilities for public use.

765. UNESCO provided technical assistance for the Institutionalization of the *Riwaya* Museum in Bethlehem, and continues its financial support to the Ministry of Tourism and Antiquity to finalize the institutionalization procedure and to carry out a study on the economic sustainability of the museum.

766. The publication of the two volumes showcasing the Bethlehem Area Conservation and Management Plan as a model plan for safeguarding Palestinian Historic Urban Landscapes was finalized and is being distributed.

767. The joint programme MDG-Fund on Culture and Development in the oPt was achieved, contributing to place culture in the agenda of the Palestinian Authority. Culture was integrated in three proposed outcomes out of six in the first UN Development Assistance Framework (UNDAF) for Palestine, developed in 2013.

768. UNESCO provided financial assistance to Ministry of Culture to publish five books on Palestinian Intangible Culture Heritage from the data previously collected by the Ministry through the MDG Fund programme. UNESCO supported the Ministry of Culture in the revision and publication of the Culture Sector Strategy plan 2014-2016.

769. UNESCO Ramallah Office contracted the *Ecole Biblique et Archéologique Française de Jérusalem* to carry out the emergency works provide on the job training to enhance local capacities on stonemasonry and restoration in the archeological site of Saint Hilarion Monastery/Tell Umm Amer in Gaza. Due to access issues to Gaza, the experts were unable to carry out the works, which are now rescheduled for end of January/ early February 2014.

770. **Communication and information:** Implementation of a comprehensive, in-depth assessment of Palestine's media landscape using the UNESCO Media Development Indicators (MDIs), in partnership with Birzeit University's Media Development Centre, in view of identifying media development priorities and influencing policy making in this area. The assessment included analysis of existing laws and regulations; literature review; and wide-ranging consultations: 44 interviews and a survey involving 510 journalists in the West Bank and Gaza; setting up of a 15-person Advisory Committee; and two multi-stakeholder national conferences each attended by over 100 participants from both the West Bank and Gaza.

771. UNESCO supported the organization of eight safety training courses benefitting a total of 175 media students in eight universities throughout the West Bank and Gaza. The training was provided by IFJ-accredited trainers from the Palestinian Journalists' Syndicate.

772. Two projects approved by UNESCO's IPDC were successfully carried out: "Safety training for media students" implemented by MADA and "Promotion of Palestinian women's views in the news", implemented by women's radio station Nisaa FM.

773. UNESCO supported the annual celebration of World Press Freedom Day (WPDF) on 3 May, with a main event in Ramallah jointly organized by the Palestinian Journalists' Syndicate and the Alliance for Defending Freedom of Expression, and various activities carried out by UNESCO's partners throughout the week.

774. UNESCO succeeded in obtaining a no-cost extension for two Finnish-funded projects involving activities in the areas of capacity-building, safety and women's empowerment, which will be implemented by four partners – Birzeit MDC, Filastiniyat, MADA and MAAN - until May 2014.

775. **Gender equality:** With the support of Norway UNESCO Ramallah is currently supporting the final phase of the Palestinian Women Research and Documentation Centre PWRDC in its efforts to contribute to the successful implementation of the Cross-Sectoral National Gender Strategy of the Palestinian Authority, which highlights the lack of research and studies to inform policy-making, particularly on the causes of violence against women and points to the need to build capacity amongst government and civil society to support its implementation. This final phase has been approved in 2013 and has been initiated in December 2013. The overall objective of the new phase is to build on the previous work done by the PWRDC. Three key functions of the PWRDC have been identified, namely: (i) To collect, analyse and make available high quality research and data on gender equality and the situation of women in Palestine through a documentation centre and online library and database; (ii) To build capacity through training for high quality research to inform policy-making and permit the evaluation of policy impact; and (iii) To network with gender equality research institutions both in Palestine and at a Regional and Global level to share experiences and best practice. The new phase is concentrating on **Restructuring** and **Re-focusing** PWRDC activities to support the work of MoWA and other stakeholders in policy and programming for gender equality In Palestine.

776. **Major challenges:** Some delays were experienced in implementation owing to the ongoing blockade of the Gaza strip, the political situation in general in Palestine and frequent (e.g. strikes of educational institutions/teachers for both Ministry of Education and UNRWA). In addition, the volatility of the political and security situation (i.e. PLC still not functioning and recent IDF operation in Gaza) is not enabling to deliver a coordinated effort for long-lasting developmental interventions (sustainability).

Interagency cooperation

777. UNESCO will conduct its efforts as an integral part of the United Nations in Palestine. As such, a significant part of its activities are integrated in the first UNDAF for Palestine (2014-2017), which is the result of an extensive consultation process with government and non-government stakeholders and fully in line with national priorities and strategies. This document summarizes UN engagement in political, development and humanitarian work, all based on the international human rights framework. Conversely the UNDAF also supports the implementation

of UNESCO's own Strategic Framework, including the Organization's priority to promote Gender Equality.

778. The first United Nations Development Assistance Framework for Palestine (UNDAF) developed for 2014 – 2016 was launched in Ramallah on August 15, 2013 in the presence of the United Nations Secretary General Ban Ki-moon and the Prime Minister of Palestine Rami Hamdallah. UNESCO was convenor of the Education outcome and was strongly represented in Economic empowerment, livelihoods, food security and decent work/ Governance, rule of law, justice and human right/ and Urban development and natural resource management and infrastructure outcomes.

ASIA AND THE PACIFIC

UNESCO Office in Almaty

779. During 2012-2013, UNESCO Almaty engaged in activities both at the national and cluster level to support national priorities and needs. In response to the funding constraints and the consequential reassessment of priorities, the majority of activities in the cluster were sub-regional in nature.

Sub-regional Activities

780. In the area of **Education** UNESCO engaged in capacity development for sector-wide policy formulation in Central Asia. With regard to review of current national education plans and programmes for sector-wide policy formulation and integration of the recommendations for peace building and conflict prevention in national action plans and education development strategies, series of capacity building workshops and training sessions were organized for ministerial focal points and education professionals.

781. National capacities were strengthened in the following thematic analyses: the role of education in conflict prevention and management: basic approaches in international practice, sector-wide education policy priorities and measures for conflict prevention and resolution, goals and priority lines of technical and financial support in post-conflict situations; regional experience in education for conflict prevention and fostering tolerance in society. Guidelines for policy makers on education services delivery focusing on vulnerable groups in post conflict situations were developed for follow up actions.

782. In light of the growing importance of education to prevent, prepare and respond to emergencies, UNESCO launched the International Forum on post conflict education “Learning to Live Together” held in Bishkek, Kyrgyzstan, 27-29 June 2012. Policymakers, experts and practitioners met to identify priority issues in different areas of post conflict education, established a platform for networking, collaboration and seeking common solutions to problems arising in post conflict situations. Recommendations were adopted on response strategies and for education policy, focusing on promotion of human rights, peace building, gender mainstreaming and social inclusion for vulnerable groups. The Forum proposal on establishment of the Central Asian Resource Centre as a platform for networking on education for conflict prevention was approved by the Eurasian Economic Integration Community Education Committee of the EURASEC Member States (December, 2012).

783. The work of the Forum demonstrated enhanced cooperation among many international organizations such as UN Women, Soros Foundation and organizations from the Asia and Pacific region, including institutes and centres under the auspices of UNESCO (Category 2). The collaboration and joint initiatives offer a holistic and sector-wide dimension to these activities aimed to promote quality education for sustainable peace and human development.

784. UNESCO also focused its efforts on enhancing the engagement and role of ministries of education in the national response to HIV, by providing substantial technical and financial support for activities aiming to reduce stigmatization and discrimination and to support educators and learners living with HIV or affected by the epidemic and deliver rights based comprehensive HIV and sexuality education for young people through the adapted national recommendations on HIV policy for education sector, including through specific training sessions and development of video material and HIV and STIs prevention tools.

785. In the **Natural Sciences**, UNESCO's activities focused heavily on the water sector, including water resources management, with a specific focus on transboundary and integrated water resources management; climate change, with a focus on mountain areas, and biosphere reserves.

786. The Central Asian Regional Glaciological Centre under the auspices of UNESCO (Category 2) was inaugurated on 13 December 2012 in Almaty, Kazakhstan during the Conference "Eurasian Mountains' Cryosphere". The centre will foster cooperation and improve scientific understanding of glacier, snow and water resources in the region, provide policy advice, promote regional research, education and capacity development to assess climate change impact on glaciers and permafrost in the runoff formation zone. The activities of the centre will also contribute to achieving the strategic objectives of UNESCO's IHP.

787. An international seminar on "Impact of Glaciers Melting on National and Trans-boundary Water Systems in Central Asia" took place in April 2013 in Almaty, Kazakhstan on the basis of the cooperation between UNESCO, United Nations Regional Center of Preventive Diplomacy for Central Asia (UNRCCA), International Fund for saving the Aral Sea (IFAS) and the World Bank. The event was organized in the framework of 2013 International Year of Water Cooperation. It will serve as initial effort towards promoting a dialogue and cooperation on sustainable management of water resources between countries of Central Asian region.

788. UNESCO was instrumental in implementation of the first steps of the UNESCO IHP project on "Groundwater Resources Governance in Transboundary Aquifers: Case Study: Pretashkent Aquifer" shared by Kazakhstan and Uzbekistan. A workshop for national and international experts was organized in July 2013 in Almaty.

789. In September 2013, USGS and UNESCO initiated a combined South Asia - Central Asia regional cooperation on a topic of earthquake research and risk reduction with the participation of the national institutions on seismology. The purpose of the programme is to provide a platform for examining regional approaches to improve seismic data and earthquake risk mitigation.

790. In the **Social and Human Sciences**, planning for an activity on Environmental Change and Migration in Central Asia (Emergency Funds) remains due to financial constrains. The cluster activity will raise awareness among stakeholders and the public on an important social dimension of climate change: migration. This activity will produce an updated case study on environmental migration and will be implemented in close collaboration with national partners in Kazakhstan, the global environmental change team and other staff at HQ with specific expertise in migration. Many UN agencies in Kazakhstan working on environmental issues, the UN Center for the Prevention of Conflict in Central Asia (UNRCCA), the OSCE, international organizations, including migration and human rights NGOs, as well as the International Foundation for Saving the Aral Sea will take part to this activity. Because female migrants are most vulnerable to rights violations and social exclusion in all types of migration scenarios, special consideration will be given to the plight of female environmental migrants. UNESCO will rely on its close partnership with UN Women working to bring attention to the gender dimension of environmental migration. In addition, technical expertise on, labour migration, gender issues, social inclusion, human rights, bioethics and tolerance as in-kind contributions throughout the year.

791. In **Culture**, UNESCO's activities focused on promotion and protection of cultural diversity through the implementation of integrated operational and normative projects for the preservation of tangible and intangible heritage, development and promotion of traditional handicrafts, museums and the promotion of intercultural dialogue.

792. UNESCO assists Central Asian countries in the protection and revitalization of their cultural heritage. Silk Roads Serial and Transboundary World Heritage nomination was advanced through various consultation meetings and documentation activities under the UNESCO/Japanese Funds-in-Trust Project. As the result of the Third Meeting of the Coordinating Committee on the Serial World Heritage Nomination of the Silk Roads that was conducted in Bishkek, Kyrgyzstan in September 2012; first Nomination of the Silk Roads: Initial Section and Network of Routes of Tian-Shan Corridor was submitted by China, Kazakhstan and Kyrgyzstan in 2013. Another Silk Roads nomination connecting Penjikent and Poikent was submitted by Tajikistan and Uzbekistan at the same time. Various geophysical and archaeological surveys of potential Silk Roads sites have been undertaken in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan.

793. In 2012 UNESCO launched a programme for strengthening national capacities for effective safeguarding of intangible cultural heritage in Central Asia supported by the Government of Norway. Trainings aim to help participants representing governments, academic institutions, civil society, communities and practitioners to gain a broad understanding of the Convention's principles and concepts and relate it to their own context. Trainings on implementation of the 2003 Convention were conducted in all cluster countries.

794. Promotion of cultural diversity and especially support of the crafts industry is an integral part of the UNDAFs of cluster countries for 2010-2015. UNESCO's activities and particularly those supported by the UNESCO/Korean Fund-in-Trust Project for creative industries development in Kazakhstan, aim to set quality standards, raise international awareness, strengthen the promotional potential for handicraft products and have an impact on job creation for vulnerable populations, especially women and youth. The 2012 UNESCO Award of Excellence was attributed to 188 handicraft products out of 407 entries (Tehran, Iran, 14-19 November 2012). The implementation of activities for protection of cultural diversity and its adaptability to the contemporary world through support to the UNESCO Chairs, Clubs and Federations, capacity-building in the field of applied arts and arts education is made by conducting a festival and publishing of the album of "Children are Painting the World: Central Asia".

795. In 2013 the study/analysis of main issues and challenges of ratification of the 2005 Convention in Central Asia was produced. It includes the issues related to the legal support of the area of culture; functions of institutions and cultural communities, support of cultural diversity, creativity and freedom of expression; development and support of cultural and creative industries. On top of it the challenges and prospects of ratification of the Convention 2005 were reviewed; by 2013 Tajikistan had ratified the Convention and Kazakhstan, Kyrgyzstan and Uzbekistan have not yet ratified. A special focus in each case was put on the implementation of principles and provisions of the Convention by government structures/civil society and identification of best practices in this area.

796. UNESCO participated in two meetings of ministers of culture of the Integration Committee of EURASEC following the Memorandum of Understanding (2008) between EURASEC and UNESCO. These meeting continue to be highly representative, with participation of ministers of culture from Belarus, Kazakhstan, Kyrgyzstan, Russia and Tajikistan. Several proposals by

UNESCO were accepted, notably concerning the elaboration of a cultural policy of EURASEC, ICH, crafts industries, and the celebration of the World Day for Cultural Diversity for Dialogue and Development.

797. The **Communication and Information** Unit continued assisting the Central Asian member states to build inclusive knowledge societies by supporting the freedom of expression and information, strengthening free, independent and pluralistic media, and fostering the universal access to knowledge.

798. **Alma-Ata+20.** UNESCO jointly with the Kazakhstan National Commission, the al-Farabi Kazakh National University and the UN Department of Public Information in the Republic of Kazakhstan assisted Kazakhstan, Kyrgyzstan and Tajikistan in formulating media development recommendations by organizing Alma-Ata+20: International Conference Celebrating the Twentieth Anniversary of the Declaration of Alma-Ata on Promoting Independent and Pluralistic Asian Media. Over 90 participants from Kazakhstan, Kyrgyzstan and Tajikistan and other countries, including Australia, Belgium, Finland, France, Namibia, the United Kingdom, and the United States of America contributed to the recommendations. Participants included media experts, communication specialists, and representatives of community media, public service broadcasting, universities, training institutes, journalist unions, NGOs related to media development, international organizations (UN, EU, OSCE), and diplomatic missions. Themes included legislation and media pluralism; public service broadcasting; community media; gender and media; media pluralism in a digital era; institutional support and media development; and capacity building for journalism education and media professionals. The MFA in Kazakhstan endorsed the conference programme and recommendations.

799. Promotion of professional capacities of chief editors of Central Asian print media on **the freedom of information**. During the last five years, Kazakhstan formed a draft law on the freedom of information. Kyrgyzstan, Tajikistan and Uzbekistan have already adopted such laws. In this regard, in May 2012, UNESCO conducted a series of seminars for editors of print media with the goal of training citizens on how to protect their right to information. 22 editors-in-chief of print mass media of Kazakhstan, Kyrgyzstan and Tajikistan improved their skills on the sustainable coverage of cases related to access to information by participating in two trainings that took place during three days in Almaty and Dushanbe. 20 articles on access to information were published in the local press following the trainings.

800. UNESCO CI contributed to Gender Mainstreaming in Broadcasting Organizations in the Asia-Pacific Region via the ABU cooperation network.

Challenges and lessons learned

801. There is still a need for institutional capacity development that contributes to long-term activities in education policy implementation, monitoring of the implementation of the recommendations developed for education policy revision and updating. National indicator framework will be developed to guide programming, monitoring and evaluation of achievements as to assist stakeholders in data collection, analysis and reporting mechanism.

802. Working to develop community media in remote Kyrgyz villages is a rather slow process, especially regarding paperwork and registration. The selection of villagers and their appropriate training presents an additional challenge; hence additional human resources are being envisaged to facilitate UNESCO's work in this area.

803. Emergency Fund projects were delayed and thus the corresponding activities started late in the year, affecting the efficiency of consultations with the partners.

804. Despite a difficult financial situation UNESCO specialists were able to contribute with technical expertise and advice in a wide range of areas under the organization's mandate, mainly due to the good partnership networks built over the years. Nevertheless, it remains a challenge to demonstrate leadership and initiative on issues within UNESCO's mandate, and especially difficult in lower income countries where most interventions depend heavily on personal contacts and a minimum level of funding from other agencies.

805. It is necessary that Central Asian States Parties work continuously and effectively at country level, following decisions and agreed time-frames, especially in the context of the on-going serial and transboundary nomination processes.

806. Shared and multi-national ICH candidatures issues must be carefully addressed and programmed. In order to strengthen sub-regional cooperation, participation of experts from all four countries is foreseen for the next round of training on the strengthening skills for the development of successful nominations to the Conventions' Lists.

807. There is also a need for UNESCO to actively participate in the annual meetings of the Integration Committee of EURASEC and TURKSOY (the International Organization of Turkic Culture) which sets up priorities, provides strategic vision and approves joint events by promoting ratification and implementation policies and measures within the frame of UNESCO's normative instruments

808. Further FOI/FOE inclusive advocacy campaigns are needed to integrate local voices into the legislative process. Better UN integration is required for policy work, particularly on sensitive issues, such as defamation and press freedom. A favorable policy environment must be created to support the nascent community media development in Kyrgyzstan. Further activities under the auspices of IPDC are crucial for catalyzing the local development process jointly with the launched EU/UN-funded Social Justice Project for Kyrgyzstan.

KAZAKHSTAN

Key Achievements

809. In the field of **Education**, special attention was given to reduction of HIV related stigmatization and discrimination by involvement of people living with HIV into prevention activities in Kazakhstan.

810. In **Natural Sciences**, UNESCO in cooperation with UNDP organized a round table discussion dedicated to the World Water Day. More than 30 experts, specialists and students from different organizations and Universities (Institutes, UNDP, Ministry of Foreign Affairs of the Republic of Kazakhstan, IHP and MAB National Committees and others) participated in the round table. During the meeting the 4th UN WWDR and results of the 6th World Water Forum (12-17 March 2012, Marseille, France) were presented.

811. In 2012-2013 Kazakhstan proposed its first sites for biosphere reserve designation by UNESCO: Korgalzhyn and Alakol. Situated in the central part of the country covering parts of Akmola and Karaganda provinces, the proposed site is noted for its well preserved steppe ecosystem with complex freshwater and saline lakes making it also an important bird habitat.

The proposed site was included in the list of World Network of Biosphere Reserves by the decision of MAB International Coordinating Council (ICC) at its 24th session (9-13 July 2012 at UNESCO Headquarters). Alakol reserve was approved in May 2013 at 25th session of MAB ICC, held at UNESCO Headquarters, 27-30 May 2013.

812. In **Culture**, UNESCO continues to enhance the capacity of museum professionals in key areas such as collection management, documentation, preventive conservation, security, exhibit design and museum legislation based on the UNESCO/ICOM Museum Training Package “Running a Museum”. As such, the regional thematic museum training entitled “Running a Museum: Policy Formulation and Practice Regulation” was conducted in Astana, Kazakhstan in November 2012 for CIS countries within the framework of the UNESCO/ IFESCO project.

813. In **Communication and Information**, UNESCO cooperated with Kazakhstani universities on ICT innovations in culture, science and education of Central Asia. A series of KazNU-funded workshops on basic skills for creating open educational resources took place in December 2012 at KazNU. 83 participants were trained by the National ICT Center. UNESCO's publication FOSS for Education, Culture and Access was distributed among academic researchers and cultural experts in Kazakhstan.

UNESCO's participation in the UNCT

814. In Kazakhstan, facing the challenge of working with a UNCT operating in two different cities, UNESCO has been able to bridge this gap by taking advantage of communications technology (audio and video conferencing) and by working with the UNESCO National Commission, which maintains personnel in Almaty and Astana. UNESCO retained its leadership role in the UNCT in Kazakhstan, Chairing the UN Theme Group on ‘Good Governance, Participatory Democracy and Human Rights’. In addition, the Organization actively participated in UNDAF working groups relating to environment and basic social services, as well as the UN theme groups on gender and the UN Communications Group (UNCG).

815. In 2012 the UNCT Kazakhstan launched its work as a pilot in establishing a post-2015 development agenda. UNESCO is active in the UNCT working group tasked with developing priorities for government and other actors. The collaboration with UN DPI and UN Women facilitated dialogue between policy makers and media professionals and promoted a favourable legal environment for freedom of information in recommendations developed for adoption by UNESCO member states as a result of the Alma-Ata+20 conference. UNESCO works closely with UN DPI and local universities promoting development work among youth in the country through expansion of Model UN activities in Kazakhstan. UNESCO in cooperation with UNDP continues to provide technical expertise and advisory services to the Human Rights Commission under the President of RK including on access to information and media legislation, technical assistance to the Office of the Ombudsman.

816. UNESCO is extremely active in Kazakhstan within the UN Communication Group, introducing it to Communication for Development (C4D) methods and Media Development Indicators (MDI) for M&E in partnership with media industry, civil society and academia. UNESCO provides training to the CG on a continuous basis in this regard.

817. A joint UN project on “Expanding the opportunities of the Mangistau region in achieving sustainable and equitable progress in social, health and economic development” as well as “Improving the welfare and quality of life in the Kyzylorda region through innovative approaches to delivering economic, social and environmental services to local population, including those

most vulnerable” was launched in December 2013, involving UNDP, UNICEF, UNFPA, WHO, UN WOMEN, UNHCR and UNESCO as key participant in project documents discussions and workplan preparations.

KYRGYZSTAN

Key Achievements

818. A framework to reduce stigmatization and deliver rights-based comprehensive HIV and sexuality education for young people were provided to education institutions through the adapted National Recommendations on HIV Policy for Education Sector.

819. UNESCO **Social Science and Communication and Information** units were partner in the EU-UN three year joint project “Operationalizing Good Governance for Social Justice in Kyrgyzstan.” The project bringing together UNDP, UNICEF, UN Women and UNESCO aimed to improve basic services and governance in 30 rural pilot villages in Kyrgyzstan. In 2012 UNESCO worked to build a media platform for dialogue both nationally as well as with selected pilot villages within the Project. The strategy is to give individuals an understanding of how civic dialogue leads to greater participation and improved quality of life, through introducing community media (CM) to a wide range of individuals at various levels, from villagers to local and national government officials and through networking existing CM together to strengthen their skills and exchange experience, creating a pool of expertise and good practices.

820. A UNESCO sponsored children’s’ drawing contest held on the theme “Together for a Tolerant Kyrgyzstan”, implemented in partnership with the UNESCO National Commission in the Kyrgyz Republic, brought attention to the effects that violence and ethnic discord have on children, and, highlighted the value of creativity in healing the wounds of conflict.

821. Social Inclusion of Young Migrants in Kyrgyzstan (Emergency Funds): The project launched through 2012-2013 included five training workshops in pilot rural villages for youth to raise awareness on labour migration, risks and responsibilities and access to information, as a parallel activity to EU social justice project above.

822. Community Multimedia Centers (CMC) and Community Radio in Kyrgyzstan were acknowledged by the Kyrgyz government as important tools for community development especially through the support of the EC/UN project Operationalizing Good Governance for Social Justice in Kyrgyzstan. Two IPDC projects established by Mediamost Community Radio – Peoples Microphone and CR Development – in remote areas also contributed to this activity. Four community radio stations are currently functional and 5 new stations are under development in the remote mountain valleys of Kyrgyzstan. 8 CMCs are created and 6 radios under license registration in Kyrgyzstan.

823. In 2013 UNESCO supported series of rural initiatives in the framework of Social Justice Fund, two particular projects were supported: Kara-Suu village Community Foundation established e-Library and trained 167 women and 153 men on basics of ICT for reading and education; and Uchkun Village Community Foundation from Naryn oblast established CMC and trained 19 women and 11 men on creation of rural TV programmes.

UNESCO's participation in the UNCT

824. As a non-resident agency UNESCO's participation in UNCT relied heavily on phone calls and e-mail correspondence. Nonetheless UNESCO has had several successful joint initiatives in 2012 that showed the commitment to UN work and collaboration on issues within its mandate, including excellent working relationships with the RC's office.

825. In 2012, several activities were launched in the three-year extrabudgetary EU-UN Joint Project "Operationalizing Good Governance for Social Justice", funded by the European Union together with UN System and implemented jointly by UNDP, UNICEF, UN Women, and UNESCO. UNESCO's work focuses on developing new platforms for communication and dialogue through 1) introducing community media (CM) to a wide range of individuals at various levels, from villagers to local and national government officials and 2) building a platform for dialogue through networking existing and new forms of media together to strengthen skills on reporting community issues and communication for development.

826. In June, UNESCO hosted an international forum in Bishkek on post-conflict education, "Learning to Live Together;" in cooperation with the UNESCO National Commission for UNESCO in the Kyrgyz Republic and in partnership with UN Women, with active participation of UNICEF, the Soros Foundation and a number of international partners. The recommendations and follow up from this event have led to new and innovative regional initiatives on post-conflict education, tolerance and reconciliation in educational systems.

TAJIKISTAN***Key Achievements***

827. In the field of Education a framework to reduce stigmatization and deliver rights-based comprehensive HIV and sexuality education for young people were provided to education institutions through the adapted National Recommendations on HIV Policy for Education Sector.

828. A roundtable to mark the International Day for Tolerance in Tajikistan was organized in November 2012. The Principles of Tolerance were translated into Tajik language and published in three languages for distribution for use in Tajikistan.

UNESCO's participation in the UNCT

829. UNESCO participates in most UNCT activities, including the UNDAF, relying heavily on correspondence. Tajikistan is a pilot country for the post-2015 development agenda, and UNESCO has been keeping abreast of this work through correspondence as a non-resident agency. Throughout the biennium activities with UN agencies in Tajikistan have focused largely on regional or sub-regional initiatives.

UNESCO Office in Apia

Introduction

830. The UNESCO Office in Apia covers sixteen independent Member States in the Pacific (Australia, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia (Federated States of), Nauru, New Zealand, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu) and the territory of Tokelau as Associate. The programme priorities focus on LDCs

(currently Kiribati, Samoa, Solomon Islands, Tuvalu and Vanuatu) but not exclusively, while promoting gender equality and youth empowerment as cross-cutting issues.

831. Economic growth in the Pacific Small Island Developing States (SIDS) experienced lower economic growth mainly due to the slowdown in growth in resource-rich island States. The region suffered a series of natural disasters in 2013 including a severe earthquake and tsunami that hit the Solomon Islands in February 2013, causing an adverse impact on the nation's economy. Samoa and Fiji are recovering from the damages and losses from Cyclone Evan which struck the countries in late 2012. The low-lying islands States in the Pacific are particularly vulnerable to the effects of climate change which is affecting their economic growth and present serious threats to their very existence.

832. The Pacific MDG Tracking Report prepared by the Pacific Islands Forum Secretariat and released in August 2013, summarized progress in achieving MDGs in 14 Pacific island States. Four countries are mostly on track for all MDGs; seven have mixed performance and three have achieved none of the 8 MDGs. The Report has a particular focus on the achievement of gender equality, where the Pacific is performing poorly. Whilst parity in access to education has been achieved in most Pacific countries, the Pacific has the lowest representation of women in national parliaments of any region in the world. It ranks alongside countries with the highest rates of gender based violence and has a mediocre performance in women's economic opportunities.

833. Countries in the Pacific actively participated in global discussions on the post-2015 agenda and the Sustainable Development Goals (SDGs). They are also engaged in the preparations for the International Year of Small Islands Developing States (SIDS) 2014 and the SIDS Conference to be held in Apia, Samoa, from 1 to 4 September 2014. UNESCO Apia is supporting this preparatory process, as a member of UN Country Teams in the Pacific. The Pacific regional preparatory meeting identified needs for action on the following key issues and called for more engagement and partnership in addressing them: climate change and disaster risk reduction, health, social development, governance, infrastructure, sustainable energy, oceans, sustainable resource management and protection, inclusive and sustainable economic management and culture.

834. As a response to the poor performance of Pacific countries in gender equality, the mainstreaming of **gender equality** in the UNESCO Apia programme has been systematically pursued. Every effort has been made to ensure gender equality in governing mechanisms of projects as well as participants/experts in meetings and workshops. Special attention was paid to the specific needs of female educators, journalists, scientists and heritage practitioners. Examples are provided below.

835. As with other UN agencies in the Pacific, the majority of UNESCO's activities in the Pacific cover several countries and sometimes all countries covered by the Office. This report is therefore presented under two parts: an assessment of major results and impact achieved in the whole UNESCO cluster, followed by a table presenting integrated results per country.

836. UNESCO Apia worked in partnership with national authorities, UN agencies, Pacific regional organisations and multilateral and bilateral donors, in providing support to Pacific Island Countries and Territories (PICTs). The focus has been on: (i) building capacity for policy, planning and monitoring & evaluation (M&E); (ii) improving quality of teachers; (iii) assessing and monitoring literacy and numeracy; (iv) education for sustainable development and; (v) HIV and AIDS Education, in response to the needs and priorities of PICTs as identified in the Pacific

Education Development Framework 2009-2015, by the Pacific Heads of Education Systems (PHES) and the Pacific Islands Forum Education Ministers' Meeting (FEdMM).

837. In the area of **capacity-building for policy, planning and monitoring and evaluation (M&E)**, UNESCO coordinated and contributed to the organization of the High-Level Meeting of the Pacific Heads of Education Systems (PHES) (Education Permanent-Secretaries' Meeting) in October 2013, together with development partners, including the Pacific Islands Forum Secretariat (PIFS). The result of the meeting will feed into the FEdMM, to be organized in 2014 in Cook Islands. National capacities on the use and development of a M&E system were strengthened through a regional workshop organized by UNESCO and development partners in July 2013. The workshop endorsed the M&E framework for the Pacific Education Development Framework (PEDF) and agreed to the set of regional indicators to be used in monitoring the progress of implementation towards achieving the targets in terms of access and equity, quality and improving efficiency and effectiveness of education systems in the Pacific region.

838. National capacities on **National EFA 2015 Review** were also strengthened through two sub-regional workshops (November 2013). Sixteen education ministry officials from 8 PICTs (2 from each of 8 PICTs, one in charge of policy/planning and the other in charge of EMIS or M&E) participated in each workshop. The first workshop (only for 8 PICTs) focused on how to use education data and statistics in the analysis of education progress in the context of the National EFA 2015 Review. The meeting covered the specific challenges which PICTs are facing in collecting, compiling and analyzing their education data and statistics for their national EFA 2015 reviews. The second workshop for Asia and the Pacific provided the participants, including 8 PICTs, with an outline of the National EFA 2015 review process, training on understanding and calculation of (new) indicators, training on a policy review, a SWOT analysis and policy recommendations, and draft national and regional report outlines.

839. In **teacher quality**, UNESCO continued to support the Solomon Islands National University (SINU) to organise, facilitate and deliver in-service training workshops for primary teachers in two further provinces (Choisel and Central Provinces). UNESCO also supported Yap State Department of Education in Federated States of Micronesia (FSM) to organize the second in-service training workshop for primary and secondary teachers as a follow-up of the first workshop in the last biennium, in collaboration with the Secretariat of the Pacific Board for Educational Assessment (SPBEA).

840. The **Pacific Professional Standards for School Principals (PPSSP)**, prepared by UNESCO and SPBEA in collaboration with PICTs, and approved at the FEdMM 2012, have been adapted to meet individual country needs in Vanuatu and Tuvalu with technical support from UNESCO and SPBEA. UNESCO has worked with the Ministry of Education, Sports and Culture in Samoa and the National University of Samoa to organise, develop and provide in-service teacher education for secondary school science and mathematics teachers to increase their level of pedagogical content knowledge.

841. National capacities on assessment of **literacy and numeracy** were strengthened and a regional baseline for literacy and numeracy for pupils who have completed four and six years of primary education in the Pacific was established through a regional initiative of the Pacific Islands Literacy and Numeracy Assessment (PILNA). It was a collaborative work by UNESCO and the Secretariat of the Pacific Board for Educational Assessment (SPBEA) with financial support from the Australian Department of Foreign Affairs and Trade (DFAT). PILNA was administered across 14 Pacific Island Countries (PICs) to establish a regional baseline for literacy and numeracy and individual country positions for pupils who have completed four and

six years of primary education. A country report and a regional report were produced and sent to individual countries in the third quarter of 2013. The result of PILNA will be presented at the FEEdMM 2014.

842. In Papua New Guinea (PNG), a **household literacy survey** was conducted in Eastern Highlands province and Autonomous Region of Bougainville in 2011 in order to understand the current literacy situation and literacy environment, supporting the government to achieve the EFA literacy goal. A survey report has been finalized and its publication will be disseminated in PNG in early 2014. In addition, a literacy assessment was conducted in Madang province in 2012 and a survey report has been drafted and shared with the Department of Education for its finalization in 2013.

843. As one of the intersectoral platforms for the Apia Office, **Education for Sustainable Development (ESD)** involved several activities. An ESD situation analysis project (i.e. activities, policies, curricula) is being completed in Palau. The Disaster Risk Reduction and traditional knowledge projects in Fiji and Kiribati are nearly completed. In order to enhance the quality of learning in the classroom in Niue, Vagahau Niue curriculum has been developed. The projects on arts and financial literacy in Kiribati are being integrated within the new national curriculum. In Papua New Guinea, support for developing and implementing the national youth policy and training the trainers on HIV/AIDS transmission among youth is ongoing.

844. The attitudinal survey reports on **HIV and AIDS education** carried out in Nauru, Niue, Palau and Samoa have been finalized for their publication in 2014, emphasizing the need to work with countries to implement the report recommendations in collaboration with UNFPA, UNICEF and UNAIDS. UNESCO is also finalising a list of additional PICs where the attitudinal survey can be implemented.

Natural Science

845. In Natural Sciences, the focus during the biennium was on: (1) disaster risk reduction, (2) climate change, (3) Biosphere Reserves and (4) traditional knowledge. In a context of sharp reduction in regular programme budget funding, the intersectoral platform emergency fund for the multi-country project SPARCK (Sharing Perceptions of Adaption, Resilience and Climate Knowledge) was the main source of funding. These financial constraints led the Office to focus only on a few Member States.

846. One of the important achievements in the field of **disaster risk reduction** was UNESCO's contribution to the World Bank-led Post-Disaster Needs Assessment (PDNA) for Samoa, after Cyclone Evan struck the island nation and neighboring Fiji and Wallis and Futuna in December 2012, causing extensive damage and loss. The PDNA helped Samoa to secure international assistance towards its recovery and reconstruction process. UNESCO also facilitated the provision of US\$ 50,000.00 as emergency funding under the Participation Program (PP) to assist the recovery programme of the Government of Samoa in the education sector. Financial constraints however limited UNESCO Apia's participation in similar assessments in other Pacific countries affected by natural disasters.

847. Another important achievement was new methodologies for **climate change** teaching and communication developed through the SPARCK project (Sharing Perceptions of Adaption, Resilience and Climate Knowledge) which investigated how three different groups – high school teachers, communities living around conservation areas, and media officers – perceived climate change, their decision-making processes and adaptive capacities in the Pacific. Data was

collected through focus groups and an innovative mobile survey, which was the first of its kind in the region. The data collected were analyzed for the different countries, and groups and included a disaggregation by sex. In a second step, the information gathered was used to design and conduct a ‘*classroom to community*’ capacity-building in Samoa. Teachers and a local community including the special involvement of a local women’s group worked together to improve climate change teaching. An indicator of the impact of the SPARCK was its media coverage around the Pacific as well as the social medias’ attention through the project’s facebook page. A key future challenge is to establish partnerships and collaboration with other key stakeholders in order to upscale and expand capacity-building and training throughout the Pacific, as part of a framework of comprehensive capacity-building and climate change education.

848. Cooperation between UNESCO Apia and DLA Piper (a large business law firm) led to the organization, for the first time in the Pacific, of free, specialized and interactive “Climate Change and the Law” workshops. They targeted lawyers, legal researchers, government officials involved in planning and development (namely urban) as well as environment and infrastructure professionals and had a significant percentage of female professionals participating (for example 67% in Samoa). These workshops, which were held in Fiji and Samoa in the first week of August 2013, provided assistance in understanding climate change law, particularly relating to climate change adaptation. A workshop report entitled “Climate change adaptation: Guided by the Law” was widely distributed electronically in the region and globally. A key challenge in the workshop planning phase was to identify stakeholders with a background and expertise in law and legal issues in the two respective countries for this very new topic.

849. An initiative to revitalize the **Pacific Biosphere Reserve Network** (PacMAB) was started and should advance on the occasion of the 4th PacMAB meeting in April 2014 devoted to the topic “The Role of Biosphere Reserves in Sustainable Development in the Pacific”. It is anticipated that part of the regional meeting outcome will be streamlined as a potential side event of the SIDS Conference in Samoa in September 2014.

850. Support to and promotion of **Traditional Knowledge** in decision-making processes in the Pacific were continued. A meeting entitled “Cycles of Change or Te hurihuri o te Ao - Traditional Calendars for Informing Climate Change Policies” was held in Auckland, in June 2013. Participants had an opportunity to talk about and represent their local knowledge, values and environmental practices in ways that effectively speak to national and international policy-makers and climate scientists. Traditional calendars were the main focus of the meeting because they offered a useful, organized set of systems for approaching indigenous environmental knowledge. In a separate effort, traditional calendars were introduced with more than thirty high school teachers as part of climate change capacity-building training (SPARCK project).

851. **UNESCO-IOC**, through its Suva office, has promoted the work of the Commission in the Pacific and continued to work for an increased IOC-membership among the cluster countries of the Apia office. In September 2013, Vanuatu joined IOC as its 146th Member (33rd SIDS). Discussions are continuing with other potential members, namely, Federated States of Micronesia, Nauru, Marshall Islands and Palau, who have all expressed interest in joining the Commission.

852. The Suva IOC office has continued to work with the Secretariat of the Pacific Community Applied Geoscience and Technology (SOPAC) Division of SPC and other regional and national partners to strengthen **tsunami early warning system** both at regional and cluster levels. The

Pacific Tsunami Warning & Mitigation System (PTWS) has been undergoing substantial changes with new and enhanced products introduced during the year parallel to existing warning bulletins from the Hawaii-based Pacific Tsunami Warning Centre. A regional training and consultation workshop was held in Wellington, New Zealand in August 2013 to obtain crucial feedback before the IOC Intergovernmental Coordination Group (ICG) for PTWS held its 25th Session in Vladivostok, Russian Federation, which subsequently decided on 01 October 2014 as the implementation date for the new and enhanced products. The change means that PTWC will cease to issue regional warning and watches on this date and henceforth provide advisories indicating level of tsunami threat for Pacific countries along with other guidance products, while each country would need to make its own decision on the nature and extent of the tsunami threat and the issuance of national warnings, taking away the present dependency on PTWC warnings to trigger local warnings. A huge training effort is needed to familiarize Pacific Island Countries with the new products and services with some countries also requiring support for strengthening their national warning and dissemination capabilities.

853. Support was provided to Samoa to review its Early Warning Systems (EWSs) for Tsunami, Tropical Cyclone and climate-related hazards from a multi-hazard EWS perspective. The review included wide consultation with the business sectors and community/village representatives in a national workshop held on 5 March 2013. Assistance was also provided to Kiribati for the development of its' Tsunami National Plan and Standard Operating Procedures (SOPs) for warning and disaster management authorities. Following a request from Solomon Islands, IOC and SPC provided experts to assist in the conduct of a national tsunami simulation exercise to test and evaluate the national EWS and new PTWC products. The outcome of the exercise was also used to update the National Tsunami Plan and SOPs.

854. IOC also organized and led a thematic session on "Early Warning Systems - Are We Doing Enough?" at the joint meeting of Pacific Platform for Disaster Risk Management and Pacific Climate Change Roundtable, held in July 2013 in Nadi, Fiji. The main purpose was to identify priorities that could contribute to the formulation of the integrated regional strategy for DRM and Climate Change by 2015 and highlight strategic directions by countries to improve hazard monitoring, warning and response capacities.

Social and Human Science

855. The **Social and Human Sciences** programme put an emphasis projects focusing on support services for vulnerable young people, youth civic engagement in the Pacific and Asia, strengthening support services for criminal deportees returned to the Pacific, and the social impacts of climate change.

856. With support from UNESCO, Tokelau completed its **National Youth Policy**, which was adopted by the General Fono in October 2013. The country is now in the process of setting up its new National Youth Council and becoming involved in regional youth matters through the Pacific Youth Council and activities such as the SIDS Youth network.

857. Some other small projects were completed, including 7 case studies on civic engagement of youth in Asia and the Pacific; and a project on alternative livelihood opportunities for sex workers in Tonga.

858. Through the Emergency Fund, additional resources were received for an inter-regional SIDS youth meeting in 2013 and to support PNG in developing and improving the country's National Youth Policy.

859. The **SIDS Youth initiative** was targeted at involving young people from the start of the SIDS 2014 process. A small group of young people representing the three SIDS regions were selected to be youth facilitators at the regional SIDS workshops. The group participated in a training and design workshop in May 2013 in Suva Fiji, and designed the programmes for three regional youth workshops (Caribbean SIDS youth workshop and presentation of outcomes to the Caribbean Regional Preparatory Meeting, June-July 2013 in Kingston; Pacific SIDS youth workshop and presentation of outcomes to the Pacific Regional Preparatory Meeting, July 2013 in Nadi; AIMS SIDS youth workshop and presentation of outcomes to the AIMS Regional Preparatory Meeting, July 2013 in Victoria). 70 young people participated in the workshops and their suggestions were reflected in the Pacific and AIMS outcome statements. A smaller group of young people representing the three regions travelled to Barbados to present the integrated outcomes of the youth statements at the Interregional Preparatory Meeting in September 2013. Considerable additional support was forthcoming from UNICEF, UNFPA, ILO, SPC and the Indian Ocean Commission. As a follow up, a working group met to plan on-going development of the network and activities for the Conference in 2014. A SIDS youth website, Facebook (global and 3 regional) and Twitter accounts have been set up. In the AIMS group, the support from the Indian Ocean Commission was used to host a second workshop to establish the regional youth network.

860. The **PNG National Youth Policy Review** was undertaken by the PNG National Youth Commission. Through consulting with youth networks across the country, the review has identified areas of progress and those that have not worked so well. The recommendations look at alternative ways to move forward with areas where progress has been slow.

Culture

861. UNESCO is actively engaged in the preparatory process for the 2014 SIDS Conference in Samoa in order to advocate for the contribution of culture to sustainable development in SIDS. UNESCO organised a Round Table on **Culture and Sustainable Development and the Post-2014 Agenda** (Nadi, June 2013) as a side event of the Pacific Regional Preparatory Workshop. The outcome statement of the Round Table was fed into the Outcome Document of the Barbados Inter-regional Workshop (Bridgestone, August 2013), which included a paragraph on the importance of culture as a driver and enabler for sustainable development, calling for increased resources for the development and strengthening of national and regional cultural activities.

862. Since 2010, the Culture Programme in the Pacific emphasized the **promotion and implementation of key UNESCO Conventions in culture**, in particular, 1972, 2003, and 2005 Conventions as an international framework providing guidance for cultural policy development. UNESCO's advocacy activities were complemented by the cultural mapping implemented by the Secretariat of the Pacific Community (SPC) with EU funding and the elaboration of the Pacific Regional Cultural Strategy "Investing in Pacific Cultures (2010-2020)" covering Pacific Island States and Territories. These combined efforts contributed to the progressive enhancement of the capacities of the cultural authorities and other institutions involved in culture in the Pacific SIDS. The finalisation of the cultural policy of Tonga and Solomon Islands in 2013 was a reflection of this positive trend.

863. With regard to the 2003 **ICH Convention**, the national consultations held in the previous years resulted in the ratification by 3 Pacific SIDS (Nauru, FSM and Samoa) of the ICH Convention in 2013. Four capacity-building workshops were held in PNG and Samoa with assistance from UNESCO/Japanese Funds-in-Trust in order to support the community-based inventorying as required by the ICH Convention. Special attention was paid to documenting the roles of women and men and their respective interpresentation of culture and ICH, and incorporating a substantive gender equality component in safeguarding plans based on the principles of human rights.

864. “Levuka Historical Port Town” was inscribed on the World Heritage List as the first World Heritage site in Fiji as part of the **World Heritage Convention**. This led not only to the enhanced visibility of Fiji at an international level, but also to a significant increase in the 2014 national budget for the cultural authorities of Fiji. This contributed to raising the profile of the culture sector in Fiji.

865. With the financial assistance under the UNESCO/Japanese Funds-in-Trust for **capacity-building in heritage management**, notable progress was made in the safeguarding of Nan Madol and Lelu archaeological sites of a megalithic culture in the Micronesia region. The government of FSM coordinated a team composed of leading international experts from Australia, Japan and USA to provide technical assistance, through an on-line work platform, to complete the draft nomination file for the World Heritage listing.

866. At regional level, the **Pacific Heritage Hub** (PHH), a facility for knowledge management, capacity-building and partnership building, was hosted at the University of the South Pacific (USP) in Suva and became operational in 2013 with the financial assistance under the UNESCO/Australia Funds-in-Trust. The 5th Pacific World Heritage Workshop (Suva, November 2013) updated the Pacific World Heritage Action Plan (2010-2015) taking into account the progress made thus far as well as the outcome of the 2nd Cycle of Periodic Reporting. Several new initiatives across the Pacific to support heritage protection and management were identified at the Workshop.

867. The **National Consultation on the 2005 Convention** on the Protection and Promotion of the Diversity of Cultural Expressions was held in Fiji in March 2013. The Consultation brought together stakeholders in the fields of arts, cultural and creative industries in Fiji. The Consultation concluded with a recommendation to the Fiji government to join the 2005 Convention.

868. The year 2013 saw the positive development of partnerships with several Category II Centres, including the World Heritage Institute of Training and Research for Asia and the Pacific (WHITRAP) in China, the Intangible Cultural Heritage Centre for Asia and the Pacific (ICHCAP) in the Republic of Korea, and the International Training Centre for Intangible Cultural Heritage in the Asia-Pacific Region (CRIHAP) in China. Capacity building workshops on topics under their respective mandate were held, while a new information brochure “Traditional Knowledge for Adapting to Climate Change: Safeguarding ICH in the Pacific” was produced.

869. UNESCO took part in the assessment of the damages and losses related to the culture sector to input to the UN/WB Post-Disaster Needs Assessment that was carried out in January 2013 following the devastation of Cyclone Evan. The chapter on cultural heritage was prepared in cooperation with Japan ICOMOS and included in the final assessment report. The chapter highlights the role of Samoa’s village-based governance and extended family as the traditional safety net, recommending integrating Disaster Risk Reduction (DDR) strategy in the

management plan for heritage and cultural institutions and ensuring a culturally sensitive approach to projects in post-disaster recovery phases.

Communication and Information

870. The International Federation of Journalists prepared training materials and conducted training sessions on Pacific **media rights violations** and **freedom of information** (2011-2012).

871. Three new projects were completed: celebrations of World Press Freedom Day; gender in journalism studies; and a media self-regulation study. **World Press Freedom 2013** was celebrated through regional and national events. A regional event was held in Honiara with a focus on media regulation and climate change (with additional support from SPREP). The national event was held in Samoa with an evening of prominent media personalities presenting their viewpoints on the state of media freedom in Samoa. Student events were also held at the Divine Word University in Papua New Guinea and the National University of Samoa. In partnership with the University of the South Pacific, the journalism school's program on gender in the media was developed as an online course which can be taken as part of bachelor studies or a short course. The media self-regulation study is being undertaken in partnership with UNDP. UNESCO funds have been used to cover the planning and data collection phases and UNDP will fund the second stage. The final study will be delivered in March 2014.

872. Support from the Japanese Government has been used to refit the Nauru Media Bureau (NMC) and Kiribati Publishing and Broadcasting Authority's (KPBA) base on Kiritimati Island. The NBC refitted their broadcasting equipment for satellite up-links from overseas, their interview and production facilities and conducted training of journalists and technicians. The new media facilities were launched in August 2012 with the specific aim of improving quality of television broadcasts and an increase in local content. KPBA computerized their office in Kiritimati, a very remote island, and provided training for local KPBA staff on collecting local interest news and stories for local and national radio broadcasts. This project aimed to increase reporting on local events in Kiritimati and provide national coverage on important local events. The final component of this support was awareness raising on the Cook Islands Official Information Act undertaken by the Cook Islands News, the country's national newspaper. A series of workshops were held for government officials and the media to enable them to better understand the Act and how to use it. A school competition was also held and integrated into World Press Freedom Day 2013 activities.

Contribution to UNCT activities and common country programming

873. Most UN Agencies in the Pacific have offices covering either all the Pacific States or a number of them, with the exception of PNG where the majority of UN agencies have a specific national office. This has led to the preparation a multi-country Pacific UNDAF and to the involvement of UNESCO in a growing number of UN interagency initiatives in Education, Natural Sciences, Social and Human Sciences, Culture and communication.

874. In addition to the activities above, within the framework of the Intersectoral Platform for a Culture of Peace and Non-Violence, a project "**Women's Empowerment for a Culture of Peace and Non-Violence in the Pacific**" was implemented as "Delivery as One" in cooperation with UNCTs in the region including UN Women and UN Pacific Centre in Fiji. The project aimed to improve knowledge about the place of culture in relation to gender and gender-based violence in the Pacific and to develop a shared understanding of how culture can support the fight against gender-based violence rather than being used as a justification for it. A Pacific Workshop held in Nadi resulted in an advocacy network to promote a balanced and human

rights-based view on “Gender” and “Culture” in the Pacific. Follow up activities in Fiji and Samoa were carried out to promote increased dialogue on and enhanced understanding of the transformative power of culture among policy makers, traditional and religious leaders.

875. The first **multi-country Pacific UNDAF 2008-2012** came to a close on 31 December 2012. Although there are a number of issues still remaining in terms of UNDAF implementation and improved cooperation between the agencies, there was substantial progress over the five years. UNESCO has expanded its cooperation with both UN and regional agencies, in particular UNICEF (education, SHS), UNFPA (Education), UN Women (Culture), ILO (SHS), SPC (Education, Science, Culture) and SPREP (Education, Culture, CI).

876. During 2012, major effort was involved in preparing for the new **Pacific multi-country UNDAF 2013-2017**. UNESCO was lead agency for national consultations and the preparation of national UNDAF matrices in Nauru and Tokelau. Strengthened engagement is also occurring through development of joint programs in comprehensive sexuality education (UNFPA, UNICEF), youth employment and training in Samoa (ILO, UNDP), social reintegration of deportees (UNDP, ILO) and gender equality in Samoa (UNDP, UN Women). Through these efforts, UNICEF, UNFPA and UNESCO are in the final stages of establishing a joint program on Comprehensive Sexuality Education.

877. **PNG UNDAF 2012-2015** was launched and UNESCO played a much more active role, especially through the Education Sub-group. Whilst our engagement in the PNG UNDAF has increased, the challenges of the Apia Office in its covering of PNG have increased as travel costs escalate and current funding streams draw to a close. The key challenge in 2013 was the identification of new funding sources, building on the work undertaken in 2012 in this regard. UNESCO Apia was able to participate in the annual planning workshops for the Education Sub-group in 2012 and 2013, although on-going engagement from outside the country remains difficult.

Integrated results by country

COUNTRY	Education	Natural Sciences	Social and Human Sciences	Culture	Communication & Information
COOK ISLANDS		Local and Indigenous Knowledge (LINKS) posters distributed in Cook Island Maori and English		Capacity built for World Heritage issues through a workshop in Cook Islands, with Japanese FIT support and in partnership with WHITRAP	Awareness raised, by 'Cook Islands News' on the Cook Islands Official Information Act
		Teaching manual for the interactive traditional knowledge resource 'The Canoe is the People' developed and tested		Potential Tentative List for World Heritage sites drafted for the Cook Islands as a first step towards the finalization of a Tentative List for World Heritage listing	
		Cook Islands represented by two participants at <i>The 3rd Workshop on South-South Cooperation on Science and Technology to Address Climate Change and Technical Training</i> in Nanjing, China in October 2013			
FIJI	Traditional Knowledge on Climate Change and Disaster Risk Reduction integrated into the school curriculum	Distribution of Local and Indigenous Knowledge (LINKS) posters facilitated		Inclusion of Levuka Historical Port Town on the World Heritage List as the first World Heritage site from Fiji	FemLINK Pacific has worked with UNESCO on several projects and they are able to access IPDC.
		The project on Sharing Perceptions of Adaptation, Resilience and Climate Knowledge (SPARK) was implemented		National consultation on the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions was organized	University of the South Pacific (USP) course on gender in the media for online delivery was completed
		Workshop on 'Changing Winds – Climate Change and the Law' was organized in cooperation with partner 'DLA Piper'		5 th Pacific World Heritage Workshop was organised (Suva, Fiji, 27 – 30 November 2013) in cooperation with the Pacific Heritage Hub (PHH) at the University of the South Pacific (USP) and hosted by Fiji	
		National Tsunami Warning Centre capabilities strengthened through assistance from IOC			
KIRIBATI	A data analysis software on Teachers' Service Standards	Tsunami National Plan and Standard Operating Procedures	Youth festival feasibility and costing analyzed	Traditional meeting houses in Kiribati surveyed through	

	<p>Performance Appraisal developed</p> <p>Fresh version of PINEAPPLES software installed on new server</p> <p>Climate change education activities and trainings completed</p> <p>Art education curriculum framework nearly completed (with CLT)</p> <p>ILO financial literacy modules were developed for integration into primary school programmes</p>	(SOPs) for warning and disaster management authorities developed (IOC)		cultural mapping carried out with support of Netherlands FIT	
MARSHALL ISLANDS	World Teachers' Day celebration supported	The Marshall Islands have entered into discussions with the IOC regarding their potential membership.			
MICRONESIA (FEDERATED STATES OF)	Teachers' competencies in Yap states developed through in-service teacher education workshops	FSM have entered into discussions with the IOC regarding their potential membership.		<p>FSM became party to the 2003 UNESCO Intangible Cultural Heritage Convention (ICH)</p> <p>ICH Workshop held in Yap in May 2013</p> <p>Community consultation on safeguarding of Nan Madol held in Pohnpei</p> <p>Draft nomination file for Nan Madol and Lelu prepared with Japanese FIT support</p>	Through an IPDC project managed by OTV Palau, a Northern Pacific media association was established
NAURU	Attitudinal survey on comprehensive sexuality education completed	Nauru has entered into discussions with the IOC regarding their potential membership.		Nauru became party to the 2003 UNESCO Intangible Cultural Heritage Convention (ICH) in 2013	
NIUE	<p>Vagahau Niue curriculum developed</p> <p>Attitudinal survey on comprehensive sexuality</p>	Niue has entered into discussions with the IOC regarding their potential membership.		Capacity was built regarding World Heritage issues through a workshop, with JFIT support and in	

	education completed			partnership with WHITRAP	
PALAU	ESD situation (i.e. activities, policies, curricula) analyzed			Capacities in underwater cultural heritage developed through a course in Koror with PP funding	
	Attitudinal survey on comprehensive sexuality education completed			Intangible cultural heritage materials acquired, lesson plans developed and piloted in classrooms within the framework of ESD and with JFIT support Research on Palau ICH undertaken and ICH lesson plans developed	
PAPUA NEW GUINEA	Workshop on HIV/AIDS monitoring and evaluation framework completed		PNG National Youth Policy reviewed by the PNG National Youth Commission	Capacity built through an Intangible Cultural Heritage workshop on community-based inventorying in Goroka and Alotau with Japanese FIT support	World Press Freedom Day celebrated with students
	Report of household literacy survey in two provinces in PNG finalized for publication and currently being printed				Youth leaders trained on HIV at National Youth Council
	Report of literacy survey in Madang province produced				
SAMOA	Samoan versions of parenting education materials developed	SPARCK project on Sharing Perceptions of Adaptation, Resilience and Climate Knowledge implemented	Input from Youth for the SIDS Conference (Samoa 2014) prepared	Capacity built through an Intangible Cultural Heritage workshop on implementation and community-based inventorying in Samoa with Japanese FIT support	New facilities set up at journalism school of the National University of Samoa (NUS) with support from IPDC
	Six secondary science and mathematics teacher in-service workshops were completed	Organization of Changing Winds – Climate Change and the Law workshop was completed with support from DLA Piper			WPF 2013 celebrated by JAWS (Journalists Association of [Western] Samoa) and NUS
	Attitudinal survey on comprehensive sexuality education completed	Early Warning Systems (EWSs) for Tsunami, Tropical Cyclone and climate-related hazards reviewed with support from IOC			
		Community Disaster and Climate Risk Management (CDCRM) toolkit in local communities under implementation			Regional Anti-doping project coordinated with Oceania National Olympic Committee (ONOC) and Oceania RADO (Regional Anti-Doping

		Post Disaster Needs Assessment (PDNA) of Tropical Cyclone Evan technically supported	Organization) with funding from the Anti-Doping Fund		
		Joint Platform on Disaster Risk Management/ Climate Change Adaptation supported			
SOLOMON ISLANDS	Teacher in-service workshops were completed in two provinces	National EWS and new PTWC products tested and evaluated in a national tsunami simulation exercise (IOC and SPC)		WH focal point participated in World Heritage Committee Meeting in Cambodia in 2013 with financial support from Norway	One IPDC project has been completed by Solomon Islands Broadcasting Commission, with another one underway.
		Provided "Understanding World Heritage: The Convention, Governance, Protection and Reporting" for discussion at the East Rennell World Heritage Workshop, 11 December 2012, Honiara, Solomon Islands			
TOKELAU	Celebration of World Teachers' Day supported		National Youth Policy reviewed with UNESCO support		
			National Women's Policy and Action Plan reviewed		
TONGA		Local and Indigenous Knowledge (LINKS) poster distributed	Several youth projects with the Tonga National Youth Congress undertaken	Finalization of Cultural Policy for Tonga	IPDC projects with both public and private broadcasters undertaken
		National Tsunami Plan and SOPs in light of new PTWC products reviewed technical advice provided for procurement and installation of Siren Alert System for tsunamis (IOC)	Project on alternative livelihood opportunities for sex workers completed (carried over from 2012)	Participation of Tongan representatives in ICH Intergovernmental Committee Meeting in Baku facilitated with financial assistance from the ICH Fund	
TUVALU	Two workshops on Pacific Professional Standards for School Principals have been completed	Ground work for formulation of National Tsunami Plan and SOPs supported (IOC)			
	ESD situation (i.e. activities, policies. Curricula) analyzed				
	Handbook on Climate Change education developed				

VANUATU	Two workshops for Professional standards for school principals have been completed	Local and Indigenous Knowledge (LINKS) posters distributed		Vanuatu hosted the ICHCAP 4 th Information and Network Meeting for ICH Safeguarding in the Pacific in May 2013	
	Educational resource materials on Chief Roi Mata's Domain World Heritage Site developed	SPARCK project on Sharing Perceptions of Adaptation, Resilience and Climate Knowledge implemented			
		Vanuatu became an IOC member in September 2013. Development of Tsunami SOPs for key agencies initiated			

UNESCO Office in Bangkok

THAILAND

878. The context of UNESCO's presence and actions in Thailand is unique. While the Organization has a large institutional presence in Bangkok in the form of the Asia Pacific Regional Bureau for Education as well as the 'Mekong Cluster Office', Thailand's rapid ascent into the ranks of a higher Middle Income Country (MIC) has meant that UNESCO, along with the entire UN System in Thailand, has reassessed its role and contribution in Thailand.

879. As a consequence of a 2008 study by the United Nations Country Team in Thailand (UNCT) and the Royal Thai Government, the UN system has deliberately moved very much "upstream" and focuses more on **knowledge sharing** and **policy advice** rather than specific projects. This shift is reflected in the current United Nations Partnership Framework 2012-2016 (UNPAF). In 2013 UNESCO Country Programming Document (UCPD) for Thailand 2013-2015 was prepared, that reflects the Organization's upstream approach.

880. UNESCO's actions in Thailand are conducted in line with the approach set out in the UNPAF. For UNESCO, as a member of the UN Country Team, this entails a more **demand-driven approach** to its programming in Thailand focusing on areas where its activities will have the most impact, effectiveness and efficiency.

881. The UN's work in Thailand is aligned with the development strategies of Thailand's 11th National Economic and Social Development Plan (NESDP). These are: Promoting the just society, developing human resources towards life-long learning society, Balancing food and energy security, creating a knowledge-based economy and enabling economic environment, strengthening economic and security cooperation in the region, and managing natural resources and the environment towards sustainability.

882. Additionally, in determining how best the UN can support Thailand the UNCT recognizes the importance of Joint Partnerships with the government in selected areas (UNESCO co-chairs the Joint Partnership on Creative Economy), and the normative work of the UN in Thailand, through a two-way partnership of knowledge and experience sharing between the government and the UNCT.

Key Achievements

Education

883. The role of Thailand as a regional hub for UNESCO's activities has been continuously promoted and strengthened. UNESCO has supported the active involvement of Thailand in the regional and international EFA processes. An example of that are the Global Education First Initiative and the Education Policy and Review (UNESCO and OECD - Measuring of Achievement) sessions at the International Conference on Education 2013.

884. UNESCO has partnered with Thai education think tanks and research institutions to engage in policy research and debate on improving the quality of education in Thailand. At the request of Ministry of Education of Thailand, UNESCO and OECD are jointly supporting in the conduct of Education Policy Review focusing on four priority areas: teacher policies, curriculum development, assessment and mobile learning. The review started in 2013 aims to help education authorities in Thailand to strengthen the education system and contribute to the development of their capacities.

885. UNESCO responded to several requests by various Thai institutions to assist in national discussions on curriculum reform, learning assessment, skills development and career education through providing comparative review papers and presentations; the Regional Technical Workshop on Education Policy Formulation and Monitoring was organized by UNESCO in May 2013.

886. UNESCO conducted series of joint research and training activities with experts and researchers from Thai universities to advance the discourse on quality improvement and skills development, such as the regional study on transferable skills in TVET research on pedagogy and learning for the 21st century.

887. In terms of specific project and direct contribution to Thailand, UNESCO continued to support the restoring of Community Learning Centres damaged by the 2011 floods and strengthen disaster risk reduction education in Ayutthaya, with funding of Japan's Government. Along this project teaching and learning materials have been produced and DRR training has been provided. In June 2013 Thailand hosted the Regional Conference on Lifelong Learning for All through Community Learning Centres.

888. UNESCO and the Thailand's Office of Her Royal Highness Princess Maha Chakri Sirindhorn's Projects (OPSP) continued working together on strengthening south-south cooperation through a regional project that aims to promote better nutrition and health, and develop the well-being of disadvantaged children in Cambodia, Lao PDR, Indonesia and Viet Nam.

Natural Sciences

889. UNESCO Bangkok and UNESCO Jakarta offices have been strengthening its cooperation with Thailand by drawing on its competence in fresh water, ocean and coasts, as well as biosphere and geosciences to enhance relevant scientific research, expand observing systems and develop ecosystem-based solutions.

890. Thailand continues to host the IOC Sub-Commission for the Western Pacific (WESTPAC). The commission has been assisting Thailand in developing capacity for, and enhancing its regional role in, marine scientific research and observations. The IOC has also been developing Thailand's capacity for its tsunami early warning and mitigation systems through the Intergovernmental Coordination Group for the Pacific Tsunami Warning and Mitigation System (ICG/PTWS) and the Indian Ocean Tsunami Warning and Mitigation System (ICG/IOTWS). Moreover, Thailand continues to be a member of the World Network of Biosphere Reserves, the Man and Biosphere (MAB) governing body and the MAB International Co-ordinating Council.

891. UNESCO contributed to strengthening the role of Thailand as a regional hub for IHP (International Hydrological Programme) activities through its hosting of numerous international conferences and training courses; to more effective socio-economic and environmental planning by Thai survey organisations and decision-makers Key through provided data on geological information; to the establishment of Thai National Committee for the UNESCO Asian Multilingual Thesaurus of Geosciences; and to finally reaching an improved understanding among the marine scientific community and governmental agencies of air-sea interactions, ocean and coastal processes, the management and conservation of marine biodiversity, the maintenance of ocean health, and the prevention and mitigation of impacts from natural hazards.

Social and Human Sciences

892. UNESCO Bangkok is home to the Regional Unit for Social and Human Sciences in Asia and the Pacific (RUSHAP). As such, Thai academics and research institutions benefit from the many regional and sub-regional events and meetings organized by RUSHAP that

cover the ethics of science and technology, the ethics of climate change, philosophy, human rights, gender studies, social inclusion, and youth. UNESCO Bangkok is currently assisting in the development of materials and the implementation in Thailand of regional action plans for teaching of philosophy and bioethics education.

Culture

893. In the field of culture, UNESCO's cooperation with Thailand is focused around the National Priorities of *Sustainable management of natural resources and the environment*; and *Promoting a just society*. Under the framework of protecting and promoting Heritage and Cultural Expressions, UNESCO initiated a flood risk assessment for Ayutthaya World Heritage property, with the support from Asian Development Bank. This assessment will lead to the development of a flood risk disaster mitigation plan.

894. In 2013, the Thai temple Wat Prayoon received the Award of Excellence in the UNESCO Asia-Pacific Awards for Cultural Heritage Conservation. This event raised awareness and gave visibility to good practices in conservation and restoration of heritage buildings and sites. The Regional Field Training Centre on Underwater Cultural Heritage also remains active.

895. In regards to the 2003 and 2005 Conventions awareness has been raised as a process towards ratification. Thailand among other ASEAN countries has engaged to discuss the feasibility of a shared Southeast Asian histories programme.

Communication and Information

896. Under its Communication and Information programme, UNESCO Bangkok has forged partnerships with the Thai Public Broadcasting Service and with formal and non-formal teacher training institutions to improve Media and Information Literacy among user-generated content producers and users. It is also a key player in increasing awareness on the importance of documentary heritage and improving its use and accessibility in the Asia-Pacific region. In this context, Thailand held in 2012 the 5th General Meeting of the Memory of the World Regional Committee for Asia-Pacific and the Global Forum on Media and Gender in 2013. A report on "Media regulation in the Mekong and opportunities for the development of public service and community broadcasting" was recently released by UNESCO in order to identify and formulate key challenges in this field and provide guidance to media development stakeholders in Thailand and in the region. UNESCO has also recently supported female community radio journalists in Thailand to build their capacity for gender responsive governance. Moreover, community media movements have received UNESCO's on-going support to strengthen people's capacities to actively participate in and contribute to democratic processes in Thailand.

UNESCO's participation in the UNCT

897. UNESCO is providing policy advice and assisting in the development of HIV prevention and promotion materials. The programme focuses on non-formal education, formal education and targets "most at risk" groups, including men who have sex with men (MSM). Examples of this include the Advanced Y-PEER Training of Trainers in Peer Education and Y-PEER Focal Points organized in Bangkok by UNESCO in June 2012. UNESCO's collaborations in this sector in Thailand have included partnering with the Ministry of Health's National HIV/AIDS Management Centre and UN agencies on various projects such as: a study on Situational Analysis of Young People at Higher Risk of HIV Exposure, in collaboration with UNICEF and UNFPA; work on the National MSM Guidelines; and the Stigma and Discrimination Prevention and AIDS Rights Protection project in collaboration with UNDP. UNESCO has also partnered with numerous other government departments, civil society groups, and research institutes in Thailand in the HIV prevention sector.

898. UNESCO participated in a United Nations Joint Programme funded by UN Trust Fund on Human Security. Under this framework, UNESCO contributed to the development of learning materials, raised awareness of the lifelong learning habit, promoted child friendly environments and built capacities of officials in Mae Hong Son. Regional Consultation Meeting on Flexible Learning Strategies (FLS) for Out of School Children in Thailand was convened by UNESCO in November 2013 in partnership with UNICEF and the Royal Thai Government.

899. UNESCO Bangkok has taken the lead of the UN system by co-chairing a multi-sectoral UNPAF Joint Partnership on Creative Economy, one of the six UNPAF pillars for 2012-2016 and a key strategic entry point for Thailand's transition to a knowledge economy. The Joint Partnership sees the involvement of seven UN agencies, four Thai government agencies, and numerous private sector bodies in the development of workforce skills, a knowledge management system, and the creation of an enabling environment, including adherence to international normative instruments including the 2005 UNESCO Convention.

900. The UN Joint Project on Integrated Highland Livelihood Development, which is an example of cross-sector collaboration between UN Agencies and UNESCO's education and culture programmes, allowed the development of a model for community-based tourism. It also built the capacity of officials and community leaders on access to legal status to reduce the vulnerability of currently stateless populations.

901. UNESCO is also a member of three other UN Joint Partnerships: Social Protection; Climate change where UNESCO's contributions have focused on Education for Disaster Risk Reduction; and Strategic Information, where UNESCO contributes to the development of unified national statistics and information systems that are able to inform policy development to reduce inequalities.

LAO PEOPLE'S DEMOCRATIC REPUBLIC

902. To accelerate progress towards the MDGs and to reach the most vulnerable populations the Lao PDR Government and the United Nations Country Team (UNCT) adopted in 2012 the United Nations Development Assistance Framework (UNDAF) Action Plan 2012-2015, an operational framework with defined indicators and resources that responds to MDG challenges previously identified in Lao PDR. UNESCO, although a non-resident agency, plays an active role in the implementation of the UNDAF, thanks to improved integration of UNESCO in the UNCT and a small Antenna Office based in the UN compound in Vientiane.

903. In 2012, UNESCO finalized the UNESCO Country Programming Document 2012-2015 (UCPD) for Lao PDR.

904. UNESCO is also playing an important role in supporting national consultations for "Post-2015", Lao PDR being one of the countries identified by UNDG to benefit from specific UN support to hold such consultations. In this context UNESCO Bangkok is helping set the Post 2015 Education For All agenda in Lao PDR, through organizing events in Lao PDR as well as ensuring that Lao officials participate in regional events such as the High-Level Conference held in Bangkok on the post-2015 education agenda in Asia and the Pacific.

Education

905. On 19 November 2013, UNESCO participated in the 11th High Level Round Table meeting (HL RTM) on "Accelerating MDG Achievement and Inclusive Development" launched in Vientiane as part of the Round Table Process (RTP) that serves as the primary platform for Aid Effectiveness Framework in the Lao PDR. UNESCO contributed jointly with the UN agencies to the discussions, advocating for the achievement of MDG2. The meeting

facilitated a mutual understanding of the key priorities for the formulation of the next five years plan and Post MDGs agenda, as well as the country's vision for the Least Developed Country (LDC) graduation by 2020.

906. Together with other bilateral and multilateral development partners, UNESCO has supported Lao PDR to achieve goals under the EFA Dakar Framework for Action. As an active member of the ESWG, UNESCO has supported the development and implementation of the Education Sector Development Framework (ESDF). It has provided continuous and diversified technical expertise in EFA planning, monitoring, assessment, evaluation and coordination. Such support has strengthened Lao PDR's capacity to create equal opportunities of education for all children, youth and adults in a gender responsive manner, and to implement interventions for improving the quality of education for all.

907. UNESCO has provided support for education reform in Lao PDR by identifying policy gaps and needs and by providing technical advice and resources in almost all sub-sectors of education:

- in early childhood care and education (ECCE)
- in non-formal education: technical assistance for lifelong learning and non-formal and informal education policy was provided; with UNESCO's support, the Department of Non-Formal Education (DNFE) and Provincial Education Services (PES) established Lao PDR's first pilot non-formal education management system.
- In basic education: UNESCO together with Department of Teacher Education (DTE), Education Statistics and Information Center and Department of Personnel in Lao PDR developed guidelines to monitor Teacher Quality Indicators (TQIs).
- in secondary education and TVET, UNESCO focused on renewing and implementing the teacher education action plan and conducted a TVET comprehensive policy review.

908. UNESCO organized a consultation meeting for the development of National Workplan on Disaster Risk Reduction (DRR) for Schools in Lao PDR.

909. Part of the UNESCO's work in education has been supported by the Thailand's Office of Princess Sirindhorn's Projects (OPSP).

910. On Education for Sustainable Development (ESD), UNESCO contributed to enhance capacities on and Information and Communication Technologies (ICT) to improve quality of education. But one of the main areas of UNESCO's support was the development of a practice of inclusive education by revising policies, teaching practices, curriculum approaches, school culture, assessment methods and community involvement. These efforts also encouraged a rights-based approach, as well as the promotion of mother tongue-based multilingual education, sex education and gender equality (in this context UNESCO also supported Lao PDR as a founding member of the Gender in Education Network in Asia-Pacific-GENIA).

911. In order to improve Lao PDR' capacities to produce reliable and quality data, UNESCO supported the Education Statistics and Information Technology Center (ESITC) and the process to undertake the Literacy Assessment and Monitoring Programmes (LAMP) survey.

912. UNESCO also partnered with UNFPA, UNICEF, WHO, UNAIDS, USAID and the Burnett Institute to support the Ministry of Planning and Investment and the Lao Youth Union to carry out a rights-based analysis on the situation of adolescents and young people aged 10-24. The results of the analysis will guide the development of a national adolescent and youth strategy and action plan.

Culture

913. Within the context of the UN Joint Programme for Linking Culture to Development, UNESCO presented to the UNCT the “Cultural diversity programming lens”, a systematic checklist and framework to guide local and national development programmes and projects in considering cultural diversity. The tool promotes an awareness of cultural rights and highlights the potential of cultural resources in contributing to poverty alleviation and sustainable local development.

914. Following the ratification of the 2005 Convention on the Promotion and Protection of the Diversity of Cultural Expressions, the Government of Lao PDR has requested that UNESCO provide training in support of the Convention and of cultural industries. Capacity-building activities generated a common understanding of the Convention and a framework for efficient collaboration and implementation of its principles. A baseline survey will be conducted to provide an overview of the sector and to plan a longer-term support strategy.

915. In 2012 UNESCO Bangkok collaborated closely with the Ministry of Information and Culture, the Lao National Tourism Administration, the Ministry of Health, the Lao National Radio, the Ministry of Public Works and Transportation, and development partners (ADB and NZAID) to build local capacity and implement innovative pilot programmes that target marginalized populations. In this context several large-scale projects focused on the development of a sustainable tourism sector to safeguard the rich Lao heritage.

916. The Vat Phou Management Authority (Vat Phou is one of the two World Heritage sites in Lao PDR, together with the city of Luang Prabang) and the site museum have been associated in a sub-regional capacity-building programme for World Heritage museums in Cambodia, Lao PDR and Viet Nam. Workshops were held in 2012 dealing with a variety of topics such as the building, vision and mission of world heritage site-related museums, interpretation of collections in the light of outstanding universal value, and cultural industries and museum education programmes.

Communication and information

917. The UN Resident Coordinator Office in Lao PDR and UNESCO Bangkok organized the first celebration of the World Press Freedom Day in Lao PDR which led to a panel discussion about the media landscape with the participation of governmental and independent media. Furthermore, UNESCO Bangkok has begun supporting activities to promote the development of the community radio sector in the Huaphan Province that led to the creation of a group of local radio managers, technicians, programme producers and reporters in 2013.

MYANMAR

918. Eighteen months into the new Government, Myanmar has implemented a wide-ranging set of reforms. President Thein Sein’s agenda includes further democratic reform, national reconciliation, rebuilding the economy and ensuring the rule of law, as well as respecting ethnic diversity and equality. Key reform benchmarks set by the international community appear well on their way to being met. However, there is at present limited institutional and technical capacity to undertake detailed policy formulations and to implement some of the adopted reform measures. This risks putting a brake on the full impact of some of the reforms, and additional challenges are likely to arise when Myanmar takes over the chairmanship of the Association of South East Asian Nations (ASEAN) in 2014. Consolidating peace in ethnic areas and inter-community conflict in the Rakhine state also represent an important area of concern.

919. In 2013, in consultation with the Government of Myanmar, UNCT, and Development Partners, UNESCO developed the UNESCO Country Programming Document for Myanmar

(UCPD), which provides the framework for the Organization's multi-sector engagement and co-operation strategy in Myanmar. The UCPD covers a period from 2013 to 2015 to align with the United Nations Strategic Framework Myanmar 2012 to 2015 and to link with the Government of Myanmar's Framework for Economic and Social Reform (FESR) 2012 to 2015, which sets out priorities, sequencing and sector plans along with a number of "quick wins" to guide national development plans.

920. UNESCO is participating in all four strategic priority areas and is co-leading with UNICEF, the education component. It is also providing technical assistance in developing programme activities and outcomes linked to development of Culture, Science, Communication and Information using gender and culturally sensitive approaches. The government has expressed full support for the development of UNESCO's programmes and presence in Myanmar.

921. In February 2012, Daw Aung San Suu Kyi, the leader of Myanmar's National League for Democracy, received the 2002 UNESCO-Mandanjeet Singh Prize for Tolerance and Non-Violence. She assured her full support for UNESCO's programmes in Myanmar particularly in the area of education reform, media development and culture.

922. In August 2012, Ms Irina Bokova undertook the first mission to Myanmar of a UNESCO Director-General in recent memory. The mission also came at an historic time in the country's political and economic reform process. President Thein Sein, the Foreign Minister and all cabinet ministers called for the Organization's assistance, especially for education reform, TVET, higher education, literacy, teacher training, peace education, and cultural heritage - notably, through capacity building to prepare site nominations.

923. Thanks to the development of close relations between UNESCO, the Government and UN agencies, the UNESCO Project Office is now a trusted development partner in Myanmar. Given the opportunities for the Organization to contribute positively in the current period of multiple political transitions in Myanmar, the Bangkok office is dedicated to provide the Project Office with increased programmatic, administrative and human resource support.

924. On 19 and 20 January 2013 the 1st Myanmar Development Cooperation Forum was held to discuss the aid policy and adopted the Nay Pyi Taw Accord for Effective Development Cooperation.

Education

925. In 2012, the Myanmar Ministry of Education (MOE) started to undertake a Comprehensive Education Sector Review (CESR) with technical support from international development partners. The key outcome of the CESR, to be produced in early 2014, will be an Education Sector Plan which is evidence-based. In this context, UNESCO initiated a CapEFA sector-wide policy and planning project for Myanmar to support the CESR. In the first phase of the project UNESCO is undertaking a rapid assessment of the complete education sector and is leading the Policy, Legislation and Management, TVET and Higher Education components of CESR. Along with UNICEF and AusAID, UNESCO is a task force member of CESR high-level body chaired by the Minister of Education and is also a member of the Joint Education Sector Working Group, the high-level mechanism for policy dialogue and coordination for implementation of the CESR between development partners and the CESR Task Force and relevant Ministries.

926. UNESCO is also coordinating the Disaster Risk Reduction Education (DRR ED) Working Group in Myanmar and organized a national conference on DRR ED in July 2012 for senior government officials. In addition, UNESCO is working in gender sensitive HIV prevention among young people, including Young Key Affected Populations (YKAP), and contributing toward Myanmar National Strategic Plan on AIDS 2011-2015 strategic priorities.

927. In partnership with the Ministry of Education and Pepsi Co (private donor), UNESCO is establishing a Centre for Excellence for Business Skills Development in the Yangon Institute of Economics Myanmar. The goal of this project is to strengthen Myanmar's ability to train work-ready, skilled business graduates, through development of an innovative Centre of Excellence that provides leadership, best practices, applied research, support and training in the focus area of business skills.

928. Through the Multi-Donor Education Fund (MDEF) 2012-15 for Myanmar, donors (DFID, AusAid, Denmark, EU and Norway) provided USD 2.5 million to UNESCO for the Strengthening of Teacher Education in Myanmar (STEM).

929. Working with the UNCT, UNESCO assisted the Government of Myanmar in preparing the MDG progress report 2013, taking a lead in providing technical assistance for several thematic areas.

930. UNESCO, with support from Belgium, initiated a peace education project in Northern Rakhine State to address the ongoing inter-communal conflict and to sensitize teachers and communities on reconciliation strategies.

Sciences

931. In collaboration with UNDP and with funding from the Government of Norway, UNESCO has started the Inle Lake conservation project. The lake, a vital part of the broader ecosystem and economy of Shan State is facing the devastating effects of climate change as well as unsustainable natural resource use practices. UNESCO is working to inscribe the lake as a Biosphere Reserve and also carrying out a technical assessment based on the World Heritage Natural Site Guidelines.

Culture

932. The government of Myanmar has now re-engaged with the international processes of listing sites under the World Heritage Convention. As a reflection of this commitment, the government has recently established the Myanmar National Committee for World Heritage as the coordinating body for its World Heritage activities.

933. To support these priorities, UNESCO – with funding from Italy – has initiated the “Capacity-building for safeguarding cultural heritage in Myanmar” project in 2012/13 with a view to enhancing the conservation and management of cultural heritage sites. Leading international organizations including ICCROM and the Lericci Foundation conducted training in archaeological site conservation, world heritage site management, and the conservation of mural paintings and stucco carvings. At the institutional level, the project assisted the authorities in strengthening their management capacity for cultural heritage sites. International and national experts mobilized by the project provided technical assistance to national authorities in preparing a world heritage nomination dossier for the Pyu Ancient Cities, which was officially submitted by the Myanmar government in early 2013.

934. UNESCO and the Ministry of Culture are also pursuing the ratification of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property and of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. Other donors, such as Japan, Switzerland and Norway, have also announced or expressed interest in contributing to World Heritage activities.

935. Within the framework of the Recommendation for the Historic Urban Landscape, UNESCO has also been working closely with the authorities and civil society institutions in developing measures to enhance the protection of historic Yangon.

Communication and Information

936. UNESCO is providing technical assistance to the Ministry of Information (MOI) in developing the media's regulatory and legal framework according to the international standards and best practices. UNESCO is building the capacities of the National Drafting Committee responsible for amending the country's current print and broadcasting laws after the government abolished censorship in July 2012.

937. UNESCO, in partnership with MOI, organized two conferences on Media Development in Myanmar was organized by UNESCO and partners on 20-21 in March 2012 and May 2013. The conferences' aim was to provide a platform for media support organizations to discuss media development in Myanmar and share best practices. UNESCO is working with the new government, journalist associations and the private sector in the training of journalists and media professionals, and is in process of undertaking a technical needs-assessment for strengthening the Department of Journalism in Yangon revising the curriculum based on UNESCO Model Curricula on Journalism Education.

SINGAPORE

938. Singapore continues to play a proactive role in Southeast Asia as a centre of excellence and a hub for socio-cultural interaction and considers UNESCO an important platform for the development of strategies to address its own national priorities, as well as to tackle global issues.

939. As a follow-up of the Director-General's visit to Singapore in 2010, several initiatives were taken by UNESCO Bangkok and UNESCO Jakarta to develop cooperation. Several working meetings were held in Paris and in Singapore, involving The National Commission, the Permanent Delegation and the Directors and Deputy-Directors of UNESCO Bangkok and UNESCO Jakarta, which resulted in the collaboration in all sectors.

Education

940. Climate change education was precisely one of the areas in which the Ministry of Education and the National Institute for Education (NIE) agreed with the Director-General to further collaborate. At a meeting between UNESCO and NIE in Singapore in July 2012, it was agreed to undertake joint activities together in the region, building on the experience and network of NIE on this topic.

941. As a first step, UNESCO participated in the 11th Southeast Asian Geographical Association (SEAGA) in November 2012 which established a network of climate change experts and practitioners in the Southeast Asia and decided to organize a Climate Change and Education regional workshop. The conference led to an agreement to continue communication with SEAGA and NIE regarding climate change and other ESD-related developments.

942. Following active consultations over the past few years, a professional from the Singapore Ministry of Education was seconded for one year to the UNESCO Bangkok Office. Through this collaboration, Singapore is joining the other donor countries in the Asia Pacific region, who have agreed to second highly qualified civil servants to UNESCO Offices.

Natural Sciences

943. UNESCO was represented at the 3rd International Conference on teaching and learning with technology (iCTLT 2102) organized by the Ministry of Education, the International Society for Technology in Education (USA) and Academy of Principals, Singapore (APS). The Conference provided a platform for networking and the exchange of experiences and ideas in the use of ICT for learning and teaching.

944. Singaporean scientists continue to participate in the regional activities promoted by the IOC Sub-Commission for the Western Pacific (WESTPAC). These regional activities aim to develop capacity for marine scientific research and observations as well as for tsunami early warning and mitigation systems.

Social and Human Sciences

945. In the framework of its regional programmes in this field of competence in the Asia and Pacific Region, UNESCO regularly invites Singaporean experts to share their knowledge at meetings on bioethics, social sciences, youth peace ambassadors, and human security.

Culture

946. UNESCO provided technical and legal support to the authorities for the ratification of the 1972 World Heritage Convention and the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Singapore subsequently ratified the 1972 Convention on 19 June 2012. The World Heritage Convention entered into force for this State Party on 19 September 2012.

947. Singapore officials from the Ministry of Culture participated in an important South-East Asia Region Training Workshop on Cultural Statistics organized by UIS in Bangkok in September 2012.

Communication and information

948. UNESCO Bangkok has developed a close partnership with the Asian Media Information and Communication Centre (AMIC) based in Singapore. In 2012 this partnership led to the foundations of a project that aims to advance the Media Development Indicators in South East Asia. In addition, the National Institute of Education at the Nanyang Technological University participated in the Media and Information Literacy mapping conducted by UNESCO in collaboration with the Asian Institute of Journalism and Communication.

UNESCO Office in Beijing

949. The UNESCO Beijing Office is a Cluster Office to the Democratic People's Republic of Korea (DPRK), Japan, Mongolia, the People's Republic of China and the Republic of Korea (ROK).

Key achievements

950. The 37th Session of UNESCO's General Conference approved applications submitted by China for the establishment of the International Knowledge Centre for Engineering Sciences and Technology and the International Centre on Global-scale Geochemistry, as Category 2 centres under the auspices of UNESCO. The General Conference also approved the application by the Republic of Korea for the establishment of the International Centre for Water Security and Sustainable Management, and the International Centre for Martial Arts for Youth Development and Engagement, as new Category 2 centres.

951. Two new UNESCO Chairs were established, namely the UNESCO Chair on Ocean and Urban Development at the East China Normal University (ECNU), Shanghai, China and; UNESCO Chair on Theatre Education at the Central Academy of Drama, China.

952. UNESCO highlighted the role of culture as driving force for a sustainable and balanced approach to development within the framework of the post-2015 development agenda with

the organization of the International Congress on "Culture: Key to Sustainable Development" held in Hangzhou, China, from 15-17 May 2013, and the Global Creative Cities Summit held in Beijing, China, from 20-23 October 2013.

953. In the area of post-disaster assistance to World Heritage, in response to the 20 April 2013 earthquake in Ya'an Conservation Area of the Sichuan Giant Panda Sanctuaries (SGPS) World Heritage site, UNESCO initiated the support for the reconstruction, rehabilitation and sustainable development of the SGPS World Heritage site. As the only UN agency, UNESCO, through private sector funding, provides 2-year assistance.

954. Through a pilot initiative on the use of new media to increase HIV/AIDS & sexuality knowledge among Young People, UNESCO launched dedicated professional channels on China's most popular online services provider Baidu, to raise awareness on HIV and sexuality education. UNESCO supported a Media Development Assessment in Mongolia, based on IPDC's Media Development Indicators. The report will guide and contribute to the on-going Mongolia media law reform in Mongolia.

Cooperation with the UNCT

955. UNESCO continued to chair the UN Theme Group on Gender in China for the fifth year. The Organization's effective stewardship of the Theme Group was mentioned by the RC during the recent visit of Helen Clark, the UNDP Administrator.

956. UNESCO provided valuable inputs to the following important documents produced by UNCT in 2013 in China: 'UN Normative Work Report', which contains 7 case studies of UN normative work in China, including one highlighting the impact of UNESCO's work in promoting culturally sensitive bilingual education among the ethnic minorities; 'Equity in China': Chapeau Paper 2013; 'MDGs Progress Report' (English/Chinese); 'Final Report on the China National Consultations on the Post-2015 Agenda'.

957. UNESCO is working closely with UNICEF to prepare a report on 'Equity in Education in China' which will be launched in 2014. An expert workshop on the topic was organized jointly by UNICEF and UNESCO, inviting outstanding national experts to contribute to identifying and analyzing equity issues in China.

958. *UN Task Force Recommendations on Drafting China's Anti-Family Violence Law.* Under the auspices of the Office of the UN Resident Coordinator, UNESCO actively participated in a UN Taskforce to support China's drafting of a new anti-family violence law. In addition to providing information on international frameworks, national legislations, and standards which apply to disabled persons, UNESCO produced the harmonized recommendation report of the Taskforce for submission to the Chinese authorities. An Op Ed by UNESCO Director to support inclusion of violence against the disabled within the family setting in the proposed law was published in English and Mandarin newspapers in China; fundraising efforts with the Brazilian, Japanese, and New Zealand authorities, were done for the organization of an International expert roundtable in April 2014.

959. UNESCO is coordinating the UN Interagency Task-Force on ICTs4D in Mongolia, with the purpose of improving communication and information through new and emerging ICTs. UNESCO is also working closely with UNCT DPRK, especially in the field of education.

Challenges and Lessons Learned

960. The potential for the establishment of strategic partnerships between high income and developing countries covered by the UNESCO Beijing Office cluster, notably with respect to exchange of expertise, information and cooperation in UNESCO's fields of competence remains high. UNESCO Beijing Office will continue to foster and facilitate such collaboration not only within its Cluster countries, but also with other countries. To this end, the Office has

established the so-called 'Beijing Office Innovation Group', comprising of all Programme Specialists to address this and other issues.

961. UNESCO played a key role in supporting development of a national Chinese law on Family Violence, with zero project funding and at no additional charge to the Organization apart from staff cost. This is indicative of the way in which UNESCO can contribute to intellectual and analytical work despite financial constraints.

962. As a non-resident agency in Mongolia, the implementation of an increasing number of activities, including some which require intensive technical assistance, constitutes a challenge. However UNESCO Beijing will continue to fulfill its commitment in Mongolia.

963. In the DPRK, the constraint of financial resources, the absence of donor funding and difficulties in accessing reliable data constitute impediments for fulfilling UNESCO's mandate. Nevertheless the Organization's actions continue to bring international exposure to DPRK institutions, enhance capacities of relevant partner institutions and entities and provide expertise and technical know-how.

Resource mobilization:

964. The office has been successful in mobilizing the private sector in China for in-kind and cash contributions to UNESCO's programme priorities. Therefore, the above-mentioned Beijing Office Innovation Group is formulating a resource mobilization strategy to strengthen the office's performance in resource mobilization in compliance with programmatic priorities.

CHINA

Education

965. *EFA Review:* The 8th National EFA Forum (October 2013) was successfully organized by China's Ministry of Education and National Commission for UNESCO, with support from UNESCO and UNICEF. The Forum discussed findings from the China EFA Ten-year Report (2000-2010) and recent initiatives of the Government to monitor the progress in education reforms.

966. *Support for development of the Education Modernization Monitoring and Evaluation Indicators:* UNESCO Beijing Office mobilized in-house technical expertise from UIS and Bangkok Regional Bureau to review and help improve the proposed Indicators. The Indicators will serve as a reference to guide the promotion of a more balanced education system by 2020 in line with the National Outline for Medium and Long Term Education Reform and Development.

967. *ESD:* The 6th Beijing International Forum on ESD (October 2013) was organized by the National Commission for UNESCO and China National ESD Working Committee with UNESCO support.

968. *HIV and sexuality education:* An on-line platform supporting interactive learning on HIV and sexuality education among young people has been established through the inter-sectoral Virtual Classroom project. In collaboration with UNAIDS and ILO, UNESCO successfully advocated for removal of a discriminatory clause for recruitment of teachers living with HIV/AIDS in Guangdong province of China. UNESCO secured funding from the Ford Foundation for a three-year intervention to build capacity of sexuality educators in China.

Natural Sciences

969. *International capacity development event hosted at CISTRAT category 2 centre:* In September 2013, the International Research and Training Centre for Science and

Technology Strategy (CISTRAT), which was launched in Beijing on 24 September 2012, successfully conducted its second three-week international science, technology and innovation policy training course in collaboration with UNESCO. Participants from Africa and Asia took part in the event.

970. *Two new Category 2 Centres approved by the 37th General Conference:* The 37th Session of UNESCO's General Conference in 2013 approved applications submitted by China for the establishment of the 'International Knowledge Centre for Engineering Sciences and Technology' to be located in Beijing, and the 'International Centre on Global-scale Geochemistry', to be located in Langfang, China, as Category 2 Centres under the auspices of UNESCO.

971. *Publication of the "Groundwater Serial Maps of Asia":* With support and contributions from UNESCO and other partners, the China Geological Survey published a comprehensive set of groundwater serial maps of Asia, comprising detailed hydrogeological, groundwater resources, and geothermal maps of the region.

972. *South-South collaboration to address climate change reinforced:* In October 2013 in Nanjing, China's Ministry of Science and Technology (MOST) in collaboration with UNESCO, UNDP and UNEP organized a 'Workshop and Technical Training Course on South-South Cooperation on Science and Technology to Address Climate Change' on the theme of water and environment. UNESCO facilitated the identification of experts from Africa and the Pacific and provided technical and scientific expertise to the event.

973. *Water resources management in arid and semi-arid areas strengthened:* In conjunction with a meeting of the G-WADI network, the International Workshop on Remote Sensing and Eco-hydrology in Arid Regions was held from 16 to 20 September 2013 at the Institute of Atmospheric Physics, Chinese Academy of Sciences, Beijing, China to strengthen global capacity to manage the water resources of arid and semi-arid areas.

Social and Human Sciences

974. *Advancing human rights at the institutional level:* UNESCO collaborated with the All-China Women's Federation (ACWF) to promote women's political participation by enhancing capacities of 47 teachers of public management and public policies from Central Party Schools in China.

975. *Promoting evidence-based policies for social inclusion of migrants:* UNESCO, working in collaboration migration experts from Yunnan University, produced a comparative study with strategic and practical recommendations on migrant women's rights to education, decent housing and employment in Yunnan and Guangdong Provinces. The meeting called for the establishment of a community of practice among those working to promote migrants rights, to ensure improved coordination and synergies and to support evidence-based policy development. A Concept Note to strengthen institutional support for migrants' rights was prepared.

976. *Strengthening Capacities of Youth and Young Women for Non-violence:* To enhance the capacity of youth and young women for preventing and responding to gender-based violence, SHS led a pilot intersectoral project in close collaboration with CI, the participation of ODG/GE and national partners in China (and Mongolia). The project developed an interactive toolkit for raising awareness on gender based violence among the target population.

Culture

977. *Promoting Culture and Development:* UNESCO's policy recommendations emerging from the MDG-Fund Culture and Development Project Framework (CDPF) were incorporated

into China's national development plans. UNESCO initiated projects and events to promote the role of culture for development including the International Congress "Culture: Key to Sustainable Development" in Hangzhou, China.

978. *Promoting Good Tourism for sustainable development:* In line with the UNESCO World Heritage and Sustainable Tourism Action Plan and the 2013 Tourism Law of China, UNESCO partnered with international and Chinese experts and World Heritage sites to formulate a Good Tourism Framework to develop and foster good practices in heritage and human development in partnership with local communities. That will be a useful tool for Chinese policy makers, site managers and practitioners.

979. *Protecting and conserving cultural and natural heritage:* As part of a series of annual themed fora, UNESCO organized the Lushan Forum on World Heritage Cultural Landscape in East Asia, at the Lushan National Park World Heritage site from 24-26 October 2013 to explore and discuss challenges and experiences in conservation and management of cultural landscape sites in East Asia. The Lushan Statement of Intent of World Heritage Cultural Landscape resulted from the Forum which constitutes guiding principles for conservation and management of cultural landscapes in China and East Asia.

980. *Promoting and safeguarding documentary heritage in East Asia:* UNESCO and China Cultural Heritage Foundation jointly organized an exhibition at UNESCO HQs from 1-5 July 2013 'Oriental Charm – Artistic Expressions of Chinese Cultural Heritage through Paper' to showcase the milestones of the East Asian Paper Conservation project in China as well as DPRK and Mongolia.

Communication and Information

981. *Universal Access to Information promoted:* UNESCO up scaled its support to initiatives related to access to information for person with disabilities through participation in the 2012 and 2013 China Information Accessibility Forums.

982. *Gender Awareness in Media promoted:* UNESCO raised awareness on gender equality within and by the media through the launch of the Chinese translation of the handbook "Getting the Balance Right: Gender Equality in Journalism" and "Gender-Sensitive Indicators for Media (GSIM)".

983. *Freedom of Expression fostered:* UNESCO supported the first China round of the prestigious "Price Media Law Moot Court" at Renmin University in Beijing, drawing attention of over a hundred Chinese law students, scholars and jurists on international media law standards.

984. *ICT Competency for Teachers enhanced:* UNESCO's publication on ICT Competency Framework for Teachers (version 2.0) has been translated into Chinese and used by a working group under the Ministry of Education to update the current national ICT competency framework for teachers in China. This should serve as a basis for the training of more than 10 million teachers in the coming triennium.

MONGOLIA

Education

985. *EFA agenda reaffirmed:* The National EFA Forum (Feb 2013), organized by the Ministry of Education and Science with support of UNESCO and UNICEF, especially highlighted discussion around issues related to youth and skills development and contributed to introducing and discussing some important policy directions under the new Government (e.g. new policies on lifelong learning and TVET). Findings of the 2012 Global Monitoring

Report were presented and stimulated discussion among government officials and key partners.

986. *Mongolia's key role in promoting literacy:* Mongolia, which was a co-sponsor of the UN Decade for Literacy, played a key role in the adoption of a resolution at the Sixty Eighth session of the UN General Assembly on Literacy for Life: Shaping Future Agendas.

987. *Building teacher capacity in ICTs:* UNESCO's ICT Competency Framework for Teachers has been translated and published with support from UNESCO Beijing and IITE. It will be used by the Ministry of Education and Science to train all in-service teachers in the country.

988. *Promoting youth dialogue on climate change:* UNESCO mobilized the Ministry of Environment and Green Development, universities and schools to contribute to raising awareness of youth on climate change related issues and sustainable lifestyles through the launching of the Mongolian version of UNESCO/UNEP Youth Exchange Climate Change and Lifestyles Guidebook and organization of youth workshops. A platform for discussion has been set up on Facebook. A UNESCO supported national programme on climate change education is being launched.

989. *Supporting decentralized education planning:* UNESCO Bangkok and Beijing jointly provided support to the Government's efforts to strengthen decentralized planning and decision making through the adaptation of the Education micro-Planning Toolkit and capacity building activities, including a pilot provincial level training workshop.

990. *HIV and sexuality education introduced:* Good practices from UNESCO's work in recent years in TVET have been adapted to general secondary education to provide teachers with in-depth knowledge of sexuality education and participatory teaching methodologies. These have benefited young Mongolians by increasing their health and sexuality knowledge and life skills thereby risks and vulnerabilities to STIs and HIV transmission.

Natural Sciences

991. *National Science, Technology and Innovation (STI) Policy Reform launched:* With support from UNESCO, the Mongolian Ministry of Education and Science organized a National Forum on STI policy reform, launching a comprehensive reform process intended to produce a new national STI framework. Involving over 600 experts from multiple sectors and organizations, the forum analyzed a wide range of issues.

992. *East Asian biosphere reserve networking reinforced:* Mongolia hosted the 13th meeting of the East Asian Biosphere Reserve Network. 50 international experts and biosphere reserve managers from seven East-Asian countries met in Ulaanbaatar, Mongolia, for a scientific and technical exchange on the local impacts of global change; and to perform a comprehensive field evaluation of the Hustain Nuuru Biosphere Reserve.

Social and Human Sciences

993. *Strengthening Capacities of Youth and Young Women for Non-violence:* To enhance the capacity of youth and young women for preventing and responding to gender-based violence, UNESCO in collaboration with governmental and non-governmental partners, developed and piloted an interactive toolkit to provide information to the target population on preventing and responding to gender based violence. This inter-sectoral project was led by SHS/BEJ in close collaboration with CI/BEJ and with the participation of ODG/GE. Initial reports suggest that the project was a success in Mongolia, resulting for example in one gender-based violence hotline reportedly having to take on extra personnel to cope with the upsurge in calls following launch of the "Eye-report" toolkit.

994. *Supporting the development of youth policies with the participation of youth:* In collaboration with international and local NGOs, UNESCO implemented a project in Mongolia to support the inclusion of youth in democratic and governance processes through the development of a national policy for youth with their participation, and to enhance their leadership capacities. Youth capacities were strengthened for increased participation and inclusion through a week-long training program in leadership and management.

Culture

995. *Strengthening the development of creative industries:* UNESCO supported the Mongolian authorities in the development of the crafts sector in the Orkhon Valley Cultural Landscape World Heritage site with the development of an evidence-based development strategy for crafts. This development strategy serves as a pilot for replication in other Mongolian provinces.

996. *Safeguarding intangible cultural heritage:* UNESCO strengthened the capacities of authorities and communities to safeguard its living heritage through targeted training activities. By sensitizing authorities, cultural professionals and practitioners to obligations entailed by the ratification of the 2003 Convention, UNESCO aims to ensure the continuous practice of Mongolia's living heritage.

997. *Reinforcing capacities of museums:* UNESCO supports the Ministry of Culture, Sports and Tourism in policy formulation and the development of a capacity building strategy. Focus in the capacity building strategy is on the National Museum of Mongolia in its function as national training provider. 18 Mongolian museum professionals have been trained and officially nominated as National Trainers by the Ministry of Culture, Sport and Tourism in October 2013.

998. *Combating the illicit trade of cultural objects:* UNESCO continues its partnership with the Mongolian authorities started in 2009 to fight against the illicit trafficking of cultural objects. In April 2013, UNESCO organized in Italy and France the first ever international training programme for Mongolian law enforcement officers focusing on the protection of cultural heritage in cooperation with INTERPOL, Italian and French specialized law enforcement agencies.

Communication and Information

999. *Enabling environment for media strengthened:* UNESCO continued to build an enabling environment for media through advocacy events and training workshops. A conference was organized to mark the World Press Freedom Day on 3 May on "Safe to Speak: Securing Freedom of Expression in All Media". UNESCO promoted discussion around media self-regulation and online freedom of expression in the context of media law reform in Mongolia. UNESCO supported the training of judges and jurists on international standards on freedom of expression and its application in the national context.

1000. *The community media development secured and sustained:* Building on the successful piloting of 10 community radio stations, UNESCO supported the creation and capacity building of the Community Radio Association of Mongolia (CRAM). CRAM has contributed to the sustainable development of community media through advocacy for a community media friendly legislation, providing technical advice and enhancing community engagement.

1001. *Journalism education further strengthened:* UNESCO built the capacity of leading journalism education institutions in Mongolia. A curriculum on "covering sustainable development issues" has been developed to pilot the course for university educators.

DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA (DPRK)**Education**

1002. *National EFA 2015 Review*: DPRK decided for the first time to formally participate in the global EFA assessment process and participated in the regional technical workshop in Bangkok (November 2013). Initial preparatory work has been undertaken with UNESCO's support.

1003. *Promoting ICTs in Education*: National capacity in integrating ICT in Education has been further developed as a means of improving quality of education. UNESCO ICT Competency Framework for Teachers has been translated in DPRK. This provides a basis for developing curricula and courses on ICT competencies in teacher education. Institutional capacity in applying ICTs in education at the school level has been developed through national training in integrating ICTs in subject teaching and learning.

Natural Sciences

1004. *Joint TWAS-UNESCO Science Mission to DPRK planned*: the State Academy of Sciences, DPRK, issued a formal invitation to the Executive Director of the World Academy of Sciences (TWAS) and the Natural Sciences Programme Specialist of the UNESCO Beijing Office to visit DPRK in order to intensify advancement and training of the country's scientists and to further strengthen international exchange and cooperation in science and technology. The joint TWAS-UNESCO mission is scheduled to take place in January 2014.

1005. *DPRK offers to host international UNESCO event*: At the 13th meeting of the EABRN (see Mongolia above), the DPRK delegation indicated its willingness to host the 14th session of the network scheduled to be held during the second half of 2015. This invitation was greeted with enthusiasm by all network members.

1006. *DPRK freshwater fish database developed*: Supported by a UNESCO Beijing Office pilot project, a freshwater fish database for DPRK was developed and shared internationally.

Culture

1007. *Historic Monuments and Sites in Kaesong inscribed on the World Heritage List*: In June 2013, the Historic Monuments and Sites in Kaesong became the second World Heritage site in DPRK, 9 years after the inscription of the first site. The inscription constitutes the culmination of efforts by UNESCO to improve the capacities of DPRK in understanding international standards and principles in the conservation and management of World Heritage sites. This process has also provided a more constructive and integrated understanding of the Convention and its application.

1008. *Capacity-building for the safeguarding of intangible cultural heritage*: UNESCO enhanced the understanding by authorities and experts on the principles of the 2003 Convention through targeted trainings on its implementation and its integration in national policy.

1009. *Preservation and conservation of documentary heritage*: Capacities of DPRK experts and institutions were further enhanced for the adequate preservation and conservation of documentary paper heritage through trainings and with the formulation of Paper Conservation Guidelines for DPRK.

1010. *Principles of the 2005 Convention promoted*: UNESCO promoted key principles of the 2005 Convention including cultural diversity for sustainable development.

Communication and Information

1011. *World's documentary heritage protected and digitized*: Capacity to safeguard ancient documentary heritage has been increased in DPRK through two UNESCO workshops organized in cooperation with the National Commission of DPRK for UNESCO and the Grand People's Study House (GPSH) in Pyongyang.

REPUBLIC OF KOREA

Natural Sciences

1012. *New category 2 centre approved*: The General Conference approved the application by the Republic of Korea for the establishment of the 'International Centre for Water Security and Sustainable Management', as a new category 2 centre. The approval coincides with the launch of IHP's Phase VIII focusing on water security and with the hosting by the Republic of Korea of the 7th World Water Forum in 2015 in Daegu Gyeongbuk.

Social and Human Sciences

1013. *New Category 2 International Centre of Martial Arts for Youth Development and Engagement*. Further to a Feasibility Study conducted by SHS/BEJ and BSP in 2012, the 37th General Conference of UNESCO approved the establishment of this Category 2 Centre for youth development and engagement in Chungju, South Korea.

Culture

1014. *Promoted culture for development*: UNESCO advocated for the enhanced role of culture at the heart of development policy by presenting UNESCO's approach to culture and development in the International Forum on Culture and Development in Seoul in October 2013;

1015. *Fostered the diversity of cultural expressions*: UNESCO supported the identification and analysis of successful and innovative practices in the implementation of the 2005 Convention in the Republic of Korea with particular focus on cultural policy and measures promoting cultural expressions, the involvement of civil society, the integration of culture in sustainable development and international cooperation including North-South cooperation.

Communication and Information

1016. *Access to information advocated at the ICEGOV2013 in Seoul*: UNESCO/IFAP co-organized and chaired a plenary town hall debate on the topic "Is good governance a pre-condition or a consequence of the development of knowledge societies?" at the seventh International Conference on Theory and Practice of Electronic Governance (ICEGOV2013). The event was attended by about hundred participants including chief information officers and other civil servants dealing with information policies, private and civil society stakeholders, academicians, experts and relevant specialists from international organizations.

UNESCO Office in Dhaka

1017. During the period under review, the UNESCO Dhaka has been working with different ministries, NGOs and Development Partners to promote key areas of office mandates such as EFA, ESD, freedom of expression, promotion of cultural diversity and preservations of cultural heritages. UNESCO was involved in the planning, implementation and monitoring of UNDAF 2012-2016 as well as post 2015 development framework consultations.

1018. The **Challenges** reported in the 2010-2011 have remained mainly the same in terms of limited human and financial resources to respond to the needs and priorities identified in the UNDAF, and also with regard to demands from and expectations of the government as well as NGOs. Frequent changes of senior government officials, particularly in key leading positions, are still occurring and affect decision making processes with regard to the approval of project activities. General strikes have taken place often since mid-2012, prior to the general elections took place on 5 January 2014. Consequently some of the planned activities had to be postponed, and so the overall implementation of several projects has been delayed.

1019. In **education**, UNESCO continued to focus on literacy and Non-formal Education (NFE) through RP and CapEFA 2012-2013 by supporting Ministry of Primary and Mass Education to formulate NFE Act drafted in 2012 and approved by the government in 2013. UNESCO assisted MOPME to launch the ICT in Education Master Plans and helped disseminate widely for mobilizing possible external support. UNESCO led the process of EFA 2015 Review jointly with MOPME in cooperation with development partners and civil society organizations. As technical inputs to EFA, a guidebook on ECCE through community based parental education was developed. Another guidebook for primary education governance was developed in coordination with the resource materials developed under the multi-donor funded Primary Education Development Project (PEDP) 3rd phase. To set the national standard for NFE, technical assistance was provided to finalize in 2013 the equivalency programme for implementation by the government. Piloting sustainable NFE delivery mechanisms under CapEFA demonstrated strong evidences on the importance of literacy and skill development within the overall community development strategies through community participation and developing local cooperation and learning networks. Some organizations among the government, development partners and NGOs adapted the approach to expand the initiatives, e.g. use the modalities for the next phase proposal of UNJP on Violence against Women and strengthening ongoing programmes of NGOs such as Save the Children and BRAC through MOU with UNESCO.

1020. In **culture**, UNESCO in collaboration with the Department of Archaeology developed the capacity of the site managers for the sustainable management of cultural heritage sites. Its final report published in 2013 was disseminated widely to raise the awareness to this area. Key achievements are related to raising awareness and to formulate future national strategies and policies for the preservation of cultural heritage sites, in particular the Paharpur World Heritage Site. UNESCO collaborated with Bangladesh Shilpakala Academy under the Ministry of Cultural Affairs, to organize a regional Ministerial Forum in May 2013, which opened the discussion for the need for the implementation of 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expression among 29 participating countries in the Asia Pacific. UNESCO also organized jointly with Department of Archaeology a workshop on Implementation of the Safeguarding Intangible Cultural Heritage (ICH) Convention in July 2013.

1021. In **communication and information**, UNESCO contributed to advocacy through a series of public forums in 2012 in collaboration with NGOs, Civil Society organizations and Government: UNESCO Bangladesh Journalism award to promote freedom of expression, Press Freedom Day with BRAC University and Celebration of 50 years of Communication and Journalism Education with Dhaka University. Initiatives on capacity building of community radio personnel's especially female broadcasters was another focus of CI in 2013 for social development expanding a scope of participation of female producers and the programme actors. To strengthen community broadcast mechanism in Bangladesh, UNESCO supported ten community radio stations. Another highlight of capacity development initiative of media personnel in disaster reporting can be considered the publishing of a book *Durjoger Mukhomukhi (Combating Disaster)* as a guide for disaster reporting by media personnel in the country.

UNESCO collaboration with the UNCT

1022. UNESCO has attended monthly meetings of UNCT. Main areas of consultations under the UNCT during 2012-2013 were UNDAF planning, implementation and monitoring, Disaster Risk Management and Post 2015 Development Agenda discussions. At the same time, UNCT hosted several meetings with high level officials of UN.

1023. UNESCO has been involved in five out of seven selected UNDAF Pillars finalized by UNCT in 2011. The specific areas of UNESCO's involvement in UNDAF are incorporated in the UCPD for Bangladesh, published in 2012. Each pillar has undertaken mapping of on-going activities of UN agencies to coordinate the interventions. UNESCO is leading in terms of outputs under the pillar related to education, with focus on basic education for disadvantaged groups. Several consultations were held in 2012 with UNICEF, ILO and WFP to share the priority areas of each agency and develop common ideas for joint programming in this area.

1024. UNESCO has participated in the national consultations on Post 2015 Development Framework, initiated by the government in November in 2012 in 5 working groups: population, education and health; economic growth, poverty and hunger; environment, climate change, green economy and energy; governance and human rights; and sustainable production patterns and consumption. The government report was finalized in March 2013. In addition, UNCT initiated in 2012 its own report on Post 2015 Development Agenda, finalized in March 2013, through specific working groups where UNESCO provided specific inputs in 4 areas: inclusive governance; inclusive economic governance; inclusive social development; and environmental sustainability. Under the UNCT, UNESCO also participated in taskforces on communication and advocacy, youths for development, and social protection.

1025. UNESCO Dhaka has collaborated with many UNCT members, together with government, development partners, universities, institutions and NGOs. As the UN joint initiatives coordinated by UNFPA, UNESCO has implemented an extra-budgetary programme on "Addressing Violence against Women: Gender Responsive Programmes in Education System of Bangladesh" and participated in its final assessment undertaken in 2013 and contributed substantially to the formulation of the next phase of the programme in cooperation with UNFPA and UN Women. Furthermore, UNESCO Dhaka carried out most activities in education in collaboration with other UN agencies such as ECCE parental education with UNICEF, TVET Policy Analysis and sub-sector Programme Preparation with ILO, equivalency programmes for NFE learners with UNICEF and ILO, adult literacy project in Chittagon Hill Tract with UNDP, and primary education governance with UNICEF. Collaboration with UNCT has also been extended to CI and CLT sectors such as community radio with UNICEF and UNDP, promotion of cultural diversity with UNDP and education cluster for disaster risk reduction with UNICEF and UNDP.

1026. UNESCO's participation in and contribution to UNCT was much more substantial and visible during 2012-2013. Though such cooperation did not always bring projects or allocations of funds to the office, there have been strong recognitions and expectations by UNCT together with government and NGO counterparts for the UNESCO's leading role in the areas of its expertise in education, information and culture in the country.

UNESCO Office in Hanoi

Key Achievements

1027. In the field of **Education**, the Global Partnership for Education - Viet Nam New School Model (GPE-VNEN) was officially launched in March 2013. UNESCO, as the coordinating agency for GPE process in Viet Nam and in support of the implementation of the Education Development Strategic Plan (EDSP) 2011-2020, secured funding from the UN in Viet Nam

One Plan Fund (US\$ 172,767) to conduct the first education Joint Sector Review (JSR) in Viet Nam. Through the JSR, UNESCO supports MOET in leading and coordinating an annual high quality JSR towards institutionalization of JSR within the Ministry and among other stakeholders.

1028. UNESCO has provided extensive support to the National Steering Committee on Building a Learning Society (NSC-BLS) on developing the national framework and action plan for its implementation and the initial discussions on defining the desired profiles of the learning citizen and the learning society for Viet Nam which will continue at regional level. In 2013, UNESCO and UIL in cooperation with DVV International (German Adult Education Association) held a regional workshop on lifelong learning with a number of recommendations to SEAMEO to strengthen lifelong learning. UNESCO also supported MOET in the 47th SEAMEO Council Conference towards building a learning society within the framework of ASEAN community by 2015.

1029. As part of the implementation of the MOET, UNESCO and Samsung Education for Sustainable Development (ESD) Initiative in Viet Nam to shape a more resilient and sustainable society, UNESCO and MOET supported the development of model Community Action Plans, a School Assessment Tool and School Preparedness Plans on Disaster Risk Reduction (DRR), Biodiversity Conservation (BC) and Climate Change (CC) to be used as reference for replication nationwide following official endorsement by MOET. UNESCO, MOET and various stakeholders are working closely to develop primary teacher's e-learning training courses on ESD, DRR, CC and BC, to be made available online for all teachers in Viet Nam.

1030. In support of the National Strategic Action Plan for Education on HIV/AIDS Prevention, and to raise Vietnamese youth and adolescents' awareness and knowledge on healthy sexuality and lifestyles, an exhibition entitled "As We Grow Up" was launched as a joint effort between MOET, the Ho Chi Minh Communist Youth Union, the Vietnamese Museum of Ethnology and the One UN in Viet Nam led by UNESCO.

1031. In the field of **Natural Sciences**, a needs assessment report on Viet Nam's eight biosphere reserves produced in 2012, based on on-site research, was shared with relevant stakeholders.

1032. UNESCO implemented Phase III of the Biosphere Reserves for Environmental and Economic Security (BREES) Programme, in Red River Delta Biosphere Reserve to raise the awareness of community, parents, school principals, teachers and students on ESD and support the joint implementation of environmental projects leading to a change of attitudes towards coordinated and practical strategies for responding to climate change. BREES is providing a reference to be used as input for the renovation of the country's curriculum through 2015, incorporating ESD in curricula and extra-curricular activities and in linking communities to schools in tackling sustainable development challenges through practical activities.

1033. In the field of **Culture**, UNESCO's continued support the Quang Nam Provincial Government significantly enriched the experiences of tourists in the area, improved local livelihoods through tourism employment and craft production, and revived and promoted local cultural expressions through the development of signature handicraft products for two World Heritage sites and the development of information centres and promotional materials.

1034. In the framework of the project "Safeguarding My Son World Heritage", the G Monument Complex in My Son was restored and opened to the public. An exhibit featuring the archaeological excavation and restoration process of Group G, a new souvenir shop and a series of information panels were made available for tourists on Site. Local communities

benefited from the project which resulted in an improvement in income for over 50 local farmers participating in the restoration process.

1035. UNESCO organized the second Culture and Development Week in the framework of the 5th Heritage Festival of Quang Nam Province, which highlighted the contribution of heritage tourism and creative industries to sustainable development and the concrete results of the collaboration between Quang Nam and UNESCO over the past decade. UNESCO's Director General took part in the activity as part of an official mission to Viet Nam.

1036. UNESCO supported the management Boards of Thang Long Citadel, Hoi An Ancient Town and Hue Complex of Monuments to develop Disaster Risk Management Plans for their sites, using the manual *Managing Disaster Risks for World Heritage Site* which was translated and adapted to the Vietnamese context.

1037. UNESCO supported the Viet Nam Institute of Cultural and Arts Studies to develop a guideline for designing, implementing and evaluating ICH safeguarding projects to be endorsed by the Ministry of Culture, Sports and Tourism (MOCST) and distributed nationwide as a reference material to facilitate ICH safeguarding efforts.

1038. UNESCO supported Lao Cai Department of Culture, Sports and Tourism to secure US\$25,000 from the International Assistance Fund to safeguard indigenous knowledge on forest protection among the Ha Nhi people.

1039. A joint decision between MOET and MOCST has been issued to integrate heritage in school curricula; a guideline was developed for initial use in regional trainings. UNESCO, with funding from Japan Funds-in-Trust and in collaboration with the Viet Nam Museum of Ethnology, is developing sample lesson plans to be disseminated to secondary school teachers via a website on heritage education established by MOET.

1040. With UNESCO support, Viet Nam completed "Creative Viet Nam – A Framework for Growth, Competitiveness and Distinctiveness" which contains a situation analysis of the creative industries in Viet Nam. Based on this Framework, a National Strategy for Creative Industries has been drafted for approval in 2014.

1041. UNESCO facilitates the operation of two professional knowledge sharing networks: Viet Nam Museum Networks and Network of Viet Nam's World Heritage sites (now officially registered as Viet Nam World Heritage Club), consisting of several hundreds of museum and heritage professionals throughout the country.

1042. In the field of **Communication and Information**, UNESCO successfully provided technical assistance to national media institutions to secure funding for project implementation. Radio Voice of Viet Nam (VOV) obtained funds from the IPDC to train broadcasters of ethnic minority languages on digital recording, digital editing techniques and production of radio programmes. A project proposal by the Centre for Research on Development Communication (RED) on promoting the safety of journalists in Viet Nam and capacity building for journalists and media management officials, was developed and submitted to IPDC (via UNESCO Bangkok) for review. Decision will be made in March 2014.

1043. UNESCO in collaboration with VOV and the Ministry of Information and Communications (MIC) supported local media institutions to develop media disaster communication plans and conducted trainings for media professionals on how to report on DRR, CC, BC and gender-related issues. Action Plans for training local broadcasters on disaster risk reduction were also developed and approved by relevant authorities.

1044. UNESCO supported the Asia Broadcasting Union, Frederic Ebert-Stiftung and the International Telecommunication Union to organize the Women With the Wave Forum, which

approved an action plan on the right to ICTs, education, employment and communication of girls, women and people with disabilities.

Contribution to UNCT activities and common country programming

1045. UNESCO continued to serve as Secretariat and convenor of the UN Joint Programming Group (JPG) on Education. UNESCO participates in JPGs on Economic Growth and Decent Work, Climate Change and Environment, HIV, Gender and Governance and Rule of Law. UNESCO has been re-appointed to co-chair with MOET the Education Sector Group (ESG).

With UN alignment funds from BSP UNESCO worked with different UN agencies to develop a strategy to mainstream culturally appropriate approaches in UN programming and to refine the guidance note on culturally appropriate programming for the One UN in Viet Nam.

1046. UNESCO joined UNIDO, UN-Habitat, UNDP and ILO, under FAO coordination, to support the preparation of Viet Nam's National Target Programme on New Rural Development (Tam Nong), which has been submitted to the Ministry of Planning and Investment. US\$184,955 has been obtained from the One Plan Fund to strengthen the communications strategy and to improve the operation of the commune-level cultural houses.

1047. In 2013, UNESCO with UNDP, UNIDO, UN Women, UNICEF and UNPFA discussed with the Government (the Committee on Ethnic Minority Affairs) and local authorities possible cooperation to support ethnic minority development, in line with the post-2015 agenda.

1048. UNESCO received funding from BSP to translate and print a series of culture related documents such as Hangzhou Declaration on Culture and Development and the UN Resolutions on Culture and Development (2010 and 2011) to distribute to a wide public and to be used to train journalists on UNESCO conventions and their operational guidelines.

1049. UNESCO worked with the One UN in Viet Nam's Inter-Agency Working Group on Youth (WGY) to develop the UN Advocacy Brief on young people which outlines the UN collaborative strengths and the UN key directions for its youth agenda for the next five years.

1050. Through participation in the One UN inter-agency Monitoring and Evaluation Working Group (MEWG), UNESCO supported to consolidate JPG 2012 Annual Reports and Results Matrices to produce the 2012 One UN Annual Report. UNESCO has supported the development of the One UN RBM Strategy 2012-2016 and the One UN Integrated Monitoring and Evaluation Plan 2012-2016.

1051. With funding from BSP, UNESCO continued to contribute to the joint Like-Minded Donor Group/UNCT Policy M&E Initiative to develop recommendations on successful policy engagement in Viet Nam at national and sub-national, thematic and/or sector levels.

1052. UNESCO is one of the five members of a Task Force set up to guide the national post-2015 consultations. With UNDP, UNFPA and UN Women, UNESCO conducted the consultation with ethnic minorities. A Consolidated Report on Viet Nam's Post 2015 Consultation Process was produced.

1053. For the third time in four years, and at the request of the UNCT, UNESCO UN Day event with cultural activities for over 800 UN staff and family members.

Challenges and lessons learned

1054. Due to a reduction in donor funding in Viet Nam, UNESCO has prioritized partnerships in the private sector (i.e. Samsung, JP Morgan, Asiana Airlines), which have proven valuable for programmatic delivery. UNESCO in Viet Nam has decided to focus on national policy building through evidence-based experience to build an inclusive, resilient and

sustainable learning society by taking advantage of its strong relationship with the Government and the visibility it enjoys in Viet Nam to convey relevant messages to the wider public, especially on education, culture, heritage preservation and biodiversity conservation.

UNESCO Office in Islamabad

1055. UNESCO continued delivering programmes that are of critically important to Pakistan, mostly through the mobilization of extra-budgetary resources during the 2012-13 biennium. It has maintained its visible cooperation with government counterparts, civil society and private sector that has resulted in improvements in key development indicators.

Education

1056. During 2012-13 the main focus of UNESCO was on mainstreaming of disaster risk reduction aspects into education sector in Pakistan. UNESCO worked with the respective provincial authorities and developed DRR related school safety policies and institutional mechanisms to implement them. The programmes delivered under the refugee affected hosting areas (RAHA) brought improvement in the educational delivery system from primary to secondary level, non-formal education and inclusive education. UNESCO RAHA interventions are helping the government counterparts in creating an enabling and inclusive environment for the children, especially disabled children to learn in an inclusive learning environment.

1057. UNESCO Islamabad has taken a lead to highlight the issue of education of the disabled and advocate the promotion of inclusive education as emphasized in the UN Convention on Rights of Persons with Disabilities (CRPD). Capacity of provinces was built in the hitherto neglected subject of Early Childhood Education. Parents were sensitized about proper care and learning environment for young children. Knowledge and skills of educators were strengthened in curriculum reforms, textbook development, School Health related interventions, Peace Education, and Human Rights.

1058. The approval of Right to Education Act by the Senate and National Assembly and its promulgation by the President of Pakistan was an important milestone achieved by UNESCO during 2012. Policy makers and parliamentarians have been further sensitized about the Right to Free Education and the need of raising education budget for achieving EFA Goals: the newly elected PLM (N) government has announced that by 2016 the GDP share of education sector will be increased to 4% from the current 2.1%. Media persons and civil society organizations were equipped with knowledge and skills to highlight challenges and issues of education.

1059. In the backdrop of attacks by the extremists on legendary girl child Malala Yousufzai in northern part of Pakistan, UNESCO organized number of meetings and advocacy initiatives in favour of Girls' Education and Gender Equality. These timely interventions of UNESCO offered civil society a platform to raise their voice against such a malicious act and masses were sensitized about the need and benefits of girl's education for development.

1060. Technical assistance extended by UNESCO for the Technical and Vocational Education and Training (TVET) has led to expediting the process of policy reforms and capacity building at national and provincial levels.

1061. Awareness of public, education policy makers, planners, managers and community members has been also enhanced through the sensitizing on importance of inclusion of ESD and its related themes such as preventive health, safety, School Health Programme (SHP), polio virus and rights of disabled children, peace & human rights aspects in curricula & textbooks.

Natural Sciences

1062. During 2012-2013 UNESCO focused on two key results: reactivation of Man and Biosphere (MAB) programme in Pakistan, and strengthening of Flood Early Warning System. UNESCO's efforts on Rio+20 activities in Pakistan were gratified by the inscription of Juniper Forests of Pakistan as Biosphere Reserve and the successful outcomes of the 5th South and Central Asian MAB (SACAM) Network meeting held in November 2013. Up-gradation of Flood Early Warning System for Indus River is contributing to reducing the vulnerabilities of disaster prone communities. Integrated Flood Analysis System (IFAS) for Indus is functional. This modelling tool will help in issuing better forecasts for floods in the country.

Culture

1063. Promoting culture-led development and capacity building of the government has been the main focus for 2012-2013. Rural communities and vulnerable groups in Baluchistan and South Punjab have been engaged in creative industries. This action contributed to the achievement of MDG1 (poverty reduction) and MDG3 (women empowerment). Teachers have shown improved capacity in heritage education; their engagement for the promotion of the cultural diversity went through the incorporation of local ICH practices into teaching and learning. The important role of urban heritage as a source of social cohesion, creativity and innovation has been upheld through the implementation of a Historic Urban landscape project in the city of Rawalpindi.

Communication and Information

1064. Provocative advocacy around the issue of safety of journalists and impunity against killing of journalist issues resulted into first National Consultation on Safety of Journalists and Impunity Issues in Islamabad. Based on this consultation, a broad consensus of a two year implementation strategy for the Action Plan was endorsed by major stakeholders including Ministry of Information and Broadcast, Media Development NGOs, Parliamentarians and Human Rights Organizations in the form of Islamabad Declaration on Safety of Journalists. Pakistan Coalition of Media Safety (PCOMS) was formed with parliamentarians, civil society activists and media owners and sitting members of the coalition. International Coalition on Media Safety was also established which consisted of a group of 16 international media organization acting as advocacy and technical partners to the PCOMS. An interagency group under Human Rights Task Force was also formed, which would be serving as a lead group advising all UN agencies in Pakistan to mainstream the issues reflected in their programmes and projects.

Contribution to UNCT's Activities

1065. UNESCO's involvement and participation had been significant in the entire OP II process (equivalent to that of UNDAF). UNESCO's comparative advantage has been clearly positioned in all Six Strategic Priority Areas (SPAs). With the signing of the OPII document by both the Pakistani government authority and UNCT, it has obtained formal status as UN's Pakistan country programme framework for 2013-2017.

1066. Like OP-I wherein UNESCO was co-chairing the Education Programme, in OP-II UNESCO is co-convenor along with UNICEF and WHO, of SPA 1 (Vulnerable and Marginalized Populations have Equitable Access and Use of Quality Services). UNESCO is also the convening agency for Islamabad Capital Territory, one of the 8 geographical areas for which the separate operational plans have been developed under OP II. As the convening agency for ICT, UNESCO with the Islamabad Administration co-chairs the ICT-level OP II Steering Committee.

1067. UNESCO has developed UNESCO Country Programming Document which has been aligned with the outputs and outcomes of the 6 SPAs of OP II.

Challenges and Lessons Learnt

1068. The security situation in some parts of the country hampered the pace of programme implementation. The constitutional amendment and devolution have necessitated continued presence of UN Agencies in the provinces and increased coordination with local governments. This also has had an implication for planning and meeting the transaction cost. Devolution has also opened doors of opportunities for reforms. UNESCO can play a leading role in education reforms and capacity building, subject to the availability of required resources.

UNESCO Office in Jakarta

1069. This report presents the main developments and achievements during the 2012-2013 biennium along the two functions of the office as a the Regional Science Bureau for Asia and the Pacific (ASPAC), and as a Cluster office representing UNESCO in Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor Leste.

Key achievements

1070. During the biennium, work under the 'Regional Bureau's Science Support Strategy 2010-2013' was further expanded along the **four Science Regional Flagship Programmes**, with increased participation and involvement of Category 2 Centres, field offices and countries in the region. Via the Flagships BREES, SWITCH-in-Asia, COMPETENCE, and FORCE, the capacities and partnerships in countries in the region have been strengthened in the fields of climate change, water management, science education/ESD, and disaster risk reduction. The flagships were supported via RP and extrabudgetary resources, including the JFIT-UNESCO "Science Programme on Global Challenges in Asia and the Pacific" supported by MEXT, Japan.

1071. The Bureau provided support and guidance to other UNESCO field offices in the region, through inputs during UNDAF roll out, preparation of UCPDs, the development of SC projects, fundraising, and in disaster preparedness and response (e.g. Pakistan flood management).

1072. UNESCO continued to support the **Science and Technology Policy Asia Network (STEPAN)** via regional workshops, conferences, network activities, e-learning initiatives, and via web-based forums. The office has made significant progress in developing the UNESCO **Connect-Asia** (COllaboration for Network-eNabled Education, Culture, Technology and science), a regional connectivity platform linking the School of Internet Asia (SOI) with national, sub-regional, and regional ICT networks. This helped broaden networks of e-learning and enabled greater participation in e-forums, raised awareness about blended learning, created innovative mechanisms to share knowledge and expertise through ICT and has enhanced people's access to educational materials leading to sharing of good practice.

1073. Following up to the Director-General's consultation with Asia and Pacific region Member States' on the 37 C/4 and the 37 C/5, the Bureau developed initiatives focusing on "**Sustainability Science**" as an integrated and multi-disciplinary approach. Various expert meetings, an international workshop, and the development of a position paper contributed towards a better common understanding of the role of sustainability science in addressing the complex goals anticipated under the upcoming Post-2015 agenda. Recommendations were developed on the role of sustainability science, and case studies and proposed pilot projects were developed. A session on "**Africa - Asia Cooperation** for the Post 2015

Agenda” recommended strengthening the cooperation between Asia and Africa in science and technology research.

1074. A strategic meeting of the **Asia-Pacific Biosphere Reserve Networks** was held in Hanoi, Viet Nam with a view to strengthen regional coordination and cooperation. Besides sharing best practices across the region, it was agreed to strengthen collaborative approaches on the post 2015 agenda, using common resources such as CONNECT-Asia, Green Schools, Category II centre and UNESCO Chairs for better networking and linking of BRs.

1075. The Bureau is actively involved in the Asia Pacific Water Forum (APWF), and in the preparations for the **7th World Water Forum**. As the secretariat of the **IHP Regional Steering Committee** (RSC) in Asia Pacific region, the Bureau assumed its coordination role among IHP water family by strengthening cooperation with Cat 2 centres and water chairs to enhance the implementation IHP VII and ensure smooth transition to IHP VIII (2014-2021). The 21st RSC meeting was held in Gyeongbuk, Republic Korea. The Bureau also promoted **Integrated Water Resources Management** in the region, together with NARBO and Global Water Partnership via events at the 2nd Asia Pacific Water Summit in Thailand. Three UNESCO-WWF-ADB-GIWP River Basin Planning books were also launched, while an international conference on climate change impacts on water resources in mountainous regions was held in Nepal.

1076. In the field of **water related disasters**, the Bureau supported the Government of Pakistan, with support from the Government of Japan (US\$3.7 million) to strengthen flood forecasting and early warning, in response to the 2010 devastating floods. Besides developing a follow up project for Pakistan, the office is also exploring the possibility to replicate this approach to benefit other countries in the region (incl. Myanmar, Afghanistan, the Philippines).

1077. The cooperation with **Category 2** institutes was further strengthened. The Cat 2 Water Centres, currently 6 in ASPAC, have become important gateways for the implementation of activities under the International Hydrological Programme (IHP), and in joint project development and implementation. The SWITCH-*in-Asia* regional flagship programme, which focuses on water challenges in cities and catchments, provides a good opportunity for further cooperation.

1078. During the biennium **new strategic partnerships** with several Member States in the Jakarta Cluster were developed. This includes the development of a new Malaysia – UNESCO Cooperation Programme (FIT of \$5 million, plus \$1 million per year), and the Indonesia – UNESCO Cooperation Programme (initial FIT of \$4 million). Besides, Indonesia (\$6 million), and Timor Leste (\$1.5 million) provided support to the Emergency Fund, in response to the withholding of funding by the US.

Participation in the UNCTs in Asia and the Pacific Region

1079. The Regional Science Bureau has been engaged in preparatory work and follow up relating to the United Nations Conference on Sustainable Development (Rio+20), and the development of the Post-2015 Development Agenda, both within UNESCO, and with other partners (UNDG-AP, RCM, ESCAP, UNCTs, ICSU). This has helped to position the **role of Science, technology and Innovation** in the follow up from Rio+20, and in discussions on Post-2015 Agenda.

1080. The UNDG Asia Pacific has further expanded its membership to 19 agencies. Both Directors of the UNESCO Regional Bureaux in Bangkok and Jakarta are members of the **UNDG-AP**. The UNDG-AP met 3 times in 2012, including one joint meeting with the Resident Coordinators, which facilitated efficient information exchange between the UNDG-AP and the

RC/UNCTs. UNESCO has played a pro-active role in the undg-ap, via presentations, chairing sessions, and participation in working groups, on issues such as UN Reform/Delivery as One (DaO), cost sharing RC system, Disaster Management, Rio+20 and Post-2015 Agenda.

1081. The undg-ap has provided valuable **support to UNCTs** in the region. This included the work of the PSG, advising UNCTs during UNDAF roll out, and development of guidance documents on Mainstreaming Climate Change, Social Protection, UN in Middle Income Countries, Health MDGs, Youth, and Urbanisation. UNESCO contributed to all guidance documents and WGs.

Challenges and lessons learned

1082. The Regional Science Bureau function has been exercised under severe RP budget and staff capacity constraints. The support of donors via FIT programmes and EXB project was extremely useful to sustain, and even further expand the regional science programmes, their impact and visibility. The development of a new strategic partnership model, based on self-benefiting FIT programmes, will be further explored in particular with MIC Member States.

1083. The regional dimensions of UN operations are gaining significance with the invigorated regional undgs. While UNESCO participates actively in undg-ap, it continues to be excluded from a key function: the assessment of RCs/UNCTs. This is because UNESCO does not satisfy all four criteria for full membership of the Regional undgs (oversight function). This shortcoming needs to be addressed in the field reform.

1084. UNESCO also participated in the RCM, and contributed to the activities of the various RCM Working Groups (UNESCO co-chairs the Education WG). The coordination, information exchange and division of labour between the undg-ap and RCM needs further attention.

1085. The development of a “**Regional Science Support Strategy**”, with corresponding main themes and Flagship Programmes, presents a solid framework for a more focused regional science programme that addresses major challenges in the region. To ensure a coherent, effective and impacting regional science programme further attention will be given to involving all UNESCO field offices and partners (incl. Cat 2 Centres, NatComs, Chairs, networks, etc) and aligning their programmes along the main themes of the regional support strategy.

BRUNEI DARUSSALAM

Key achievements

1086. UNESCO continued to offer support to the NatCom, and to professionals from Ministries, Universities and institutions in the country to participate in UNESCO organized cluster and regional events. This helped to further strengthen the capacity of the Brunei Darussalam National Commission, Ministries and institutions.

1087. UNESCO supported and strengthened **Education for Sustainable Development (ESD)** in Brunei’s education sector through policy dialogue events among experts from the five cluster countries represented by the office. As a result of these events, policy experts strengthened their capacity to mainstream ESD content and approaches into Brunei’s national policy.

1088. Brunei Darussalam is committed to expand its economic base beyond oil. This requires a strong **Science and Technology** base, but government spending in R&D has been below 0.1% of GDP (OECD recommends at least of 3%). UNESCO offered to continue to provide advice to the Ministry of Development in strengthening Science, Technology and

Innovation policy. This will also require systematic planning and capacity-building, to avoid limitations in the human resources needed for the diversification of the economic activities.

1089. An earlier UNESCO-ISDR study showed that Brunei Darussalam is prone to a range of **natural disasters**. Because, in past years, Brunei only experienced small-scale disasters with minimal human and infrastructure damages, it has been a challenge to fully implementing the Hyogo Framework for Action. This will receive further attention in the near future.

1090. Via the regional flagship programme BREES, discussions were initiated about the development of a national MAB strategy, and the establishment of a **biosphere reserve** as a learning site for environmental and human adaptability to climate change.

1091. The Government of Brunei Darussalam has taken an important step in protecting cultural heritage through the recent **ratification of the UNESCO 1972 Convention** Concerning the Protection of the World Cultural and Natural Heritage and the UNESCO 2003 Convention for the **Safeguarding of the Intangible Cultural Heritage**. This is in line with the Vision Brunei 2035 which calls for an ‘environmental strategy that ensures the proper conservation of our natural environment and cultural habitat’. UNESCO supported various training events, in Brunei Darussalam and in the region, for experts from Brunei Darussalam in the area of **cultural heritage preservation** and management, underwater heritage, and nomination process. UNESCO will continue to support Brunei Darussalam in capacity building and in future ratification processes for other UNESCO Conventions.

1092. The Office developed a first **UCPD** for Brunei Darussalam, identifying programmatic cooperation in strategic areas (STI policy, environmental resources management, higher education, culture).

Cooperation with the UN

1093. There is no UN presence in Brunei Darussalam and there is no continuing UN programme in the country. This is related to the strong economic position of the country, which is fully based on income from oil. However, we believe there is scope for expanding UNESCO’s cooperation with Brunei Darussalam in selected areas that would require high level policy advice, institution building and human capacity development.

Challenges and lessons learned

1094. The cooperation with Brunei Darussalam was modest because of the limited resources available under the regular programme and non-availability of extra-budgetary resources (due to the high income status of the country). While initial UNESCO support and cooperation has focused on capacity-building and policy support in specific areas in education, science and culture, there is scope for substantial expansion of the cooperation if this could be supported via a self-benefitting Funds-in-trust programme.

INDONESIA

Key achievements

1095. UNESCO’s programme support to Indonesia continued to be delivered largely as part of the **joint UN programme** (UNPDF 2011-2015), which helped to strengthen capacities and develop ‘best practice’ in the areas of Social Services (incl. Education), Sustainable Livelihoods, Governance, Disaster Risk Reduction and Resilience, and Climate Change and Environment.

1096. Following two earlier editions, a new **Indonesia-UCPD** was developed to cover the period 2014–2017. This planning tool, developed via consultations with the National Commission, is fully aligned with the existing national development plan and the UNPDF.

1097. UNESCO appreciates the support by the Government of Indonesia to the Emergency Fund (\$6 million) and a new Indonesia – UNESCO FIT (\$4 million), which presents a new a model for a **new strategic partnership** between UNESCO and MIC Member States. Eight project proposals targeting pressing issues and challenges in the country have been prepared in consultation with national counterparts. Implementation will start in January 2014.

1098. In the field of **Education**, UNESCO provided leadership in strategic areas, such as education sector planning, literacy, inclusive education, early childhood education, school-based management, ESD, and HIV/AIDS. The Ministry of Education and Culture, hosted and (co-) financed a number of important national and regional events in the areas of cooperation mentioned above. Via these events, important progress was made in strengthening the policies and institutions, and in meeting the **EFA goals** in Indonesia. In recognition of its achievements, the Ministry of Education was awarded the 2012 **UNESCO King Sejong Literacy Prize** for a programme focusing on illiterate women. Besides, **ESD Policy guidelines** were developed and country practices and curricula were evaluated and shared.

1099. The NZAid supported UNESCO-UNICEF project on **School Based Management** (CLCC, \$8.6 million) has entered the final stage of implementation, with the development of instruction materials (incl. video documentary) capturing best practices for replication.

1100. UNESCO in collaboration with the Ministry of Education and Culture developed a new “**Green School Programme**”, demonstrating best practice in environmental education and **ESD**. This programme is designed to generate impacts at the local, national and regional level. At the local level, a demonstration project has been implemented in Banjarmasin, Kalimantan, with the support from KOICA and other partners (1 million US\$). The results have been disseminated within and beyond Indonesia, and an ‘Asia Green Schools Network’ was established. As such, the ‘Green School Programme’ has the potential to grow out into a regional ESD Flagship. A next project phase aimed at dissemination and replication is being prepared.

1101. In the field of **HIV/AIDS**, and with support from UBRAF, UNESCO developed the “UNESCO online tool on HIV for youth”, as a rights based education e-learning tool for national dissemination. This tool received valuable inputs from WHO, UNODC, UNFPA, UNICEF, the National AIDS Commission and other partners, and has been used by Ministry of Law and Human Rights and the National Family Planning Board for nation-wide dissemination.

1102. In the field of **Natural Sciences**, main efforts continued on the development and implementation of country initiatives under the four Regional Science Flagships BREES, COMPETENCE, FORCE, and SWITCH-*in-Asia*. Achievements under the Science Flagships in Indonesia were largely realised via projects supported by Germany (Carbon-financed forest management in Tropical Rainforest Heritage of Sumatra), Spain (Gunung Leuser, and Siberut Island BR), IDRC (science policy) and via JFIT supported regional science programme. The programme helped strengthen management and implementation capacities, and demonstrated ‘best practice’ in forest management/preservation, in disaster preparedness, in water and pollution management, and in linking science education to ESD.

1103. The office continued its work on ensuring the integrity of the four Indonesian **natural heritage sites**, addressing specific issues in the Sumatra Tropical Rainforest Heritage (TRHS), such as deforestation, human-wildlife conflict, and encroachment, through applying lessons learnt and best practices gathered in TRHS area.

1104. As chair of the UN Working Group on Climate Change and Environment, UNESCO has provided leadership and technical advice to the Government led **REDD+ programme**, which has attracted substantial external support. This resulted in the establishment of a UN REDD+ Coordination Office and the development of a number of pilot projects, implemented by relevant UN agencies, including UNESCO. UNESCO provided policy briefs on the role of local and indigenous knowledge, to be integrated into Indonesia's National Action Plan on Climate Change Adaptation. A project focused on CLCs and Green Schools helped to raise awareness.

1105. In cooperation with UNEP, UNESCO supported the Government in the preparation of National Environmental Summaries (NES) on climate change, energy, water and sanitation, sustainable agriculture, nutrition and food security, and forest and biodiversity. These summaries were used by UN agencies to engage in post-2015 development agenda.

1106. UNESCO supported Indonesia in the development of other **inter-sectoral ESD initiatives** focusing on 'School and Community Disaster Preparedness', Stresscom (hydro-meteorological hazards and climate change adaptation), and Sandwatch (education on coastal ecosystems).

1107. The Office established a new Unit on '**Disaster Risk Reduction and Tsunami Information**', which ensured stronger support to Indonesia and the region in the field of disaster response and preparedness. UNESCO significantly contributed to build safer and resilient communities in Asia and the Pacific based on knowledge, awareness, preparedness, and mitigation to manage hazards and vulnerabilities towards natural disasters and climate change. This unit will also assume responsibility as the **Indian Ocean Tsunami Information Centre**. Under the regional flagship SWITCH, and in collaboration with ICHARM, UNESCO also strengthened its support to Indonesia in the field of flood forecasting and mitigation.

1108. Important progress was made with '**Connect-Asia**', which is a regional connectivity platform, bringing together national networks of universities and institutions. IHERENT, the Indonesian national network, serves as a key partner. The programme has moved beyond the sciences to also include initiatives in the fields of SHS, Culture and communication and information.

1109. In the field of **Social and Human Sciences**, the office continued its support to **Youth Participation and Civic Engagement** in Indonesia through consultations, revision of policies and mapping of youth organisations in the country. In the framework of the UN Post-2015 Development Agenda, UNESCO conducted a youth consultation on their role in development.

1110. As Chair of the UN **Human Rights** Working Group, UNESCO led the implementation of a joint UN project on "**people living with disabilities**" based on the Convention of the Rights of Persons with Disabilities. UNESCO provided fora for policy makers to exchange best-practices, and problem solving debates on disabilities. Direct technical support was given to municipalities to develop action plans on disabilities and to establish a Network of Mayors for Inclusive Cities. Human rights indicators for monitoring and evaluation of the UNPDF and the National Medium Term Development Plan were also developed by the WG.

1111. In the field of **communication and information**, awareness on the role of the broadcasting media and its independence was increased through public discussions organized by UNESCO, UNIC, and the Alliance of Independent Journalists.

1112. A highlight **in the field of culture**, related to the enlisting of the '**Cultural Landscape of Bali Province**' onto UNESCO's World Heritage list. UNESCO also supported Indonesia and other countries in the sub-region in building capacities in the nomination process for World Heritage inscription and the development of management plans. Another highlight was the ratification by the government of Indonesia of the 2005 Convention on the Protection and

Promotion of the Diversity of Cultural Expressions. Indonesia has also expressed its intention to work on the ratification of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property' in 2014.

1113. UNESCO supported the Government of Indonesia in organising the “**World Culture Forum**”, November 2013 in Bali, which discussed the broader role of culture as a means to achieve sustainable development, peace and wellbeing. The Forum gathered delegates from 59 countries and over 1000 participants. The outcome statement of the WCF, referred to as the “Bali Promise”, emphasises the importance of culture for development, particularly in the formation of the post-2015 development agenda.

1114. After the successful safeguarding and recovery efforts of the **Borobudur Temple Compounds**, following the November 2010 outburst of Mt. Merapi, further support was provided to stone conservation, capacity building and livelihoods programmes. Additional support was obtained from Germany and from AusAid. The project also aims to revive the local community's damaged livelihoods and promote **sustainable tourism and cultural industries**.

Cooperation with the UN

1115. UNESCO is an active member of the UNCT, and **Chairs the UN Working Group on Climate Change and Environment**, and **the Human Rights Working Group**.

1116. UNESCO has contributed to new approaches promoting **UN reform and Delivering as One**, including advocating to donors to support joint UN initiatives and to contribute to a new joint UN Trust Fund for the UNPDF. UNESCO has taken the lead in a number of **joint initiatives with other UN agencies**, including a UNEP-UNESCO project within the Sumatra Tropical Rainforest Heritage, a joint project on school based management with UNICEF, a UNESCO-UNOPS REDD+ pilot in Kalimantan, and an ILO, WHO and UNFPA initiative on the Promotion of Persons with Disabilities.

1117. Following discussions with UNESCO, the Government of Indonesia proposed the establishment of a UN **Coordination office for REDD+**, which has meanwhile been established. This is a unique modality that could be considered also in other countries/regions.

Challenges and lessons learned

1118. UN coordination and DaO remain a challenge. Many UNCT agencies are not in favour of developing joint initiatives. It has been difficulties to seek donor alignment along the priorities identified in the UNPDF; donors focused mostly on bilateral projects and via the WB and ADB.

1119. The UNPDF identifies three priority regions for UN agencies to work together: Papua Land, East Nusa Tenggara (NTT), and Aceh/Nias. Three years into the UNPDF, joint initiatives to support these regions still need to be started. It is hoped that the newly established trust fund for the UNPDF will help to speed up the development of such joint initiatives.

MALAYSIA

Key achievements

1120. Following the signing of an MoU between UNESCO and Malaysia to establish the “**Malaysia – UNESCO Cooperation Programme**” (MUCPD) late 2011, a Funds-in-Trust agreement was signed in April 2013. The new Malaysia FIT programme (5 million US\$ plus 1 million \$/year) was officially started with a first meeting of the Steering Committee in May

2013. A large number of project activities have been identified. Under this new modality 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 experts and institutions, including Category II Centres (ISTIC and the Centre for Humid Tropics).

1121. Since its launch in 2011, Malaysia observes annually the '**Hari UNESCO Malaysia**' (UNESCO Day), aimed at raising public awareness on the importance of education, the roles of STI and the diversity of culture. The 2012 event, held in Kuala Lumpur, focused on 'Education for Sustainable Development', while the 'Hari UNESCO 2013' was held in Melaka.

1122. The official **visit of the Director-General** to Malaysia in May 2013 presented a highlight in the cooperation with Malaysia for the biennium. The visit placed strong emphasis on Malaysia's educational and scientific achievements, its strategy to reach high-income status by 2020, and its policies to build capacities and share knowledge through active South-South Cooperation.

1123. In the field of education, UNESCO conducted an '**Education Policy Review**', which provided a solid foundation for the Government of Malaysia's ongoing efforts to strengthen the education system. The report provided recommendations, aligned with Malaysia's medium term strategic plan 'Vision 2020', which helped to shape the Malaysia Education Blueprint 2013-2025.

1124. UNESCO has supported and strengthened **Education for Sustainable Development** (ESD) in Malaysia's education sector through regional policy dialogues for the five cluster countries covered by the office. As a result of these events, policy experts strengthened their capacity to mainstream ESD content and approaches into Malaysia's national policy.

1125. In the field of **natural sciences**, UNESCO strengthened its cooperation with the Category 2 Regional Humid Tropics Hydrology and Water Resources Centre for Southeast Asia and the Pacific (HTC). Based on a successful review in 2012, the centre was extended as a Category 2 centre. The Centre helped organise the 2nd International Conference on Water Resources and 20th UNESCO-IHP Regional Steering Committee meeting in Langkawi in November, 2012. The Malaysian Research & Education Network (MYREN) has been an active partner in Connect-Asia.

1126. The establishment of Tasik Chini catchment under the MAB Programme as a biosphere reserve has set a scientific basis for the improvement of the relationships between people and their environment globally. Similar efforts have been made in the Langat River basin and Putrajaya lakes to conserve biodiversity and manage water resources for sustainable development. The experience gained by collaborating partners can be applied to other countries through South-South cooperation with countries in Asian and Africa. Malaysia has created a National Committee on Geoparks and in the process of creating a Malaysian fund for Geoparks to empower developing country participation.

1127. The HELP Langat Initiative is contributing to the Malaysia National Water Vision 2020 in support of Vision 2020 (towards achieving full developed nation status).

1128. Malaysia is a member of the IOC Intergovernmental Coordinating Group for the **Indian Ocean Tsunami Warning System** (ICG/IOTWS), and participated in the 9th ICG/IOTWS meeting in Jakarta. Malaysia offered to host the 11th Session of the ICG/IOTWS in 2016.

1129. UNESCO Jakarta, in partnership with the Universiti Sains Malaysia, the International Centre for South-South Cooperation in Science, Technology and Innovation (ISTIC), and in

close collaboration with MEXT Japan, developed a new initiative entitled “**Sustainability Science**”. This initiative aims to raise awareness about sustainability science among policymakers in the Asia and Pacific region, with a view to position this as part of the national and regional science and technology policy. The cooperation with Cat 2 Centre ISTIC celebrated its 5th anniversary via an international conference in Kuala Lumpur. UNESCO and ISTIC co-organised a range of training and capacity building events in the wider field of science and technology policy.

1130. In the field of **Culture**, UNESCO supported the government in strengthening the role of culture and intercultural dialogue in development policies to foster a culture of peace and non-violence, and in the protection and promotion of heritage (tangible and intangible) and cultural expressions. Malaysian officials participated in a range of capacity building events organised by in Indonesia. The Government of Malaysia ratified the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage on 27 July 2013.

1131. The ‘Archaeological Heritage of the **Lenggong Valley**’ was inscribed on UNESCO’s World Heritage List at the 36th session of the World Heritage Committee held in St. Petersburg.

Cooperation with the UN

1132. The UN operations in Malaysia are relatively small, with only few agencies having active programme in the country. Interactions with the UNCT are mostly via the RC, but where relevant, cooperation and exchanges are established with agencies (e.g. UNICEF). Due to Malaysia’s position as a high-middle income country, there is no UNDAF for Malaysia, and no donors are active in the country.

1133. For UNESCO however, there is scope for expanding the cooperation with Malaysia in selected areas that would require high level policy advice, institution building and human capacity development. Besides, building on Malaysian capacities and expertise, the south-south cooperation will be significantly expanded under the MUCP and corresponding FIT.

Challenges and lessons learned

1134. Due to its high development status, it is difficult to attract funding for initiatives in Malaysia. UNESCO collaborated with Malaysian institutions and experts in the development and implementation of (sub-)regional initiatives. The development of the new Malaysia FIT helped to significantly improve the opportunities for cooperation.

THE PHILIPPINES

Key achievements

1135. In response to the November 2013 **Haiyan – Yolanda Typhoon**, UNESCO set up a temporary office and mobilized a team of experts to Manila and Tacloban to coordinate and work with the UN system to support the Philippines Government and people. UNESCO developed 7 proposals to support the recovery process. Three proposals were included in the Strategic Response Plan of The Philippines Humanitarian Country Team. Follow up and fund raising is ongoing.

1136. In the field of **education**, UNESCO continued to provide support to the Ministry of Education and TESDA in implementing the Development Plan 2012-2016 and the K to 12 Basic Education Programme. The Forum and Launch of the **EFA 2012 Global Monitoring Report (GMR)** in the Philippines helped to promote technical-vocational training and education for youth.

1137. UNESCO supported and strengthened **Education for Sustainable Development (ESD)** in the Philippines education sector through regional policy meetings among experts from the five cluster countries covered by JAK Office. As such, the capacity of national experts was strengthened in mainstreaming ESD content and approaches into the Philippines national policy. Future support in the field of ESD will include participation in the 'Green Schools Programme', as part of a UNESCO regional ESD Flagship.

1138. Under UNAIDS's UBRAF, UNESCO assisted the Department of Education, and the Department of Health in developing modules for social workers on **Comprehensive Reproductive Health and Sexuality Education**. These modules were adopted by the Department of Social Welfare and Development which caters to youth in closed setting centers.

1139. In the field of **natural sciences** support was provided under the regional flagship FORCE via the project "Strengthening Resilience of Coastal and Small Island Communities towards Hydro-meteorological Hazards and Climate Change Impacts (StResCom)", which aims to integrate local and indigenous knowledge with scientific knowledge for disaster risk reduction and climate change adaptation. This initiative, supported by Japan FIT programme, promotes mainstreaming of LINK into government policies and programmes.

1140. The 7th Southeast Asian Biosphere Reserve (SeaBRnet) held in Philippines highlighted the relevance of the Man and Biosphere (MAB) Programme to the post-2015 development agenda and delivery on global issues such as climate change and resource poaching. The BREES program helped strengthen indigenous capacity on climate change mitigation and adaptation and to develop a road map to nominate the Mt. Isarog National Park as a UNESCO Biosphere Reserve.

1141. UNESCO supports the Philippines to promote sustainable management in natural parks within the framework of BRs by providing technical knowledge assistance. The BREES **Youth for Sustainable Development Award** held in Palawan, encouraged young people to make positive changes towards a better environment in their local biosphere reserves via small scale projects.

1142. Following the International Workshop on Sustainability Science, a demonstration site in Rice Terraces of the Philippines Cordilleras was proposed to be supported by Japanese Funds-in-Trust to showcase sustainability science principles in the World Heritage site. The project will develop a clear understanding of how the dangers of deforestation and climate change, which threaten to destroy the terraces, can be managed through community based approaches.

1143. In the field of **Culture**, The Philippines has been working with UNESCO to advocate the role of culture for development, as evidenced by the strong support and contribution by The Philippines to the Thematic Debate on Culture and Development at the UN General Assembly in June 2013.

1144. A further focus was put on supporting in the protection and promotion of heritage (tangible and intangible) and cultural expressions in Philippines especially following the devastating earthquake and typhoon that struck the Philippines in late 2013.

1145. In the field of **culture**, the Philippines continued to work on the long-term conservation of the Philippine Rice Terraces to achieve its removal from the World Heritage in Danger list. The 'Historic Town of Vigan' was recognized as a model of **best practices in World Heritage** site management.

Cooperation with the UN

1146. The Philippines has an active UNCT with currently 17 agencies (several only at the level of project officers) and 1100 staff. It has been difficult for UNESCO, as non-resident agency, to fully engage with the UN work and in UNDAF follow up. Following the Haiyan disaster, UNESCO has re-established a project office, and this will help to strengthen communications and cooperation with the UN system in country.

1147. The UNDAF 2012-2018 was finalized late 2011, and is fully aligned with the Medium Term Philippines Development Plan (2011-2017). UNESCO is included in 12 of the 21 sub-outcome areas. Cross-cutting themes in the UNDAF include areas within UNESCO's competence, among others *Culture, Communication for Development (C4D) and Science and Technology*.

Challenges and lessons learned

1148. After the contracts of two UNESCO staff expired mid 2012, it became difficult, as a non-resident agency, to participate in the UNCT and UNDAF follow up. The development and launch of a new UCPD, and the re-establishment of a UNESCO project office in November 2013 will be an opportunity to strengthen programmatic cooperation.

TIMOR LESTE

Key achievements

1149. A highlight in 2012 was the joint official **visit by UNSG Ban Ki Moon**, the DG UNESCO and the newly appointed envoy for education Gordon Brown. The 2-day visit was largely focused on education, in particular on the pre-launch of the '**Education First**' initiative (officially launched in the GA in September 2012).

1150. Presidential elections were held in Timor-Leste on 17 March and 16 April 2012, which led to the election of former military commander **Taur Matan Ruak as the new President** of the country. This was followed by parliamentary elections in July, 2012, which resulted in the formation of a new government and the re-appointment of H.E. Xanana Gusmao as Prime Minister. The elections were seen as a test for this young democracy, and were generally peaceful, with only few eruptions of violence immediately after the parliamentary elections.

1151. The new National Development Plan 2011-2030 presents a long term vision for development in Timor Leste, and focuses on two over-riding development goals: to reduce poverty in all sectors and regions in the nation, and to promote economic growth that is equitable and sustainable, improving the health, education, and well being of everyone. The new 5-year National Development Plan adopted in September 2012 recognises that **education** is the key to ensuring every citizen of Timor-Leste has the opportunity to build their own future and escape poverty.

1152. In response to the financial crisis in UNESCO, the Government of Timor Leste contributed \$1.5 million to UNESCO's Emergency Fund. A substantial part of the funding was used for programmes to support Timor Leste, in particular in the fields of technical and vocational training, ESD, and intangible cultural heritage. The Emergency Funds supported projects, together with the ongoing CapEFA project have helped to expand the programmatic cooperation with Timor Leste and to strengthen UNESCO's presence. Also the cooperation with the newly established NatCom was further strengthened.

1153. In the field of **education**, UNESCO continued to provide support to the development of a Management Information System for the education sector. UNESCO also continued to support the literacy initiative entitled '*Capacity Development for Education for All (CapEFA) programme in Timor-Leste*', which helped to improve its institutional and organizational

capacity in planning, implementation and monitoring and evaluation of current education programmes. Three **Community Learning Centers (CLCs)** have been set up to serve as a template for expansion of CLCs cross the country, via a collaboration between the Ministry of Education and the World Bank (over 60 CLCs will be developed). UNESCO's work with CLCs has supported **livelihoods in particular targeting women** in the rural communities.

1154. UNESCO supported and strengthened **Education for Sustainable Development (ESD)** in the education sector through regional policy dialogue among experts from the five cluster countries covered by JAK Office. As a result, the capacity of national experts was strengthened in mainstreaming ESD content and approaches into the national policy.

1155. UNESCO assisted the Ministry of Education (MoE) in better meeting the needs of youth for skills development through **strengthening of vocational secondary schools** in the selected areas of specializations in Timor-Leste. Also supported by the Timor-Leste Emergency Funds, UNESCO **strengthened basic science education** in the country through a needs assessment which produced recommendations for the MoE on the science education subsector. In addition, UNESCO supported the capacity-building of teachers in science and mathematics, a.o. through distribution of Science Kits for 220 schools.

1156. **Mother Tongue-Based Multilingual Education (MTB-MLE) was strengthened** in Timor-Leste to enable pre-school children to acquire the fundamental skills of reading and writing in the language they know best. In cooperation with UNESCO Bangkok, a mapping exercise and analysis of policies concerning Cultural and Linguistic Diversity (CLD) in the education systems of Timor-Leste was undertaken.

1157. In the field of **natural sciences**, UNESCO promoted the concept of **Biosphere Reserves** with the Department of Forestry, Ministry of Agriculture and Fisheries. In cooperation with the National Commission a plan was prepared to establish a MAB National Committee. With support from the Spanish Government, capacity-building was provided to prepare the nomination of Nino Konis Santana National Park as a first Biosphere Reserve in the country.

1158. UNESCO involved institutions in Timor Leste in two sub-regional projects in **disaster preparedness**. Funded by UNESCAP, UNESCO contributed to the development of earthquake and tsunami preparedness and education materials for community and schools. Another initiative entitled StResCom focuses on Hydro-meteorological Hazards and Climate Change Impacts and is funded through the Japanese Funds-in-Trust for Science (MEXT). UNESCO supported the National Disaster Management Directorate of Timor Leste to strengthen their capacity in establishing policy support for tsunami exercise. The aim is to strengthen Timor Leste participation in Indian Ocean Tsunami Exercise (IOWave) 2014.

1159. UNESCO worked with local partners to recognize and promote **local and indigenous knowledge** for environmental management and climate change adaptation in Timor Leste. As part of this, a Sandwatch programme was implemented, which focused on awareness raising and education on coastal ecosystems.

1160. UNESCO and CONNECT-Asia partners responded to the need to improve the ICT capacity in developing and disseminating e-learning materials and tools. The **National University (UNTL)** has been linked up to Connect-Asia network via SOI, and has benefited from numerous online events and e-learning products organised by UNESCO JAK. Under the regional Flagship COMPETENCE, UNESCO facilitated dialogue between providers of higher education, government and civil society.

1161. In the field of **social and human sciences**, UNESCO supported social inclusion and employment of Timorese youth and women through consultations involving communities and

national stakeholders including government, civil society and UN and revising existing national policies affecting these vulnerable groups.

1162. In the field of **culture**, UNESCO helped to enhance the capacities of Timor-Leste to safeguard its intangible cultural heritage through effectively implementing UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. Under the Intersectoral Platform (ISP) on SIDS, UNESCO implemented an overarching project titled "Sustainable Development, Poverty Eradication and Vulnerable Community Empowerment in Timor-Leste through Safeguarding the Cultural and Natural Heritage".

1163. UNESCO facilitated four capacity-building workshops on ICH in Timor-Leste, supported by Japan-FIT) and awareness raising initiatives, including through a publication entitled 'the Living Heritage of Communities in Timor-Leste', jointly developed with National Geographic and the State Secretariat of Arts and Culture.

1164. UNESCO also supported the development of community management and sustainable tourism initiatives around Rock Arts sites at the Nino Konis Santana National Park with the support from the Netherlands-FIT. One challenge will be to continue to build on these capacity building and awareness raising activities in order to encourage the national government of Timor-Leste to ratify the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.

1165. In the field of **communication and information**, UNESCO prepared the ground for the establishment of the Press Council of Timor-Leste. In collaboration with the Press Council of Indonesia, UNESCO raised awareness among stakeholders on the role of media self-regulation and built the capacities of the future members of the board of the Press Council of Timor-Leste.

Cooperation with the UN

1166. Following the successful electoral process, 2012 also marked the successful completion of the UN peacekeeping operations in the country. The UN Integrated Mission in Timor Leste (UNMIT) withdrawal was completed by 31 December, as mandated by the Security Council. A shift in attention from security and state building towards development and nation building is expected. A priority during this transition stage is to further strengthen government capabilities, enabling legislation, and the institutions required to pursue development priorities.

1167. UNESCO participates actively in the UNCT and supports selected UNDAF outcomes in strategic areas such as literacy, education information management, ESD, environmental sciences, and intangible cultural heritage. During 2012, it was decided to extend the current UNDAF by one year until 2014; the UCPD TL was extended accordingly.

Challenges and lessons learned

1168. Capacities in Timor Leste are still limited, and careful planning and partnering before starting new projects and activities is key. Therefore, all longer term initiatives need to incorporate a strong capacity building component, while also partnering between national and international experts, and demonstrating 'best practice' elsewhere in the region.

1169. Challenges in improving quality and access to education remain huge. Learning outcomes, teacher training, school based management, and facilities all need to be improved. Together with a complex language policy, this presents a huge challenge for the government and development partners.

UNESCO Office in Kabul

1170. The visit of the Director General in May 2013 had an important positive impact on the relationship between UNESCO and national authorities, and brought considerable return for the image of the Organization. In 2012-2013 UNESCO raised 42 million USD allowing it to increase the level of support to the Afghan government under three main programmatic areas: education, culture, and communication and information which have a substantial impact on improving the lives of the people of the country.

Education

1171. As a key education development partner in Afghanistan UNESCO continued to support literacy, higher education, technical and vocational education training (TVET), inclusive education, and peace education.

1172. In 2012, UNESCO and IIEP supported the first-ever Education Joint Sector Review (EJSR), the highest-level instrument for evaluating the performance against the achievement of the goals and targets set out in sub-sector strategic plans of the four education sub-sectors in Afghanistan: TVET, higher education, literacy, primary and secondary education. UNESCO, in cooperation with the Ministry of Education and key stakeholders, including UN agencies, also developed 'The National Literacy Strategy', 'The National TVET Strategy' and the 'Peace and Human Rights Curriculum'. This includes the Literacy Empowerment for Afghan Police (LEAP) providing intensive literacy and numeracy training for up to 15,700 police men and women. UNESCO is ensuring that a sustained coordination takes place at ministerial level and with key stakeholders to ensure implementation of key education strategies.

1173. The Enhancement of Literacy in Afghanistan (ELA) has provided training across 18 provinces to just over 627,334 learners of whom approximately 60% are women. ELA will expand its activities to 27 provinces, providing courses in basic literacy, numeracy and skills to a further 580,000 adult learners, with the help of the donors over the next three years: the Government of Japan (20 million USD) and the Government of Sweden (9, 3 million USD). ELA has also engaged in capacity building activities that include the training and professional development of more than 13,000 facilitators. Altogether, 4,950 Female Literacy Centres were established in 34 provinces, providing 122,000 female learners between 15-24 years with basic literacy skills, literacy acting as a catalyst to women's empowerment. This will substantially contribute to achieving the targets of the government to increase the level of adult literacy from the current figure of 36% to 60% by 2020 in line with EFA targets.

Culture

1174. UNESCO carries out large-scale conservation activities in various provinces, most prominently in the World Heritage site of Bamiyan – to remove it from the List in Danger – in Bam and Herat and continues to advocate for the enhancement of conservation practices, urban planning and management. For this purpose UNESCO continues to attract considerable funding already guaranteed by the Governments of Italy, of Japan and the Republic of Korea. Since the summer of 2013, in line with the Recommendations of the 11th Bamiyan Expert Group Meeting consolidation work of the back wall of the Western Buddha niche has progressed, and a project to build a museum and cultural centre in Bamiyan financed.

1175. The implementation of the Convention concerning the Protection of the World Cultural and Natural Heritage (1972 Convention) plays a key role in highlighting tangible heritage of Outstanding Universal Value in Afghanistan, as well as setting standards for protection of sites on the national cultural heritage registry. UNESCO also supports the urban planning of historic cities and has been assisting the Ministry of Urban Development in preparing a

comprehensive management plan for the historic city of Bamiyan and plans to complete management plans for the historic cities of Herat and Balkh by 2015.

Communication and Information

1176. The safety of journalists and media workers continues to be an area of concern. UNESCO provided technical support to Afghan media and institutions, including the state-broadcaster, Radio Television Afghanistan (RTA) and the Ministry of Education's broadcasting arm, Educational Radio Television (ERTV) Afghanistan, which produces teacher education programming. ERTV produced 208 radio and 32 long-distance television programmes on four subjects: literacy, psycho-social awareness, Islam and peace. A special emphasis was placed on reaching female educators. ERTV and the Teacher Education Department of the MOE produced audio-visual programmes that were distributed to 37 Teacher Training Centres (TTCs) and 3,000 schools. To encourage and support enrolment of women in TTCs these audio-visual programmes featured female experts to provide suitable role models for female teacher students. These training for female journalists focus on capacity building of media organizations in remote areas and on community radio stations run by women.

Gender

1177. Violence against women is a critical matter in Afghanistan that requires a combination of cultural, security and justice programming. UNESCO has appointed a gender focal point to ensure a unified approach to the work of the Gender Equality Working Group and is providing support for the Beijing +20 report. UNESCO also supported '16 days of Activism against Gender Violence' and completed a survey on the Prevention of Sexual Exploitation and Abuse (PSEA). Gender equality is a consistent component of all programming and the recent Gender Equality Marker (GEM) is expected to better measure this.

UNESCO engagement with the UNCT

1178. The role of the UN Country Team is to support the Afghan Government towards coordinated implementation of the National Development Strategy and the National Priorities. UNESCO's commitment is aligned with the UN Development Assistance Framework (UNDAF) which focuses on three priority areas: Governance; Peace, Stability and Sustainable Livelihoods; and, Basic Social Services. UNESCO was actively involved in the development of the UNDAF, co-chairing the working group on basic social services. The Organization maintains a constant dialogue with other UN agencies, building on common objectives when programmes are complementary. A UN Coordination Officer was recruited in July 2013 to ensure constant and qualified UNESCO participation in the UN coordination mechanisms at country level, including the new CCA/UNDAF exercise.

1179. The UNESCO approach to education was set as an example of a human rights based approach to development in Afghanistan. A recent presentation on Peace Education at UNRT was the first time government officials participated in presenting how the work of the UN in Afghanistan contributes to building real capacity building and developing programmes for building sustainable peace through education.

UNESCO Office in Kathmandu

Key achievements

1180. In 2012-2013, the UNESCO office in Kathmandu needed to constantly adjust to the uncertainties and challenges resulting from the transition process in the country. 2012 witnessed a major setback in Nepal's political transition when the term of the Constituent Assembly, elected in 2008 to write a new constitution and extended four times, expired on 27

May 2013 without completing its task. In November 2013, elections to a new Constituent Assembly were held and the first session of the Assembly will take place on 22 January 2014.

1181. In this context and despite the fact that regular programme resources were drastically reduced, the Office consistently provided technical assistance to the Government focusing on education for all, heritage preservation and media development. In parallel, the Office stepped up its fundraising efforts and was able to attract new extrabudgetary funds in education and culture and to obtain funding of substantial projects in education, culture, and in communication and information.

1182. 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 UNESS 2008-2013 has been revised aligning with the UNDAF 2013-2017. Main strategic elements 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. In order to accelerate progress towards EFA (MLA 1), the Office focused on improving literacy and lifelong learning, particularly for women resulting in increased national capacity to effectively deliver literacy programmes. Another element of the Office's strategy was to focus on strengthening capacities to track results through school level educational statistics. With UNESCO's support, the Ministry of Education (MoE) initiated the National EFA 2015 review and agenda setting for post 2015.

1183. Capacity building continued to be one of the Office's main strategic elements in its contribution to building quality and inclusive education systems (MLA 2). This resulted in helping government and development partners to gain a better understanding of the challenges in pre-service teacher training, multilingual education, gender responsive and inclusive education planning, and early childhood development management, in particular within the framework of the School Sector Reform Plan (SSRP) .

1184. The Office also focused on supporting the education system in the area of sustainable development and a culture of peace and non-violence (MLA 3). The main strategy consisted in assisting in developing a national framework for ESD and building capacities of education officials and teachers. An important element in this regard was the Office's focus on disaster risk reduction and management in the education system. The office also supported MoE in the development of an *ICT in education master plan*. The office enhanced regional cooperation and networking in the area of climate science including climate change education for capacity building knowledge sharing, research and development

1185. The Office continued to contribute to Nepal's peace and development process by fostering a constructive dialogue and planning leading to progress in constitution making by focusing on effective delivery of inclusive quality education services in the future federal structure through a major extra budgetary project.

1186. In the area of **culture**, the Office's strategy continued to focus on building national capacity to protect tangible and intangible heritage through effective implementation of the relevant Conventions.

1187. The Office continued to put a strong focus on the protection and conservation of Nepal's two cultural and the two natural heritage world heritage properties (MLA 1). The main strategy consisted in strengthening capacities through training, exposure missions and provision of sharing platforms that enabled national authorities to competently protect and manage the properties within the framework of the 1972 Convention. This resulted in a better understanding on how to reconcile global, national and community requirements, and an increased awareness on the effective means to address challenges of safeguarding the living

heritage sites in the context of rapid urbanization, and of integrating tourism and disaster risk management components in management plans. A special focus was on Lumbini, with the completion of a major JFIT funded extra budgetary project and the preparation of a new project (to start in early 2014), for which firm commitment for funding was received by Japan. The Office's action for Lumbini obtained an exceptional media echo worldwide contributing to sharpen the site's profile as a symbolic place for global peace and understanding and resulting in an increased donor interest to contribute to its protection.

1188. In the area of safeguarding the living heritage, the main focus was on capacity building of the government and key stakeholders including community practitioners and related institutions in implementing the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage that the Government ratified in June 2010. The main strategic approach was to support policy and legal reforms, among others by fostering dialogue and networking of indigenous groups and community practitioners or groups concerned, to cater for specific safeguarding needs of intangible heritage.

1189. The Office promoted policy dialogue among national and international stakeholders to combat illicit trafficking in cultural property by raising awareness on the effective application of the 1970 Convention and other international tools through an international symposium in Kathmandu.

1190. The Office also supported Nepal's possible accession of the 1954 Hague Convention through dissemination of promotional materials in local language and advocacy presentation to the government stakeholders with support from the ICRC Nepal.

1191. In the area of **communication and information**, the Office's strategy continued to focus on promoting freedom of expression and the right to information, and on raising awareness on the importance of the country's documentary heritage.

1192. As regards freedom of expression/access to information (MLA 1), the main focus was on safety of journalists and the roll-out of the *UN Plan of Action on the Safety of Journalists and the Issue of Impunity*. One of the main strategic elements in this regard was the design of a two year project entitled "Increasing the safety of journalists" for which UN Peace Fund for Nepal (UNPFN) provide funds in early 2013. In parallel, UNESCO positioned itself strategically to assist the Government in the implementation of the Right to Information Act through a European Union (EU) funded project that started in 2013.

1193. UNESCO promoted freedom of expression and safety of journalists through campaigns on safety of journalists on the World Press Freedom Day, and conducted orientation workshops to journalists on the UN Plan of Action on the safety of journalists, analyzed the safety situation of journalists in Nepal through inception context analysis.

1194. As regards the promotion of access to information, UNESCO organized dialogue among the national and international stakeholders on implementation challenges of RTI laws in South Asia for effective implementation of right to information laws.

1195. Capacity building was a main strategic element to promote access to information targeting mediators (teachers, lawyers, activists etc.).

1196. In the area of strengthening free, independent and pluralistic media and communication for sustainable development, the main strategic approach was to provide a solid basis for the planning of media development in Nepal through the preparation and publication, end of 2013, of the "Assessment of media development in Nepal" based on the *Media Development Indicators*. The Office also continued to support community radios as key media outlets to involve communities in the peace and development process.

1197. As regards fostering universal access to information and knowledge, the Office focused on the protection of Nepal's documentary heritage using the appeal of the World Audiovisual Heritage Day (with a special focus on creating dialogue through photographic memory of heritage of Kathmandu Valley) and facilitated the inclusion of the country's first ever nominations for the Memory of the World Register.

Cooperation with the UN

1198. UNESCO continued to be an active member of the UN Country team, and proactively participated in the preparation of the UNDAF for 2013-2017 focusing on the most vulnerable people in Nepal and the causes for their marginalization. UNESCO was instrumental to include the illiterates as one of the 20 UNDAF target groups and to reflect elements related to culture and development and was actively involved in the first-year UNDAF activities.

Challenges and lessons learned

1199. The continuous challenge for the Office is to promote the comparative advantage of UNESCO's upstream work and its contribution to the longer-term peace and development processes in an environment largely dominated by the ExCom Agencies. The drastic budget cuts at the beginning of the biennium and the anticipated low contribution that UNESCO will be able to make for the implementation of the UNDAF 2013-2017 accentuated this challenge. Another challenge remained to efficiently deliver programmes and activities in the absence of international programme posts and the insufficient number of national posts.

1200. Lessons learned during the biennium demonstrate that UNESCO can take up the above challenges by playing a strategic role as a technical, up-stream oriented advisor addressing issues that go beyond short-term interventions; by consistently linking its work to Nepal's peace and development agenda, including facilitating the transition to a federal, decentralized state in its areas of competence; and by harnessing its links with civil society to reach out to non-governmental stakeholders. The fact that the UNPFN and the EU provided in 2013 substantial support to three major projects (one in Education and two in Communication and Information), which were prepared by the Office in 2012, indicates that this strategy can be successful. It was supported by an increased use of public outreach efficiently profiling the image of UNESCO in Nepal with a strong presence on the web and on social networks (Facebook and Twitter).

UNESCO Office in New Delhi

1201. UNESCO's support to cluster countries' activities during 2012-2013 was appreciated by the governments and different partners. With a view to enhancing alignment to and harmonization with the UNDAF objectives and outcomes, UNESCO had set its priorities and strategic direction at the outset of the 36 C/5 as follows:

- Increasing credibility and visibility as a South Asian Cluster Office – generate and enhance sub-regional activities and programmes;
- Enhancing intersectoral activities – make full use of UNESCO's comparative advantage and added value to address complex needs of the countries, societies and people in the sub-region;
- Focusing on vulnerable and excluded social groups and geographical locations – identify reality, niches and opportunities;
- Enhancing strategic partnerships with other United Nations Agencies, development partners and the civil society.

INDIA

1202. One of the highlights of 2012 activities was the Director-General's official visit to India in November. The Director-General opened the E-9 Ministerial Review Meeting on EFA, during which India assumed the chairmanship of the E-9 network for the next two years, thereby exercising a key influence on accelerating progress towards the education goals and shaping the post-2015 agenda. She formally declared open, with the President of India, the Mahatma Gandhi Institute of Education for Peace and Sustainable Development - the first Category 1 institute in the Asia-Pacific region - on the occasion of National Education Day; she inaugurated the UNESCO Chair on Climate Science and Policy at TERI University, and in Rajasthan, visited several heritage sites (Amber Palace, City Palace), including Jantar Mantar, a World Heritage site.

1203. The UNESCO Director-General met with key ministers linked to UNESCO's field of competence, namely from Human Resource Development, Culture, and Information and Broadcasting. During these meetings, ways for strengthening cooperation nationally and regionally, such as establishing Funds-in-Trust in order to foster deeper South-South cooperation were discussed and a number of areas were identified, including ICT competencies for teachers, literacy, technical and vocational education and training, community radio, journalism training, the preservation and management of cultural heritage, and the safeguarding of intangible cultural heritage. On the outreach front, the possibility of becoming associated with social campaigns run by the New Delhi Television (NDTV), in particular in the field of education, was discussed with the network's chair and founder with follow-up being taken forward by UNESCO (Public Information Division and the Education Sector) around mutual interest in girls' education.

Education

1204. In close collaboration with UNESCO HQs, Bangkok Office, the UIS and UIL, the New Delhi Office provided support to key local and federal players as well as academic institutions, the Ministry of Human Resource Development (MHRD) and to Indian education institutes such as the National University of Education Planning and Administration (NUEPA), the National Council of Education Research and Training (NCERT), the National Institute of Open Schooling (NIOS), and Indira Gandhi National Open University (IGNOU). Support encompassed policy advice, technical assistance, institutional capacity development, as well as enabling a platform to share experience and expertise of good practices with other countries, in the areas related to EFA, ECCE, quality and inclusive basic education, TVET, literacy and ICT in education. Interventions included "joint initiatives" with the MHRD as indicated below:

- India became a Chair of the International Teacher Task Force (TEFAS) for 2012-2013. UNESCO and the Government of India (GOI) organized TEFAS and its Steering Committee meeting along with the 4th International Policy Dialogue Forum on Teachers for Education for All on 20-30 May 2012, and the E-9 Meeting on Teacher Development for Inclusive Relevant Quality Education on 31 May 2012 in New Delhi;
- Since India became a Chair for E-9 Initiative for 2012-2013, UNESCO and GOI organized the 9th E-9 Ministerial Review Meeting (New Delhi, 9-10 November 2012). Participants adopted an action agenda aimed at: Ensuring relevance; achieving equity and inclusion; enhancing learning outcomes; accelerating progress towards EFA goals and looking beyond 2015; and strengthening technical cooperation between E-9 countries through joint activities;
- UNESCO's General Education Quality Analysis/Diagnosis Framework (GEQAF) had been presented in India and piloted in its three states. Indian experts participated as well in the GEQAF Workshop in Abuja, Nigeria and presented it to the other E-9 countries;

- UNESCO supports the Government's "Saakshar Bharat programme or Literate India programme": UNESCO was successful in including women literacy issues in the new UNDAF for India (2013-2017); The "UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning" were successfully launched at the conference on the 'Recognition of Prior Learning: A Key to Lifelong Learning' (New Delhi, 29 - 30 June 2012), organized by the National Literacy Mission Authority (NLMA), Ministry of Human Resource Development (MHRD), Government of India, in partnership with the UNESCO Institute for Lifelong Learning (UIL). Participants at the conference – more than 125 participants from the Governments, academia, experts, private sector and international agencies– discussed issues related to prior learning assessment and certification in adult learning and skills development.
- UNESCO presented the "Holistic Early Childhood Development Index" (HECDI) at the South Asian Regional Conference on "ECCE Policies and Practices: Towards 2015 and Beyond" (New Delhi, 27-29 August 2012), organised together with the GOI, World Bank, UNICEF, Care India, Ambedkar University and other partners;
- Within the worldwide global consultative processes facilitated by the United Nations on the post-2015 development agenda, UNESCO and the Right to Education Forum (a coalition of 10,000 NGOs from India) organized the National NGO-UNESCO Consultation on Post-2015 Education Agenda (New Delhi, 15 October 2012). The meeting gathered more than 50 representatives of international, regional and national member NGOs based and operating in India, academia, politicians, community and education representatives of 15 Indian States. In view of the upcoming EFA and MDG target date of 2015, the meeting focused in particular on the ways to approach 2015 and shape the post-2015 international education agenda. Participants called on their governments to keep in focus the following critical issues: Complete the EFA agenda; Move from access and enrolment to retention and completion; improve educational quality; eliminate all forms of inequality and discrimination so as to reach 100% equity and inclusion. Recommendations adopted at the meeting also served as input to the 6th Meeting of UNESCO's CCNGO/ EFA, in Paris on 24- 26 October 2012.

Natural sciences

1205. The visibility of UNESCO's work in this field was maintained through the participation in and technical contribution to high-level events and conferences such as COP 11, and advocacy efforts for the flagship programmes including MAB, CLiCK, G-WADI, FRIEND and HELP. The SACAM (South & Central Asia MAB Network) meeting was organized with inclusion of 5 new member countries joining the network. In addition, UNESCO initiated the preparation of Guidelines for water quality in managed aquifer recharge (MAR).

1206. Biodiversity conservation in natural world heritage sites and biodiversity rich landscapes and hotspots were strengthened through activities carried out in the context of "UNESCO's world heritage biodiversity programme" (\$1.4 million) and the project on "Cultural landscapes as basis for biodiversity conservation". A "Compendium of Indian Biosphere reserves" was published and widely disseminated in collaboration with Government of India. Two new sites were added to the World Network of Biosphere Reserves and Western Ghats was inscribed as the world natural heritage site.

1207. UNESCO's visibility was enhanced also through various research-related activities in biotechnology and capacity development undertaken by the UNESCO Category 2 Regional Centre for Biotechnology.

Social and human sciences

1208. In carrying out its work within the activity “Better inclusion of internal migrants” UNESCO achieved the following: (1) Creation of an umbrella network under “Internal Migrant Initiative India”, (2) knowledge advanced on undocumented research areas; (3) key messages, challenges, data and policy recommendations disseminated; (4) contributed to changing the negative perception of migrants; and (5) raised awareness on the need to prioritize internal migration in policy-making.

1209. Three publications issues under this activity, - a Policy Brief, the Workshop Compendium and Workshop papers - were widely disseminated to all the concerned stakeholders, and served to facilitate the policy debate at Parliamentary Forum held in 2013. Same year, on the occasion of the International Day for the Eradication of Poverty, the Government of India released the UNESCO publication *Social Inclusion of Internal Migrants in India*. Government officials, researchers, social activists and other partners shared their experiences on social inclusion of internal migrants and interacted with the media through expert panels organized as a follow up to this initiative.

Culture

1210. Two regular programme activities, “Sustainable management and development of the cultural heritage sites”, and “Fostering the role of culture in development strategy” have led to the following results: (1) Creation and strengthening of the Indian Heritage Cities Network Foundation; (2) Increased number of networks and partnership; (3) enhanced UNESCO’s position vis-à-vis governmental actors, and (4) enhancement of knowledge and skills for culture and development policy.

1211. Some of the highlights in 2012-2013 include: Category 2 centre on World Natural Heritage Management and Training for the Asia and Pacific region established in Dehradun; International Workshop on Visual Integrity organized in Agra; Funds-in-Trust agreement signed between UNESCO and the Government of Punjab towards the development of Cultural Heritage Policy for Development and with the Government of West Bengal to apply Art for Life methodology in 10 craft hubs of West Bengal; three culture related bills elaborated with the support of Bhutan and Japan; partnership agreements signed with various international and national institutions and foundations for the Contact Base for Art for Life flagship project, for the Seminar and Conferences on Economics of Heritage, for the organization of International Seminar on Living Heritage (with Maharana of Mewar Charitable Foundation), for the digital presence of heritage data (with Digital Empowerment Foundation).

Communication and Information

1212. UNESCO’s work focused on promoting freedom of expression and freedom of information and enhancing communication and information capacities for universal access to knowledge.

1213. In 2012, within the International Programme for the Development of Communication (IPDC), the project entitled ‘Capacity building of policymakers in creating an enabling environment for Public Service Broadcasting’ was conducted to help facilitate public service broadcasting (PSB) reforms and produce a set of recommendations to strengthen the development of free, independent and pluralistic media in South Asia. Policymakers from Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka, analysed the PSB landscapes in their countries, discussed and exchanged views on a model of good governance that would allow governments to help PSBs meet their objectives of media pluralism and independence. Another regional extra-budgetary project “Combating Climate Change in South Asia: Media Interventions for Public Awareness” is currently being implemented aiming at using the media and ICTs to strengthen awareness about climate

change adaptation and mitigation measures across six countries in the Hindu Kush Himalayan belt.

1214. The South Asia Press Freedom Monitoring Report is launched every year in India on the occasion of World Press Freedom Day (WPFDD). In 2012-2013, UNESCO observation of the WPFDD included key regional/national initiatives by such as thematic debate on “Rural Voices – Unheard to Empowered”; South Asia strategy about the future of public service broadcasting; Stock-taking of community radio developments in South Asia and the capacity-building of women broadcasters producing programmes on issues related to climate change. Other interventions by UNESCO were related to the creation of digital libraries, promotion of open access and open educational resources (OERs). Important initiatives have included a pioneering conference in New Delhi on the management of Indian media libraries and archives; a training programme to build librarians’ skill sets with respect to digitization, digital archiving and preservation; the development of an action plan to use cloud computing to reposition academic libraries; and a national consultation on strengthening open access in India that launched the process of drafting a National Open Access Policy for India.

Challenges

1215. At the beginning of the biennium, due to the challenging financial situation, UNESCO New Delhi Office received limited allocations and had to start many of its 36 C/5 activities with “zero” regular budget. This situation had constrained the implementation of the planned activities of UNESCO as well as of joint activities with other United Nations agencies within the UNDAF. The related restrictive measures and cuts in temporary assistance also hampered the execution of the planned projects and contributed to the relatively low expenditure rate as assessed at the end of December 2012.

1216. Active fund-raising was undertaken and a number of project proposals were presented to different governmental authorities and the private sector. Successful cases included the “United Nations Parliamentary Forum on Internal Migration” and UBRAF and IPDC projects.

Lessons learned

- Consultations on the work plans with the National Commission and concerned Ministries and partners could be better synchronized to ensure effective synergies.
- Small-budget activities do not always produce impact and do not fit to the overall UNDAF contributions. These should be avoided to the extent possible and resources should be pooled together.
- The focus and prioritization of the activities developed by UNESCO Office in New Delhi should be enhanced with a view to increasing impact and visibility.

Contribution to UNCT and UNDAF

1217. India is becoming an important regional player in the South Asian Association for Regional Cooperation (SAARC), broadly in Asia as well as an emerging global player due to its status as middle-income country. In 2012, during the process of developing the new UNDAF (United Nations Development Action Framework, 2013-2017), corresponding to India’s 12th Five-Year Development Plan “Inclusive Growth”, the UNCT India sought to enhance the country’s role in the region in line with the Government’s strategic priorities as well as the interests and concerns of the South Asian region. The UNDAF also identified the opportunity to promote South-South cooperation by using Indian experience and expertise in development fields for the benefit of low-income countries.

1218. “Delivering as One” has yet to start in India, with the exception of Joint programme operations. UNESCO’s contribution to the harmonization and alignment of projects and

programmes with national priorities was highly effective through the UNDAF. UNESCO co-chaired with UNICEF and WHO the “Quality Basic Services” cluster of the previous UNDAF in 2012, and served as Co-Chair with UNICEF of the “Quality Basic Education” Task team for the current UNDAF in 2013. Joint programming and implementation tends sometimes to be somewhat ad hoc. UNESCO works with UNICEF in many of education programmes and with UNICEF and UN Women in the internal migrant initiative.

Contribution to UNESCO’s global priorities

1219. UNESCO supported the Indian Government in the assistance to Africa by encouraging and promoting South-South cooperation; India's development assistance has increased four-fold from 2003 to 2014, with US\$ 1.3 billion budgeted for the fiscal year 2013.

1220. UNESCO also successfully influenced the government and civil society in enhancing the role of women and girls to develop communities and society; as an active member of “Gender Equality and Empowerment” Task team of UNCT, UNESCO contributed to the development and implementation of its joint activities.

BHUTAN

1221. UNESCO participated in the UNDAF (2014-2018) development and provided technical assistance to the Ministry of Home and Cultural Affairs of Bhutan to develop the national legal framework in the area of cultural heritage in Bhutan. For this reason, UNESCO, Kyushu University in Japan and the Ministry signed the Framework that established a formal working relationship and defined areas and conditions of collaboration among the three parties. Other activities included the provision of technical support for the implementation of the WH Convention which resulted in the submission of the first ever tentative list by the Government of Bhutan in February 2012; “Technical support towards the fire-vulnerability assessment and mitigation plan for Dzongs” through Emergency Funds; “Appropriate implementation of the 2003 convention”; the “Development of third tier of broadcasting community radio”; and the “Establishment of news and PSA production units for the first independent radio” and Institutional Capacity Building of the Bhutan Media and Communication Institute.

MALDIVES

1222. The current UNDAF goes until 2015, within which UNESCO’s programmatic interventions included “Journalism skills development programme” and “Capacity building for community-based radio broadcasting” (CI), “Capacity building for joyful and effective teaching and learning in science (ED+SC) and a workshop preparing an ICT in Education master plan for Maldives (ED+CI). Also, supported by International Assistance under the World Heritage Convention along with the Netherlands and the Korean Funds-in-Trust UNESCO is providing technical assistance to the Ministry of Tourism and Culture towards the preparation of the nomination file for the World Heritage status of a series of coral stone mosques (CLT). In December 2013, UNESCO attended the UNCT retreat and high level meeting between UNCT and newly established government.

SRI LANKA

1223. A UCPD was drafted in 2013. UNESCO actively participated in the UNDAF (2013-2017) development in close collaboration with the National Commission for UNESCO. This collaboration successfully maintained the high visibility and credibility of the Organization among government authorities and within the UNCT. Some of the highlights UNESCO’s programmatic interventions in 2012-2013 include “Teachers laboratory handbooks in science”; English Language Capacity Building Project (ELCBP) to provide English teaching facilities in remote areas in collaboration with the Presidential Initiative for Trilingual

Education; Opening of the UNESCO Madanjeet Singh Centre for South Asia Water Management; Ministry of Education, UNICEF and UNESCO Institute of Statistics joint study on out-of-school school children; Development of an HIV treatment book for Sri Lanka; UNESCO category 2 centre for teacher development is in the process of being established in Colombo; Development of Science Kits for Secondary Schools; Appropriate implementation of the 2003 Convention and National Capacity Building Workshops on intangible cultural heritage Convention; Survey of traditional craft in North and Eastern Provinces; and International Conference on Self-Regulation and the Importance of Ethical News Reporting.

UNESCO Office in Phnom Penh

Key Achievements

1224. In addition to the major social inequalities created by the rapid economic growth, Cambodia faces serious skill shortages and mismatches that can seriously undermine the country's growth prospects. In the future, this mismatch between the skills of workers and the needs of employers will become even larger with the country's economic transformation. In the field of **education**, UNESCO contributes actively to this debate through the Human Capital Task Force gathering several Development Partners and advocates for a revamped quality education.

1225. As the Chair of the Education Sector Working Group (ESWG) and also as the Secretariat of the ESWG, UNESCO ensured an active coordination between the development partners in the sector, liaising the Ministry of Education, Youth and Sports (MoEYS) and the Ministry of Labour and Vocational Training (MoLVT). Through the launch of the EFA Global Monitoring Report 2012 on Youth and Skills, UNESCO successfully brought together the two Ministries (MoEYS and MoLVT) for the first time to discuss about the importance of ensuring all learners' access to quality education, relevant technical and vocational training and the need for the coordinated efforts between the two ministries.

1226. Year 2013 saw the results of UNESCO's leadership, coordination and advocacy efforts in the Education Sector. UNESCO coordinated inputs into the preparation of the draft Education Strategic Plan 2014 – 2018 (ESP), and submitted a successful application to the Global Partnership for Education (GPE) for the amount of US\$38.5 million dollars to support the Education Strategic Plan implementation for 2014 – 2016 period. The Education Strategic Plan is being integrated within the National Strategic Development Plan (NSDP) 2014-2018 by the Government.

1227. During the year, senior and technical officials of the MoEYS and MoLVT learned from global good practices in sector-wide, evidence-based education planning and management, implementation, coordination and monitoring of education and training programs through institutional training workshops at the national, regional and international level. Further through the celebration of international days (mother-language, literacy and teachers) and EFA Global Action Week – UNESCO continued to rally the national and international stakeholders to advocate for equity and opportunity for quality education for all.

1228. In **culture**, the Angkor site is under threat due to growing tourism (26% increase in 2012). UNESCO responded to these challenges through the "Angkor Heritage Management Framework", a multilateral cooperation project funded by the Australian FIT and Cambodia. A Risk Map and a Heritage Management Framework were produced, including a Tourism Management Plan which is being implemented by the APSARA National Authority, with the continuous support of UNESCO.

1229. 2013 was a remarkable year for Cambodia in terms of cultural events. The country hosted the 37th Session of the World Heritage chaired by Cambodia in June 2013, the 20th anniversary of the International Coordinating Committee for the Safeguarding and Development of the Historic Site of Angkor (ICC-Angkor) and the 3rd Intergovernmental Conference on Angkor under the theme “Comprehensive and Sustainable Management of Angkor World Heritage, Living heritage,” held in December 2013 at Siem Reap/Angkor. Due to the presence of high-level officials, including Director-General Irina Bokova, the French Minister of Culture, Mrs Aurélie Filippetti, the Deputy Foreign Minister of Japan, M. Yasumasa Nagamine at these events, the visibility of UNESCO increased dramatically in all national media. The concept of safeguarding heritage was widely disseminated to decision-makers, development partners and the general public. During the 3rd Inter-governmental Conference on Angkor, Representatives from 23 countries and 10 international institutions renewed their commitment to support the ICC-Angkor for the next decade. On the same occasion, France and Japan agreed to continue their co-chairmanship and UNESCO was requested to ensure its position as Secretariat. In addition, the Sotheby’s case and the voluntary restitution of two major statues by the Metropolitan Museum of Art contributed to raise awareness on the issue of illicit trafficking and the importance of heritage for the Cambodian people.

1230. UNESCO continued to work in close cooperation with the Ministry of Culture on the elaboration of the first national Cultural Policy for Cambodia through a participatory approach. Thanks to several training sessions on community-based documentation and inventory of the intangible cultural heritage, preparation of nomination files to the UNESCO Intangible Cultural Heritage Lists, the Ministry of Culture and Fine Arts and its staff in all 24 provinces have enormously improved their capacity in this field.

1231. In the field of **Communication and Information**, UNESCO continued to promote safety of journalists and press freedom and celebrated the World Press Freedom Day on the theme of Responsible Journalism and Code of Ethics in 2012 and Safe to Speak in 2013. The community radio programme in the province of Rattanakiri continued to broadcast for one hour each day in four different indigenous languages and through projects of the two International Programme for the Development of Communication (IPDC), provincial radio staff at the Ministry of Information and citizen journalists were equipped with new skills in community radio production and ICT. In May 2013, UNESCO played a key role in mobilizing the Cambodian government and renewing their interest in passing an Access to Information Law through a successful national conference. In December 2013, the Prime Minister Hun Sen released a press release, appointing the Ministry of Information to take the lead in drafting and passing an Access to Information Law. UNESCO is currently working with the Embassy of Sweden to develop a project proposal for possible implementation beginning 2014.

1232. In implementing **Global Priority Gender Equality**, UNESCO supported the Ministry of Women’s Affairs in drafting the Gender Education Chapter of the Cambodia Gender Assessment which will inform the National Gender Strategy 2014 – 2018. In addition, UNESCO supported the Ministry of Women’s Affairs to implement the Creating Connections Program to help adolescent girls and their mothers to become more confident and comfortable to talk about gender, sexuality and life-skills.

Cooperation with the UN

1233. The Phnom Penh Office contributed regularly to the monitoring of the implementation of the United Nations Development Assistance Framework (UNDAF) for 2011-2015, particularly for the outcomes in “Health and Education” and “Economic Growth and Sustainable Development.” UNESCO regularly advocates for the concept “Culture for Development” at UNCT’s meetings. Within the framework of the drafting of the new UNDAF, UNESCO advocated for placing human capital issues at the heart of the next UNDAF.

1234. UNESCO continued its active role in the UN Task Force Team on Youth and contributed in the implementation of the Cambodia National Policy on Youth Development.

Challenges and lessons learnt

1. **Education:** The priority policies to address the Human Capital challenges ambitiously set by the Government for 2014-2018 require a **massive investment and human capacity to implement them**. UN resources and support are critical in this field.
2. **Culture:** The implementation of the Heritage Management Framework including the Tourism Management Plan has to be carefully done to maintain Angkor's reputation as a top destination and to become an exemplary practice within the region for World Heritage Sites.
3. **Communication and Information:** With its milestone July elections, there was an increasing pressure on the Cambodian government to deliver social change through transparency, accountability and the rule of law and the government was seeking for positive change to address and ease the political and social tension. Cambodia's space for freedom of expression and assembly was decreasing more recently and violence was escalating through a number of protests and labor strikes. In this politically sensitive period, it was essential to increase pluralism of voices in the media as to promote diverse perspectives.

UNESCO Office in Tashkent

1235. During the 2012-2013 biennium, UNESCO continued its programme activities in support of the government priorities that aim to "form a modern, diversified economy able to compete in world markets, to comprehensively develop all regions of the country, to fairly distribute income and significantly improve the quality of services in education, health and other social sectors". The development of the UNESCO Country Programming Document proved an opportune occasion to review the needs and identify gap areas in UNESCO's areas of expertise in Uzbekistan. It also helped identify those priority areas in which UNESCO needs to focus in the future.

Education

1236. UNESCO supported the preparation of national Education Sector Plan in the framework of the country's application for membership in the Global Partnership for Education. In particular, UNESCO conducted, jointly with the EU, an appraisal of the draft plan with a view to improving it further and strengthened the ministries' capacities in financial projection, data collection, and monitoring and evaluation to this end. UNESCO also promoted evidence-based policy making by advocating the use of education management information systems (EMIS). Building on its past work in ICTs in education and project-based learning, UNESCO further promoted quality education and the 21st century skills by introducing the localized version of UNESCO's Media and Information Literacy curriculum with support from the Swiss Embassy in Uzbekistan and Intel's Thinking Critically with Data to some 500 education specialists, methodologists, policy-makers, teachers, school administrators and librarians working in the formal education system.

Sciences

1237. UNESCO's focus was on addressing the environmental challenges through awareness-raising, research and capacity-building efforts in cooperation with the Ecological Movement of Uzbekistan and the UNESCO Chair on Education for Sustainable Development at the Urgench University. Within the UN joint programme on 'Sustaining livelihoods affected

by the Aral Sea disaster” funded by the United Nations Trust Fund for Humanitarian Security, UNESCO contributed to promoting livelihoods in the region of Karakalpakstan. Based on the findings of a UNESCO/German research project conducted at the Urgench State University (2001-2011), UNESCO supported capacity-building activities for farmers on salt-tolerant and high-yielding trees and crops, as well as of local and regional public authorities on sustainable development. The main achievements in promoting cultural tourism in the region concerned the establishment of an information centre at the Amurdarya State Biosphere Reserve and capacity-building of museologists on the role of museums in cultural tourism development.

Culture

1238. UNESCO sensitized representatives of the government, the parliament, scientific and cultural institutions, as well as artists and intellectuals to the importance of culture in the post-2015 development agenda as a driver and enabler of sustainable development. A round table was organized in the framework of the Asrlar Sadosi festival of traditional culture in May 2013. Another awareness-raising round table related to the 2005 Convention on the protection and promotion of the diversity of cultural expressions addressed the challenges and clarified questions in view of the ratification of the Convention. UNESCO also continued its work in support of the implementation of the 1972 and 2003 Conventions, with funding from Norway. The International Institute for Central Asian Studies (IICAS) under the auspices of UNESCO (Category 2) partnered on the organization of a regional coordination workshop on documentation standards, funded by Japan. UNESCO contributed to the development of a nomination file on “Askia” for inscription on the representative list of the intangible cultural heritage; a management plan for Samarkand and a candidature file of the Silk Road serial and transnational nomination to the World Heritage List. UNESCO mobilized local and international interns to conduct a survey of the urban fabric of the historic centre of Bukhara (July-August 2013) in the framework of the development of a Management Plan for this WH property.

Communication and information

1239. UNESCO provided expert advice in the review of the existing and the development of new legislation concerning the media and access to information. On the occasion of the 2013 World Press Freedom Day, discussions on the development of professional and ethical standards for journalists in Uzbekistan were launched at the initiative of UNESCO. The media capacities were strengthened in the field of sustainable development and on culturally sensitive and non-discriminatory reporting on HIV and AIDS. With support from the Swiss Embassy in Uzbekistan, the UNESCO investigative journalism curriculum was localized and pilot trainings conducted with a view to integrating it in the curriculum of the faculties of journalism. UNESCO promoted access to, and the preservation of, documentary heritage by supporting the digitization of glass negatives of regional museums and through a Saudi Arabia-funded project concerning the manuscripts collection of the Al Biruni Institute in Tashkent. The conditions of the storage premises of the collection inscribed on the Memory of the World Registry were improved, a conservation and restoration laboratory established. “From Acquisition to Exhibition”, a handbook for libraries and archives prepared in the framework of the project, and the improved capacities of the Institute’s conservation team laid the basis for future work with other collections holding precious documentary heritage in Uzbekistan.

United Nations Country Team

1240. The UNESCO Tashkent Office actively contributed to the work of the UNCT through its participation in the UN Theme Groups and by chairing the Education Sub-Group and the Environment Theme Group. The UNCT supported the Uzbek authorities in the conduct of a review of the MDG achievements in the country where UNESCO contributed to the analysis of education- and environment-related MDGs. The UN agencies in Uzbekistan also

supported the government in following up to the country's Universal Periodic Review (UPR); UNESCO specifically focused on the recommendations concerning freedom of expression and the social services.

UNESCO Office in Tehran

1241. UNESCO Tehran Cluster Office (UTCO) covers the following Member States: Afghanistan, Islamic Republic of Iran, Pakistan and Turkmenistan. There are UNESCO national offices in Afghanistan and Pakistan. UTCO hosts UNESCO representative function to the Islamic Republic of Iran and Turkmenistan and has as mandate the implementation of UNESCO's Programmes in Education, Sciences, Culture and Communication and Information as defined by the 34 C/4 and the 36 C/5. UTCO works in full co-operation with the Governments and UN Country Teams (UNCTs) in Iran and Turkmenistan in the implementation of UNDAFs through inter-agency cooperation. UTCO provides also backup support, wherever feasible, to the UNESCO Offices in Afghanistan and Pakistan in the fields of science, culture, communication and information.

ISLAMIC REPUBLIC OF IRAN

1242. UNESCO's central mandates and its current global leading roles in promoting EFA, science for sustainable development, cultural diversity and rapprochement of cultures makes the Organization one of the most appreciated UN agencies in the country. Relationships between UTCO and the Iranian National Commission for UNESCO, the line ministries, academic institutions and management authorities related to UNESCO-designed sites, such as World Heritage sites and Biosphere Reserves are interactive, effective and constructive. UTCO cooperates also with the five Category 2 Centers in Iran: Regional Centre on Urban Water Management; International Centre on Qanats and Historic Hydraulic Structures; Isfahan Regional Centre for development of Technology Business Incubators and Science Parks (Science and Technology); Regional Research Centre for the Safeguarding of Intangible Cultural Heritage in West and Central Asia (Culture); Regional Educational And Research Centre On Oceanography for Western Asia.

Education

1243. Updated data shows that Iran is well positioned to achieve MDG Goal 2 and most EFA Goals on primary education and literacy. In 2012-13, UNESCO's contribution in the education sector continued to focus on upstream activities. The wide dissemination of EFA Global Monitoring Reports, the two national workshops on Lifelong Learning and the national campaign for EFA through Global EFA Week, are examples of joint efforts with the Ministry of Education and its education institutions. The Forum of Asia-Pacific Parliamentarians for Education Development (FASPPED) and Iran's two-year presidency of FASPPED helped to raise visibility of EFA in the country and improve awareness of policy makers on quality and inclusive education. For FASPPED meetings, UNESCO's Asia-Pacific Regional Education Bureau and Bangkok Office worked with Tehran Office to support and facilitate the high-level debates.

1244. During 2012-13, several national workshops were held in Iran including a workshop on Lifelong Learning, with technical support from UIL, to reinforce the capacity of leading policy-makers and policy driven researchers to mainstream lifelong learning in different national policies/strategies developed across various sectors, and; an Expert Meeting on the Advancements of the Islamic Republic of Iran in Basic Education, with the participation of many representatives of line ministries and educational bodies, which provided a good opportunity to raise awareness on the new concepts and definitions of literacy in the 21st century, discuss and exchange views on challenges and effective educational, social and

economic factors that affect students' drop-outs and to evaluate the performance of the country for UNLD, DESD and EFA.

Natural sciences

1245. Science, technology and innovation as a whole 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 higher education students and achieving postgraduate 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 considered highly relevant to the national development in the country.

1246. The main focus was on promoting South-South cooperation among UTCO cluster countries with other countries in the region in various domains of natural sciences, particularly water resource management in arid zones. Despite unavailability of RP funds in 2012-13, UTCO promoted participation and pioneering of Iran in a number of international scientific forums such as the two meetings of the South and Central MAB Network (SACAM) which were held in Iran, as well as the International Conference on Traditional Knowledge for Water Resource Management which brought to Iran over 300 experts working on traditional water management techniques from across the globe. UNESCO has also worked largely on popularization of sciences and application of scientific results at different levels of decision-making. UNESCO's contribution and support continued towards the three Science related category II Centre (two existing agreements renewed with UNESCO and Iran's request for establishment of a new centre on Oceanography approved by the 37th General Conference).

1247. No allocation of Regular Programme Budget for natural sciences was a major constraining factor for the implementation of 36 C/5 activities. In some cases, the support from HQs was made directly to counterparts in Iran without involving the Tehran Office.

Culture

1248. Culture related activities provide most visibility to UNESCO in Iran. Iran has 16 World Heritage sites; 9 ICH elements; and 7 Memory of the World items in the UNESCO registers. The appreciation of the UNESCO Award of Excellence is also high.

1249. Within the UN country cooperation (UNDAF-Iran), promotion of handicrafts as creative industries becomes important as it contributes to improving employment and promoting entrepreneurship as well as skills development (UNDAF Priority Area I). Also in line with UNDAF, cooperation was established between UTCO and UNODC-Iran on Fight against Illegal Trade of Cultural Property through joint workshops and several rounds of technical meetings with different entities of local and central government. However, a challenge still remains with regard to the level of technical knowledge and understanding of UNESCO's advocacy for cultural programmes and existing gaps in inter-agency communications.

Communication and Information

1250. The focus of the programme was on Memory of the World, capacity building of journalists on development issues in which a number of activities have been put in place in the fields that support the UNDAF related development purposes.

1251. The CI programme progressed also in capacity-building in journalism and reporting on specific issues related to climate change and natural disasters, as well as in investigative journalism. Seminars and workshops jointly organized with IRNA and IRIB and Iran National

Commission covered a range of CI priorities including the translations and distribution of UNESCO technical guidebooks on Media Development Indicators.

Cooperation with the UN

1252. UNESCO was fully engaged in UNDAF development and is actively contributing to at least 3 out of the 5 Priority Areas of UNDAF in Iran. The Office contributes also to UNCT Working Groups, including monitoring and evaluation (M&E), UN communication group, gender working group, HIV/AIDS and Disaster Management Team (DMT), as well as Operational Management Team (OMT). UNESCO related international events, such as Global EFA week and launching of EFA Global Monitoring Reports, etc. are included in the Resident Coordinator workplan. For the new UNDAF 2012-2016, UNESCO's roles in all the theme groups were identified and included, namely: a) public health; b) poverty reduction; c) environment and sustainable development; d) drug control and; e) natural disaster risk management. UTCO serves at the Advisory Committee for UNDAF Narratives together with UNDP, UNICEF and UNAIDS. A strong country ownership for the new UNDAF was achieved.

1253. Given the external sanctions imposed on Iran, there was little scope for fundraising from traditional UNESCO donor countries. However, opportunities exist for UNESCO participation in joint UN activities. During the last quarter of the biennium 2012-13, the office submitted a series of proposals for funding including a proposal to UNDEF in collaboration with a number of Iranian NGOs on "Empowering Iran's civil society by mobilizing youth for the promotion of a culture of peace among communities" with UTCO as the executive agency, and a proposal to UNHCR on "Solutions Strategy for Afghan Refugees to Support Voluntary Repatriation, Sustainable Reintegration and Assistance to Host Countries" by adopting a regional approach to address the situation of Afghan refugees in Iran.

TURKMENISTAN

1254. During the biennium, the cooperation between UNESCO and Turkmenistan was sound, constructive and gradually growing. Turkmenistan's priority in the 36 C/5 was for capacity-building in intangible cultural heritage, which is planned for 2014.

UNESCO participated in the scientific expedition to Koytendag, which the Government is planning to propose on the natural World Heritage list, and in the regional celebration of Nowruz in 2013, which was hosted by the Turkmenistan Presidency and MFA and was attended by seven Presidents of States and other high-level representatives.

Cooperation with the UN

1255. Turkmenistan is one of the UNDAF roll-out countries and preparations will start in 2014 for the new CCA and UNDAF. UNESCO will be closely involved in the elaboration of these documents. In the on-going UNDAF (2010-2014), UNESCO was involved 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). However, due to very limited resources of the Office, the input for the implementation of the Turkmenistan UNDAF has not been progressing as expected.

LATIN AMERICA AND THE CARIBBEAN

UNESCO Office in Brasilia

1256. In 2012-2013, the Brasilia Office pursued the efforts to enhance **programmatic added-value** in its project portfolio. The office adopted the recommendations and lines of action from its UNESCO Country Programming Document (UCPD), prepared for 2011-2012, and has recently launched its **new UCPD** for the 2013-2015 period, summarizing the key challenges and niches of cooperation for UNESCO in Brazil.

1257. All programmatic actions of the Brasilia Office – a privileged office with national program officers (NPOs) covering UNESCO's five Major Programmes – were duly recorded and reported in **SISTER**. Regular contact was maintained with the programmatic counterparts at HQ and regional levels, and their respective inputs were integrated during the project appraisal process.

1258. Despite the challenges related to the restructuring of **human resources** (12 staff members left the Office through an agreed separation package), the biennium 2012-2013 also witnessed a substantial renewal of the Brasilia Office **project portfolio** through the extension of important and longstanding partnerships, but also due to the signature of new project agreements, particularly with new and relevant governmental and non-governmental partners.

1259. Extra-budgetary and self-benefiting projects still corresponded to almost all the **resources spent** by the Office (a total of R\$ 96.51 million in 2013 and R\$ 80.30 M in 2012) and represented a wide array of partnerships with the government (Federal, State and municipal levels), NGOs and the private sector.

1260. Regarding partnerships with the **private sector**, as another new trend in the Office, these have increased their share in the current office portfolio. The Office was responsible for a few of the largest UNESCO private sector engagements of the biennium, as in the case of Globo, Vale Foundation, SESI, Petra and other examples of funds-in-trust (FIT) partnerships.

1261. One of the highlights of 2013 was the **agreement renewal of the partnership with Globo TV for more 6 years** to implement the fundraising *Criança Esperança* program. This was, and will continue to be, an important visibility entry point for UNESCO in the country and is also an important driver for social change. In 2013 nearly 80 projects on education, sport, culture and social inclusion were supported by UNESCO through the *Criança Esperança* initiative.

1262. As far as **content and knowledge production** is concerned, the Office launched more than 50 titles following the UNESCO rules and procedures for publications. A few of these research studies and other publications were undertaken in collaboration with some of the 23 existing **UNESCO Chairs** in Brazil, which have been particularly active in academic research, training and standard-setting in bioethics, youth, culture and philosophy.

1263. In the 2012-2013 biennium, the country also hosted **important international events**, such as the UN Rio+20 Conference, the World Science Forum and the World Human Rights Forum. All of these were based on active participation and technical advice from UNESCO, including HQ colleagues, and will serve as important references or laboratories for forthcoming events to be hosted by Brazil in future (FIFA World Cup, Olympic Games, global launch of the EFA monitoring report, etc.).

1264. From the perspective of the UNESCO Centers, in 2012 a **Category II Center** (*Cetic.Br*) was created in São Paulo to host the first UNESCO center of studies on the Information Society. The *Cetic.Br* - Center of Studies on Information and Communication Technologies (ICTS) - is responsible for the production of indicators and statistical data on the use of Internet in Brazil, producing analysis, studies and periodical research on the development of ICTs in the country.

1265. As regards further UN alignment, the Brasilia Office continued to play a proactive role in the **UN Country Team** (UNCT). Besides actively participating with other UN entities in five working groups (gender & race, sport and development, public security, management, and HIV/AIDS), UBO is heading the group responsible for piloting a joint UN **Business Operational Strategy (BOS)** to study the most feasible and effective ways to further integrate UN common services, such as procurement, human resources or accounting services. Much progress has been made regarding the possibility of Brazil becoming a pilot country for the UN in this initiative, and a high-level mission from senior staff of UN Headquarters is being planned for the first semester of 2014.

1266. There was also measurable progress in terms of **UN joint programming**, as demonstrated by the conclusion of an inter-agency project on public security, funded by the Spanish MDG-F fund in which UNESCO – together with UNDP, UNICEF, ILO, UN-Habitat and UNODC – developed culture of peace activities in three Brazilian municipalities. Another example of joint programming is the **ongoing partnership between UNDP and UNESCO** to help the restoration and conservation of the historical center of the city of Salvador, a UNESCO world heritage site.

1267. Concerning the **global priority Africa**, following the success of the launching of the Portuguese edition of UNESCO's **General History of Africa** Collection in 2010, UBO has made progress in developing, in partnership with the Brazilian Ministry of Education, adapted pedagogical content on ethnic-racial education. A ninth volume focusing on the Africa diaspora is being prepared. The office has participated in the 2013 meeting in Addis Abeba to discuss the developments regarding the GHA collection.

1268. With regard to South-South cooperation, UBO was able to re-start the dialogue with the Brazilian Cooperation Agency concerning the Memorandum of Understanding signed by the Director-General in May, 2010, which sets out the collaboration between UNESCO and Brazil and certain developing countries, with specific focus on Africa and the CPLP. The activities – through which UBO assists in implementing the already tested UNESCO methodology “Open School” – are being gradually reinitiated, after their suspension by the Brazilian Government due to the recent political instability in **Guinea Bissau**. In October, 2013, 8 students from Cape Verde received training in communication tools and strategies for preventive education in their communities with a focus on HIV/AIDS, STDs and drug abuse.

1269. Regarding the **Global Priority Gender**, the Office continues to participate in the Brazilian **UNCT working group on gender and race** and has supported many interagency activities related to this theme, the most recent being an in-kind contribution from the press office to disseminate the UN Secretary-General campaign against domestic violence (*O Valente não é Violento*). Moreover, a **gender focal point** has been designated for the Office with a view to ensuring that a gender dimension is adequately built into all publications.

1270. With regard to **lessons learned** during 2012-2013, two major highlights were the establishment of a solid **sustainability strategy** for the Office, as presented to the SMT at HQ's in June, 2013, and the consolidation of the related programmatic areas. After many movements, including a large human resources restructuring, savings and diversification of partners and funding sources, UBO was able to reach the end of 2013 on a self-sustained basis, which will enable a continuation in the implementation of UNESCO's priorities in the

country for the coming years. On the one hand, this has implied a structure which is far more rational, sustainable and adapted to current needs and, on the other hand, an effective integration of all programme specialists, optimizing technical capacities and available knowledge, and permitting real intersectorial projects.

UNESCO Office in Guatemala

Education

1271. The strategic impact of our work has influenced the agenda of the Ministry of Education. UNESCO has provided support to the ongoing reform of teacher training which aims at providing this training at the University level. The reform will impact on the quality of education in the country in the medium term, and it is considered as the most important step forward made by the present Government in education sector. The right to education of girls who are victims of violence, child mothers and pregnant girls, now have the attention of the authorities of the Ministry of Education, with particular interest in the Presidency of the Republic of Guatemala. Moreover, the National Committee for Literacy (CONALFA) have included, in literacy programs, the cross-cutting issues of gender, HIV prevention, sustainable development, disaster prevention, nutrition and TICs.

1272. Education for Sustainable Development and Disaster Prevention has become a priority in the school curricula in Guatemala, following an intense effort of technical staff and teachers training conducted during the biennium. In addition, the Ministry of Education has initiated a TVET curriculum review for the reform of secondary level education that seeks to address the situation of Guatemalan youth skills required to enter the labor and productive world. The Office has supported the implementation of the strategies developed by the Ministry of Education in the area of violence prevention and a comprehensive sexuality education, resulting also in improvements to civic and peace education. The Ministries of Education and Health have strengthened their partnership for HIV prevention work through education.

Culture

1273. Guatemala is a culturally and linguistically diverse country, with half of its population belonging to one of the 22 Mayan ethnic groups, the Garifuna or Xinka. It is the cradle of the Maya Civilization, with a richness of tangible and intangible heritage scattered throughout its territory. In this context, there are major challenges for heritage protection as well as the promotion of multiculturalism and respect for indigenous ethnicity, culture, language and traditions.

1274. Hence, the Guatemala UNESCO Office has focused its work on strengthening the capacity of Government and civil society counterparts for the protection of cultural heritage. During the biennium 2012-2013, the Office supported the candidacy of the archaeological site Takalik Abaj for admission on the World Heritage List and also the nomination of the Ceremonial "La Paach" on the Urgent Safeguarding List of the Intangible Cultural Heritage in December 2013. Although there was no related budget allocation for the biennium, the Ceremonial was accepted on the List.

1275. Cultural Diplomacy was incorporated into Guatemala's foreign policy, in recognition of Guatemala as a multiethnic, multicultural and multilingual country.

1276. The Ministry of Culture revised and updated the cultural and sports policies of the country in a National Congress that took place with the support and active participation of UNESCO, especially in the Inter-institutional workshop for the revision of the policies on Cultural Heritage.

Social and Human Sciences

1277. UNESCO Guatemala, as a Post Conflict - Post Disaster Country Office, focuses many of its efforts on the promotion of a comprehensive approach to the problem of violence and social conflict, also through its important and innovative attempt to include key areas such as education, culture and communication, into sustainable human development strategies.

1278. The Peace Building Window Project - financed by Spanish Funds for the Achievement of the Millennium Development Goals - showed important results in the area of capacity-building for journalists and the implementation and institutionalization of the Comprehensive Sexuality Education and Prevention of Violence Strategy at school and community level. The latter promoted the understanding of sexuality as an integral part of life and identity, contributed to the eradication of discrimination, marginalization and exclusion, and observed decreasing rates in abuse, violence, sexual abuse and incest cases (children & youth).

1279. The implementation of the project "Consolidating Peace in Guatemala with and for Youth" started with funding from the UN Secretary General Peace Building Fund. The project was launched in July 2013 and will end in December 2014. It has a strong advocacy dimension in favor of an approach to violence prevention through education and culture. This has been taken up by the authorities of the Ministry of Interior, resulting in the creation of a Vice Ministry of Violence Prevention.

1280. Work has also been undertaken to strengthen the social inclusion of young people, especially those living with disabilities. UNESCO's actions, together with those of other UN agencies, have obtained the approval of the National Youth Policy which is implemented by the National Youth Council of the Presidency of the Republic. UNESCO has contributed to the development of the Council's capacities, as well as those of civil society Organizations working for the rights of young people. Commissioned by UNESCO, FLACSO Guatemala conducted an assessment on policies for youth with disabilities, in order to raise awareness about the importance of addressing the rights and needs of this segment of the population.

Communication and Information

1281. Freedom of expression and of the press has been under serious threat. The number of journalists attacked and/or killed has seriously affected the environment within which to exercise this basic freedom. In 2012, Guatemala was ranked as the sixth country in Latin America and the Caribbean, which is dangerous for journalists, according to the report of impunity in cases of violations of freedom of expression by IFEX ALC and based on the attacks on, and killing of, four journalists in 2013. This is concern for the entire UN system in the country. In order to promote an environment conducive to freedom of expression, and to foster the development of democracy and a dialogue for a culture of peace and nonviolence, activities undertaken by the Office were supported through the PCPD and extrabudgetary funds.

1282. During the biennium, UNESCO has provided support to the implementation of a safety plan for journalists in Guatemala. In November 2013, President Otto Perez Molina officially announced the Government's commitment to put a national program in place to protect journalists. The agreement was signed by the President in the presence of the UN Resident Coordinator and the Head of the UNESCO Office as witnesses of honor.

1283. Some of the challenges relating to the national protection plan are that it is to be implemented in three phases, and rolled out within a maximum of 60 days. However, while the announcement of the plan has been welcomed, issues have been raised concerning the lack of prior consultations with relevant non-government actors (NGO's). The laws and

policies on the safety of journalists cover on-line as well as off-line journalism, and do not exclude community media or citizen journalists.

1284. With regard to capacity development, five deans of the faculties of science communication committed to integrating “Freedom of Expression and Culture of Peace” in the curricula of studies. The training processes for public media were included, as were topics pertaining to violence and its prevention, ethics, national and international legal frameworks, all of which will impact on the promotion of a culture of peace through the transmission of these programs.

Contribution to the UNCT

1285. The preparation of the new UNDAF exercise in Guatemala (2014-2020) is still under way.

1286. UNESCO Guatemala is leading the UN Interagency Working Group on Indigenous Peoples and Inter-culturality and it participates actively in the Security, Justice, Human Rights Group, the Governance Working Group, the Communication and Information Group, the HIV Group, the Adolescence and Youth group and the Gender and Women Development Group.

Moreover, UNESCO has participated in the following three joint projects:

- ✓ The Joint Program: "Saquilaj B'e: a clear path to enforce the rights of indigenous adolescent girls in Guatemala:

1287. The programme is funded by the United Nations Foundation (UNF), and was started on the basis of the Joint Declaration of the United Nations on Accelerating Efforts to Advance the Rights of Adolescent Girls.

1288. A study was conducted on the causes of abandonment and non-registration on bilingual literacy programs with emphasis on the interests and needs of young Mayan women. The methodology for Integral Community Literacy was revised. These two outputs were used to create the methodological basis for the next phase of the project, including an e-learning program for literacy.

- ✓ Violence Prevention and Conflict Management

1289. UNESCO Guatemala implements the communication component of the UN Joint Program "Consolidating Peace in Guatemala through Violence Prevention and Conflict Management" (Peace Building Window), implemented by 14 Government institutions and six UN agencies.

1290. The Office has obtained the commitment of different civil society sectors. It also designed and implemented the "Dialogues for Peace", monthly meetings with these sectors as well as with opinion leaders (business, media, religious leaders, etc). The dialogues have resulted in a common participatory agenda that has encouraged social cohesion around sustainable actions for non-violence. The initiative also created the movement "UNESCO Artists for Peace", formed the Guatemalan Intercultural and Interfaith network and incorporated the themes of culture of peace into the movement “Education for Peace and Fulfilling Life”.

1291. As a result, some institutions have shown interest in learning how to make an integral reading of the phenomenon of violence, and inter-agency working groups have been set up to influence this area and to invest resources in a targeted manner.

1292. Public institutions have been sensitized with regard to the importance of education in the response to violence. In conjunction with the Ministry of Education, a Gender Equality Unit was established and institutionalized; a model for streamlining human rights, gender and ethnic equality has been designed and implemented; the plan for institutionalization of the National Policy on participation has been established and the “Integral Development of Women” and related teaching tools have been developed to support the implementation of these initiatives. Furthermore, a strategy of Comprehensive Sexuality Education and Prevention of Violence has been developed, also involving a youth civic service in the EISPV implementation.

1293. 200 journalists from six departments in the country were trained in violence prevention and the culture of peace. A journalist network was created in 22 national departments and a mechanism for coordinating all institutions involved in the design and implementation of communication strategies was developed. Training of youth in violence prevention of violence and building a culture of peace was also undertaken at the municipal level.

1294. The Maya television was supported (equipment, technical capacities, programming) with the aim of making it an effective part of the public media system.

✓ Peace Building Fund Joint Program

1295. The project has been financed by the UN Secretary General Peace Building Fund (PBF), and UNESCO has mainly focused on the creation of political and technical conditions within the governmental institutions, with the aim of rendering the implementation of the project efficient and effective. Main achievements include:

- Consolidation and creation of collaborative and cooperative linkages between the national teams and institutions with the participation of the Ministry of Interior and the Ministry of Education as strategic partners;
- Design, development and approval of an operational workplan, which includes the updating of subthemes and key activities and their corresponding financial allocations;
- Definition of an agreed roadmap to ensure effective project implementation;
- Design and development of technical documents, the terms of reference for consulting, compiling and updating educational materials for training in specific thematic areas;
- Selection of 5 municipalities for project implementation and the related preparatory visits;
- Conducting working sessions with the national teams to ensure appropriate technical advice.
- Ending of the project validation process by national entities involved with a view to start full implementation;
- Development of a manual was for the youth municipal offices in support of the National Youth Council (CONJUVE);
- Development and validation of protocols and Municipal Commissions Handbook of Prevention;
- Development of a training manual with specific tools and methodologies for the operation of the COMUPRES and COCOPRES, aiming to guide the daily work of the commissions;

- Development and validation of the Implementation Guide and Managing Youth Municipal Offices nationwide, with emphasis on the five municipalities of intervention.
- Strengthening of the capacities of the National Dialogue Department, design of a training process for the strategic and operational levels, development of a special strategy for the territorial approach.

UNESCO Office in Havana

Background

1296. 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 also became the Cluster Office covering Cuba, Dominican Republic, Haiti and Aruba, representing UNESCO to the Governments of Cuba, the Dominican Republic and Aruba. The cluster includes Haiti which has a National UNESCO Office.

1297. In addition to the implementation of activities through Regular Programme funds (approximately USD 750.000 per previous biennia for programme activities, mainly in education, culture and communication and information, but reduced to less than one-third in the 2012-2013 and 2014-2015 biennia), the office consolidated its portfolio of extra-budgetary funds, presently amounting to more than three million USD.

1298. The Report of Activities of the Havana Office (in English and Spanish) is available at: <http://www.unesco.org/new/es/havana/>.

Regional Bureau for Culture in Latin America and the Caribbean

1299. 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, management of cultural properties (tangible and intangible), indigenous and afro-American religions and cultures, promotion of UNESCO culture conventions, safeguarding of intangible heritage, endangered languages, cultural diversity and cultural industries (with emphasis on film and handicrafts), arts education and cultural approaches 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*).

1300. The XIX Forum of Ministers of Culture and Officials in Charge of Cultural Policies in Latin America and the Caribbean took place in Paramaribo, Suriname in March 2013. The Forum at the same time constituted the first meeting of Ministers of Culture from the Community of Latin American and Caribbean States (CELAC). The discussions at the Forum focused on the subject of regional integration and adopted a clear decision to support the inclusion of Culture and Development in the post 2015 Sustainable Development Goals.

Main achievements

- Regional support obtained for the inclusion of culture as a pillar of development in the post 2015 agenda (see issue number 9 of periodical 'Culture and Development' at <http://www.unesco.org/new/es/havana/>);
- Portal for Culture for Latin America and the Caribbean enhanced and integrated in Havana web-site with more than 100.000 entries;
- Collaboration and coordination strengthened with category II centres in the region (CERLALC and CRESPIAL);
- Capacities strengthened in the implementation of UNESCO's culture conventions: Caribbean Capacity Building Programme for World Heritage (CCBP); training of trainers for the intangible cultural heritage convention and capacity building provided; promotion of and training in underwater cultural heritage; capacity strengthened in the Caribbean on the 1970 Convention;
- 2005 Convention promoted through Cameras of Diversity project and Encounter of Filmmakers from Africa, Brazil, Caribbean and the Diaspora;
- SIDACULT network consolidated on the cultural approach to the prevention of HIV and AIDS.

Cluster Office (Cuba, Dominican Republic, Haiti and Aruba)

1301. 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 and south-south cooperation, and it implements programme activities in Cuba, Dominican Republic and Aruba. In spite of the serious budgetary situation, efforts have 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, management of Biosphere Reserves and the promotion of basic sciences. In culture, highlights were programmes implemented in cooperation with the offices in Port-au-Prince and Kingston, namely the Caribbean Capacity Building Programme for World Heritage, the Travelling Caribbean Film Showcase, and substantive capacity building in the implementation of the 1970, 2001 and 2003 Conventions. In communication and information, special emphasis was 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.

1302. 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 five associate member states of the Caribbean.

CUBA

1303. In Cuba, the Office continued its intensive participation in the United Nations Country Team (representatives of six agencies, funds and programmes), and its various inter-agency thematic working groups. Major activities in 2013 were the finalization of the UNDAF for the period 2014-2018, the joint response to hurricane Sandy that struck the Eastern Provinces in October 2012, increased attention to gender issues and support to the campaign of the UN Secretary General to end violence against women.

1304. In the framework of the cooperation of Cuba with the European Union, UNESCO continued to implement a major cultural rehabilitation project in Havana Vieja financed by the European Union: the Palacio del Segundo Cabo. UNESCO also successfully concluded the implementation with UNDP and FAO of the MDG-Fund project on "Support for new decentralization initiatives and production stimulation in Cuba". In this context, significant progress was made in providing training and capacity-building for the five municipalities that

participate in the programme, as well as the development of the handicraft sector in the same geographical areas.

Main achievements

- Progress achieved in the rehabilitation of the Palacio del Segundo Cabo, Old Havana and the definition of its cultural use;
- Culture of peace and non-violence promoted through bulletins in Associated School Network;
- Strengthening and improvement of the handicraft sector in five municipalities (in context of MDG-F);
- Communication strategy and material produced for the Secretary General's campaign to end violence against women (UN wide collaboration);
- IPDC projects approved and in implementation.

1305. The preparation of a UNESCO Country Programme Document (UCPD) for Cuba was concluded in consultation with the National Commission. The document is now ready for internal review.

DOMINICAN REPUBLIC

1306. In the Dominican Republic, UNESCO participated actively in the preparation of the new UNDAF 2012-2016 that identifies four priority areas: (1) promotion of social and economic inclusion, (2) women's empowerment and rights, (3) protection of the rights of children, adolescents and youth, and (4) environmental sustainability and integrated risk management. Particularly education, but also cultural and natural resource management, is included in the UNDAF. The condition of Non Resident Agency continues to be a challenge, 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.

1307. In August 2012, a new Government was installed under the Presidency of H.E. Danilo Medica. During the transition period, UNESCO assisted the transition team with the development of a literacy programme for the approximately 800.000 adult illiterates in the country. During 2013, UNESCO continued its collaboration in this area through periodic advisory and assessment missions.

Main achievements

- Advice provided to the Government on the design of a literacy campaign for adults and its implementation;
- Sub-regional seminar on education held in Santo Domingo in November 2013;
- Policy advice provided on the promotion of sciences among young people;
- Capacity building strengthened in the implementation of UNESCO culture conventions;
- Capacity strengthened of journalists working on environmental themes (IPDC project).

1308. The UNESCO Country Programme Document (UCPD) for the Dominican Republic covering the period 2013-2017 was finalized and has been published in English and French.

1309. The collaboration with **Aruba** was strengthened through the National Commission and national institutions, and specific needs were identified, such as multi-lingual education and material and immaterial heritage. Aruba has shown keen interest in participating in cluster activities, which have proven to be of benefit to all participants.

1310. The Kingdom of the Netherlands promotes participation of representatives of other Dutch-speaking islands and countries in the Caribbean in activities implemented by the Havana Office. Funding was approved for this area in relation to intangible cultural heritage and the prevention of illicit traffic of cultural objects. Collaboration in the area of World Heritage had already been established under the Caribbean Capacity Building Programme (CCBP).

Main achievements

- National capacities in the implementation of UNESCO's culture conventions strengthened, in particular with regard to the 2003 Convention;
- Extra-budgetary funds obtained for the implementation of UNESCO's culture conventions strengthened, in particular 2003 Convention.

Global priority gender

- Broader gender vision introduced in project design, implementation and evaluation;
- Active participation in United Nations gender focal point group;
- Leadership in the campaign and work with artists in the Secretary General campaign against violence against women in Cuba ("Yo digo no");
- Extension of Cultural Tools programme to include gender and violence against women.

UNESCO Office in Kingston

1311. The Kingston Cluster Office for the Caribbean covers 13 Member States and four Associate Member States in the English- and Dutch-speaking Caribbean and the Office is also responsible for UNESCO's actions involving the non-self-governing territories of Anguilla, Bermuda, Montserrat, and Turks and Caicos. Anguilla has just joined UNESCO as an Associate member States of UNESCO, bringing the total number of countries to be covered by the Cluster to 18. In 2013, UNESCO signed a MOU with CARICOM as a major framework for collaboration with the Caribbean Countries. The Kingston cluster countries are classified as middle income countries and most of them are Small Island Developing States (SIDS), which collectively constitute one of the priority geographical groups for UNESCO's programme actions. The principal features of the cluster countries are their smallness, both geographically population-wise; insularity; political stability sustained by regular democratic elections; freedom of expression and respect for human rights; vulnerability to natural and human-made disasters and climate change; vulnerability to the global economic crisis, along with a high degree of dependence on tourism as well as on remittances from the Caribbean diaspora. Among the major development challenges in the cluster countries are (i) earthquakes, volcanic eruptions and the annual passages of hurricanes; (ii) increased migration to developed societies; (iii) high prevalence of HIV & AIDS; and (iv) increasing growth of crime and violence, particularly among young people – the sub-region has one of the highest crime and violence rates in the world. The implementation of UNESCO's programme in the Kingston cluster, like those of other UN agencies operating in the Caribbean, is undertaken in the context of the global economic shortfalls and diminishing Official Development Assistance (principally because of the middle-income status of countries in the cluster).

Main achievements

Education

1312. In the implementation of both regular programme activities and extra-budgetary projects in education during 2012 to June 2013, special emphasis was put on literacy, higher education, ICTs in education policies, education for sustainable development (especially climate change education), the teaching profession, **technical and vocational education and training** (TVET), 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 focused on strengthening technical and vocational education and training through support to policy development in TVET, and on providing basic equipment and awareness building activities to the global UNEVOC network and UNEVOC e-forum for TVET experts, in which a significant number of Caribbean TVET experts were registered. 10 Countries have developed comprehensive TVET policies. The status and profile of 13 UNEVOC Centres in the Caribbean were strengthened and a national UNEVOC centre was established at the University of Technology in Jamaica. The launching of the TVET policy by the Prime Minister of St. Kitts and Nevis demonstrated the commitment towards TVET and Skills Development. A joint UNESCO, University of West Indies, Caribbean Development Bank (CDB) and ILO sub-regional conference on TVET and skills development was held in Montego Bay, Jamaica (March 2012). The 150 participants in the conference adopted the Montego Bay Declaration on TVET in the Caribbean, which was fed into the deliberations at the Third International TVET Congress held in Shanghai, China (May 2012). The list of best practices in TVET is being compiled in collaboration with the UNEVOC Centre in Bonn. In literacy and non-formal education, the Kingston Office coordinated, in collaboration with the UNESCO/UIIL, the preparation and submission by seven countries in the cluster of national reports on adult education as a follow-up to the CONFINTEA VI Belem Framework for Action. The office provided technical support and assistance to Antigua and Barbuda, Jamaica, Suriname and Trinidad and Tobago to prepare ICTs in education policies and master plans, and organized capacity building workshops in ICTs in education in Antigua and Barbuda, Jamaica as well as Trinidad, and raised awareness in all the cluster countries of the UNESCO ICT Competency Framework for Teachers and ICTs in Education Tool-kit. The need to develop ICT policy for the Education Sector is in high demand in the Caribbean. In June 2013, the discussion with Microsoft Caribbean progressed well for a joint project to focus on training of teachers in ICT. With regard to the same area, UNESCO also collaborated with the World Bank and the Commonwealth of Learning through participation in workshops and sharing of information and experiences. In 2013, capacity building workshops to develop Open Education Resources Policies in Antigua, Grenada, Dominica and St. Vincent and the Grenada were completed in collaboration with the Communication and Information Sector. In early 2013, a successful education planning workshop was organized in collaboration with IIEP to review the existing Sector plans. 20 Countries and Territories attended and approximately 50 education planners and senior officials were trained with seventy percent of the participants being female education planners. The major sub-regional conferences mentioned above had ensured the UNESCO policy on gender equality; nearly sixty percent of the participants were women and forty percent men. These statistics underline the need to ensure greater participation of male participants in UNESCO organized meetings. UNESCO further provided technical advice to the sub-regional working group established by Canadian International Development Agency (CIDA) to ensure greater participation of girls and women in Technical and Vocational Education and Training. In the context of HIV /AIDS prevention, the activities focused on strengthening the life skills of adolescent boys and girls and young women and men, in the area of sexuality and relationships as set out in school and community based programmes on comprehensive sexuality education (CSE). CSE, as delivered in many Caribbean countries through the formal education system as Health and Family Life Education (HFLE) addresses, inter alia, gender inequalities and inequities, and is aimed at strengthening the efficacy and resilience of adolescent girls and boys, young women and men, for appropriate decision making and positive health outcomes.

1313. To strengthen the capacity of tertiary institutions and government bodies in **higher education policy, research, quality assurance, science, technology and innovation**, the Kingston Office provided technical and advisory support to (i) the Government of Barbados to organize an international conference on higher education (Bridgetown, October 2012), which was attended by 120 education experts, researchers and officials; (ii) the Mico University College in Jamaica to organize an international conference on the teaching of science and mathematics in the Caribbean with 80 participants, among which seventy percent were females and thirty percent male participants, and which closed with a declaration on the strengthening of the teaching of science and mathematics in the sub-region; (iii) capacity building within the Caribbean Area Network for Quality Assurance in Higher Education (CANQATE) and organization of, in partnership with the University Council of Jamaica (UCJ), its ninth annual meeting which was attended by 200 experts. In partnership with CANQATE, quality assurance experts were trained under the Korean Funds in Trust. The Kingston Office, with funding from the International Task Force on Teachers, and in collaboration with the Jamaica Ministry of Education, the Jamaica Teaching Council, UNICEF, and the CARICOM Secretariat, jointly organized a regional conference on advancing the teaching profession in Latin America and the Caribbean in Jamaica (November 2012). In 2013, UNESCO participated in the CARICOM Taskforce on Teachers to finalize the teaching standards and guidelines for establishment of Teaching for the Caribbean Countries reinforcing the UNESCO LAC Regional Strategy on Teachers. In the area of **education for sustainable development and climate change education**, the office focused on a pilot project (funded under the Japan Funds-in-Trust arrangements) in Guyana, where the University of West Indies Consulting was contracted to undertake a situational analysis of the current status of climate change education and how it could be integrated and mainstreamed into the present curricula. Moreover, a section was created on the ESD web portal established in partnership with the Cropper Foundation in Trinidad and Tobago to promote climate change education. In collaboration with the Santiago Regional Bureau for Education, the End-of-Decade sub-regional meeting was held in Jamaica for the Caribbean in preparation of the 2014 meeting. In 2013, a sub-regional consultation on the UNESCO/UNICEF resource manual on Disaster Risk Reduction was undertaken in Barbados. The education programme collaborated with the science programme to support Guyana to institutionalize the micro-science education programme and to train science education teachers in micro-science education. Guyana's successful implementation of the micro science projects has been shared with the rest of the Caribbean through various sub-regional meetings.

1314. Also during 2012, the Kingston Office completed the implementation of three national extra-budgetary projects in the education programme funded by the Japanese Funds-in-Trust. These were (i) a project on refocusing the curricula for primary and secondary education in Grenada, during which Ministry of Education officials, curriculum planners, guidance counsellors and teachers were trained, and social and life skills curriculum modules as well as a carnival arts syllabus were developed; (ii) a project on information and communication technologies (ICTs) in education, consisting of a teacher training programme enhancing the capacity of education personnel and teachers in ICT tools and IT literacy, and enabling the preparation of an ICT policy and master plan; and (iii) a teacher training project in Belize, in which about 300 primary teachers were trained and certified as official primary school teachers. As a significant percentage of primary and secondary teachers are untrained and uncertified, the results of the project have prompted the Government to expand the training programme to teachers in secondary schools. The also office continued its actions to strengthen the **response of education systems in the cluster to the HIV/AIDS** through support for (i) life-skills based, comprehensive sexuality education; (ii) improved access by young people to sexual and reproductive health services; and (iii) strengthened monitoring and evaluation (M&E) of HIV education and health promotion programmes in the sub-region, with capacity building of the Ministries of Education in Jamaica and Dominica in HIV programme M&E indicators, tools and processes. These

actions were undertaken with extra-budgetary funding from the UNAIDS Budget, Results and Accountability Framework (UBRAF). Similarly, the office continued its collaboration with the UNICEF Office in Barbados and the OECS and the CARICOM Regional Working Group on Health and Family Life Education (HFLE) to develop an online professional diploma in HFLE instruction by the University of the West Indies (UWI) Open Campus, along with a regional HFLE website targeting teachers at various levels of the education system.

Natural Sciences

1315. With regard to natural sciences in the cluster, activities were limited during 2012 to intersectoral collaboration with the education programme in order to: (i) support the international conference on the teaching of science and mathematics in the Caribbean; and (ii) train 20 science education experts in micro-science education (as described in paragraph 4 above). Twelve Member States participated in the sub-regional workshop on Science Technology and Innovation, organized in close collaboration with the Montevideo Regional Bureau for Science. 25 participants attended a meeting held in Kingston which endorsed the Draft LAC regional strategy on Science Technology and Innovation Policy. The Ministerial meeting on Biosphere Reserves was organized by the MAB Programme in close collaboration with the Government of St. Kitts and Nevis. A joint Ministerial declaration was issued to strengthen Biosphere Reserves in the Caribbean.

Social and Human Sciences

1316. The main activities in the Social and Human Sciences during 2012 -2013 focused on youth development and the promotion of equity and social inclusion through high level policy dialogue. Gender equality was mainstreamed in all the activities. The main achievements were: (i) completion of seven community-based projects by the National Commissions for UNESCO in Jamaica, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago under the Youth PATH project (Emergency Funds), which trained young men and women, particularly disadvantaged and with disabilities, in sustainable community-based social enterprises aimed at fostering entrepreneurship, job creation and poverty alleviation; (ii) technical and advisory support was provided to the Government of Trinidad and Tobago to organize and fund the Second MOST Forum of Ministers of Social and Sustainable Development in the Caribbean “Promoting Equity and Social Inclusion: Pathways to prosperity for All” in Port-of-Spain, Trinidad and Tobago (May 2012); and (iii) the development of a study programme on socially inclusive public policies at the Henri Christophe campus of l'Université d'Etat d'Haiti in Limonade, Haiti, following the recommendations of the Second MOST Forum of Ministers of Social and Sustainable Development in the Caribbean. A national workshop on Bioethics was organized in Jamaica with the support of the Montevideo Regional Bureau for Science and Technology. The **SIDS Youth Consultation for the Caribbean** was held in Kingston to discuss the Caribbean perspective and challenges in preparation of the 2014 SIDS Conference in Samoa. 15 Caribbean Countries participated in the SIDS Youth Collaboration where sixty percent of the participants were women and forty percent men. The activity was undertaken in close partnership with the SIDS focal point at HQ and the UNESCO Apia Office. A Caribbean Youth Declaration was issued after the consultation and presented at the SIDS Regional Conference held in Kingston from 2-3 July 2013.

Culture

1317. With regard to Culture, major efforts were undertaken during 2012-2013 with regard to building and strengthening capacity in the cluster countries to implement the Convention on Prohibiting and Preventing the Illicit Import, Export and Transfer of Cultural Property (1970); the Convention on the Protection of the World Cultural and Natural Heritage (1972); the Convention on the Protection of the Underwater Cultural Heritage (2001); and the Convention for the Safeguarding of the Intangible Cultural Heritage (2003). Advocacy in this endeavour led to the ratification of the 2001, 2003 and 2005 Conventions by Antigua and

Barbuda in April 2013. More than 50% of the Member States in the cluster have ratified the key Culture Conventions; however, additional capacity building efforts are needed at country level.

1318. Organized by the Kingston Office with the UNESCO World Heritage Centre and the Havana Regional Office for Culture in Latin America and the Caribbean, a series of Caribbean training courses in preparing nomination files for **World Heritage** were held in Kingston, Jamaica (June 2012) and St. Mary's, Antigua and Barbuda (March 2013) within the framework of the Japanese Funds-in-Trust project on "Capacity Building to Support the Conservation of World Heritage Sites and Enhance Sustainable Development of Local Communities in Small Island Developing States (SIDS)". Participants from 13 Member States and four (4) Associated Member States benefitted from this exercise (Antigua and Barbuda, Barbados, Belize, British Virgin Islands, Cayman Islands, Curacao, Dominica, Grenada, Guyana, Jamaica, St. Kitts and Nevis, St. Lucia, St. Maarten, St. Vincent and the Grenadines, Suriname, The Bahamas and Trinidad and Tobago). The high level of participation reflects the growing interest in World Heritage in the Caribbean SIDs. As a result, four countries (Antigua and Barbuda, Barbados, Jamaica and Suriname) initiated the preparation of their nomination files for World Heritage inscription. The training activities also helped strengthen networking and information exchange among heritage experts in the Caribbean. A poster featuring eight World Heritage sites in the Dutch and English speaking Caribbean (released for the celebration of the 40th Anniversary of the 1972 World Heritage Convention) and the Caribbean World Heritage calendar 2013, helped to increase awareness among major stakeholders and partners of the importance of World Heritage in the sub-region. Jamaica was elected as a member of the World Heritage Committee in 2013.

1319. The launch of the extra-budgetary project on **Safeguarding the Intangible Cultural Heritage of Belize, Jamaica and Trinidad and Tobago** in June 2012, with funding from Japanese Funds-in-Trust, enabled the Kingston Office to enhance the skills and knowledge of cultural officers and experts through training workshops on the implementation of the 2003 Convention in Belize (November 2012 and October 2013), Jamaica (December 2012 and September 2013) and Trinidad and Tobago (November 2012, June 2013). This sub-regional project has also initiated national consultation processes for the drafting of a national cultural policy in Belize (2012) and cultural policy reviews in Jamaica and Trinidad and Tobago (2013). Moreover, the project has contributed to increasing the awareness among major stakeholders and partners of the importance of safeguarding the intangible cultural heritage, not just in the three beneficiary countries but also in the other Caribbean cluster countries. However, more efforts are needed to strengthen national capacities with regard to the implementation of the 2003 Convention. Some 26 young people from 16 Caribbean countries in the Kingston cluster were introduced to the 2003 Convention during the **first Caribbean Youth Forum on Intangible Cultural Heritage**, organized by UNESCO and the Grenada NATCOM in Grenada (November 2012) with funding from the Government of Bulgaria and the Intangible Cultural Heritage Fund.

1320. 21 participants, mainly young people, from 16 Caribbean countries were trained in field techniques linked to underwater archaeology in a workshop on **safeguarding the underwater cultural heritage** of the Caribbean held in Jamaica (November 2012). The training, funded by the Government of Spain and the Netherlands, was jointly organized by the UNESCO Havana and Kingston Offices to build capacity in the sub-region with regard to the protection and management of underwater cultural heritage, as well as to encourage Member States to ratify the 2001 Convention on the Protection of the Underwater Cultural Heritage. Similarly, 25 participants from 14 cluster countries were trained in a sub-regional workshop held in St. Lucia (December 2012) to effectively fight illicit trafficking in cultural property in the Caribbean. On this occasion, a commitment was made to engage in concrete legal and operational actions to improve their capacities to fight illicit trafficking in cultural property, and to strengthen international cooperation. The programme was financed by the Director-General's Emergency Fund and the Government of the Netherlands.

1321. A Sub-regional Meeting on “Cultural Heritage Protection Laws for the Caribbean Small Island States” was held in St. Kitts and Nevis (June 2013). The meeting was instrumental in finalizing the UNESCO model law for the protection of cultural heritage based on internationally accepted standards for heritage protection, in particular the UNESCO 2001 Convention on the Protection of the Underwater Cultural Heritage. 20 legal/culture experts and policy makers from the seven (7) Caribbean States (Antigua and Barbuda, Anguilla, Aruba, British Virgin Islands, St. Kitts and Nevis, St. Lucia and St. Maarten) benefitted from the meeting, which was organized in collaboration with the Secretariat of the 2001 Convention for the Protection of the Underwater Cultural Heritage at UNESCO Headquarters and funded by the Spanish Government. A regional “Ministerial Meeting on the Protection of the Underwater Cultural Heritage in Latin-America and the Caribbean” was held in Peru (October 2013), and concluded successfully with an action plan geared towards the protection of the underwater cultural heritage in the Latin America and the Caribbean Region. Six (6) Caribbean Ministers from Antigua and Barbuda, Belize, British Virgin Islands, Guyana, St. Maarten and The Bahamas, together with some 47 high-level government representatives from 24 countries in the Latin America and the Caribbean Region (Antigua and Barbuda, Argentina, Barbados, Belize, Bolivia, Brazil, British Virgin Islands, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Guatemala, Guyana, Jamaica, Mexico, Paraguay, Peru, Saint Maarten, The Bahamas, Trinidad and Tobago, Uruguay, and Venezuela) attended the Ministerial Meeting and made commitments towards the ratification and implementation of the 2001 Convention. The active participation of the minister of Youth, Sports and Culture of The Bahamas and his offer to host the next LAC regional meeting in The Bahamas in 2014, was among the positive outcomes. The meeting was organized by the Secretariat of the 2001 Convention for the Protection of the Underwater Cultural Heritage at UNESCO Headquarters and the UNESCO Field Offices in Havana, Kingston and Lima, in collaboration with the Peruvian Ministry of Culture. Strengthened institutional capacities through capacity building workshops on cultural heritage included a minimum of 50% women participants. For some workshops the percentage went up to 65%. Facilitators and experts engaged in various capacity building training workshops/meetings were mostly women (80%).

1322. Six entries awarded the **UNESCO Award of Excellence for the Handicrafts** for the first time in the Dutch- and English-speaking Caribbean during the official launch in Jamaica (July 2012) have generated awareness and enthusiasm around the cultural and creative industries, especially the handicrafts in the participating countries (Antigua and Barbuda, Barbados, Belize, Curacao, Grenada, Guyana, Jamaica, Suriname, The Bahamas). This initiative encouraged The Bahamas National Commission for UNESCO to organize a sub-regional conference on handicrafts in Nassau in July 2013, in partnership with the National Commissions in the Kingston cluster.

1323. The publication of Volume IV of the **General History of the Caribbean** was a milestone event, bringing to completion the six-volume series of the General History of the Caribbean. The General History of the Caribbean Volume IV was officially launched at the University of the West Indies, Mona campus in Kingston, Jamaica (November 2012). Copies of the publication were distributed to the Caribbean National Commissions for UNESCO and key cultural institutions. On different occasions, the publication has been presented to the President of Guyana, the Prime Minister of Antigua and Barbuda, and Ministers of Education and Culture of Antigua and Barbuda, Grenada, Jamaica, Trinidad and Tobago.

1324. The participation of three ministers of Culture from Jamaica, Guyana and Trinidad and Tobago at the High-Level Thematic Debate on **Culture and Development** during the UN General Assembly at the United Nations Headquarters in New York on 12 June 2013. This achievement was indicative of the great importance of culture to the Caribbean countries and also the outcome of intense teamwork between UNESCO Kingston Office and Culture Sector at UNESCO Headquarters. The Minister of Culture and Youth from Jamaica also participated in the meeting.

Communication and Information

1325. Concerning Communication and Information, the promotion of freedom of expression and press freedom was pursued through the celebration of 2012 World Press Freedom Day on May 3, 2012. Gender sensitive media indicators were presented to journalists and media workers in Member countries on this occasion. Developed by UNESCO, these indicators are now being applied by the media organizations in the Caribbean. In this context, a regional project to introduce gender sensitive media indicators to three broadcast organizations was completed by Caribbean Broadcasting Union (CBU) in October 2013. Mainstreaming gender was part of the OER policies developed in six countries. A sub-regional conference, organized in Kingston, Jamaica (May 2012) in collaboration with the Press Association of Jamaica and the Caribbean Media Workers Association, provided the platform for media professionals to deliberate on and identify measures to reinforce press freedom in the sub-region. In addition, the support provided by the Kingston office to the participation of four Caribbean journalists in the 61st World Congress of the International Press Institute (IPI) (Port-of-Spain, Trinidad and Tobago, June 2012) enhanced their knowledge of the political, economic and technological challenges affecting press freedom world-wide. Also, UNESCO's collaboration with the IPI in organizing the World Congress - which was the first to be held in the Caribbean, and was attended by about 300 journalists and other media professionals from 83 countries - contributed to buttress the Organization's leadership role in press freedom issues in the sub-region. With extra-budgetary funds from UNBRAAF, the Kingston office, in partnership with Caribbean Broadcast Media Partnership (CBMP), trained 30 young TV producers from 12 countries in the cluster to produce high quality television programmes **on HIV/AIDS** in workshops organized in Jamaica, St. Maarten and Antigua and Barbuda (August to October 2012). Funding from the IPDC enabled the Kingston office to (i) partner with the Commonwealth Broadcasting Association (CBA) to train over 25 broadcasters in broadcast media coverage of, and contribution to, emergency and disaster management in the Caribbean; and (ii) launch national projects in three countries in the cluster (Jamaica, St. Lucia as well as Trinidad and Tobago) to strengthen the development of **free, independent and pluralist media, reflecting the diversity of the society** and empower marginalized communities. To reinforce archives and libraries as centres of education and learning in the sub-region, the Kingston Office provided financial support to the Department of Library and information Studies, UWI, Mona campus, to train 20 librarians in metadata for resource discovery (October 2012). Reporting, development and science and technology journalism attracted 70 % women participants. Three community radio/media organizations (Jeffery town Farmers Association, Jamaica, Trinidad Youth Centre and Root FM) supported by IPDC were run by women and programmes for the radios were produced by the women members.

1326. 17 countries participated in the activity on freedom of expression and press May 3, 2013, in Curacao organized by the Caribbean Media Workers Association (ACM) and Caribbean Broadcasting Union, CARIMAC. The celebration also provided the platform for media professionals to develop capacities for reporting on elections, natural disasters, and science and sustainable development, especially through three capacity building workshops organised during WPFDD, in 2013. The media landscape of Curacao was assessed through UNESCO's **Media Development Indicators** (MDI) and the results were published. **Media and Information literacy** (MIL) was reinforced in Jamaica and OECS countries with the introduction MIL Curricula in teachers' education. Communication for Development (C4D) was promoted through the hosting of an in-Country UN Inter agency round table in Jamaica in October, 2013, on the occasion of the UN Day. UNESCO chaired the UN Inter-Agency Communication Group in Jamaica during 2013.

UNCT and common country programming

1327. The Kingston Office is a member of six **UN Country Teams** (UNCTs) (Barbados, Belize, Guyana, Jamaica, Suriname, and Trinidad and Tobago) as well as of the UN 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 2012-2013, the ability of the office to participate effectively in the work of the UN system in the sub-region and the joint mechanisms set up to provide UN development assistance to the Member States, Associate Members and the non-self-governing territories was somehow constrained by the financial situation of the Organization. The UNDAFs for 2012-2016 in Barbados and the OECS; Guyana; Jamaica; and Suriname, which were prepared and signed in 2011, were launched in January 2012, and a new CCA and UNDAF for 2013-2016 in Belize were prepared and signed in 2012. The UNDAF for Trinidad and Tobago was prepared and signed in 2013. The full participation of the Kingston office in the elaboration of these documents ensured that UNESCO's mandates, priorities, and programme areas were adequately incorporated or reflected in those critical instruments of joint UN system actions in the sub-region and One UN commitment. Various UNDAF Outcome Groups were set up in 2012 and early 2013 in the different countries to identify the joint programme actions, the methods of collaboration, funding, monitoring and evaluation and reporting on the implementation of the new UNDAFs. The Kingston Office participated fully in the meetings of the UNDAF Outcome Groups set up in Jamaica, but much less so in the meetings of the groups in the countries where UNESCO is non-resident. Given the critical importance of gender equality, the office has a gender focal point to monitor and actively coordinate UNESCO's contribution to gender equality and gender mainstreaming within the six UN Country teams working groups actions on gender. A critical challenge which faces UNESCO and other UN agencies is the inadequacy of financial resources to implement and support the various joint programme actions in the UNDAF documents. The UN agencies have recognized the need to formulate a well-coordinated and cohesive inter-agency strategy to mobilize funds from potential donors to enable them to adequately and effectively carry out the actions identified in the new UNDAFs.

Challenges and Lessons Learnt

1328. A number of **valuable lessons** were learnt during the implementation of activities under the Regular Programme and extra-budgetary projects in 2012. One of the most important lessons is the need to enhance partnerships and networks in programme delivery. The Kingston Office continued to strengthen the collaboration which it has forged over several years with Sister UN agencies working in the sub-region, the World Bank, the Caribbean Development Bank, Commonwealth of Learning (COL), all the National Commissions for UNESCO in Member States and Associate Members, the CARICOM and Organization of eastern Caribbean States (OECS) Secretariats, academic institutions, especially the University of the West Indies, professional bodies and civil society groups. The UNESCO/CARICOM MOU was signed by the Director Generals of the two Organizations in November 2013. The strengthened partnerships and the collaboration with the various stakeholders were critical in the successful and effective implementation of the regular programme actions, especially given the limited Regular Programme funds in 2012-2013. Another major lesson is the need to formulate a well-coordinated and cohesive inter-agency strategy to raise funds from donor agencies to enable them to adequately and effectively engage in actions identified in the new UNDAFs. The experience gained during 2012-2013 further confirms the necessity of collaborating with the NATCOMs in the implementation of programmes and projects at country level. The collaboration has been particularly effective and productive where the NATCOMs have the required capacities, which underlines the need for continued investment by UNESCO, Member States and Associate Members in related capacity building. In this regard, the training Seminar for the Caribbean National Commissions organized in collaboration with Sector for External Relations and Information proved very successful. The collaboration between the Kingston Office and other offices in LAC, especially the Havana and the Santiago Offices have also been both productive and cost-effective with regard to programme implementation in the sub-region. Moreover, a positive lesson has been learnt through the electronic networks set up by some programme

specialists as strategic mechanisms for disseminating relevant information, resource material and good practices to various stakeholders and communities of practice in the Kingston cluster countries. Among the major **challenges** were: (i) the reduction in the funds decentralised to the Kingston cluster office for all Regular Programme areas (financial crisis); (ii) difficulties in mobilizing extra-budgetary financial resources to support and sustain programme activities, given the middle-income status of the countries in the cluster; (iii) the slow pace of response from some of the contracted agencies, institutions and individuals in completing the tasks defined in the relevant contracts and in submitting contract deliverables. Finally, the current trend is that more women than men participate in the wide range of activities and initiatives undertaken by UNESCO and its partners, hence a more harmonious balance must be sought in this regard.

UNESCO Office in Lima

Main achievements

Education

- ✓ Education authorities (high and mid-level) of Peru increased their awareness of the need of inter-sectoral work at all Government levels, to build an education system that recognizes, accepts and values its multilingual and multicultural character.
- ✓ Peru was included in the Second Phase of the Regional Teacher Strategy for Latin America and the Caribbean. Three national experiences² were incorporated into the Cadaster of Teacher Policies in Latin America.
- ✓ High authorities and technical officials of the Peruvian Ministry of Education publicly recognized the work experience with UNESCO and UNFPA, emphasizing their commitment to support the strengthening of the National Curriculum.
- ✓ Capacities related to Comprehensive Sexual Education have been included in the proposed National Curriculum, as a result of an effective advocacy and capacity-building of senior education officials and specialists. This initiative was undertaken in partnership with UNFPA.

Culture

- ✓ [*A Diploma*] *An Advanced Study Certificate* on Creative Industries and Inclusive Business was designed and taught for the first time in two Peruvian universities located in the Lambayeque and Cusco regions. 60 professionals obtained the certificate in its first edition.
- ✓ More than 50 officials and representatives from ten countries, and more than 40 Peruvian officials, strengthened their capacities regarding the prevention and fight against the illicit trafficking of cultural property, and the application of the 1970 UNESCO Convention.
- ✓ Senior Culture authorities increased their knowledge and awareness of Underwater Cultural Heritage, which led to the creation of a new division on the subject in the Ministry.

Communication and Information

- ✓ UNESCO Lima promoted, together with the Peruvian Press Council, the political debate on freedom of expression in Peru as a part of the celebrations of the World

² The three experiences are:

- Setting standards and assessment criteria for accreditation of higher teacher education institutions (CONEACES).
- National Program for Continuing Education and Training (PRONAFCAP) for teachers and principals.
- Magisterial Reform Law No. 29944 establishing the terms of employment of teachers in the public sector.

Press Freedom Day. The president of the Presidential Cabinet [*Council of Ministries*] declared the Government's full respect for press freedom.

- ✓ More than 100 journalism students and 90 radio broadcasters from 24 regions increased their knowledge and skills about disaster risk management (DRM), and particularly post-disaster management.
- ✓ More than 75 journalists and government officials increased their knowledge and awareness about media self-regulation.
- ✓ More than 2,000 people increased their awareness about Good Water Management during the celebration of the World Water Day in Lima, Peru through a campaign with the National Water Authority.
- ✓ UNESCO Lima bolstered its presence in Education with senior authorities and technical officials publicly acknowledging their appreciation of UNESCO assistance in key and priority areas of the Ministry of Education.
- ✓ UN Joint programming: UNESCO Lima, with five other UN agencies, succeeded in making cultural industries known to authorities and officials from six ministries and four sub-national governments through a Joint Programme.

Challenges

- ✓ The importance of maintaining the presence and positioning of UNESCO Lima's Office, in the different UNESCO domains, given the lack of sufficient human resources.
- ✓ UNESCO Lima needs to improve its presence at the sub-national level.
- ✓ UNESCO Lima needs to improve its position as a cooperation agency with the private sector, allowing the execution of privately-financed technical assistance in the context of corporate social responsibility.

Lessons learned

1329. Results accomplished were made possible thanks to the involvement of authorities and officials of the different counterparts in the early stages of the project, programme or activity; allowing officials to have ownership. Useful strategies for dialogue and support of various actors within and outside of the Ministries were:

- ✓ Mainstreaming the gender and human rights approach.
- ✓ Exhibiting achievements and lessons learned from other countries' experiences.
- ✓ Adapting project objectives to national priorities.
- ✓ Establishing partnerships and work jointly with other cooperation agencies and the public sector.

UNESCO Office in Mexico

Main achievements

Education

1330. Within the context of Mexico's latest curriculum reforms and the recently approved Education Reform, the UNESCO Office in Mexico has contributed to further improve the Federal Ministry of Education priority, which is to provide access and quality education for all. To do this, the Office revised and evaluated curriculum contents and teaching materials, as well as teachers' training policies with regards to strengthening competencies that can help them to have an outstanding performance at school and future evaluation processes. In addition to this, reference should be made to the visit of the Director General, Mrs Irina

Bokova, which contributed significantly to reinforce the good relation with the Mexican Government by supporting, among other things, the Education Reform.

1331. Regarding the support provided to Young Populations, UNESCO's technical assistance in the implementation of the "Construye T" programme had a relevant impact on them. Our participation was focused in preventing HIV among Young Key Populations, in helping them meet and overcome challenging situations and in creating and supporting a youth network that can provide them with information on issues that are relevant to them. Through "Construye T", the Office helped to rebuild social and intellectual fabric among young population through the promotion of Culture of Peace and the prevention of school violence.

1332. Concerning school violence prevention, it is important to mention that the State of Hidalgo Ministry of Education and the Integral Family Development System reached out to the UNESCO Office in Mexico to develop a strategy to prevent violence and bullying in schools. The Office elaborated a Diagnosis on school violence in 2 Municipalities in the State of Hidalgo: Ixmiquilpan and Tizayuca; and a Model on learning to live together aiming at strengthening local capacities and put forward recommendations to prevent school violence that will benefit students, teachers and the education community at large. The Model will be soon available.

1333. The qualitative and quantitative approach to evaluate some Mexican Institutions' performance has benefited the implementation of programmes that have a direct impact on adults' alphabetization and intercultural bilingual education for Youth and Adults in the country. The impact of the evaluation was highly recognized by the National Institute for Adult Education (INEA), who has demonstrated their interest in continuing working with the UNESCO Office in Mexico.

1334. One of UNESCO Mexico and Central America main priorities has been to work with governmental institutions to prevent school dropout in basic education. In this regard, the UNESCO Office in Mexico organized local campaigns against school violence, and elaborated the Toolkit on Peace Education targeted at indigenous education systems. This Toolkit aims at providing teachers, teacher trainers, curriculum development specialists, and educators, with the understanding, tools and methods for successfully integrate peace education in the core curriculum and learning activities implemented in schools and communities. The Toolkit on Peace Education has reached the 32 Ministries of Education in the country.

1335. Within the framework of the UN Joint Program for a Culture of Peace, the Diploma in Culture of Peace and Intercultural Education was jointly implemented by the UNESCO Office in Mexico and the Iberoamericana University. The Diploma in Culture of Peace and Intercultural Education was designed for indigenous' teachers and technical advisers of early childhood and primary education. It aimed at enhancing and strengthening the competencies of participants for the analysis, design, development, review and execution of peace activities promoting dialogue, respect for diversity, equality and conflict resolution within school and community living environments. 35 Indigenous teachers (*ch'oles and tseltales*) graduated in April 2013.

1336. Besides, within the framework of the UN Joint Programme to Prevent Gender Violence, the publication entitled: "Alas para la Igualdad. Menú de Actividades a favor de la Inclusión y la Igualdad de Género" [*Wings of Equality. Toolkit in favor of Inclusion and Gender Equality*] was elaborated. This Toolkit aims at providing teachers with concepts and activities to build identities based on inclusion and gender equality. The activities of this publication are supported by a set of videos and games, and they are basically targeted at Indigenous Populations.

1337. Finally, aiming to support the International Conference on Adult Education (CONFINTEA) efforts to integrate existing scarce and scattered education information of the region, to set parameters for the generation, analysis and comparison of data, and to promote a space of cooperation and coordination between Member States and international organizations, the Observatory for the monitoring of Youth and Adult Education in Latin America and the Caribbean has been created. This is a joint strategy between UNESCO Santiago-UIL-OEI and INEA. The UNESCO Mexico Office has provided constant support for the interagency coordination of the project.

Sports for Peace

1338. Within the framework of the UN Joint Program for a Culture of Peace, UNESCO Office in Mexico developed a strategy mainly focused to strengthen linkages, promote dialogue and peaceful coexistence among young people of the same ethnic and regional group from different communities, through different sports football and basketball tournaments. Some of the values promoted with this activities are: gender equality and learning and building peaceful relations between men and women, instilling core values such as fair play, teamwork, respect and tolerance, the habit of physical activity in its various aspects, especially advantages and benefits in increasing the quality of life, improvement in living and its positive impact on health, and in help prevent addictions, by channelling energy in a positive and healthy way.

Natural Sciences

Joint Programme of Water and Sanitation

1339. An educational kit was designed and printed as an educational resource for educators, advocates and community workers selected by the Joint Programme, in order to generate educational processes that contribute to disseminate information, develop skills and positive attitudes to the proper use of water in homes and communities. Young people and adults were trained through education for action, to contribute to integrated and sustainable water management. This was a participatory process where local knowledge were recovered and worked in the fields of non-formal education. The kit was widely distributed.

Culture of Water Education in the State of Queretaro

1340. In 2010, the Government of the State of Querétaro launched the “Water Close to All” programme with the aim of providing ready access to safe drinking water to all *queretanos* (citizens from Queretaro) by 2015. As the programme expanded access to water significantly, it also encountered social and cultural resistance to the project’s implementation. Aiming to overcome these obstacles, the State Government reached out to the UNESCO Mexico Office for its specialized assistance. As such, this Office developed a culture of water education strategy intended to strengthen the Government’s local capacity to engage communities with a participatory approach to identify and respond to the communities’ water needs. UNESCO’s efforts are contributing to achieve MDG 7(c) as the province’s population access to water is being significantly enhanced.

Social and Human Sciences

Youth Agenda

1341. The UN System, led by the UNFPA, has carried out a multi-sectorial consultation to put forward a youth national agenda for the 2012-2018 period. In this effort, the UNESCO Mexico Office has participated in identifying and advancing education and culture public policy priorities for the development of youth in Mexico. In addition to this, UNESCO Office in Mexico is leading the elaboration of a Toolkit on HIV and Risks prevention among Young Key Populations in Mexico, which is being supported by UNFPA and UN AIDS.

Culture

Human Evolution: Adaptations, Dispersals and Social Developments (HEADS)

1342. The State Government of Puebla, the World Heritage Centre and the UNESCO Office in Mexico organized the International meeting of Experts "The First Peopling of the Americas and the World Heritage Convention". A group of 35 National and International Experts, Sites Managers, members of the Scientific Committee of the HEADS Programme, ICOMOS International Committee and national representatives from a dozen of countries were invited to participate in discussions in favor of the recognition, conservation and research of human dispersal and adaptation related sites in the Americas. This meeting represented an important step in strengthening national and regional cooperation and capacities in support of the future protection and sustainability of human evolution and migration related sites in the Americas. In line with activities of the UNESCO HEADS Action Plan, the meeting offered a regional platform to evaluate current methodologies for establishing the Outstanding Universal Value (OUV) of related sites for potential future inscription to World Heritage List.

UNESCO-Campeche Collaboration Agreements

1343. The State Government of Campeche and the UNESCO Office in Mexico signed a collaboration agreement aimed at coordinating and developing projects to promote education, cultural, scientific and technological development in the mentioned State. During the ceremony, the governor of Campeche expressed his interest in building up a UNESCO Office in the State in order to develop a conservation and management programme of the City of Campeche.

UNESCO-Puebla Collaboration Agreements

1344. The State Government of Puebla and the UNESCO Office in Mexico signed a collaboration agreement aimed at promoting initiatives regarding the following issues: Memory of the World, Culture and Development, Creative Cities and World Heritage. With this agreement, both the Government of Puebla and the Office will strengthen their current and future collaboration to further achieve the country's development.

Communication and Information

Communication for Development

1345. Within the framework of the UN Joint Program for a Culture of Peace, UNESCO Office in Mexico developed a communication strategy focused on youth. The main objective was to build and strengthen capacities of leading active communicators in generating media content on culture of peace. This resulted in 3 consolidated groups formed by young men and women, who now play a strategic role in their communities as communicators and promoters of the local culture. In addition, together with UNDP, three cultural community centers were established and equipped to provide continuity in the activities undertaken by UNESCO and ensure the sustainability of the strategies in field.

Global Priority Gender Equality

Gender Violence Prevention in the States of Chiapas and Oaxaca

1346. Within the framework of the UN Joint Programme to Prevent Gender Violence, the UNESCO Office in Mexico contributed to Strategy 2 aiming to build gender identities and prevent gender violence from an intercultural approach in the States of Chiapas and Oaxaca. To achieve the expected results, the Office developed this strategy through different activities including: communitarian diagnoses, communication projects, and cultural workshops, which main goal was to promote local reflections on gender equality. Most importantly, the enrolment of local stakeholders became a key element for the project's sustainability, in

which children, men and women of the Municipalities of Oaxaca and Chiapas were the main beneficiaries.

Consultation meeting to elaborate the Mexico-UNESCO Country Programming Document on Gender Equality and Education

1347. In response to the increasing request from National Institutions in Mexico with regards to implementing a gender equality approach; and within the framework of the United Nations (UN) Delivering as one reform aimed at achieving greater coherence, efficiency and effectiveness at country level, the UNESCO Office in Mexico organized a consultation meeting on gender equality and education in order to adopt a new country-based approach to strategic programming for the next years. The consultation meeting focused on the design of a MX-UCPD based on the Plan Nacional de Desarrollo 2013-2018 [2013 – 2018 National Development Plan]; and established the framework for UNESCO's multi-sector cooperation strategy with Mexico, in alignment with the country's priorities and the United Nations Development Assistance Framework (UNDAF). The MX-UCDP was elaborated in cooperation with the Government and National Institutions of Mexico, which have the immediate responsibility of working towards achieving gender equality as a cross-cutting issue in the education sector.

Contribution within the UN System

UNCT

1348. Active participation in the United Nations Country Team (UNCT) allowed the alignment of interests and conclusion of projects with other UN Agencies, funds and programmes. By participating actively in this group, UNESCO has positioned its priorities in the different areas of its mandate. Likewise, the support of the UN Resident Coordinator in Mexico has strengthened UNESCO's presence in the country and within the UN.

UNDAF

1349. The UNESCO Office in Mexico is one of the six leading agencies of the Inter-Agency Committee for the UNDAF, together with UNDP, UNICEF, UNFPA, UNIDO and UNODC. This committee completed the evaluation of the UNDAF (2006-2013), as well as the 2013 CCA and the strategic planning of the next cooperation framework (2014-2019). UNESCO's contributions, particularly in the fields of education, culture and communication and information have been incorporated.

1350. Under the leadership of the UNCT, this committee defined the UN main lines of action and outcomes in relation to the priorities of the 2013 – 2018 National Development Plan, which was elaborated by government agencies. Education itself is one of the ten outcomes of the UNDAF; in addition, the sciences, communication and information, and culture are part of the expected results. Consultation meetings with government bodies, civil society, private and academic institutions are being conducted in order to complete this strategic framework that is planned to be signed by mid-March.

Main Challenges and Lessons Learned

1351. One of the main challenges faced by the UNESCO Office in Mexico was the presidential elections and federal governmental transition that took place in December 2012. In this context, most of the efforts and resources of the federal government and of many local governments were set aside for election campaigns. Besides, some of the activities had to be postponed or cancelled due to security conflicts. Another challenge has been to position the Office as a leading expert in education, culture, and sciences. The lack of resources (human and financial) has significantly lowered our presence in relevant events of sectors for which UNESCO has a mandate, and it has diminished our capacity to respond to urgent demands and needs of the country.

1352. During the last biennium, the UNESCO Office in Mexico learned how essential it is to deliver and accomplished commitments and expected results with a high degree of expertise, quality, and above all, timeliness. The importance of maintaining a genuine dialogue and relationship with governmental and academic institutions at local and national levels, as well as with the civil society is absolutely relevant when attempting to achieve optimal results. Furthermore, the fact of understanding the current context in Mexico with regard to its structural problems such as security, poverty and social inequalities has contributed to identify and respond effectively to the country's needs and demands.

UNESCO Office in Montevideo

1353. The UNESCO Office in Montevideo is a Regional Office for Science in Latin America and the Caribbean, and is responsible for UNESCO Representation to MERCOSUR and UNESCO Representation in Argentina, Paraguay and Uruguay. In this regard, the programmes being implemented are mostly of a regional and sub-regional scope with actions undertaken at country level.

1354. The strategy of the Office aims at creating an interrelationship between the three levels of intervention: regional, sub-regional and national. It favours multinational cooperation by providing support to horizontal transfers of knowledge and experiences between institutions in the region, as well as to the promotion of multinational activities. It complements local efforts by providing technical advice, financial support (partially) and the identification, formulation and execution of projects and programmes at the local, sub-regional and regional level.

1355. The Office has articulated UNESCO's Global Priorities and competencies within a competitive strategic framework. The staff processed knowledge and competencies and formed the main thrust of the Office. Underpinned by the reputation and institutional memory of UNESCO, the main strength of the Office dwelled on the following functions: 1) laboratory of ideas, 2) capacity building, 3) standard setting, 4) clearing house and 5) international cooperation catalyzer. The functions were operationalized with partners who had the characteristics of being both collaborators and competitors. The strengths of the Office have been reinforced by concentrating on the improvement of management records, expansion of the network of partners and the practice of a culture of ethics and transparency. Particular focus was on the regional agenda of promoting science, technology and innovation, and the potential of culture for enhancing sustainable development and achieving the MDGs.

1356. The Office has promoted multinational activities and provided support to South-South cooperation as well as to the horizontal transfer of knowledge and experiences within the region. In the approach to development challenges, advantage was taken of the inherently intersectoral character of the Office, which shelters the regional programmes for Natural Sciences and Social and Human Sciences and, at the same time, the Education, Culture and Communication and Information sectors at the sub-regional and national levels. This analytical report is intended to show how UNESCO's different functions have been operationalized in the domains of expertise of the Organization in the different countries.

Main achievements

Education

1357. The preparation of the programme DAR "Teachers learning in networks" was completed during the first months of 2012 and 2013. Key partners were: the Ministry of Education/National Institute for Teachers (INFD, **Argentina**); the National Administration of Public Education and Program for the Development of Basic Sciences (**Uruguay**); the National University (**Paraguay**). The overall goal is increased preparation and dissemination

of good practices in education and the implementation modality consists of a program for teacher professional training in sciences or languages (Guaraní and Spanish). Active teachers are selected to participate in these training experiences, expanding their knowledge on selected topics, and the final outcome is developed by teams of teachers under the supervision of researchers, and aimed at dissemination among peers.

1358. To the extent possible, the activity seeks to ensure an evidence-based, results-oriented reporting, and strives to inform about achievements viewed from the perspective of the key stakeholders, in particular the direct beneficiaries.

1359. In the case of Argentina, the programme is incorporated into INFD and entirely financed by the Government, with technical assistance from UNESCO, thus indicating the former's responsibility for the program. In the case of Paraguay, the written outcome has been broadly disseminated, not just among language teachers but also at book fairs, coordination meetings, and in press releases, etc. A participants' evaluation in 2012 was very favorable and the findings and recommendations are being used to improve the programme.

Challenges and lessons learnt

1360. Quality education is a priority that will go beyond the deadline of the Dakar commitments (2015). Argentina, Paraguay, and Uruguay share this priority as stated at the UNESCO-PRELAC-SEP regional meeting and in the "Regional Program for Teachers". Argentina has incorporated DAR into phase two of the regional teachers programme in conjunction with other activities. Due to this commitment, it has been possible to continue the activity under the current financial circumstances.

1361. With certain variables and adaptations, the design elaborated by the Education Sector has now been implemented in three countries (Argentina, Paraguay and Uruguay), contributing to Expected Result 1: "National capacities in teacher training strengthened".

1362. In response to the request from "MERCOSUR Educativo" to support the participation of youth from MERCOSUR in elaborating a declaration on Education to be presented to the Ministries of Education, ED UNESCO Montevideo attended a technical meeting and provided financial support to "young parliamentarians" and representatives from the Ministries. This declaration will be an influential item on the sub-regional agenda; not least because of the participative process having engaged youth delegates in its development. The dialogue between young parliamentarians and the authorities of education has been equally important. A Youth Parliament was formed in 2008 to listen to the voice of youth in the sub-region in relation to education. Each country encouraged youth participation from educational institutions to engage in the related debates and exchanges.

1363. Since its inception, there have been two editions of the Youth Parliament. The second took place in Brasilia, where the corresponding declaration was prepared to be presented at the Social Summit and Presidential Summit of MERCOSUR. The participation of young delegates has been important for the improvement of the quality of education in the cluster countries. The opportunity for the young delegates to present their declaration also brings visibility to UNESCO as its support of the activity is being reported in the media.

1364. Collaboration with the Ministry of Education has allowed significant cost-sharing and enhanced the effectiveness of the allocated funds.

Main achievements

Natural Sciences

1365. There is a need to strengthen the IHP work in **Argentina**, mainly by fostering the involvement of the main players at the institutional level in the Programme and reinforcing

the IHP National Committee. However, Argentina has the human capacities and resources for becoming a leading country in the field of water sciences and management for the LAC region. While the country has played a key role in IHP governance in the past, today its role has somewhat weakened at the regional and global level.

1366. In December 2013, the launch took place of the UNESCO water-related Chair on Water Education for Sustainable Development (Faculty of Engineer of the Universidad del Litoral, Santa Fe). The need for enhanced training of human resources in order to improve water management in the region made this initiative particularly important. The challenge lies in the coordination of the water-related UNESCO Chairs with the Division at HQs in order to ensure the added value and the enhancement of the capacity to deliver.

1367. Representatives from Argentina have continued to participate actively in IHP regional and global initiatives, such as ISI, ISARM Americas, Ecohydrology, PccP, Water and Education, and Urban Water Management. The coordination of the Regional Echydrology Programme, the Working Group on Urban Water Management, the International Sediment Initiative, and the Water Balance of La Plata River Basin is handled by Argentinian experts. The IHP has also contributed to the implementation of the Framework Programme for the Sustainable Management of La Plata River Basin Water Resources by providing technical inputs to several of its components.

1368. Several activities of regional and sub-regional scope were undertaken during 2013, including the 3rd ALOAS Meeting (Buenos Aires, June), the UNECE-UNESCO workshop presenting the UNECE Convention to the region (Buenos Aires, June), the 3rd Meeting of the Urban Waters Working Group (Buenos Aires, August), and the International Symposium: Rios 2013 (Santa Fe, December). All these events were sponsored, coordinated and/or organized by IHP and other partners at the national and regional level

PARAGUAY

1369. The implementation of UNESCO-IHP – Project WET “Water Education for the Americas and the Caribbean” programme together with OMAPA has continued in 2013, consolidating this local NGO as host institution for the programme. OMAPA has the potential to become an overall partner for the implementation of SC activities in Paraguay.

1370. The Paraguayan coordinator for the International Centre on Hydroinformatics has been recently appointed and a working meeting was organized to strengthen the collaboration with the Centre and expand the opportunities the Centre has to offer to UNESCO and the region.

Representatives from Paraguay have been actively participating in IHP regional and global initiatives, such as IFI, ISARM Americas, and Water and Culture. Upon involvement of the new water authorities, it is expected that new initiatives within IHP LAC will emerge. The Ministry of Environment has already expressed interest in establishing a UNESCO water-related Chair in the country. Additional efforts should be made in order to contribute effectively to the UNDAF process and to further enhance capacities through the IHP initiatives and its network.

Challenges and lessons learned

1371. The signature of the agreement between the Government and UNESCO for the establishment of the International Centre on Hydroinformatics is still pending, and negotiations with the authorities are being pursued. Newly appointed water authorities have been actively participating at the X IHP National Committees meeting and Closing Ceremony of the International Year of Water Cooperation (Mexico, December 2013).

URUGUAY

1372. The 37th GC of UNESCO approved the establishment of a Regional Centre (UNESCO category II) for Groundwater Management for Latin America and the Caribbean. The IHP through the UNESCO Montevideo Office and the Groundwater Section in HQ has supported the process. The Centre will become a relevant part of UNESCO's network on groundwater, serving as a reference institution for applied research and capacity development on groundwater management. The remaining challenge is to support the Centre in its regional projection and to position it as a key partner and reference institution.

1373. The Chair of Water and Culture was launched officially in November 2013 in Montevideo with support from the University Rector and the Dean of the holding Faculty (Humanities and Education Sciences). The Chair is getting involved in the Atlas of the Cultures exercise and has already presented a related workplan.

1374. Several activities of regional and sub-regional scope took place in Uruguay in 2013, including various on groundwater such as the launching of the TWAP Project regional component and the presentation of the GGMN network (December, 2013). All these events were sponsored, coordinated and/or organized by IHP and other partners at national and regional level.

1375. Representatives from this country are actively participating in IHP regional and global initiatives, such as ISARM Americas, Ecohydrology, PccP, Water and Education, Urban Water Management, and others. The main challenge that remains is the support for the strengthening of the IHP National Committee in order to foster the involvement of the country in all the programmes and working groups. This has been already discussed with the Chair of the National Committee and National Water Director who has expressed his interest in doing so.

1376. UNESCO Montevideo continues to contribute to the consolidation of science education and scientific culture in Uruguay, based on an array of different activities and approaches. The Face-book page devoted to science education (www.facebook.com/UnescoMontevideoEducacionEnCiencias) has had significant impact in making innovative approaches to science education available to science teachers in the country. At the same time, UNESCO Montevideo supported the National Science Clubs Fair, reaching a large number of students and teachers in primary and secondary education. In terms of Astronomy education, the donation to the National Astronomy Observatory (OALM) of a "UNESCO telescope" by Explore Scientific enhanced the availability of tools for teaching astronomy in the country. A "community astronomy day" organized by UNESCO Montevideo in Artigas with the cooperation of OALM, mobilized the schools in terms of astronomy awareness and education. Cooperation with Ciencia Viva and other science centres in Montevideo has also raised the awareness of Science among the public.

Challenges and lessons learned

1377. During 2013, in the framework of the Uruguay UNCT, UNESCO Montevideo participated in the preparation and negotiation of two joint programmes, one on Disaster Risk Reduction and one on Education. The discussions regarding the Joint Programme on Education have been complex, but UNESCO has maintained lead role in this area and both joint programmes will be implemented in 2014.

1378. Proper cooperation activities have only started at the end of the year 2013, due to changes in the management of CONACYT, the key partner in natural sciences.

1379. The water management has been strengthened from several perspectives. For the first time, the country is a member of the IHP Council representing the LAC region, thus underlining Uruguay's relevance and visibility at the international level in this field.

Social Sciences

1380. The work undertaken focused on human rights, youth and social transformations in Latin America and the Caribbean. Strategically, the activities focused on fostering a linkage between public policies and the social sciences, using different approaches: networking, capacity building for policy-makers, support to the development of regional research in social sciences, and evidence-based policy design.

1381. The network of UNESCO partners developed throughout the last ten years in Latin America and the Caribbean backed up several initiatives and supported them institutionally and financially. Member States such as Argentina and Peru were particularly active in providing technical, administrative and financial support to national and regional endeavors. Technical exchange and funding was also received from the Latin American main Social Sciences Networks, FLACSO (Facultad Latinoamericana de Ciencias Sociales) and CLACSO (Consejo Latinoamericano de Ciencias Sociales). In addition, linkages were established between CLAEH (Latin American Centre for Human Economy), CELAJU (the Latin American Centre for Youth Studies) and OIJ (the Ibero American Youth Organization).

Challenges and lessons learnt

1382. An important lesson is that the experience of UNESCO and the cooperation models developed since early 2000, such as the Forum of Ministers of Social Development and the MOST Regional Schools, have been well received and enrooted in Latin America. Their appropriation by Member States has ensured their continuity, adaptation to national contexts and challenges, as well as their theoretical evolution. This well-established cooperation has also ensured cost-effectiveness. The challenge will be to maintain the interest of the partners both in the short- and medium term.

Activities at the MERCOSUR level

- First International Course for the Promotion of Human Rights held in March 2012 in Buenos Aires. Organized in the framework of the activities of the International Centre for the Promotion of Human Rights (CIPDH), UNESCO Category II Centre. Participation of 41 students from 19 countries in the world.
- Appointment of Judge Baltasar Garzón as Director of CIPDH and work in close cooperation with the Social and Human Sciences Advisor of the UNESCO Montevideo Office for the development of an action plan for the Centre prioritizing an integral approach to Human Rights (August-December 2013).
- Network of national authorities against Discrimination, Racism, Xenophobia and other related forms of intolerance in LAC advanced through cooperation between the Human Rights Secretariat of the Ministry of Education of Uruguay and the CIPDH (2012-2013).
- 9th Forum of Ministers of Social Development held in September 2013 in Buenos Aires. Organized and funded by the Government of Argentina and UNESCO. Participation of Ministers and Youth, High authorities from Argentina, Chile, Ecuador, El Salvador, Ethiopia, Guatemala, Nicaragua, Paraguay, Saint Lucia, South Africa, Uruguay and Venezuela. Organized simultaneously with the International Seminar on public policies "Social inclusion: youth and gender equity".
- 5th Montevideo MOST School held in May 2012 in Montevideo. Organized in cooperation with the CLACSO and the Faculty of Social Sciences of Universidad de

la República of Uruguay on the theme Youth Social Policies. Participation of 60 students from Latin America and the Caribbean.

- 6th Regional MOST School held in Lima Peru held in August 2013 in Lima. Organized in cooperation with the UNESCO National Commission of Peru, the Ministries of Education, Environment, Social Development, Women and Indigenous Populations, Foreign Affairs, the Economic and Social Research Consortium (CIES), CLACSO (Argentina) and CLAEH (Uruguay) on the theme of social inclusion, gender equity and sustainable development (August 2013). Participation of 50 students from Latin America and the Caribbean, including MERCOSUR countries.
- Social sciences-policy linkages strengthened, focusing on youth policies for social inclusion in Latin America and involving researchers from the MERCOSUR Sub-Region, through joint research work undertaken with CLACSO. Two documents produced and presented within the framework of the IX Forum of Ministers of Social Development in Latin America (14-16 September 2013: "Jóvenes, violencias y cultura de paz en América Central: Enfoques, Dilemas y respuestas a desplegar en el futuro").
- Regional Seminar on Youth Movements held in November 2013 in Lima; organized by UNESCO in collaboration with the Secretaría Nacional de Juventud de Peru (SENAJU) (the youth national secretariat) and CELAJU (Uruguay). Participation of academics, youth leaders and policy makers from Argentina, Bolivia, Brazil, Colombia, Costa Rica, Chile, Nicaragua, Peru, Ecuador, Mexico, Panama, Paraguay, and Uruguay.

Bioethics

1383. The regional bioethics programme has raised awareness about bioethics at different levels and has increased and strengthened education in bioethics in the region, especially in relation to disadvantaged groups and segments of the population with less access to academic sources. MTV has also strengthened the technical and institutional capacities at country level, (through ethics committees, commissions, training, advice on the development of public policies, etc.). Gender equality was mainstreamed in most of the activities.

1384. Most of the outputs of the Bioethics programme for LAC have been achieved through collaboration with institutions, experts, Member States and different organizations (Bioethics regional network-Redbioetica). Social inclusion and gender were mainstreamed in most of the activities.

1385. The main challenge henceforth will be to respond to increasing requests from Member States, especially in relation to the Ethics Education programme. A long-term challenge is to strengthen the fundamental role of UNESCO in promoting human rights-based bioethics with the objective of safeguarding this specific scientific area and its emerging technologies.

- National Seminar held with external and local experts in agreement with the Secretary of Human Rights of **Argentina**; creation of an independent National Bioethics Committee (NBC) and disseminating the proposal by the Secretariat of Human Rights to move towards the establishment of a NBC (November 2012).
- Memorandum of Understanding signed with Universidad Católica de Córdoba for the implementation of the UNESCO Bioethics Core Curriculum, and public presentation of the publication: *La educación en bioética en América Latina y el Caribe: experiencia realizada y desafíos futuros* (November 2013).
- National Seminar held with external and local experts on the project of creating a National Bioethics Committee (NBC) in **Paraguay**. Organized by National Science and Technology Council of Paraguay (CONACYT) and Sociedad Científica del

Paraguay in agreement with the UNESCO Bioethics Regional Programme (August 2013).

- National Seminar held with external and local experts on the project of creating a National Bioethics Committee (NBC) in **Uruguay**. Organized by the Bioethics Unit of Universidad de la República in agreement with the UNESCO Bioethics Regional Programme (August 2013).
- Memorandum of Understanding signed with the Faculty of Medicine of Universidad de la República for the implementation of the UNESCO Bioethics Core Curriculum (May 2013), VI Open meeting of graduates of the Continuous Bioethics Education Programme of Red bioética UNESCO and public presentation of publication: La educación en bioética en América Latina y el Caribe: experiencia realizada y desafíos futuros (November 2013).

Culture

1386. A coherent set of activities have been undertaken with a view to contributing to sub-regional integration in the field of culture in Argentina, Paraguay and Uruguay. Close cooperation has taken place with the other LAC Field Offices and UN System Agencies, particularly in the framework of the UN Reform process (One UN) and UNDAF and working relations have been expanded to the “broader UNESCO constituencies” especially regional category 2 centers or UNESCO Chairs specialized in Culture.

1387. The activities were defined according to the specific needs of each country. A stronger emphasis was placed on the contribution of culture and heritage as an important factor for sustainable development, and technical support or sponsorship have been provided to a wide array of programmes and areas ranging from cultural industries, cultural tourism, tangible and intangible heritage to social inclusion, thus also providing evidence that culture is a key enabler of social inclusion and poverty reduction.

1388. Special efforts were made to promote and strengthen national and local capacities in the implementation of the Cultural Conventions ratified by the Cluster’s Members States. Strategic partnerships with the regional Interpol Office, Mercosur Institutions, Foundations and important NGOs and Private Sector have been established and/or were consolidated in order to bring a stronger impact to UNESCO actions at the local, national, and sub-regional level.

1389. Support has been provided to the Villa Ocampo project. The integration of the Villa with regular culture programme activities is being pursued in liaison with the Argentinean authorities, particularly within the framework of international cultural cooperation.

Communication and Information

1390. In **Argentina**, the Supreme Court’s decision (October, 2013), which considered the Media Sector’s reform constitutional, has impacted on Freedom of Expression. All the regulatory bodies created with the new law, as well as the policies that should be in place, should be moving forward. UNESCO concentrates its support in the public service broadcasting field. Through this cooperation, the National Public Service Broadcasting System has initiated a comprehensive process to foster its accountability and quality control procedures. UNESCO Montevideo Office is also backstopping a regional debate on how to improve Open Educational Resources policies, particularly under the existing umbrella of ICT four education policies (Conectar Igualdad).

1391. The Argentinian case illustrates a very important lesson: UNESCO can act as an honest broker in sensitive situations through the use of, for instance, the Media Development Indicators.

1392. Following the presidential elections in August 2013 in **Paraguay**, the regional approaches to Open Education Resources and ICT for education policies, and programmes like the Memory of the World and Access to Information have been sustained, and the government has shown interest in exploring cooperation in those areas.

1393. In **Uruguay**, a major updating of the media regulatory framework has started. A very first Code of Ethics for journalists was approved by the National Association of Journalists and the government sent a complete revision of the current media regulation framework to the Congress. Further to the approval of the Freedom of Information Act, the Government has now invited UNESCO to assist with the updating of transparency and access to information policies under the Open Government Partnership umbrella. Moreover, Open Educational Resources and Open Sources policies have been included in the public policies agenda.

Cooperation and partnerships (Argentina, Paraguay and Uruguay)

1394. The Office has reinforced its strengths and increased collaboration with partners through the innovative use of diverse tools and their application at the regional, sub regional or the national levels. Efforts have equally been made to mitigate the weaknesses of the performance with education as a key area in need of strengthening. In this context, records management is encouraged to systematically organize information in a strategic manner, enhance access to information, foster transparency and cultivate a culture of efficiency and effectiveness.

1395. UNESCO has made progress with regard to aquifers, the improvement in the management of hydric resources, Eco hydrology, the monitoring of water quality, and education on water related themes for sustainability. An (1) Integrated System of PHI-LAC database linking it to the FRIEND database of CIH, and a (2) Communication Platform Web Radio Agua have been developed and the periodical “Aqua LAC” has been disseminated.

1396. UNESCO has also continued to mobilize water authorities/institutions from the region, representatives from academia working with water resources, IHE-UNESCO, 6 Category II centers and 30 UNESCO Chairs and other partners of the International Hydrological Programme for Latin America and the Caribbean (IHP-LAC). Partners have been, for example: ICHARM, IMTA, CAZALAC, CIH, CEHICA, HIDROEX, CEREGAS, ICIWarM, ANEAS. 5 new Chairs on Water are currently in the pipeline; linkages between them are established through working groups and their work is being disseminated to the public.

1397. UNESCO led successful water cooperation initiatives in the area of water education, water diplomacy, transboundary water management, financing cooperation, national and international legal frameworks, and their connections to the Millennium Development Goals. The following meetings have taken place:

- World Water Forum (22 March), Le Halle, Netherlands and New York, USA;
- High Level International Conference for Cooperation in the sphere of Water (20-21 August), Dushanbe, Tajikistan;
- World Water Week (1-6 September) Stockholm, Sweden;
- High-Level Strategic Meeting on Security and Cooperation in the Sphere of Water (11-13 September), Nairobi, Kenya;
- 2013 Water Summit (10-11 October), Budapest, Hungary;
- The United Nations Conference on Sustainable Development (Rio + 20);
- 10th Meeting of National Committees and Focal Points of the International Hydrological Programme (5-6 December), Cuernavaca, Mexico;

- Closing Ceremony of the International Year of Water Cooperation (7 December), Mexico City, Mexico.

1398. The PHI-LAC committee has prepared 16 resolutions for 2014-2015, which include water and culture, Andean Glaciers, the provision of water and sanitation to rural areas and reinforcement of aquifers in Small Island States.

UNESCO Office in Port-au-Prince

Main achievements

Education

1399. Le **Groupe des partenaires techniques et financiers de l'Éducation (GSE)** que coordonne l'UNESCO, a appuyé depuis plusieurs mois le Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP) dans l'élaboration de la 2eme requête d'Haïti au Partenariat Mondial pour l'Éducation (PME) déposée en 2013. Ce groupe est en train de se restructurer pour se rapprocher des préoccupations du MENFP et a initié un appui à la restructuration de la Table sectorielle éducation que le Ministre préside pour l'adapter aux standards du nouveau Cadre de Coopération de l'Aide Externe au Développement d'Haït (CAED).

1400. En ce qui concerne le projet de **réforme des curricula**, une mission exploratoire a été conduite par deux experts du Bureau International de l'Éducation (BIE) du 24 au 28 juin 2013. Cette mission a permis d'élaborer avec le MENFP un plan de travail détaillé pour la première phase de la réforme et d'identifier une feuille de route pour le moyen et le long terme. La première phase de la réforme a commencé avec la participation de 12 cadres techniques au diplôme post-gradué en conception et développement du curriculum, organisées par le BIE et l'Université Catholique d'Uruguay. Les deux semaines d'apprentissage sur place à Montevideo (aout 2013) sont suivies par 30 semaines de formation à distance.

1401. En ce qui concerne le Projet de **Formation des Enseignants**, un groupe de travail technique, présidé par le Directeur Général du MENFP et composé d'une douzaine de directeurs techniques et d'une douzaine de professionnels du secteur universitaire ainsi que du secteur non-public de l'éducation a identifié les principaux enjeux et produit des recommandations pour la politique au cours de cinq ateliers de réflexion de deux jours (entre janvier et juillet 2012). Après une importante réorientation des activités planifiées, le MENFP et l'UNESCO visent à s'appuyer sur l'expertise d'un Consortium universitaire Canado-Haïtienne pour terminer l'élaboration participative de la politique et stratégie. Une évaluation des capacités des institutions universitaires et professionnelles de formation initiale des enseignants - nécessaire pour alimenter la politique et stratégie - a été planifiée en détail et un appel à proposition international a été lancé fin novembre 2013.

1402. En ce qui concerne **l'Enseignement Supérieur**, grâce à la mise en commun de plusieurs fonds du programme régulier et du projet Cap EFA, plusieurs activités ont été menées, pour un montant total approchant les 92,500.00 USD : l'organisation de trois ateliers pour le soutien à la consolidation du réseau des universités publiques en région (qui sont sous la tutelle du MENFP) ; un recensement national des établissements d'enseignement supérieur (seule la phase de collecte des données a pour l'instant été financée, et ce entièrement par l'UNESCO) ; et un accompagnement de la mise en place d'un réseau d'experts nationaux en assurance qualité.

1403. Dans le domaine de la **Sante scolaire**, La participation aux sessions de révision technique du matériel pédagogique expérimental du MENFP sur l'hygiène a permis de

produire des recommandations sur les approches pédagogiques à privilégier. Une Journée Sante Jeunes éducative et culturelle organisée par le MENFP, l'UNESCO et les membres de l'Alliance EHAMS a permis de renforcer la sensibilisation et le plaidoyer sur plusieurs thèmes liés à la santé auprès de trois cent jeunes de la Zone métropolitaine. De plus, le matériel élaboré par l'UNESCO sur le VIH pour les agents communautaires a été soumis et approuvé par le Programme National de lutte contre le Sida (PNLS). Ce matériel a été reproduit et des formations réalisées pour des formateurs de formateurs d'agents de santé communautaires et des jeunes animateurs communautaires utilisant une approche culturelle pour la prévention.

1404. Dans le cadre du **programme CAP EFA**, l'appui de l'Unesco a permis au MENFP de produire une stratégie de collecte de données basée sur l'organisation de la Journée Nationale des Statistiques de l'Éducation (JNSS), et la mise à disposition des outils destinés aux acteurs internes de la chaîne de collecte des données. La nouvelle stratégie de collecte des données basée sur la JNSS a été mise en œuvre en 2012 et 2013 et a donné des résultats satisfaisants. L'axe Renforcement des capacités individuelles des cadres de niveau central et décentralisé a été pris en compte par trois sessions de formation organisées en collaboration avec les experts de l'ISU et de l'IPE. Les nouveaux besoins en matière de renforcement des capacités ont été identifiés et capitalisés dans la note conceptuelle devant servir à orienter les actions pour la suite du programme. Les données statistiques portant sur les années 2011 et 2012 ont été publiées. Le lancement, au cours du dernier trimestre de l'année 2013, de la collecte des données sur les institutions de l'enseignement supérieur, a permis de faire un pas de plus vers une approche holistique en matière de production de données. L'ensemble des bailleurs ont inscrit leurs activités dans la feuille de route pour la mise en place d'un SIGE sur 3 ans définie par le ministère en coopération avec l'UNESCO et validée par les bailleurs.

1405. En ce qui concerne le projet « **Construction/Rehabilitation of infrastructure and facilities to improve the access and the quality of education in public secondary schools in Haiti** », quatre salles de classe, un bloc sanitaire, une résidence pour gardien, une cage de génératrice, un mur de clôture, une citerne d'eau de 6000 gallons ont été construits au Lycée Hermé Bayard de La Montagne de Jacmel au 30 novembre 2013. Deux contrats sont en cours de préparation pour la construction de quatre autres salles de classe avant fin mars 2014 et l'aménagement d'une cour de récréation ainsi qu'un terrain de sport. La réalisation de ces travaux en deux temps répond aux exigences du bailleur Coréen qui a voulu que l'UNESCO dépense 80% du premier versement avant de fournir le deuxième versement. Par ailleurs, des fonds spéciaux ont été sécurisés pour : 1) l'aménagement des huit salles de classe en 2014 avec bancs et les matériels pédagogiques nécessaires à leur fonctionnement ; 2) la dotation de la direction, du secrétariat et du censeur du lycée en matériels et fournitures de bureau nécessaires à leur fonctionnement en 2014. On attend seulement la validation du compte spécial créé à cette fin par BFM pour démarrer l'exécution de ce plan d'activité.

1406. Le projet « **Emergency support to Education authorities** » a pu être relancé après un temps d'arrêt. Son extension ainsi qu'une révision budgétaire a été approuvée par le bailleur jusqu'au 12 janvier 2015. Cette extension du projet est consacrée à l'« Amélioration des capacités de formation du Centre de Formation des Cadres de l'Éducation (CFCE) » avec les objectifs spécifiques suivants a) Diagnostiquer les besoins du Centre de Formation des Cadres de l'Éducation b) Elaborer un plan de renforcement des capacités du personnel du CFCE c) Renforcer les capacités managériales du personnel du CFCE par des actions de formations d) Renforcer les capacités logistiques du CFCE. Deux séances de travail ont été réalisées entre l'équipe Education UNESCO POP et un représentant du Ministère de l'Éducation et deux autres séances avec les directeurs du CFCE dans le cadre de l'exécution du nouveau plan de travail. Pour l'instant, UNESCO POP attend la soumission de trois experts présélectionnés par le Ministère de l'Éducation pour appuyer l'élaboration d'un plan de relance du CFCE et sa validation avant d'acheter les matériels et équipements

prévus dans le plan d'action qui a été approuvé par le Bailleur et réaliser la formations des cadres.

1407. Concernant le « **projet LIFE** », Les activités ont été stoppées depuis la fin de l'année 2011, après un changement de gouvernement. Afin de permettre à la Secrétaire d'État à l'alphabétisation (SEA) de reprendre la mise en œuvre des activités de la **phase III du projet LIFE** en collaboration avec l'UNESCO sur la base de nouvelles dispositions techniques et d'une nouvelle entente administrative, le bureau de l'UNESCO avait sollicité une prolongation de l'accord entre l'AECID et l'UNESCO du 7 juillet 2013 au 7 juillet 2014. Toutes les conditions techniques et administratives ont été cette fois-ci réunies pour réussir cette phase du projet, avec le soutien d'une volonté politique affirmée tant par le Ministre de l'Éducation que par le Secrétaire d'État à l'Alphabétisation. Tous les obstacles majeurs à la reprise des activités du projet semblaient avoir été déjà surmontés, avec de bonnes perspectives pour les résultats. La nouvelle planification permettrait d'avoir une ligne de base actualisé sur l'alphabétisation dans le département du Sud-Est à travers un diagnostic quantitatif et qualitatif qui permettrait d'un côté d'adapter les activités d'alphabétisation et de capacitation au contexte actuel, et d'un autre, d'identifier les besoins et les actions nécessaires pour renforcer la SEA à tous les niveaux institutionnels. Cependant le bailleur n'a pas décidé de prolonger l'accord entre l'AECID et l'UNESCO du 7 juillet 2013 au 7 juillet 2014. Le projet est donc en suspension maintenant. Il faut négocier une nouvelle entente avec les partenaires espagnols sur l'utilisation possible de ces fonds dans un autre cadre avec des objectifs similaires ou complémentaires.

Sciences

1408. Le projet **Consolidation des capacités d'alerte et de réponse aux tsunamis en Haïti**, coordonné par un comité de pilotage et financé par ECHO, a démarré en avril 2013 pour une période de 18 mois. Ce projet vise à assurer la continuité des activités mises en place dans ce domaine par l'UNESCO en Haïti depuis 2010. Les termes de référence d'une étude d'inondation en cas de tsunami au nord de l'île Hispaniola et une étude paleotsunami ont été validés par une commission d'experts binationale (Haïti et République Dominicaine) et l'appel d'offre a été lancé. D'autre part, au moins 100 acteurs communautaires en gestion de risques de désastres ont participé à des rencontres de travail sur la sensibilisation aux tsunamis. Une mission technique a été conduite à Port de Paix afin de réviser le plan d'évacuation existant et fournir des recommandations aux autorités locales. Toutes ces activités visent à renfoncer la connaissance sur le risque tsunami dans des zones vulnérables d'Haïti et la capacité de réponse de la population.

Culture

1409. Le projet **d'inventaire du centre historique de Jacmel** a été engagé en coopération avec l'Institut de Sauvegarde du patrimoine national, avec l'appui technique et financier de l'AECID. L'objectif est de développer une connaissance fine de l'identité architecturale et urbaine de la ville, pour sensibiliser les populations à la richesse du patrimoine culturel, poser les bases de la restauration du bâti et faciliter la mise en place d'un mécanisme de contrôle de la construction. Les résultats pourront également contribuer au montage d'un dossier d'inscription de la ville sur la Liste du patrimoine mondial. Une coopération technique a été développée avec les services d'inventaire du ministère français de la Culture pour l'élaboration de la méthode d'enquête et la formation de l'équipe. Les enquêtes de terrain, conduites par une équipe d'architectes, d'ingénieurs et de documentalistes, ont été achevées en décembre 2013. Les résultats seront restitués en 2014 à la fois dans une démarche scientifique (finalisation d'une base de données, publication technique) et pédagogique (préparation d'un site internet, réunions publiques).

1410. Le projet **Artisanat pour le développement** a été engagé à Jacmel avec l'appui de l'AECID, en partenariat avec le ministère de la Culture et le ministère du Tourisme. Il vise à

mettre en valeur la créativité des artisans de Jacmel, améliorer la compétitivité et l'organisation du secteur et faciliter la distribution et la diffusion des produits. Deux bâtiments ont été mis à disposition par le ministère du tourisme pour accueillir le projet sur le wharf touristique. Un centre communautaire des artisans est en cours d'aménagement : il offrira un espace de travail et de mutualisation des outils. Un petit centre d'exposition sera inauguré mi-2014. Un programme de formation sur le design créatif et la gestion des petites entreprises a été élaboré et sera mis en œuvre en 2014. Un inventaire des savoir-faire artisanaux de la région est en cours de préparation et permettra d'aménager un itinéraire de l'artisanat.

1411. L'appui à l'ISPAN dans la **conservation et la gestion du site patrimoine mondial « Citadelle, Sans Souci, Ramiers »** s'est poursuivi. En complément des activités engagées par le Centre du patrimoine mondial, le bureau a monté une mission d'assistance technique UNESCO/ICOMOS, avec le financement de l'Union Européenne, pour évaluer l'impact de la réhabilitation de la RN3 sur le site patrimoine mondial. Les résultats ont été endossés par l'État, qui a décidé d'opter pour la construction d'un itinéraire de déviation et l'aménagement d'une route du parc à vocation locale. Par ailleurs, un partenariat stratégique avec la Banque Mondiale est en cours de montage. La Banque investira 40 millions de dollars auprès de l'État dans la restauration du site, sa valorisation socio-économique et la mise en place d'un dispositif pérenne de gestion. L'UNESCO assurera dans ce cadre une mission d'assistance technique auprès des autorités locales et la coordination des activités relevant de son mandat.

1412. Le programme de **renforcement des capacités pour la sauvegarde du patrimoine immatériel** a été mis en place en coopération étroite avec le bureau de La Havane, avec l'appui financier de la Norvège. Deux ateliers de formation organisés au Cap Haïtien et aux Cayes ont permis l'appropriation des concepts clés de la Convention 2003 par 50 représentants d'institutions culturelles ou de la société civile. En complément, une délégation haïtienne a participé à un atelier régional de formation sur le montage des dossiers de nomination à Cuba. Enfin, plusieurs activités d'éducation et sensibilisation au patrimoine immatériel ont été développées en partenariat avec le Bureau National d'Ethnologie (films de sensibilisation sur les contes traditionnels, série de conférences sur le patrimoine immatériel).

1413. En appui à la mise en œuvre de la **Convention de 2005 sur la diversité culturelle**, deux missions d'appui technique ont été mises en œuvre en 2012 dans le domaine de la politique du livre et du droit d'auteur. Un état des lieux du secteur a été établi et des recommandations formulées pour faciliter l'organisation du secteur, la diversité et la créativité de la production et l'appui aux créateurs. En complément, un programme de formation dans le domaine de la musique a été mis en place en partenariat avec l'association Ayiti Mizik et l'appui financier du bureau de l'Envoyée spéciale de l'UNESCO pour Haïti.

1414. Dans le domaine de **l'éducation artistique et culturelle**, un manuel de sensibilisation au patrimoine culturel a été élaboré à l'attention de classes d'enfants de 8-12 ans (versions française et créole). Il sera testé à titre expérimental dans une série d'école de la région métropolitaine de Port-au-Prince en 2014.

Activités-Inter-Agences

1415. Les activités du Programme Conjoint de Prévention des Conflits et de la Cohésion sociale (UNFPA, OIM, MINUSTAH, UNDP, UNESCO) financé par le MDG –F ont continué avec l'élaboration de matériel sur la gestion et la résolution pacifique des conflits destiné à renforcer les capacités de AMC et des brigadiers civiques du Ministère de la Jeunesse et des Sports. L'UNESCO et ses partenaires d'exécution ont par ailleurs activement participé à

la mission d'évaluation du programme en mai 2013 par un consultant international et à la réalisation de l'atelier de clôture des activités en juin 2013.

1416. Une note conceptuelle détaillée a été préparée sous la supervision du Bureau et en partenariat avec cinq autres agences (OHCHR, OPS/OMS, PNUE, UNICEF, UNOPS) pour une proposition de financement par le Fonds spécial des Nations Unies pour la Sécurité Humaine. La note n'a cependant pas été acceptée par la structure de gestion du Fonds (OCHA).

Défis

1417. Pour tous les secteurs, les défis consistent à travailler dans un contexte marqué par les changements de responsables dans les Ministères et à contourner les difficultés liées au manque de continuité dans les décisions et au manque de dialogue entre les principaux acteurs (Au Ministère de l'Éducation, un nouveau Directeur Général nommé en juillet 2012, un nouveau Ministre et encore un nouveau Directeur Général en août 2012, puis encore un nouveau DG en janvier 2013).

1418. Dans le secteur de l'Éducation, l'UNESCO est en train d'accompagner le MENFP dans ses grandes réformes du système, notamment autour la réforme curriculaire qui est au cœur du système. Le manque d'une culture de dialogue publique-privé reste un défi majeur pour que ce projet de société se base sur un consensus le plus large.

1419. Il est nécessaire de se rapprocher des Ministères pour compenser le fait que l'UNESCO ne soit pas un bailleur de fonds et de ce fait ne soit pas toujours considérée comme un partenaire « intéressant » par certains organes gouvernementaux. L'apport de l'expertise technique spécialisée (Instituts de l'UNESCO et expertise au Siège et au niveau local) surtout au niveau de la réforme curriculaire et le leadership au sein du GSE devraient permettre de faciliter ce rapprochement et de mettre en avant notre valeur ajoutée.

Egalité des sexes (janvier 2012-juin 2013)

1420. Le Bureau de l'UNESCO et le GSE continuent à appuyer le Ministère de l'Éducation pour la mise en œuvre du Programme de Scolarisation Gratuite et Obligatoire en 2012 et 2013 en faveur des enfants non scolarisés à travers l'initiative du Président Martelly. Le résultat a été l'accès à la scolarisation de base de un million de filles et garçons en 2012. Une évaluation qualitative indépendante des résultats obtenus après la première année de mise en œuvre du PSUGO sera effectuée en 2013 avec l'appui de l'UNESCO. Dans le domaine de la production de matériel d'enseignement et de la recherche, les interventions suivantes ont permis d'intégrer la prise en compte des thèmes spécifiques du respect des droits humains et de l'égalité des sexes : appui au renforcement des capacités sur la recherche sur la violence avec les étudiants finissant de l'UEH pour la production de mémoires, élaboration de deux guides sur la prévention de la violence en milieu scolaire et formation de 200 enseignants, élaboration d'un manuel pour la gestion et la résolution pacifique des conflits, élaboration d'un guide en créole sur la prévention du VIH pour les animateurs et leaders communautaires. Dans le domaine des statistiques scolaires, la publication des résultats du dernier recensement scolaire 2010-2011 réalisé par le MENFP avec l'appui de l'UNESCO (Cap EFA) et la révision des instruments utilisés lors de la Journée des Statistiques scolaires de 2013 permettront d'obtenir des données désagrégées par sexe qui aideront les autorités à élaborer des politiques et stratégies basées sur les besoins spécifiques des filles et des adolescentes. Par ailleurs, à l'initiative de l'Envoyée Spéciale de l'UNESCO pour Haiti pour faciliter l'insertion économique des femmes et leur autonomisation, la mise en œuvre d'un Programme de formation à l'entrepreneuriat et à la gestion des PME en faveur des femmes défavorisées par l'Université d'Ottawa est envisagée avec le Ministère à la Condition Féminine et aux droits des Femmes. L'intégration de ce volet dans le Sud-Est à travers le programme Culture pour les femmes qui fréquentent les Centres de formation en artisanat est également à l'étude.

UNESCO Office in Quito

Main achievements

Education

- A network for the exchange of best practices on policies, strategies and programmes in literacy/post-literacy has been established in the cluster.
- Andean countries have strengthened their technical education policies and improved the gender equality focus, following studies conducted by UNESCO.
- A cross-sectoral approach to the right to education adopted by the Ministries of education in Bolivia, Ecuador and Venezuela.
- Policies and programmes on integrated education on sexuality and HIV prevention have incorporated information from studies conducted by UNESCO.
- The capacities of specialists from the Andean Ministries of education to develop sexuality and HIV prevention programmes have been strengthened.
- The contribution of UNESCO in priority educational issues is recognized by the countries of the region.
- Education agendas in fundamental aspects of the right to education have been strengthened in the region through UNESCO support.

Culture

- A network for the exchange of best practices, strategies and programmes for the implementation of the Culture Conventions has been established in the sub-region.
- Safeguarding of Intangible Culture Heritage strengthened through capacity-building activities, incorporating a gender and multicultural approach.
- Ministries of culture in Ecuador, Colombia and Peru have adopted cross-sectoral approaches to develop Culture for Development Indicators.
- Young people in Ecuador have become aware of the importance of creativity and the diversity of cultural expressions through the dissemination of the 2005 Convention.
- Cultural industries have been fostered through the participation of the winners of UNESCO Award of Excellence for Handicrafts in different international fairs.
- Enhanced capacity to implement the cultural conventions, particularly with regard to the intangible culture heritage, world heritage, protection and promotion of the diversity of cultural expressions, underwater heritage and illicit traffic.
- The understanding among Member States of the importance of culture for development has increased.

- ✓ **UNCT:** Joint implementation of activities through the MDG Fund for Culture and Development (funded by Spain).

Communication and Information

- Reporters from Colombia, Ecuador and Venezuela, covering drug trafficking and organized crime, have been trained in safety of journalists and investigative reporting. This has also generated major media coverage and the investigation of issues affecting society at large.

- Media owners' association and journalists' union from Ecuador formulated and adopted a guide of media self-regulation and gender equality in media (IPDC). The guide has also been disseminated in Communication Faculties.
- Media development indicators have been applied in Bolivia.
- Community media projects in Peru, Venezuela and Bolivia have provided community communicators with ICT skills, tools and equipment
- Bolivian Evangelical University implemented a Master Programme in Journalism and the Bolivarian University of Venezuela a Diploma for community media communicators, both based on UNESCO Model Curricula for Journalism. Latin American Federation of Social Communication Schools (FELAFACS) trained 33 MA journalism professors from Bolivia, Ecuador and Colombia on key topics of the Model Curricula for Journalism Education.
- Freedom of expression, of information and of the press have been broadly promoted in the Andean Region, particularly through World Press Freedom Day events, dissemination of international standards.
- In a polarized region, particularly with regard to freedom of expression, UNESCO's voice is being respected. Its studies, such as the application of media development Indicators, media legislation analysis, freedom of expression publications, and journalist capacity-building manuals are a reference in the region.

Intersectorial Platform: Promoting a Culture of Peace and Non-Violence

- More than 160 teacher education institutions, teachers and journalists working in border areas in the five Andean countries have improved capacity on cultural diversity and gender equality; six academic institutions have incorporated this into their training programmes.
- More than 150 teachers and journalists use the modules and materials produced by UNESCO on a Culture of Peace.
- More than 200 trainers and students are disseminating knowledge and practices on culture of peace, using social networking media.

Challenges

- Need to strengthen the team to be able to respond better to demands from Member States.
- Difficulty in mobilizing extra budgetary resources.
- Need for continuity and sustainability in UNESCO-Quito programmes.
- Media legislation and policies in the area of freedom of expression has made it important to appoint a Regional Advisor for C&I, especially as UNESCO is the only agency working in this area.

Lessons Learned

- Partnerships with public and private sector and with other UN agencies are important to enhance the impact of UNESCO's work.
- A close relationship with Governments is essential to ensure the success of the actions, though the continuous turnover of national authorities hampers the smooth implementation of the programmes, and also introduces delays.
- Focusing efforts on a few key priorities of the countries is essential to optimise available resources.

UNESCO Office in San Jose

Main achievements

Education

Improving technical and vocational education capacities in Central America:

- A state-of-the-art report on TVET for the sub region of Central America has been produced. It includes the validation of results and a set of recommendations for TVET Units of the Ministries of education that have participated in the study.
- Based on the state-of-the-art report and a technical consultation, national TVET policies are being reviewed to provide adequate skills and opportunities for girls and boys.

Lessons learned

- TVET is essential to improve youth employment opportunities in Central American countries.
- Although TVET is high on the agenda of Ministries of education, the capacity to ensure sustainable government policies in this area needs to be strengthened. UNESCO is requested to continue supporting TVET with the Ministries of education.

Challenges

- While increasing the numbers of girls and women interested in technical and vocational education, their access to and participation in these programmes continue to be low. This is particularly true for rural and vulnerable populations.
- Statistics on TVET are poor and sometimes inexistent, and there are difficulties in most countries to determine the gender parity index.
- More needs to be done to support appropriate TVET policies on education and employment in the sub-region.

Assisting Ministries of education to expand their ECCE supply with focus on the most vulnerable communities:

- The technical units in the Ministries of education in charge of policies on early childhood care and education in Central America have participated and validated the state of the-art on ECCE, including its recommendations.
- National capacities have been strengthened to prepare and manage inclusive, rights-based education sector plans and policies that are gender sensitive and assure equitable access to ECCE.

Lessons learned

- Taking in account the latest changes of Governments and national plans on education in the sub-region, and the interest to increase efforts in coverage and quality of pre-school education, there is a need to explore and analyse the progress and challenges of ECCE in Central America.
- In the formulation and adoption of laws, policies and national plans on ECCE, there needs to be permanent systems of monitoring and evaluation, as well as the production and dissemination of relevant statistics.
- More work is needed to ensure gender parity and in particular access to and participation of rural and indigenous populations, particularly girls.

Challenges

- Ministries of education have committed to improving participation in pre-school education. Currently ECCE rates are under the 50% in most Central American countries (Honduras, Nicaragua and El Salvador). However, there is a growing gap between the provision of

private and public education that is generating inequities in access to and quality of ECCE. Therefore, existing policies need to be adapted to the new challenges; new sustainable mechanisms to guarantee access, quality and equity need to be put in place.

UNESCO Office in Santiago

Main achievements (National level)

1421. Chile is an upper middle income country that has made progress in the social sector over past decades. The country has made sustained efforts in education, though social inequalities and the quality of education remain challenges.

Education

1422. UNESCO has contributed to strengthening institutional networks between stakeholders, such as CSOs, ministries, universities, educational centres and teacher unions, etc.

1423. Chile has benefited through participation in the TERCE (Third Regional Comparative and Explanatory Study being implemented) i.e. a comparative study on students' learning outcomes in primary school in Literature, Mathematics, and Science.

1424. Following the objective of addressing the "teacher gap", UNESCO jointly with the Centre for Studies in Educational Policy and Practice from the Universidad Católica has produced a state of art on the situation of teachers and guidelines for policy-makers.

1425. Chile participated in a comparative study on regulations and guiding criteria to improve the quality of the literacy and youth and adult education curriculum. The study promotes policies and legislation that integrate youth and adult education in the public education systems. The recommendations aim to formulating better policies for the affected groups.

1426. UNESCO Santiago supports the National Forum for Quality Education for All in Chile which advocates for EFA goals and for the right to quality education for all in Chile. Four videos have been produced to promote reflection and debate on the EFA goals and visualize the importance of participation in education.

1427. The Forum has promoted improvement in education quality with emphasis on vulnerable populations and has helped to position this issue on the public agenda. Dialogue and development of national capacity on EFA have been enhanced through meetings and debates with students and decision-makers.

1428. Through the UNESCO Chair "Inclusion in Higher Education in Chile" hosted by the Universidad de Santiago de Chile (USACH), the following actions were carried out with support from the Office:

1. Through a "Foundation" Programme, more than 300 hundred vulnerable students have accessed university and obtained a university degree USACH based on merit. In addition, 16 universities now offer a similar programme, with coverage of more than 1,000 students in 2013.
2. Through data and information produced by USACH, the National System of Access to Higher Education has been improved for better access for vulnerable students and in particular women.
3. The diploma "Transformational leadership and inclusion in higher education", designed jointly by UNESCO and USACH, provides training to professional

volunteers from different universities on the right to education in higher education in Chile.

Challenges/lessons learnt

1429. UNESCO needs to produce fresher information on inequality, in support of the right to education. A lesson learnt is to include a broad group of stakeholders working towards a common objective. Since the rotation of Government personnel is frequent, a challenge is to ensure that continuity is maintained on inclusive education's efforts.

Cost-effectiveness / sustainability

1430. The UNESCO National Office is in a privileged position to provide technical support in education and as a producer of knowledge to support the decision-making process i.e. a technical forum and *think-tank* on education. Because the Office has focused its work on the stakeholders' capacities and on producing useful information, the investment is low compared to the extent of its impact.

Interagency Activities

1431. UNESCO Santiago has contributed in the CCAs and UNDAFs elaborated in Chile. At the same time, through this contribution UNESCO Santiago has strengthened internal capacities to respond to the UN systems tasks in Chile.

Communication, Information and Culture

1432. The Office marked the Press Freedom Day in 2012 with a debate on "[New voices: press freedom to transform societies.](#)" In 2013, the Office prepared the document [What does speaking of freedom of the press mean in Chile today?](#) with contributions from academics, decision-makers and journalists on the challenges and opportunities facing the country.

1433. "[Building institutional capacity for media on freedom of expression and access to information](#)" was an IPDC project implemented in 2013 to promote the production of independent information on media indicators. Also an [experts' panel](#) was organized to discuss transparency, cultural diversity, geographical coverage and quality measurements of the public media.

1434. To promote respect for indigenous peoples, in September 2012 indigenous leaders from LAC participated in the "[First regional workshop for the development of UNESCO's policy on indigenous peoples](#)".

1435. In the context of the 20 years anniversary of the Memory of the World (MOW) Programme, Chile's National MOW Committee and the Office organised the meeting "[Experiences in identity and memory](#)" on the Preservation of Documentary Heritage. In 2013 the [First regional workshop on documentary heritage preservation](#) was organised to exchange knowledge on the capacities and needs of the Bio-Bio Region in the South of Chile.

1436. In December 2012 the "[Final meeting of the second cycle of the periodic reporting exercise for world heritage in Latin America and the Caribbean](#)" was held in Santiago, the first time the world heritage community of LAC met in Chile.

1437. As part of the International Education Week, 13-17 May 2013, activities with the slogan "[More art in my school](#)" were held to raise awareness in communities on the importance of arts education in Chile.

Main Achievements (Regional Level)

1438. At the 3rd Board Meeting of the Regional Education Project for Latin America and the Caribbean (EFA/PRELAC) in Mexico City, January, 2013, the Ministers identified:

- key points for achieving and consolidating education goals by 2015
- guiding principles for the joint design of the post-2015 education agenda; and
- emerging trends likely to configure the emerging post-2015 education agenda.

1439. The report "The State of Education in Latin America and the Caribbean: Towards Education for All by 2015 and beyond", prepared for the meeting, has become an important source of information on the EFA goals in the region. The strategy adopted in Mexico is in the spirit and framework of the "Supporting the final push" strategy by the UN.

1440. UNESCO Santiago continued its support to Member States through a range of actions:

- a) The "Third Comparative and Explanatory Study" (TERCE), a comparative regional study on students' learning outcomes in reading, mathematics, and sciences. The study will yield results in 2014 and has been developed in collaboration with 15 countries in the region plus the Nuevo Leon state of Mexico. (Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Honduras, Nicaragua, Mexico, Panama, Paraguay, Peru, Dominican Republic, Uruguay). This is a high level technical contribution to policy design, which is much valued by the Ministers in LAC.
- b) Specific technical cooperation with countries to strengthen their capacities in the area of educational indicators and statistics, and emphasizing the importance of using and analyzing data for decision-making through the Regional Information System (SIRI) hosted by UNESCO Santiago.

1441. A regional information system on students with disabilities (SIRIED) was elaborated in response to a pressing need on the production of information to guide policy and resource allocation. Two regional conferences on Special and Inclusive Education and the design of an Observatory on Inclusive Education, jointly with IPE; IBE, ECLAC, OEI and CLADE were carried out.

1442. The "Intervida" project in Bolivia has received wide recognition and has generated a set of quantitative indicators on basic education and ECCE in the framework of a new Education Law. Efforts are currently focused on qualitative indicators, the conceptualization of various terms of the Law, and the development of a Website to access the indicators.

1443. Knowledge and data to support the decision-making process on young and adult education policies were produced following a recommendation from CONFINTEA. This resulted in the inclusion of concepts and indicators associated to Youth and Adult Education in national curricula. UNESCO UIL contributed with technical inputs. The final document was validated by countries.

1444. UNESCO Santiago is leading the Regional Strategy on Teachers in LAC to influence the design of teaching policies towards improved quality education. A seminal document was produced "Background and criteria for the development of teaching policies in LAC" to help countries design and implement policies and programmes in favour of the teaching profession. It has been highly valued by ministries of education, teacher unions, technicians, CSOs and teachers.

1445. The document "Strategic approaches on the use of ICTs in education in LAC" was produced and contains an innovative approach to the use of ICTs in the classroom. The document presents ways to link ICTs and the right to education in the XXI century.

1446. TVET has been consolidated as an integral part of the roadmap for the post-2015 education agenda through a regional TVET concept note. Likewise, UNESCO has been coordinating the regional monitoring and evaluation process of the DESD. The information was integrated into the 2012 global M&E report. In preparation of the post-2015 ESD programmatic framework, UNESCO has been working with UNEP in two sub-regional consultations to define priorities for the post-2015 ESD agenda.

1447. In October 2013, UNESCO staff from seven offices received a training course on the needs of most vulnerable youth, including young sex workers, young drug users and young people living with HIV. This has enhanced UNESCO's capacity to address the needs of young populations, especially those vulnerable to HIV.

1448. In the framework of the Culture of Peace Intersectoral platform:

- a) The 2nd phase of the project "School, urban violence and educational impact for moving forward: a compared analysis among Colombia, Mexico and Chile" was carried out to address information gaps as well as violence and insecurity in LAC cities and its negative impact at school level.
- b) A "Non-violence and human rights education consultation in LAC" was carried out by CLADE which generated information to improve policy development on youth, coexistence, culture of peace and gender violence reduction in schools. The information has provided a useful understanding of the situation in six countries (Mexico, Guatemala, Costa Rica, Colombia, Bolivia and Paraguay).

Interagency activities – UNDG LAC

1449. UNESCO Santiago supported the Peer Support Group (PSG) of UNDG-LAC in various countries where CCA and UNDAF exercises were developed. The Director of UNESCO Santiago participated in all UNDG LAC meetings positioning UNESCO's interests from both normative and technical perspectives.

Lesson learnt/ challenges

1450. UNESCO needs to seek agreements on the future post-2015 education agenda in LAC. The regional debates organised so far should lead to a Regional Consultation in 2014, in which Member States will share their views and define jointly the education priorities for the years to come. The results of this meeting will be validated at the Global EFA Forum in 2015 in South Korea. As the region has a high level of national expertise in several areas, UNESCO will use this opportunity to form technical alliances. Fund-raising will be necessary to pursue optimal participation in the national post-2015 exercises, with a view to ensuring that UNESCO's areas of work are properly reflected in the future scenarios.

Cost effectiveness/sustainability

1451. With limited resources, the selected measures must point to a lasting and transverse impact. Producing updated information to support decision-makers with data and references provides leverage on public policy at an affordable cost. Building capacities and generating "cross-cutting" information as a reference for policies is an optimal measure. Such actions produce impact provided that the beneficiaries own the results and use them. It will be important and necessary to continue working along these lines.

EUROPE AND NORTH AMERICA

UNESCO Office in Moscow

Key achievements

1452. During the biennium, holistic interventions of the UNESCO Moscow Office **on capacity development and advocacy in the field of education, social and human sciences and culture** within and beyond cluster countries have contributed to the visibility of UNESCO's work as well as created a momentum among key leaders and donors.

1453. Recent review of the MDG goals and consultations on priorities for the Post-2015 development agenda shows that the Moscow cluster countries have achieved, on average, high rates of participation in education and made important progress towards the **Education for All (EFA)** goals. However, significant inequalities remain across and within countries in terms of quality of education at all levels. UNESCO Moscow Office has supported the cluster countries to undertake **benchmarking for monitoring progress towards EFA** goals to inform refinement of national strategies and showcase regional achievements and best practice at the 2015 Global conference on EFA.

1454. Improved cooperation between UNESCO ASPnet, UNITWIN/UNESCO Chairs and UNEVOC Centres for Sustainable Development has facilitated effective **integration of ICT in teaching and learning** and reinforced **education for sustainable development** in schools.

1455. **Education sector capacities to respond to HIV** have been enhanced. UNESCO-led assessment of policies and practices related to HIV and health education in ten CIS countries has informed discussions among key stakeholders and prompted actions to improve its quality and coverage. In Ukraine, new health education textbooks developed in cooperation with UNESCO will be used annually by one million primary school students. Regional policy recommendations developed by UNESCO and ILO helped five countries (Russia, Ukraine, Belarus, Kyrgyzstan and Tajikistan) to adopt national policies to protect HIV-affected learners from discrimination. Adolescents in CIS countries have got access to comprehensive information on HIV and reproductive health through several Internet-based interactive learning spaces. About 4 million young people have been reached by an information campaign on HIV implemented by using the Internet and social media networks. Public and especially parents' awareness about the benefits of HIV and health education has increased.

1456. Publication of the book "20 Years of UNESCO IBC: Regional Developments in the Field of Bioethics" has highlighted UNESCO's and country achievements in the realm of **bioethics** and contributed to bioethical discourse in CIS countries by drawing public, experts' and policy makers' attention to the subject. UNESCO Moscow has supported production of an integrated web-based **training course for journalists on bioethics** in Russian and English which is now being used regionally and globally to improve media capacities to sensitize general public on bioethical issues. UNESCO supported activities in the field of bioethics enhanced the level of bioethics education, strengthened bioethics infrastructures in the countries of the region and raised mass media ethical awareness.

1457. National capacities for safeguarding and transmitting tangible and intangible cultural heritage, enhancing the contribution of World Heritage properties to sustainable development, and **implementing relevant UNESCO's conventions** have been strengthened in all CIS countries through policy and technical recommendation development, training, networking and sharing best practice. **Diversity of cultural expressions and intercultural dialogue** have been promoted; **arts education** and **museum management**

have been reinforced. To facilitate these processes, UNESCO Moscow Office in cooperation with the Intergovernmental Foundation for Educational, Scientific and Cultural cooperation (IFESCCO) has supported production of a number of toolkits, policy briefs, guidebooks and organized a series of regional training workshops, experts meetings and conferences. Over 300 policy and decision makers, national experts and cultural workers and educators benefited from these capacity building opportunities. UNESCO's long-term technical assistance to national ministries of culture, tourism and economy helped to strengthen **links between culture, tourism and sustainable development** and promote **diversity of cultural expressions** notably in Armenia and Azerbaijan.

1458. Following the cluster consultations held in 2012, effective cooperation with the National Commissions for UNESCO has been sustained through regular consultations. The Office has strengthened its cooperation with the cluster countries by developing new UCPDs for 2014-2017. In the new UCPDs, guided by the 2014-2021 Priority Gender Equality Action Plan, the Office committed to apply a gender equality perspective in all projects and activities that will be realized in the countries within the proposed cooperation programme as well as support the gender parity throughout the implementation of these activities and projects.

UNESCO's Participation in the UNCT

1459. UNESCO enhanced its cooperation with UNCTs of the cluster countries through contribution to country-level multisectoral consultations on the Post-2015 global development agenda in Armenia and the Republic of Moldova and to the debates among UN agencies on the re-positioning the UN in the Russian Federation.

1460. Active collaboration with the UN country teams in the cluster countries and technical and analytical inputs to UNCT activities and efforts to align UN strategies to the changing country needs and emerging challenges and opportunities increased the visibility of UNESCO in the implementation of UNDAF in the cluster countries.

1461. The UNESCO Moscow Office continued to promote the Global Priority Gender Equality through its activities within "Delivering as One" UN Initiative.

1462. Upon successful completion of the first UNESCO Country Programming Documents (UCPD) for the Republic of Armenia, Azerbaijan, Belarus and Moldova, the Office in close cooperation with the National Commissions elaborated the four new UCPDs for 2014-2017. They were based on the analysis of the current situation, the country's priorities in the fields of education, sciences, culture and communication and information, the experience gained in the country and the current UNDAF.

Challenges and Lessons Learned

1463. As result of the Office's uncertain future, the number of staff as well as the budgets and extra-budgetary resources has significantly decreased during the biennium. Transitional two-year arrangement for combining the administrative resources of the Moscow Office and UNESCO Institute for Information technologies in Education set in 2009 has been still in effect as of today.

1464. IOS internal evaluation of the UNESCO Moscow Office in 2012 and External audit in 2013 have concluded that performance, relevance and effectiveness of the Office's activities were positive.

RUSSIAN FEDERATION

Key achievements

Education

1465. UNESCO Moscow Office in cooperation with the UNESCO Institute for Information Technologies in Education (IITE) has supported various educational institutions at national and regional levels to formulate policy, develop plans and accelerate actions for effective **integration of ICT in education**. Stock-taking of the achievements of the UN Decade of Education for Sustainable Development (DESD) and mapping of successful initiatives and networks inspired by the DESD has provided an important impetus to further promote **education for sustainable development** after the end of the DESD. Capacities of youth-serving NGOs have been strengthened to provide non-formal HIV and health education to adolescents including those of key affected populations by using the Internet and social media networks.

Natural Sciences

1466. UNESCO continued to promote the **sustainable management and conservation of freshwater and biodiversity**. Public awareness about the water resources and fragile wetlands ecosystem of the Volga River basin raised and environmental education of young people has improved. As a part of the long-term UNESCO/Coca-Cola joint programme “The Living Volga” new interactive educational tools on freshwater and biodiversity have been developed and introduced to schools, biosphere reserves and environmental NGOs in the Volga River basin. The All-Russian Ecological Action “Clean riverbanks” organized in close cooperation between UNESCO ASPnet, UNITWIN/UNESCO Chairs and UNEVOC Centres for Sustainable Development has increased public awareness about environmental issues and engaged thousands of school students in ecological activism.

1467. Capacities of **Biosphere Reserves as research and learning platforms for sustainable development** have been enhanced as a result of cooperation with the Russian Committee of the UNESCO Programme “Man and Biosphere” (MAB). Growing collaboration and networking among government, academia (UNESCO Chairs), biosphere reserves, business and civil society facilitated by UNESCO has increased the input of biosphere reserves in scientific research and ecological monitoring and education. Recommendations to improve the national legislation for specially protected areas and biosphere reserves, complete the Madrid plan of actions and follow-up the World Summit “Rio+20” have been drafted.

Social and Human Sciences

1468. The UNESCO Regional Forum “Dialogue as a Way to Understanding” (2013, Moscow, Russia) has contributed to strengthening **social inclusion policies**, in particular for foreign migrants and non-native ethnical groups, with special consideration of **gender equality** for young women and girls and promoted mutual understanding in multicultural societies of the cluster countries.

1469. Participation of the Director of the UNESCO Moscow Office in **Sochi 2014 Olympic** Torch Relay in St. Petersburg (Russian Federation) contributed to UNESCO’s visibility in Russia and its role as the leading UN agency in the area of physical education and sports.

Culture

1470. UNESCO supported research, policy work and capacity building which have contributed to improved **museum management**, increased use of ICT in museum daily practice and digitalization of museum collections. Publication of the guidebook “International

and National Legal Systems for the Protection of Historical and Cultural Heritage in the CIS Countries” has helped to formulate recommendations for improvement of national legislation related to **cultural heritage protection** in the Russian Federation and across the region. To promote **arts education**, UNESCO has supported creation of a web-based bilingual (Russian and English) Observatory on Arts Education in CIS Countries which functions as a clearing house of information about all aspects of arts education and education through arts and facilitates knowledge-sharing and informed advocacy. The Russian Institute of Arts Education maintains this important regional knowledge hub. The 3rd International Festival of Traditional Cultures and Crafts “ETHNORADUGA” held in Russia in cooperation with UNESCO has contributed to the promotion of **cultural diversity for intercultural dialogue and development**.

Communication and Information

1471. Decision makers, academic community, civil society and media have a better understanding of the impact of the Internet and ICT on social life, press freedom and development of knowledge society as a result of the international conference “Internet and Socio-Cultural Transformations in Information Society” organized in Russia in the framework of UNESCO’s **intergovernmental Information for All Programme (IFAP)**

Participation in the UNCT

1472. Over the past 5 years UN-Russia cooperation has significantly transformed from traditional technical assistance-based modality to partnership for harnessing Russia’s regional and global influence and expertise, realizing UN mandate and potential, and sharing knowledge and best practices. As an influential member of the G8, G20 and UN SC, the Russian Federation is a country with considerable potential for becoming an important player in overseas development assistance, emergency operations and supporting MDGs. In 2012, the Russian ODA reached \$458.8 million and focused mostly on Eastern Europe and Central Asia (a priority region) and Sub-Saharan Africa, followed by Latin America and Caribbean, South-East Asia, Middle East and North Africa.

1473. In light of changing cooperation modalities with the UN, the post of UN Resident Coordinator in Russia was abolished as of 2011; UNCT coordination continued through informal rotational chairmanship. The Director of the UNESCO Moscow Office has been entrusted as a Rotational UN Resident Coordinator in 2012 for 4 months. UNESCO actively participated in the debates and contributed to the formulation of UNCT’s position with regard to the UN in Russia and its collaboration with the Russian government in the implementation of the Post-2015 development agenda. In 2013, UNESCO took part in UNCT retreat which came up with recommendations to position UN-Russia cooperation on a nationally-led and owned development process, supporting Russia in ODA development, accelerating its involvement in the UN’s development work in CIS and globally, and expanding opportunities for joint implementation of ODA programmes.

1474. Within UNCT cooperation, UNESCO staff continued to participate in different UN Thematic Groups (UNTG): Gender, Indigenous people, Friends of the Convention (e-accessibility for persons with disabilities and communication). In 2013, UNESCO assisted the UNCT with conducting UN Language Proficiency Examination (UN LPE) for the UN staff in the Russian Federation.

ARMENIA

Key achievements

Education

1475. Strategic information about the situation related to health and HIV education was provided to the Ministry of Education and Science and other key stakeholders to prompt

decisions to improve the quality and expand the coverage of comprehensive **HIV and health education** in Armenia. The Ministry of Education has had its capacities increased to plan, implement, and monitor and evaluate HIV and health education programs and respond to school violence through participation of its representatives in regional experience sharing and cross-fertilization opportunities provided by the UNESCO Moscow Office.

Culture

1476. UNESCO Moscow office assisted the Republic of Armenia in sustaining **cultural diversity**, traditional crafts and promoting **cultural tourism** taking it as a vector for sustainable community and economic development. National capacities in **arts education and museum management** were reinforced through participation of Armenian experts in various regional projects and trainings. Recommendations on **cultural policy for safeguarding World Heritage** were developed and distributed among the key national and regional stakeholders and decision makers. These recommendations stemmed from proceedings of the 2nd CIS Regional Conference "Cultural Policy as Policy for Culture" organized in 2012 in Yerevan (Armenia).

1477. The inscription of the Performance of the Armenian epic of "Daredevils of Sassoun" or "David of Sassoun" on the **Representative List of the Intangible Cultural Heritage** (ICH) of Humanity of UNESCO contributed to safeguarding of ICH and illustration of its diversity. The celebrations of the 300th anniversary of the great Armenian poet and musician Sayat-Nova were included in the UNESCO's list of anniversaries for 2012-2013.

Social and Human Sciences

1478. In 2013, the year of the 20th anniversary of UNESCO's bioethics programme, UNESCO continued cooperation with Armenia in the area of social and human sciences which was mainly focused on the development of **bioethics infrastructures in the country and strengthening collaboration with the national human rights institutions**. This cooperation has been instrumental in fostering and integrating the principles of 2005 Universal Declaration on Bioethics and Human Rights at the national level and significantly enhancing the national institutional capacities in the field of bioethics and human rights.

Communication and Information

1479. The Memory of the World International Register was enriched with the inscription of Aram Khachaturian's compositions on the occasion of his 110th anniversary in 2013.

UNESCO's Participation in the UNCT

1480. Armenia continued to cooperate with the UN through the 2010-2015 UNDAF developed 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, and agreed with the government to work towards (a) promoting more inclusive and sustainable growth, by reducing disparities and expanding economic and social opportunities for vulnerable groups; and (b) strengthening democratic governance, by improving accountability, promoting institutional and capacity development, and expanding people's participation in conformity with the key national priorities.

AZERBAIJAN

Key achievements**Education**

1481. In 2012-2013 biennium, UNESCO focused on supporting national priority such as **TVET** adaptation to the needs of fast-growing national economy and reforming **secondary education**. As a result of ongoing advocacy and engagement in various regional and international forums, **education for sustainable development** has been integrated into national curriculum. Representatives of the Ministry of Education have increased their capacities to plan, implement, monitor and evaluate **HIV and health education** programs and respond to **school violence** through participation in regional experience sharing and cross-fertilization opportunities provided by the UNESCO Moscow Office.

Social and Human Sciences

1482. UNESCO's cooperation with the Commissioner for Human Rights of Azerbaijan and other institutions dealing with human rights was continued in 2013. The XI annual Baku Ombudsmen Conference 2013, devoted to the 65th anniversary of the Universal Declaration on Human Rights, analyzed the key role of the new mechanisms of the sustainable development strategies in protection and promotion of human rights. It brought in the limelight the issues of strategic planning and sustainable development programmes based on the UN current and forthcoming priorities, as well as equal opportunities for ensuring of equal rights: non-discriminative gender and age sensitive approach.

1483. Azerbaijan has been very active in mainstreaming international cooperation through sport and serves as an international platform to address sport challenges. Thus, the Ministry of Youth and Sport of Azerbaijan pioneered the hosting of an extraordinary session of the Intergovernmental Committee for Physical Education and Sport (CIGEPS) and its Permanent Consultative Council (13-15 March 2013, Baku), contributing to the preparation of the 5th World Conference of Sports Ministers in Berlin MINEPS V. The outcomes of the meeting offered a solid international catalyst in the development of the Berlin Declaration.

Culture

1484. In 2013, Azerbaijan hosted the 8th session of the **Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage** which coincided with the 10th anniversary of the adoption of the UNESCO's Convention for the Safeguarding of Intangible Cultural Heritage (2003). The Committee took stock of the Convention's implementation and considered the nominations for the Urgent Safeguarding List, Representative List as well as Best Safeguarding practices. In 2012, the Azerbaijani "Craftsmanship and performance art of the Tar a long-necked string musical instrument" was added to the UNESCO Representative List of ICH.

1485. **Social role of museums** and their capacities to provide quality services to visitors were enhanced as a result of the Regional Thematic UNESCO/ICOM training for museum specialists conducted under the UNESCO/IFESCCO project in Baku and Sheki (Azerbaijan) in partnership with the Azerbaijani National Commission for UNESCO, and in consultation with the Ministry of Culture and Tourism of the Azerbaijani Republic. The role of historic-ethnographic local museums promoted, in particular the development of their educational recourses and their role in cultural tourism promotion enhanced, museum service as a basis for quality services to visitors strengthened

1486. UNESCO's expertise has been sought to guide analytical studies which informed and enhanced **cultural diversity promotion with a special focus on reinforcing arts education and education through arts**. The analytical report "Arts Education in Azerbaijan: Synthesis of Traditions and Modernization Innovations Serving to the Development of the

Creative Potential” produced following these studies has generated a high level of interest to the subject in academia, artist community and government.

UNESCO’s Participation in the UNCT

1487. A Framework Agreement on Cooperation between UNESCO and Azerbaijan was signed in July 2013 at UNESCO Headquarters in the presence of Ms Mehriban Aliyeva, First Lady of Azerbaijan, UNESCO Goodwill Ambassador. It foresaw strengthening cooperation in all the Organization’s fields of competences and provided UNESCO with a financial contribution of US\$ 5 million.

BELARUS

Key achievements

Education

1488. UNESCO continued collaboration with the Ministry of Education, municipal education authorities, youth-serving organizations to promote **HIV and health education** by strengthening capacities of educators and youth workers in planning, implementation and evaluation of formal and non-formal education programmes. UNESCO Moscow Office supported the Ministry of Education to develop and adopt national policy to protect HIV-affected learners and educators from discrimination. As a result of regional capacity building and experience sharing initiatives, several Belarusian NGOs have increased the reach of youth-targeted prevention activities by using the Internet and social media. Belarusian innovations in using **ICTs for health and HIV prevention non-formal education** have been shared regionally to accelerate the use of the e-learning platforms and applications in other CIS countries.

Social and Human Sciences

1489. To implement and further promote the **UNESCO Ethics Education Programme (EEP)**, the UNESCO Moscow office continued to assist Belarus in reinforcing national capacities in the area of bioethics. The activities in the field of bioethics education, commemorating the 20th anniversary of UNESCO’s bioethics programme, enhanced the level of bioethics education and integrated the bioethical issues into the agenda of the national mass media.

Culture

1490. UNESCO continued to strengthen the national capacities of Belarus in safeguarding tangible and intangible cultural heritage, promoting diversity of cultural expressions and reinforcing arts education, networking and the management of museums for social cohesion and tourism development. National expertise has been enhanced in the development and effective implementation of the World Heritage management plans and preparation of periodic reporting under the second cycle of the periodic reporting through the elaboration and dissemination of Recommendations build on the proceedings of the 2nd Regional Seminar for CIS countries with the international participation “Safeguarding World Heritage in the Context of New Global Challenges” held in 2012 in Minsk (Belarus)

UNESCO’s Participation in the UNCT

1491. The 2011-2015 UNDAF remains the basic joint strategy for the UN collaboration with the Republic of Belarus. It focuses on five strategic areas within the UN mandate to most effectively respond to key national priorities: sustainable social and economic development; national health care system; environmental sustainability; national migration management in line with international standards; and national governance systems.

THE REPUBLIC OF MOLDOVA**Key achievements****Education**

1492. To support national endeavors to reach EFA goals, UNESCO supported preparation of an analytical review of ASPnet and UNITWIN involvement and contribution to national educational programmes pursuing EFA goals. The review will inform fine-tuning of national educational strategies and action plans. Moldovan innovations in using **ICTs for health and HIV prevention education** have been shared regionally to accelerate the use of the e-learning platforms and applications in Eastern Europe and Central Asia.

1493. Representatives of the Moldovan education and health sectors benefited from experience sharing and cross-fertilization opportunities provided by the 2nd regional prevention education conference organized by the UNESCO Moscow Office in cooperation with UN partners and the Ministry of Education and Science of Ukraine in Kiev in December 2013.

Social and Human Sciences

1494. UNESCO assisted the Republic of Moldova in further reinforcing national capacities in the area of **bioethics**. Recent activities, commemorating the 20th anniversary of UNESCO's bioethics programme, made a significant contribution to the UNESCO Ethics Education Program (EEP) and implementation of the UNESCO Universal Declaration on Bioethics and Human Rights (2005).

Culture

1495. In the field of culture UNESCO continued support and capacity-building activities in Republic of Moldova for enhancing national capacities in safeguarding tangible and intangible cultural heritage, and promoting diversity of cultural expressions through the effective implementation of the UNESCO Conventions. Number of regional expert meetings, seminars and trainings were conducted with involvement of Moldovan experts, including managers, academicians, educators and decision-makers aimed at strengthening policy approach and practical capacities for the safeguarding and intergenerational transmission of the diversity of cultural heritage as a vector of the sustainable development.

UNESCO's Participation in the UNCT

1496. The newly signed United Nations – Republic of Moldova Partnership Framework 2013-2017 builds on Moldova's national strategies and international commitments and defines three areas of cooperation: democratic governance, justice, equality and human rights; human development and social inclusion; and environment, climate change and disaster risk management. The UNPF is designed with a view to supporting Moldova's efforts to achieve the Millennium Development Goals, as well as its European integration ambitions. It takes note of opportunities and realities in a middle-income country in transition, as well as of the challenges posed in the global environment at the beginning of the 21st century. It builds on the comparative advantages, progress achieved, and lessons learnt under the previous UNDAF 2007-2012.

UNESCO Office in Venice

INTRODUCTION

Key achievements at regional or sub-regional level

1497. In order to maximize the impact of available Office resources, there has been a **focus on regional and sub-regional activities**. This has enabled the Office to leverage its available resources to reach a greater number of beneficiaries. Member States regularly invited to or participating in the regional and/or sub-regional activities organized by the Office in Venice include but are not limited to Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Montenegro, Republic of Moldova, Romania, Serbia, Slovenia, The Former Yugoslav Republic of Macedonia, and Turkey. The countries of Cyprus, Italy, Malta, the Russian Federation and Ukraine, as well as representatives from UNMIK/Kosovo (as defined under UN SCR 1244), also participate on a case-by-case basis. As fund-raising efforts look promising for the future, the Office anticipates to soon be able to again undertake activities at the national-level, while continuing its support for regional coordination.

1498. The Office maintained the 2010 decision of the Office Governing Bodies to have activities increasingly cross-disciplinary (Science and Culture) by grouping actions into 3 main focus areas (“MFAs”): 1) *The Future of Venice and its Lagoon*, 2) *Enhancing Regional Cooperation and Policy-advice in the Fields of Science and Culture*, and 3) *Safeguarding Natural and Cultural Heritage: Enhancing Intercultural Dialogue for Peace and Sustainable Development*.

1499. **Venice and its Lagoon World Heritage site is further safeguarded and leveraged to serve as an international platform for cultural and scientific exchanges.** The integrated and holistic approach to the issues surrounding the safeguarding of this unique urban and environmental system culminated with the public presentation of the management plan for the safeguarding of the World Heritage Site, prepared by the concerned local authorities, on 19-21 December 2012. Joint activities with the City of Venice and other stakeholders and partners were aimed at sharing available knowledge and at enhancing cooperation regarding the links between conservation, urban development, creativity and the diversity of cultural expressions, cultural tourism and sustainable development in Venice: (a) extensive preparations and negotiations have begun in 2013 for the realization of a joint UN pavilion at the Venice Office premises related to the Expo 2015, in close collaboration with the City of Venice as an official partner of this international event; (b) eight elements of Venetian cultural heritage were restored and revitalized in 2013 through the UNESCO-International Private Committees Programme for the Safeguarding of Venice, in full respect of work-site safety measures according to the Italian law; (c) a high-level International Conference on the Future of Venice and its Lagoon, originally foreseen to take place in 2011 and postponed twice at the request of the Italian Government, is now foreseen to be reorganized in Fall 2014, possibly within the framework of the Expo 2015; (d) partnerships with important Venetian institutions were strengthened. As one of the main promoters of the Venetian District of Research, an action plan to create a cooperative system for sharing scientific data was established. Along the same lines, the Office built upon two framework agreements signed beginning of 2013 with the Venice International University (February 2013) and with the Ca’ Foscari University of Venice (March 2013) to promote mutual cooperation and future joint activities in the fields of research, science and culture.

1500. **Regional cooperation and policy-advice in the fields of Science and Culture were enhanced through the building of Member States' capacities to implement UNESCO Conventions and establish platforms and networks at the regional and sub-regional levels.** Some key results of Office efforts in 2013 include:

- The meeting of the Council of Ministers of Culture of South-Eastern Europe (held 9 April 2013 in Slovenia), with the participation of Ministers and high representatives responsible for cultural affairs from 12 countries in the region plus representatives of the Italian Government, the European Commission, the Council of Europe and the UNESCO Director-General. The meeting resulted in the approval of a joint Declaration that agreed to merge the different and partly overlapping ministerial platforms for cultural cooperation in SEE into a new unified Ministerial Platform on Culture and Development. Follow-up actions are on-going, and the Office is supporting the Government of The former Yugoslav Republic of Macedonia in the organization of the first ministerial meeting of the new unified platform, expected to take place in June 2014.
- Regional cooperation in the field of culture was strengthened by supporting the UNESCO Regional Category 2 Centers and other centers of excellence in cultural heritage. The meetings and trainings organized in partnership with these centers served not only to build up the technical capacities of Member States but also to exchange information, share experiences and good practices, reinforce networking, better align the centers' activities with other relevant sub-regional or European initiatives and explore possibilities of cooperation and financing opportunities with special reference to the EU framework. Special mention should be made to activities realized in cooperation with the newly-established Regional Center for the Safeguarding of Intangible Cultural Heritage, based in Sofia, Bulgaria; the International Center for Underwater Archaeology, based in Zadar, Croatia; and the Regional Center for the Restoration of Heritage, based in Tirana, Albania..
- In line with the "Venice Process" agreed with the SEE Ministers of Science, the Office supported the integration of SEE countries in the European Research Area. The last SEE Ministerial Round Table (Sarajevo, Nov 2012) indicated priorities which have been taken into consideration within the Office programme of activity at the regional level. The Office contributed to the definition of a regional strategy for Science, Technology and Innovation (STI) in the Western Balkan Countries, in particular through the assessment of the statistical systems and the elaboration of a 4-year plan for improving the situation. The Office took part to the regional platform for STI in SEE and the Mediterranean and is actively engaged for the definition of sub-regional road map for the establishment of regional research infrastructures.
- Continuing the Office's efforts to further regional cooperation in Science via UNESCO's networks, chairs and regional centers, meetings, workshops and other activities have been facilitated with the SEE networks on Mathematics and Theoretical Physics (SEEMTP), Phytochemistry (SEEPHytoChemNet), Science communication and media, as well as with the Mediterranean Basin UNITWIN Network for Green Chemistry (MEGREC). Initiatives have also involved the Category 2 Center in Physics (Bucharest) and a number of UNESCO Chairs fostering the sub-regional collaboration in the basic sciences and engineering and disaster risk mitigation. To improve capacities on renewable energy, the Office supported the 2nd edition of the School on Renewable Energy and Energy Efficiency in World Heritage sites (Dubrovnik, October 2013) and the Forum on Renewable Energy - REENFOR (Moscow, October 2013) attended by over 300 participants.
- With regards to cross-sectoral activities that have served to enhance Regional cooperation and policy-advice in the fields of Science and Culture, the Venice Office

and the Turkish National Commission for UNESCO co-organized on 11-13 June 2013 the first-ever SEE Regional Forum of UNESCO Chairs and UNITWIN Networks. This Forum, designed with an interdisciplinary approach by the Science and Culture units, was the impetus for creating a SEE regional platform for communicating and coordinating the efforts of active UNESCO Chairs/UNITWIN Networks within the fields of science and culture in the region. Follow-up activities are being pursued.

1501. Natural and Cultural Heritage has been further safeguarded, managed and promoted through actions at regional and cross-border level, also with a view at enhancing intercultural dialogue for peace and sustainable development. Regional and sub-regional actions in this sense aimed at enhancing the protection, conservation, safeguarding, management and presentation of cultural and natural heritage, including intangible heritage and underwater cultural heritage, and emphasized the central role of heritage for sustainable development, peace, social cohesion, and intercultural dialogue. Some key results of Office efforts in 2013 include:

- a. The regional travelling exhibit, “Imagining the Balkans. Identities and Memory in the long 19th century”, was opened by the UNESCO Director-General at its inauguration on 8 April 2013 in Ljubljana, Slovenia. This exhibit shows in an innovative way that history museums in the region are again becoming reflective places of dialogue and understanding. For the very first time, national museums in the region cooperated in a joint project aimed to approach the history of their countries in a multi-perspective manner, attentive to cultural diversity and the complexities of national narratives. The exhibition has travelled to Belgrade, Serbia and Bucharest, Romania and will continue its tour in 2014-2015 with a first stop in Skopje, The former Yugoslav Republic of Macedonia.
- b. UNESCO supported the organization of the 7th annual meeting of the regional network of experts on intangible cultural heritage in South-East Europe (27-28 May 2013; Sofia, Bulgaria). The meeting, organized in cooperation with the Sofia-based Regional Center for the Safeguarding of Intangible Heritage, brought together officials in representation of 14 countries, and was instrumental in reinforcing the exchange of experience and good practices aimed at improving the safeguarding of ICH in the region. The meeting especially focused on the role of ICH for sustainable development. Activities are on-going to support the organization of the next annual meeting, due to take place in **Cyprus** in May 2014.
- c. UNESCO supported the preparation of the EuroMAB 2013 (October 2013) held in Canada and particularly for the organization of a workshop and a training seminar devoted to Trans-boundary Biosphere Reserves (TBR) and Education for Sustainable Development (ESD) activities; the workshop served to not only strengthen regional and sub-regional cooperation but also facilitated the exchange of new practices and experiences to enhance BR management in the region overall. Member States from both the SEE and the Black Sea and Caucasus sub-regions attended this meeting. As a follow-up, 2 sub-regional workshops on TBR Processes were held with MAB National Committee representatives and stakeholders from SEE (12-13 December 2013, Albania) and Black Sea and Caucasus (6-8 December 2013, Belarus in close cooperation with the Russian Federation), which served to enable them to share information, experience, lessons learnt and best practices in biosphere reserves management and transboundary processes as discussed during EuroMAB 2013 and to strengthen transboundary cooperation with a particular emphasis on bordering territories where transboundary water and associated ecosystems can be affected by unsustainable development due to different management approaches.
- d. The finalization of the trans-national nomination file of Stećci for the World Heritage List was supported by the Venice Office from 2010 to 2013, when it was officially submitted by the governments of Bosnia and Herzegovina, Croatia, Montenegro and Serbia. Four

technical intergovernmental meetings were held in support of this process. Based on this successful experience, the same four countries are encouraged to also support the trans-boundary nomination of the Dinaric Karst to the World Heritage list.

- e. The Office continued its work in the framework of the *H2Ooooh! Initiative*. Through the second cartoon series the Office encouraged youth in the region and globally to create and share their own stories on how to better safeguard and protect the precious natural resource of water. During the 24th Edition of the CIAK Junior International Film Festival held 20-25 May 2013 in Cortina d'Ampezzo (in the natural World Heritage site of the Dolomites) of the four cartoons produced by the participants, two were related to water issues and the other two to the Garbage Patch State. The videos are now live on our UNESCO Venice Office YouTube channel. The whole series was also translated in Spanish and disseminated in Latin America.
- f. As part of the Office's efforts to contribute to reconciliation processes in the region, support was provided to a regional project for the establishment of a permanent regional joint exhibit space on the Holocaust for 6 Ex-Yugoslav countries (Bosnia and Herzegovina, Croatia, the Former Yugoslav Republic of Macedonia, Montenegro, Serbia, and Slovenia) within the renovated ex-Yugoslav pavilion (nr. 17) in the State Museum Auschwitz-Birkenau. Four regional meetings for the preparation of the exhibit were organized in 2012-2013 to discuss plans of renovation and the contents of the travelling exhibition, which is to be continued in 2014.
- g. Cooperation and dialogue in water science and management has been enhanced through the linking of the "Sustainable Integrative Management of International River Corridors in South East Europe" project with other UNESCO projects and initiatives, as well as through capacity-building and knowledge-brokering activities (sediment management in particular) implemented within the Sava River Basin, responding to the needs of the 5 SEE Member States (Croatia, BiH, Montenegro, Serbia, Slovenia). The launch of the Sediment Balance project will further serve to increase information exchange and cooperation at all levels.

1502. Regional level activities offer an overview of possible future entry points for UNESCO at the national level. As could be expected, one of the key challenges during 2013 was the necessity to work primarily at the regional or sub-regional level, in order to address shared needs of the Member States in this region and improve intra-regional cooperation, in full consideration of the scarce resources available. This implied that limited funding was available for spearheading national-level initiatives that could also have had a more immediate impact and tangible results, thus increasing the visibility of the Office at the country level. However, working at the regional and sub-regional levels has enabled the Office to have a greater understanding of possible entry points at the national and transboundary levels, which should hopefully lead to the development of concrete projects once further funding can be raised and secured.

1503. Visibility of the Organization and the importance of Italian and other donors' contributions to the Office's achievements have increasingly become one of the Office's top priorities for advocating UNESCO's message to its various audiences. Key results achieved in 2013 include:

- a. The Office has been very active in publishing information products, both tangible and virtual. This includes the continuous updating of the Office website, the launch of a new-fangled Quarterly e-Newsletter 'Bridges' in early 2013 and regular uploads to the Office YouTube channel. The bureau is also a top contributor to the UNESCO New Integrated Calendar of Events.
- b. The prestigious location of the Office in **Venice** has been put at the service of Member States in the region and selected NGOs to host events and exhibitions. 25 events have

been held at the Office premises of Palazzo Zorzi in 2013, with over 5,000 visitors, serving to raise the visibility of the Office's results in the region as well as to strengthen its relationships with many Venetian institutions and partners. Some examples include: the *Art Camp* organized by the **Principality of Andorra**; the exhibition of the *Project Biennial of Contemporary Art, D-0 ARK Underground* from **Bosnia and Herzegovina** and; *Visualizing Venice, new technologies for urban history*, etc.

Contribution to UN Reform Processes

1504. In 2013 the Venice Office continued to participate in the meetings of the UN Development Group for Europe and Central Asia (UNDG ECA) and the Regional Coordination Mechanism (RCM) as well as in the Regional Peer Support Group (PSG) to the Common Country Programming Process. Participation in these meetings proved to be crucial for maintaining the Organization's visibility at a regional level as well as offering opportunities for future fundraising and joint activities with other UN agencies.

UNESCO's fields of competence were included in post-2015 consultations throughout the region at both the regional and national levels.

1505. At the regional level, the Office substantially contributed to the elaboration of a common UN vision for the post-2015 development agenda in Europe and Central Asia ([*Building more inclusive, sustainable and prosperous societies in Europe and Central Asia*](#)), strengthening its main 2 competences, Science and Culture, wherever possible in this framework document. In particular, the Office collaborated closely with the Education Sector at HQ for the joint drafting with UNICEF of an issue brief on *Ensuring Quality Education for All*.

1506. A Regional Consultation on the Post-2015 Development Agenda "Inclusive and Sustainable Development: Perspectives from Europe and Central Asia on the Post-2015 Development Agenda", was held from 7 to 8 November 2013 in Istanbul, Turkey. The high-level event was hosted by the Ministry of Development of Turkey and organized in partnership with the United Nations Development Group and the Regional Coordination Mechanism. UNESCO co-led a Davos-style panel with ILO and UNICEF on "Quality Education and Decent Jobs", which was applauded as one of the most successful of the consultation meeting. Over 300 representatives from governments, international organizations, civil society, the private sector, academia and media attended the meeting, which was also preceded by a civil society consultation meeting involving over 120 participants from all walks of civil society. The civil society consultation was to-date the largest such event organized globally in the context of the post-2015 agenda.

1507. At the national level, the Office has been active in supporting and following the national-level post-2015 consultations that have been ongoing in Albania, Montenegro, Serbia, Ukraine and Kosovo (under UN SCR 1244). As no funds were available to organize or directly lead consultations ourselves, UNESCO's primary support consisted of reviewing documentation and providing contacts for national experts in our fields of competences for inclusion in focus groups. Extensive efforts were also made to publicize and communicate progress and opportunities for national and regional consultations via the Office website and other media fora whenever possible.

1508. During 2013, the Office continued to coordinate the Organization's involvement not only in the Delivering as One countries (Albania and Montenegro) and the six other UN Development Assistance Framework (UNDAF) or UNDAF-like country programming processes in South Eastern Europe plus Ukraine (Bosnia and Herzegovina, The former Yugoslav Republic of Macedonia, Serbia, Turkey, Ukraine and UNMIK/UNKT), but it also contributed towards the implementation of UNDAFs in Armenia, Azerbaijan, Belarus and

Republic of Moldova following the transfer in 2012 of responsibility from the Moscow Office for Science/Environment activities in these Black Sea and Caucasus countries.

1509. In 2013 Bosnia and Herzegovina began its roll-out for the next UNDAF 2015-2019 (details available in the related country report).

1510. In 2014, the following 11 countries plus Kosovo (UNSRC 1244) will also roll-out a new UNDAF cycle: Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Serbia, Tajikistan, The former Yugoslav Republic of Macedonia, Turkey, Turkmenistan and Uzbekistan. It is therefore extremely important that the UNESCO Regional Bureau for Science and Culture in Europe, in close cooperation with the Offices in Almaty, Moscow, and Tashkent, continues to participate in these types of interagency exercises to ensure that UNESCO's mandate is duly reflected in all UN Country programmes. However, no additional resources have so far been allocated to help meet this increased workload.

1511. It should be noted that the current approach adopted by the various UNRC Offices and/or Thematic Working Groups/Output Coordinators under the various UNDAF/DaO Programmes for requesting inputs is not found to be effective, with requests being received in an uncoordinated fashion, often requesting turnaround within less than 24 hours. Requests for inputs are not limited to annual reporting but also include multiple mid-year progress reviews on both the programmatic and financial components. While fully recognizing the importance of contributing to the UNDAF/DaO (of which UNESCO is a signatory agency), this approach appears to be too time-consuming and in general unsustainable for a regionally-based organization; this has been shared with the UNCTs in both writing and during UNCT meetings.

1512. In the second semester of 2013, the Office received some Regular Programme funds which will help fulfill its commitments and in particular to continue the finalization of the relevant UNESCO Country Programming Documents, which is fully underway. Drafts have been elaborated for all of the countries under the "core geographical mandate" of this Office and are under finalization.

Challenges and Lessons Learnt

1513. 2013 was a strategic, forward-looking year for the UNESCO Regional Bureau for Science and Culture in Europe (Venice Office). The Office faced in 2012 a difficult context with a drop of 40% of the total funds received (USD 3 million), corresponding mainly to a huge decrease of its extrabudgetary resources (74%). The sharp decrease in 2012 was due mainly to the closing of the MDG-F joint programmes, reduced funding available from the One UN Programmes (Albania and Montenegro) and also a continual decrease in the activities carried out under the UNESCO – International Private Committees Programme for the Safeguarding of Venice (ACP).

1514. Due to the financial constraints of the Organization and in response to the concerns expressed by the Steering Committee of the Office, a restructuring was made in 2012 resulting in a real volume cut of 8 positions (-24%) and a net financial cut of 14%, taking into consideration the mandatory statutory adjustment with a redeployment of resources on the programme. Within this difficult context, together with the financial crisis faced by UNESCO in particular, the Office succeeded to maintain a high level of activity and stop the decrease of extrabudgetary funds received and even reverse this trend by the end of 2013.

1515. To compensate for the sudden decrease in extra-budgetary funds from the regular sources in 2012, the Office greatly diversified its fund-raising strategy in 2012-2013, preparing project proposals for consideration by the EU (through direct negotiations, applications for FP7 Research Framework Programme, etc.), national development agencies of European Member States, and UN/UNESCO funding windows. Consultations with other

Member States are also on-going, for the definition of possible joint management project to be submitted to the European Commission. Both units also received funds in 2012 from UNESCO's Emergency Fund. The Office is also working at the preparation of several new project proposals for the mobilization of extra-budgetary funds for the coming biennium, also related to the Organization's participation as part of the coordinated UN presence in Expo 2015; the first results of such efforts are expected already during the initial semester of 2014. The evolving nature of the geographic scope of Office activities allowed for an improved and more holistic understanding of how to better support Member States in achieving their national development priorities (i.e. EU accession). The geographical scope of the Office officially includes countries of South East Europe (SEE) as well as other EU and non-EU countries in Central Europe and the Mediterranean. Additionally, in 2012 the Office received the mandate to also include in its portfolio in Natural Science those countries of the Black Sea and Caucasus sub-region. The Office continued to closely cooperate with the National Commissions for UNESCO and the authorities of SEE countries, whilst increasing its efforts in favor of non-EU countries in Central Europe. In this context, the Office supported UNESCO's participation in 4 meetings of the Eastern Partnership, as this is the most important framework for strengthening relations between the EU and its Eastern European and South Caucasian neighbors.

1516. The extension of the geographic mandate of the Venice Office led to an increased number of requests for inputs to UNDAFs/DaO Programmes, which became a challenge because of already limited resources:

ALBANIA

1517. The current One UN Programme of Cooperation 2012-2016 (PoC) builds upon the strengths of its 20 participating UN agencies, programmes and funds, and provides support for 4 priority areas identified in cooperation with the GoA: governance and the rule of law, economy and environment, regional and local development and inclusive social policies. UNESCO, through its Venice Office, implemented activities in 2013 under 3 of the 4 priority areas. The planned activities under the 4th pillar of inclusive social policies (Education-related) were indefinitely postponed due to lack of sector funds.

1518. UNESCO, nominated as the only Non-Resident Agency (NRA) to hold a UNCT coordination role, relinquishes responsibility. The Office has endeavored to regularly participate in UNCT and Technical and Thematic Working Group meetings, ensuring UNESCO's cooperation at both the strategic and operational levels. However, UNESCO's cooperation is thus functionally limited to participation in UNCT meetings via videoconference or Skype. In the past, UNESCO's participation was facilitated by the excellent contribution provided by the former UNESCO NPO who assured high visibility of the Office and helped to strengthen cooperation with the UNCT. As a result, UNESCO was nominated as the only NRA to serve as Output and Outcome Coordinators within one of its field of competences, as UNESCO had previously demonstrated having the competences and support to play such an intensive role. However, as the Organization is no longer represented at the country level and there are reduced funds available from the UN Coherence Fund, this level of participation is seen as no longer viable as a regionally-based agency and UNDP has taken over the coordination of the relevant Output/Outcome.

1519. **Gender equality continued to be promoted within the fields of science and media.** The only UNESCO activities to receive financial support from the UN Coherence Fund in 2013, UNESCO worked jointly with UN Women and other UN agencies for the follow-up of 2 gender-related activities in Albania: (a) following up on the results of the 2012 UNESCO World Science Day for Peace and Development in Albania, which put the focus on "Women in Science and Non-traditional Roles" and saw the first steps towards creating a Women in Science Network, 24 Albanian women experts/scientists met for a 2-day retreat in Budva, Montenegro in 2013 to consolidate this Network and to elaborate activities to be

implemented in 2014; (b) following up on the 2012 workshop organized on UNESCO's Gender Sensitive Media Indicators (GSIM), a 2nd training workshop was organized on 30-31 May 2013 in Venice for 7 members of the Albanian Union of Journalists. After the training, it was agreed that the GSIM would be translated into Albanian and that the Albanian Union of Journalists would elaborate and conduct a survey/questionnaire on how the indicators could be tested in Albania. The Albanian translation of the GSIM has been recently concluded and the results of the survey are in final elaboration.

1520. Governance capacities are being strengthened related to statistics. The Office continued the implementation of the project "Improving Science and Research Governance in Albania", initially supported by the Coherence Fund for Albania in 2009. A pilot statistical survey on Science Technology & Innovation (STI) for the private sector has been almost completed; a similar survey of the public sector is ongoing and should terminate within June 2014. Recruitment of skilled and motivated staff and training of interviewers were the key aspects of the new pilot survey that was successful in the private sector.

1521. Environmental transboundary cooperation is reinforced through the establishment of a MAB National Committee. Following up on Albania's demonstrated interest in establishing its first Biosphere Reserve, UNESCO provided support and guidance for the eventual submission of the candidature file to the Man and the Biosphere (MAB) Secretariat for the establishment of a Trans-boundary Biosphere Reserve in Albania, which was jointly submitted with the former Yugoslav Republic of Macedonia for the Ohrid-Prespa watershed region in September 2013. The nomination process has been further supported by a regional meeting of stakeholders organized in December 2013. Preceding this step was the establishment of a MAB national committee, which also participated for the first time ever in the EuroMAB meetings held in October 2013 in Canada. These achievements reflect the positive step of Albania towards fostering learning and creative and innovative sustainable development, for which Biosphere Reserves have proven to be excellent demonstration sites (see the 1995 Seville Strategy for more details).

1522. Capacities for planning and preparing for the risks of disasters at cultural and natural heritage sites have been enhanced. Albanian public officials are better trained and have new technologies available to help them better mitigate the impact of disaster risks in the country:

- a. Following the previous year's support to the Government of Albania in capacity-building of key stakeholders in disaster risk preparedness at cultural heritage sites, this activity culminated in the final publication of the geo-hazard study and guidelines that have been produced in 2012. Capitalizing upon the experiences gained with last year's national-level trainings, a 5-day regional training was organized in 2013 using Butrint WHS as a case study for how to increase preparedness at cultural heritage sites. One of the outputs of this regional training was the first steps in the design of risk preparedness plans at cultural-heritage sites in Albania.
- b. Within the EU-funded project IncREO-Increasing Resilience through Earth Observation (FP7-SPACE-2012-1), a new multi-year activity started in the field of risk preparedness to develop different risk-related maps inclusive of multilayered digital maps of flood exposure in the region of Shkodra. This is through a methodology of work which has created an unprecedented unified database of sensitive maps related to the test area of the Shkodra region. It also merged satellite-acquired imagery with in situ data to produce historical-based exposure maps, inclusive of dam failure scenarios, to be used in support of Albanian decision-makers in DRR and to promote appropriate action plans for risk preparedness in the region. The first technical workshop took place on 14 May 2013 at the Ministry of Interior – Department of Civil Protection in Tirana.
- c. Within the EU-funded project "Integrating GMES Emergency Services with satellite navigation and communication for establishing a flood information service" (FLOODIS),

which aims to produce an experimental early-warning system for floods for the Shkodra region in Albania and the Veneto region in Italy, the kick-off meeting was held in October 2013 in Turin, Italy. The first technical workshop of the project was held 25-26 November in Venice, Italy with the multiple goals of setting up the User Committee (UC) of the project and sharing a better understanding of the hazards related to chosen testing areas. The following UC meeting held on 21 January 2014 at the Operational Center of the Civil Protection Department of the Region of Veneto, was focused on the compilation of a dedicated user questionnaire, which laid the requirements necessary for designing the FLOODIS Service Platform. A similar UC meeting devoted to the Albanian End Users and the test case area of Shkodra will be organized in March 2014.

1523. The Regional Center for the Restoration of Monuments (Tirana) continued to act as a training center for the country and the region. Activities undertaken in 2013 reflected a response to growing need for capacity development of specialists in the field of the cultural heritage as well as those of national institutions dealing with the safeguarding and management of valuable cultural heritage. To this end a training course on the restoration of Ottoman monuments was held in Berat and Tirana in October-November 2013, with a special focus on wall paintings, with the support of the Turkish Development Agency TIKA. In compliance with internationally-recognized conservation principles and standards, the 12 participants attended lectures and site work which addressed the principles of conservation and restoration on monuments, buildings decorations and artefacts from the Ottoman period, with special focus on wall paintings, including insights into historical techniques of execution, deterioration processes, conservation treatments and methods, and maintenance requirements.

1524. In addition to the achievements discussed above, Albanian experts also participated to a number of important regional and sub-regional activities, including the sub-regional MAB workshop on “Transboundary Cooperation. From Vision to Action” took place in Pogradec, Albania, from 12-13 December 2013.

Important fund-raising efforts were launched in 2013 in cooperation with the Ministry of Culture, especially with regards to the launch of the second phase of the IPA funds, and to the Italian-Albanian Debt-for-Development SWAP Programme (IADSA). The possible positive outcome of such efforts is expected to greatly increase the Office capacity in supporting the enhancement of culture in Albania, including both heritage and creativity, as driver and enabler for the country’s sustainable development.

BOSNIA AND HERZEGOVINA

1525. The successful implementation in 2013 of UNESCO Venice Office's programmes and activities in support of Bosnia and Herzegovina have been largely facilitated by the presence in Sarajevo of an Antenna Office and the high quality cooperation with the State Commission of Bosnia & Herzegovina for Cooperation with UNESCO. This cooperation provided constant support to relevant ministries and institutions with regards to UNESCO’s overall mandate. Furthermore, as a member of the United Nations Country Team (UNCT), UNESCO Venice Office, through its Antenna Office in Sarajevo, was actively involved in common country programming processes as well as in the implementation of joint UN programmes at country level.

1526. As 2013 was a “roll out” year for the new UNDAF in the country, UNESCO contributed to the elaboration of the new Common Country Assessment (CCA) and the draft UNDAF 2015-2019. The major competences of UNESCO have been included into the 1st and 4th Focus Areas of the new UNDAF 2015-2019 (*emphasis added*): (i) *Sustainable and Equitable Development and Employment*; (ii) *Social Inclusion*: education, social protection, child protection and health; (iii) *Empowerment of Women*; and (iv) *Rule of Law and Human*

Security. After extensive deliberations, the UNCT decided to design the UNDAF as a “flexible” One UN programme.

1527. **Bosnian Contemporary Arts were supported on an international stage.** The Director-General of UNESCO provided patronage for the 2nd Biennale of Contemporary Arts of Konjic (26 April - 30 October 2013), which was supported by Croatia and Turkey. In addition, the Konjic Biennale was presented at the Venice Biennale of Contemporary Arts 2013, which took place in the period 29 May - 6 June 2013, at the Venice Office premises in Palazzo Zorzi. The initiative helped to bring attention to the relationship between cultural identity and difficult heritage, and represented an exceptional occasion to fuse heritage with modernity as well as to reinforce collaboration between local and international artists.

1528. **USD 2 million fund-raised for Reconciliation and Dialogue.** UNESCO supported the initiative of the Presidency of BiH and UN Secretary-General in 2013 on the definition of a new programme/project on Reconciliation and Dialogue in BiH. Based on these discussions and on the instructions of UNSG and UNDG, UNRC/UNCT in BiH developed the new project with pre-dominant cultural orientation, which has been recently approved. The project is defined as a 2-year project with the total budget of USD 2 million, with the probability to receive additional funding. As defined by UNCT, the new project to be developed is to be jointly managed by UNRC, UNDP, UNESCO and UNICEF under the auspices of the Presidency of BiH.

1529. **Cultural heritage rehabilitated to serve as tourism infrastructure for improved management of natural heritage.** Within the MDG-F JP “Mainstreaming environmental governance: linking local and national action in B&H”, UNESCO was a subcontractor of UNDP (150,000 USD) for the implementation of this JP with FAO, UNEP, and UNV. The following results were achieved January – June 2013, when the JP was closed: (a) restored facade and replaced windows at the Museum of Herzegovina in Trebinje; (b) reconstructed a tradition stone house and supported the establishment of a tourism info point at Vjetrenica cave in Ravno municipality, which aimed at the enhancement of the management system of this important Karst phenomenon in BiH.

1530. The Venice Office encourages the country to seek the **establishment of a MAB National Committee and of the first Biosphere Reserve in the country** (possibly Sutjeska National Park to become a trans-boundary Biosphere Reserve connected to the Tara River Biosphere Reserve in Montenegro).

1531. On the occasion of the World Day for Cultural Diversity for Dialogue and Development (21 May 2013), the exhibition “Old Castles of Bosnia and Herzegovina” was presented at the State Archives in the Old City of Dubrovnik, Croatia. Prepared, printed and released by the ICOMOS National Committee in BiH in cooperation with the Venice Office, the exhibition presents 40 of the most important - out of 278 - medieval castles/towns on the territory of BiH. Along with the book, the exhibition crowns a group effort of experts from across the country, who believed that such a publication should instigate a more adequate relation towards medieval castles/towns, and hence new archaeological and scientific researches, protection and preservation measures of original values, and their integration into contemporary social and economic trends.

1532. In addition to the achievements discussed above, Bosnian experts also participated to a number of important regional and sub-regional activities as indicated in the Key achievements part of this Report.

BULGARIA

1533. Bulgaria does not have an UNDAF or similar framework under which the UN operates in the country. Ten UN agencies have either project or permanent offices in the country; UNESCO, as a non-resident agency, is not considered as part of the UN Country Team in Bulgaria and therefore receives no regular updates.

1534. UNESCO had no national-level activities in Bulgaria in 2013 although Bulgarian experts participated to a number of important regional and sub-regional activities, mentioned in the 'Key achievements part' of this document.

1535. Bulgaria is also home to the new **Regional Category 2 Center for the Safeguarding of Intangible Cultural Heritage** (ICH), which hosted the 7th Regional seminar of SEE experts in intangible cultural heritage (27-28 May 2013). UNESCO actively cooperates with the Center, such as for the first global meeting of UNESCO Category 2 centers on ICH, which took place in Sozopol (Bulgaria) on 24-26 July 2013, organized by the Sofia Regional Center in cooperation with UNESCO.

1536. Bulgaria has been actively participating in the regional "Balkan Bridges Speak" initiative, which aims to sustain dialogue among policy makers and cultural professionals. The second edition of initiative was hosted in Lovech, Bulgaria (10-11 May 2013).

1537. UNESCO patronage and support was granted for the 3rd International Conference on Digital Presentation and Preservation of Cultural and Scientific Heritage (Veliko Tarnovo, 18–21 September 2013) which presented innovative results, research projects and applications in the field of digitization, documentation, archiving, representation and preservation of global and national tangible and intangible cultural and scientific heritage.

1538. The International Workshop, "Nonlinear Mathematical Physics and Natural Hazards Mitigation in the South East Europe", held at the Bulgarian Academy of Science in Sofia on 28-30 November 2013, was part of the Office's programme of activity in collaboration with the SEENET-MTP network. The objective of the workshop was to enhance capacity-building in SEE in the area of natural hazards risk mitigation. Additional objectives of the workshop were the extension of the SEENET-MTP towards natural hazards assessment and mitigation and a better coordination of UNESCO activities in the region on the issue of Disaster Risk Management.

1539. The SEE Regional Network on Phytochemistry (PhytoChemNet) organized a workshop on "Medicinal and Aromatic Plants in South East Europe: Environmental and Socio-Economic challenges-The role of MAB Reserves" that took place in Plovdiv, Bulgaria, on 30-31 May 2013. The Bulgarian Academy of Science played a key role in the coordination of the Network and is the main partner of the Office. A cross-cutting pilot initiative involving the MAB reserves in the region, in particular in Bulgaria, is under elaboration.

1540. The Venice Office is working closely with the MAB National Committee for the establishment of the Strendja Mountains Transboundary BR and re-launch of the MAB Programme in Bulgaria. Support is still needed for the revision of the BR strategy to introduce a new concept and management plan for the Bulgarian BRs. Interest has also been expressed by local stakeholders to undertake a Biosphere Reserve designation process in the Osogovo Mountains area (shared with The former Yugoslav Republic of Macedonia).

CROATIA

1541. Croatia does not have an UNDAF, but the same consultative mechanism and methodology was used in developing the agency-specific country programming documents of UNDP and UNICEF. Also present in Croatia are UNFPA, UNHCR, and WHO, as well as the World Bank and the EC. UNESCO is not considered as part of the UN Country Team in Croatia and therefore receives no regular updates.

1542. UNESCO had no national-level activities in Croatia in 2013 although Croatian experts participated to a number of important regional and sub-regional activities.

1543. Croatia is also home to the **International Center for Underwater Archaeology (ICUA)**, based in Zadar, which hosted 2 regional-level trainings in 2013: basic course on underwater archaeology (2-week course, June 2013); advanced course on conservation and restoration of underwater heritage (2-week course, September 2013).

1544. The successful organization of the regional *School in South East Europe - Sustainable Energy Governance in World Heritage sites* was held in Dubrovnik in the first week of October 2013. Around 17 young experts from around SEE attended the School, which culminated with the International Fall Workshop: “Upgrading Life in Historical Towns – Renewable Energy”, where the participants were able to will present the outputs of their work.

1545. UNESCO Venice Office, in collaboration with the Institute of Statistics (UIS) did an assessment of the quality of national Science Technology and Innovation (STI) statistical systems in the Western Balkan Countries (WBC); it was presented at the STI Ministerial meeting of Zagreb (24 October 2013) together an action plan aiming to establish a Regional Mechanism, leaded by UNESCO, able to assist the National Institutes of Statistics to move towards the EU/international standards in the elaboration of STI data. To obtain the financial support to this plan within the EU-IPA framework, the position of WBC government will be very important.

1546. The first regional conference on “Cultural Diversity, Civil Society and the Implementation of the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions” was held on 3-4 June 2013 (Zagreb, Croatia). The conference brought together experts, researchers, policy-makers and national contact points for the UNESCO's Convention on the Protection and Promotion of the Diversity of Cultural Expressions Convention (2005) who analyzed the integration of cultural diversity into a wide framework of public policies in SEE and observed the status of implementation and monitoring of the Convention.

GREECE

1547. Greece does not have an UNDAF as there are no UN agencies resident in the country.

1548. The Venice Office continued to encourage the Greek MAB National Committee for the establishment of the Samothraki Biosphere Reserve and to promote it as a model for the

1549. UNESCO had no national-level activities in Greece in 2013, although Greek experts participated to a number of important regional and sub-regional activities, which are further elaborated upon in paragraphs 12-17 of this document.

MONTENEGRO

1550. **UNESCO participation in UNCT actions stalled in 2013.** Due to a severe drop into available resources, the Office moved to implementing activities at the regional or sub-regional level in order to maximize the impact of available resources for the region. This precipitated the closure of the UNESCO Project Office in Podgorica and the dismissal of the National Professional Officer, who had endeavored to regularly participate in UNCT as well as Technical and Thematic Working Group meetings, thus ensuring UNESCO's cooperation at both the strategic and operational levels for the period 2010-2012. As a consequence, the participation of UNESCO in UNCT joint actions within the Second Phase of the Integrated UN Programme Montenegro (2012-2016), stalled in 2013. Other participating UN Organizations in the Integrated UN Programme are UNDP, UNICEF, UNHCR, WHO, IOM, FAO, UNIDO, UN Women, UNEP, and UNECE. Since the closure of its Project Office, UNESCO is considered a non-resident agency in Montenegro and is therefore invited to participate only *ad hoc* in UNCT meetings, although is regularly requested to contribute financially to the UNRCO for communication and advocacy-related support as an NRA.

1551. **Nomination file for Cetinje to the World Heritage list finalized.** In 2013, as part of UNESCO's support under the *Democratic Governance* pillar of the Integrated UN Programme and in the framework of the project "Environmental Management in Cultural Heritage in SEE", financed from the Venice Office's Italian Contribution, the Office in Venice supported the elaboration of spatial and urban plans for Cetinje, which is required as part of the Management plan and nomination of Cetinje to the World Heritage list. In addition and in cooperation with the World Heritage Center and ICOMOS International, UNESCO Venice Office engaged an expert with the aim to provide technical support to the relevant authorities for the finalization of the nomination file.

1552. **High visibility ensured for UNESCO's World Science Day for Peace and Development.** Also as part of its support under the *Democratic Governance* pillar the Office co-organized with the Ministry of Science a series of conferences in Podgorica on 9 and 11 November 2013 on the occasion of UNESCO's World Science Day for Peace and Development. 3 Montenegrin Ministers (Ministers of Science; Food and Agriculture; and Tourism) actively participated in the panel discussions on the sub-theme of water cooperation.

1553. **Follow-up continues for support to UNESCO Designated Sites in Montenegro.** UNESCO's activities under the *Sustainable Economic Development & Environmental Protection (SEDEP)* pillar continued the work began under now-closed Joint programme, "*Sustainable Development Governance in the Durmitor Area in Montenegro*" (DURMITOR) mainly through participation in the thematic working group meetings. The Office contributed to develop specific follow-up projects for fundraising aiming at providing the necessary support to the process that has been launched at the site level for UNESCO Designated sites (World Heritage and MAB Biosphere Reserves).

REPUBLIC OF MOLDOVA

1554. UNESCO was involved in the implementation of the 2007-2012 UNDAF primarily via its Moscow Cluster Office with the support of the Office as needed and particularly in the field of culture. In planning the new UN-Republic of Moldova Partnership Framework (UNPF) 2013-2017, UNESCO's contribution has been made jointly between the two offices and is framed within the UNESCO Country Programming Document for 2014-2017, which was elaborated in 2013. Including the World Bank and IMF, UNESCO is one of 21 UN agencies currently working in Moldova.

1555. UNESCO had no national-level activities in the Republic of Moldova in 2013 although Moldovan experts participated to a number of important regional and sub-regional activities, which are further elaborated upon in paragraphs 12-17 of this document. However, based upon the inputs elaborated for the UNPF, a set of targeted interventions in the field of Environment (in particular working with MAB and shared water resources) is planned for the years to come.

SERBIA

1556. **UNESCO: Non-resident but considered as full member of UNCT.** In 2013, the Office continued to support UNCT Serbia's joint efforts to achieve expected results as formulated in the "UN Country Partnership Strategy for Serbia 2011-2015", a new generation of UNDAFs moving from a situation of development assistance to one of partnership for development. Despite its non-resident agency status, the Office has been traditionally considered as a full member of the UNCT Serbia and regularly participates to UNCT meetings and retreat via video-conference. With the arrival of the new UNRC in late 2013, a "UNCT Steering Committee" has been formed consisting of only the resident agencies and which meets biweekly, with the full UNCT meeting on a monthly basis as it was before.

1557. Serbia will start its roll-out process in 2014 for a new UNDAF. At the recent UNCT Retreat (16 December 2013), UNCT Serbia as well as the Government of Serbia expressed their interest in UNESCO's contribution to this process. One of the entry point discussed was the possible support to the Government of Serbia to develop the **Culture Strategy for Serbia**.

1558. **UNESCO expertise effectively incorporated into Post-2015 national consultation processes.** Serbia was very active in undertaking national-level consultations for the Post-2015 development agenda. UNESCO joined as part of a working group that cooperated closely with a consultancy firm/NGO that was hired by the UNRCO for the implementation of the consultation processes and collection and analysis of data. Information from the consultations was regularly promoted on the Venice Office website via a webpage that was dedicated solely to the Post-2015 consultation processes in the region. As a result, UNESCO fields of competence were taken in due consideration for the elaboration of the terms of reference for the work to be implemented and related experts invited to members of the focus groups engaged for this process.

1559. **Finalization of the management plan for Stari Ras and Sopocani World Heritage site is moving forward.** In cooperation with the Ministry of Culture, in 2013 the Venice Office started preparations for a workshop to be held in March 2014 focusing on the preparation and possible finalization of the management plan for World Heritage site Stari Ras and Sopocani.

1560. Due to lack of funds and re-orientation towards activities on a regional and sub-regional scale, as opposed to a national ones, only a few activities were undertaken in Serbia in 2013 by the Venice Office, although experts and representatives of the country were regularly invited to participate in regional-level activities. Regional activities hosted in Serbia include: the regional exhibition "Imagining the Balkans. Identities and Memory in the long 19th century", opened at the Historical Museum of Serbia in Belgrade; a round table on the contribution of audiovisual productions to the safeguarding of ICH, organized within the programme of the Belgrade Ethnological Film Festival and in cooperation with the Regional Center on Intangible Cultural Heritage (Sofia, Bulgaria); a 2-day SEE regional workshop concerning science communication/journalism, organized and conducted in Belgrade on 3-5 October 2013.

SLOVENIA

1561. Slovenia does not have an UNDAF or similar framework under which the UN operates in the country. UNESCO had no national-level activities in Slovenia but Slovenian experts participated to a number of important regional and sub-regional activities. Moreover, the annual ministerial meeting of the CoMoCoSEE, which led to the establishment of a new unified ministerial cooperation platform on culture and development in SEE and the inauguration of the regional exhibit by the **SEE national museums of history, “Imaging the Balkans”** took place in Slovenia.

THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

1562. UNESCO's contribution to the UNDAF 2010–2014 stalled due to the severe drop of funds available for national-level activities, as available resources were redirected towards activities at the regional or sub-regional level. As an NRA, UNESCO is not regularly considered as a member of the UNCT in the country, although it previously benefitted from more regular involvement under the now-closed MDG-F JP, “Enhancing inter-ethnic community dialogue and collaboration” (2010-2012), which was implemented jointly with UNDP and UNICEF.

1563. **Proposal for support to the improvement of the management plan for Ohrid World Heritage site is moving forward.** With the aim of supporting the improvement of the management of the World Heritage site of Ohrid, in cooperation with the World Heritage Center the Office prepared a new project proposal, “Towards strengthened governance of the shared transboundary natural and cultural heritage of the Lake Ohrid Region”. The project proposal has been prepared upon the request of the EU, within the framework of the related upstream project on Ohrid Lake.

1564. The Office invited the International Institute of Earthquake Engineering and Engineering Seismology (IZIIS, UNESCO Category II center recently approved), to the regional round-table on Disaster Risk mitigation and management held in Sofia in on 29 November 2013. It was a starting point for a strategic partnership to enhance capacity-building in SEE in the area of natural hazards risk mitigation for a better coordination of UNESCO activities in the region.

1565. The country's experts participated to a number of important regional and sub-regional activities, highlighted in Key achievements part of this Report.

1566. An official nomination form for the establishment of the Ohrid-Prespa Watershed was submitted to the MAB Secretariat in late September 2013. Endorsed by Albania and The former Yugoslav Republic of Macedonia, the proposal was supported via a sub-regional capacity-building meeting for selected stakeholders held in December 2013 in Ohrid. Technical support to the newly-established National MAB Committee, officially launched in November 2012, was also provided by the Office.

1567. UNESCO office in Venice supported the National Commission for the organization of the preparatory expert meeting on the new, unified Ministerial Platform on culture for development in SEE, which took place on 9 December 2013 in Skopje. The aim of the meeting was to discuss the concrete implementation of decisions taken by the SEE Ministers of Culture concerning the establishment of the new, unified platform. This meeting paved the way for the organization of the first ministerial meeting of the new, unified platform, to be hosted by the country in June 2014, also with the support of UNESCO.

TURKEY

1568. Following the completion of the MDG-F project for Turkey, the UNESCO Project Office in Ankara was phased out as planned, determining the dismissal of the National Professional Officer, who ensured regular participation in the UNCT as well as Technical and Thematic Working Group meetings, thus ensuring UNESCO's cooperation at both the strategic and operational levels for the period 2009-2011.

1569. UNESCO is not considered as a member of the UNCT in Turkey and thus was not invited to participate in their 2013 meetings. Contacts with the UNCT and UNRCO were mainly limited to the national consultations on the post-2015 agenda. However, as Turkey has confirmed its intention to roll-out a new UNDAF-like document (probably in the framework of the Delivering as One) in 2014, Office engagement with the UNCT is expected to increase as a result of the need to jointly elaborate the related draft documents.

1570. UNESCO had no national-level activities in Turkey in 2013 although experts and representatives of the country were regularly invited to regional-level activities, as previously explained in this report (paragraphs 12-17). Those regional activities that it has hosted are explained in greater detail below:

1571. The First SEE Regional Forum of UNESCO Chairs in Science and Culture was held on 12-13 June 2013 in Istanbul, Turkey. Co-organized with the Turkish National Commission for UNESCO, the objective of the Forum was to identify and outline a shared regional roadmap and common vision of the role of UNESCO Chairs in the South East European (SEE) area.

UKRAINE

1572. Despite having indicated its readiness to contribute to all four priority thematic areas of the current UNDAF/Ukraine-United Nations Partnership Framework (UNPF) for the period of 2012-2016 (Sustained Economic Growth and Poverty Reduction; Social Development; Governance; and Environment and Climate Change), in 2013 UNESCO could only provide inputs and relevant feedbacks to the Working Group on Environment and Climate Change. As already communicated to the UNRCO, due to UNESCO's financial crisis, limited funds were available for the European region and thus UNESCO was unable to implement its planned actions under the UNPF. This is a **lesson learned** for the Organization with regards to ambitiously indicating support for activities in all of UNESCO's sectors, regardless of current funds availability, during the planning phase of UNDAFs/DaO programmes. More cautious planning is needed for the future.

1573. No national-level activities were undertaken in Ukraine by UNESCO due to lack of funds and a re-orientation towards activities on a regional scale, as opposed to a national one. Ukrainian experts and representatives were regularly invited to regional-level activities.

1574. UNCT Ukraine has requested UNESCO to keep them duly informed about the forthcoming Regional Conference on Education planned to be held in Ukraine in 2014.

UNMIK/KOSOVO (AS DEFINED UNDER UN SECURITY COUNCIL RESOLUTION 1244)

1575. The UNSCR 1244 remains in full force. The UN maintains a significant presence in Kosovo's international landscape with 21 agencies, funds and programmes active in Kosovo, including 15 with a permanent physical presence, in addition to support from the UN Mission in Kosovo (UNMIK). The UN, including UNESCO, remains a trusted and neutral partner. UNESCO continued to contribute at the best of its limited resources to the work of the UN Kosovo Team (UNKT), which coordinates and support all the UN activities under the guidance of the UN Development Coordinator (UNDC). Kosovo-Serbia technical discussions

moved forward under mediation by the EU facilitator, Baroness Catherine Ashton. The 19 April 2013 agreement for the normalization of relations between the two parties is a milestone achievement.

1576. Cultural Heritage properties safeguarded and their management improved. The Office continued to implement projects related to the Donor Conference (2005) through UNMIK. UNESCO's link with UNMIK is specifically related to the safeguarding of cultural heritage and in particular to the management of the World Heritage properties. Achievements in 2013 include:

- a. As per agreement of the Russian Federation authorities, the restoration of the frescos in portico of the Bogorodica Ljeviska Church in Prizren is being carried out; the works started in December 2013 and will be completed in January 2014.
- b. The works on the restoration of the Gazi Mehmet Pasha Hammam in Prizren, financed by the contribution of Turkish Government, were implemented in accordance to the agreed schedule and are to be completed by July 2014.
- c. The entire restoration activities foreseen for the Catholic Cathedral in Prizren, under the Albanian contribution were fully implemented and completed in December 2013.
- d. Restoration of 4 Ottoman fountains in historical zone of Prizren was fully implemented in accordance to the agreed plan of activities; Works were completed in November 2013 thanks to the contribution of the Republic of Bulgaria.

1577. One million Euro raised for revitalization of Novo Brdo fortress. In addition to the above, UNESCO elaborated a 3-year programme for the Revitalization of Novo Brdo fortress which was approved for funding (1 million Euro) by the European Union. A kick-off site meeting was scheduled on 29 January 2014.

1578. Due to Kosovo's *sui generis* status, the UN Kosovo Team (UNKT) will not be allowed to elaborate a UNDAF; however, in agreement with UNMIK, a new UNDAF-like will be roll-out in 2014. The main priority areas of UNKT discussed at the Head of Agencies level are: a) increased joint advocacy for social inclusion and Post-2015 preparations for a greater impact on the ground; b) joint programmes which are seen as a main creation of UN values; a source for sustainability of proof of trust and cooperation with stakeholders and donors in 2014; c) common services to increase our operational efficiency efforts and a move towards 'Delivering as one' within Kosovo context.

UNESCO liaison Office in New York

1579. During the Mali crisis in 2012 and 2013, UNESCO New York Office (NYO) sensitized the UN system, international media and Member States' missions to the UN, advocating for the protection of Mali's cultural and historical heritage during the conflict. Ultimately, these efforts culminated in the inclusion of "**Support for Cultural Preservation**" as one of seven mandates assigned to the UN peacekeeping mission deployed to Mali (MINUSMA), defined by UN Security Council resolution 2100 [S/RES/2100 (2013)] ([http://undocs.org/S/RES/2100\(2013\)](http://undocs.org/S/RES/2100(2013))) adopted on 25 April 2013. This was the **first time** protection of cultural elements was included in the mandate of a peacekeeping mission. Furthermore, the resolution specified that this was to be carried out "in collaboration with UNESCO."

1580. NYO facilitated the establishment of a dynamic Group of Friends for "Culture and Development" providing a platform for Member States to coordinate and maximize their support for the inclusion of culture in the post 2015 development agenda. As a result the resolution Culture and Sustainable Development A/RES/68/223 that outlines the direct linkages between Sustainable Development and Culture and explicitly calls for the inclusion of culture in the post 2015 agenda was adopted in December 2013.

1581. The NYO contributed to the proclamation by the UN General Assembly of the International decade for the Rapprochement of Cultures (2013-2022) in its resolution ([A/RES/67/104](http://undocs.org/A/RES/67/104)). NYO also provided technical support for the adoption of the GA of the Plenary resolution "Return or restitution of cultural property to the countries of origin" (A/RES/67/80) that outlined, among others, the strengthening of the mechanism for the promotion and implementation of the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property.

1582. NYO organized in partnership with the Theolonius Monk Institute and the United States Permanent Mission to the United Nations the celebration of the first International Jazz Day with a well attended concert at the UN General Assembly Hall on 30 April 2012. The concert featured world-known jazz musicians and actors highlighting the role music can play in promoting inter-cultural understanding and peace. The event received wide press coverage.

1583. NYO provided support to the ECOSOC Annual Ministerial Review focused on STI and culture for sustainable development; and technical assistance to the UNGA International Year of Crystallography and 2015 International Year of Light and Light based Technologies.

1584. The Global Education First Initiative (GEFI) Secretariat was established and became operational in NYO following the UNSG's launch of the Initiative in September 2012. In its first year, the Initiative built a strong coalition of partners through the High-Level Steering Committee, the Group of Champion Countries and the Youth Advocacy Group, and served as the "rallying platform" for a number of activities of the international education community. A series of advocacy events to highlight the importance of education was organized with partners at the UN in NY. These culminated in the celebration of a successful advocacy anniversary event held in the presence of the UNSG and with the participation of Heads of State and Governments as well as a number of high profile world leaders during the General Assembly High-Level Week in September 2013.

1585. Inspired by UNESCO's UN Plan of Action on the Protection of Journalists and the Issue of Impunity the 68th General Assembly passed by consensus the first resolution on **the Safety of Journalists and Issue of Impunity** and declared 2 November of the International Day to End Impunity for Crimes against Journalists. It invited UNESCO to be the overall coordinator of the implementation of UN Plan of Action on the Safety of Journalists and the

Issue of Impunity, operating with focal points from Member States as well as relevant UN agencies, organizations, funds and programmes to exchange relevant information. The 67th General Assembly endorsed UNESCO's World Radio Day.



联合国教育、
科学及文化组织

执行局

第一九四届会议

194 EX/4 Part II

巴黎，2014年3月14日

原件：英文/法文

临时议程项目 4

本组织 2012--2013 年（36 C/5）截至 2013 年 12 月 31 日的 预算状况（未经审计）、根据收到的捐赠和特别捐款所做的预算调整 以及 2012--2013 年计划执行管理图表（未经审计）

（第 52 号）

概 要

第 194 EX/4 号文件第 II 部分载有：

- A. 总干事关于本组织 2012--2013 年（36 C/5）截至 2013 年 12 月 31 日的预算状况（未经审计）的报告，其中包括：
 - I. 总干事关于在 2012--2013 年拨款决议范围内批准的预算调整的报告。依照第 36 C/111 号决议(b)段和(e)段的规定，总干事向执行局提交：
 - (i) 关于因 2013 年 7 月 1 日至 12 月 31 日期间收到的捐赠和特别捐款而对批准的 2012--2013 年拨款所做调整的报告；
 - (ii) 关于因 2013 年 7 月 1 日至 12 月 31 日期间计划活动的调整和工作人员变动而在拨款项目间转账的报告。
 - II. 总干事关于本组织 2012--2013 双年度正常预算总体状况的报告
 - III. 希望执行局采取的行动：见第 12 段中的决定
- B. 根据未经审计的正常计划和预算外资金账目编制的 2012--2013 年计划执行管理图表。

A 部分

**总干事关于本组织 2012--2013 年 (36 C/5) 截至 2013 年 12 月 31 日的预算状况
(未经审计) 的报告**

I

总干事关于在 2012--2013 年拨款决议范围内批准的预算调整的报告

1. A.I 部分对执行局的决策进行了简要分析。

(i) 因执行局第一九二届会议之后收到的捐赠和特别捐款而对批准的 2012--2013 年拨款所做调整

2. 根据第 36 C/111 号决议(b)段, 总干事有权根据《财务条例》第 7.3 条的有关规定, 接受自愿捐款、捐赠、礼品、遗赠和补助金以及各国政府的捐款并将它们加到批准的 2012--2013 年拨款中。据此, 总干事谨提供 2013 年 7 月 1 日至 12 月 31 日期间收到的捐赠和特别捐款的情况。下表是按部门/局分列的捐赠和特别捐款总表, 详情见第 194 EX/4 INF.2 号文件附件 II:

部门/局	\$	权重
教育(ED)	653,319	29.3%
自然科学(SC)	649,491	29.2%
社会科学及人文科学(SHS)	97,167	4.4%
文化(CLT)	620,387	27.8%
传播和信息(CI)	21,460	0.9%
总部外办事处实施非集中化计划(总部外协调局)	123,730	5.6%
与计划有关的业务(非洲)	9,975	0.4%
与计划有关的业务(战略规划编制局)	52,511	2.4%
捐赠和特别捐款, 共计	2,228,040	100.0%

在整个双年度期间收到的捐赠和特别捐款总计 12,428,406 美元。

对总部外办事处和机构的实物捐助

3. 除上述捐赠外，在本双年度期间，有关国家政府还为总部外办事处和机构提供了实物捐助，特别是免租金办公场所，其中包括水电等公用事业、维护和通信等服务。2013 年，按市场价值计算，对总部外办事处和机构的这种捐助分别达 760 万美元和 540 万美元。这些实物捐助每年汇报一次，以便与符合《国际公共部门会计标准》的财务报表中的信息相匹配（详情见第 194 EX/4 INF.2 号文件附件 III）。总部外办事处和机构在 2012--2013 双年度收到的实物捐助总额分别为 1530 万美元和 1110 万美元。

对计划执行的实物捐助

4. 另外，2013 年 7 月至 12 月对计划执行的实物捐助指示性清单见第 194 EX/4 INF.2 号文件附件 IV，这种实物捐助的价值为 2990 万美元。直接支助批准的业务和活动并且能够进行可靠衡量的货物和服务型实物捐助，已得到承认并按公允价值进行估价。该清单包括同期由亲善大使动员的实物捐助。

2012--2013 双年度对计划执行的实物捐助总计 3870 万美元。

(ii) 执行局第一九二届会议之后在拨款项目间进行的转账

5. **计划费用：**将正常计划资金转账用于教科文组织参与国家层面计划编制活动：

根据第 36 C/74 号决议第 2(6)段，总干事将重大计划正常预算资金的 2%拨款用于教科文组织筹备联合国共同国家计划编制活动，包括“一体行动”试验项目、联合国发展援助框架和联合编制计划）。

其中，1%用于具体的部门行动，另外 1%由战略规划编制局（BSP）协调使用。2012 年转账给战略规划编制局并经第 190 EX/4 号决定批准的资金为 81 897 美元（参见上文第 5 (a)段）。2013 年 7 月至 12 月期间，又从重大计划向战略规划编制局转账 99 768 美元，具体如下：

从以下重大计划转账的资金	\$
重大计划 I--教育	(60,829)
重大计划 II--自然科学	(8,000)
重大计划 IV--文化	(30,939)
向战略规划编制局转账共计	99,768

6. **人事费的相对转账：**下表是 2013 年 7 月至 12 月期间工作人员变动总表（净影响为 0 美元）。

拨款项目	转账额 (\$)
第 I 篇--总政策和领导机构	
B. 领导机构	71,000
第 I 篇，共计	71,000
第 II 篇--计划和与计划有关的业务	
A. 计划	
重大计划 I--教育	35,500
总部外--非集中化计划的管理	(106,500)
第 II 篇，共计	(71,000)
拨款共计	0

7. 整个双年度期间拨款项目间转账包括上述转账的净结果，反映在第 194 EX/4 INF.2 号文件附件 I 中。

II

总干事关于本组织 2012--2013 双年度正常预算总体状况的报告

经调整的正常预算拨款

8. 大会第三十六届会议批准为 2012--2013 年拨款 653 000 000 美元（第 35 C/111 号决议），其后因收到 12,428,406 美元的捐赠和特别捐款，使拨款总额增加到 665 428 406 美元，具体如下：

参考文件	拨入正常预算的款额
	\$
36 C/5 批准本的拨款	653,000,000
第 190 EX/4 号决定（捐赠和特别捐款）	3,404,863
第 191 EX/4 号决定（捐赠和特别捐款）	3,043,925
第 192 EX/4 号决定（捐赠和特别捐款）	3,751,578
执行局先前已注意到的捐赠和特别捐款共计	10,200,366
第一九二届会议之后收到的捐赠和特别捐款以及在捐赠和特别捐款基础上所做的调整(*)	2,228,040
捐赠和特别捐款，共计	12,428,406
2012--2013 年（经调整的）正常预算拨款总计	665,428,406

(*) 详情见第 194 EX/4 INF.2 号文件附件 II。

正常计划内的支出和未清偿承付款项

9. 一个会费大国于 2011 年 10 月中止提供资金，为应对这一情况，总干事对 36 C/5 实施了 4.65 亿美元的一揽子支出计划。这意味着比 36 C/5 批准额减少了 1.88 亿美元，即 28.8%。截至 2013 年 12 月 31 日，未经审计的账目显示支出总额为 5.205 亿美元。虽然支出比（经修订的）36 C/5 批准额减少了 22.2%，即 1.449 亿美元，但是这意味着相对于 4.784 亿美元的临时一揽子工作计划（其中包括捐赠 1240 万美元和 35 C/5 剩余预算 100 万美元），出现了 4210 万美元的赤字。这一赤字已由应急基金特别账户的资金弥补，因此 36 C/5 双年度结束时没有发生现金流断流的情况，周转基金得到完全恢复。

篇	36 C/5 预算 批准额 (6.53 亿美元)	经调整的 36 C/5 批准额 (6.654 亿美元)	临时工作计划 4.65 亿美元 + 追 加拨款 1240 万美 元 + 35 C/5 预算 承付款项清算后 所余 100 万美元	支出包括 截至 2013 年 12 月 31 日未 交付的订单	相对于临时工作 计划盈余或 (赤字)
	\$	\$	\$	\$	\$
第 I-III 篇	628 709 500	641 137 906	462 394 906	506 397 433	(44 002 527)
第 IV 篇--总部楼房翻新及国 际教育局楼房的贷款偿还	14 014 000	14 014 000	14 014 000	14 070 960	(56 960)
第 V 篇--预计费用增长	8 976 500	8 976 500	1 019 500	-	1 019 500
重新定级/择优晋升储备金	1 300 000	1 300 000	-	-	-
2010--2011 年清算后的剩 余预算	-	-	1 000 000	-	1 000 000
共计	653 000 000	665 428 406	478 428 406	520 468 393	(42 039 987)

10. 5.204 亿美元的支出总额中包括为应于 2013 年底交付的货物和服务所承付款项拨备但在年底时尚未支付的 1410 万美元（未清偿承付款/ULO）。根据财务条例第 4.2 条，这些未清偿承付款项在财务期结束后的 12 个月内依然有效。2013 年底的未清偿承付款项为预算总额的 2.7%，大大高于 2010--2011 年（0.7%）。导致未清偿承付款项增多的原因是，为实施 37 C/5（2014--2015 年）的 5.07 亿美元支出计划而建议在职人员放弃职位，因而在 2013 年 12 月为可能发生的在职人员离职费进行了拨备。

11. 依照第 184 EX/17 号决定第 11 段的要求，第 194 EX/4 INF.2 号文件载有总干事关于 2012-2013 年期间大会第三十七届会议产生的运作费用和执行局 2013 年产生的运作费用的报告。

III

希望执行局采取的行动

12. 执行局可以考虑通过如下决定：

执行局，

1. 根据大会第三十六届会议批准的《拨款决议》的规定（第 36 C/111 号决议(b)段、(d)段和(e)段）审议了第 194 EX/4 Part II 号文件所载总干事关于 2013 年 7 月至 12

月期间收到并已记入正常预算的捐赠和特别捐款以及关于在拨款项目间进行转账的报告，

I

2. 注意到由于收到了这些捐赠和特别捐款，总干事已经将正常预算拨款增加了总计 2 228 040 美元，其中包括在捐赠和特别捐款基础上所做调整，如第 194 EX/INF.2 号文件附件 II 所示；

	\$
第 II 篇 A--教育 (ED)	653,319
第 II 篇 A--自然科学 (SC)	649,491
第 II 篇 A--社会科学及人文科学 (SHS)	97,167
第 II 篇 A--文化 (CLT)	620,387
第 II 篇 A--传播和信息 (CI)	21,460
第 II 篇 A--总部外办事处实施非集中化计划 (总部外协调局)	123,730
第 II 篇 B--与计划有关的业务 (非洲)	9,975
第 II 篇 B--与计划有关的业务 (战略规划编制局)	52,511
共计	<u>2,228,040</u>

3. 感谢第 194 EX/4 INF.2 号文件附件 II、III 和 IV 所列的捐助方；

II

4. 忆及《拨款决议》规定总干事可以进行拨款项目间的转账，但最多不得超过原拨款额的 1%，并应在采取这种行动后的届会上以书面形式将转账的详细情况及其理由通知执行局委员，
5. 注意到总干事进行了拨款项目间的转账，用以支持教科文组织参与国家层面计划编制活动以及 2013 年 7 月至 12 月期间的人员变动（净影响为 0 美元），如第 194 EX/4 Part II 号文件第 5 和 6 段所详述；
6. 注意到第 194 EX/4 INF.2 号文件附件 I 中经修订的 36 C/5 拨款表；
7. 还审议了总干事关于在账目结算时本组织 2012--2013 双年度正常预算总体状况的报告（194 EX/4 Part II），
8. 注意到本组织 2012--2013 年（36 C/5）截至 2013 年 12 月 31 日的预算状况（未经审计）。

B 部分

总干事关于大会通过的计划执行情况的报告

管理图表--截至 2013 年 12 月 31 计划执行情况

管理图表提供了正常预算和预算外资金的总体预算和支出状况。

I. 截至 2013 年 12 月 31 的总体预算--按资金来源和业务成果分列的资金状况 (参见：第 194 EX/4 INF.2 号文件表 1)

2012--2013 年可动用的资金总额中包括：

- 正常计划 (RP)：基于双年度支出总额的 **5.205 亿美元**，支出率为 100.2%。
- 应急基金 (EF)：2012--2013 年分配的资金为 **2730 万美元**，支出率为 82.4%。
- 预算外资金 (XB)：**2013 年拨款 3.011 亿美元**，支出率为 65.5%。2012 年期间拨款 3.324 亿美元。

在本双年度的支出总额 9.457 亿美元中，50.6%由正常计划摊款供资 (4.784 亿美元)，6.8%来自应急基金 (6450 万美元)，42.6%来自其他预算外财源 (4.027 亿美元)。

(a) 36 C/5 正常计划支出总额和预算赤字：

一个会费大国于 2011 年 10 月中止缴纳会费，使本组织面临 28.8%，即 1.88 亿美元的资金缺口，其中 4200 万美元与 2011 年有关。在此之后，总干事于 2012 年 1 月对 36 C/5 实施了 4.65 亿美元的一揽子工作计划。

2012--2013 年支出总额 5.205 亿美元 (包括基于捐赠的支出 1210 万美元)，相对于经修订的 4.784 亿美元一揽子工作计划，**出现 4210 万美元的赤字**。这个经修订的一揽子工作计划包含最初的 4.65 亿美元，2011 年比承付款估计数节省的 100 万美元，所收到的对 36 C/5 正常计划的捐赠 1240 万美元。支出比 36 C/5 批准额 (6.53 亿美元+1240 万美元捐赠) 减少了 22.2%，即 1.449 亿美元。

(b) 相对于 36 C/5 批准额的减少情况分析

在 36 C/5 批准额的基础上减少 1.449 亿美元有可能通过一系列减少费用和提高效率的措施做到，但主要是通过近 100% 暂停招聘做到的，结果到该双年度结束时，空缺率达 20%。其他措施包括：限制对在 2013 年 12 月之前可交付的货物和服务做出付款承诺；控制临时助理人员、顾问和差旅支出；中止执行培训和绩效奖励计划；减少机构内部服务费用（非计划部门的行政管理平台）；通过投资于成本效率高的工具进行任务重组；以及通过重组对外关系与公众宣传部门和支助服务管理部门降低费用，这项工作还在进行之中。在减少的 1.449 亿美元中，60% 或 8700 万美元是靠削减计划部门预算实现的，而这部分削减在某种程度上已由应急基金特别账户的拨款和增加的实物捐助冲抵。

总支出--相对于经修订的 36 C/5 批准额的减少情况

	%	百万美元
第 I 篇--总政策和领导机构，共计	-14%	-6,4
重大计划 I--教育	-29%	-33,0
重大计划 II--自然科学	-32%	-18,5
重大计划 III--社会科学及人文科学	-28%	-8,3
重大计划 IV--文化	-22%	-11,7
重大计划 V--传播和信息	-28%	-8,8
教科文组织统计研究所	-25%	-2,3
跨部门平台	-62%	-4,4
总部外办事处实施非集中化计划	-4%	-3,6
总部外网络改革补充资金	-88%	-7,9
第 II 篇 A--计划，共计	-25%	-98,5
第 II 篇 B--计划支助服务，共计	-13%	-6,4
第 II 篇 C--参与计划和奖学金，共计	-35%	-7,4
第 II 篇--计划和与计划有关的业务，共计	-24%	-112,3
第 III 篇--机构内部服务	-13%	-16,0
第 I 至 III 篇，共计	-21%	-134,7
重新定级/择优晋升储备金	-100%	-1,3
第 IV 篇--楼房贷款偿还	0%	0,1
第 V 篇--预计费用增长	-100%	-9,0
相对于 36 C/5 批准额支出减少，总计	-22%	-144,9

(c) 与所报告的预计数相比较

最终支出 5.084 亿美元（不含捐赠），略高于执行局上届会议上报告的预计数 5.074 亿美元（192 EX/4 Part II）。支出包括用于工作人员离职的 1480 万美元，其中含 2013 年最后一个季度实施完毕的自愿协商离职计划实际发生的费用 540 万美元，以及在 2013 年 12 月为可能发生的在职人员离职费拨备的 940 万美元，因为为实施 37 C/5 (2014--2015 年) 的 5.07 亿美元支出计划，已建议在职人员放弃职位。

这些费用主要用下列资金支付：因本双年度期间某些关键岗位延迟招聘而未支出的 700 万美元人事费；限制雇用临时助理人员和调整教育津贴待遇而节省的 260 万美元；未支用的活动预算 410 万美元。2013 年下半年招聘进程缓慢，在很大程度上是因为 2013 年最后一季度启动了目前还在进行的人员结构审查，审查目的是按照 2014--2015 年 5.07 亿美元支出计划的要求降低费用总额。

(d) 支出与 4.65 亿美元一揽子工作计划之间的赤字分析

4.65 亿美元一揽子预算是在吸纳了两个会员国未交分摊会费后所能得到的总现金流，因此它是双年度可支用数额，而非最低预算要求。该一揽子预算的分配规定，第 I 篇--总政策和领导机构的预算削减 25%；第 III 篇--机构内部事务削减 24%；第 II 篇--计划和计划支助削减 30%。在因现金流的限制而需要吸纳的 29% 中，本组织成功地吸纳了 22.2%，余下 7% 相当于 2011 年的赤字。

4210 万美元的赤字已由应急基金特别账户的资金填补，因此双年度结束时没有现金流赤字。第 194 EX/INF.2 号文件附件 I 显示了按部门/局分列的赤字情况。赤字最多的预算项目是总部外办事处实施非集中化计划（34%）、支助服务管理部门（20%）、对外关系与公众宣传部门（17%）和联合国系统联合机构（JUNM）（13%），其原因主要是非计划部门的人事费以及支助服务管理部门和总部外网络不可压缩的管理费居高不下。就联合国系统联合机构而言，应付联合国的费用属于固定和日益增多的费用（例如总部外安全和驻地协调费用的摊款），本组织无法谈判削减。

(e) 支出变化:

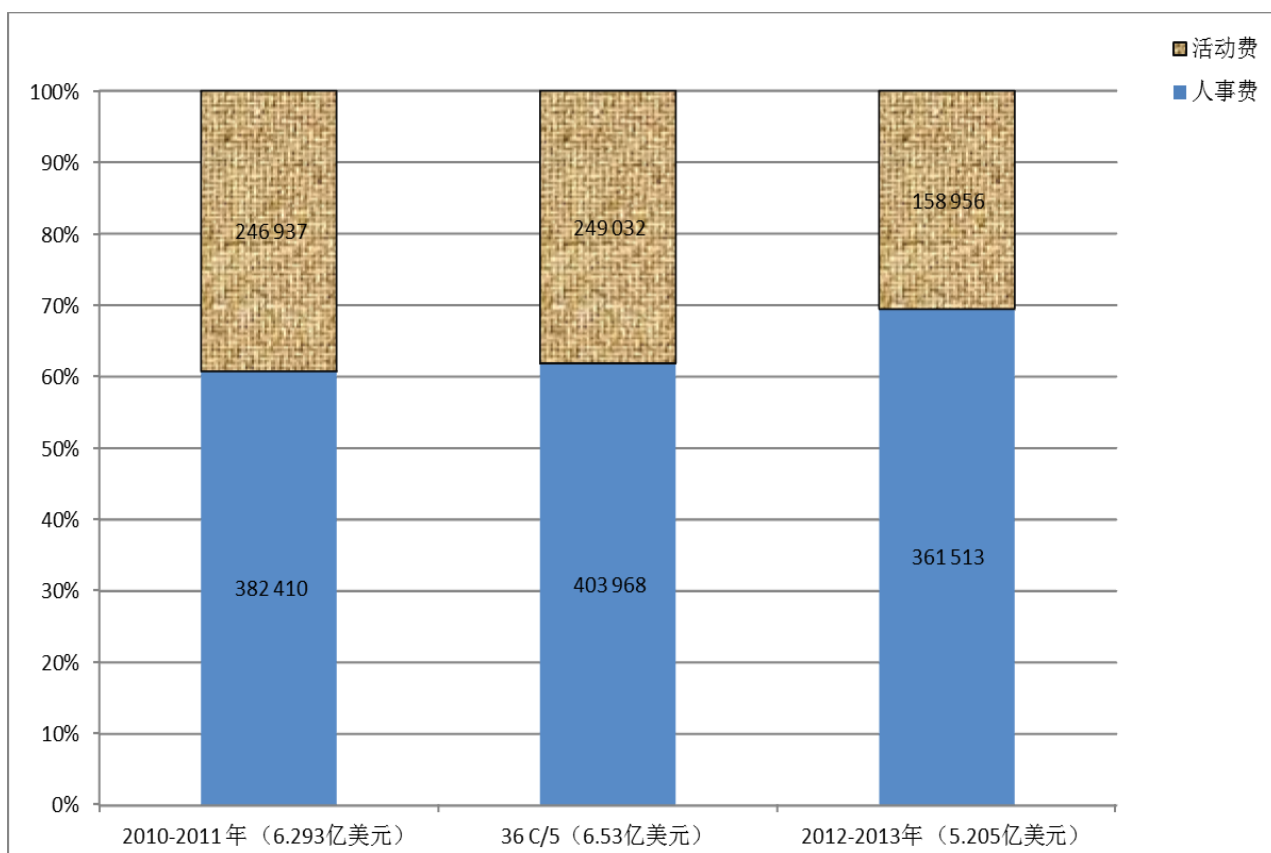
相对于 36 C/5 批准额，活动费支出减少了 9010 万美元，即 36.2%；人事费支出减少了 4250 万美元，即 10.5%（不包括捐赠）。为弥补活动预算的减少，应急基金支出 2250 万美元，因此活动预算净减少 6760 万美元（即 27%）。

人事费支出减少 10.5%是在吸纳了本双年度期间法定工资增长 800 万美元和纳入了 1480 万美元工作人员离职费的情况下实现的。之所以能够实现，是因为空缺率高达 20%。

上述削减所产生的影响是，与 36 C/5 批准本中的 38%/62%相比，本双年度的活动和人事费用比率分别为 31%和 69%（不包括应急基金资助的活动）。

（所有图表的单位均为千美元，除非另有说明）

变化--人事费和活动费（2012--2013 年支出与 2010--2011 年支出和 36 C/5 批准额之比较）



按预算篇章分列的变化情况 (35 C/5 支出与 36 C/5 支出之比较)

	2010-2011 年 (6.293 亿美元)	2012-2013 年 (5.205 亿美元)	在 2010-2011 年 所占权重%	在 2012-2013 年 所占权重%	2012-2013 年比 2010-2011 年 增加/(减少)
第 I 篇--总政策和领导机构	44 793	39 286	7,1%	7,5%	-12,3%
第 II 篇 A--计划	374 221	305 324	59,5%	58,7%	-18,4%
第 II 篇 B--与计划有关的业务	49 852	44 560	7,9%	8,6%	-10,6%
第 II 篇 C--参与计划和奖学金	21 040	13 669	3,3%	2,6%	-35,0%
第 III 篇--机构内部服务	125 672	103 559	20,0%	19,9%	-17,6%
第 IV 和第 V 篇--贷款偿还和预计 费用增长	13 784	14 071	2,2%	2,7%	2,1%
共计	629 362	520 468	100,0%	100,0%	-17,3%

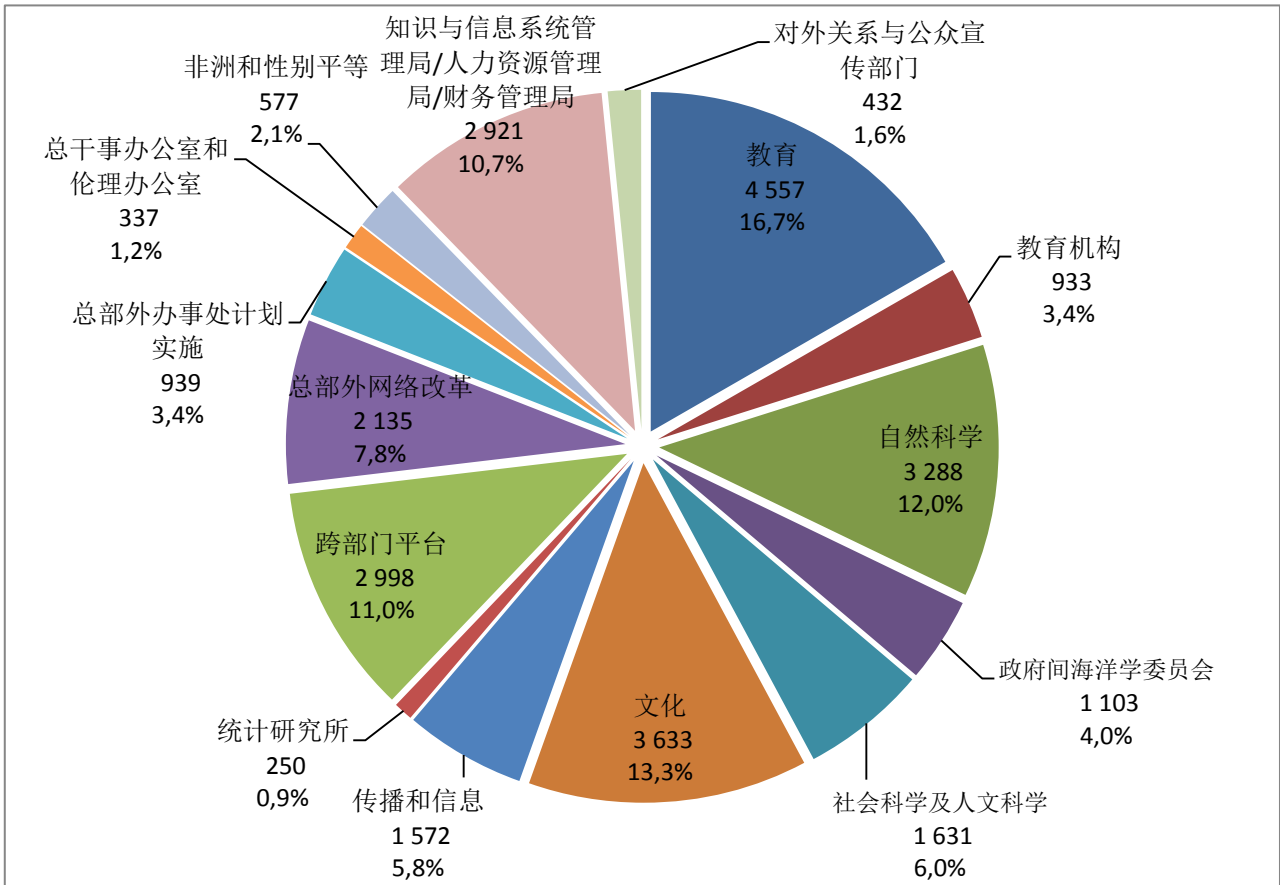
上表显示，本双年度的预算支出总额与上一双年度相比减少了 1.09 亿美元（17.3%）。不过，若对 36 C/5 的支出加以调整，以排除纯属例外的 1480 万美元工作人员离职费，减少总额接近 20%。第 II 篇 A--计划和第 III 篇--机构内部服务减少 20%；第 I 篇--总政策和领导机构减少 12.7%；第 II 篇 B--计划支助减少 16.6%。第 III 篇和第 I 篇的削减，是在预算这两篇中应付联合国的费用、许可费、间接费用和维持费等不可压缩和固定费用以及为非全额参保者向医疗保险基金（MBF）纳款的水平居高不下的情况下实现的。

(f) 应急基金 (EF) --参见：第 194 EX/4 INF.2 号文件表 1

为弥补正常计划赤字，从紧急资金中拨款 **4210 万美元**。

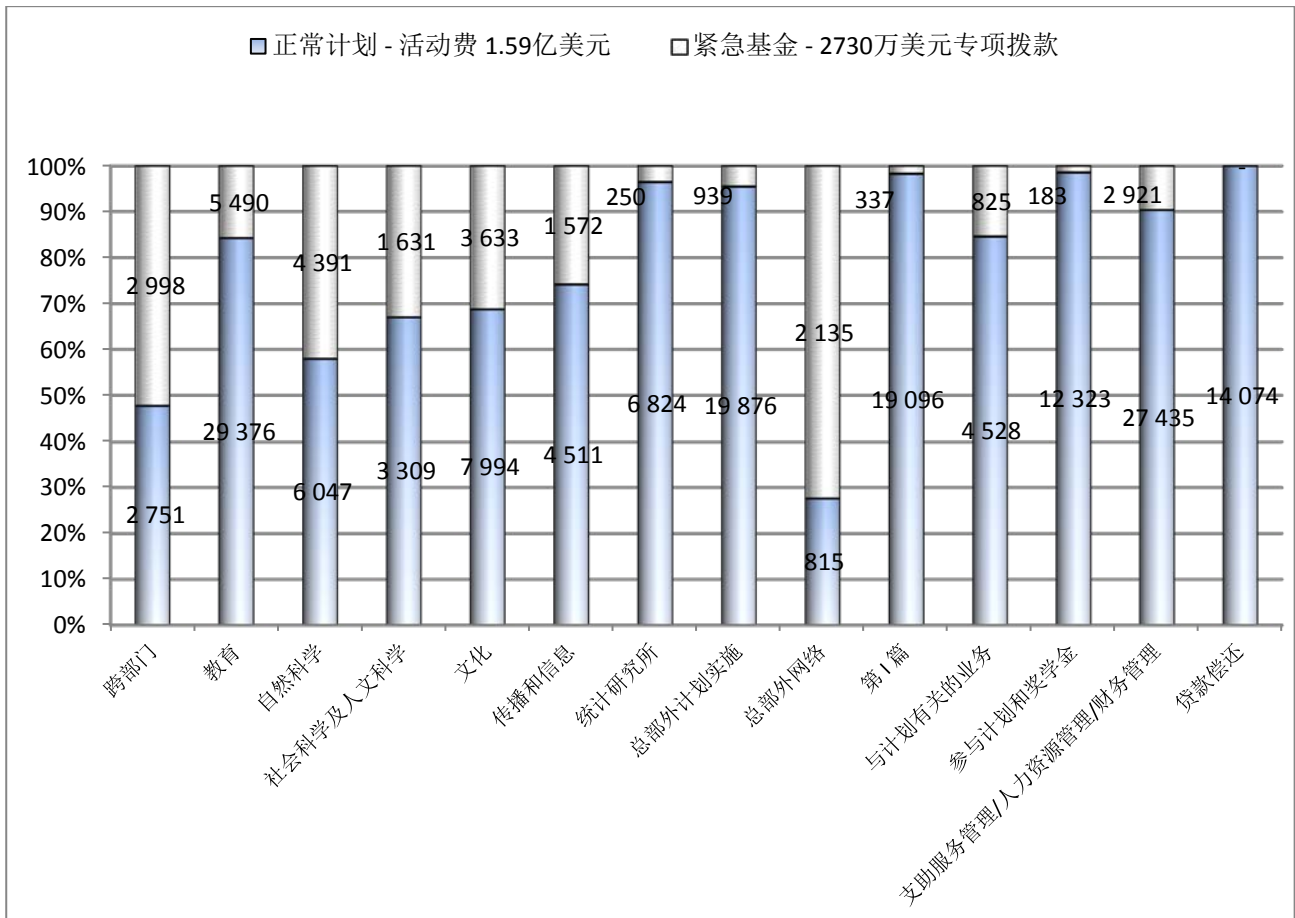
此外还直接为活动拨款 **2730 万美元**，占已收到资金总额 7500 万美元的 36.4%。五个主要的受益部门是：教育部门 550 万美元（20%），自然科学部门 440 万美元（16%），文化部门 360 万美元（13%），总部外费用与改革 310 万美元（11%）以及跨部门平台 300 万美元（11%）。下图显示这些拨款的分配情况。

应急基金--按部门/局分列的资金分配情况

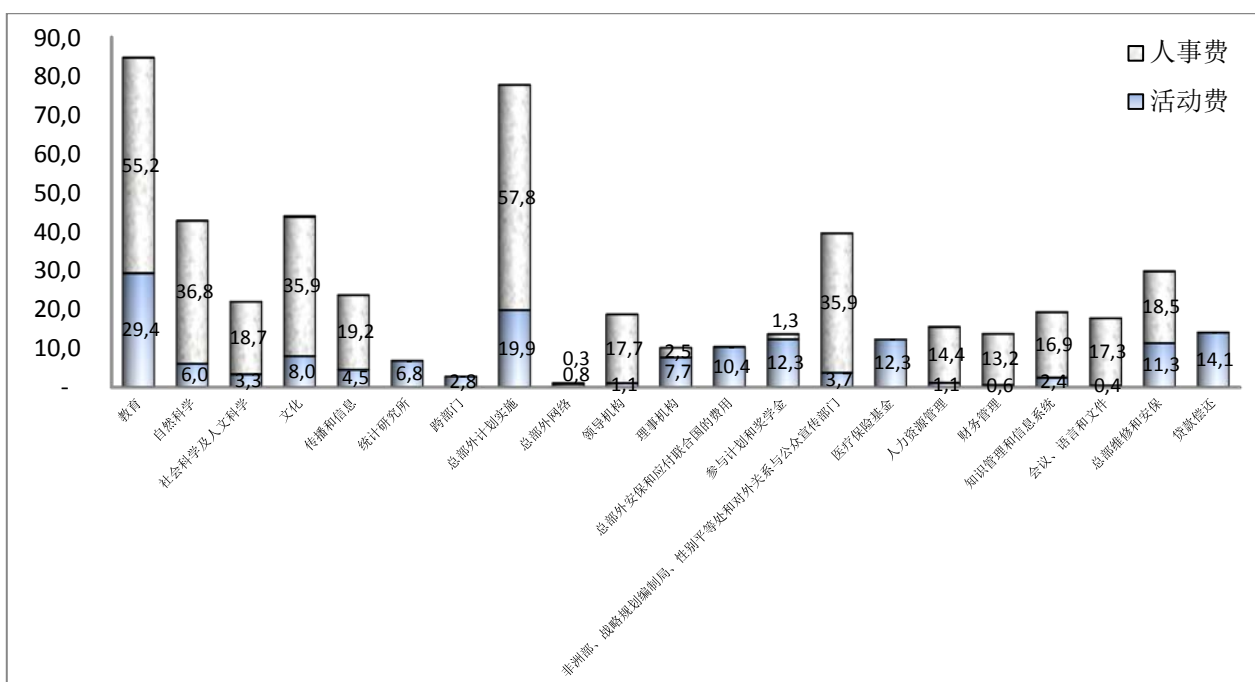


下一张图显示按部门/局分列的正常计划（RP）活动预算（1.59 亿美元）以及通过应急基金提供的补充资金（2730 万美元）之间的关联。

正常计划与应急基金--活动费

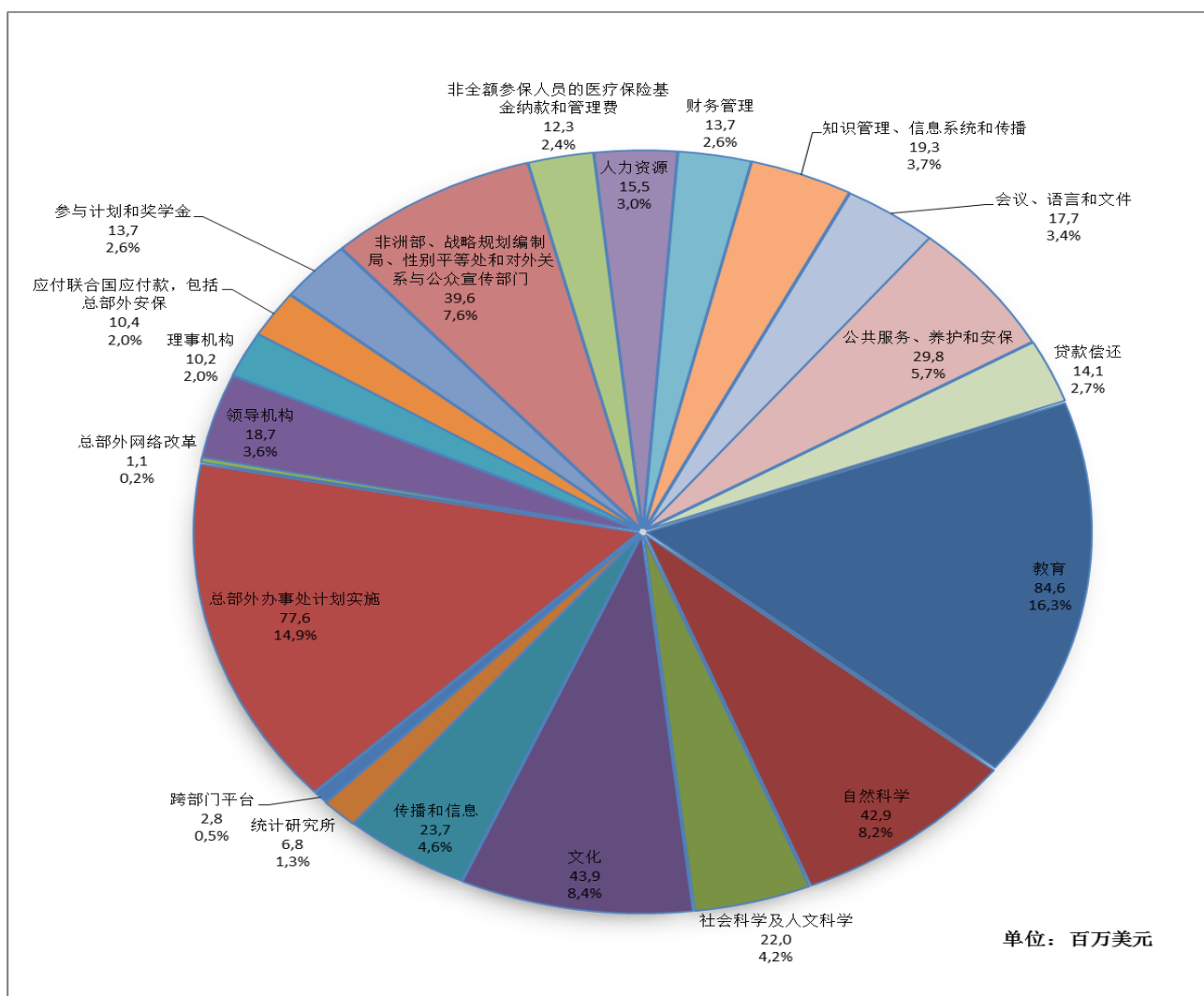


(g) 按主要预算项目分列的总支出 (5.205 亿美元) (单位: 百万美元)



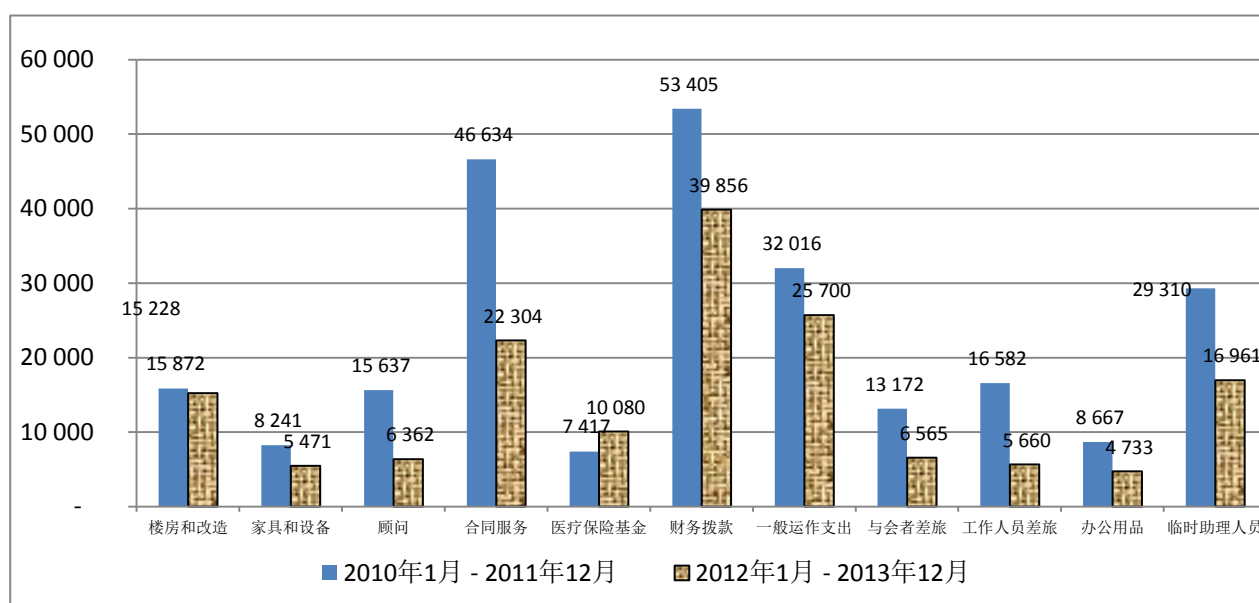
主要预算受益部门是教育（16.3%）、总部外办事处计划实施（15.1%）、文化（8.4%）和自然科学（8.2%）。就固定费用而言，贷款偿还额占总支出的 2.7%，医疗保险基金（MBF）管理和退休人员缴款占 2.4%，总部外安保（包括应付联合国的费用和人事费）占 2.3%，总部的公共服务支出、养护和翻新占 5.7%。知识管理和信息系统占支出总额的 3.7%，人力资源管理占 3%，财务管理（包括机构内部行政管理平台）占 2.6%，领导机构占 3.6%，理事机构占 2%，第 II 篇 A（计划和总部外活动）总共占 58.7%，如下图所示。

按预算项目分列的 5.20 亿美元的总支出



(h) 按开支项目分列的活动费趋势分析

2012--2013 年与 2010--2011 年活动支出比较

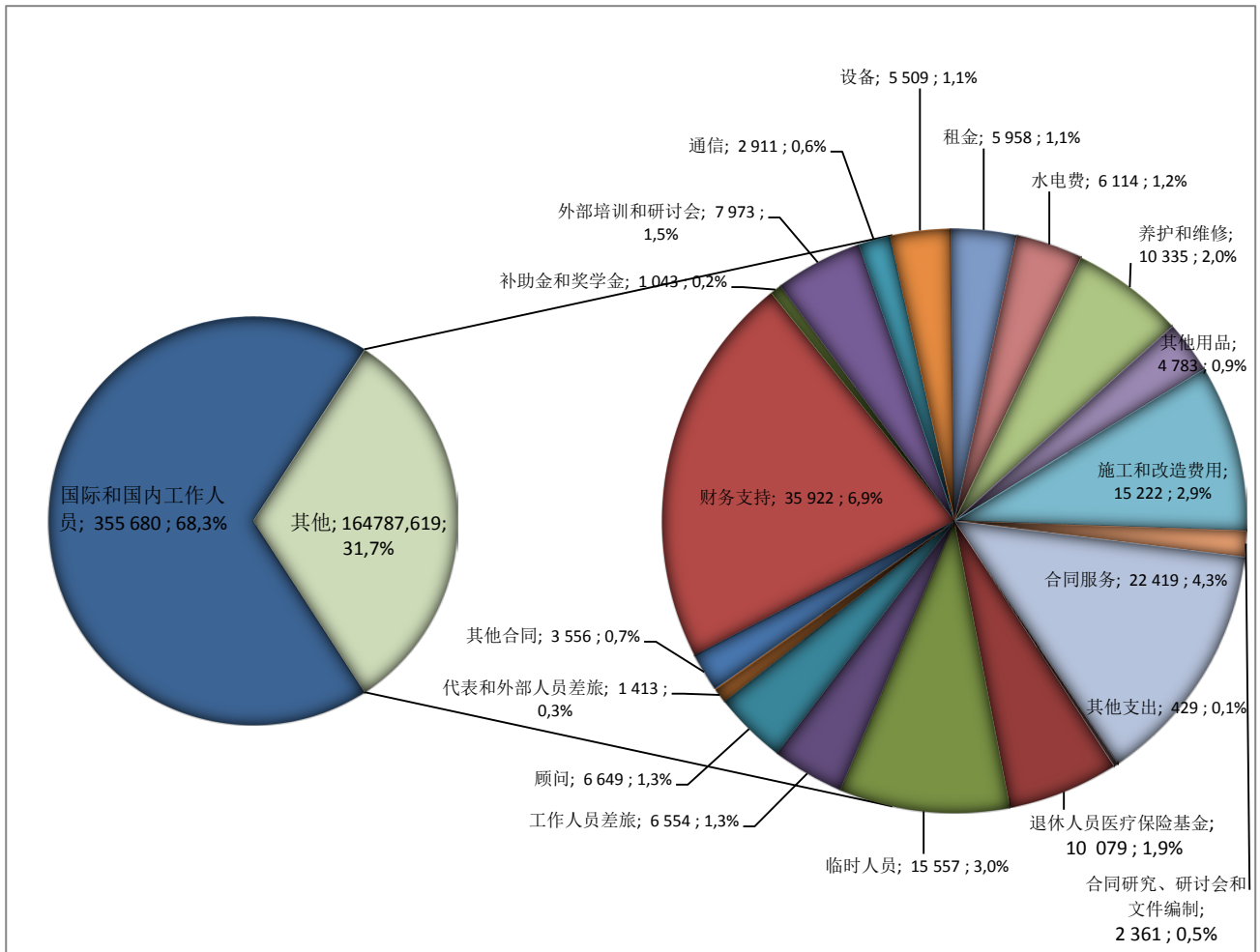


与上一双年度相比，活动费总计减少 8800 万美元（36%），其原因可能是计划活动减少了以及采取了提高成本效率的措施。这些措施尤其导致工作人员差旅（-66%）、顾问（-59%）、合同服务（-52%）、与会者差旅（-50%）和临时助理人员（-42%）的费用减少。

(i) 按《国际会计部门公共标准》费用类别分列的总支出分析

下图按《国际会计部门公共标准》（IPSAS）的费用类别显示了截至 2013 年 12 月 31 日正常计划支出的情况（人事费和活动费），以便人们能够更好地了解本组织的各种费用是如何发生的，并使这些数据与应于 2014 年 6 月发布的经审计的最终财务报表和遵从《国际会计部门公共标准》的其他联合国机构的支出报告更加可比。

按费用类别分列的2012--2013年总支出



工作人员薪金和福利占费用总额的最大部分（68.3%）。其次是财务支持（6.9%），主要包括给第 I 类机构的财政拨款和对参与计划、会议、出版物和联合国联合活动的捐款。合同服务（4.8%）包括办事处警卫和总部外安保、保险费以及合同研究、研讨会和文件编制。工作人员和代表差旅分别占支出总额的 1.3% 和 0.3%。外部培训和研讨会，包括与会者差旅，占 1.5%。

办公用品与消耗品包括总部外网络的固定运转费用和总部的物业费，如通信（0.6%）、租金（1.1%）、养护和维修（2%）、水电费（1.2%）以及包括贷款偿还的楼房与改造（2.9%）。

最后，应注意按开支项目分列的方法（见前页）与《国际会计部门公共标准》费用分类方法有所不同，后者包括在人事费预算项下的支出，此外一些子类的归类也有差异，例如按照《国际会计部门公共标准》方法，与会者差旅被归入外部培训和研讨会。

II. 关于计划执行情况表的说明

管理图表 1--8 已载入第 192 EX/4 INF.2 号文件。

表 1--各主要拨款项目（正常预算、应急基金和预算外资金）的总体支出情况

该表考虑到了拨款项目间的预算转账和自本双年度开始以来收到的捐赠和特别捐款。相关分析基于 36 C/5 批准本 6.53 亿美元的预算数字、4.65 亿美元的一揽子工作计划和 5.205 亿美元的双年度总支出（包括 1240 万美元的捐赠）。

本双年度的总支出率为 100.2%（包括捐赠），而上一双年度的总支出率为 95.3%，因为在上一双年度的最后一个季度，预算承付款被冻结，以减少一个会员国未缴纳其 2011 年分摊会费造成的赤字。

正常计划的总支出率为 100.2%，其原因可能是为向 5.07 亿美元支出计划过渡，在年终时为可能发生的工作人员离职补偿费拨备了 940 万美元。这一准备金使人事费超过预计 1.5%，而活动费支出比预计的少，支出率为 97.5%。用所剩活动费对超支人事费加以补偿（解释见以下表 2）后，总支出率达到 100.2%。

在从应急基金拨出的 2730 万美元中，2300 万美元拨给第 II 篇 A，直接提高了重大计划和总部外活动的 8350 万美元正常计划预算（参见表 2）。应急基金项下的总支出大约为 2250 万美元，占总拨款的 82.4%。

关于预算外资金，3.011 亿美元的拨款和 1.973 亿美元的支出均以一年为期，支出率为 65.5%。2013 年的支出率比 2012 年（61.8%）有所提高。这是改进资源规划、各部门/局定期审查年度工作计划等持续努力的结果。

表 2--各工作重点的计划支出情况（正常计划活动）

表 2 按照工作重点分列了正常计划活动的支出情况。预计的工作计划需求柱状图基于和表 1 相同的依据，包括捐赠和特别捐款。正常预算活动的总支出率为 97.5%。第

160 EX/3.1.1 号和第 164 EX/3.1.1 号决定请总干事“指出与预期支出相差 15% 以上的活动，并做出解释”，依照这两项决定的要求，对支出率低于 85% 的正常预算项目进行了解释。

伦理（71.7%）：前任伦理顾问离职导致一些培训活动和调查不得不延迟，但它们已重新安排在 2014 年的计划中。

国际准则及法律事务（LA）（80.3%）：节余是因为国际准则及法律事务不要求助于外部合同/额外法律专业知识来完成执行局第一九二届会议和大会第三十七届会议的工作，同时也表明了他们简化工作方法、提高效率的意愿。

总部外网络改革（总部外协调局）（61.4%）：本双年度在非洲实施总部外改革的速度低于预期，其原因是本组织面临的严峻财务状况和由此产生的审慎计划，即不推广在本双年度之后不可持续的网络改革战略。然而，这延迟了就投入一些办事处的转型费用金额做出决策，包括推迟建立亚的斯亚贝巴的地区支助平台，导致支出低于预期。由于指定哈拉雷办事处为南部非洲多部门办事处的决定是在双年度快结束时做出的，相关转型费无法再归入 2012--2013 年预算。

奖学金计划（FEL）（76%）：节余的原因包括采取了更加高效和更具成本效益的措施，为奖学金获得者前往东道学术机构选择最经济的票价，而这种费用是教科文组织为资助共同赞助计划内的奖学金计划对于与捐助方共担费用的主要出资。此外，一些捐助方提供的奖学金比计划的要少，一些受益者拒绝奖学金的日期太晚，无法用预备名单上的其他候选者替换。最后，由外部开发者为奖学金计划开发一个在线平台的计划取消，该平台将由内部开发。

表 3--下放资金的执行情况（正常计划活动）

下放统计数字按总部外单位的支出数额计算。然而，这一表格并未反映对受益者的下放率，那样会使下放率大幅提高，因为：(i) 当前应急基金项下 2730 万美元拨款的很大一部分是用于总部外办事处；(ii) 总下放率不包括对具有全球范围的所有机构的财务拨款，且参与计划项下的资金和奖学金由总部管理。

考虑到上述因素，且排除五项重大计划项下的应急资金（1670 万美元），所有五项重大计划的下放支出为 2300 万美元（不包括全球性机构），占工作计划支出总额的 53.6%，

执行率为 98.2%。与 2010--2011 年 50.6% 的下放率相比，这一数字有所增长。本双年度，非洲地区执行了总资金的 18.2%，其次是拉丁美洲和加勒比地区（14.2%），亚洲及太平洋地区（13.4%），阿拉伯国家（6.7%）以及欧洲和北美（1.1%）。

表 4--职位状况和人事费支出

表 4 按月显示了从 2013 年 1 月 1 日至 2013 年 12 月底已任职位和空缺职位的变化情况。原先的 1893 个职位中有 88 个已取消，369 个目前为空缺，因此与原先的数量相比，在职工作人员数量减少了 24%。

369 个空缺职位意味着，（在取消 88 个职位后）空缺率为 20%。在这 369 个空缺职位中，267 个职位被冻结；20 个被用来支付临时人员的费用；82 个属于关键职位。2012 年 12 月的空缺职位为 344 个，这一数字现增至 369 个。

实际人事费支出为 3.615 亿美元（是预计的 3.563 亿美元的 101.5%）。人事费拨款下放率为 33%（扣除 1480 万美元的离职费用外，为 34.4%）。

预算外资金分析

预算外资金通常用于多年期项目，而本分析按照教科文组织的管理周期，以年为单位说明预算外资金的拨款和支出情况。

（所有图表的单位均为千美元）

图 1

按资金来源和重大计划分列的预算外业务计划

截至 2013 年 12 月 31 日的拨款（可动用的资金） 共计：3.011 亿美元

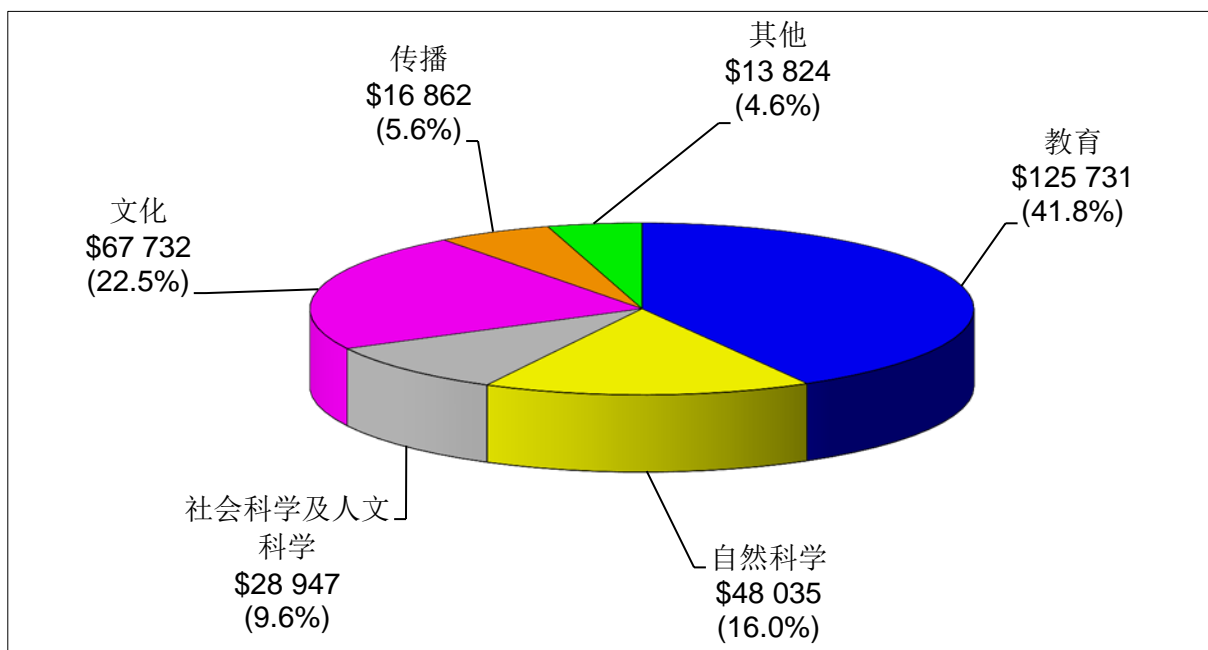
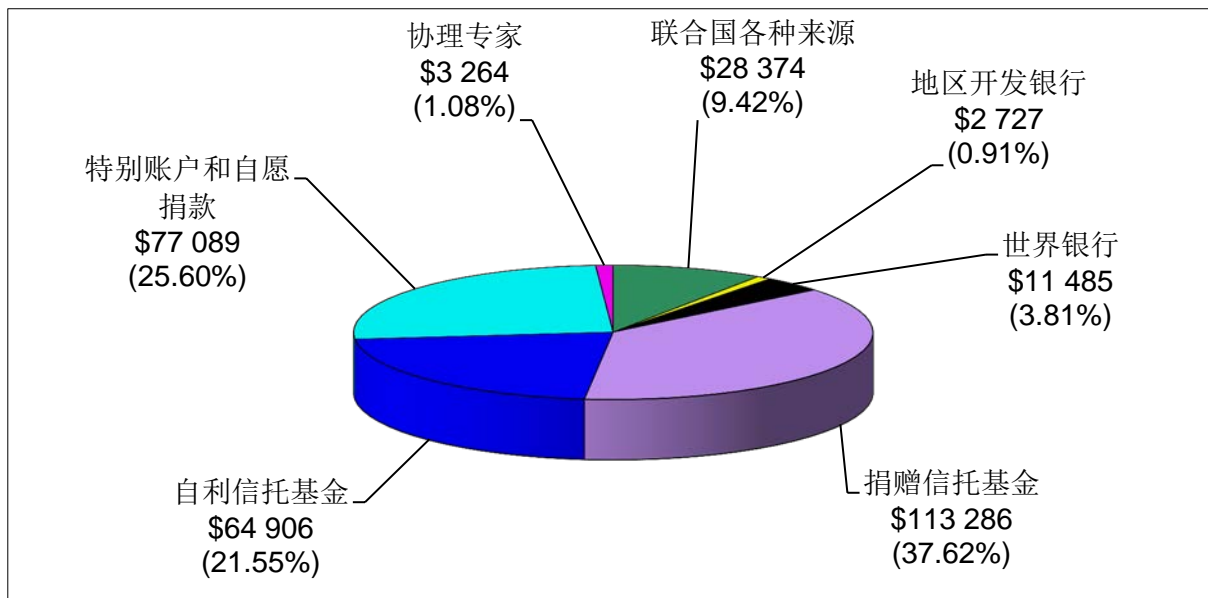


图 1 按照资金来源和重大计划显示截至 2013 年 12 月 31 日的拨款情况。几年来出现了以下趋势：

- 从资金来源看，信托基金是预算外资金的最大部分，占年度拨款总额的 37.6%（在 3.011 亿美元中占 1.133 亿美元），其次是特别账户和自愿捐款（25.6%，7710 万美元）及自利基金（21.6%，6490 万美元）。
- 从部门分配的情况看，教育部门仍是预算外活动的主要受益部门，约占拨款总额的 41.8%（即 1.257 亿美元），其次是文化部门（22.5%，6770 万美元）。这两个部门总共管理将近三分之二（64.3%）的预算外捐款。

图 2

按部门和机构内部服务分列的拨款和支出

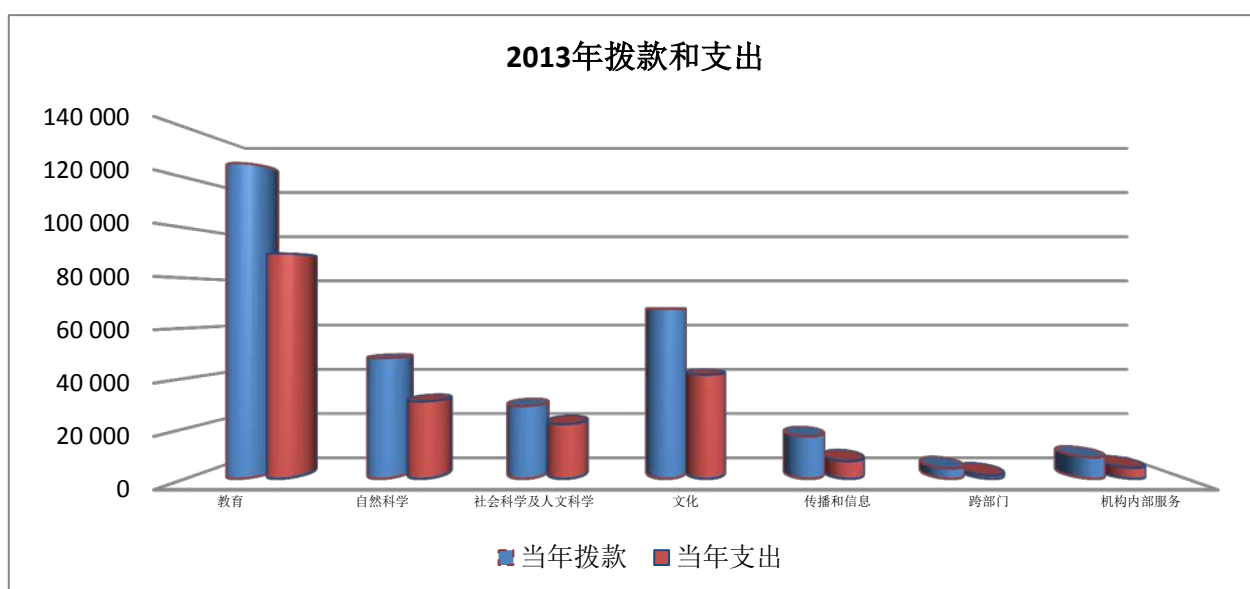


图 2 显示了截至 2013 年 12 月 31 日当年的拨款和相关支出。

2013 年预算外资金的支出率为 65.5%（在当年拨款 3.011 亿美元中支出 1.973 亿美元），2012 年同期为 61.8%（在 2012 年度拨款 3.324 亿美元中支出 2.054 亿美元）。

图 3

2013 年与 2012 年按部门和机构内部服务分列的拨款和支出之比较

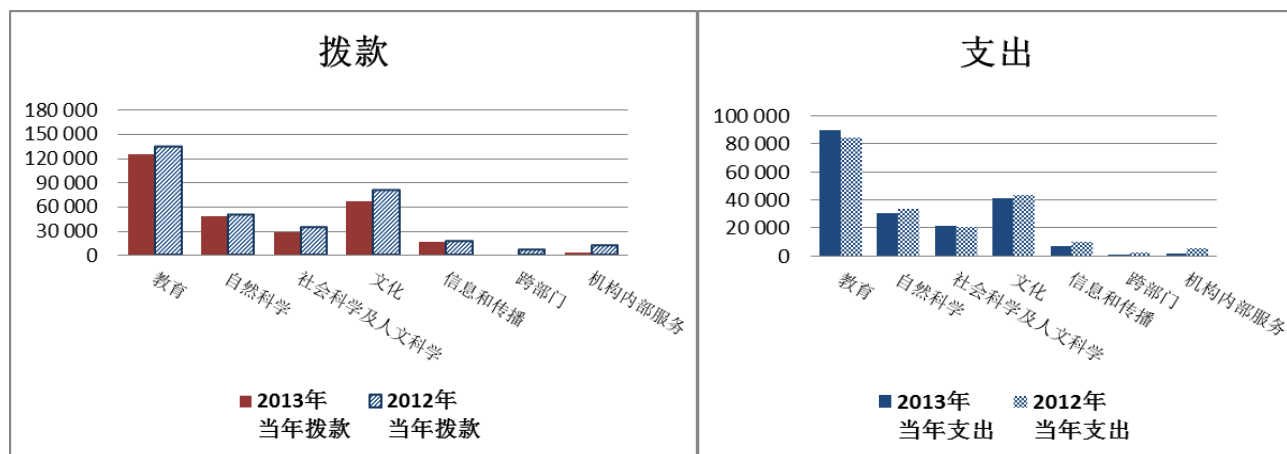


图 3 显示了 2013 年与 2012 年按部门和机构内部服务分列的拨款和支出数字的比较。尽管与 2012 年相比，2013 年拨款和支出的总体趋势依然相同，但教育部门和社会科学及人文科学部门的 2013 年支出的实际价值水平超过了 2012 年。本组织正在努力加强其多年期拨款的规划和监督工作，以便参与预算外活动实施工作的所有各方更加认识到为这些资金制定务实的年度工作计划的重要性。

表 5 按资金来源介绍了预算外资金的情况，包括截至 2013 年 12 月 31 日的当年支出。该表显示，信托基金和联合国来源（包括多伙伴信托基金-联合国共同编制计划）占截至 2013 年 12 月 31 日预算外拨款和支出的将近一半（分别占 47% 和 46%）。

表 6 按资金来源和受益地区列出了当年预算外支出情况。像以往一样，在排除地区间和全球项目之后，拉丁美洲和加勒比地区仍是预算外资金的主要受益者，这是由于教科文组织与巴西开展了大规模合作。如果不计巴西提供资金的自利活动（3700 万美元），截至 2013 年 12 月 31 日拉丁美洲和加勒比地区的支出为 2040 万美元。如果不包括巴西的自筹资金项目，2013 年支出最多的地区是非洲地区，其次是阿拉伯国家，分别为 2690 万美元和 2460 万美元。

表 7 按计划部门/单位和机构内部服务介绍了当年的拨款和支出情况。上文图 1 说明了各计划部门在当年拨款总额中的相对权重（2.87 亿美元或 95.4%）。教育部门仍然是预算外资金的主要受益部门，其拨款占总资金的 41.8%，其次为文化部门（22.5%）。

表 8 介绍了由教科文组织第 I 类机构管理的资金情况。合并表详细列出了每个机构获得的、按捐助方分列的捐款情况，包括教科文组织的财政捐助。截至 2013 年 12 月 31 日，第 I 类机构收到了 1.096 亿美元捐款。和往年一样，意大利是最大的捐助国，（向国际理论物理中心）捐款 2640 万美元，其次是荷兰，（向教科文组织--国际水利环境工程学院水教育研究所和教科文组织国际教育规划研究所）捐款 1590 万美元。



联合国教育、
科学及文化组织

执行局

第一九四届会议

194 EX/4 Part III

巴黎，2014年3月3日

原件：英文

临时议程项目 4

关于各种改革问题和内容的报告

教科文组织外部独立评估（IEE）的后续工作， 以及路线图的实施情况

第 III 部分

概 要

根据第 36 C/104 号决议、第 191 EX/16 (I)号决定、第 189 EX/15 号文件第 I 部分增补件、第 191 EX/26 号决定以及第 192 EX/4 (III)号决定，总干事特此提交报告介绍教科文组织外部独立评估（IEE）后续工作的进展状况，以及路线图各项目标的实施情况。

本文件载有关于以下方面的现状报告：i) 特别是在第 185 EX/18 号文件中介绍的外部独立评估所确定的五个战略改进方针范围内尚未完成的 22 项¹ 行动项目方面取得的成就和遇到的挑战；ii) 在实现第 189 EX/15 号文件第 I 部分增补件所载其余 11 项路线图目标方面取得的进展和遇到的挑战。

第 194 EX/4.INF 号文件介绍了截至 2013 年 12 月底各项外部独立评估行动项目和路线图目标的详细情况。

希望执行局采取的行动：第 43 段中建议作出的决定。

¹ 执行局第 192 EX/4 (III)号决定提到了需要进一步开展后续工作的 23 个行动项目，但最初的行动项目表中并未出现该决定提及的行动项目 SD2 (j)。因此目前尚未完成且正在进行的行动项目为 22 个。

I. 引言

1. 根据第 191 EX/16 (I)号决定、第 192 EX/4 (III)号决定以及其中所载关于作出进一步改善以便就会员国在执行局第一九一届和第一九二届会议上提出的改革问题形成更具综合性的报告格式的建议，本文件载有关于以下方面改革问题和内容的综合意见：i) 外部独立评估各项建议的实施进展；ii) 路线图。本文件在适当时具体参考了 EX/4 报告第 I 部分。

II. 外部独立评估的后续工作

背 景

2. 根据大会第 36 C/104 号决议，执行局继续采取以下两个办法监测外部独立评估的后续工作：审查总干事提交的定期进展报告；作出明确决定以表达相关意见。总干事迄今已向执行局第一八九、第一九〇、第一九一和第一九二届会议提交进展报告。

3. 在第一九二届会议上，执行局对以下方面表示赞赏：在多个领域取得了进展；按照第 191 EX/16 号决定中的建议²提出了新的外部独立评估后续工作报告格式；为更加综合性地报告外部独立评估后续工作、路线图以及减少或控制成本的附加措施所带来的改革问题而做出的努力。此外，执行局请总干事结束对外部独立评估后续工作的具体报告，转而在总干事的定期 EX/4 报告中介绍其余 22 个³被认为尚未完成且正在进行的外部独立评估行动项目，但要在一份单独的表格中载列关于正在进行的外部独立评估行动项目后续工作的准确的、分析性的、以挑战为重点的报告。

4. 下文各节突出强调了在外部独立评估的各个战略方针项下尚未完成且正在进行的行动项目方面取得的重点进展，并简要分析了在实施这些行动项目时遇到的关键挑战。第 194 EX/4.INF 号文件中载有一份单独的表格，其中详细报告了尚未完成且正在进行的外部独立评估行动项目的后续工作。在适当的时候，通过进行对照索引，介绍并突出强调了路线图相关目标的进展。

² 区分了以下几类行动项目：(a) 已在外部独立评估后续工作框架内完成具体报告的行动；(b) 被视为已被纳入本组织正规系统做法，并且由总干事的定期 EX/4 报告进行汇报的行动；(c) 被视为尚未完成且正在进行、并且要求就外部独立评估后续工作框架内的实施进展和挑战继续作出具体报告的行动。

³ 执行局第 192 EX 4(III)号决定提及需要进一步开展后续工作的 23 个行动项目，但最初的行动项目表中并未出现该决定提及的行动项目 SD2 (j)。因此尚未完成且正在进行的行动项目是 22 个。

外部独立评估后续进程进展报告

5. 虽然目前面临各种挑战而且财力有限，但自执行局第一九二届会议以来，仍然取得了进一步的进展。在努力实现预定目标方面取得的最主要进展是：a) 通过运用 37 C/4 和 37 C/5 批准本中体现的专题优先办法和改善后的资金筹措战略，在突出战略和计划重点方面继续付出努力；b) 新的总部外网络目前在非洲成功运作（另见本项目第 IV 部分）；c) 进一步加强教科文组织在联合国各项举措中的参与和领导地位；d) 继续努力实施经过强化的伙伴关系政策框架，并使其与 37 C/5 号文件的四年方案期间保持一致。

经执行局第一九二届会议认可为			建议完成或纳入 第一九四届会议的 EX/4 报告	
已完成/已被纳入正在 进行的系统性努力	尚未完成/ 正在进行			
战略方针 1--重点	(20)	14	6	1
战略方针 2--总部外	(17)	11	6	3
战略方针 3--联合国	(8)	6	2	1
战略方针 4--治理	(27)	21	6	1
战略方针 5--伙伴关系	(14)	12	2	2
总计	(86)	64	22	8

6. 在执行局第一九二届会议上，64 个行动项目被认可为已经完成或者已被纳入本组织正规系统做法，22 项 3 行动项目被视为尚未完成或正在进行，如上文表格第二栏所示。

7. 鉴于有待执行局第一九四届会议开展进一步讨论并作出相应决定，总干事提议将另外 8 项行动视为已完成和/或已纳入本组织的正规系统做法。其他 14 项行动涉及已经启动的长期改革进程，例如实行成果预算编制、正在进行的与改善成果汇报有关的举措、正在进行的与因预算不足导致必须暂停的内容（例如落实路线图中与总部/总部外工作人员比例有关的目标）有关的举措。

8. 要进一步推动关于治理问题的战略方针范围内尚未完成的行动项目，取决于所有理事机构、政府间计划、各项公约所设委员会和机构的自评结果，同时也取决于将由外部审计员

开展并将在执行局第一九六届和第一九七届会议上汇报的教科文组织治理方面的相关挑战审查结果。

9. 总干事建议结束当前格式的外部独立评估具体后续工作，并仅在定期的 EX/4 报告和其他关于具体事项的进展报告中介绍今后的后续工作。

概要：战略方针 1--突出教科文组织的重点

10. 采取了多项相互关联的措施突出教科文组织的工作重点：

11. 考虑到总干事就 C/4 和 C/5 文件展开了磋商，该进程在一份调查问卷中运用了分级制度，首次突出了专题优先办法，总干事编写了 37 C/4 和 37 C/5 文件的草案。这两份文件提出的战略目标（9 个，而 34 C/4 有 14 个战略目标）和计划领域的数量都有所减少，因此进一步突出了计划重点和战略集中程度。

12. 2012 年至 2013 年期间进行了反复磋商，从而能够遵循以下标准确定计划和预算的优先次序并做出决策：(i) 计划与战略计划的各项目标保持一致；(ii) 能够实施并可能通过可用预算资源和人力资源评估产生实际影响；(iii) 与联合国合作伙伴开展的活动有所区别，而且具有比较优势，同时对其形成补充；(iv) 制定退出战略和日落条款（请比照 37 C/5 批准本中关于各项重大计划的决议）；(v) 定期评估计划的绩效和实施比率（例如在关于计划执行情况的法定报告（EX4）、EX5 和其他专题报告、以及执行局的相关决定中进行评估）。

13. 在实行新的预算外计划方面，根据 2013 年 11 月 7 日的 37 C/INF.28 和 Corr. 文件中所载“更有效的资金筹措方案”，编写了涵盖 2014--2015 年的 37 C/5 CAP。该战略中包含一个更加积极和经过微调的资金筹措办法，以及更加清晰的计划重点。

挑 战

14. 长期的挑战将是在四年度计划周期结束时执行日落条款和计划审查的方法准备，以及将要分配给这些活动的资金额。

15. 在推行成果预算编制相关工作的基础上，未来的一项重要任务是转向采用基于成果预算编制的方法和技术设备，以便能够在成果预算编制的基础上编写 2016--2017 年预算草案（38 C/5），同时也要考虑到纳入预算外资金方面的挑战。

概要：战略方针 2– 教科文组织更加贴近总部外

16. 尽管财政拮据，但仍在 2013 年底完成了非洲的总部外改革，新的非洲总部外网络目前已到位。最后，教科文组织驻哈拉雷办事处被指定为负责南部非洲事务的多部门地区办事处（另见 194 EX/4 号文件第 IV 部分）。

17. 目前在非洲设立了五个多部门地区办事处，分别位于达喀尔、内罗毕、雅温得、阿布贾和哈拉雷。之前的多国办事处不复存在，未转变为地区办事处的多国办事处则被指定为国别办事处，负有相应职能，配备了相应的工作人员。

18. 根据外部独立评估的建议，有必要建立能够做出响应、有授权的总部外存在，特别是有必要通过适当的问责和监督机制增强总部外办事处的能力，为此总干事在 2014 年 1 月发布了关于“加强授予教科文组织总部外办事处权力和修订报告关系”的指导方针（DG/Note/14/3，2014 年 1 月 3 日）。

挑 战

19. 2014--2015 年的支出计划为 5.07 亿美元，这给本组织确保为整个总部外网络配备足够的工作人员以及下放充足的计划资源用于实施计划构成了挑战。

概要：战略方针 3– 加强对联合国的参与

20. 教科文组织的持续努力收到了显著进展，在全球/机构间、区域和国家层面加强了对联合国系统联合举措的参与和领导权。

21. 在联合国全系统协调努力已成为联合国系统集体议程的重点之际，教科文组织积极参与行政首长协调会及其核心机构（包括联合国发展集团（UNDG）及其可交付机构）的机构间机制的工作。其中包括针对驻地协调员制度的首个费用分担安排；“一体行动”标准业务程序，包括协调业务实践和启动联合国“成果共同交付”基金（另见 194 EX/4 INF.）。

22. 本组织继续参与联合国的全系统合作以及共同方案编排工作，包括参与联合国国家工作队和联合国发展集团地区工作队的工作（见 194 EX/4 第 I B 部分的网络版附件和 194 EX/4 增补件中的详细的账户报告）。

23. 根据对总部外办事处提交的预算申请开展的审查和批准进程，总部外办事处参与联合国全系统共同国家方案编排实践得到了有针对性的财政资源的支持，数额为 36 C/5 集合基金的 2%。虽然分配的资源有限，特别是 36 C/5 起到的是削减活动预算的作用，但为此下放的资源仍然有助于确保教科文组织为联合国发展援助框架和相关的联合国改革进程做出贡献，同时促进编制教科文组织的若干国家方案编排文件（UCPD）。

挑 战

24. 尽管联合国驻地协调员（RC）制度为该领域的所有发展伙伴都带来了惠益，但由于许多捐助方减少或完全停止了对该制度的供资，包括教科文组织在内的联合国各机构不得不投入更多资金，以确保维持该制度的最低资金要求。目前，由于面临财务困境，教科文组织无法向驻地协调员制度全额缴纳分摊会费，致使全球所需资金出现短缺。捐助方可能必须考虑自己是否愿意继续为全球驻地协调员制度供资--哪怕资金额不大，也能减少要求联合国各组织需要缴纳的会费。

25. 联合国的改革和协调活动需要投入大量工作人员，但这些活动目前在总部和总部外办事处都是由人数最少的工作人员开展的。

26. 联合国发展援助框架的展开活动及相应的共同国家方案编排进程往往在性质和时间安排方面迅速变化，这使得难以对需求做出预测，包括在及时提供资金方面。

概要：战略方针 4--加强治理

27. 根据大会第 37 C/97 号决议，以往的治理进展报告中突出强调的主要挑战和问题将接受外部审议，该审议由外部审计员实施，涉及教科文组织的相关治理挑战（根据第 192 EX/4 (III)号决定和大会第 37 C/96 号决议）。外部审计员有关治理审查的调查结果和主要建议的临时报告将在执行局第一九六届会议上提交。外部审计员的完整报告将在执行局第一九七届会议上提交，以期就相关的后续措施提出建议，供大会第三十八届会议审议。

28. 此外，邀请根据所有理事机构、政府间计划以及各项公约设立的委员会和机构都开展自评，自评应涉及其工作与其具体职权范围的整体相关性，以及其会议的效率和有效性，包括专家会议的影响和效用在内。按照 191 EX/ 16 (IV)号决定第 6 段的建议，政府间机构对其

治理方法和工作方式开展自评得到的结果将于 2015 年 1 月之前公布，并于 2015 年报告给大会第三十八届会议，以指导实施可能的改革措施。

挑 战

29. 教科文组织在治理方面的结构与安排十分复杂，这可能会带来挑战，特别是在跟进各项建议和制定各自的行动计划方面。

概要：战略方针 5--制定伙伴关系战略

30. 向执行局第一九二届会议提交了经过改善之后更为全面的伙伴关系战略完整版（192 EX/5.INF），其中包括关于各类伙伴的目标和预期成果。该战略已与 37 C/5 四年度计划期间保持一致，旨在为更好地利用教科文组织的伙伴关系奠定基础，同时确保更为全面的问责框架。将向执行局第一九五届会议提交更多预期成果方面的进展。

31. 继续努力加强教科文组织庞大网络的管理和合作。其中包括详细规划教科文组织官方伙伴关系的现状、以及深入修改和更新关于非政府组织、基金和类似机构的数据库，以便该数据库成为持久的参考和评估平台。

32. 由不限成员名额三方工作组制定并由大会第 37 C/97 号决议通过的行动计划旨在加强教科文组织秘书处与教科文组织国家委员会的合作。将继续监测执行进展并向执行局报告。

33. 教育部门继续通过各种举措加强对其三个主要网络的管理：联合国教科文组织联系学校项目网（ASPnet）、姊妹学校项目/联合国教科文组织教席网以及教科文组织国际技术和职业教育项目网，这些举措包括庆祝“教科文组织全球公民 ASPnet：和平教育与促进可持续发展的教育”60 周年国际论坛，该论坛就该网络的战略和行动计划（2014--2012 年）提出了建议。

34. 为通过姊妹学校项目/联合国教科文组织教席网进一步改善计划实施情况开展了多项举措，其中包括：更密切地监测进展，以及查明并关闭懈怠、过时或与当前的计划优先事项联系不紧密的教席及网络；组织召开专题会议，以便在教席与教科文组织之间培养更紧密的联系，促进二者之间的合作。

35. 2012 年至 2013 年开展了网络整合进程，在此过程中，教科文组织国际技术和职业教育项目网为网络成员提供了多种能力发展、联网和知识管理平台，并推动了各网络的区域分组。更多的会员入会程序确保了对成员资格的监测和审查。

挑 战

36. 如何贯彻适用连贯的问责框架仍然是一项挑战，尤其是在长期建立的伙伴关系方面。

III. 在实现路线图各项目标方面取得的进展

37. 下一节概要介绍了截至 2013 年底 18 个路线图目标的执行现状（见下文的总表 1）。路线图各个目标的详细现状报告见 194 EX/4.INF。

38. 截至 2013 年 12 月 31 日，18 个路线图目标中有 10 个已完成（即目标 1、2、3、4、8、9、10、11、12 和 18）。其余 8 个目标仅完成一部分，但 37 C/5 将遵循这些目标的原则，继续开展改革和结构调整工作。在这方面，总干事建议在执行局本届会议上结束关于路线图各个目标的汇报（采取当前的报告格式），因为今后关于计划执行情况的 EX/4 报告和其他相关的进展报告更适于提供关于其余 8 个目标的最新资料。

39. 其余 8 个目标为目标 5、6、7、13、14、15、16 和 17，可以重新将其大致分为三类：人力资源相关目标、中期目标和一般目标。下一节提供了对这些仅部分完成的目标的严格审查，其中解释了导致这些目标仅完成一部分的原因。

类别	部分完成的目标	审 查
人力资源 相关目标	<p>6. 到 2013 年底，将总部外工作人员与总部工作人员之间的比率从当前的约 35/65 提高到 40/60，同时特别强调通过扩大的工作流动政策增加专业人员的人数。</p> <p>13. 到 2013 年底，通过重新分组，将整个教科文组织的执行办公室(EO)、行政办公室(AO)和文书服务部门的员额数减少 10%。</p> <p>14. 到 2013 年底，将目前一般事务人员与专业人员 1:1 的比例减少到 0.9:1.1</p>	<p>鉴于以下实际情况，目标 6 和 14 很有可能过于宏伟：</p> <ul style="list-style-type: none"> 到本两年度结束时，除数量有限的关键业务员额之外，所有空缺员额都将冻结，这极大地限制了进一步提高工作人员相关比例的可能性。 由于区域计划的资源有限，非洲的总部外改革将优先考虑工作流动问题和总部外关键业务员额的数量问题。虽然这些努力都有助于提高总部/总部外工作人员之，但还不足以实现关于总部/总部外工作人员比的目标。 为限制人员成本而开展的努力（例如离职条件）

类别	部分完成的目标	审 查
		<p>在本质上是自愿性的，因此不能直接用于实现目标比率。</p> <p>接下来的步骤：</p> <p>37 C/5 将在目前正在进行整体基本结构重组的背景下继续秉承目标 6、13 和 14 的主旨。不过，鉴于重组工作的复杂性和敏感性，我们建议为路线图之目的结束这些人力资源目标，转而在今后的人力资源文件中向执行局汇报，包括汇报结构重组的情况。</p>
<p>中期目标</p>	<p>15. 确保更加高效地使用和分配可用的办公空间，以便在中期空出 300 个办公空间。</p> <p>16. 在即将到来的两年度对所有与公约、国际科学计划、第 1 类机构和其他政府间计划的治理有关的费用进行审查，以期大幅减少往来业务成本、行政支助费用以及差旅费。节省下来的费用将返还给这些领域的业务预算。</p>	<p>截至 2013 年底，由于目标 15 和目标 16 更多地涉及“中期”范围，因此并未全部实现。</p> <p>目标 15 涉及办公空间的利用问题，目前仍在实施。截至 2013 年底，最优计划的前两个阶段已完成，将继续开展努力执行该计划的下一个阶段，以便尽快将仍留在邦万大楼的两个部门（自然科学部门和社会科学及人文科学部门）搬到丰特努瓦。</p> <p>关于目标 16，执行局在第 191 EX/19 (IV)号决定中就该问题向大会第三十七届会议提出了建议。随后，大会特别采取了以下措施：</p> <ul style="list-style-type: none"> ▪ 决定开展对相关治理机构的战略绩效审查，以期制定治理改革和成本节约措施； ▪ 请所有理事机构、政府间计划、委员会和公约开展自评； ▪ 请外部审计员下发涵盖相关问题的共同评估框架以促进上述自评； ▪ 请外部审计员对教科文组织的相关治理挑战开展外部审查，向执行局第一九六届会议提交临时报告，并向第一九七届会议提交最终报告，以期就相关的后续措施向大会提出建议供其审议。 <p>接下来的步骤：</p> <p>为努力减少重复报告，建议今后由关于目标 15 的总部委员会向各成员国通报该目标的最新情况，由关于目标 16 的外部审计员通过提交相关文件向各成员国通报该目标的最新情况。</p>

类别	部分完成的目标	审 查
一般目标	<p>5. 到 2013 年底为教科文组织在其中积极开展活动的各个国家编写教科文组织国别计划文件（UCPD）。</p> <p>7. 到 2013 年底，与联合国各个基金和方案以及其他特定的联合国组织共同审查教科文组织所有的全球谅解备忘录。</p> <p>17. 到 2013 年底，将更加高效和有效地为理事机构和成员国提供服务，以降低费用，消除工作重叠，加强协调并创造协同效应。</p>	<p>关于目标 5，截至 2013 年，47 个国家的 UCPD 已经编制完成并公布。此外，还有 29 个国家处于不同的编制阶段。</p> <p>关于目标 7，2012--2013 年期间已签署了多项伙伴关系协议，其中包括与联合国妇女署的合作书以及与信息技术股、世界气象组织和世界旅游组织的谅解备忘录。此外，目前正与联合国志愿人员组织、联合国开发计划署、联合国环境规划署、国际劳工组织、世界粮食计划署、联合国工业发展组织、维持和平行动部、联合国近东巴勒斯坦难民救济和工程处和联合国人口基金开展关于谈判谅解备忘录/伙伴关系协议的谈判。</p> <p>目标 17 在外部独立评估战略方针 4 的框架内实施。因此，目标 17 将作为国际方针、政府间方针和教科文组织各项公约的自评后续工作以及外部审计员即将开展的治理挑战审查的成果，在其余的 SD 4 项目（4.g）结束时一并实现。</p> <p>事后看来，鉴于实际情况，目标 5 和目标 7 被视为可能过于宏大。例如在目标 5 方面，鉴于当前资金有限，要为教科文组织在开展活动的国家编制 UCPD 是困难的。此外，在目标 7 方面，尽管在 2013 年底前为审查总体性谅解备忘录开展了大量工作，但秘书处仍无法完全掌控与其他联合国机构的谈判的时间安排和完成。因此，目标 5 和目标 7 无法按计划在 2013 年底前完成。</p> <p>接下来的步骤：</p> <p>建议今后对目标 5 和目标 7 的汇报放在关于计划实施的 EX/4 报告中。对目标 17 的汇报将放在向执行局第一九六届会议提交的外部审计员关于治理审查结果和主要建议的中期报告，以及为了建议相关后续措施供大会第三十八届会议审议而将向执行局第一九七届会议提交的外部审计员全面报告中。</p>

表 1--截至 2013 年 12 月底路线图各项目标概况

	目 标	状 态
1	到 2012 年底将工作计划的总数量减少 20%，以努力突出和促进问责。	已完成
2	截至 2012 年底，将业务预算极少的工作计划的数量减少 30%（但接受预算外资金的工作计划不在此列）。	已完成
3	在可行的情况下，将工作计划的最低预算额提高至 25 000 美元。	已完成
4	截至 2013 年底，在非洲全面实施总部外改革。	已完成
5	截至 2013 年底，为教科文组织在开展活动的每个国家编制 UCPD。	部分完成
6	截至 2013 年底，将总部外工作人员与总部工作人员之比从目前的约 35/65 提高到 40/60，重点是通过扩大的工作流动政策增加总部外的专业人员人数。	部分完成 ⁴
7	在 2013 年底前，审查教科文组织与联合国的基金和计划及其他一些联合国组织的所有总体性谅解备忘录。	部分完成
8	继续投入 2% 的计划资源，用于参与和加入总部外、地区和全球层面的联合国国家方案编排工作。	已完成
9	在 2012 年底前将公共--私营伙伴关系数量增加 10%；无论在总部还是总部外，重点是能带来资金的合作伙伴关系。	已完成
10	在被冻结的 75% 空缺职位中更好地保持计划人员职位和行政人员职位之间的平衡。	已完成
11	如有需要，在 2013 年底前推出新的自愿离职计划。	已完成
12	以 2013 年底为目标时点，将全部行政费用减少 15%，办法是：减少内部服务和行政单位的费用；特别是行政辅助领域的人员退休费用；通过投资于具有成本效益的工具来重新部署人员。	已完成
13	通过进行重新分类，截至 2013 年底在全组织范围内减少各执行办公室（EO）、行政办公室（AO）、文书服务部门的员额数量。	部分完成 ⁴
14	截至 2013 年底，将一般事务人员与专业人员数量之比从目前的 1:1 降低至 0.9:1.1。	部分完成 ⁴
15	提高现有办公场地的使用和分配效率，以便在中期腾出 300 间以上的办公室。	部分完成
16	在下一个两年度对与各项公约、国际科学计划、第 1 类机构以及其他政府间计划的治理有关的所有开支进行审查，以大幅降低交易成本、行政支助费用和差旅费。节省下来的资金将返还给这些领域的业务预算。	部分完成
17	截至 2013 年底，更加有效和高效地为理事机构和会员国服务，降低开支，消除重叠，改善协调，创造协同增效作用。	部分完成
18	在本两年度期间，实施几个降低交易成本和提高计划实施效力的信息技术项目：人事费管理综合系统；采购工具等。	已完成

⁴ 将在结构重组行动方面继续秉承该目标的精神。

IV. 结论意见

40. 外部独立评估后续工作和路线图特别强调相关的问题和挑战，对于指导和监测各自的改革领域都极为有益并且做出了巨大贡献。这促进了一个有益的后续工作进程，并构成了会员国与秘书处的合作关系的基础。然而，继续对尚未完成的其余问题进行具体报告将可能会与其他报告机制（即定期的 EX/4 报告和具体项目报告）重叠。

41. 因此，总干事基于述原因建议全面结束以当前的格式汇报外部独立评估后续工作和路线图，但要确保继续落实在外部独立评估后续工作和路线图框架内已启动的所有改革工作和行动的建议和计划行动，并继续以最适合的格式进行汇报。

42. 虽然效率驱动将继续作为本组文化的一部分，但今后改革工作的主要重点将是：

- (a) 以结果和影响为导向推动计划实施，由评估提供支持；
- (b) 在计划实施方面更系统地利用合作伙伴的捐助；
- (c) 加强资金筹措并将其范围扩大至包括新的捐助者，并开发创新型供资；
- (d) 使用有针对性的信息明确本组织的宣传/倡导战略；
- (e) 支持会员国改善治理。

建议做出的决定草案

43. 执行局不妨考虑按照以下措辞通过如下决定：

执行局，

1. 忆及第 35 C/102 号决议、第 185 EX/18 号决定、第 186 EX/17(I) 和 (II)号决定、第 187 EX/17(I) 和 (II)号决定、第 36 C/104 号决议、第 191 EX/16 (I)号决定、第 189 EX/15 号文件第 I 部分增补件、第 190 EX/34 号决定、第 191 EX/26 号决定以及第 192 EX/4 (III)号决定；
2. 审议了第 194 EX/4 号文件第 III 部分和第 192 EX/4.INF 号文件；
3. 满意地注意到秘书处在落实教科文组织外部独立评估特设工作组的建议和实施总干事就教科文组织外部独立评估所涉及业务内容提出的行动计划方面取得的进展；以及总干事为了实现 18 项路线图目标正在采取的努力；

4. 鉴于已经开展必要行动，并且建议的改革进程已经被充分纳入本组织的正规系统做法或是已经构成本组织正在进行的改革和结构重组进程不可分割的一部分，因此决定把（第 192 EX/4 (III)号决定视为尚未完成且正在进行的 22 项外部独立评估建议和 11 项路线图目标中的）以下 8 项外部独立评估建议和计划行动以及以下 3 项路线图目标（载于第 194 EX/4.INF 号文件）视为在外部独立评估以及路线图后续工作和监测方面已完成，即 SD1 (f); SD2 (i) (k) (o); SD 3 (b); SD4 (aa); SD 5 (b) (f)，以及路线图目标 4、11 和 18;
5. 请总干事继续执行独立外部评估后续工作和路线图的框架内已启动的所有改革进程和倡议的建议和计划行动;
6. 请总干事结束外部独立评估后续工作和路线图的具体报告，并通过总干事的定期 EX/4 报告以及其他关于具体问题的执行局文件或进展报告，对其余 14 项外部独立评估行动即 SD1 (g) (j) (l) (m) (n); SD2 (e) (g) (p); SD 3 (d); SD4 (g) (t) (v) (y) (z)和被视为尚未完成且正在进行的 8 项路线图目标即目标 5、6、7、13、14、15、16 和 17 做出汇报。



联合国教育、
科学及文化组织

执行局

第一九四届会议

194 EX/4 Part IV

巴黎，2014年2月25日

原件：英文/法文

临时议程项目 4

第 IV 部分

总干事关于总部外网络改革进展情况的报告

概 要

根据第 192 EX/4 号决定第 IV 部分和第 191 EX/24 号决定，总干事特此提交重点为非洲的总部外网络改革实施情况报告，并提供总部外各办事处现有财务和人力资源的信息。

期望执行局采取的行动：参见第 14 段提出的决定草案建议。

引 言

1. 在第三十六届会议上，大会批准了教科文组织总部外网络的全面改革，以提高向会员国提供服务的质量和效率，确保在区域和国家级的实力更加灵活和更具知名度，并更好地适应联合国全系统协调一致的要求。灵活性、提高质量和效率是此次改革的关键目标，是总干事全面改革教科文组织不可分割的一部分。大会第三十六届会议还批准了总干事提议、旨在优化财务资源的修订版实施计划，并赞同她关于集中力量在非洲实施第一阶段总部外网络改革的建议。当时已将下一阶段涉及阿拉伯国家的总部外改革的实施工作推迟到 2014--2015 年双年度。

2. 总干事向执行局第一九〇、一九一和一九二届会议提交了总部外网络改革进展情况的报告。在向第一九二届会议提交的报告中，总干事尽管确认非洲的总部外改革实施工作取得稳步进展，但建议在 2014--2015 年双年度预算情况全面明朗化之前，暂停将总部外改革向其他地区扩展。执行局第一九二届会议赞同这一建议。此外，它要求总干事向其第一九四届会议报告以非洲为重点的总部外网络改革第一阶段的实施状况以及现有总部外网络在 5.07 亿美元支出计划下是否可持续，并提供关于该网络能力的现实评估报告，从而在现有人力条件下确保计划的实施和重要活动的开展。它还要求总干事在提交第一九四届会议的报告列入每一个总部外办事处的工作人员数量、总运作费用、东道国捐款占费用的比例和教科文组织所负担费用的占比、各办事处管理的正常计划资源水平以及所筹集的预算外资源水平。

3. 在第三十七届会议上，大会通过第 37 C/58 号决议，除其他事项外，授权总干事继续实施教科文组织总部外网络改革战略，并确保加强总部外办事处的问责制。

改革后的非洲总部外网络

4. 总干事在 2014 年 1 月 3 日第 DG/Note/14/2 号说明中宣布，重点为非洲的第一阶段改革已于 2013 年底完成，新的教科文组织总部外网络大部分现已就绪。它包括 5 个多部门地区办事处（达喀尔、阿布贾、内罗毕、哈拉雷和雅温得），11 个国别办事处和 15 个项目处/组，详见下表：

地 区	覆盖国家	多部门地区办事处	国别办事处 ¹	项目处/组
西非 (萨赫勒)	布基纳法索、佛得角、冈比亚、几内亚比绍、马里、尼日尔、塞内加尔	达喀尔	巴马科	尼亚美
西非	贝宁、科特迪瓦、加纳、几内亚、利比里亚、尼日利亚、塞拉利昂、多哥	阿布贾	阿比让、阿克拉	蒙罗维亚、科托努
东非	科摩罗、吉布提、厄立特里亚、埃塞俄比亚、肯尼亚、马达加斯加、毛里求斯、卢旺达、塞舌尔、索马里、南苏丹 ² 、乌干达、坦桑尼亚联合共和国	内罗毕	亚的斯亚贝巴 ² 、达累斯萨拉姆、朱巴	塔那那利佛、科摩罗、吉布提、坎帕拉、基加利
南部非洲	博茨瓦纳、莱索托、马拉维、莫桑比克、纳米比亚、南非、斯威士兰、赞比亚、津巴布韦	哈拉雷	马普托、温得和克	哈博罗内、约翰内斯堡、利隆圭、卢萨卡
中非	安哥拉、布隆迪、喀麦隆、中非共和国、乍得、刚果、刚果民主共和国、赤道几内亚、加蓬、圣多美和普林西比	雅温得	布拉柴维尔、金沙萨、利伯维尔	罗安达、恩贾梅纳、班吉
	47 个国家	5 个地区办事处	11 个国别办事处	15 个项目处/组

5. 在总部外办事处转型过程中，阿克拉、巴马科、达累斯萨拉姆、利伯维尔和温得和克办事处的多国职能被取消，这些办事处现转为国别办事处。所有的国别办事处、项目组 and 处都隶属于各自的多部门地区办事处。

6. 达喀尔的萨赫勒/西非多部门地区办事处和内罗毕的东非多部门地区办事处已在 2012 年头 10 个月先后建成。雅温得的中非办事处已于 2013 年初开始运作，位于阿布贾的西非办事处和哈拉雷的南部非洲办事处 2013 年期间开始运作。自本双年度开始，亚的斯亚贝巴联络处承担（联络处和国别办事处）双重功能。

¹ 不包括以前设在布隆迪的国别办事处，经改造和整合，现已成为布隆迪“和平文化之家”。

² 亚的斯亚贝巴联络处具有双重功能，它既是驻非洲联盟和联合国非洲经济委员会联络处，又是埃塞俄比亚国别办事处。

7. 总部外地区办事处和亚的斯亚贝巴办事处之间还设立起一个改进的协调机制，互享成果。
8. 按照 5.07 亿美元开支计划，2014--2015 双年度无法在亚的斯亚贝巴建立地区支助平台。
9. 本文增补件将提供 2012--2013 年实施非洲总部外网络改革的费用明细。
10. 2014 年 1 月 3 日第 DG/Note/14/3 说明中详细介绍的完善授权为总部外网络改革提供进一步的支撑，为各办事处负责人提供必要的灵活性，以更好地满足会员国需求、动员双边和多边合作伙伴、加强联合国系统内的行动并提高本组织在当地的知名度。

总部外网络的可持续性

11. 应执行局在第一九二届会议上提出的要求，有关按各办事处分列的 2014--2015 年下放预算和 2014-2015 年总部外人员编制数据的信息将以本报告增补件的形式发布，因为相应数据 2014 年 3 月初方可准备就绪。
12. 在 5.07 亿美元开支计划有限的资金条件下，已向所有总部外办事处提供财务和人力资源，但 2014--2015 年计划和预算刚刚开始实施，各计划部门的计划活动下放工作刚刚完成或仍在微调，因此无法对总部外网络确保计划完成的能力作出评估。
13. 因此，总干事建议在 2014 年底对现有总部外网络可持续性进行评估，并就此向执行局第一九六届会议汇报。

建议作出的决定

14. 鉴于上述情况，执行局可以考虑通过如下决定：

执行局，

1. 忆及第 187 EX/33 号决定、第 190 EX/31 号决定、第 191 EX/24 号决定和第 192 EX/4 号决定第 IV 部分，
2. 审议了第 194 EX/4 号文件第 IV 部分，
3. 注意到以非洲为重点的第一阶段总部外改革业已完成；

4. 也注意到完善了对总部外办事处的授权和问责，调整并采纳了整个总部外网络以及总部外与总部之间的隶属关系；
5. 还注意到 2014--2015 双年度将不建立地区支助平台；
6. 请总干事针对 5.07 亿美元开支计划项下现有总部外网络的可持续性以及总部外办事处在各自现有财务和人力资源以及计划部门下放的计划资源情况下实施计划的能力问题，向其第一九六届会议提出报告。



联合国教育、
科学及文化组织

执行局

第一九四届会议

194 EX/4 Part IV Add.

巴黎，2014年4月8日
原件：英文

临时议程项目 4

报告项目

第 IV 部分

总干事关于总部外网络改革进展情况的报告

增 补 件

概 要

本增补件提供了 2012--2013 年实施非洲总部外网络改革的费用明细和
有关 2014--2015 年下放资金临时计划的情况。

表 1--2012--2013 年非洲总部外网络改革费用

截至 2013 年 12 月 31 日的总体执行情况

A) 总部外改革的应急资金	
资金名称	总支出
非洲总部外改革--朱巴	474,984
非洲总部外改革--阿比让	342,909
非洲总部外改革--达喀尔	16,060
非洲总部外改革--内罗毕	33,983
非洲总部外改革--转型费和差旅费	43,484
非洲总部外改革--运转和安全支持	47,691
非洲总部外改革--亚的斯亚贝巴	32,930
A 共计	992,041
B) 总部外改革的正常计划资金	
资金名称	总支出
总部外网络改革补充资金	814,566
总部外协调局的总部外网络改革人事费	266,534
B 共计	1,081,100
A+B 共计	2,073,141

表 2--多部门地区办事处，多国办事处和/或地区办事处 2014/2015 年度下放资金临时计划

数额以千美元\$计

	正常预算									预算外资金		共计		
	职位数	人事费	运作费(1)	运转费					正常计划 总额	职位数	预算外资金	职位 总数	正常计划总额+ 预算外	
				教育部门	自然科学 部门	社会科学 及人文 科学部门	文化部门	传播和 信息部门						五项重大 计划小计
非洲														
阿布贾(+阿比让, 阿克拉)	36.0	6,528	1,247	506	172	80	160	223	1,141	8,916	0.0	3,411	36.0	12,327
达喀尔(+巴马科)	37.0	7,178	868	506	205	210	152	154	1,227	9,273	1.0	4,607	38.0	13,880
哈拉雷(+马普托, 温得和克)	36.0	6,603	1,300	506	350	40	152	133	1,181	9,083	5.0	4,748	41.0	13,831
内罗毕(+亚的斯亚贝巴, 达累斯萨拉姆, 朱巴)	56.0	10,938	2,152	506	629	616	179	323	2,251	15,342	4.0	2,823	60.0	18,165
雅温得(+布拉柴维尔, 布琼 布拉, 金沙萨, 利伯维尔)	48.0	8,221	1,383	506	185	120	163	248	1,222	10,826	4.0	4,471	52.0	15,297
共计	213.0	39,468	6,950	2,529	1,541	1,065	805	1,081	7,022	53,440	14.0	20,060	227.0	73,499
亚洲及太平洋地区														
阿皮亚	14.0	2,550	357	198	100	75	60	50	483	3,390	1.0	787	15.0	4,177
阿拉木图(+塔什干)	16.0	2,773	331	198	70	0	62	81	411	3,515	0.0	398	16.0	3,913
北京	13.5	3,448	770	198	50	137	50	93	528	4,747	0.0	1,040	13.5	5,787
曼谷(+河内, 金边)	55.0	11,496	1,107	808	105	264	165	183	1,526	14,128	2.0	5,731	57.0	19,859
雅加达	18.0	3,352	700	198	444	110	40	50	842	4,894	1.0	1,515	19.0	6,408
新德里(+达卡市, 加德满都)	29.5	4,865	810	198	45	35	90	203	571	6,245	0.0	1,142	29.5	7,387
德黑兰(+伊斯兰堡, 喀布尔)	30.0	5,052	1,543	50	70	0	70	141	331	6,926	3.0	22,043	33.0	28,969
共计	176.0	33,535	5,617	1,848	884	622	537	802	4,692	43,844	7.0	32,657	183.0	76,501

	正常预算									预算外资金		共计		
	职位数	人事费	运作费(1)	运转费					正常计划总额	职位数	预算外资金	职位总数	正常计划总额+预算外	
				教育部门	自然科学部门	社会科学及人文科学部门	文化部门	传播和信息部门						五项重大计划小计
阿拉伯国家														
贝鲁特 (+安曼, 巴格达, 拉姆安拉)	44.0	10,476	1,322	577	105	216	219	177	1,295	13,092	8.0	28,989	52.0	42,082
开罗 (+喀土穆)	28.0	4,444	496	64	522	194	45	65	890	5,830	0.0	6,258	28.0	12,088
多哈	10.0	2,912	156	104	49	0	60	69	281	3,349	1.0	74	11.0	3,423
拉巴特	14.0	2,793	278	90	30	184	63	115	483	3,554	3.0	590	17.0	4,144
共计	96.0	20,625	2,251	835	705	595	387	426	2,949	25,825	12.0	35,911	108.0	61,737
欧洲和北美洲														
布鲁塞尔	2.0	569	310	0	0	0	0	0	0	879	0.0	68	2.0	947
日内瓦	3.0	875	93	0	0	0	0	0	0	968	0.0	0	3.0	968
莫斯科	5.0	394	168	0	0	35	50	0	85	648	1.0	536	6.0	1,184
纽约	10.0	2,028	732	0	0	0	0	28	28	2,788	0.0	4	10.0	2,792
威尼斯	7.0	2,096	305	0	214	24	99	0	337	2,737	1.0	2,913	8.0	5,650
欧洲和北美洲 共计	27.0	5,962	1,608	0	214	59	149	28	450	8,020	2.0	3,521	29.0	11,541
拉丁美洲和加勒比地区														
哈瓦那 (+太子港)	23.0	3,544	674	78	30	0	132	83	323	4,540	3.0	3,608	26.0	8,148
金斯顿	13.0	2,781	264	84	112	34	75	141	446	3,491	1.0	146	14.0	3,637
蒙得维的亚	24.0	5,495	570	0	600	537	75	171	1,383	7,447	5.0	52,551	29.0	59,999
基多 (+利马)	18.0	3,350	494	0	49	0	75	76	201	4,045	0.0	510	18.0	4,555
圣何塞 (+危地马拉市, 墨西哥城)	26.0	4,307	853	0	75	25	125	153	378	5,538	0.0	902	26.0	6,439
圣地亚哥	14.0	3,426	510	728	0	0	25	14	767	4,703	3.0	1,688	17.0	6,391
拉丁美洲和加勒比地区 共计	118.0	22,903	3,365	890	866	596	507	638	3,497	29,764	12.0	59,404	130.0	89,168
总计	630.0	122,492	19,791	6,102	4,210	2,937	2,385	2,976	18,610	160,893	47.0	151,552	677.0	312,445

(1) 含政府捐款 16.8 万

按计划部门分列的下放正常计划资金的理由

I. 教育

1. 由于上一双年度正常计划资金大幅削减并根据 5.07 亿美元的实施计划，决定现有资金不应过于分散。为避免活动过多，地区教育办事处接到指示，仅允许配有国际教育工作人员的总部外办事处在 SISTER 系统编制独立工作计划。其他总部外办事处的拨款仍来自地区办事处的工作计划。

2. 关于特别受到这些措施影响的拉丁美洲和加勒比地区，资源分配矩阵（RAM）明确划出无国际雇员的办事处将获得的数额。在非洲并根据非洲总部外网络改革，预算被拨给五个多部门地区办事处（阿布贾、达喀尔、内罗毕、哈拉雷和雅温得）。五个办事处每项预期成果（ER）获得同等数额，但强烈鼓励它们自行协调，确定优化资金分配方式，并遵守资源分配矩阵总价值。为每项预期成果指定了一个牵头办事处，负责协调、审批、监测和强化该地区的报告（按预期成果）。此外，由于各地区每项预期成果的有限活动预算数额须在各个总部外办事处之间进行分配，所以无法在所有情况下都实现 25 000 美元的目标（商定的每项活动最低数额）。

3. 另外，为负责实施工作的总部外办事处（FO）直接分配了大量预算外资金（正常计划活动预算总额未达到全部现有预算外资金的 10%）。因此，许多没有正常计划预算拨款的总部外办事处有大量预算外资金可用。

II. 自然科学

4. 考虑到从上一双年度预算削减的计划和实施中得到的经验教训，重大计划 II 在 2014—2015 年实施计划下的正常计划资金在分配给各地区时侧重已确认的计划优先事项，目的是继续最大化和平衡下放，并应对非洲优先。每项活动最少拨款 25 000 美元的要求得到了遵守，经过努力，SISTER 系统中自然科学工作计划总数减少。地区办事处负责各自地区资金的计划和下放。地区科学办事处与该地区的其他总部外办事处紧密合作，制订了实施计划。根据具体计划需求和现有专业知识向国别办事处拨款。地区办事处为缺乏科学能力的办事处和地区性活动管理着资金。考虑到纽约、日内瓦和布鲁塞尔联络处的工作具有协调特性，未向这些办事处划拨自然科学计划资金。

5. 在非洲，下放资金是根据三项指导原则划拨的：i) 各项工作重点的计划的地区性质；ii) 专题顾问和替代者/计划官员（PO）的可用性；iii) 多部门地区办事处对国别办事处的计划活动的协调。

6. 政府间海洋学委员会（IOC）的资金主要下放到委员会各分委员会所在地：曼谷、金斯顿、内罗毕，并且这些下放资金包含在自然科学部门拨款之中。

III. 社会科学及人文科学

7. 在非洲，经与相关总部外办事处协商讨论，优先拨款给多部门地区办事处，这些办事处将与其地理范围内的国别办事处合作，确保在国家一级发挥更大影响。至于拉丁美洲和加勒比地区，由于近期的人员变动导致了一些职位空缺，该部门关于青年计划的预算临时集中到一个总部外办事处（蒙得维的亚）。这些资金将逐渐分配给其他办事处用于实施业务战略。因此，大部分预算目前集中在蒙得维的亚办事处，将用于金斯顿、圣地亚哥、圣何塞、基多（利马）、哈瓦那（太子港）办事处所开展的活动。

IV. 文化

8. 由于正常计划大幅消减，以及有必要保证在总部保留由文化部门管理的法定会议预算，其余的活动预算下放到了总部外办事处。

V. 传播和信息

9. 尽管有预算限制，传播和信息部门在其推动和促进会员国获取信息与知识综合计划实施战略范围内，还是将其 55 % 的直接计划预算下放到了总部外办事处。另外，除了由多部门地区办事处资助的布拉柴维尔、马普托和喀土穆办事处，其余所有办事处都得到了拨款。该部门确保向所有非洲的多部门地区办事处及其他地区的多国办事处委派了传播和信息顾问。

10. 此外，为了筹集预算外资金并利用这类资金资助项目职位，与总部外办事处主任合作为没有传播和信息部门职员的办事处拨付了种子资金。该部门对非洲的重视体现在为该地区拨款占预算 20%，而亚洲及太平洋地区为 15%，阿拉伯地区为 8%，拉丁美洲和加勒比地区为 12%。负责在联合国系统推动传播和信息使命的纽约办事处预算拨款为 1%。



联合国教育、
科学及文化组织

执行局

第一九四届会议

194 EX/4 Add.2

巴黎，2014年3月7日
原件：英文

临时议程项目 4

《计划与预算》的执行情况以及上一个双年度取得的成果 (2012--2013年--36 C/5) (38 C/3 草案)

增补件 2

概 要

根据第 192 EX/4 号决定，执行局“请总干事在第一九四届会议上，根据第一九二届会议及其特设筹备组的讨论情况以及大会第三十七届会议的辩论情况，提出一个与注重结果的预算编制方法（RBB）相适应的 EX/4 号文件的新模式”。

本文件旨在回应这一要求并载有 EX/4 号文件新模式的建议。

希望执行局采取的行动：见第 10 段建议的决定。

背 景

1. 根据第 192 EX/4 号决定，执行局“请总干事在第一九四届会议上，根据第一九二届会议及其特设筹备组的讨论情况以及大会第三十七届会议的辩论情况，提出一个与注重结果的预算编制方法（RBB）相适应的 EX/4 号文件的新模式”。本文件就是为了回应这一要求。

2. 本建议：

- (a) 符合《组织法》（第 VI.3.b 条，在大会第八届会议决议集第 13 页中业经修订）规定的“总干事应拟订并向各会员国及执行局送交：
 - (i) 涵盖每年 1 月 1 日至 12 月 31 日的本组织活动的报告；
 - (ii) 如执行局认为有必要，在大会常会召开的年份还应拟定并提交一份自上一年年末起的本组织活动的临时报告”；
- (b) 其基础是执行局就 EX/4 号文件开展的详尽讨论和所作决定，¹ 及其有关以下规定的最近决定：“[...] 每年提交一份全面的 EX/4 报告，每六个月提交一份篇幅较短的战略性报告”（第 192 EX/16 号决定第 VII 部分）；
- (c) 符合大会第三十七届会议（针对各项重大计划的决议中）的要求，即总干事应“在其关于大会批准计划的执行情况的半年度法定报告中，汇报在执行计划的活动过程中为优化资金使用所采取的措施”；
- (d) 符合大会第三十七届会议有关各项重大计划的决议的要求，即要求总干事“在 2014--2017 年期间对各项工作重点及其预期成果，包括与重大计划 [I 至 V] 相关的政府间和国际计划的工作重点及其预期成果进行一次审查，并根据明确的评估标准，就是否继续、调整（包括加强）、退出或终止这些活动提出建议”。

3. 此外，它还参考了内部监督办公室和战略规划编制局在一位外部顾问的协助下对成果报告共同开展的评估的结论，² 其中分析了教科文组织现有成果报告做法的优缺点，重点关注 EX/4 半年度报告和 C/3 双年度报告，并参考了有关联合国系统的成果报告做法的一份概述。³

¹ 第 192 EX/4 号决定和之前的所有相关决定和决议，特别是第 33 C/92 号决议的建议 13，第 33 C/78 号决议，第 34 C/89 号决议，第 184 EX/4 号决定，第 186 EX/4 号决定和第 191 EX/4 号决定。

² 该进程还包括与总部和总部外的秘书处成员以及会员国的广泛磋商，包括通过面向所有会员国的一项调查、由会员国举办的一系列非正式会议以及总干事就该主题举办的一次磋商会议（2014 年 3 月 5 日）。

³ 见第 194 EX/4 Part I (A) 号文件中的评估结论摘要。

4. 评估确认并解释了**良好成果报告的下述原则**：

- 明确区分教科文组织范围内的活动和产出交付报告⁴与预期成果报告；
- 在新的四年期改变报告频率，使分析和报告提高严谨性、成本效益和时间效益。
- 重新校准自我报告和评估的信息以纳入成果报告。

5. 此外，评估认为，良好的成果报告应以所有利益攸关方之间更加有效的磋商为基础，以便使理事机构能够在了解情况下作出更好的决策。

建议的新模式的主要特点

6. 建议的新模式旨在继续采用成果报告已有的良好做法和改进，同时应对一些尚未解决的挑战。现有的 EX/4 半年度报告和 C/3 双年度报告将在战略规划编制局的协调下被以下模式取代：

- (a) 将继续根据计划官员的自我报告和管理人员的上游核准，每六个月在战略、任务和结果评估信息系统（SISTER）中在线提供**计划执行情况**的信息。这是对 EX/4 第 I (B)部分的做法的延续。此外，经修订的管理图表（原 EX/4 第 II 部分）将载有以下内容的财务信息概述：(i) 按照拨款项目计算的支出率，(ii) 根据《国际会计部门公共标准》分类对总体支出趋势的分析。
- (b) **有关计划执行情况的年度报告**，在执行局每年春季会议发布。年度报告载有活动实施情况和产出交付的汇总战略分析，包括指明计划执行在多大程度上已经步入正轨，以便达到预期成果，同时考虑到相关绩效指标。本报告还应对实施中的跨领域挑战并就纠正行动提出建议。这份报告将取代现有的 EX/4 第 I (A) 部分。提交 2016 年春季会议的年度报告将覆盖整个双年度并包括计划执行是否已步入正轨的情况。这一双年期报告将为下一份 C/5 文件的编制和起草工作前的磋商提供信息。
 - o 将向大会之前的秋季会议提交一份简要**临时报告**，其中载有为实现预期成果的活动实施情况和产出交付的战略分析摘要，覆盖双年度的前 18 个月。
- (c) **四年期结束报告**，在下一个四年期首年的春季会议发布，其中就大会批准的各项预期成果的实现情况，以及本组织如何为其预定受益者有所作为进行高水平的战

⁴ 根据联合国发展集团注重结果的管理手册（2011 年 10 月）中的定义。

略分析。本报告将参考计划官员的自我评估，并以各部门管理人员和内部监督办公室的评估作为补充。本报告涵盖四年期的所有四年并将取代现有的 C/3 文件。

- **关于计划绩效和实现 C/5 成果的进展情况的临时报告**，其中载有已实现的成果的综合陈述。四年期结束时的评估性审查将有助于产生符合注重结果的预算编制方法的有关成果的可靠和可比较的信息。本报告将在**四年期最后一年的秋季会议发布**，覆盖四年期的前三年半并为四年期结束报告提供基础。

7. 简而言之，法定报告应采取下列形式（见表 1）：

表 1：教科文组织关于大会批准的 C/5 计划执行情况的法定成果报告的新模式建议概览

A. 关于计划执行情况的成果报告

报告类型	在线报告	关于计划执行情况的年度战略报告	关于成果实现情况的四年期报告
理由	为执行局提供关于计划执行情况的在线定期报告	向执行局提供关于计划执行情况的定期战略报告，使执行局能够履行计划监督职能	为理事机构提供依据，以便就计划的未来战略方向和资源分配作出以成果和计划成绩为导向的决策
频率	半年一份	一年一份	四年一份
内容	载有通过 SISTER 系统提供的计划执行信息，这些信息以计划官员的自我报告和管理人员的上游核准为基础。这实际上延续了 EX/4 第 I(B)部分的做法。	载有关于计划活动实施情况和产出的分析性和综合性信息（以 SISTER 系统中的报告为基础）以及对趋势与挑战的战略评估； 指出绩效差的计划， ⁵ 这样除其他外，可为关于日落条款的审议提供信息。 大会之前的秋季会议还会有一份 <u>临时报告</u> （见上文第 6 b 段）	一份四年期结束报告，在下一个四年期第一年的春季会议发布，其中就大会批准的各项预期成果的实现情况，以及本组织如何为其预定受益者有所作为进行高水平的战略分析，它将参考计划官员的自我评估以及部门管理人员和内部监督办公室的评估。 四年期最后一年、大会之前的秋季会议有一份 <u>临时报告</u> （见上文第 6 c 段）

⁵ 另见外部独立评估建议 1 (m)。

B. 通过管理图表提供的财务信息

频率	半年一份	一年一份	四年一份
内容	管理图表概括提供： (i) 各拨款项目的支出率； (ii) 根据《国际会计部门公共标准》分类对总体支出趋势的分析	(i) 以注重结果的预算编制方法，按计划、计划支助和行政管理分列的每一项成果下支出的财务报告；以及预算外资金的支出情况； (ii) 根据《国际会计部门公共标准》分类对总体支出趋势的分析； (iii) 各个捐助方和地区预算外支出分析； (iv) 下放率。	(i) 以注重结果的预算编制方法，按计划、计划支助和行政管理分列的每一项成果下支出的财务报告；以及预算外资金的支出情况； (ii) 与上个双年度相比较，根据《国际会计部门公共标准》分类对总体支出趋势的分析 (iii) 各个捐助方和地区预算外支出分析； (iv) 下放率。

表 2：成果和财务报告时间一览表

日期	报告	涵盖时间	未来 C/5 文件的编制
2014--2015 年			
2014 年春季	关于上个双年度的报告	上个双年度	
2014 年秋季	[SISTER 系统中的在线信息； 管理图表	2014 年 1 月-- 2014 年 6 月	
2015 年春季	关于计划执行情况的 年度报告 ； 管理图表	2014 年 1 月-- 2014 年 12 月	38C/5 草案（预算）
2015 年秋季	关于计划执行情况的 临时报告 ； 管理图表	2014 年 1 月-- 2015 年 6 月	
第三十八届大会			通过 38 C/5 预算
2016--2017 年			
2016 年春季	关于计划执行情况的 临时报告 ； 管理图表	2014 年 1 月-- 2015 年 12 月	为大会关于未来 39 C/5 的磋商提供信息
2017 年春季	关于计划执行情况的 年度报告 ； 管理图表	2016 年 1 月-- 2016 年 12 月	正式的 39C/5 草案
2017 年秋季	关于成果实现情况的 临时报告 ，随后提交四年期结束报告； 管理图表	2014 年 1 月-- 2017 年 6 月	执行局关于 39C/5 草案的建议，也是基于 QRR
第三十九届大会			通过 39 C/5 计划与预算
2018 年春季	四年期结束报告 ； 管理图表	2014 年 1 月-- 2017 年 12 月	

8. 在 EX/4 新模式内要解决的问题：

- 对教科文组织各项干预措施之影响的评估，要考虑到鉴于属性方面的挑战，涉及（机构和受益方层面）社会变化的影响评估起来往往非常困难，而且耗资不少；
- 在教科文组织参加联合国国家工作队的国家里，在共同国家计划（联合国发展援助框架、一个方案/计划和类似文件）编制范围内取得的成果；
- 日落条款的适用；
- 与本组织总体传播战略的联系。

9. 依照新的模式，在本系统内进行的评估，包括内部监督办公室进行的评估，将与大会要求进行的综合计划审查相协调。

建议作出的决定

10. 执行局可以考虑通过如下决定：

执行局，

1. 审议了第 194 EX/4 Part I (A)号文件和第 194 EX/4 Add. 2 号文件，
2. 忆及第 33 C/92 号决议的建议 13、第 33 C/78 号决议和第 34 C/89 号决议，
3. 还忆及第 184 EX/4、186 EX/4、191 EX/4 和 192 EX/4 号决定，
4. 注意到第 194 EX/4 Part I (A)号文件中的内部监督办公室/战略规划编制局对成果报告的评估结论摘要；
5. 欢迎本文件所述的在与会员国广泛磋商的基础上提出的建议；
6. 请总干事落实上述建议，自执行局第一九六届会议起提交首份按照表 1 中建议的新模式编制的关于计划执行情况的年度报告，并在此后延续这一做法。