



Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

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194ª reunión

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## Parte I (A)

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## EJECUCIÓN DEL PROGRAMA Y PRESUPUESTO Y RESULTADOS OBTENIDOS EN EL BIENIO ANTERIOR (2012-2013 - 36 C/5) (38 C/3 Proyecto)

### PARTE I (A)

#### RESUMEN

De conformidad con lo dispuesto en el Artículo VI.3 b) de la Constitución y en la Decisión 162 EX/3.1.3, la Directora General somete al Consejo Ejecutivo el informe sobre las actividades de la Organización en 2012-2013 (194 EX/4 – Documento 38 C/3 - Proyecto). Este informe conjunto se ha preparado en cumplimiento de la recomendación 2 del párrafo 3 de la Resolución 33 C/92.

En la Parte I de este documento se expone de manera exhaustiva y analítica la ejecución del programa, para lo cual se relatan los principales resultados alcanzados durante todo el bienio 2012-2013, que corresponde al documento 36 C/5. Consta de dos secciones y la complementa una Adición:

En la **Parte I (A)** del informe se presenta una evaluación estratégica de la ejecución del programa y se exponen los resultados alcanzados por los cinco Grandes Programas, el Instituto de Estadística de la UNESCO (IEU), los dispositivos intersectoriales y respecto de las dos prioridades globales, “África” y “La igualdad entre hombres y mujeres”, así como los servicios relacionados con el programa y los servicios institucionales.

En la **Parte I (B)**, que se puede consultar en [línea](#), se da información detallada sobre la consecución de cada uno de los resultados esperados del 36 C/5 Aprobado durante todo el bienio 2012-2013.

En la **Parte I Adición**, que se puede consultar en [línea](#), se exponen los principales resultados obtenidos en los países y los correspondientes a la participación de las oficinas fuera de la Sede en los procesos de programación común en los países de las Naciones Unidas.

Por su propia índole, este documento no entraña repercusiones administrativas ni financieras.

Medida que se espera adopte el Consejo Ejecutivo: Decisión propuesta en el párrafo 236.

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## RESUMEN DISPOSITIVO

1. En el presente informe se da cuenta de manera exhaustiva y analítica de la ejecución del programa y de los resultados logrados durante el bienio 2012-2013, que corresponden al documento 36 C/5 Aprobado. El informe se divide en dos partes: en la Parte I (A) figura una evaluación estratégica de la ejecución del programa y de los resultados alcanzados, mientras que en la Parte I (B), que puede consultarse en línea, se ofrece información detallada sobre los logros por resultado esperado. Además, también puede consultarse en línea un Addendum en el que figuran los resultados más importantes obtenidos en los países y aquellos vinculados a la participación de las oficinas fuera de la Sede en los procesos de programación común de las Naciones Unidas en los países.

2. Este informe sobre el bienio 2012-2013 confirma las tendencias apuntadas en los informes de la Directora General sobre la ejecución del programa durante este periodo (documentos 189, 190, 191 y 192 EX/4).

### I – Hacer frente a los problemas financieros

3. En los últimos 24 meses, guiándose por una hoja de ruta específica y las decisiones pertinentes del Consejo Ejecutivo, y de conformidad con las recomendaciones de la evaluación externa independiente, la Organización logró hacer frente a las restricciones presupuestarias derivadas del impago de las contribuciones por parte de algunos Estados Miembros y ejecutar el programa de forma coherente, adoptando para ello varias medidas importantes y acelerando las iniciativas de reforma pese a la situación financiera sumamente difícil. En particular:

- a) A fin de compensar el déficit provocado por el impago de contribuciones se realizaron esfuerzos sin precedentes para poder hacer frente a los gastos con cargo al Presupuesto Ordinario dentro del presupuesto disponible de 478 millones de dólares estadounidenses (consignación inicial de 465 millones más 12 millones de consignaciones adicionales recibidas y 1 millón de dólares de presupuesto residual restante de las liquidaciones del 35 C/5 anterior), **racionalizando para ello el uso de los recursos limitados y reduciendo considerablemente los gastos** siempre que fuera posible, en especial los gastos administrativos. Entre las medidas adoptadas cabe citar la congelación de todos los puestos vacantes no considerados esenciales para el desempeño de las tareas, una drástica reducción de los gastos de viaje y las consultorías, la suspensión de la reforma del dispositivo fuera de la Sede y la optimización del espacio de oficinas, etc. Por ejemplo, en comparación con el bienio anterior, los gastos de viajes de personal se redujeron en un 66%, los de viajes de participantes en actividades en un 50%, la asistencia temporal en un 42%, los consultores en un 59% y los servicios contractuales en un 52%. Como resultado de todo ello, el total de gastos con cargo al Presupuesto Ordinario para el bienio ascendió finalmente a 520 millones de dólares, cifra que supera el presupuesto inicial en únicamente 42 millones de dólares, lo que significa que, de un déficit de 188 millones de dólares, pudieron absorberse 146 millones. Los 42 millones de dólares restantes quedaron cubiertos con los fondos recibidos para el Fondo especial de emergencia, según lo acordado por los Estados Miembros.
- b) Se procuró por todos los medios **movilizar recursos extrapresupuestarios**. La Directora General estableció en noviembre de 2011 el Fondo especial de emergencia de donantes múltiples a fin de recibir fondos y subsanar el déficit de financiación básica, financiar los programas prioritarios y apoyar las actividades operacionales en los países, así como las iniciativas de reforma. Al término del bienio, el Fondo especial de emergencia había recibido contribuciones por un monto de 74,9 millones de dólares procedentes de una gran variedad de donantes, entre ellos algunos nuevos o que aportaban por primera vez fondos a la UNESCO, entre los que figuraban países menos adelantados.

c) Además, la Organización compensó hasta cierto punto las reducciones presupuestarias mediante la **reorganización y redistribución interna de las tareas y funciones** desempeñadas en todas las unidades de la Secretaría, ya fuera en los sectores, los servicios centrales, los institutos o las oficinas fuera de la Sede. Aunque en el momento de preparar el presente documento aún está en curso la reestructuración a nivel de toda la Organización, una muestra de la amplitud de este cambio es que está previsto reducir el número de puestos que se sufragan con cargo al Presupuesto Ordinario de la UNESCO de 1.893 (para 2012-2013, 36 C/5 Aprobado) a alrededor de 1.450, según lo previsto para el nuevo bienio 2014-2015 con arreglo al plan de gastos de 507 millones de dólares, esto es, una reducción de más de 400 puestos.

4. Se hicieron importantes esfuerzos en toda la Organización y en colaboración con los Estados Miembros durante el bienio para reducir los efectos del déficit presupuestario y los cambios estructurales en el programa, en particular mediante el examen y la racionalización sistemáticos de la ejecución del programa, sobre la base de un análisis y evaluaciones rigurosos, y manteniendo las principales distribuciones porcentuales del 36 C/5. Cabe citar, entre otras, las siguientes medidas:

- a) **Mayor concentración en las prioridades del programa:** todos los sectores realizaron una evaluación sistemática a principios del bienio (así como más avanzado el bienio) de todos los ámbitos del programa y los planes de trabajo conexos, lo que llevó en varios casos a interrumpir, aplazar o reducir su ejecución. Por ejemplo, debido a las limitaciones financieras, ámbitos como las lenguas en peligro de desaparición, los museos y la educación artística, así como las actividades relacionadas con el diálogo intercultural, no recibieron suficientes fondos extrapresupuestarios para su plena ejecución; del mismo modo, la COI no pudo elaborar un módulo de formación sobre la evaluación del medio marino, que tenía por objeto facilitar la participación de las naciones en desarrollo en el Proceso ordinario, y no podrá cumplir su compromiso de cofinanciar un proyecto PNUMA-FMAM sobre los fundamentos mundiales para la reducción del enriquecimiento en nutrientes y el agotamiento del oxígeno debidos a la contaminación de origen terrestre; las actividades del Instituto de Estadística de la UNESCO (IEU) relacionadas con la elaboración de métodos de evaluación y seguimiento de la alfabetización también han quedado en suspenso. Además, la Secretaría prestó apoyo al debate del órgano rector del IEU acerca de las prioridades del programa, que culminó en las decisiones adoptadas en la reunión extraordinaria del Consejo Ejecutivo celebrada el 4 de julio de 2013.
- b) **Preservación del compromiso de la Organización con las dos prioridades globales, “África” e “Igualdad de género”:** se hizo todo lo posible por preservar el compromiso con las dos prioridades globales del programa, incluso mediante una evaluación exhaustiva, la elaboración de planes operacionales específicos y un número reducido de actividades emblemáticas, la continuación de la reforma de la presencia sobre el terreno en África, y un examen de las modalidades de coordinación y gestión. A fin de que la UNESCO tenga mayor pertinencia y sea más eficaz tanto en la Sede como fuera de ella, se estableció el nuevo dispositivo fuera de la Sede en África, con cinco oficinas regionales multisectoriales ubicadas en Abuja, Dakar, Harare, Nairobi y Yaundé. Para facilitar la ejecución del programa se implantó una mayor delegación de autoridad en las oficinas fuera de la Sede, la revisión de la estructura jerárquica y una interacción más clara entre la Sede y las oficinas fuera de la Sede (DG/Note/14/3).
- c) **Búsqueda de otras modalidades de financiación y cumplimiento de las obligaciones reglamentarias:** se celebraron negociaciones con los Estados Miembros para intentar reducir las consecuencias presupuestarias de las actividades reglamentarias, financiar algunos de sus gastos mediante contribuciones voluntarias e innovar mediante diversos mecanismos sustitutivos de ejecución. Aunque aún hay que seguir progresando, la Organización ha conseguido preservar gracias a estas medidas sus funciones reglamentarias, manteniendo al mismo tiempo su pertinencia operacional.

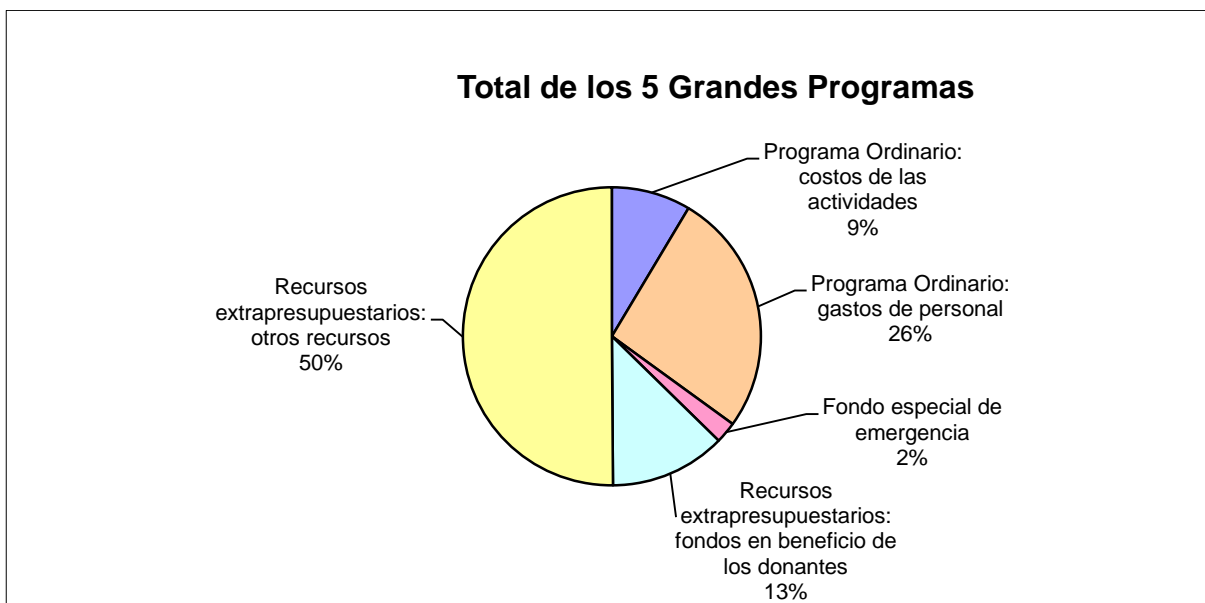
- d) **Preservación de los gastos del programa:** pese a las enormes limitaciones presupuestarias que afronta, en el bienio anterior la Organización consiguió aumentar ligeramente el porcentaje de gastos relacionados con el programa, que pasó del 55,7% (2010-2011) al 58,7% (2012-2013), según las mediciones de los gastos realizados en relación con el Título II.A (los cinco grandes programas, el IEU y la gestión de las oficinas fuera de la Sede). Por otro lado, el porcentaje de los gastos de personal dentro del total de gastos aumentó al 69,5% en 2012-2013, en comparación con el 61,6% en 2010-2011.
- e) **Logro de un equilibrio entre la ejecución de actividades en la Sede y sobre el terreno:** este desafío general se abordó de distintas maneras, en particular pasando de enfoques nacionales a enfoques regionales o subregionales para optimizar los resultados y dedicando una gran parte del Fondo especial de emergencia a apoyar las actividades fuera de la Sede. De esta manera se evitó en gran medida un posible “repliegue en la Sede”. Por ejemplo, la proporción de puestos fuera de la Sede respecto del número total de puestos pasó del 35% al 38% durante el bienio. La tasa de descentralización dentro de los gastos operacionales de los cinco grandes programas fue del 53%, ligeramente inferior a la indicada en el 36 C/5 Aprobado (56%), pero el desglose por región de los fondos descentralizados se ajustó en su mayor parte a lo previsto en el 36 C/5, y el porcentaje más grande se destinó a la región África.
- f) **Mayor aprovechamiento de las redes y las instituciones afiliadas de la UNESCO, como los institutos y centros de categoría 1 y 2:** se reevaluó la función de los institutos de categoría 1 en la educación, lo que ha dado lugar a una mayor coherencia del programa en beneficio del asesoramiento sobre políticas y la creación de capacidades para la educación. También se redoblaron los esfuerzos para aprovechar el potencial de los centros de categoría 2, y se pusieron en marcha estrategias específicas y un examen de su capacidad y disponibilidad operacionales.
- g) **Diversificación de las asociaciones y la financiación** (véanse los párrafos siguientes)

La **Alianza mundial para la educación de las niñas y mujeres** ha tenido un efecto catalizador en la movilización de una cantidad importante de recursos extrapresupuestarios para la ejecución de proyectos a gran escala en los países a fin de superar las dificultades en relación con la educación de las niñas, como la alfabetización y la educación secundaria. Cabe citar a modo de ejemplo el proyecto de externalización masiva de educación de las niñas, financiado por la Fundación Packard, que aborda las cuestiones de la deserción escolar y la retención de las niñas en la enseñanza secundaria en Etiopía y la República Unida de Tanzania. En el marco de la Alianza, la UNESCO recibió del Gobierno del Pakistán una contribución de 10 millones de dólares estadounidenses destinados al Fondo Malala de la UNESCO para la Educación de las Niñas, a fin de velar por la ejecución de actividades en favor de la educación de las niñas, incluso en el Pakistán. La Alianza ha generado también nuevos compromisos de apoyo por parte de Estados Miembros e instituciones privadas para promover la educación de las niñas y la igualdad de género en la educación.

5. Durante el bienio 2012-2013 la Organización reforzó su compromiso con la vasta red de asociados y creó un **marco estratégico general para las alianzas**, la “Estrategia global de alianzas” (192 EX/5 INF). Se elaboraron estrategias distintas para diferentes categorías de asociados (a saber, el sector privado, los donantes oficiales bilaterales, las empresas de comunicación, las ONG, los parlamentarios, los Clubes UNESCO y el Programa UNITWIN y de Cátedras UNESCO, los embajadores de buena voluntad, la red UNEVOC, los institutos y centros de categoría 2 y las escuelas asociadas).

6. La **movilización de recursos extrapresupuestarios** tuvo una función decisiva en la mejora de los efectos de los programas de la UNESCO. Se amplió la base de donantes de la UNESCO para dar cabida a una gran variedad de donantes no tradicionales, como los países emergentes y otros países del Sur, el sector privado y las fundaciones. Se firmaron nuevos acuerdos de fondos fiduciarios, incluidos acuerdos de autobeneficio, con importantes donantes emergentes como Angola, Azerbaiyán, el Camerún, China, la India, Indonesia, Kuwait, Malasia, Mozambique, el Pakistán, la República de Corea y Tailandia. Al mismo tiempo, los donantes tradicionales de la UNESCO, como Bélgica (Flandes), el Brasil, Dinamarca, Italia, el Japón, los Países Bajos, Noruega, Suecia y Suiza siguen siendo grandes apoyos de la acción de la Organización. Para el bienio 2012-2013 se ha movilizado un total de **553 millones de dólares** como refuerzo del Programa Ordinario, y se ha registrado un aumento del 6,3% respecto del bienio anterior y pese a las actuales crisis financieras que afectan a los donantes de todas las categorías; el 64% de los fondos movilizados fueron para apoyar proyectos ejecutados fuera de la Sede. Como se indica en el diagrama que figura a continuación (Gráfico 1), la ejecución de los cinco grandes programas se logró en gran medida (65%) mediante recursos extrapresupuestarios.

**Gráfico 1: Fuentes de financiación para la ejecución del programa (enero de 2012 - diciembre de 2013)**



7. En 2012-2013, la UNESCO siguió ampliando e incrementando sus **asociaciones de colaboración con el sector privado**, como la colaboración con Procter & Gamble en el ámbito de la educación de las niñas y las mujeres. Durante este periodo, la UNESCO movilizó financiación procedente de un mayor abanico de asociados del sector privado (empresas y fundaciones), y se alcanzó un total de 55 707 775 millones de dólares estadounidenses en acuerdos firmados. Entre los principales asociados se encuentran Wanda Dalian Group, Phoenix TV, Zhongkun Group y Shenzhen Huaqiang Holding, en apoyo de los programas prioritarios de la UNESCO, especialmente en lo referente a la cultura, las ciudades creativas y el turismo sostenible; GEMS Education y Education Above All Foundation, en apoyo de los docentes y la educación de calidad; y Social Service Industry (SESI) en el ámbito de las ciencias sociales. La UNESCO accedió a nuevas oportunidades de financiación del sector privado en Brasil, China, la República de Corea y los Emiratos Árabes Unidos. Asimismo, el año 2012 se caracterizó por el refuerzo de la asociación de colaboración de la UNESCO con la Unión Europea, con la firma de un nuevo Memorando de Entendimiento en octubre de 2012, y por una estrecha cooperación con la Alianza Mundial para la Educación, albergada por el Banco Mundial.

8. Por otra parte, la UNESCO emprendió una búsqueda activa de **adscripciones** y la negociación de préstamos no reembolsables de Estados Miembros con objeto de superar determinadas carencias de personal.

## II - Ejemplos de logros importantes conseguidos en los programas

9. A pesar de las graves dificultades financieras, la UNESCO pudo desempeñar su labor en todo su abanico de funciones y ejercer su liderazgo en ámbitos programáticos esenciales. Los resultados se indican en las partes correspondientes a cada sector. A título ilustrativo, en 2012-2013, cabe señalar que:

- la UNESCO apoyó a alrededor de 50 países y organizaciones regionales en materia de **políticas, planes y gestión sectoriales de la educación**. Más de 2 300 profesionales de la educación, el 40% de ellos mujeres, disfrutaron de los programas de formación del Instituto Internacional de Planeamiento de la Educación de la UNESCO (IPE). Asimismo, el IPE prestó un importante apoyo técnico a 27 países;
- la UNESCO apoyó el desarrollo de 36 planes de acción nacionales de alfabetización y posibilitó que alrededor de 16 países finalizaran sus documentos del “Programa de Aceleración de la Alfabetización”;
- la UNESCO apoyó la formulación de **políticas de EFTP basadas en datos empíricos** mediante el asesoramiento normativo y la realización de análisis nacionales en 21 países;
- la UNESCO apoyó a más de 30 países en la revisión de sus marcos y sistemas de **política de ciencia, tecnología e innovación**. La celebración del **primer Foro africano sobre ciencia, tecnología e innovación** supuso un hito en lo referente a la formulación, la ejecución, la reforma y la evaluación de las políticas de ciencia. Este foro culminó con la “Declaración de Nairobi”, relativa a un compromiso renovado de los ministros encargados de la ciencia, la tecnología y la innovación en África para fortalecer la investigación científica;
- la UNESCO dirigió una serie de **procesos de análisis de políticas en favor de la juventud** en Burundi, Liberia y Zambia, apoyó la elaboración de una hoja de ruta para la creación de un Parlamento Juvenil Nacional en Ghana y organizó consultas con los jóvenes para la definición de una Estrategia Nacional Integrada sobre la Juventud en Marruecos;
- la UNESCO apoyó la aprobación de la **Declaración de Berlín** por la quinta Conferencia Internacional de Ministros y Altos Funcionarios encargados de la Educación Física y el Deporte (MINEPS V), declaración que incluye recomendaciones detalladas y de carácter normativo para poner freno a la corrupción en el deporte, compartir más equitativamente los beneficios socioeconómicos del deporte y asegurar el acceso al deporte a todas las personas, incluidas las mujeres y las personas que viven con discapacidades;
- la UNESCO publicó el Informe Mundial sobre las Ciencias Sociales 2013 – Cambios ambientales globales;
- la UNESCO realizó evaluaciones completas de los **contextos mediáticos nacionales** en 20 países, utilizando los indicadores del desarrollo de los medios de comunicación, y apoyó el desarrollo de los medios de comunicación en los países de la Primavera Árabe mediante proyectos operacionales;
- a la UNESCO se le confió la coordinación general de las labores de las Naciones Unidas para la ejecución del **Plan de Acción de las Naciones Unidas sobre la Seguridad de los Periodistas y la Cuestión de la Impunidad**;

- la UNESCO respondió con prontitud ante las **destrucciones de patrimonio cultural**, como en los casos de Egipto, Libia, Malí, Túnez y la República Árabe Siria; en **Malí**, las actividades de rehabilitación llevadas a cabo en Tombuctú han propiciado un mayor reconocimiento del mandato de la UNESCO, incluso dentro del sistema de las Naciones Unidas, con la aprobación de varias resoluciones del Consejo de Seguridad que condenaban los ataques al patrimonio cultural y resaltaban explícitamente la necesidad de rehabilitarlo como parte de la respuesta de las Naciones Unidas;
- la UNESCO apoyó la creación del **Centro de Información sobre los Tsunamis en el Caribe** por el Gobierno de Barbados en noviembre de 2013 y estableció una nueva asociación de colaboración para una red mundial de observación de la acidificación de los océanos (GOA-ON);
- el Secretario General de las Naciones Unidas confió a la UNESCO las tareas de Secretaría de su **Junta de Asesoramiento Científico**, encargada de brindar asesoramiento científico sobre cuestiones relacionadas con la sostenibilidad al Secretario General y a los jefes ejecutivos de los organismos de las Naciones Unidas; la inauguración de la Junta tuvo lugar a finales de enero de 2014 en Berlín;
- la UNESCO influyó en los procesos de preparación de la **agenda para el desarrollo después de 2015**, defendiendo y argumentando la importancia fundamental de la educación, las ciencias, la cultura y la comunicación y la información; la Asamblea General de las Naciones Unidas, en su resolución A/C.2/68/L.69, aprobada en diciembre de 2013, reconoció y confirmó los vínculos existentes entre la cultura y el desarrollo sostenible.

10. La UNESCO desplegó todos sus esfuerzos para desempeñar su función normativa y ejercer su liderazgo en ámbitos programáticos esenciales. Así, por ejemplo:

- la labor normativa de la UNESCO en el ámbito de la cultura ha producido resultados tangibles. En los informes periódicos presentados por los Estados Partes se ofrecen muestras alentadoras de los efectos logrados a escala nacional, especialmente en lo que respecta a los profesionales e instituciones de la cultura y a la legislación. Ello ha tenido una repercusión directa en la ratificación. Así, por ejemplo, en el caso de la Convención de 2003 se ha superado en un 60% el objetivo marcado para el incremento en el número de Estados Partes;
- el liderazgo de la UNESCO en la promoción de la libertad de prensa se vio confirmado al confiarse a la Organización la coordinación general de las labores de las Naciones Unidas para la ejecución del Plan de Acción de las Naciones Unidas sobre la Seguridad de los Periodistas y la Cuestión de la Impunidad, lo cual fue ratificado por la Junta de los Jefes Ejecutivos del Sistema de las Naciones Unidas para la Coordinación en abril 2012.

11. En su calidad de **organización que se ocupa de la definición de criterios de referencia y del seguimiento, a escala mundial**, la UNESCO apoyó la formulación de políticas basadas en datos empíricos mediante el desarrollo de capacidades en el ámbito de la estadística en los Estados Miembros y el fomento de la recopilación y producción de estadísticas e indicadores de calidad en educación, ciencia, cultura y comunicación a través de la labor del IEU, así como con la elaboración y difusión de una serie de publicaciones emblemáticas, entre las cuales cabe señalar las siguientes:

- Los mensajes, las conclusiones y las principales estadísticas del **Informe de Seguimiento de la EPT en el Mundo de 2012** han tenido repercusión en muchos de los sectores que trabajan por el desarrollo, lo que ha dado el impulso necesario para una revisión de las políticas (valga como ejemplo la revisión del plan de estudios en Ghana para que tanto los alumnos como las alumnas cursen asignaturas técnicas y



profesionales a edades tempranas), y han generado debate entre los responsables de la formulación de políticas y otros interesados (así, por ejemplo, alrededor de 100 parlamentarios representantes de todos los parlamentos africanos, reunidos en Sudáfrica en el Parlamento Panafricano, debatieron sobre las cuestiones planteadas en el **Informe de Seguimiento de la EPT en el Mundo** y se comprometieron a aprovechar los cargos que ocupan para velar por que la EPT sea una cuestión de máxima prioridad y reciba más financiación);

- tal como se puso de manifiesto en la cuarta edición del **Informe sobre el Desarrollo de los Recursos Hídricos en el Mundo (WWDR4)**, “Gestión del agua en un contexto de incertidumbre y riesgo”, el agua constituye la base de todos los aspectos del desarrollo, por lo que resulta crucial que la gestión y la asignación de los recursos hídricos se guíen por un enfoque coordinado. El Informe destaca que, para cumplir múltiples objetivos, el agua debe ser un elemento intrínseco de la toma de decisiones en todos los ámbitos del desarrollo.

12. A escala regional y nacional, la UNESCO apoyó a sus Estados Miembros mediante el asesoramiento normativo y el desarrollo de capacidades:

- la **Iniciativa de Aceleración de la EPT** para los países africanos se puso en marcha en aplicación del compromiso adquirido en la Reunión Mundial sobre la EPT de 2012; a este respecto, 19 países se han comprometido a mejorar la situación de la EPT en su territorio a través de la Iniciativa para la **Aceleración de la EPT** de aquí a 2015, con el apoyo de la UNESCO para supervisar la ejecución de sus marcos de aceleración de la EPT. La labor de promoción y el apoyo técnico de la UNESCO han ayudado a varios países a preparar evaluaciones nacionales de la EPT y valorar sus logros y experiencias desde el año 2000, a detectar nuevos problemas y desafíos y a extraer las principales lecciones y perspectivas sobre la educación de cara al futuro;
- se ha puesto de relieve el papel primordial de los **docentes** a la hora de mejorar el acceso, la calidad, la equidad y la eficiencia de la educación. En el marco de la estrategia de la UNESCO relativa al profesorado y la Iniciativa para la Formación de Docentes en el África Subsahariana, alrededor de 50 países han disfrutado de distintas actividades de desarrollo de capacidades, centradas en la elaboración y la aplicación de los planes de estudios, la gestión del profesorado y el uso de las TIC para la formación de docentes;
- en el marco del programa de la **juventud**, los análisis de políticas dirigidos por la UNESCO y los resultados de las consultas con los jóvenes coordinadas por la UNESCO han contribuido a la formulación de estrategias y hojas de ruta nacionales sobre la juventud en distintos países, como Burundi, Egipto, Ghana, Liberia, Marruecos y Zambia; asimismo, 500 jóvenes de ambos sexos, procedentes tanto de centros educativos como de la sociedad civil, recibieron formación sobre ciudadanía en Indonesia y Túnez con el manual de formación para la democracia con perspectiva de género de la UNESCO;
- se apoyó la creación de nuevos comités nacionales de **bioética** y se fortalecieron sus capacidades. En 2012, alrededor de 70 profesores de Ética, procedentes de muy diversos países, se diplomaron en el Curso de formación para profesores de Ética de la UNESCO;
- se reforzaron los marcos legislativos de apoyo a los **medios de comunicación** comunitarios y las políticas nacionales relativas a las emisoras de radio comunitarias de acuerdo con las normas internacionales, y se les prestó una mejor orientación, por medio de actividades de asesoramiento normativo, reuniones consultivas, talleres de fortalecimiento de capacidades y una serie de estudios, como el informe comparativo internacional que abordó las disposiciones legislativas y normativas nacionales relativas a la radiodifusión comunitaria de más de 30 países y su adecuación a las normas internacionales;

- merced a la estrategia mundial de fortalecimiento de capacidades, la región de África obtuvo el mayor número de candidaturas para el ciclo de 2013 en el ámbito del **patrimonio cultural inmaterial**. Los programas conjuntos del F-ODM han contribuido sobremanera a incorporar la cultura como parte integrante de las políticas nacionales de desarrollo de diversos países africanos;
- se ha reconocido la **cultura** como pilar fundamental en la respuesta a situaciones de conflicto y desastres. La UNESCO respondió de forma rápida y eficiente ante los efectos destructivos para el patrimonio cultural que provocaron los conflictos o la inestabilidad social y política de países como Egipto, Libia, Malí, la República Árabe Siria y Túnez. Se ha incrementado la concienciación de la comunidad internacional sobre los daños a los bienes culturales y su tráfico ilícito;
- durante el bienio se crearon una Red africana de instituciones en **ciencias de la tierra** (ANESI) y una Red de investigación entre universidades del Pacífico, que constituyen un nexo entre diez universidades del Pacífico y distintos asociados del Caribe y de África;
- se estimuló la cooperación regional en materia de **ciencias del mar** en África con la aprobación de un plan estratégico centrado en la adaptación al cambio climático, la degradación de la calidad del agua, la erosión de las costas y los peligros que pesan sobre las costas y los mares. Se fomentó la cooperación Sur-Sur con la celebración del primer Foro Sino-Africano de Ciencia y Tecnología Marinas. Se determinaron las acciones necesarias para el pleno establecimiento de un sistema de observaciones oceánicas y costeras en la región IOCARIBE para apoyar la gestión de los océanos y las costas;
- los proyectos llevados a cabo dentro de los seis dispositivos intersectoriales han contribuido a mejorar la calidad, la coherencia y la pertinencia del diseño y la ejecución del programa intersectorial de la UNESCO; asimismo, han ofrecido un medio para lograr la “unidad de acción de la UNESCO” en los planos mundial, regional y nacional. Así, por ejemplo, el dispositivo intersectorial sobre situaciones posteriores a crisis o desastres (PCPD) ofreció **respuestas multisectoriales frente a las crisis** y garantizó la coherencia estratégica en la preparación frente a las crisis, la prevención de los conflictos, la reducción de los riesgos de desastre y la consolidación de la paz, como en el caso de la respuesta inmediata tras la crisis del tifón Haiyan/Yolanda en Filipinas; asimismo, el dispositivo intersectorial sobre una **cultura de paz** se centró en la juventud mediante el fortalecimiento de capacidades para el compromiso cívico -en particular en el marco de la Primavera Árabe-, para la participación democrática en elecciones libres y justas en África y para la eliminación de la violencia en las escuelas en América Latina y el Caribe, usó los medios de comunicación y las TIC como herramientas para el diálogo intercultural y la reconciliación (Sudán del Sur y Uganda) y fomentó la diplomacia cultural, además de promover la reconciliación y la paz en el Sudeste de Europa.

### III – Tareas pendientes y enseñanzas extraídas

- Las dificultades financieras han ocasionado **una ligera disminución del porcentaje del presupuesto dedicado a los recursos fuera de la Sede**. Esto supone un riesgo para la Organización por numerosos motivos, especialmente porque el desarrollo de normas y estándares eficaces, pertinentes e innovadores en los ámbitos de competencia de la UNESCO debe basarse en la interacción efectiva con los diversos interesados y beneficiarios. No sería conveniente para la Organización “replegarse en la Sede” de forma duradera. Por consiguiente, parece necesario prestar una mayor atención a las dimensiones operacionales de la labor de la UNESCO y a su financiación.
- El “poder intangible” de la educación, las ciencias, la cultura, la comunicación y la información es de vital importancia para hacer frente a los desafíos del futuro en lo que respecta al desarrollo sostenible y el cambio climático. Se trata de ámbitos en los que la

**labor normativa y de formulación de políticas de la UNESCO** ha mostrado su eficacia. A pesar de ello, esta labor sigue estando infravalorada, y en ocasiones se juzga a la UNESCO a la luz de unas definiciones restringidas del “desarrollo” y con una percepción limitada del papel de las normas y las políticas en el desarrollo. Es importante que la UNESCO sea capaz de demostrar la eficacia de la labor normativa y de formulación de políticas, con lo que además influirá en el debate sobre el desarrollo para que refleje mejor las cuestiones “intangibles”.

- El crecimiento de los **institutos de categoría 1 y 2** tiene un importante potencial para el desarrollo de la labor de la UNESCO, pero también puede suponer un desafío para la coherencia estratégica y la coordinación. Como se pone de manifiesto en la evaluación de los centros e institutos de categoría 2, así como en la evaluación de los institutos de educación de categoría 1 realizada por el IOS (191 EX/22.INF), esta cuestión debe abordarse desde diversos puntos de vista, en particular replanteando las modalidades de fortalecimiento de capacidades y la función de intercambio de conocimientos de los institutos, fortaleciendo la gobernanza y la rendición de cuentas y avanzando hacia una distribución de la asignación financiera de la UNESCO basada en los resultados.
- Durante el bienio 2012-2013, ciertos problemas de larga data subyacentes a los distintos procesos de aplicación de las convenciones sobre cultura han pasado a primer plano en el marco de las dificultades financieras de la Organización. La auditoría de los métodos de trabajo de las convenciones sobre cultura realizada por el IOS en 2013 concluyó que el sistema no era sostenible. Por consiguiente, para garantizar la credibilidad del marco normativo a largo plazo y la función de liderazgo de la UNESCO se necesitan nuevas medidas de gobernanza en este importante ámbito. Sin perjuicio de la sostenibilidad financiera de las convenciones, se debe velar por que la UNESCO mantenga su función de liderazgo desde el punto de vista programático, conservando el mandato de la UNESCO en la esfera multilateral de la cultura y en otros ámbitos y, por tanto, debe encontrarse un equilibrio entre la necesidad de conservar el papel esencial de la UNESCO en la cultura y su capacidad para financiar dichas actividades.
- La situación actual no debería llevar a la Organización a congelar sus programas: se les debe dejar respirar y desarrollarse para **responder a nuevos desafíos y oportunidades**. Con este espíritu, durante el último bienio, la Organización ha asumido responsabilidades en varios ámbitos emblemáticos, como líder de diversos procesos y mecanismos de las Naciones Unidas (colíder del Año Internacional de la Cooperación en la Esfera del Agua, Secretaría de la Iniciativa Mundial La educación ante todo y de la Junta de Asesoramiento Científico, el proceso de la agenda para el desarrollo después de 2015, etc.), así como en situaciones posteriores a conflictos y desastres (como en Malí, Sudán del Sur, la República Árabe Siria y Filipinas). Con objeto de responder a unas necesidades y prioridades cambiantes, la Organización deberá seguir encontrando soluciones innovadoras para afrontar las difíciles carencias presupuestarias y de recursos humanos. El apoyo de los Estados Miembros y de los asociados públicos y privados sigue resultando crucial en este empeño.
- La **transición hacia una presupuestación basada en los resultados** está aplicándose gradualmente a todas las dimensiones de la labor de la UNESCO y contribuirá a aumentar la eficacia y mejorar la toma de decisiones y la transparencia. Esta transición está llevando a una revisión de todos los procesos y sistemas de información conexos y deberá verse reflejada en todos los niveles, en particular la planificación, la supervisión y la presentación de informes basadas en los resultados, así como la financiación. Este planteamiento deberá fundamentarse en unos esfuerzos colectivos entre la Secretaría y los Estados Miembros a medida que vaya aplicándose gradualmente a todos los aspectos y mecanismos de gobernanza y ámbitos programáticos. Otro nuevo desafío para la UNESCO será la realización de evaluaciones del impacto, lo que plantea nuevos desafíos metodológicos, así como desafíos para la financiación de tales medidas.

- Se prevé que la UNESCO mantenga su fuerte **dependencia** de los recursos extrapresupuestarios. Ante la creciente competencia entre organizaciones multilaterales por este tipo de financiación, así como las restricciones internas que experimentan numerosos donantes, esta situación requerirá especiales esfuerzos por parte de la UNESCO para movilizar recursos complementarios suficientes y garantizar la plena coherencia estratégica y la coincidencia con las prioridades programáticas.

## EVALUACIÓN ESTRATÉGICA DE LA EJECUCIÓN DEL PROGRAMA

### GRAN PROGRAMA I: EDUCACIÓN

13. En 2012-2013, el Sector de Educación concentró sus esfuerzos y recursos en la consecución de los 12 resultados esperados que figuran en el documento 36 C/5, Programa y Presupuesto Aprobados. Se dio prioridad a las cuatro áreas temáticas de la ventaja comparativa de la UNESCO y de importancia crucial para alcanzar la EPT: los docentes; la alfabetización; la enseñanza y formación técnica y profesional (EFTP); y las políticas y la planificación del Sector. Durante este bienio, el Sector también hizo una importante contribución al debate en torno al papel que deberá desempeñar la educación en la agenda para el desarrollo después de 2015.

#### I. Principales logros

##### *Preparación de la agenda para el desarrollo de la educación después de 2015*

14. A lo largo del bienio, la UNESCO ha abogado por la importancia de la educación en el futuro programa de desarrollo mundial. Con el UNICEF, ha codirigido la consulta temática sobre educación y organizado una serie de consultas regionales y mundiales. Gracias a sus actividades de promoción, la perspectiva integral de la educación que tiene la UNESCO, que da una mayor importancia al aprendizaje a lo largo de la vida, a la calidad de la educación y a la equidad, se reflejó ampliamente en el informe del Grupo de Alto Nivel de Personas Eminentes sobre la Agenda para el Desarrollo después de 2015 del Secretario General de las Naciones Unidas, que propuso como objetivo futuro en lo relativo a la educación "proporcionar una educación de calidad y aprendizaje a lo largo de toda la vida". Aun reconociendo que la Educación para Todos (EPT) sigue siendo en gran medida un programa inconcluso, la UNESCO ha propuesto llevar ese programa al futuro programa generalizado de desarrollo mundial para que la EPT y los ODM no sigan en el futuro vías diferentes. La UNESCO ha propuesto plasmar el objetivo global en materia de educación en cinco objetivos o áreas temáticas futuros con metas e indicadores propios. Esta propuesta se analizó durante la 37ª reunión de la Conferencia General.

15. La UNESCO ha iniciado un proceso de replanteamiento de la educación a la luz de las transformaciones mundiales y sociales que están sucediendo. La finalidad buscada es proponer orientaciones para impulsar el diálogo, la acción y la investigación en torno al aprendizaje en un mundo en proceso de cambio, basándose además en la visión de la educación recogida en dos publicaciones señeras de la UNESCO, *Aprender a ser* (1972), o 'Informe Faure', y *La educación encierra un tesoro* (1996), el 'Informe Delors'. Con este fin, se ha creado un Grupo de expertos de alto nivel.

##### *Acelerar la marcha hacia la consecución de la Educación para Todos (EPT)*

16. Alcanzar los objetivos de la EPT en 2015 sigue siendo la máxima prioridad de la Organización que guió la labor de la UNESCO durante el bienio. Se mejoró la eficacia de la coordinación de la EPT con la implantación de una **estructura de coordinación** de la EPT reformada que proporcionó diferentes plataformas a los interesados para debatir los avances hacia la consecución de la EPT, y prepararse para el Foro Mundial de Educación 2015 y la agenda de la educación después de 2015. Los Ministros de Educación y los principales interesados en la educación de todo el mundo se han reunido y han intercambiado buenas políticas y prácticas en varias consultas regionales sobre la EPT, la Reunión Mundial sobre la EPT

y cuatro reuniones del Comité de Dirección de la EPT (EPT-CD). La Reunión Mundial sobre la EPT y el EPT-CD han desempeñado un importante papel al dotar de una orientación estratégica al movimiento de la EPT, asegurar el compromiso con la agenda de la educación para después de 2015 y movilizar a los interesados para acelerar la marcha hacia la consecución de la EPT en 2015.

17. A raíz del compromiso de la Reunión Mundial sobre la EPT de 2012 y en colaboración con otros interesados pertinentes, la UNESCO puso en marcha una iniciativa de **aceleración** de la EPT en favor de los países africanos. Hasta la fecha, 19 países se han adherido a este proceso y la UNESCO les respalda haciendo un seguimiento de la ejecución de sus marcos de aceleración relativos a la EPT.

18. A varios Estados Miembros les sirvieron las actividades de promoción y del apoyo técnico de la UNESCO para dirigir la preparación de los exámenes **nacionales** de la EPT y evaluar sus logros y experiencias desde 2000, averiguar los problemas y retos emergentes y sacar las enseñanzas y perspectivas destacadas para la educación en el futuro. Se espera que esos exámenes nacionales estén concluidos en breve y que contribuyan a la serie de reuniones regionales sobre la EPT planeadas en 2014 e influyan en ellas.

19. Desde 2013, la UNESCO ha desempeñado las funciones de secretaría de la **Iniciativa Mundial La educación ante todo del Secretario General de las Naciones Unidas**, ayudando a movilizar un mayor apoyo político y financiero a la educación y a resaltar el perfil de la educación en la agenda mundial. Se ha puesto especial énfasis en estimular unos mayores compromisos de los gobiernos y asociados en actividades de desarrollo de afrontar los mayores cuellos de botella con que tropiezan el acceso y el aprendizaje en el tramo final antes de 2015. Por medio de la Iniciativa, la UNESCO también ha resaltado la conciencia del papel que desempeña la educación en el fomento de la ciudadanía mundial, una prioridad de larga data de la Organización.

### ***Progresos conseguidos en los ámbitos prioritarios***

20. Durante el bienio, las actuaciones de la UNESCO subrayaron el papel central de los docentes en la mejora del acceso a la educación, su calidad, su equidad y su eficiencia. En el contexto de la Estrategia de la UNESCO para los Docentes y de la Iniciativa para la Formación de Docentes en el África Subsahariana, unos 50 países se han beneficiado de varias actividades de aumento de capacidades que se centraron en la concepción y aplicación de planes de estudio, la gestión del profesorado y el empleo de las TIC en la formación de los docentes, y que se llevaron a cabo entre otros medios con apoyo extrapresupuestario como el Programa de creación de capacidades para la EPT (CapEPT) y con fondos fiduciarios de la República Popular China. Además, se reforzaron con recursos humanos y financieros adicionales las capacidades de ejecución y de obtención de resultados del Instituto Internacional de la UNESCO para el Fortalecimiento de Capacidades en África (IICBA).

21. También se ha progresado considerablemente en lo relativo a la ejecución del programa correspondiente a los tres aspectos básicos de la estrategia de **EFTP** de la UNESCO. Se dio apoyo para la elaboración de políticas de EFTP de base empírica, por medio de asesoramiento en materia de políticas y de exámenes nacionales en 21 países, en particular por conducto de la ejecución de proyectos extrapresupuestarios, como el proyecto Better Education for Africa's Rise (BEAR) y el programa CapEPT. A través del Grupo interinstitucional sobre la Enseñanza y Formación Técnica y Profesional (IAG-TVET), la UNESCO siguió trabajando en la elaboración y utilización de indicadores pertinentes de la EFTP. La UNESCO también promovió reflexiones innovadoras acerca de la transformación de la EFTP, por ejemplo mediante la organización del Tercer Congreso Internacional sobre Educación y Formación Técnica y Profesional (mayo de 2012), que sobresalió como una reunión histórica para el diálogo mundial en torno a la EFTP en un contexto en el que en las políticas se presta gran atención al desarrollo de competencias y al desempleo juvenil. El consiguiente consenso de Shanghái ha dado importantes orientaciones sobre políticas futuras para la transformación de la EFTP. El informe sobre las tendencias y problemáticas internacionales en materia de EFTP es otro ejemplo de la contribución de la

UNESCO al debate mundial. Para aumentar el alcance de la acción de la UNESCO, se ha reformado la red UNEVOC y se ha concebido un nuevo modelo de operaciones para mejorar el intercambio de información, entre otros medios con servicios en línea, debates virtuales y plataformas electrónicas.

22. En el bienio 2012-2013, la UNESCO apoyó la elaboración de 36 planes de acción nacionales de **alfabetización**, y permitió a unos 16 países ultimar sus documentos del “Programa de aceleración de la alfabetización”. Dos importantes actos celebrados en la Sede de la UNESCO, la Mesa redonda internacional de alto nivel de septiembre de 2012 y el Coloquio sobre Alfabetizaciones para el siglo XXI, ayudaron a mejorar el perfil de la actuación de los países en el campo de la alfabetización y su compromiso con ella. La evaluación del Decenio de las Naciones Unidas para la Alfabetización (DNUA) dio otra oportunidad de hacer balance de los progresos alcanzados y determinar los retos pendientes. Basándose en el informe de la evaluación de la UNESCO, la Asamblea General de las Naciones Unidas aprobó en su sexagésimo octavo período de sesiones una resolución en la que exhortó a los Estados Miembros a acelerar su acción sobre la alfabetización y a la UNESCO a dar apoyo a las iniciativas de los países. El Instituto de la UNESCO para el Aprendizaje a lo Largo de Toda la Vida (IUAL) ha sido un importante asociado en la ejecución en este terreno. El IUAL llegó a unos 700 participantes por conducto de diversos actos de promoción y reuniones en red. También prosiguió la labor de seguimiento de la Sexta Conferencia Internacional de Educación de Adultos y produjo el segundo *Informe Mundial sobre el Aprendizaje y la Educación de Adultos*, basado en los informes de 141 países sobre la puesta en práctica de las recomendaciones de Belém. Una de las principales conclusiones del informe fue que, aunque seguían pendientes muchos retos, varios de los mensajes esenciales del Marco de acción de Belém, por ejemplo, la importancia del aprendizaje a lo largo de la vida y en todos los ámbitos de ésta, que ofrece una de las perspectivas más prometedoras para afrontar los retos de la alfabetización de adultos, han sido integrados en los debates de política y los procesos de reforma nacionales.

23. Durante todo el bienio, la UNESCO ha dado apoyo a unos 50 países y organizaciones regionales en **política, planeamiento y gestión del sector de la educación**. Entre otros países, la UNESCO apoyó al Gobierno de Malasia para realizar un examen de las políticas nacionales que dio lugar al proyecto de plan de Educación de Malasia Educación (2013-2025) dado a conocer en septiembre de 2012. Ese apreciadísimo examen de políticas sirvió de inspiración para iniciar un examen de las políticas de Tailandia, que se está realizando actualmente en estrecha cooperación con la OCDE. En Myanmar, la UNESCO está desempeñando un papel esencial al apoyar el examen exhaustivo del sector de la educación del país y la reforma de subsectores como la EFTP, los docentes y la enseñanza superior, que ya se encuentra en su fase de ultimación. Se fortalecieron las capacidades de instituciones de formación de países de la Comunidad para el Desarrollo del África Meridional para analizar los Sistemas de Información sobre la Administración de la Educación (EMIS) y mejorar los instrumentos y metodologías de evaluación. Más de 2 300 profesionales de la educación, el 40% de los cuales fueron mujeres, siguieron los programas de capacitación del Instituto Internacional de Planeamiento de la Educación (IIPE). El IIPE también prestó un apoyo técnico a 27 países y trabajó en estrecha unión con la Alianza Mundial para la Educación en la revisión de la *Guide pour la préparation et l'évaluation d'un Plan sectoriel de l'éducation/Guidelines for Education Plan Preparation and Plan Appraisal*. Con el fin de ayudar a solucionar la actual falta de los datos detallados sobre la financiación de la educación que se precisan para la planificación nacional del sector, su análisis y el seguimiento internacional de los objetivos de la EPT, el IIPE ha puesto en marcha el proyecto financiado por la Alianza Mundial para la Educación de apoyo a determinados países de África y Asia para que elaboren cuentas de la educación nacional y mejoren la presentación de informes nacionales sobre las corrientes de financiación.

24. La labor de la UNESCO en el terreno de **la educación para la ciudadanía mundial** ha avanzado a buen ritmo y ha hecho una importante aportación a la Iniciativa Mundial La educación ante todo en lo relativo a ese tema, al mejorar la comprensión de las cuestiones conceptuales y relativas a las mediciones y contribuir a la creación de redes mundiales de cooperación entre los

interesados. En septiembre de 2013, la UNESCO y la República de Corea organizaron mancomunadamente una consulta técnica sobre la educación para la ciudadanía mundial, a la que siguió el primer Foro de la UNESCO sobre Educación para la Ciudadanía Mundial (Bangkok, diciembre de 2013), coorganizado por la UNESCO, el Instituto Mahatma Gandhi de Educación para la Paz y el Desarrollo Sostenible (IMGEP) y el Centro de Asia y el Pacífico de Educación para el Entendimiento Internacional (APCEIU). Los resultados de esas conferencias se publicarán y difundirán en breve para contribuir a aumentar los conocimientos sobre la cuestión y para apoyar a los países a fin de que integren mejor la educación para la ciudadanía mundial en sus políticas y programas.

25. En 2013, la **Red del Plan de Escuelas Asociadas de la UNESCO (redPEA)** conmemoró 60 años de proyectos, actividades e intercambios internacionales. La redPEA, que comenzó con 33 escuelas en 15 Estados Miembros en 1953, consta actualmente de más de 9.700 instituciones educativas en 180 países y es la mayor red mundial de escuelas y una de las iniciativas más logradas y sostenidas de la UNESCO.

### **Prioridad Global “África”**

26. A continuación se dan varios ejemplos de importantes contribuciones a la consecución de las prioridades en el terreno de la educación en África:

- Apoyo a los ejercicios de **evaluación de los exámenes nacionales** de la EPT en 13 Estados Miembros, que se hallan en diversas fases de realización (Etiopía, Kenya, Madagascar, Rwanda, Seychelles, Tanzania y Uganda);
- 19 países se han comprometido a mejorar su situación respecto de la EPT por medio de la iniciativa de aceleración de la EPT hasta 2015. Les apoya la UNESCO que hace un seguimiento de la aplicación de sus marcos de aceleración relativos a la EPT;
- Ampliación de los programas de **alfabetización y educación no formal** sensibles a la igualdad de género, e integración de las metas y los objetivos de la alfabetización y la educación no formal en los planes de desarrollo nacionales en varios países: Chad, Gambia, Guinea, Kenya y Rwanda;
- Fortalecimiento de las capacidades nacionales de los países de la Comunidad para el Desarrollo del África Meridional para aplicar los Sistemas de Información sobre la Administración de la Educación (EMIS) y mejorar los instrumentos y metodologías de evaluación;
- Apoyo a la elaboración de **políticas y estrategias relativas al profesorado** de base empírica, y fortalecimiento de las capacidades de los establecimientos de formación del profesorado. Ejemplos de esta labor: seis países han realizado su estudio de diagnóstico del profesorado (Guinea, Burundi, Lesotho, Benín y Uganda). Además, Burundi, en cooperación con la UNESCO, elaboró y validó el módulo de capacitación en el empleo para profesores del recién reformado séptimo curso de la enseñanza elemental; Fortalecimiento de la calidad de los sistemas nacionales de **EFTP** gracias a la mejora de los nexos con el mundo del trabajo para incrementar las oportunidades de empleo de jóvenes y adultos. El informe de 2013 sobre ‘La situación de la EFTP en la región de la SADC’ ha contribuido a difundir buenas prácticas y conocimientos sobre la EFTP y recomendaciones estratégicas conexas;
- Mejora de la colaboración y los intercambios académicos entre establecimientos de **enseñanza superior**, entre otros medios a través del proyecto de Universidad Panafricana: espacio africano de educación superior e investigación. La UNESCO ha colaborado con Hewlett Packard y 19 institutos participantes de África y la región árabe

para elaborar la primera red de universidades africanas, un instrumento capital para fortalecer la colaboración y las investigaciones científicas regionales y mundiales en tiempo real. Se facilitó el diálogo sobre políticas en la región, que se centró en cuestiones como la creación de "centros de excelencia en tecnología en la enseñanza superior" en universidades africanas clave;

- Apoyo a la realización de actividades en materia de **educación de calidad** por medio del marco general de análisis y diagnóstico de la calidad de la educación mediante el establecimiento de equipos centrales de administradores superiores encargados de la enseñanza general en Botswana, Gabón y Sudáfrica.

### ***Prioridad Global "La igualdad entre hombres y mujeres"***

27. Se han alcanzado logros de importancia durante el bienio en lo relativo a abordar la igualdad entre hombres y mujeres en todos los programas de educación de la UNESCO, especialmente en los siete ámbitos de resultados del Plan de acción de la UNESCO para la prioridad "igualdad de género". Ejemplos destacados de logros:

- **Alfabetización:** La UNESCO movilizó a 43 países con problemas graves de alfabetización, 35 de los cuales prepararon sus Planes de acción nacionales de alfabetización para asegurar la elaboración de programas específicos sobre las cuestiones de género y su armonización con los objetivos nacionales e internacionales. En los planos regional y nacional, se iniciaron y ejecutaron programas de alfabetización a gran escala, de los que son ejemplos el Programa para la mejora de la alfabetización en Afganistán, que proporcionó materiales de lectura y capacitación; se ampliaron programas de postalfabetización de niñas, muchachas y mujeres en Marruecos; 900 niñas y mujeres jóvenes recibieron capacitación en alfabetización y formación profesional en Senegal. Se produjeron nueve estudios monográficos sobre el empleo de tecnologías de la telefonía móvil para dar apoyo a la alfabetización de niñas, muchachas y mujeres y se organizaron en África y Asia dos reuniones regionales de expertos sobre aprendizaje a través de teléfonos móviles con miras al empoderamiento de mujeres y muchachas jóvenes.
- **Docentes:** se fortalecieron capacidades nacionales en lo relativo a institucionalizar la formación en cuestiones de género en los institutos de formación del profesorado y se sensibilizó a los encargados de formular las políticas acerca de las cuestiones de género en el desarrollo profesional de los docentes y a producir materiales de formación y mediante la elaboración de una guía para incorporar la perspectiva de género en la formación del profesorado y en las prácticas docentes. En África, más de 15 países se beneficiaron de seminarios de formación sobre fortalecimiento de capacidades de los docentes, de los que formaban parte módulos específicos sobre enfoques de la enseñanza y el aprendizaje sensibles a la igualdad de género.
- **Enseñanza secundaria:** se realizaron investigaciones sobre la situación de las niñas en la enseñanza secundaria para comprender mejor los retos que afrontan las muchachas para acceder, progresar y finalizar los estudios de enseñanza secundaria. También se documentaron éxitos y prácticas idóneas. En África, la UNESCO apoyó a ocho países para que elaborasen un marco curricular inclusivo ininterrumpido, centrado en la transición de la enseñanza primaria a la secundaria, orientado al modo de evaluación y a una pedagogía sensible a la igualdad de género. Se llevó a cabo un examen global exhaustivo de la violencia de género relacionada con la escuela con objeto de sustentar una política para afrontarla en y por medio de la educación, que se empleó como base para elaborar con la UNGEI un documento de promoción de políticas sobre esa violencia.



- **Enseñanza y Formación Técnica y Profesional (EFTP):** se promovió entre los encargados de formular políticas la inclusión de las muchachas en los programas nacionales de EFTP y su transición de la escuela al trabajo. Se prestó asesoramiento inicial sobre políticas y aumento de capacidades para incorporar la igualdad de género en las políticas y prácticas de EFTP, basándose en investigaciones sobre la perspectiva de género y la EFTP. Se sensibilizó a funcionarios y personas encargadas de formular políticas de todo el mundo en torno a la incorporación de la perspectiva de la igualdad entre hombres y mujeres en la EFTP, en una sesión especial consagrada a las mujeres y la EFTP que se celebró en el tercer Congreso Internacional sobre EFTP (Shanghái, mayo de 2012).
- **Planes del sector de la educación basados en los derechos:** se dio apoyo al fortalecimiento de las capacidades nacionales para incorporar la perspectiva de género en la política y el planeamiento relativos al sector de la educación, en los exámenes de política y en los estudios temáticos. Se crearon tres grupos temáticos subregionales en Asia. Se elaboró y ensayó un proyecto de directrices sobre exámenes de leyes y políticas en materia de educación.
- **VIH y SIDA:** Se mejoraron capacidades nacionales por medio de talleres sobre formación de formadores y se trabajó para afrontar la violencia de género relacionada con la escuela en países como el Líbano, la República Democrática del Congo, Sudáfrica y varios países de Asia y el Pacífico.
- **Educación para el Desarrollo Sostenible:** Se incorporó la perspectiva de género en el diseño y la ejecución de programas de educación sobre el cambio climático y en varias publicaciones sobre la EDS.
- La UNESCO sigue participando activamente en dos importantes **iniciativas de colaboración mundial** en favor de la educación de las niñas y muchachas y de la igualdad entre hombres y mujeres (la Iniciativa de las Naciones Unidas para la Educación de las Niñas – UNGEI, y el Equipo de Tareas Interinstitucional de las Naciones Unidas sobre las adolescentes). En asociación con ONU-Mujeres, el UNICEF y el FNUAP, la UNESCO ha intervenido en una serie de actividades interinstitucionales para atajar la violencia de género en las escuelas y en sus alrededores.
- Aunque se ha avanzado considerablemente, ante la magnitud del problema, se tendrá que insistir permanentemente en dar un mayor acceso a posibilidades de aprendizaje a las niñas, muchachas y mujeres, especialmente a las de las zonas pobres y rurales.

## II. Asociaciones, alianzas y recursos movilizados

28. Los Ministros de Educación de los países denominados “BRICS” [Brasil, Rusia, India, China y Sudáfrica] analizaron las posibilidades de colaboración en el terreno de la educación en la Consulta Ministerial BRICS-UNESCO sobre educación (París, noviembre de 2013), y decidieron establecer un Grupo BRICS-UNESCO sobre educación y celebrar reuniones de los Ministros de Educación de esos países antes de cada una de sus reuniones en la cumbre y de la Conferencia General de la UNESCO.

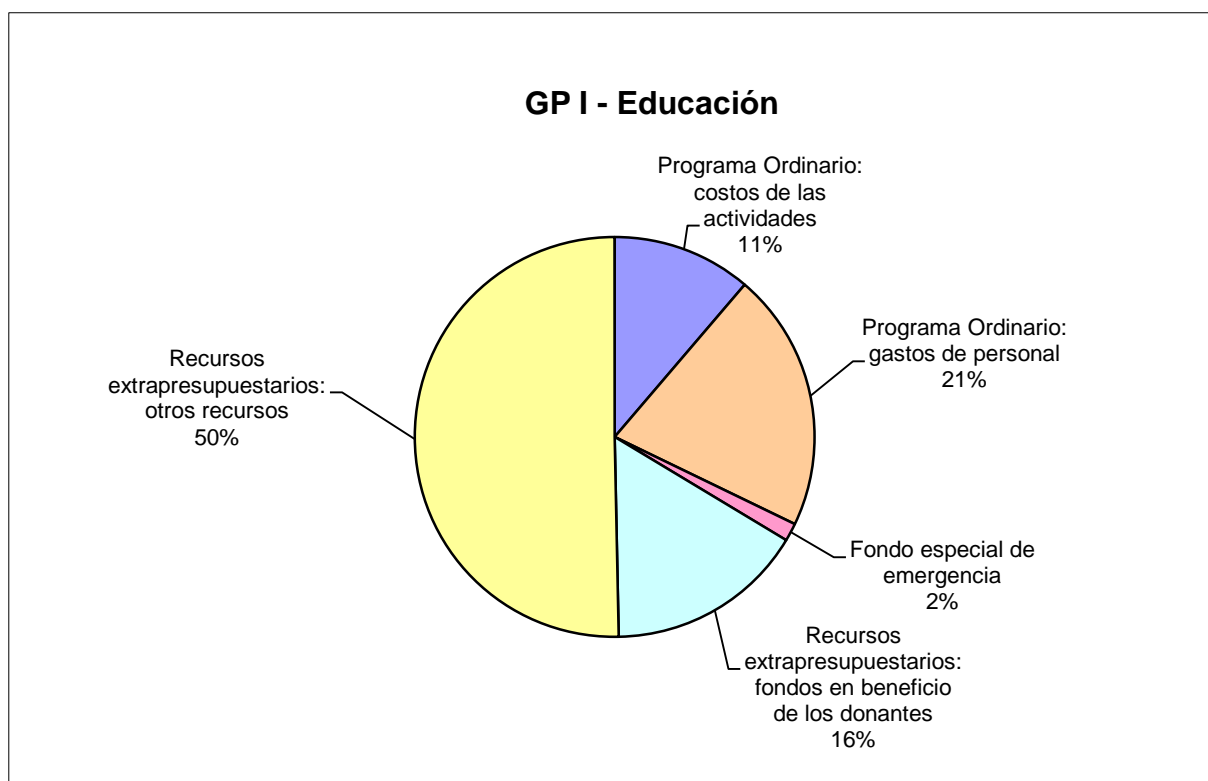
29. La **Alianza mundial para la educación de las niñas y mujeres** ha catalizado la movilización de importantes recursos extrapresupuestarios para la ejecución en los países de grandes proyectos encaminados a acabar con los cuellos de botella en la vía a la educación de las niñas y muchachas, como la alfabetización y la enseñanza secundaria. Un ejemplo es el proyecto de innovación abierta sobre la educación de las niñas y muchachas, financiado por la Fundación Packard, que aborda el abandono y la retención escolares de las alumnas de enseñanza secundaria de Etiopía y Tanzania. En el marco de la Alianza, la UNESCO recibió la contribución del Gobierno del Pakistán de 10 millones de dólares estadounidenses al Fondo Malala para la

Educación de las Niñas creado por la UNESCO para asegurar la ejecución de intervenciones concretas en favor de la educación de las niñas, entre otros lugares en el Pakistán. La Alianza también ha suscitado compromisos de apoyo adicionales de Estados Miembros y de instituciones privadas de promover la educación de las niñas y la igualdad entre mujeres y hombres en la educación.

30. Durante el periodo 2012-2013, el Gran Programa I recibió apoyo de Dinamarca, Finlandia, Noruega y Suecia, recaudado en virtud de acuerdos de cooperación plurianuales. Japón y Suecia asignaron la financiación principal (23 millones y 9 millones de dólares respectivamente) para la alfabetización en Afganistán. China movilizó 8 millones de dólares para la formación de docentes en África. Francia renovó su compromiso con el análisis del sector de la educación en África mediante la firma de un acuerdo, por un monto de 5 millones de dólares, con el IIEP para apoyar al *Polo de Dakar* (una unidad especializada en análisis del sector de la educación con sede en esa ciudad). Suiza renovó su apoyo al Informe de Seguimiento de la EPT en el Mundo durante los tres próximos años (más de 1.300.000 dólares) y el Departamento para el Desarrollo Internacional asignó 4.200.000 libras esterlinas para estadísticas sobre la educación (Informe de Seguimiento de la EPT en el Mundo e IEU). Se recibieron fondos de la Unión Europea (4.300.000 euros) para promover las posibilidades de desarrollo de las competencias profesionales de jóvenes refugiados sirios en Jordania. Se establecieron relaciones de colaboración con Samsung sobre la EDS en Viet Nam (1 millón de dólares) y con Pepsico (500.000 dólares) sobre la EFPT en Myanmar.

31. En el marco del Gran Programa I, el gasto final correspondiente al bienio 2012-2013 ascendió a 84,6 millones de dólares para el Programa Ordinario, comprendidos los gastos relativos a las consignaciones adicionales recibidas. Además de ese gasto correspondiente al Programa Ordinario, se financiaron actividades por un 178 millones de dólares con recursos extrapresupuestarios, de los cuales 3,8 millones de dólares con cargo al Fondo especial de emergencia. Esto ayudó a compensar la drástica reducción del presupuesto disponible para el Programa Ordinario con respecto al nivel de 115 millones de dólares previsto en el 36 C/5 Aprobado.

**Fuentes de financiación para la ejecución del programa  
(enero de 2012 - diciembre de 2013)**















### **III. Tareas pendientes y enseñanzas para el futuro**

32. En la actual situación financiera, uno de los principales retos fue equilibrar la focalización en una cantidad reducida de ámbitos de trabajo en que la UNESCO posee una ventaja comparativa con el mantenimiento de un enfoque integral de la educación. Se ha hecho todo lo posible para administrar unos recursos reducidos de la manera más eficiente y eficaz, por ejemplo, asignando fondos del Programa Ordinario a cuestiones que no podían atraer una financiación extrapresupuestaria importante, pero que eran cruciales para mantener la función de la UNESCO, como la coordinación de la EPT y las investigaciones y la previsión sobre la educación.






33. El programa de la UNESCO en educación debe seguir siendo universal y pertinente para todos sus Estados Miembros. Guiándose por una visión de la educación basada en los principios del acceso, la equidad y la calidad, conforme a la perspectiva del aprendizaje a lo largo de la vida, la UNESCO capitalizará sus ventajas comparativas y su función normativa y técnica. En el tiempo que queda hasta el año 2015 y después de él, multiplicará sus esfuerzos en cooperación con todos los países para alcanzar los objetivos de la educación establecidos por la comunidad internacional, apoyando a los Estados Miembros para que doten a quienes cursan estudios de los conocimientos, las competencias y los valores que necesitan para crear un mundo más justo y sostenible.

**FONDOS ASIGNADOS Y GASTOS CORRESPONDIENTES AL PRESUPUESTO OPERACIONAL  
Y EVALUACIÓN GLOBAL DEL LOGRO DE LOS RESULTADOS, 2012-2013**

Gran Programa I	Fondos asignados al Programa Ordinario (en \$)	Gastos con cargo al Programa Ordinario (%)	Gastos extrapresupuestarios (en \$)	Auto-evaluación del logro de los resultados	Observaciones del sector (cuando la autoevaluación es superior o inferior a lo previsto)
Total	14 814 864	97	174 219 589		
Resultado esperado 1: Fortalecimiento de la capacidad de los países para la formulación de políticas y planes, centrándose en promover el derecho a la educación de calidad y la igualdad entre hombres y mujeres y aprovechando las tecnologías de la información y la comunicación	2 748 109	97	46 465 345		
Resultado esperado 2: Fortalecimiento de las capacidades nacionales para planificar, administrar y aplicar a mayor escala políticas y programas de alfabetización y educación no formal de calidad que tengan en cuenta las cuestiones de género	1 391 648	95	26 302 335		
Resultado esperado 3: Fortalecimiento de las capacidades nacionales de formulación y aplicación de políticas relativas a los docentes, haciendo hincapié en las cuestiones de calidad e igualdad entre hombres y mujeres	1 810 844	97	6 469 011		
Resultado esperado 4: Fortalecimiento de las capacidades de los Estados Miembros y formulación de políticas integrales y de base empírica para la enseñanza y formación técnica y profesional, y prestación de asistencia para su aplicación	1 540 178	97	7 659 007		
Resultado esperado 5: Mejora de las políticas, programas y prácticas de educación básica, incluida la atención y educación de la primera infancia, en los Estados Miembros mediante el fortalecimiento de la calidad, la equidad, la inclusión y la igualdad entre hombres y mujeres	2 343 217	98	17 054 076		
Resultado esperado 6: Fortalecimiento de las capacidades de los Estados Miembros con miras a un acceso más equitativo a una educación superior y a investigaciones de calidad, incluso mediante métodos de enseñanza innovadores	1 213 492	93	4 228 970		
Resultado esperado 7: Fortalecimiento de las capacidades en los Estados Miembros a fin de incorporar una visión integral de la Educación para el Desarrollo Sostenible (EDS), comprendida la educación sobre el cambio climático, la educación en materia de preparación para casos de desastre y la reducción de riesgos, en las políticas educativas y los planes y programas de desarrollo	1 042 271	97	7 760 240		
Resultado esperado 8: Establecimiento por los Estados Miembros de una educación completa y de buena calidad sobre el VIH y la sexualidad para promover estilos de vida sanos, la igualdad entre hombres y mujeres y los derechos humanos	317 543	92	31 713 407		
Resultado esperado 9: Integración de la educación para una ciudadanía mundial en las políticas, los planes y los programas de educación, haciendo hincapié en valores universales basados en la paz, el entendimiento mutuo y el respeto de la dignidad humana.	494 189	95	6 680 325		

Gran Programa I	Fondos asignados al Programa Ordinario (en \$)	Gastos con cargo al Programa Ordinario (%)	Gastos extrapresupuestarios (en \$)	Auto-evaluación del logro de los resultados	Observaciones del sector (cuando la autoevaluación es superior o inferior a lo previsto)
Resultado esperado 10: Movilización del compromiso político y financiero en los planos mundial, regional y nacional para alcanzar la EPT y fortalecimiento de los mecanismos de supervisión de la EPT	1 636 082	99	19 672 235		
Resultado esperado 11: Fortalecimiento de los compromisos mundiales y nacionales con la educación de las niñas y las mujeres mediante actividades de promoción y alianzas apropiadas con múltiples interesados conformes a los objetivos de la Organización	86 205	91	0		
Resultado esperado 12: Suministro de información a los copartícipes en la educación mediante investigaciones y estudios prospectivos sobre las nuevas tendencias y dificultades en la educación	191 086	96	214 640		

*Nota: La información presupuestaria abarca el presupuesto operacional del Programa Ordinario, el Fondo especial de emergencia y los recursos extrapresupuestarios que contribuyen al resultado esperado en el 36 C/5. Las cifras no comprenden el presupuesto operacional de los institutos de educación de categoría 1.*

 No se dispone de información todavía;  No responde a las expectativas;  Responde parcialmente a las expectativas;  Responde a las expectativas;  Supera las expectativas

## GRAN PROGRAMA II: CIENCIAS EXACTAS Y NATURALES

34. A pesar de las considerables limitaciones financieras, se consiguió la mayoría de los resultados esperados del 36 C/5 Aprobado habida cuenta de los objetivos previstos.

### I. Principales logros

35. Se dio un considerable impulso a la función de la UNESCO en la promoción de la ciencia al servicio del desarrollo sostenible en el sistema de las Naciones Unidas y en el plano internacional, especialmente en los ámbitos del agua dulce, los océanos, la diversidad biológica, las políticas científicas, la reducción del riesgo de desastres, los conocimientos indígenas y la interfaz entre la ciencia, la política y la sociedad para preparar la Conferencia de las Naciones Unidas sobre el Desarrollo Sostenible (CNUDS), Río+20, y su seguimiento, comprendido el proceso de desarrollo después de 2015. La UNESCO desempeñó un papel esencial en la preparación del informe del Secretario General de las Naciones Unidas al examen ministerial anual de 2013 del Consejo Económico y Social sobre el tema 'Ciencia, tecnología e innovación, y el potencial de la cultura, para promover el desarrollo sostenible y lograr los Objetivos de Desarrollo del Milenio (ODM)', así como del estudio temático del equipo de tareas de apoyo de las Naciones Unidas sobre 'Ciencia, tecnología e innovación, intercambio de conocimientos y creación de capacidades' para la reunión del Grupo de Trabajo Abierto de Estados Miembros sobre la agenda para el desarrollo después de 2015.

36. Los principales logros en el ámbito del **agua dulce** han sido un mayor reconocimiento del papel esencial de la cooperación en torno al agua en todos los niveles y en todos los sectores, más allá de los aspectos de su gestión transfronteriza, con ocasión del Año Internacional de la Cooperación en la Esfera del Agua dirigido por la UNESCO en nombre de ONU-Agua. Los puntos destacados de la séptima fase del PHI son el fortalecimiento de las actividades de investigación, sendas publicaciones fundamentales sobre las avenidas y la ecohidrología y las consultas regionales sobre la buena administración de las aguas freáticas en las que hubo casi 500 participantes de 100 países de todas las regiones. Se reforzó la colaboración entre los centros sobre recursos hídricos de categoría 2 y las Cátedras UNESCO y con otros organismos especializados de las Naciones Unidas con respecto a las aguas residuales y el saneamiento y a los preparativos de la agenda para el desarrollo después de 2015. También se impulsó el fortalecimiento de capacidades por medio de la obtención de 369 títulos de maestría en ciencias (el 41% por mujeres), la realización de 34 doctorados y la edición de 427 publicaciones científicas revisadas por pares del Instituto UNESCO-IHE para la Educación relativa al Agua. Se distribuyeron más de 80 000 ejemplares del cuarto Informe sobre el Desarrollo de los Recursos Hídricos en el Mundo.

37. Se aceptó a la UNESCO para albergar la Dependencia de Apoyo Técnico del Equipo de tareas sobre conocimientos indígenas y locales de la Plataforma intergubernamental científico-normativa sobre diversidad biológica y servicios de los ecosistemas (IPBES), y contribuir al Equipo de tareas sobre conocimientos y datos y participar, por conducto del MAB, en las evaluaciones de la diversidad biológica a nivel submundial. La UNESCO es miembro fundador de Tierra Futura, el nuevo programa decenal de investigaciones sobre el cambio mundial.

38. En cuanto al **Programa MAB**, durante el bienio se designaron 33 nuevas reservas de biosfera. Se formularon 31 recomendaciones para mejorar la gestión de los sitios de 14 países y el Consejo del MAB aprobó una estrategia de salida en junio de 2013. Se desarrollaron nuevas reservas de biosfera transfronterizas cuyo territorio está en el Camerún, el Congo y Gabón; el Lago Chad, que abarca tierras de siete países africanos y la reserva de biosfera trinacional de Trifinio-Fraternidad (Guatemala, Honduras y El Salvador). Se impulsó la ordenación sostenible de las islas y los ecosistemas marinos y costeros de 18 países y se estudiaron el fomento de economías verdes locales en reservas de biosfera de varios países árabes y africanos y las repercusiones del cambio climático en los ecosistemas montañosos frágiles y los humedales.

Cada vez se recurre más al MAB para facilitar el diálogo sobre políticas y la creación de asociaciones de colaboración en los planos regional y subregional.

39. Los logros alcanzados gracias a la labor de la UNESCO en **ciencias de la Tierra** en los 40 años últimos y las medidas apropiadas para incrementar la pertinencia social del PICG y la participación de científicos de la Tierra de los países en desarrollo fueron los temas analizados en la conmemoración del cuadragésimo aniversario del PICG en febrero de 2012. En enero de 2013 se puso en marcha en Addis Abeba la Red africana de instituciones en ciencias de la tierra (ANESI) y los países africanos se beneficiaron de algunos de los 30 proyectos del PICG en curso de realización.

40. Se movilizaron los conocimientos técnicos de la UNESCO sobre **reducción del riesgo de desastres** para sustentar todos los principales procesos de las Naciones Unidas relativos a la reducción del riesgo de desastres, en concreto al ámbito temático 'ciencia y tecnología' de la Estrategia Internacional de Reducción de Desastres (EIRD) de las Naciones Unidas. Se abordó la sequía en el Cuerno de África y se mejoraron las capacidades para afrontar los riesgos de peligros naturales mediante enfoques integrados, entre otros países en Albania, Etiopía, Filipinas, Honduras, Indonesia, Iraq, Kenya, Libia, Namibia, Pakistán, Papua Nueva Guinea, Samoa y Timor Leste. Más de 100 países se beneficiaron de actividades de sensibilización y de formación de comunidades y organismos oficiales sobre cuestiones atinentes a la reducción del riesgo de desastres, comprendidos los sistemas de alerta temprana, los terremotos y la ingeniería sísmica, así como la seguridad estructural de las escuelas.

41. Se dio apoyo a más de 30 países para que revisaran sus marcos y sistemas de **políticas de ciencia, tecnología e innovación (CTI)**. Se alcanzaron los siguientes hitos: el primer Foro Africano de Ciencia, Tecnología e Innovación (CTI) para el Empleo Juvenil, el Desarrollo del Capital Humano y el Crecimiento Incluyente, celebrado en Nairobi (Kenya). Se mejoró el seguimiento de los marcos de CTI mediante la capacitación de unos 150 funcionarios de más de 15 países africanos. Se impulsó el fortalecimiento de capacidades en materia de parques científicos e incubadoras de empresas tecnológicas con la capacitación de más de 300 administradores de Asia, África, los Estados Árabes, Europa Oriental y América Latina y el Caribe. Se prestó asistencia técnica a Colombia, Gambia, Mongolia, Nigeria, Indonesia y la República Checa. También se fomentó la gobernanza de la innovación por medio de varios actos mundiales y regionales organizados en Croacia, la República de Corea, China y la India.

42. Se promovió la **enseñanza de las ciencias y de la ingeniería** en todos los niveles, especialmente en África, por medio de: la movilización de un amplio abanico de asociados públicos y privados; la prestación de asistencia técnica para la concepción de programas académicos y la formación del profesorado (por ejemplo, en Malawi, Armenia, Etiopía, Tailandia, Túnez y Benín); ferias de ciencias e ingeniería en el Mercosur y Nigeria; la Semana de la Matemática que inauguró el congreso de Planeta Tierra 2013; la creación de cinco centros de categoría 2 en Dinamarca, China, Nigeria, Portugal y Rumania. El Centro Internacional Abdus Salam de Física Teórica (CIFT) impulsó el fortalecimiento de capacidades en nuevos ámbitos de investigaciones estratégicas sobre materiales para energía renovables, biología cuantitativa e informática de alto rendimiento para aplicaciones científicas. El Instituto organizó 167 actividades científicas a las que asistieron 11 235 científicos (el 56% de países en desarrollo) de 136 países.

43. Se potenció en el sistema de las Naciones Unidas la importancia de **los conocimientos indígenas y locales** para contribuir a resolver los problemas ambientales, en relación con el próximo Quinto Informe de Evaluación del Grupo Intergubernamental de Expertos sobre el Cambio Climático (IPCC) y el Órgano Subsidiario de Asesoramiento Científico y Tecnológico (OSACT) de la Convención Marco de las Naciones Unidas sobre el Cambio Climático (CMCCNU). La UNESCO dirigió la labor de la IPBES encaminada a incluir los conocimientos indígenas y locales en todas las tareas pertinentes de la Plataforma. Se promovió la difusión de los conocimientos de los pueblos pastoriles nómadas para mejorar la adaptación al cambio climático en el África subsahariana y de los expertos en medicina tradicional, especialmente de las mujeres, en la

subregión del Océano Índico, lo cual dio lugar a la creación de una red entre **Pequeños Estados Insulares en Desarrollo (PEID)** africanos. Se creó la Red de Investigación de las Universidades de las Islas del Pacífico, que une a diez universidades del Pacífico y a asociados del Caribe y de África y es una plataforma en línea segura y accesible. El registro, la difusión y el análisis de los datos e imágenes del mundo procedentes de los sitios de Guardarenas (Sandwatch) en todo el planeta fueron posibles gracias a la puesta en funcionamiento de la base de datos mundiales Guardarenas (Sandwatch).

44. La **Comisión Oceanográfica Intergubernamental (COI)** de la UNESCO siguió sensibilizando respecto de la acidificación de los océanos poniendo en marcha, con sus asociados, durante la 19ª Conferencia de las Partes en la CMCCNU un Resumen de la acidificación de los océanos para encargados de formular políticas. Se inició una nueva asociación en colaboración para una Red Mundial de Observación de la Acidificación de los Océanos (GOA-ON). Una nueva subvención del FMAM para un Programa sobre Evaluación de Aguas Transfronterizas obtenida en 2013 reforzará la contribución de la COI a la Evaluación Mundial de los Océanos de las Naciones Unidas mediante la medición en el planeta de varios indicadores fundamentales de las condiciones ecológicas, socioeconómicas y de gobernanza de los mares. Aunque la ejecución del Sistema Mundial de Observación de los Océanos (GOOS) se mantuvo en el 62%, se determinaron las necesidades de nuevas variables biológicas/de ecosistemas que en el futuro se integrarán en el GOOS. Se registraron progresos en todas las regiones en lo relativo a apoyar las operaciones de los sistemas regionales de alerta de tsunamis por medio de los Grupos Intergubernamentales de Coordinación de la COI en el Océano Índico y el Océano Pacífico, el Caribe, y el Mediterráneo y el Atlántico Nororiental. El Gobierno de Barbados creó en noviembre de 2013 el Centro de Información sobre los Tsunamis en el Caribe. Se sensibilizó a las poblaciones costeras por medio de ejercicios de simulacro de olas de tsunami. Se pusieron a disposición de los interesados actividades de formación y materiales de sensibilización en las cuatro regiones de avisos de tsunamis regionales. Se propulsó la cooperación regional en ciencias del mar en África por medio de la segunda reunión de la Subcomisión de la COI (Ciudad del Cabo, abril de 2013) que aprobó un Plan Estratégico centrado en la adaptación al cambio climático, la degradación de la calidad del agua, la erosión del litoral y los peligros costeros y marinos. Se promovió la cooperación Sur-Sur por conducto del primer Foro Chino-Africano sobre Ciencia y Tecnología Marinas, coorganizado por la Administración Oceánica Estatal de China y la COI. A través de la Subcomisión de IOCARIBE, los países determinaron las medidas necesarias para el pleno establecimiento de un sistema de observación de los océanos y las costas en la región IOCARIBE para apoyar la ordenación de los océanos y las costas.

### **Prioridad Global “África”**

45. Se han alcanzado todos los resultados previstos para la Prioridad África. Un hito en lo relativo a **diseño, ejecución, reforma y evaluación de las políticas en materia de ciencias** fue la primera Conferencia de Ministros Africanos de Ciencia, Tecnología e Innovación que dio lugar a la "Declaración de Nairobi" en favor de un compromiso renovado de los Ministros encargados de la ciencia, la tecnología y la innovación en África de fortalecer la investigación científica. Se han evaluado los sistemas y el régimen de gobierno de la ciencia, la tecnología y la innovación en países en situaciones posteriores a conflictos (Etiopía, Kenya, Rwanda, Somalia, Sudán del Sur y Sudán). En el ámbito del **desarrollo de la educación y de las investigaciones sobre ella**, la Red de Academias de Ciencias Africanas apoyó la cooperación Sur-Sur en enseñanza de las ciencias. Se reforzó la cooperación internacional y la **Subcomisión para África** de la COI (IOCAFRICA) elaboró un plan estratégico para África. Concluyó la evaluación de los problemas de erosión del litoral del Congo y Gabón. Se enriqueció la base de conocimientos sobre las costas nacionales y regionales y la diversidad biológica marina por medio de nuevas publicaciones, bases de datos exhaustivas, sitios y portales web.



46. En la esfera de **la gobernanza y el ordenamiento del agua dulce**, los logros principales han sido el taller sobre Las ciencias del agua al servicio de la paz y del desarrollo sostenible en el Nilo oriental; la gestión de los recursos naturales para la prevención de conflictos en el Lago Chad y el Centro africano de control de las sequías (African Drought Monitor).

47. Se llevó a cabo una encuesta exploratoria en los países de África Oriental sobre 'El reforzamiento de la capacidad de los universitarios y encargados de formular políticas en investigación e innovación en materia de tecnologías de las **energías renovables** y políticas energéticas". Para apoyar la **resiliencia de las comunidades**, se produjeron estudios de viabilidad de nuevas reservas de biosfera transfronterizas en zonas de explotación minera intensa, en las que se ha producido deforestación o donde el cambio climático ha modificado el medio. También se dio apoyo a la creación de un Sistema de Alerta contra los Tsunamis y Atenuación de sus Efectos en el Océano Índico.

### **Prioridad Global "La igualdad entre mujeres y hombres"**

48. Se ha perseguido sistemáticamente la promoción del empoderamiento de las mujeres y la igualdad entre las mujeres y los hombres mediante la elaboración de programas específicos sobre las cuestiones de género y la integración de la perspectiva de género en todos los programas e iniciativas de ciencias exactas y naturales. Actuando a favor de la consecución de **la igualdad entre mujeres y hombres en el diseño de las políticas científicas**, la UNESCO siguió empoderando a mujeres en materia de ciencias. La UNESCO dio apoyo a **la mujer en las ciencias y la ingeniería** con becas internacionales, regionales y nacionales para jóvenes investigadoras. La UNESCO también puso en práctica **enfoques** del desarrollo sostenible **sensibles a la perspectiva de género**, con inclusión de las energías renovables, el agua dulce, los océanos, la conservación de la diversidad biológica y la función de los conocimientos locales de las indígenas. La Organización siguió incluyendo de manera sistemática puntos relativos a la igualdad entre mujeres y hombres en los órdenes del día de conferencias científicas internacionales, a fin de organizar actos paralelos sobre el género durante esas conferencias (por ejemplo, sobre la mujer en la ciencia en favor del desarrollo sostenible o sobre el papel de las mujeres y las muchachas en la reducción de los riesgos de desastres). La UNESCO también integra consideraciones acerca de la igualdad entre mujeres y hombres en todas las publicaciones relacionadas con las ciencias, alentando de ese modo los debates sobre el papel prominente que desempeñan las mujeres y los hombres en sus ámbitos respectivos y promoviendo la participación de las mujeres en la ciencia y la tecnología.

## **II. Asociaciones, alianzas y recursos movilizados**

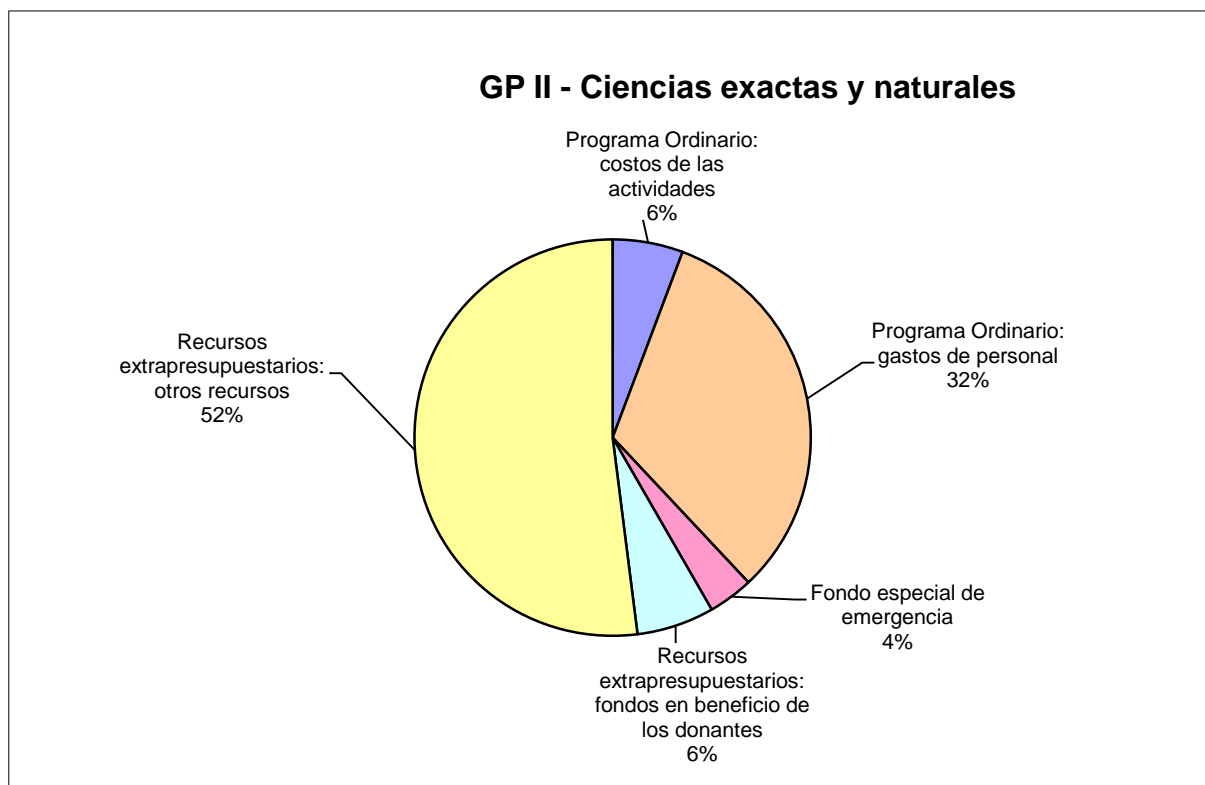
49. Para el Gran Programa II, se han movilizado más de 100 millones de dólares de fuentes extrapresupuestarias durante el bienio. Bélgica (Flandes), España y Suecia siguieron siendo los principales apoyos del programa mediante acuerdos de financiación plurianuales. Se concertaron importantes acuerdos sobre proyectos con la Unión Europea, el Japón y Suiza en materia de agua dulce. Los Países Bajos e Italia siguieron prestando apoyo institucional al Instituto UNESCO-IHE para la Educación relativa al Agua, así como al CIFT, la TWAS el WWAP y la Oficina de la UNESCO en Venecia, respectivamente. Se concertó un importante acuerdo con la República de Corea para sitios del MAB en África (1,8 millones de dólares). La Unión Europea aportó una contribución de 5 millones de euros para efectuar un estudio hidrológico avanzado para el desarrollo sostenible del agua subterránea en Iraq.

50. Se establecieron también nuevas asociaciones con México (Comisión Nacional del Agua (CONAGUA)), los Gobiernos de Alemania, el Brasil, Italia y Kenya; con la Organización Islámica para la Educación, la Ciencia y la Cultura (ISESCO), la Agencia de Cooperación y Coordinación de Turquía (TIKA) y el Fondo de la OPEP para el Desarrollo Internacional en el marco del Decenio Internacional de la Energía Sostenible para Todos 2014-2024 proclamado por las Naciones Unidas. La cooperación interinstitucional y los programas conjuntos de las Naciones Unidas

brindaron nuevas posibilidades, como los 2,5 millones de dólares con cargo al Fondo para el Medio Ambiente Mundial por conducto del PNUMA para actividades sobre acuíferos transfronterizos, grandes ecosistemas marinos y sobre alta mar; y el apoyo de la CESPAP y la Unión Europea a la COI en el ámbito de la alerta contra tsunamis. Entre las nuevas alianzas con el sector privado cabe mencionar las establecidas con Intel, L. Hofmann-La Roche Ltd., Procter & Gamble, Nature Publishing y PhosAgro, así como las iniciativas de la COI con el mundo de la navegación.

51. En el marco del Gran Programa II, el gasto final correspondiente al bienio 2012-2013 ascendió a 43 millones de dólares para el Programa Ordinario, comprendidos los gastos relativos a las consignaciones adicionales recibidas. Además de este gasto correspondiente al Programa Ordinario, se financiaron actividades por 70 millones de dólares con recursos extrapresupuestarios, de los cuales 4 millones de dólares con cargo al Fondo especial de emergencia. Esto ayudó a compensar la drástica reducción del presupuesto disponible para el Programa Ordinario con respecto al nivel de 59 millones de dólares previsto en el 36 C/5 Aprobado.

**Fuentes de financiación para la ejecución del programa  
(enero de 2012 - diciembre de 2013)**



### III. Tareas pendientes y enseñanzas para el futuro








52. Los recortes del presupuesto del Programa Ordinario y la consiguiente congelación de puestos han reducido el alcance general y el ámbito de varias actividades del programa de ciencias exactas y naturales. La COI se ha visto doblemente afectada por la reducción del presupuesto del Programa Ordinario y, por otra parte, por la suspensión de las contribuciones voluntarias y la cesión temporal de personal de los Estados Unidos, en particular para el Centro de Apoyo de la JCOMM a las Plataformas de Observación *in situ* (JCOMMOPS) y el Proyecto Internacional de Coordinación sobre el Carbono Oceánico (IOCCP). Las nuevas asociaciones de colaboración con la OMM, el Comité Científico de Investigaciones Oceánicas (SCOR) y la






Colaboración para la Observación de los Océanos Mundiales (POGO) han permitido mantener la continuidad del apoyo técnico que compensó la disminución de la participación y el impacto de la COI en esos programas. En general, las nuevas asociaciones con fuentes de financiación públicas y privadas fueron esenciales para alcanzar los resultados esperados. También lo fue la utilización de fondos de emergencia, especialmente para asegurar el cumplimiento de los compromisos estatutarios de los cuatro programas científicos intergubernamentales e internacionales y de la COI.











53. En el terreno de las políticas científicas, otro reto fue que la elevada rotación de los funcionarios estatales y en ocasiones las difíciles situaciones políticas hicieron que fuese muy complicado mantener una masa crítica de conocimientos especializados en los países. Para afrontarlo, la UNESCO ha aumentado el número de personas de cada país a las que se dispensa formación y se ha centrado en unos cuantos países.





54. Los conocimientos indígenas y locales han pasado a ser un recurso esencial, junto con las ciencias, para sustentar la adopción de decisiones en los procesos intergubernamentales en el mundo, respecto del cambio climático por medio de la CMCCNU, el IPCC y la Convención de las Naciones Unidas de Lucha contra la Desertificación en los países afectados por sequía grave o desertificación, en particular en África; la diversidad biológica por medio de la IPBES y el Convenio sobre la Diversidad Biológica (CBD); y el desarrollo sostenible en el proceso de los objetivos de desarrollo sostenible y los ODM. En el sistema de las Naciones Unidas, el programa LINKS de la UNESCO ha pasado a ocupar un lugar prominente reconocido por todos, y las demandas y expectativas han aumentado exponencialmente. Para sacar provecho de esta oportunidad y mantener el perfil y la capacidad de la Organización de prestar servicios y obtener resultados, será menester reforzarlo. También será una difícil tarea cumplir las expectativas que han despertado en los PEID el Año Internacional Año para los PEID 2014 y la tercera Conferencia Internacional sobre los PEID.

**FONDOS ASIGNADOS Y GASTOS CORRESPONDIENTES AL PRESUPUESTO OPERACIONAL Y EVALUACIÓN GLOBAL  
DEL LOGRO DE LOS RESULTADOS, 2012-2013**






Gran Programa II	Fondos asignados al Programa Ordinario (en \$)	Gastos con cargo al Programa Ordinario (%)	Gastos extrapresupuestarios (en \$)	Auto-evaluación del logro de los resultados	Observaciones del sector (cuando la autoevaluación es superior o inferior a lo previsto)
<b>Total</b>	4 020 044	97	69 473 580		
Resultado esperado 1: Constitución de sistemas nacionales de ciencia, tecnología e innovación reforzados y formulación de políticas	111 335	100	9 947 356		
Resultado esperado 2: Fortalecimiento de la cultura de innovación mediante sistemas nacionales, regionales y locales de innovación, parques científicos e incubadoras de empresas tecnológicas	165 400	78	25 512		
Resultado esperado 3: Fortalecimiento del seguimiento de la ciencia, la tecnología y la innovación en el mundo gracias a la mejora del seguimiento, las evaluaciones y el intercambio de información	34 362	85	142 939		
Resultado esperado 4: Elaboración de programas y planes de estudios innovadores e interdisciplinarios de ciencias e ingeniería que traten asuntos como las energías renovables	204 605	96	1 200 741		
Resultado esperado 5: Fortalecimiento de la capacidad institucional de investigación mediante la interconexión en red de centros de excelencia, las asociaciones Sur-Sur y Norte-Sur y las alianzas entre universidad e industria	239 452	100	15 166 577		
Resultado esperado 6: Fortalecimiento de las capacidades de los Estados Miembros para elaborar modelos que fomenten la iniciativa estudiantil en materia de investigación y las tutorías para el desarrollo profesional de los jóvenes investigadores, por medio de redes de universidades y sociedades de profesionales, especialmente en favor de los países en desarrollo	65 600	99	689 268		
Resultado esperado 7: Mayor divulgación de las ciencias, la tecnología y la ingeniería, y formulación de políticas en esos ámbitos en colaboración con la sociedad civil, incluidos los jóvenes y las mujeres	28 700	100	570 378		La financiación asignada en el Programa Ordinario al RE 7 fue muy limitada debido a los drásticos recortes presupuestarios registrados a inicios del bienio. Los recursos extrapresupuestarios disponibles para Libia no pudieron desembolsarse debido a la situación de la seguridad en el país. En 2012 y 2013, pudieron organizarse varias iniciativas en distintos países, como conferencias internacionales, algunas actividades de desarrollo de capacidades para popularizar la ciencia, el otorgamiento de premios científicos y la celebración del Día Mundial de la Ciencia para la Paz y el Desarrollo gracias a las relaciones de colaboración.

Gran Programa II	Fondos asignados al Programa Ordinario (en \$)	Gastos con cargo al Programa Ordinario (%)	Gastos extrapresupuestarios (en \$)	Auto-evaluación del logro de los resultados	Observaciones del sector (cuando la autoevaluación es superior o inferior a lo previsto)
Resultado esperado 8: Elaboración de políticas y actividades de desarrollo sostenible basadas en los conocimientos locales e indígenas y prestación de apoyo adecuado para su aplicación en los planos mundial, regional y local	93 902	99	524 216		El reconocimiento de los Sistemas de Conocimiento Locales e Indígenas (LINKS), en calidad de cimientos del desarrollo sostenible, registró avances notables y suscitó un enorme aumento del interés en los contextos del cambio climático (del IPCC y el CMCCNU) y de la biodiversidad (del CDB y de la CNUDS en la Conferencia Río+20, así como de la IPBES). El papel de la UNESCO en el refuerzo del reconocimiento internacional de la importancia de los LINKS para el desarrollo sostenible fue tan decisivo que los resultados superaron las expectativas establecidas a inicios del bienio.
Resultado esperado 9: Utilización de las políticas, la práctica y la educación científicas para hacer frente a las vulnerabilidades de los Pequeños Estados Insulares en Desarrollo (PEID)	22 964	99	317 963		
Resultado esperado 10: Mayor consolidación de la paz mediante la diplomacia y la cooperación en la esfera de la ciencia	0	N/A	0		El RE 10 no recibió fondos del Programa Ordinario debido a los drásticos recortes presupuestarios registrados a inicios del bienio, ni tampoco fondos extrapresupuestarios. Sin embargo, gracias al tiempo consagrado por funcionarios a reuniones internacionales de alto nivel, así como a las relaciones de colaboración al respecto, el refuerzo de la importancia de la ciencia para la paz, el papel de la diplomacia científica en el desarrollo sostenible y el interés de establecer una sólida relación entre las ciencias y las políticas a escala internacional y regional registraron buenos avances.
Resultado esperado 11: Establecimiento por los Estados Miembros de sistemas integrales eficaces de alerta temprana contra los tsunamis y otros peligros relacionados con el nivel del mar en los planos nacional y regional, comprendidas las medidas de preparación para los desastres y atenuación de sus efectos	102 819	100	3 247 909		
Resultado esperado 12: Mejor comprensión del medio oceánico y de los procesos conexos en relación con el clima mundial por parte de los Estados Miembros y desarrollo de las competencias y capacidades de éstos para adaptarse a los efectos del cambio climático	159 000	100	2 439 634		

Gran Programa II	Fondos asignados al Programa Ordinario (en \$)	Gastos con cargo al Programa Ordinario (%)	Gastos extrapresupuestarios (en \$)	Auto-evaluación del logro de los resultados	Observaciones del sector (cuando la autoevaluación es superior o inferior a lo previsto)
Resultado esperado 13: Mejora de la capacidad en ciencias y servicios oceánicos de los Estados Miembros con fines de vigilancia, evaluación y gestión de los recursos marinos	147 771	100	4 412 081		
Resultado esperado 14: Desarrollo de las capacidades de los Estados Miembros para proteger y utilizar de manera sostenible los océanos y las zonas costeras	125 000	100	1 849 982		
Resultado esperado 15 Apoyo a los Estados Miembros para la creación de capacidades técnicas e institucionales y mejora de políticas y mecanismos para la adaptación a los cambios mundiales que afectan a las cuencas fluviales en los planos nacional, regional y mundial, sobre la base de los conocimientos científicos	305 170	99	1 619 806		
Resultado esperado 16: Evaluación de los recursos mundiales de agua dulce, especialmente por medio del Informe de las Naciones Unidas sobre el Desarrollo de los Recursos Hídricos en el Mundo, y prestación de apoyo a los Estados Miembros para fortalecer las políticas de gestión de los recursos hídricos, incluidas las aguas compartidas	1 363 114	98	6 193 828		
Resultado esperado 17: Mayor eficacia de la gestión de los recursos hídricos y los sedimentos mediante una mejor base de conocimientos y orientaciones en materia de políticas científicamente fundamentadas para las zonas urbanas, las zonas áridas y semiáridas, los recursos de aguas subterráneas y los sistemas de acuíferos	165 737	97	4 363 194		
Resultado esperado 18: Fortalecimiento de las capacidades de educación relativa a la gestión del agua en todos los niveles, teniendo especialmente en cuenta a África y las cuestiones atinentes a la igualdad entre hombres y mujeres	28 907	94	422 110		
Resultado esperado 19: Mayor utilización de las reservas de biosfera como lugares de investigación y aprendizaje para el desarrollo sostenible y fortalecimiento de la ejecución del Programa MAB, inclusive mediante un mayor intercambio de las mejores prácticas con redes regionales y mundiales	242 177	99	8 681 452		
Resultado esperado 20: Refuerzo de la investigación, educación y creación de capacidades en materia de ciencias de la Tierra con miras al desarrollo sostenible, especialmente en África.	158 809	100	936 340		
Resultado esperado 21: unidad temática transversal sobre la diversidad biológica: Refuerzo del uso sostenible y equitativo de la diversidad biológica y los servicios de los ecosistemas en colaboración con importantes instituciones y organismos del sistema de las Naciones Unidas y centros regionales de referencia.	100 400	98	1 736 584		
Resultado esperado 22: Integración de las reservas de la biosfera y los sitios del patrimonio mundial, en colaboración con el programa REDD de las Naciones Unidas, el mecanismo para un desarrollo limpio (MDL) y mecanismos similares de financiación para la mitigación de los efectos del cambio climático y la adaptación a sus consecuencias	0	N/A	22 384		No se alcanzó totalmente uno de los dos objetivos de este RE. Las actividades relativas a REDD y REDD+ resultaron más difíciles de lo previsto debido a la incertidumbre sobre la evolución de las metodologías de la CMCCNU. Además, una asociación de colaboración prevista con el sector privado que debía aportar una

Gran Programa II	Fondos asignados al Programa Ordinario (en \$)	Gastos con cargo al Programa Ordinario (%)	Gastos extrapresupuestarios (en \$)	Auto-evaluación del logro de los resultados	Observaciones del sector (cuando la autoevaluación es superior o inferior a lo previsto)
					importante contribución financiera para realizar estudios de factibilidad en sitios de la UNESCO relacionados con la iniciativa REDD+ no se concretó durante el bienio.
Resultado esperado 23: Mejora de la gestión de los sitios del patrimonio mundial cultural y natural, las reservas de biosfera y los ecosistemas prioritarios del Programa MAB mediante una red de asociados en el ámbito de la ciencia y la tecnología espaciales.	0	N/A	16 566		
Resultado esperado 24: Promoción de la base de conocimientos y las políticas en favor de las energías renovables, en particular la energía solar, la eficiencia energética, y el uso sostenible, dirigida asimismo a las comunidades residentes en las reservas de biosfera en su condición de beneficiarias de las soluciones halladas	0	N/A	165 614		
Resultado esperado 25: unidad temática transversal Natural Disasters: Mayor capacidad de recuperación después de los desastres naturales y de adaptación al cambio climático, mejor evaluación de los riesgos de desastres y atenuación de sus efectos y prestación de asistencia científica a beneficiarios seleccionados, entre otras cosas mediante la participación en los procesos comunes de programación por país de las Naciones Unidas	107 240	98	1 230 916		
Resultado esperado 26: unidad temática transversal Natural Disasters: Mejora de la base de conocimientos científicos de los Estados Miembros y de su capacidad para adaptarse a los riesgos relacionados con el agua en los planos regional y nacional	47 580	99	3 550 230		

*Nota: La información presupuestaria abarca el presupuesto operacional del Programa Ordinario, el Fondo especial de emergencia y los recursos extrapresupuestarios que contribuyen al resultado esperado en el 36 C/5. Las cifras no comprenden el presupuesto operacional de los institutos de educación de categoría 1.*

 No se dispone de información todavía;  No responde a las expectativas;  Responde parcialmente a las expectativas;  Responde a las expectativas;  Supera las expectativas

## GRAN PROGRAMA III: CIENCIAS SOCIALES Y HUMANAS

55. La reducción del 31% del presupuesto de actividades del Gran Programa III afectó a la eficacia global del programa. El Gran Programa III dio prioridad a la ejecución de las actividades reglamentarias. Otras prioridades alineadas con las decisiones de los órganos rectores y las actividades de fortalecimiento de capacidades en los países se financiaron principalmente con cargo al Fondo especial de emergencia. En determinados ámbitos, el Sector tuvo que reducir las actividades previstas en el documento 36 C/5 Aprobado. Por ejemplo, el Gran Programa III tuvo que posponer la elaboración de indicadores específicos de la UNESCO para evaluar la capacidad de inclusión social de las políticas públicas. También se cancelaron actividades relacionadas con los exámenes nacionales de los sistemas de investigación de ciencias sociales.

### I. Principales logros

56. Durante el bienio 2012-2013, el **programa de bioética** siguió centrándose en la promoción de una reflexión global sobre las cuestiones emergentes y en el fortalecimiento de capacidades en los países. Además de celebrarse reuniones del Comité Internacional de Bioética (CIB), del Comité Intergubernamental de Bioética (CIGB) y una reunión conjunta del CIB y el CIGB, se publicaron dos nuevos informes de política del CIB sobre sistemas de medicina tradicional y sus implicaciones éticas y sobre el principio de no discriminación y no estigmatización. También se celebraron eventos especiales para conmemorar el 20º aniversario del programa de bioética. Asimismo, la UNESCO lideró los esfuerzos de coordinación de todo el sistema en materia de bioética facilitando la realización de dos reuniones del Comité Interinstitucional de las Naciones Unidas sobre Bioética (UNIACB). Entre las actividades de fortalecimiento de capacidades estuvo la destinada a impartir formación para respaldar los comités nacionales de bioética establecidos recientemente en diez países (Chad, Côte d'Ivoire, El Salvador, Gabón, Ghana, Guinea, Jamaica, Malawi, Malasia y Togo). Ocho países recibieron asesoramiento técnico para apoyar la creación de nuevos comités nacionales de bioética (Argentina, Brasil, Ecuador, Jamaica, Paraguay, Perú, Trinidad y Tobago, y Uruguay). En el marco del proyecto de formación de profesores de ética, se organizaron cuatro formaciones (Azerbaiyán, Croacia, Lituania y Namibia); en 2012, un total de 69 profesores de ética, procedentes de una amplia gama de países, egresaron del programa de la UNESCO de formación de profesores de ética. Se hicieron importantes esfuerzos para lograr eficiencia, particularmente negociando presupuestos destinados a la formación, y para colaborar con los organizadores nacionales en la movilización de fondos de fuentes locales.

57. En cuanto al **deporte y la lucha contra el dopaje**, el número de Estados Parte en la Convención Internacional contra el Dopaje en el Deporte (2005) continuó aumentando y llegó a 176. La cuarta reunión de la Conferencia de las Partes en la Convención, celebrada en septiembre de 2013, constituyó una oportunidad para destacar que, aunque el seguimiento de la Convención ponía de manifiesto un aumento de su observancia por los Estados Partes, era necesario mejorar constantemente la cooperación entre las autoridades estatales y los órganos deportivos en los planos nacional e internacional. La quinta Conferencia Internacional de Ministros y Altos Funcionarios encargados de la Educación Física y el Deporte (MINEPS V), financiada íntegramente por Alemania, aprobó la Declaración de Berlín, en la que se incluyen varias recomendaciones normativas y detalladas para poner freno a la corrupción en el deporte, compartir más equitativamente los beneficios socioeconómicos del deporte y asegurar el acceso al deporte a todas las personas, incluidas las mujeres y las personas que viven con discapacidades. El Comité Intergubernamental para la Educación Física y el Deporte (CIGEPE) y su órgano asesor, el Consejo Consultivo Permanente, participaron activamente en la preparación y el seguimiento de la MINEPS V.

58. El **programa sobre los jóvenes** se articuló en torno a tres ejes: elaboración de políticas, fortalecimiento de las capacidades y compromiso cívico de los hombres y mujeres jóvenes. En el ámbito de la elaboración y el examen de políticas, la UNESCO dirigió procesos de examen de políticas en Burundi, Liberia y Zambia y apoyó la elaboración de una hoja de ruta para un Parlamento Juvenil Nacional en Ghana. En Marruecos, se organizaron consultas a los jóvenes



para una Estrategia Nacional Integrada sobre la Juventud, y, en Egipto, se efectuó un estudio preliminar de las principales preocupaciones de los jóvenes que se empleará en la elaboración de políticas. Asimismo, la UNESCO prestó apoyo para la formulación de políticas sobre la juventud en Mongolia, Myanmar y Tokelau. En cuanto al **fortalecimiento de las competencias y la promoción del compromiso cívico de los jóvenes**, la asociación de la UNESCO con sus Cátedras e Institutos y Centros de categoría 2 permitió fortalecer las capacidades de más de 240 jóvenes en empresariado social, liderazgo y una cultura de paz en Burkina Faso, Kenya, Malawi y Zambia. Se completaron en Ghana y Sierra Leona diversas consultas y actividades de formación dirigidas por jóvenes para fomentar la participación no violenta de la juventud en los procesos electorales. También se llevaron a cabo actividades de fortalecimiento de las capacidades en Indonesia y Túnez, donde se impartió formación en ciudadanía a 500 hombres y mujeres jóvenes de escuelas y de la sociedad civil basándose en el manual de formación para la democracia con perspectiva de género de la UNESCO. Se creó la Red de Jóvenes de los PEID, que se pondrá en marcha en 2014. Asimismo, en Costa Rica, El Salvador y Nicaragua se efectuaron tres nuevas iniciativas de **prevención de la violencia**, y en Jamaica, San Vicente y las Granadinas y Trinidad y Tobago se completaron siete nuevas iniciativas del proyecto Youth Path.

59. Durante la 37ª reunión de la Conferencia General, se celebró el **octavo Foro de la Juventud**, que se centró en el tema “Juventud e inclusión social: compromiso cívico, diálogo y desarrollo de competencias” y contó con la presencia de más de 500 jóvenes de 149 países y la participación de más de 800 jóvenes a través de los debates en línea. Del Foro emanaron diez recomendaciones estratégicas acerca de la Estrategia operacional de la UNESCO sobre la juventud (2014-2021), y quince proyectos de acción dirigidos por jóvenes recibieron el sello “8º Foro de la Juventud”. Durante el octavo Foro también se brindaron más oportunidades para la creación de redes y fortalecimiento de las capacidades.

60. Se reforzó el vínculo existente entre la investigación científica y la elaboración de políticas en los Estados Miembros a través del **programa MOST** y cuatro Foros ministeriales regionales que llevaron a recomendaciones concretas en materia de políticas: segundo Foro de Ministros de Desarrollo Social y Sostenible del Caribe (Trinidad y Tobago, 21-23 de mayo de 2012), noveno Foro de Ministros de Desarrollo Social de América Latina (Buenos Aires, 16-18 de septiembre de 2013), Foro de Ministros de Desarrollo Social de la CEDEAO (Accra, 16-17 de diciembre de 2013) y el Foro de Alto Nivel sobre Gestión de las Transformaciones Sociales en los países de la ASEAN (Hanói, 20 de diciembre de 2013).

61. Se promovió la **inclusión social** de hombres y mujeres con discapacidades mediante la firma de un acuerdo de asociación entre la UNESCO y el Gobierno de la ciudad de Yogyakarta, en Indonesia. En Haití, un estudio de investigación sobre la inclusión social de las mujeres fundamentó varias recomendaciones para una política con perspectiva de género. Asimismo, se prestó apoyo a la preparación de un programa de estudios sobre inclusión social para el Campus Henri Christophe de la *Université d'Etat d'Haiti*, en Limonde. Se completaron nueve estudios nacionales sobre el carácter integrador de las políticas centradas en las personas con discapacidades, incluidas las mujeres (Burkina Faso, El Salvador, Guatemala, Honduras, Jordania, Líbano, Marruecos, Níger y Senegal). En marzo de 2013 se celebró un taller internacional sobre “Medición de las políticas públicas sociales: inclusión e impacto”, y en Brasil y Perú se organizaron dos escuelas de verano del MOST. Durante el periodo objeto de este informe, se crearon siete nuevos comités nacionales del MOST en los Estados Miembros. Además, la Coalición Europea de Ciudades contra el Racismo continúa siendo muy activa y la Coalición Estadounidense de Ciudades contra el Racismo se creó satisfactoriamente.

62. La UNESCO participó en las principales iniciativas del **Grupo Mundial sobre Migración** (GMM), incluida la elaboración del informe temático del GMM sobre los jóvenes y la migración. Se consolidó la Iniciativa sobre las Migraciones Internas en la India (IMI), y se llevaron a cabo actividades de investigación, política y promoción con la finalidad de respaldar la inclusión social de los migrantes en la vida económica, social, política y cultural del país. En diciembre de 2013, se puso en marcha una herramienta de gestión del conocimiento sobre Género, Juventud y Migración

en colaboración con el UNICEF y ONU-Mujeres. En China, se elaboraron recomendaciones estratégicas y prácticas sobre el acceso de las migrantes a educación y formación, vivienda y un trabajo digno tomando como base estudios de casos de las provincias de Yunnan y Guangdong.

63. La celebración del **Día Mundial de la Filosofía** (15 de noviembre de 2012) tuvo por objeto garantizar la contribución de la filosofía al establecimiento de las prioridades mundiales sobre el cambio ambiental mundial mediante la elección del tema “Generaciones futuras”, que refleja el 15º aniversario de la adopción por parte de la UNESCO de la Declaración sobre las Responsabilidades de las Generaciones Actuales para con las Generaciones futuras. En 2013, la 11ª edición del Día Mundial de la Filosofía brindó la oportunidad para organizar, en todos los continentes, diversos eventos sobre el tema general de “Sociedades inclusivas, planeta sostenible”. En la Sede de la UNESCO se organizaron varios eventos, incluidas mesas redondas y debates sobre temas específicos tales como: “Pensar el antropoceno”, con expertos tanto de las ciencias naturales como sociales, “Desarrollo de nuevas prácticas filosóficas en las escuelas y en la ciudad” y “Paul Ricoeur: ética del conocimiento”.

64. La UNESCO proporcionó 84 presentaciones al “examen periódico universal” del Consejo de **Derechos Humanos** de las Naciones Unidas.

65. El 15 de noviembre de 2013 se presentó la versión inglesa del “**Informe Mundial sobre las Ciencias Sociales 2013: entornos mundiales cambiantes**”, con la participación de la Directora General, el Secretario General Adjunto de la OCDE y el Secretario ejecutivo del Consejo Internacional de Ciencias Sociales (CICS).

66. Se ha avanzado en lo relativo a aprovechar las contribuciones de las ciencias sociales y humanas, comprendida la ética ambiental, para mejorar las respuestas de política nacionales por medio de una serie de proyectos focalizados en trabajar en torno a la adaptación con los gobiernos y las sociedades civiles en zonas especialmente vulnerables del Caribe, el Sahel y Asia central. En su octava reunión ordinaria celebrada en Bratislava (27-31 de mayo de 2013), la Comisión Mundial de Ética del Conocimiento Científico y la Tecnología (COMEST) aprobó sus informes sobre un “Marco de principios y de responsabilidades éticas para la adaptación al cambio climático” y “Cuestiones éticas relativas a la gobernanza de la ciencia y las relaciones entre la ciencia y la sociedad”.

### ***Prioridad global “África”***

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67. En Burundi, Côte d'Ivoire, Ghana, Liberia, Sierra Leona y Zambia se realizaron importantes logros en el ámbito de la revisión de políticas y programas que afectan a los jóvenes, y en Burundi, Kenya y Zambia se elaboraron programas innovadores de formación en empresariado social y una cultura de paz. Además, estos programas contribuyeron al fortalecimiento de las capacidades de institutos y centros de categoría 2: el Centro Internacional para la Educación de las Niñas y las Mujeres en África (CIEFFA), en Uagadugú (Burkina Faso), y el Centro Africano de Orientación, Asesoramiento y Realización Personal de los Jóvenes (GCYDC), en Lilongwe (Malawi). En Ghana y en Sierra Leona se centraron en particular en la participación no violenta de la juventud en los procesos electorales. En la esfera de la inclusión social, se completaron tres estudios nacionales en Burkina Faso, Níger y Senegal. Se avanzó en lo relativo a mejorar las respuestas de política nacionales a los problemas ambientales, especialmente en el Sahel, y se sensibilizó sobre el seguimiento de las sequías por parte de los jóvenes. El apoyo de la UNESCO en el ámbito de la bioética dio lugar a la creación de nuevos comités nacionales de bioética, la elaboración de planes de acción y la formación de docentes en ética.

**Prioridad global “Igualdad de género”**

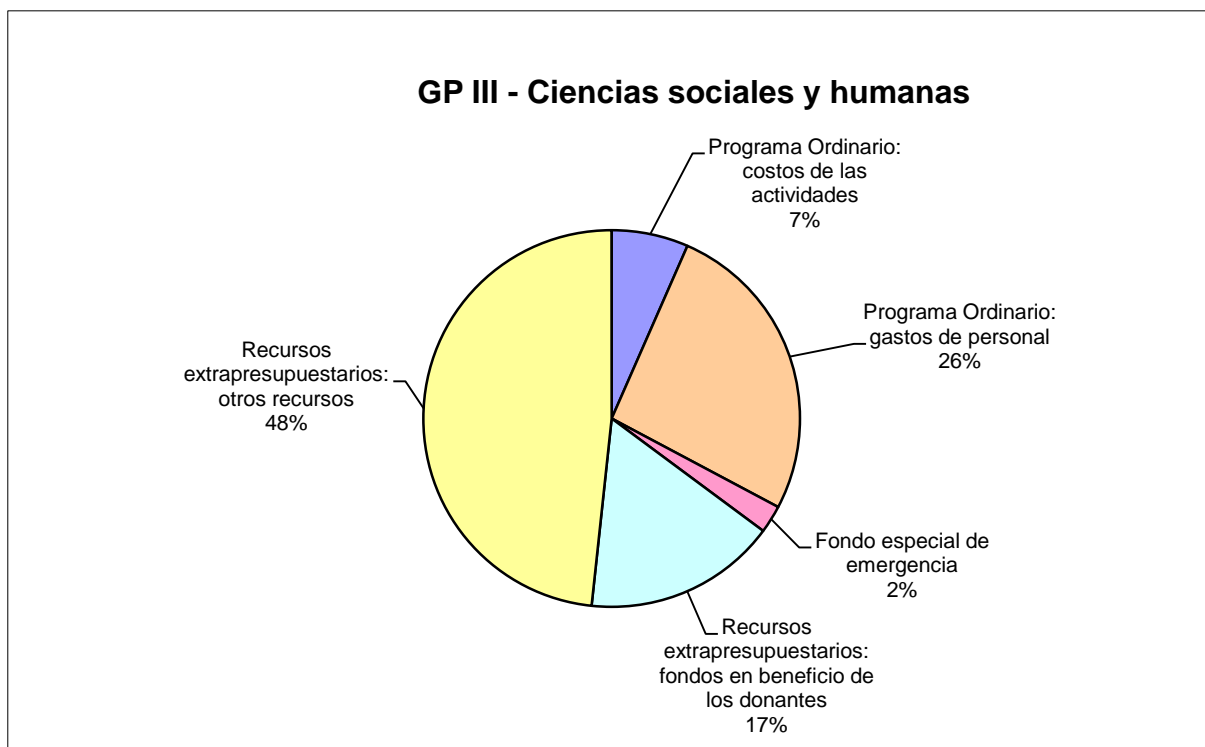
68. La perspectiva de género se incorporó en todos los planes de trabajo del Gran Programa III, comprendidas las actividades de aumento de capacidades en bioética, el programa sobre los jóvenes y las prioridades del Programa “Gestión de las Transformaciones Sociales” (MOST): la inclusión social y las dimensiones sociales del cambio ambiental mundial. En bioética se prestó la debida atención a contar con marcos adecuados relativos a los derechos humanos y la igualdad entre hombres y mujeres, y se incorporaron elementos concretos relativos a las cuestiones de género, como el equilibrio de género en la composición de los comités nacionales de bioética. También se hizo hincapié en la promoción de la participación cívica de las mujeres jóvenes, a través de inversiones en la investigación centrada en los jóvenes, para cultivar una cultura de paz y ayudar a mitigar los conflictos a fin de promover la reconciliación, en especial en los procesos de transición. En el ámbito de la inclusión social se llevó a cabo un programa orientado a evaluar el grado en que las políticas públicas incorporan este aspecto, que comprende el uso de un marco detallado con indicadores relativos a las cuestiones de género. En colaboración con diversos asociados de las Naciones Unidas y ONG, la UNESCO continuó contribuyendo a la promoción de programas temáticos específicos en relación con las cuestiones de género, principalmente en las esferas de evaluación de movimientos de mujeres y movimientos feministas, inclusión social de las mujeres migrantes y acceso a la educación, vivienda y trabajo digno, violencia de género y seguridad de las mujeres migrantes, y presentación de informes sobre migración en que se tengan en cuenta dichas cuestiones. La Organización también siguió apoyando el acceso de las mujeres y las niñas al deporte y su empoderamiento a través de la educación física como medio para desarrollar cualidades personales fundamentales para la ciudadanía, tales como la tolerancia, la solidaridad, el respeto y la capacidad de liderazgo, y continuó ofreciendo vías de inclusión de los grupos de mujeres y niñas más vulnerables y marginados.

**II. Asociaciones, alianzas y recursos movilizados**

69. El Sector prosiguió sus esfuerzos encaminados a movilizar recursos de fuentes ajenas al presupuesto ordinario para la ejecución del programa obteniendo contribuciones en especie de varios asociados y de Estados Miembros como Azerbaiyán, Nigeria, Alemania, República de Corea y Malasia, así como una financiación en beneficio del donante (unos 31 millones de dólares) para proyectos ejecutados por la Oficina de Brasilia. El octavo Foro de la Juventud de la UNESCO contó con el apoyo de muchos asociados y patrocinadores, incluidos Estados Unidos, Kuwait, Finlandia, ISESCO, Japón, el Osato Research Institute (ORI), la Fundación Goi Peace, Airbus, y otras contribuciones en especie.

70. En el marco del Gran Programa III, el gasto final correspondiente al bienio 2012-2013 ascendió a 22 millones de dólares para el Programa Ordinario, comprendidos los gastos relativos a las consignaciones adicionales recibidas. Además de este gasto correspondiente al Programa Ordinario, se financiaron actividades por 45 millones de dólares con recursos extrapresupuestarios, de los cuales 1,6 millones de dólares con cargo al Fondo especial de emergencia. Esto ayudó a compensar la drástica reducción del presupuesto disponible para el Programa Ordinario con respecto al nivel de 29 millones de dólares previsto en el 36 C/5 Aprobado.

**Fuentes de financiación para la ejecución del programa (enero de 2012 - diciembre de 2013)**









**III. Tareas pendientes y enseñanzas para el futuro**

71. Durante la ejecución del Gran Programa III, el Sector tropezó con varias dificultades y pudo extraer algunas enseñanzas para el futuro, de las que cabe destacar las siguientes:






- Pese a una demanda cada vez mayor de aumento de capacidades en bioética, al programa le costó recaudar fondos significativos de fuentes extrapresupuestarias. Se siguen desplegando esfuerzos para encontrar nuevos donantes potencialmente interesados en la promoción de la ética de la ciencia y la tecnología, en especial la bioética;
- Garantizar la colaboración de todas las partes interesadas en el seguimiento de la Convención Internacional contra el Dopaje en el Deporte;
- Las cuestiones que atañen a la juventud y las respuestas a ellas en los países son muy complejas. La Estrategia operacional de la UNESCO sobre la juventud, aprobada por la Conferencia General en su 37ª reunión, ayudará a responder a la necesidad de una mayor colaboración entre distintos sectores y ministerios especializados;
- El programa sobre el cambio ambiental mundial generó un resultado clave: el Informe Mundial sobre las Ciencias Sociales 2013. Se definieron sinergias concretas entre la filosofía y las humanidades y las cuestiones sobre políticas, ciencias sociales y ética relativas a las dimensiones sociales y humanas del medio ambiente;
- En el ámbito de la inclusión social, los estudios de casos nacionales sobre el carácter integrador de las políticas centradas en las personas con discapacidades mostraron la existencia de una diversidad de sistemas en los distintos marcos jurídicos y políticos nacionales, lo cual requiere que los exámenes de políticas sean flexibles y apliquen un enfoque basado en los derechos humanos;
- La labor realizada por la COMEST y la amplia consulta a los Estados Miembros han dejado patente la necesidad de revisar la Recomendación de 1974 relativa a la Situación de los Investigadores Científicos.

**FONDOS ASIGNADOS Y GASTOS CORRESPONDIENTES AL PRESUPUESTO OPERACIONAL Y EVALUACIÓN GLOBAL DEL LOGRO DE LOS RESULTADOS, 2012-2013**

Gran Programa III	Fondos asignados al Programa Ordinario (en \$)	Gastos con cargo al Programa Ordinario (%)	Gastos extrapresupuestarios (en \$)	Auto-evaluación del logro de los resultados	Observaciones del sector (cuando la autoevaluación es superior o inferior a lo previsto)
<b>Total</b>	2 576 456	98	45 013 850		
Resultado esperado 1: Fortalecimiento en el plano nacional de la capacidad de los Estados Miembros de definir y afrontar los problemas bioéticos, teniéndose debidamente en cuenta los marcos adecuados relativos a los derechos humanos y la igualdad entre hombres y mujeres	298 779	100	207 053		
Resultado esperado 2: Promoción y aplicación de la Convención Internacional contra el Dopaje en el Deporte	140 000	98	1 048 806		
Resultado esperado 3: Mayor comprensión de las consecuencias de la inclusión social para la promoción de una cultura de paz que integre los derechos humanos y los principios democráticos	52 000	96	4 645 972		Debido a restricciones financieras, no se ejecutaron algunas de las actividades planificadas para este RE. Por ejemplo, el programa de enseñanza en línea sobre derechos humanos para incorporar un enfoque al respecto en las oficinas en el terreno no pudo impartirse como se había previsto inicialmente. En cambio, se centraron los esfuerzos en asegurarse que todas las actividades incluyeran el enfoque basado en los derechos humanos, en particular las distintas actividades en los países, para fomentar el vínculo entre la investigación y las políticas.
Resultado esperado 4: Fomento del cambio social propicio para una cultura de paz y no violencia mediante la innovación social impulsada por los jóvenes y la movilización de los jóvenes de ambos sexos al servicio de sus comunidades	741 536	99	30 064 351		
Resultado esperado 5: Aumento de las capacidades y la conciencia en los Estados Miembros y en el plano internacional para la elaboración, aplicación y supervisión de políticas que promuevan la inclusión social de todos los grupos de la sociedad, en especial los jóvenes, las mujeres, los inmigrantes y las personas discapacitadas	826 527	98	8 849 180		

Gran Programa III	Fondos asignados al Programa Ordinario (en \$)	Gastos con cargo al Programa Ordinario (%)	Gastos extrapresupuestarios (en \$)	Auto-evaluación del logro de los resultados	Observaciones del sector (cuando la autoevaluación es superior o inferior a lo previsto)
Resultado esperado 6: Contribución al establecimiento bien fundamentado de las prioridades internacionales sobre el cambio ambiental mundial y mejora de las respuestas estratégicas nacionales, haciendo hincapié en sus dimensiones sociales y humanas intrínsecas, y aprovechando las aportaciones de las ciencias sociales y humanas	517 614	97	198 488		Debido a los drásticos recortes de recursos, fue necesario limitar de manera importante los objetivos iniciales del programa, con lo que se afectó la consecución de algunas metas. Si bien se lograron algunos resultados clave, su alcance fue limitado. Por ejemplo, se redujo la importancia del plan para elaborar instrumentos y formular orientaciones pertinentes para prestar apoyo a las políticas nacionales de respuesta al cambio ambiental mundial, en particular en el terreno.

*Nota: La información presupuestaria abarca el presupuesto operacional del Programa Ordinario, el Fondo especial de emergencia y los recursos extrapresupuestarios que contribuyen al resultado esperado en el 36 C/5. Las cifras no comprenden el presupuesto operacional de los institutos de educación de categoría 1.*

 No se dispone de información todavía;  No responde a las expectativas;  Responde parcialmente a las expectativas;  Responde a las expectativas;  Supera las expectativas

## GRAN PROGRAMA IV: CULTURA

### I. Principales logros

72. Como respuesta tanto a la **situación financiera**, que ha dado lugar a una disminución del 76% del presupuesto ordinario (2012-2013), como a las instrucciones pertinentes de los órganos rectores, el Sector de Cultura concentró su labor en ámbitos programáticos esenciales con indiscutibles ventajas comparativas: i) puesta en práctica en el plano nacional de las convenciones relativas a la cultura; ii) refuerzo de iniciativas destinadas a ampliar el reconocimiento de la cultura como impulsora y facilitadora del desarrollo en el contexto de los debates para después de 2015; y iii) intervenciones para salvaguardar el patrimonio cultural en situaciones posteriores a conflictos. Otros ámbitos, tales como las lenguas en peligro de extinción, los museos y la educación artística, recibieron menos apoyo debido a esta concentración del programa y también a la falta de recursos extrapresupuestarios.

73. Por lo que se refiere a su **acción normativa**, el Sector de Cultura cumplió con todas sus obligaciones reglamentarias pese a las fuertes restricciones presupuestarias, gracias a los esfuerzos tenaces para reducir los costos asociados y racionalizar los servicios, y al apoyo recibido de fuentes extrapresupuestarias y del Fondo especial de emergencia. El Sector completó el establecimiento de mecanismos de gestión para todas las convenciones relativas a la cultura con la creación del Comité Subsidiario de la Convención de 1970 sobre tráfico ilícito. Los programas de fortalecimiento de capacidades y asistencia técnica se ampliaron en todo el mundo, y se dio prioridad a los destinados especialmente a África. En general, los informes periódicos presentados por los Estados Partes de conformidad con las diversas convenciones relativas a la cultura representaron un panorama alentador en términos de repercusión en el plano nacional, tanto con respecto a los profesionales e instituciones culturales como en lo tocante a la legislación. La celebración de los aniversarios de la Convención del Patrimonio Mundial de 1972 y de la Convención del Patrimonio Cultural Inmaterial de 2003 brindó la oportunidad de reflexionar sobre los logros *de facto* alcanzados, su relevancia para el desarrollo sostenible y los retos futuros conexos. Con respecto a este último aspecto, la evaluación de la labor normativa del Sector de Cultura de la UNESCO llevada a cabo por el Servicio de Supervisión Interna (IOS) en 2003 concluyó que la Convención del Patrimonio Cultural Inmaterial había ampliado considerablemente el discurso internacional sobre el patrimonio cultural. En general, el informe concluyó que el liderazgo mundial que ejerce la UNESCO en el ámbito normativo de la cultura cuenta con un amplio reconocimiento.

74. El bienio también se caracterizó por la labor intensa destinada a determinar el **papel que desempeña la cultura en el logro de un desarrollo sostenible**. Los esfuerzos desplegados se basaron en la experiencia y los datos emanados de actividades operacionales nacionales, en particular la aplicación de las convenciones relativas a la cultura y la conclusión satisfactoria de los 18 programas conjuntos del F-ODM. Asimismo, incluyeron una serie de eventos mundiales<sup>1</sup>, que dieron lugar a un mayor apoyo a dicho esfuerzo, comprendida la aprobación de la resolución 37 C/64 por parte de la Conferencia General. Entre otros pasos importantes que reforzaron el posicionamiento de la UNESCO, cabe mencionar los siguientes: i) la aprobación por parte de la Asamblea General de las Naciones Unidas de una tercera resolución<sup>2</sup>, en la que se establece un vínculo claro entre la cultura y los tres pilares del desarrollo sostenible y se pone de relieve la cultura como facilitadora e impulsora de la elaboración de la agenda para el desarrollo para después de 2015; y ii) la decisión del Grupo de las Naciones Unidas para el Desarrollo (GNUM) de incluir la cultura como uno de los ocho temas de las consultas nacionales de 2014.

<sup>1</sup> Congreso Internacional de Hangzhou “La cultura: clave para el desarrollo sostenible” (mayo de 2013); debate temático convocado por el Presidente de la Asamblea General de las Naciones Unidas (junio de 2013); examen ministerial anual del Consejo Económico y Social de las Naciones Unidas (ECOSOC) (julio de 2014); Informe sobre la economía creativa (noviembre de 2013); Foro mundial sobre la cultura, (Bali, noviembre de 2013).

<sup>2</sup> Véase A/C.2/68/L.69 en <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/cultdevL69.pdf>

75. A lo largo de los últimos dos años, el Sector de Cultura reforzó considerablemente su **compromiso con el sistema de las Naciones Unidas**, en particular en el contexto de la agenda para el desarrollo después de 2015 mediante una participación activa en todos los debates y procesos relevantes. Entre los ejemplos de especial importancia figuran la publicación con el PNUD de una edición especial del Informe sobre la Economía Creativa, la creación de un Equipo de Tareas del GNUD sobre Cultura y Desarrollo, y la firma de acuerdos sobre cooperación operacional con el Banco Mundial y la Organización Mundial de Turismo.

76. El bienio estuvo marcado por una intensificación de la labor de respuesta a las **consecuencias destructivas que tienen los conflictos y la inestabilidad social y política sobre el patrimonio cultural**, como en el caso de Egipto, Libia, Malí, Siria y Túnez. En Malí, las actividades de rehabilitación llevadas a cabo en Tombuctú dieron lugar a un aumento del reconocimiento del mandato de la UNESCO, incluso en el seno del sistema de las Naciones Unidas a través de la aprobación de diversas resoluciones del Consejo de Seguridad en las que se condenaban los ataques contra el patrimonio cultural y se destacaba explícitamente la necesidad de tener en cuenta su rehabilitación en la respuesta aportada por las Naciones Unidas. En cuanto a Siria, una reunión de expertos de alto nivel convocada por la Directora General con el Enviado Especial de las Naciones Unidas y la Liga Árabe intensificó la atención internacional que se presta a los daños a los bienes culturales y a su tráfico ilícito. Se inició la aplicación del Plan de acción de la UNESCO gracias a una contribución de 2,5 millones de euros de la Unión Europea (diciembre de 2013). Asimismo, se prestó apoyo a Egipto con miras a evitar el tráfico ilícito de bienes saqueados en el Museo de Malawi. En general, la acción emprendida durante el bienio aumentó el reconocimiento de la cultura como pilar central de la respuesta a los países afectados por conflictos o catástrofes, y confirmó el papel de liderazgo desempeñado por la UNESCO en este ámbito.

### **Prioridad global “África”**

77. **África** ocupó un lugar central en la labor del Sector de Cultura como principal beneficiaria del Fondo especial de emergencia<sup>3</sup>, que se destinó a programas de fortalecimiento de las capacidades sobre el terreno relativas a las convenciones de 1970, 1972, 2003 y 2005 y a actividades de salvaguardia llevadas a cabo en Malí, así como a la utilización pedagógica de la *Historia General de África* y al proyecto revisado La Ruta del Esclavo. Durante este periodo, aumentó la participación de las partes interesadas de África en los diversos mecanismos de las convenciones. En el ámbito del patrimonio cultural inmaterial, como resultado de la estrategia global de fortalecimiento de las capacidades, la región África registró el mayor número de candidaturas presentadas para el ciclo de 2013. Más de la mitad de los 48 proyectos financiados con cargo al Fondo Internacional para la Diversidad Cultural creado en virtud de la Convención de 2005 se llevaron a cabo en África. Los programas conjuntos del Fondo PNUD-España para el logro de los Objetivos de desarrollo del Milenio contribuyeron en gran medida a la integración de la cultura en las políticas nacionales de desarrollo de Etiopía, Mozambique, Namibia y Senegal. Este compromiso resultará fundamental para cumplir con las responsabilidades de la Organización en el contexto del Decenio Internacional de los Afrodescendientes (2013-2022), proclamado por la Asamblea General de las Naciones Unidas en 2013.

### **Prioridad global “Igualdad de género”**

78. El Sector de Cultura dio continuidad a su compromiso para con la **igualdad de género** mediante la inclusión de componentes que tienen en cuenta las cuestiones de género en la programación, el fortalecimiento de capacidades y los procesos estatutarios. Los 18 programas conjuntos del Fondo PNUD-España para el logro de los Objetivos de desarrollo del Milenio gestionados por la UNESCO incluyeron elementos relacionados con las cuestiones de género, y la igualdad de género constituyó una de las siete dimensiones de política de la Batería de

<sup>3</sup> Monto total del Fondo especial de emergencia asignado a África: 1.671.928 dólares estadounidenses (48% de la cuantía total asignada a las actividades de CLT).



Indicadores en Cultura para el Desarrollo. La igualdad de género figura también entre los criterios de selección del Fondo Internacional para la Promoción de la Cultura, recientemente revitalizado, y del Fondo Internacional para la Diversidad Cultural, creado en virtud de la Convención de 2005; asimismo, durante las reuniones reglamentarias se hizo cada vez más referencia a las cuestiones de género. Diversos Estados Miembros, oficinas fuera de la Sede, ONG, institutos de investigación y redes culturales han colaborado con el Sector de Cultura en el preparación del primer informe de la Organización sobre igualdad de género y cultura, que ofrecerá la primera base mundial de información objetiva para que hombres y mujeres tengan las mismas posibilidades de acceso y las mismas oportunidades para participar y contribuir a la vida cultural.

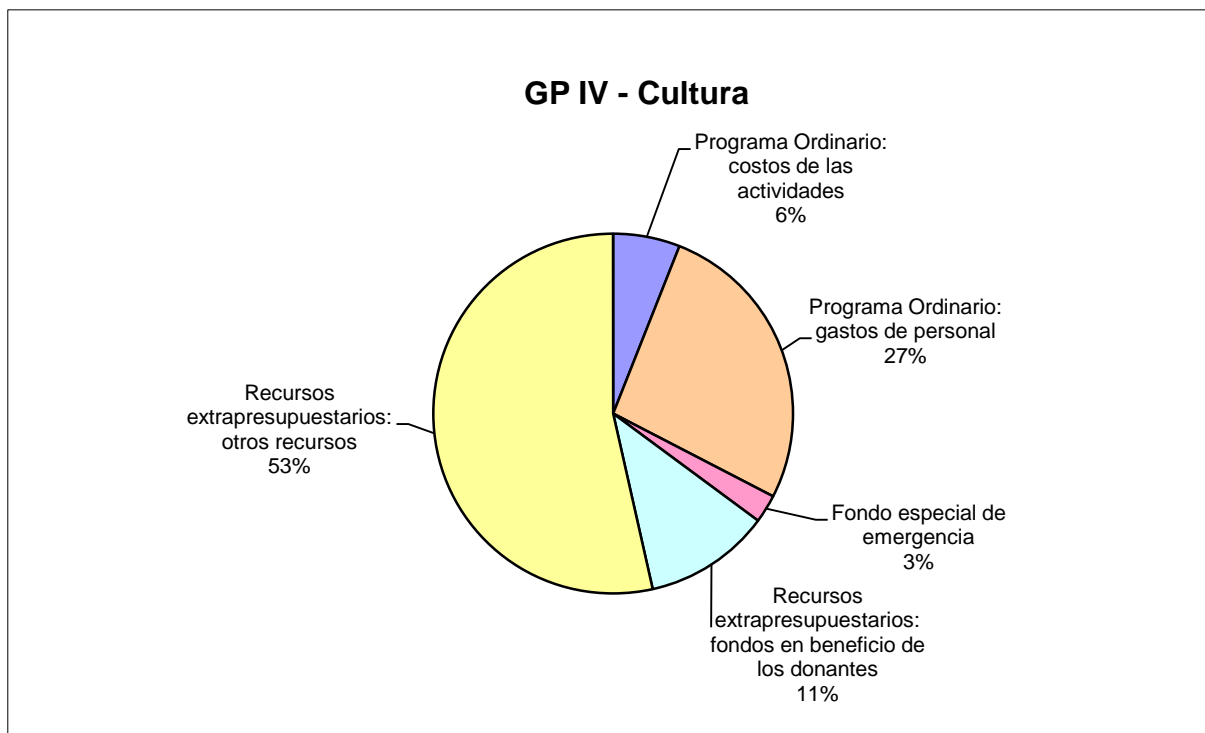
## II. Asociaciones, alianzas y recursos movilizados

79. Con respecto a la **movilización de fondos**, durante el bienio se recabaron más de 88 millones de dólares para reforzar la ejecución del Gran Programa IV. Concedieron asistencia financiera tanto donantes tradicionales como el sector privado, con arreglo al objetivo 9 de la Hoja de ruta para la ejecución del 36 C/5. Este apoyo permitió al Sector de Cultura reforzar su labor en todos sus ámbitos prioritarios: aplicación de las convenciones, protección del patrimonio cultural en situaciones de conflicto y posteriores a conflictos y elaboración de la agenda para el desarrollo después de 2015, así como los proyectos *Historia General de África* y *Ciudades Creativas*.

80. Durante el periodo examinado, las principales contribuciones recibidas, en particular para la esfera del patrimonio cultural y especialmente en el marco de la amplia cooperación con Iraq y Libia al respecto, fueron asignadas por Arabia Saudita, Bélgica (Flandes), República de Corea, España, Italia, Japón, Kuwait, Noruega y Suecia. La UNESCO también renovó su colaboración con Panasonic sobre el Patrimonio Mundial. La colaboración con varios municipios de China -comprendido Beijing, Shenzhen, Hangzhou, Shaoxing y Nanjing- así como con el sector privado, en particular el Grupo Wanda y Phoenix TV, permitió dar un nuevo impulso a la Red de Ciudades Creativas, el Programa sobre el patrimonio mundial y el turismo sostenible, la preparación de la Edición Especial del Informe sobre la Economía Creativa y el Congreso Internacional Hangzhou - La cultura: clave para el desarrollo sostenible.

81. En el marco del Gran Programa IV, el gasto final correspondiente al bienio 2012-2013 ascendió a 44 millones de dólares para el Programa Ordinario, comprendidos los gastos relativos a las consignaciones adicionales recibidas. Además de este gasto correspondiente al Programa Ordinario, se financiaron actividades por 90 millones de dólares con recursos extrapresupuestarios, de los cuales 3,4 millones de dólares con cargo al Fondo especial de emergencia. Esto ayudó a compensar la drástica reducción del presupuesto disponible para el Programa Ordinario con respecto al nivel de 52 millones de dólares previsto en el 36 C/5 Aprobado.

**Fuentes de financiación para la ejecución del programa  
(enero de 2012 - diciembre de 2013)**





















**III. Tareas pendientes y enseñanzas para el futuro**






82. El Sector de Cultura no ha escatimado esfuerzos para responder a las decisiones de los órganos rectores destinadas a garantizar la plena aplicación de las convenciones relativas a la cultura. Las dificultades presupuestarias del bienio 2012-2013 pusieron de relieve problemas inveterados relacionados con la sostenibilidad financiera del mecanismo reglamentario, como destacó la auditoría de los métodos del trabajo normativo llevada a cabo por el Servicio de Supervisión Interna (IOS) en 2013. La auditoría concluyó que el sistema, tal y como funciona actualmente, no es sostenible. Esta situación requiere que el Consejo Ejecutivo, los órganos rectores de las convenciones y la Secretaría trabajen mancomunadamente con miras a adoptar las medidas necesarias de reforma de la gobernanza, y así garantizar la credibilidad a largo plazo del marco normativo y proteger la función de liderazgo que ejerce la Organización en este importante ámbito.

83. Teniendo en cuenta los logros del último bienio con respecto al vínculo entre cultura y desarrollo, así como la resolución y las decisiones aprobadas por la Conferencia General y el Consejo Ejecutivo a este respecto, el apoyo de los Estados Miembros resultará incluso más crucial en 2014 si se quiere que la UNESCO aproveche plenamente los logros del bienio anterior y consiga incorporar la cultura en la agenda para el desarrollo después de 2015.






**FONDOS ASIGNADOS Y GASTOS CORRESPONDIENTES AL PRESUPUESTO OPERACIONAL Y EVALUACIÓN GLOBAL  
DEL LOGRO DE LOS RESULTADOS, 2012-2013**

Gran Programa IV	Fondos asignados al Programa Ordinario (en \$)	Gastos con cargo al Programa Ordinario (%)	Gastos extrapresupuestarios (en \$)	Auto-evaluación del logro de los resultados	Observaciones del sector (cuando la autoevaluación es superior o inferior a lo previsto)
<b>Total</b>	6 913 853	99	90 103 140		
Resultado esperado 1: Aplicación efectiva de la Convención del Patrimonio Mundial de 1972	1 204 640	100	8 111 966		
Resultado esperado 2: Aumento de la contribución de los bienes del patrimonio mundial al desarrollo sostenible	520 725	98	14 765 832		
Resultado esperado 3: Fortalecimiento de la protección y promoción del patrimonio cultural y natural, especialmente en África, en situaciones posteriores a conflictos o desastres, en Pequeños Estados Insulares en Desarrollo (PEID) y en los Países Menos Adelantados (PMA)	556 245	100	25 821 005		
Resultado esperado 4: Aumento de la protección de los bienes culturales mediante la aplicación efectiva de la Convención de 1954 y sus dos Protocolos	165 550	100	201 478		
Resultado esperado 5: Fomento de la aplicación efectiva de la Convención de 2001 e intensificación de la cooperación internacional para la preservación del patrimonio cultural subacuático	108 273	100	828 860		
Resultado esperado 6: Aplicación efectiva y reforzada de la Convención de 1970 y fortalecimiento de las medidas encaminadas a luchar contra la importación, la exportación y la transferencia de propiedad ilícitas de bienes culturales	803 729	99	956 979		Se registraron avances en todas las actividades planificadas; p. ej., el número de ratificaciones, las actividades de desarrollo de capacidades, la recaudación de fondos, así como la creación de mecanismos para la ejecución y la supervisión de la gestión.
Resultado esperado 7: Mejora de la salvaguardia del patrimonio cultural inmaterial mediante la aplicación efectiva de la Convención de 2003	112 000	100	1 064 981		
Resultado esperado 8: Fortalecimiento de la función de los órganos rectores de la Convención de 2003, en particular mediante la organización eficaz de las reuniones estatutarias	664 741	100	1 507 421		Se organizaron ocho reuniones reglamentarias de categoría 2 y seis consultas electrónicas de la Mesa del Comité; se prepararon más de 140 documentos de trabajo e información, y la 7ª reunión del Comité contó con más de 800 participantes (la mayor asistencia registrada hasta la fecha).
Resultado esperado 9: Fortalecimiento de las capacidades nacionales de los Estados Miembros en materia de salvaguardia, en particular en los países en desarrollo	393 000	100	7 655 491		
Resultado esperado 10: Aplicación efectiva de la Convención de 2005	373 700	98	2 928 494		Se examinaron 415 candidaturas al FIDC

Gran Programa IV	Fondos asignados al Programa Ordinario (en \$)	Gastos con cargo al Programa Ordinario (%)	Gastos extrapresupuestarios (en \$)	Auto-evaluación del logro de los resultados	Observaciones del sector (cuando la autoevaluación es superior o inferior a lo previsto)
					(expectativas: 150); se registraron 14 nuevas ratificaciones de las que el 31% correspondió a regiones subrepresentadas (expectativas: 10 %), y todas las reuniones reglamentarias y las sesiones de intercambios se celebraron de manera sumamente eficaz en relación con su costo.
Resultado esperado 11: Apoyo a las políticas, medidas y programas referentes a la Convención de 2005 y fortalecimiento de los mismos en los planos nacional, regional e internacional	224 548	100	2 734 547		
Resultado esperado 12: Selección, difusión e intercambio con los Estados partes en la Convención de 2005 de información y mejores prácticas sobre la protección y promoción de la diversidad de las expresiones culturales	110 000	99	71 886		
Resultado esperado 13: Promoción de la función de la cultura en el desarrollo sostenible por conducto de las industrias creativas y culturales y a través de iniciativas que estimulen proyectos conjuntos de promoción de la innovación, la producción y el intercambio culturales como vectores de crecimiento	295 738	99	2 509 451		Los 22 indicadores sobre la cultura para el desarrollo influenciaron la formulación de políticas en los países (p. ej., en Namibia y Camboya); 12 países probaron los indicadores (expectativas: 10), y se efectuaron 13 misiones de desarrollo de capacidades en los países (expectativas: 10), comprendidos 10 países de África (expectativas: 2).
Resultado esperado 14: Aclaración de los enfoques de la cultura y el desarrollo para orientar a los Estados Miembros y ayudarlos a formular políticas de desarrollo inclusivas	20 000	97	1 259 777		
Resultado esperado 15: Mejor integración en las políticas internacionales de desarrollo y en las actividades de programación conjunta por países de las Naciones Unidas de la función de la cultura en el desarrollo sostenible a fin de reforzar la inclusión social y la cohesión comunitaria, el desarrollo humano y el crecimiento económico	377 163	100	4 944 775		
Resultado esperado 16: Aumento de la contribución de las ciudades al desarrollo sostenible	40 955	100	583 216		Pese a los esfuerzos para movilizar recursos extrapresupuestarios, su insuficiencia dificultó la ejecución de algunas actividades, en particular los festivales artísticos en África.
Resultado esperado 17: Promoción de las actividades relativas al libro, la traducción y la artesanía	74 286	100	1 763 993		La carencia de recursos extrapresupuestarios impidió ejecutar algunas actividades, en particular las relativas al Index Translationum.
Resultado esperado 18: Fomento de la función social, económica y educativa de los museos como vectores del desarrollo sostenible y el diálogo intercultural y fortalecimiento de las capacidades en este ámbito, en particular en los países en desarrollo	241 347	99	5 153 964		

Gran Programa IV	Fondos asignados al Programa Ordinario (en \$)	Gastos con cargo al Programa Ordinario (%)	Gastos extrapresupuestarios (en \$)	Auto-evaluación del logro de los resultados	Observaciones del sector (cuando la autoevaluación es superior o inferior a lo previsto)
Resultado esperado 19: Promoción y protección de las lenguas autóctonas y las lenguas en peligro de extinción	0	N/A	1 696 801		Se iniciaron algunas actualizaciones del Atlas de las Lenguas del Mundo en Peligro en línea, pero debido a la carencia de fondos extrapresupuestarios esta actividad no fue tan amplia como se había previsto inicialmente.
Resultado esperado 20: Promoción del patrimonio como vector del diálogo, la cooperación y el entendimiento mutuo, especialmente en países que estén saliendo de un conflicto	10 000	100	2 636 044		Como este resultado dependía totalmente de la disponibilidad de fondos extrapresupuestarios, no se establecieron los grupos de trabajo previstos en todas las regiones.
Resultado esperado 21: Fortalecimiento de la promoción y el uso con fines pedagógicos de las historias generales y regionales publicadas por la UNESCO	75 035	100	1 519 747		
Resultado esperado 22: Enriquecimiento de los conocimientos sobre la trata de esclavos y la esclavitud y sobre la diáspora africana	90 847	99	272 624		
Resultado esperado 23: Mejora de las condiciones, las capacidades y las modalidades del diálogo intercultural y la cultura de paz en los planos local, nacional y regional	451 329	100	1 113 808		Programas como el Plan Arabia, y la iniciativa sobre Rabindranath Tagore, Pablo Neruda y Aimé Césaire, así como la formación artística, no se pudieron ejecutarse debido a la carencia de fondos extrapresupuestarios.

*Nota: La información presupuestaria abarca el presupuesto operacional del Programa Ordinario, el Fondo especial de emergencia y los recursos extrapresupuestarios que contribuyen al resultado esperado en el 36 C/5. Las cifras no comprenden el presupuesto operacional de los institutos de educación de categoría 1.*

 No se dispone de información todavía;  No responde a las expectativas;  Responde parcialmente a las expectativas;  Responde a las expectativas;  Supera las expectativas

## **GRAN PROGRAMA V: COMUNICACIÓN E INFORMACIÓN**

### **I. Principales logros**

84. Un compromiso renovado con miras a mejorar la eficiencia y la eficacia y a recaudar fondos extrapresupuestarios fue un elemento esencial de la estrategia del Sector de Comunicación e Información destinada a construir sociedades del conocimiento en el plano mundial. La aplicación de esta estrategia tuvo lugar en un contexto de restricciones financieras y escasez de recursos humanos debida al mantenimiento de puestos vacantes. Durante el bienio 2012-2013, el Sector consiguió recaudar unos 42 millones de dólares estadounidenses de fondos extrapresupuestarios.

#### ***Libertad de prensa y seguridad de los periodistas***

85. La función de liderazgo que ejerce la UNESCO en la promoción de la libertad de prensa quedó especialmente patente en el Plan de Acción de las Naciones Unidas sobre la Seguridad de los Periodistas y la Cuestión de la Impunidad. En 2013 se puso en marcha el Plan, con actividades aún en curso en cuatro países y asociaciones con una amplia gama de organismos de las Naciones Unidas y otros organismos, en el marco de la primera fase de su ejecución. El Sector también realizó una labor de sensibilización sobre la importancia de la libertad de prensa dirigiendo la celebración mundial del **Día Mundial de la Libertad de Prensa**, que en 2013 festejó su vigésimo aniversario. El Premio Mundial de Libertad de Prensa UNESCO-Guillermo Cano se concedió al periodista azerí Eynulla Fatullayev en 2012 y a la periodista etíope Reeyot Alemu en 2013.

#### ***Indicadores de Desarrollo Mediático***

86. Estos esfuerzos se completaron con un nuevo subconjunto de indicadores centrados en la seguridad de los periodistas, que se elaboraron en el marco del sistema de Indicadores de Desarrollo Mediático de la UNESCO, de conformidad con el mandato del Plan de Trabajo de la UNESCO sobre la Seguridad de los Periodistas y la Cuestión de la Impunidad aprobado en 2013. Los Indicadores de Desarrollo Mediático se emplearon para realizar evaluaciones completas de los contextos mediáticos nacionales en 20 países. Asimismo, la Organización respaldó diversos procesos democráticos en los países de la Primavera Árabe mediante proyectos de trabajo con periodistas, parlamentarios y fuerzas de seguridad de Túnez y refugiados sirios que viven en Jordania y el Líbano, y fortaleciendo las capacidades de periodistas en el Líbano en materia de cobertura periodística de elecciones.

#### ***Medios de comunicación independientes y pluralistas***

87. La Organización siguió respaldando el pluralismo y la independencia de los medios de comunicación, en particular a través del **Programa Internacional para el Desarrollo de la Comunicación (PIDC)**, que aprobó 3,2 millones de dólares para 148 proyectos en 75 países en desarrollo. Éstos y otros países también se beneficiaron del [“Plan modelo de estudios de periodismo: compendio de nuevos programas”](#), que se basa en los programas modelo de estudios de la UNESCO originales. Debido a la escasez de fondos, el examen de escuelas de periodismo africanas señaladas por la UNESCO como posibles centros de excelencia en estudios de periodismo se completó recurriendo a personal interno.

#### ***Día Mundial de la Radio y promoción de las radios comunitarias***

88. Durante las celebraciones del Día Mundial de la Radio, la importancia que reviste la radio en la construcción de sociedades del conocimiento se destacó de manera satisfactoria, con un presupuesto mínimo pero con amplia publicidad. El Día Mundial de la Radio fue proclamado por la Conferencia General en 2011 y respaldado por la Asamblea General de las Naciones Unidas en 2012. Asimismo, el hincapié que la UNESCO hace en la promoción de la radio como vector para el desarrollo económico y social conllevó la realización del proyecto sobre “Empoderar a las radios locales mediante las TIC”, encaminado a fortalecer las capacidades en materia de TIC de 32 emisoras de radio de toda África.

### ***Situación de la mujer y medios de comunicación, y competencias básicas en materia de información***

89. La UNESCO promovió además el pluralismo de los medios de comunicación liderando la labor sobre los indicadores relativos a la situación de la mujer en los medios de comunicación, en aplicación experimental en más de 20 países, y a través de la puesta en marcha de la Alianza Mundial sobre los medios de comunicación y el género, creada en 2013 en Bangkok por el Foro Mundial sobre Género y Medios. Asimismo, la elaboración de un marco de evaluación en materia de adquisición de competencias básicas sobre el mundo mediático y la información y la puesta en marcha de la alianza mundial para colaboraciones en ese mismo ámbito constituyeron logros que promovieron la participación de los ciudadanos en la sociedad de la información.

### ***Hacia sociedades del conocimiento***

90. La UNESCO logró avances significativos en el favorecimiento de la eliminación de obstáculos al acceso a la información y al conocimiento al acoger la primera reunión de examen decenal de la **Cumbre Mundial sobre la Sociedad de la Información (CMSI+10)**, "Hacia sociedades del conocimiento, por la paz y el desarrollo sostenible", organizada conjuntamente con la UIT, el PNUD y la UNCTAD (París, febrero de 2013), y al coordinar la aplicación de la Declaración Final de esa reunión, aprobada por consenso. Los esfuerzos por promover el desarrollo mediante el aprovechamiento del conocimiento también se tradujeron en la continua puesta en práctica de la estrategia sobre el **libre acceso** a la información científica, con, entre otras iniciativas, la organización de un foro sobre política regional en América Latina y el Caribe y el favorecimiento de un aumento del 7 por ciento en los repositorios y publicaciones periódicas de libre acceso.

91. Entre otros logros significativos acaecidos durante este bienio figura la celebración de una conferencia internacional sobre "Internet y las transformaciones socio-culturales en la sociedad de la información", organizada en el marco del **Programa Información para Todos (PIPT)**, y la definición del concepto de "universalidad de Internet".

### ***Las TIC al servicio del desarrollo***

92. Durante el bienio, el papel de liderazgo que ejerce la UNESCO en la promoción de la educación mediante las TIC se hizo notorio a través de la organización satisfactoria del Congreso Mundial sobre Recursos Educativos Abiertos 2012 y la adopción de la Declaración sobre Recursos Educativos Abiertos (REA). Ulteriormente, la Organización empezó a llevar a cabo actividades de continuación, incluida la concepción de políticas nacionales de REA y de materiales sobre los REA para la formación de docentes, en relación con el **Marco de competencias sobre las TIC para los docentes** de la UNESCO/COL, en 5 países. Esto se vio completado en 2012 por la presentación de la carpeta de material del Marco de competencias sobre las TIC para los docentes de la UNESCO/COL y por la publicación de "Un análisis comparativo de la integración de las TIC y la aptitud digital (*e-readiness*) en las escuelas de Egipto, Jordania, Omán, Palestina y Qatar". Además, dado que la inclusividad constituye un aspecto clave en las sociedades del conocimiento, la UNESCO dio a conocer dos publicaciones importantes que guiaron a los Estados Miembros en sus intentos de concebir y aplicar políticas en materia de TIC dirigidas a personas con discapacidades: un informe global titulado "Opening New Avenues for Empowerment: ICTs to Access Information and Knowledge for Persons with Disabilities" [Abrir nuevas sendas para el empoderamiento: acceso de personas con discapacidad a la información y al conocimiento mediante las TIC] y "Model Policy for Accessible ICTs in Support of Inclusive Education for the implementation of the United Nations Convention on the Rights of Persons with Disabilities" [Modelo de política para unas TIC accesibles en apoyo de una educación inclusiva para la aplicación de la Convención de las Naciones Unidas sobre los derechos de las personas con discapacidad].

93. Este compromiso para con la construcción de sociedades del conocimiento quedó respaldado por la asociación de la UNESCO con institutos y centros de categoría 2, incluido el Centro Regional de Tecnologías de la Información y Comunicación, establecido recientemente en

Bahréin y que aumentó el valor de la labor desempeñada por la Organización en la región árabe, en particular en el ámbito de la concepción de políticas de REA y el programa de estudios sobre las TIC para docentes (Marco de competencias sobre las TIC para los docentes). La Organización también progresó en la mejora de las relaciones con dichos centros con miras a mejorar la ejecución del programa y crear sinergias.

94. La UNESCO sigue siendo un participante clave en la Comisión de las Naciones Unidas de la banda ancha, de la que la Directora General desempeña las funciones de vicepresidencia.

### ***Memoria del Mundo y preservación digital***

95. Consciente del papel que desempeña el patrimonio documental en la promoción de una cultura de paz y la producción de conocimientos, la UNESCO organizó la conferencia internacional “Memoria del Mundo en la era digital: digitalización y preservación”, celebrada en 2012 en Vancouver (Canadá), y trabajó con los Estados Miembros en la aplicación de la Declaración de Vancouver, en la que se pide otorgar mayor importancia a la preservación digital. Durante el bienio, se puso de relieve la notoriedad del Programa Memoria del Mundo con 56 nuevas inscripciones en el Registro Internacional.

### ***Prioridad global “África”***

96. En diversos eventos destinados a promover la libertad de prensa y la seguridad de los periodistas, la UNESCO colaboró con la Unión Africana, el Parlamento Panafricano, el Relator Especial sobre la libertad de expresión y el acceso a la información en África, la Federación de periodistas africanos y la Iniciativa “African Media Initiative”. Se apoyó el pluralismo de los medios de comunicación en el continente africano a través del Programa Internacional para el Desarrollo de la Comunicación (PIDC), que financió docenas de iniciativas de fortalecimiento de las capacidades. Se reforzó la labor de apoyo a la participación ciudadana en los procesos de desarrollo mediante la aplicación experimental del programa de estudios relativo a la adquisición de competencias básicas sobre el mundo mediático y la información, y a través de la puesta en marcha de la alianza mundial para colaboraciones en ese mismo ámbito durante la conferencia internacional sobre adquisición de competencias básicas sobre el mundo mediático y la información, celebrada en Nigeria. Asimismo, con el apoyo de la Agencia Sueca de Cooperación Internacional para el Desarrollo (ASDI), se empoderó a 32 emisoras de radio comunitarias de Kenya, Lesotho, Namibia, República Democrática del Congo, Sudáfrica, Tanzania y Zambia para utilizar las TIC. Se mejoraron los procesos de enseñanza y aprendizaje mediante aplicaciones y contenidos de las TIC gracias a diversos instrumentos de desarrollo de conocimientos, tales como el Marco de competencias sobre las TIC para los docentes y las Directrices sobre los recursos educativos abiertos en la educación superior, que contaron con el apoyo del sector privado a través de asociaciones con la Fundación Hewlett (EE.UU.) y la Commonwealth of Learning (COL). El potencial de las TIC para facilitar el aprendizaje también quedó patente gracias a “La mujer en la historia de África: una herramienta de aprendizaje en línea”, con la que se elaboró y divulgó una plataforma de Internet con contenido multimedia en el que se destaca el papel de la mujer en la historia de África. Pese a las restricciones presupuestarias actuales, se establecieron colaboraciones estratégicas con asociados nacionales y redes ya existentes en la región África con miras a garantizar la ejecución y apropiación de estas actividades en el plano local.

### ***Prioridad global “Igualdad de género”***

97. A través de la ejecución de políticas y programas sobre recursos educativos abiertos, libre acceso y programas informáticos libres y de código fuente abierto, se abordó la cuestión del empoderamiento de las mujeres y niñas mediante un acceso a la información y al conocimiento centrado en las necesidades relativas específicamente a cuestiones de género, especialmente por medio del uso y desarrollo de las TIC. Se alentó a los Estados Miembros a elaborar estrategias para la preservación digital y la digitalización de conformidad con la Declaración de Vancouver. Las



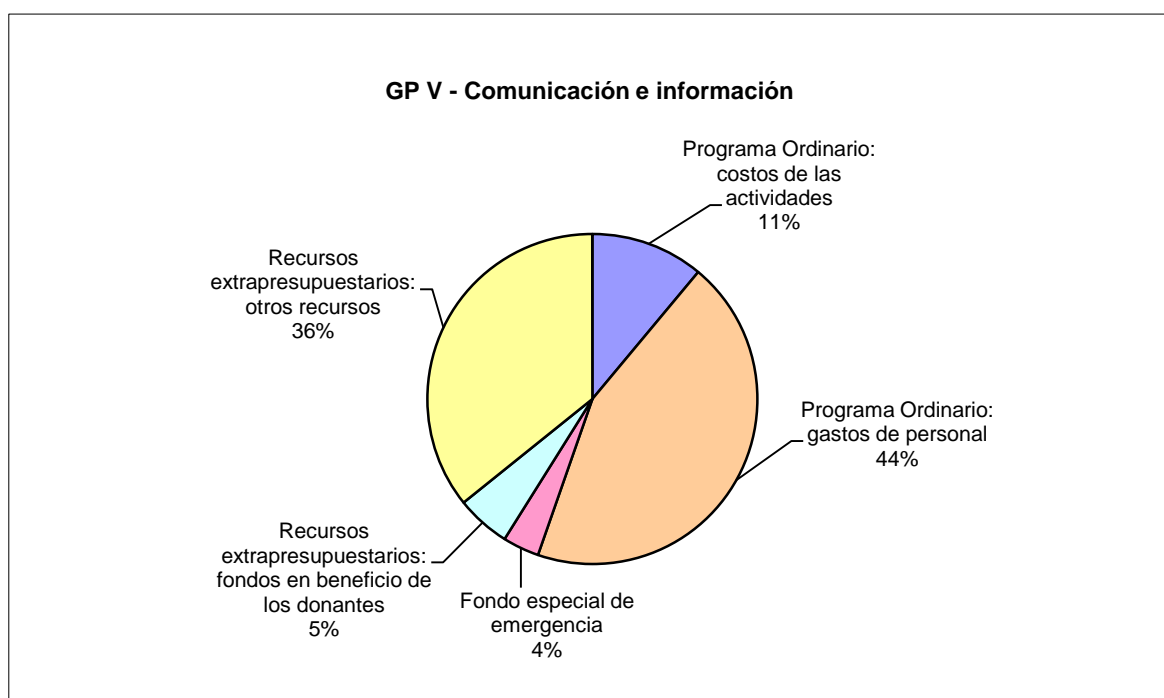
perspectivas de género también se hicieron notorias a través de la organización de sesiones dedicadas específicamente a cuestiones de género y una participación equilibrada de personas de ambos sexos en la primera reunión de examen decenal de la Cumbre Mundial sobre la Sociedad de la Información (CMSI+10) y en el Foro para la Gobernanza de Internet. La necesidad de igualdad de género en los medios de comunicación y a través de los mismos también fue una cuestión en la que se centró la labor de la UNESCO, y se promovió por medio de la iniciativa anual “Las mujeres hacen las noticias”, la aplicación de indicadores relativos a las cuestiones de género para los medios de comunicación, desarrollados en más de veinte países, y el Foro Mundial sobre Género y Medios, organizado en Bangkok en diciembre de 2013. Asimismo, se llevó a efecto de manera rigurosa el acopio de datos desglosados por sexos relativos a los beneficiarios de proyectos del Programa Internacional para el Desarrollo de la Comunicación (PIDC).

## II. Asociaciones, alianzas y recursos movilizados

98. El Sector de Comunicación e Información se dedicó a forjar alianzas con los sectores público y privado, así como con institutos y centros de categoría 2, a fin de facilitar y mejorar la ejecución del Gran Programa V. Las principales contribuciones comprendieron fondos asignados por Finlandia, (2.300.000 euros), Noruega y Suecia (2.800.000 dólares) para la libertad de expresión en los Estados Árabes, así como por Suecia (4.500.000 dólares) para los medios de comunicación comunitarios en África. Se movilizaron fuentes de financiación de las Naciones Unidas para desarrollar instituciones relativas a los medios de comunicación en Myanmar y radios comunitarias en Tanzania, respectivamente.

99. En el marco del Gran Programa V, el gasto final correspondiente al bienio 2012-2013 ascendió a 24 millones de dólares para el Programa Ordinario, comprendidos los gastos relativos a las consignaciones adicionales recibidas. Además de este gasto correspondiente al Programa Ordinario, se financiaron actividades por 19 millones de dólares con recursos extrapresupuestarios, de los cuales 1,5 millones de dólares con cargo al Fondo especial de emergencia. Esto ayudó a compensar la drástica reducción del presupuesto disponible para el Programa Ordinario con respecto al nivel de 32 millones de dólares previsto en el 36 C/5 Aprobado.

### Fuentes de financiación para la ejecución del programa (enero de 2012 - diciembre de 2013)











### III. Tareas pendientes y enseñanzas para el futuro


100. La ejecución del Gran Programa V se topó con diversos **problemas**. Los más destacables son los siguientes: i) susceptibilidades políticas derivadas de la promoción de la libertad de expresión de conformidad con el Artículo 19 (defensa de la libertad de expresión y de información) y de la complejidad que reviste la cuestión de la protección de la privacidad; ii) reducción de los recursos financieros destinados a la ejecución en el plano mundial de actividades programáticas de necesidad capital; iii) reducción de la capacidad, en términos de recursos humanos, de la que se dispone para obtener resultados, habida cuenta de la cantidad de puestos congelados que han representado una carga de trabajo adicional para el personal existente. Durante el último bienio, el Sector pudo recaudar fondos extrapresupuestarios considerables. La movilización de fondos extrapresupuestarios adicionales para proyectos en los que los gastos de personal se han incluido en los marcos presupuestarios ha permitido contar con personal adicional y ejecutar proyectos.

101. Una de las **enseñanzas** más importantes extraídas, en particular en tiempos de restricción de recursos humanos y financieros, es la importancia de establecer y reforzar asociaciones de colaboración con el sector privado, institutos de categoría 2 y ONG, que han demostrado ser fundamentales para ejecutar actividades de manera satisfactoria y alcanzar objetivos.






**FONDOS ASIGNADOS Y GASTOS CORRESPONDIENTES AL PRESUPUESTO OPERACIONAL Y EVALUACIÓN GLOBAL  
DEL LOGRO DE LOS RESULTADOS, 2012-2013**

Gran Programa V	Fondos asignados al Programa Ordinario (en \$)	Gastos con cargo al Programa Ordinario (%)	Gastos extrapresupuestarios (en \$)	Auto-evaluación del logro de los resultados	Observaciones del sector (cuando la autoevaluación es superior o inferior a lo previsto)
<b>Total</b>	3 632 220	99	19 097 520		
Resultado esperado 1: Mayor promoción e integración en las políticas de los Estados Miembros de la libertad de expresión, la libertad de información y la libertad de prensa, respeto de las correspondientes normas jurídicas, de seguridad, éticas y profesionales reconocidas en el plano internacional, mejora de la seguridad de los profesionales de los medios de comunicación y fortalecimiento de la lucha contra la impunidad	1 104 194	100	5 378 223		
Resultado esperado 2: Fortalecimiento del papel de los medios de comunicación para que contribuyan a una cultura de paz y a la gobernanza democrática	70 244	99	1 895 352		Todos los resultados se alcanzaron con un presupuesto muy limitado, gracias a las relaciones de colaboración establecidas con varias partes interesadas. La Red El poder de la paz se canceló debido a la falta de recursos financieros y humanos.
Resultado esperado 3: Aumento de las capacidades de los medios de comunicación para fomentar el diálogo y la reconciliación, contribuir a la reducción de los riesgos de desastres y suministrar información sobre asuntos humanitarios	112 032	99	251 811		
Resultado esperado 4: Apoyo a los Estados Miembros en el desarrollo de medios de comunicación libres, independientes y pluralistas que reflejen la diversidad de la sociedad	594 410	99	6 180 045		Las actividades sobre radios comunitarias respetaron los objetivos establecidos gracias a los fondos extrapresupuestarios recaudados durante el bienio y al Fondo especial de emergencia. Sin embargo, con recursos adicionales se habría podido ejecutar una mayor cantidad de tareas programáticas en esta esfera. Pese a obtenerse algunos resultados, las actividades sobre la comunicación para el desarrollo no alcanzaron los objetivos debido a la carencia de capacidades humanas y financieras.

Gran Programa V	Fondos asignados al Programa Ordinario (en \$)	Gastos con cargo al Programa Ordinario (%)	Gastos extrapresupuestarios (en \$)	Auto-evaluación del logro de los resultados	Observaciones del sector (cuando la autoevaluación es superior o inferior a lo previsto)
Resultado esperado 5: Aumento de las capacidades de los organismos de formación en medios de comunicación y periodismo para cumplir los criterios de excelencia establecidos con respecto a las competencias de los periodistas en materia de investigación y la inclusión de la perspectiva de género en los medios de comunicación	247 760	100	149 019		
Resultado esperado 6: Mejora de la alfabetización mediática e informacional para que los ciudadanos puedan ejercer plenamente su derecho a la libertad de expresión y de información, teniendo en cuenta las posibilidades de acceso y las necesidades de las mujeres y los hombres	134 144	100	717 228		El trabajo sobre la alfabetización mediática e informacional se vio impulsado debido a las relaciones de colaboración estratégicas establecidas con varios interesados en todo el mundo y que tuvieron un efecto multiplicador en los esfuerzos y actividades de la UNESCO. En la organización de las Semanas de la Alfabetización Mediática e Informacional y de Diálogo Intercultural, celebradas en 2012 y 2013, se involucró a un mayor número de jóvenes periodistas y especialistas de la información capacitados. Numerosos asociados consideraron que el plan de estudios sobre las competencias básicas en materia de medios de comunicación e información, ejecutado con recursos técnicos de la UNESCO, era un instrumento de utilidad y propusieron traducirlo gratuitamente a varios idiomas (griego, sueco, japonés y armenio). La Alianza mundial de asociados en la alfabetización mediática e informacional tuvo importantes repercusiones en más de 200 organizaciones que convinieron en reforzar la cooperación internacional al respecto.
Resultado esperado 7: Mayor repercusión de las actividades realizadas en las esferas de la educación, la ciencia y la cultura gracias a la aplicación de estrategias "Open Suite" que tengan en cuenta las cuestiones de género (acceso abierto, programas informáticos gratuitos y de código fuente abierto y recursos educativos abiertos) y a tecnologías de la información y la comunicación innovadoras	493 787	99	1 550 956		
Resultado esperado 8: Protección y digitalización del patrimonio documental mundial, aumento de las capacidades de los Estados Miembros a esos efectos, adopción de estrategias y principios para la preservación y digitalización, y fortalecimiento de los archivos y las bibliotecas como centros de enseñanza, aprendizaje e información	464 156	99	255 012		

Gran Programa V	Fondos asignados al Programa Ordinario (en \$)	Gastos con cargo al Programa Ordinario (%)	Gastos extrapresupuestarios (en \$)	Auto-evaluación del logro de los resultados	Observaciones del sector (cuando la autoevaluación es superior o inferior a lo previsto)
Resultado esperado 9: Posibilidad para los Estados Miembros de aplicar las decisiones de la Cumbre Mundial sobre la Sociedad de la Información (CMSI) y elaborar marcos normativos que tengan en cuenta las disparidades entre hombres y mujeres con miras a lograr el acceso universal a la información y reducir la brecha digital	411 491	100	2 719 874		

*Nota: La información presupuestaria abarca el presupuesto operacional del Programa Ordinario, el Fondo especial de emergencia y los recursos extrapresupuestarios que contribuyen al resultado esperado en el 36 C/5. Las cifras no comprenden el presupuesto operacional de los institutos de educación de categoría 1.*

 No se dispone de información todavía;  No responde a las expectativas;  Responde parcialmente a las expectativas;  Responde a las expectativas;  Supera las expectativas

## **Instituto de Estadística de la UNESCO (IEU)**

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102. Durante el bienio 2012-2013, el IEU ha buscado activamente nuevas fuentes de financiación para compensar la considerable reducción (un 24%) del total de sus ingresos generales. Aunque sigue siendo difícil conseguir concertar convenios plurianuales, el Instituto ha logrado firmar nuevos convenios con la Alianza Mundial para la Educación, la Fundación Hewlett y el Departamento para el Desarrollo Internacional (DFID) del Reino Unido. Además, el IEU está tratando de robustecer sus relaciones con donantes tradicionales, como los Gobiernos del Canadá, Dinamarca, Finlandia, Japón, Noruega y Suecia y, potencialmente, Australia.

### **I. Principales logros**

103. A pesar de las dificultades financieras, el Instituto siguió prestando sus servicios estadísticos básicos. Un hecho muy destacado es la labor resultante de la Comisión especial sobre métricas de los aprendizajes, reunida conjuntamente por el IEU y el Centro de Educación Universal de la Institución Brookings. Ante la intensificación del debate sobre la agenda para el desarrollo después de 2015, la Comisión especial ha ideado un marco para situar el aprendizaje en la agenda y efectuar un seguimiento del aprendizaje entre los niños y los jóvenes del mundo con el fin de alcanzar la calidad de la educación para todos. Se están celebrando conversaciones en torno a los próximos pasos de esta iniciativa. Concretamente, la comunidad internacional espera que el IEU asuma la dirección de la concepción de nuevos indicadores para supervisar los avances en el mundo de 2015 en adelante.

104. Dando la prioridad a los servicios principales, el IEU también siguió elaborando nuevos indicadores para reflejar más adecuadamente las principales cuestiones que en materia de políticas se plantean a los Estados Miembros. Se concedió especial prioridad al África subsahariana, donde a partir de una nueva encuesta regional se ha elaborado una serie de indicadores sobre las condiciones reinantes en las aulas -desde cuántas escuelas tienen electricidad, agua potable y servicios sanitarios separados para las niñas y los niños hasta en qué medida deben compartir los niños los libros de texto-. El IEU ha dado a conocer nuevos datos sobre cuántos adultos de América Latina y el Caribe vuelven a la escuela para terminar los estudios primarios o secundarios o para mejorar sus conocimientos de lectura, escritura y cálculo. En el terreno de las ciencias, el IEU ha puesto en marcha la primera recogida mundial de datos sobre la innovación, que se ha diseñado singularmente para que refleje los contextos de los países sea cual fuere la fase de desarrollo en que se encuentren.

105. Al tiempo que produce nuevos tipos de indicadores, el IEU también multiplica sus esfuerzos para mejorar la difusión de los datos entre diferentes públicos. Concretamente, ya está disponible una nueva versión de su Centro de datos en línea que ofrece una gama más amplia de funciones y productos para dar a conocer 'lo que hay detrás de los datos'. Todas esas actividades contribuyen al objetivo central de no limitarse a producir datos de calidad, sino además promover su utilización por los Estados Miembros y la comunidad internacional.

### ***Prioridad Global "África"***

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106. Una de las tareas más difíciles estriba en promover la utilización por los países de los datos del IEU para formular políticas eficaces en el África subsahariana. Para ello, el IEU ha concentrado su presencia sobre el terreno en oficinas regionales y oficinas multipaís en todo el continente. También se ha dado a los países africanos la prioridad en lo relativo a las oportunidades de formación y en todas las publicaciones del instituto se abordaron claramente las pertinentes cuestiones de política. Para mejorar la calidad y la difusión de los datos en la región, el IEU ha llevado a cabo las siguientes iniciativas:

- El IEU organizó una [recogida regional de datos](#) para producir una serie de indicadores sobre las condiciones reinantes en la enseñanza y las aulas. Los datos son fundamentales para los debates sobre cómo mejorar la calidad de la educación en la región y consisten en indicadores del número de alumnos por clase, la disponibilidad de libros de texto y la existencia en las escuelas de servicios básicos como agua potable, saneamiento y electricidad;
- Se han preparado evaluaciones de la calidad de los datos y análisis de la Clasificación Internacional Normalizada de la Educación (CINE) referentes a los países de la región;
- Se celebran regularmente talleres regionales y nacionales de capacitación en acopio de datos sobre educación, ciencia y cultura y se presta asistencia técnica en los países para mejorar la calidad y el empleo de los datos para formular políticas eficaces;
- La expansión de la iniciativa en materia de fortalecimiento de capacidades del IEU para mejorar la producción y la utilización de datos sobre la financiación de la educación, que se emplean para mejorar la formulación de políticas en los países y para hacer un seguimiento del compromiso en el mundo con la educación. La región también tiene la mayor población de [niños no escolarizados](#) del mundo. Para mejorar la formulación de políticas en este ámbito, el IEU, asociado al UNICEF, trabaja con nueve países de la región para identificar mejor a esos niños y llegar a ellos. Esta [iniciativa](#) requiere estrechas consultas con las autoridades nacionales para mejorar la calidad de la información estadística sobre esos niños, basada en datos de los hogares y administrativos;
- Se invitó a los interesados africanos a que hiciesen saber su opinión sobre las propuestas de la [Comisión especial sobre métricas de los aprendizajes](#) en una serie de reuniones organizadas por el IEU y sus asociados que se celebraron en Kenya, Senegal, Sudáfrica y Uganda;
- El IEU también apoya varios importantes proyectos regionales y nacionales (como planes del sector de la educación y evaluaciones de final del decenio de la EPT) en los que participan diversos asociados.

### **Prioridad Global “Igualdad entre mujeres y hombres”**

107. Las estadísticas del IEU se desglosan por sexos, siempre que es posible, y se calculan sistemáticamente indicadores basados en el género (como los índices de paridad) a partir de los resultados de la recopilación de datos internacionales que efectúa el Instituto en los campos de la educación, la ciencia y la tecnología, la cultura y la comunicación. Ejemplos específicos de la prioridad otorgada a la igualdad entre hombres y mujeres son los siguientes:

- La base de datos del IEU de estadísticas de la educación es la principal fuente de información utilizada para conocer las tendencias de [la educación y la alfabetización de las mujeres, las muchachas y las niñas](#); y la base de datos del IEU sobre ciencia y tecnología contiene indicadores específicos sobre el papel de [las mujeres en la las actividades de investigación y desarrollo](#) y se están elaborando nuevos indicadores para reflejar su papel en el proceso de innovación en países situados en todas las fases del desarrollo;
- Todas las publicaciones y todos los documentos de carácter estadístico del IEU contienen análisis de las diferencias sociosexuales y también se han producido informes específicos, como el [Atlas Mundial de la igualdad de género en la educación](#) y el [eAtlas](#) conexo, que se actualizará todos los años;

- El aumento de la utilización de los datos de las encuestas de hogares para examinar las correlaciones en la educación y la alfabetización entre el sexo, la riqueza de las familias y su ubicación; y también para identificar mejor a las niñas no escolarizadas por medio de la [iniciativa mundial](#) puesta en marcha por el IEU y el UNICEF;
- La elaboración de [nuevos indicadores regionales](#) que examinan las condiciones en las aulas que afrontan las niñas en el África subsahariana (por ejemplo, la existencia de servicios sanitarios separados, la de profesoras, etc.); y otros nuevos indicadores regionales que explicitan la participación de las mujeres en los programas de educación y alfabetización de adultos en América Latina y el Caribe;
- El IEU elaboró un instrumento/juego titulado [Género y Educación – En busca de la igualdad](#), diseñado para llegar a públicos más amplios, en particular estudiantes y docentes. En él, los usuarios crean una identidad propia para explorar las diferentes trayectorias educativas de las niñas y los niños de unos 200 países, promoviéndose así la concienciación respecto de las desigualdades entre los sexos.
- El IEU proporcionó datos sobre la educación de las niñas para la película *Girl Rising* y organizó varias proyecciones en sus locales de Montreal para estudiantes, investigadores, ONG y el público en general. Esas funciones facilitaron la creación de redes entre organizaciones locales, centradas en la igualdad entre hombres y mujeres y los derechos de la mujer, como Status of Women, Oxfam Canadá y CARE.
- Además, el IEU trabaja en estrecha colaboración con estadígrafos de los países para mejorar la calidad de esos datos en los planos nacional e internacional mediante talleres de capacitación. Se integran específicamente cuestiones que guardan relación con el género en la elaboración de nuevas clasificaciones y marcos, como el [Marco para estadísticas culturales](#).

## II. Recursos

108. Al tiempo que aplicó una serie de medidas de austeridad, el Instituto se vio obligado además a suspender ciertas actividades, como su encuesta de los medios de comunicación y el Observatorio de Resultados de Aprendizaje, para preservar recursos para sus servicios básicos. La tasa de gastos fue del 94% en 2012 y del 97% en 2013, habiendo ascendido los gastos correspondientes a los programas ordinarios y extrapresupuestarios del IEU a casi 12,1 millones y 11,2 millones de dólares respectivamente.

## III. Conclusión

109. El principal obstáculo que deben superar las actividades del IEU en esta esfera es el de las limitaciones de las oficinas nacionales de estadística. Muchos países, sobre todo los que tienen escasos recursos, no facilitan los datos desglosados por sexos necesarios para calcular indicadores comparables entre los países. El IEU coopera estrechamente con estadígrafos y asociados nacionales (comprendidas organizaciones regionales e internacionales) para mejorar la disponibilidad y la calidad de esos datos. Ahora bien, es importante reconocer el importante aumento de los recursos que se precisan para instaurar nuevas recopilaciones de datos y normas en los planos nacional e internacional.



## Dispositivos intersectoriales

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### Evaluación estratégica global

110. Los seis dispositivos intersectoriales realizados durante el bienio 2012-2013 fueron concebidos como una modalidad destinada a mejorar la calidad, la coherencia y la pertinencia del programa de la UNESCO y su ejecución. Ofrecieron un medio de lograr la “unidad de acción de la UNESCO” en los planos mundial, regional y nacional, trabajando allende las fronteras sectoriales, mediante estrategias acordadas conjuntamente, con miras a objetivos definidos de común acuerdo y resultados específicamente relacionados con los dispositivos. Esta colaboración permitió contar con actividades más centradas, que responden a necesidades claramente identificadas sobre el terreno, de conformidad con las prioridades nacionales y regionales. También aportó un nuevo impulso para concebir y probar enfoques, instrumentos y métodos de trabajo innovadores destinados a dar respuesta a los complejos retos de hoy en día, y fortaleció la colaboración entre los Sectores en la Sede y en las oficinas fuera de la Sede para concebir y ejecutar mancomunadamente proyectos y actividades.

111. Los proyectos realizados por los seis dispositivos intersectoriales y seleccionados para recibir financiación fueron evaluados tomando como base las orientaciones y criterios elaborados por la Oficina de Planificación Estratégica (BSP), entre los que figuraba su contribución a las dos prioridades globales (África e Igualdad de género). La Directora General aprobó la lista final de 55 proyectos intersectoriales por un total de 5,86 millones de dólares estadounidenses, la mayor parte de los cuales se destinó a actividades en los planos regional y nacional. El monto total incluía 2,9 millones de dólares del Programa Ordinario y unos 2,8 millones de dólares del Fondo especial de emergencia. Esto proporcionó financiación inicial para proyectos de los dispositivos intersectoriales y ayudó a recaudar recursos extrapresupuestarios adicionales. El gasto total de fondos extrapresupuestarios superó los 5 millones de dólares al 31 de diciembre de 2013.

112. Mientras que el **contexto financiero difícil** al que se enfrentó la Organización durante este bienio redujo considerablemente el alcance de las actividades programadas inicialmente previstas en el 36 C/5, los dispositivos intersectoriales brindaron un marco único para aunar los recursos disponibles con miras a alcanzar los objetivos del 36 C/5, a la vez que mejoraron la ejecución y las repercusiones de los proyectos. Asimismo, los dispositivos intersectoriales establecieron nuevas **asociaciones de colaboración y movilizaron recursos extrapresupuestarios, incluidos los asociados del sector privado**. Por ejemplo, el dispositivo sobre situaciones posteriores a conflictos y desastres recaudó un millón de dólares estadounidenses de Samsung en Vietnam; por su parte, el dedicado a una cultura de paz y no violencia movilizó 2,9 millones de dólares de Arabia Saudita mediante el “Programa Internacional Abdullah bin Abdul Aziz para una cultura de paz y el diálogo” para la primera fase de proyectos ejecutados este bienio. También se promovió la cooperación entre dispositivos intersectoriales, incluida la cofinanciación para la realización de una selección de proyectos, lo cual contribuyó a alcanzar de manera eficiente y eficaz en relación con el costo resultados fijados conjuntamente.

113. Se reforzó la cooperación con los organismos de las Naciones Unidas, así como con organizaciones regionales y nacionales. Por ejemplo, el dispositivo intersectorial sobre cambio climático propició la cooperación interinstitucional de las Naciones Unidas en materia de cambio climático, en particular en el contexto del marco de acción sobre el cambio climático definido por la Junta de los Jefes Ejecutivos del sistema de las Naciones Unidas, y el dispositivo sobre los PEID dirigió una asociación de colaboración interinstitucional con el UNICEF, el UNFPA, la OIT, la Secretaría de la Comunidad del Pacífico, la Secretaría del Foro de las Islas del Pacífico y la Comisión del Océano Índico, con el objeto de velar por que los jóvenes de los PEID sean parte integrante del proceso de preparación de la tercera Conferencia Internacional sobre los Pequeños Estados Insulares en Desarrollo, que se celebrará en 2014. Algunas de las actividades de los dispositivos intersectoriales también se llevaron a cabo como actividades de la iniciativa “Unidos en la acción” en el plano nacional. Asimismo, se reforzó la cooperación bilateral con los Estados Miembros.

114. Los dispositivos intersectoriales aumentaron la notoriedad de la labor de la UNESCO en ámbitos estratégicos, promovieron el intercambio de información mediante la realización de campañas mediáticas y herramientas de comunicación pertinentes, y contribuyeron a fortalecer el papel de liderazgo de la UNESCO en el sistema de las Naciones Unidas sobre cuestiones de importancia estratégica.

### ***Dispositivo intersectorial sobre promoción de una cultura de paz y no violencia***

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115. El Programa de Acción sobre una cultura de paz y no violencia, aprobado por la Conferencia General en su 36ª reunión, se utilizó como estructura interdisciplinaria para diseñar y poner a prueba enfoques y métodos de trabajo innovadores que mejoraron considerablemente la capacidad de la UNESCO para responder a su razón de ser: “erigir los baluartes de la paz en la mente de los hombres y las mujeres” de manera más tangible e integral, mediante el dispositivo intersectorial sobre una cultura de paz y no violencia, dirigido por la Oficina Planificación Estratégica (BSP).

116. Los 17 proyectos realizados por el dispositivo intersectorial permitieron una cobertura mundial, con actividades estratégicas que beneficiaron a África, los Estados Árabes, Asia y el Pacífico, América Latina y el Caribe y Europa. Se apoyó a los Estados Miembros en el desarrollo de recursos y políticas nacionales para una mejor integración y promoción de los principios y valores de la paz y la no violencia en la educación formal y no formal, dando prioridad a África. La labor se siguió orientando a los jóvenes mediante el fortalecimiento de las capacidades vinculadas al compromiso cívico, especialmente en el contexto de la “Primavera Árabe” (Egipto y Túnez), a la participación democrática en elecciones libres y justas en África (Burundi, Liberia y Sierra Leona), y a la lucha contra la violencia en las escuelas en América Latina y el Caribe. Se reforzó el papel de los medios de comunicación y las TIC como elementos que impulsan el diálogo intercultural y la reconciliación (Sudán del Sur y Uganda). La diplomacia cultural promovió el patrimonio y la creatividad contemporánea, a la vez que trabajó en pro de la reconciliación y la paz en Europa sudoriental.

117. Se movilizaron recursos extrapresupuestarios y se crearon nuevas asociaciones de colaboración. Por ejemplo, 10 proyectos del “Programa Internacional Abdullah bin Abdul Aziz para una Cultura de Paz y el Diálogo” contaron con financiación de Arabia Saudita para su primera fase de ejecución (2,95 millones de dólares estadounidenses), que incorporó en los planos mundial y regional iniciativas centradas en la paz y el diálogo. Se intensificó la cooperación en este ámbito con asociados tradicionales, como la Alianza de Civilizaciones, así como con nuevas partes interesadas, como el Centro Internacional Rey Abdullah Bin Abdulaziz para el Diálogo Interreligioso e Intercultural.

118. Mediante la cooperación interinstitucional se fortaleció el papel de liderazgo que desempeña la UNESCO en el seno del sistema de las Naciones Unidas. Algunos proyectos se ejecutaron en el marco de la iniciativa “Unidos en la acción” en el plano nacional, lo cual reforzó la presencia y eficacia de la Organización en los planos regional y nacional. Se incluyen, entre otras, las iniciativas de lucha contra la violencia de género en Asia y el Pacífico, donde la UNESCO dirigió actividades interinstitucionales de las Naciones Unidas encaminadas a desarrollar redes y herramientas de concienciación pertinentes; también se incluye el hacer valer el poder intangible (*soft power*) de la UNESCO para promover “una cultura de paz en Nigeria por medio del diálogo intercultural y la educación”, con el apoyo del Equipo Especial sobre la Ejecución de la Lucha contra el Terrorismo de las Naciones Unidas. Se proclamó el Decenio Internacional de acercamiento de las culturas (2013-2022), con la UNESCO como organismo líder. Proporciona un nuevo camino para trazar el rumbo futuro en pro del entendimiento mutuo, el diálogo y la paz. El proyecto de Plan de acción, que se presentará ante el Consejo Ejecutivo en su 194ª reunión, inspirará nuevos compromisos en los planos nacional, regional y mundial.

### ***Dispositivo intersectorial sobre la contribución de la UNESCO a la atenuación del cambio climático y la adaptación al mismo***

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119. El dispositivo sobre cambio climático cumplió cuatro funciones principales: promoción de la cooperación intersectorial y el intercambio de información, incluido entre la Sede y las oficinas fuera de la Sede; concepción, elaboración y ejecución de proyectos, presentación de informes y recaudación de fondos; cooperación interinstitucional de las Naciones Unidas, incluida la de apoyo a la Convención Marco de las Naciones Unidas sobre el Cambio Climático (CMCCNU); y labores de divulgación. El dispositivo asignó financiación a 10 proyectos, que contribuyeron a uno o varios de los cuatro resultados esperados definidos para este dispositivo, incluidas las prioridades globales.

120. Asimismo, el dispositivo sobre cambio climático procuró financiación extrapresupuestaria y asociaciones de colaboración. Por ejemplo, se consiguieron 139.500 dólares estadounidenses mediante financiación extrapresupuestaria de Dinamarca para un proyecto del dispositivo sobre cambio climático relativo a la educación sobre el cambio climático en los PEID.

121. En relación con el resultado esperado nº 1, tres actividades del dispositivo sobre cambio climático reforzaron la base de conocimientos sobre el clima mediante la colaboración entre el PHI, la COI, el Programa MAB y el Programa MOST. Un buen ejemplo de ello fue el proyecto sobre Efectos del cambio climático en las principales regiones montañosas del mundo: red multidisciplinaria para estrategias de adaptación (África, Asia, América Latina y Europa). El establecimiento del Foro sobre resiliencia y adaptación al cambio climático (resultado esperado nº 2) llevó a la organización del primer Foro regional, celebrado en Trinidad y Tobago (mayo de 2013) conjuntamente con un taller del Marco Mundial para los Servicios Climáticos para el Caribe. Con respecto al resultado esperado nº 3, diversos proyectos reforzaron la labor de la UNESCO en materia de sensibilización y educación sobre el cambio climático por medio de la formación de docentes y periodistas y la elaboración de materiales de formación y de orientación centrados en los PEID y en África, así como mediante la creación del Centro subregional para la formación en materia de liderazgo en cambio climático para la región del MERCOSUR. En cuanto al resultado esperado nº 4, se realizaron avances sustanciales en el establecimiento de un observatorio sobre aplicaciones y uso sostenible de las fuentes de energía renovables en sitios de la UNESCO (reservas de biosfera y sitios del patrimonio mundial) a través del proyecto “Futuros de Energías Renovables para los Sitios de la UNESCO” (Renforus).

122. El dispositivo sobre cambio climático ha efectivamente promovido el papel de la UNESCO en el sistema de las Naciones Unidas, en particular en el contexto del marco de acción sobre el cambio climático definido por la Junta de los Jefes Ejecutivos del sistema de las Naciones Unidas, en virtud del cual la UNESCO desempeñaba la función de coorganizadora en lo tocante a diversos ámbitos transversales definidos para la cooperación interinstitucional de las Naciones Unidas en materia de cambio climático.

### ***Dispositivo intersectorial sobre la contribución de la UNESCO a la lucha contra el VIH y el SIDA***

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123. El dispositivo intersectorial de la UNESCO sobre el VIH y el SIDA procuró hacer una contribución intersectorial y multidisciplinaria a la respuesta mundial al SIDA, con miras a promover un acceso universal a programas integrados de prevención, tratamiento, atención y apoyo en relación con el VIH que tengan en cuenta las cuestiones de género, de conformidad con la prioridad global sobre igualdad de género. Asimismo, se dio prioridad a la región África para aumentar el conocimiento del VIH y mejorar la salud relativa al mismo, en consonancia con la prioridad global “África”. La primera labor trató de reforzar las medidas adoptadas por los Estados Miembros con respecto al VIH/SIDA en poblaciones clave mediante apoyo técnico y, en particular, a través de la elaboración de un programa de formación encaminado a intensificar la labor llevada a cabo con poblaciones clave de adolescentes y jóvenes con mayor riesgo de exposición al VIH. La segunda labor procuró prestar apoyo a la concepción y realización de “aulas virtuales”, un

recurso y entorno de aprendizaje basado en las TIC, con componentes de la web, de medios de comunicación social y telefonía móvil orientados a incrementar los conocimientos, las competencias y los valores relacionados con la educación sexual y el VIH entre los jóvenes.

124. Las actividades de este dispositivo intersectorial ya han arrojado resultados excelentes en los planos nacional y mundial. La primera labor del dispositivo dio como fruto una mejor comprensión del carácter multisectorial que reviste el trabajo con poblaciones clave, y preparó el terreno para futuras iniciativas conjuntas con organismos de las Naciones Unidas y ONG. Además, mediante esta labor, todo el personal de la UNESCO que trabaja en cuestiones relativas al VIH en las cuatro regiones (que abarcan más de 70 países de todo el mundo) adquirió competencias fundamentales para una programación eficaz sobre poblaciones clave, tal y como demuestra la calidad de los planes de trabajo del bienio 2014-2015.

125. Como resultado de la segunda labor emprendida por este dispositivo intersectorial, la inversión realizada en cada país en investigación, formación y asociaciones de colaboración llevó a establecer una infraestructura concreta que permitió que la UNESCO aprovechara sus capacidades únicas en materia de comunicación, cultura y educación para utilizar la tecnología en aras de la promoción del desarrollo social, la salud y el conocimiento. Estas actividades se llevaron a cabo en cuatro países: China, Jamaica, Federación de Rusia y Zimbabwe. En China, se empoderó a 198 millones de personas, capaces ahora de tomar decisiones importantes sobre su salud sexual y reproductiva al poder acceder a información multimedia sobre esta cuestión gracias a la asociación de colaboración con el motor de búsqueda chino Baidu. Se responde a miles de preguntas sobre salud sexual y el VIH planteadas por los usuarios, y se emplean enfoques creativos para alentar a los jóvenes a participar en los debates. En Zimbabwe, 10.000 estudiantes universitarios están recibiendo información, datos y mensajes de incentivo sobre salud sexual y el VIH gracias a la asociación de colaboración establecida con dos ONG para dotar a los programas de salud de capacidad de envío de mensajes de texto (SMS) interactivos.

126. Proyectos extrapresupuestarios: se adoptó un proceso colaborativo de planificación del trabajo para la principal asignación de créditos de la UNESCO para 2012-2013 de 12,4 millones de dólares estadounidenses dentro del Marco Unificado de Presupuesto, Resultados y Rendición de Cuentas (UBRAF) de ONUSIDA. Este proceso dio como fruto la elaboración de programas en los planos regional y nacional que aprovechan las competencias de numerosos sectores para contribuir a la respuesta de la UNESCO.

127. Los diversos sectores y oficinas fuera de la Sede de la UNESCO trabajaron conjuntamente y emprendieron todas las actividades previstas. Existen oportunidades considerables de ampliar estas actividades en 2014-2017 y se están desplegando esfuerzos con el objeto de encontrar posibles fuentes de financiación para respaldar esta labor.

### ***Dispositivo intersectorial de apoyo de la UNESCO a los países en situaciones posteriores a conflictos y desastres***

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128. El dispositivo intersectorial de apoyo de la UNESCO a los países en situaciones posteriores a conflictos y desastres -en el que participan todos los sectores del programa, los servicios centrales y las oficinas fuera de la Sede pertinentes- se reunió periódicamente para ocuparse de la coordinación inmediata de las respuestas ante las crisis, así como de la coherencia estratégica en la preparación frente a las crisis, la prevención de los conflictos, la reducción de los riesgos de desastre y la consolidación de la paz. A pesar de las dificultades financieras, durante el bienio correspondiente al 36 C/5 el dispositivo coordinó satisfactoriamente la prestación de una asistencia significativa a varios Estados Miembros afectados por crisis mediante 8 proyectos.

129. Los principales logros son los siguientes:

- respuesta inmediata ante la crisis tras el paso del tifón Haiyan/Yolanda por Filipinas. La UNESCO envió a las zonas afectadas 12 misiones de expertos para realizar evaluaciones urgentes de las necesidades, y respaldó los mecanismos de coordinación de las intervenciones en situaciones posteriores a crisis, incluido el Plan de respuesta estratégica de la Oficina de Coordinación de Asuntos Humanitarios de las Naciones Unidas (OCHA) y la Evaluación de daños y pérdidas del Banco Mundial. La Organización creó una oficina temporal en Manila, bajo los auspicios de la Oficina Regional de Ciencia de Yakarta;
- se estableció la oficina de proyectos de Trípoli (Libia), se le prestó apoyo y se garantizó su sostenibilidad mediante la cofinanciación de los gastos con el Gobierno de Libia. La oficina llevó adelante diversos proyectos en las esferas de protección del patrimonio cultural, planificación y gestión educativa, formación técnica y profesional, y libertad de prensa;
- se prestó apoyo a las operaciones de la UNESCO en la oficina de proyectos de Yangón con el fin de abordar de mejor manera la transición de Myanmar a la democracia y el desarrollo, lo que comprende los cometidos fundamentales de la Organización en las esferas de la educación, la comunicación, la reducción de riesgos de desastre, la cultura y el patrimonio, y la consolidación de la paz;
- se brindó apoyo a las operaciones en Somalia y se fortaleció la coordinación de las actividades en situaciones posteriores a conflictos y desastres en África oriental, lo que favoreció la eficacia de las contribuciones a los mecanismos pertinentes de las Naciones Unidas de coordinación posterior a las crisis y las evaluaciones conjuntas de las necesidades;
- se posibilitó la ampliación de las operaciones de la UNESCO en Gaza, en respuesta al aumento de la violencia registrado en noviembre de 2012. Las actividades incluyeron la evaluación rápida de los daños ocasionados a las instituciones de educación superior, la elaboración de planes de emergencia en las escuelas, actividades de apoyo psicosocial, y un conjunto de medidas integradas sobre movilización y desarrollo de las capacidades en las comunidades;
- en junio de 2013 se prestó apoyo a la misión de evaluación técnica enviada a Timbuktú para determinar el grado del daño ocasionado al patrimonio cultural de Malí y perfeccionar el plan de acción conexo;
- se mejoró la cohesión social mediante la educación y el acceso a la información en las zonas de Khyber-Pakhtunkhwa (KPK) afectadas por conflictos y en las zonas fronterizas entre Pakistán y Afganistán;
- se formó a las fuerzas de seguridad tunecinas en libertad de expresión, libertad de prensa y seguridad de los periodistas para promover los valores democráticos;
- se impartió enseñanza a las chicas jóvenes de los países de la Unión del Río Mano (Côte d'Ivoire, Liberia y Sierra Leona);
- se reforzó la capacidad intersectorial para contar con una preparación y una respuesta integradas ante desastres naturales en Vietnam, y responder al cambio climático mediante un plan de acción comunitario;

- se prestó apoyo a la oficina de la UNESCO en Juba (Sudán del Sur) para que participara eficazmente en el proceso de desmovilización, desarme y reintegración. En el marco de este proceso, la Organización está atendiendo las necesidades de los excombatientes y brindándoles educación y formación técnica y profesional;
- se estableció la oficina de proyectos en la ciudad de Túnez (Túnez) y se le prestó apoyo. Esta oficina ejecutó proyectos en las esferas de la libertad de expresión, la calidad de la educación y la protección del patrimonio cultural, y desempeñó un papel importante en la defensa de la libertad de expresión y el derecho al acceso a la información, derechos consagrados en la Constitución.

130. Se obtuvo financiación extrapresupuestaria para los proyectos financiados y coordinados por el dispositivo de apoyo a los países en situaciones posteriores a conflictos y desastres, incluida la proveniente de asociados del sector privado tales como Samsung, que contribuyó con un millón de dólares estadounidenses a un proyecto de este dispositivo llevado a cabo en Viet Nam.

131. Si bien la mayor parte de los objetivos y resultados del dispositivo de apoyo a los países en situaciones posteriores a conflictos y desastres se alcanzó, la situación financiera afectó negativamente el resultado vinculado a la formación del personal de la UNESCO en relación con el mecanismo de respuesta y la estrategia de dicho apoyo. En el bienio anterior, alrededor de 120 miembros del personal existente tomaron un curso de tres días y medio sobre el apoyo a los países en situaciones posteriores a conflictos y desastres. Sin embargo, a fin de reducir costos, durante el bienio 2012-2013 no se organizaron nuevos cursos. Como medida de mitigación, la UNESCO reforzó su base de conocimientos en la intranet sobre el apoyo a los países en situaciones posteriores a conflictos y desastres; en estos momentos cuenta con 400 miembros registrados y aproximadamente 1.000 documentos y materiales relacionados con el apoyo a estos países, que se utilizan para ofrecer orientación a los colegas que trabajan en las actividades de respuesta posterior a las crisis.

132. El dispositivo intersectorial de apoyo de la UNESCO a los países en situaciones posteriores a conflictos y desastres contribuyó a la realización de las dos prioridades globales de la Organización. En cuanto a la prioridad global “África”, en estrecha colaboración con el dispositivo sobre dicha prioridad, el dispositivo intersectorial financió y supervisó la ejecución de una serie de proyectos que benefician a Estados Miembros africanos, entre ellos, Côte d’Ivoire, Kenya, Liberia, Namibia, Sierra Leona, Somalia, Sudán del Sur y Uganda. Los 40 proyectos presentados al dispositivo fueron evaluados en función de su contribución a la otra prioridad global, “Igualdad entre hombres y mujeres”.

***Dispositivo intersectorial sobre la contribución de la UNESCO a la Estrategia de Mauricio para la ejecución ulterior del Programa de Acción para el Desarrollo Sostenible de los Pequeños Estados Insulares en Desarrollo (PEID) (Barbados, 1994)***

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133. El dispositivo sobre los PEID contribuyó al avance de la aplicación de la Estrategia de Mauricio y participó en los preparativos interinstitucionales del inminente Año Internacional de los PEID y la Tercera Conferencia Internacional sobre PEID (Samoa, septiembre de 2014). El librito “Islas del futuro: fortalecer la resiliencia en un mundo cambiante” (noviembre de 2013) destaca las principales actividades llevadas a cabo para los PEID.

134. El dispositivo movilizó actividades de toda la Organización en beneficio de los PEID y llevó adelante 7 proyectos intersectoriales. Con el objeto de fortalecer la resiliencia de las islas ante el cambio (resultado esperado nº 1), se organizó un taller sobre el empleo de datos satelitales para apoyar la adopción de decisiones nacionales en materia de medio ambiente y cambio climático en el Caribe que reunió unos 40 participantes de siete países (Kingston, diciembre de 2013). Durante la preparación del Año Internacional de los PEID, la UNESCO llevó adelante la iniciativa interinstitucional “Mi mundo, mi PEID”, que dio cabida a los jóvenes de las islas, sus declaraciones

y recomendaciones, en los procesos preparatorios regionales e interregionales de la Conferencia de Samoa.

135. Asimismo, se fortaleció a los PEID mediante la salvaguardia del patrimonio cultural y natural (resultado esperado nº 2). La Conferencia Interministerial y de Expertos en Reservas de Biosfera en el Caribe, celebrada en San Kitts y Nevis en marzo de 2013, aprobó un plan de acción en el que figura el compromiso de reforzar la red de reservas de biosfera en los PEID del Caribe. Tras la reunión de expertos en medicina tradicional de los PEID del océano Índico celebrada en las Seychelles en febrero de 2013, se emprendieron proyectos a pequeña escala en las Comoras, Madagascar e Isla Mauricio y se estableció una red subregional encaminada a estrechar lazos entre los distintos PEID, sensibilizar y elaborar directrices para la práctica de la medicina tradicional. Este proyecto hizo hincapié en la inclusión social y económica de la mujer, al igual que el proyecto llevado a cabo en Timor-Leste sobre patrimonio natural y cultural como base para la erradicación de la pobreza y el empoderamiento.

136. Con miras a multiplicar las oportunidades educativas, económicas y para ganarse la vida en los PEID (resultado esperado nº 3), en el Caribe se llevaron a cabo satisfactoriamente actividades de fortalecimiento de las capacidades en materia de recursos educativos abiertos, libre acceso a la información científica y programas informáticos libres y de código fuente abierto, y se analizaron las posibilidades de que 17 países del Caribe incorporen programas informáticos libres y de código fuente abierto, fuentes libres y datos libres en sus estrategias y marcos nacionales en materia de información.

137. Como respuesta a la demanda de material pedagógico adaptado a los contextos socioculturales y lingüísticos de los PEID del Pacífico, la UNESCO elaboró con el Ministerio de Educación de las Islas Cook un recurso pedagógico que facilita el uso en las aulas de “La canoa es el pueblo”, un recurso interactivo de la UNESCO sobre la navegación indígena; en cooperación con el Gobierno de las Islas Salomón, realizó un manual para docentes con planes de estudio en lengua marovo basados en los conocimientos indígenas sobre arrecifes y selvas tropicales; y con el Ministerio de Educación de Vanuatu, elaboró material pedagógico sobre el sitio del Patrimonio Mundial “Dominios del jefe Roi Mata”.

138. Se continuó creando alianzas y movilizándolo fondos extrapresupuestarios. Por ejemplo, el Gobierno de Dinamarca proporcionó más de 300.000 dólares estadounidenses en fondos extrapresupuestarios para proyectos en el marco de fondos fiduciarios en los PEID, incluidos Sandwatch y la educación en materia de cambio climático, así como “En primera línea frente al cambio climático” (Climate Frontlines).

139. El dispositivo intersectorial sobre los PEID contribuyó al logro de las dos prioridades globales de la Organización. Diversos proyectos del dispositivo redundaron en beneficio de PEID africanos, y la igualdad de género se promovió mediante el empoderamiento político y económico de las mujeres jóvenes que participan en el proceso de consultas a los jóvenes de los PEID; a través de un proyecto en los PEID del océano Índico en el que participaron expertos femeninos en medicina tradicional; y por medio del apoyo brindado a políticas y mecanismos de cooperación sobre la adopción de recursos educativos abiertos, libre acceso, programas informáticos libres y de código fuente abierto y políticas sobre las TIC integradoras y neutras respecto de las cuestiones de género en los PEID.

### ***Dispositivo intersectorial sobre la prioridad "África" y su ejecución por la UNESCO***

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140. El principal logro de este dispositivo fue la elaboración de un plan de acción integrado por proyectos especiales intersectoriales para la prioridad “África” estructurados en torno a cuatro ámbitos temáticos: la educación para una cultura de paz y no violencia en África; el fortalecimiento de los vínculos entre educación y cultura en aras del desarrollo sostenible; la movilización de la ciencia, la tecnología y la innovación (CTI) al servicio del desarrollo sostenible; y la promoción de la formación, el empleo y la integración social de los jóvenes. En este marco, se llevaron a cabo

10 proyectos dentro del dispositivo intersectorial sobre la prioridad “África”. El fomento de la igualdad de género constituyó un elemento fundamental de todos los proyectos ejecutados por el dispositivo.

141. Los proyectos fueron elaborados de manera intersectorial en colaboración con las oficinas fuera de la Sede, tomando en consideración las prioridades regionales, de conformidad con las decisiones de la Unión Africana, contando con la participación de Gobiernos, comisiones económicas regionales y organizaciones de integración regional, instituciones regionales y otros asociados para su ejecución.

142. En el ámbito de una cultura de paz y no violencia en África, se prestó asistencia a los Estados Miembros en la identificación de los recursos existentes sobre educación para la paz y prevención de conflictos en 45 países del África Subsahariana y en la elaboración de directrices para la integración de estas cuestiones en los sistemas educativos. Asimismo, se fortalecieron las capacidades de la Comisión intergubernamental de la Cuenca del Lago Chad (CCLC) en materia de prevención de conflictos transfronterizos, en relación con la gestión sostenible de los recursos naturales de la región. En la esfera del empleo y la integración social de los jóvenes en África, se proporcionó formación para reforzar las competencias de mujeres y hombres jóvenes en materia de empresariado social y promoción de una cultura de paz. En relación con esto, se reforzaron las capacidades de los centros de categoría 2 de la UNESCO que impartían la formación, en particular, el Centro Internacional para la Educación de las Niñas y las Mujeres en África (CIEFFA), situado en Burkina Faso, y el Centro Africano de Orientación, Asesoramiento y Realización Personal de los Jóvenes (GCYDCA), ubicado en Malawi.

143. En cuanto al fortalecimiento del vínculo entre educación y cultura en relación con el empleo de los jóvenes, se organizó una reunión ministerial de alto nivel en Praia (Cabo Verde) en noviembre de 2013. El resultado de la reunión fue la Declaración de Praia, en la que se defiende la elaboración de estrategias específicas para los países sobre el fomento del empleo de los jóvenes en el sector creativo para hacer frente a las altas tasas de desempleo del continente. En lo tocante a la ciencia, la tecnología y la innovación (STI), se elaboraron materiales e instrumentos científicos relacionados con la previsión de sequías estacionales para la gestión de los recursos hídricos con el objeto de responder a los retos en materia de seguridad alimentaria y bienestar de la mujer. Asimismo, se desarrollaron programas informáticos especializados para ingeniería a través de la Plataforma de expertos de programas de código fuente abierto de la UNESCO sobre temas de hidrología (HOPE), con miras a la gestión de los recursos hídricos, así como una guía práctica destinada a los periodistas sobre la información relativa al cambio climático. Además, en AGRHYMET (Níger) se organizó una formación de especialistas en seguimiento de las sequías. Asimismo, se elaboraron varias herramientas de aprendizaje en línea destinadas a los jóvenes y centradas en el conocimiento del papel de la mujer en la historia de África.

## **Coordinación y seguimiento de las actividades en favor de África**

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### **I. Principales logros**

144. La elaboración de una Estrategia operacional para la prioridad “África”, aprobada por la Conferencia General en su 37ª reunión, constituyó uno de los principales logros para ampliar y fortalecer el **impacto de los programas de la UNESCO en África**, gracias a una determinación más exacta de las necesidades prioritarias del continente en materia de desarrollo y a una ejecución conjunta, e integrando las recomendaciones contenidas en la evaluación de la prioridad global “África” realizada en junio de 2012. La Estrategia se inscribe en el corto y medio plazo (documentos 37 C/5 y 37 C/4) y formula una visión de futuro para el continente partiendo sobre todo de las tendencias y los cambios incipientes que van a marcar el desarrollo del continente en el decenio venidero. Fue elaborada tras un proceso iniciado en 2011 de consultas con los Estados Miembros y sus representantes ante la UNESCO y con la Unión Africana, las comunidades económicas regionales, la sociedad civil, organismos especializados, los asociados para el



desarrollo del continente y miembros de la Secretaría de la UNESCO, en particular los que trabajan sobre el terreno. La Estrategia incluye asimismo seis programas emblemáticos y un plan de acción para su aplicación.

145. El dispositivo intersectorial sobre la prioridad “África” y su ejecución, dirigido por la Oficina del Subdirector General del Departamento África, desempeñó un papel fundamental a la hora de mejorar la **coordinación intersectorial**, indispensable para la adhesión colectiva a la concepción, ejecución y evaluación de los programas dedicados a África como prioridad global. El dispositivo permitió reactivar y valorar los mecanismos de coordinación existentes, contando con la participación de especialistas de programas de la Sede y de las oficinas fuera de la Sede, y permitió asimismo llevar adelante programas y proyectos especiales. En este sentido, se prestó especial atención al ámbito de la ciencia, la tecnología y la innovación y al de una cultura de paz en África, centrados principalmente en los jóvenes, y se ejecutó un conjunto de 10 proyectos intersectoriales.

146. En particular, el Departamento África llevó a cabo iniciativas de promoción y de fortalecimiento de capacidades en estos dos ámbitos, tales como la organización de una Conferencia Ministerial sobre “**ciencia, tecnología e innovación** para el desarrollo en África” (Nairobi, 2012) y la elaboración de un marco conceptual para la creación de una Alianza mundial para la ciencia, la tecnología y la innovación (CTI) (en colaboración con el Sector de Ciencias Exactas y Naturales). En el ámbito de una **cultura de paz**, se adoptó un enfoque especial, en el que se destaca el papel que desempeñan las fuentes y recursos de África para la paz y la reconciliación, mediante i) la elaboración y aprobación de un Plan de Acción para una Cultura de Paz en África (Foros de Abiyán, 2012, y de Luanda, 2013), ii) la realización de campañas nacionales de sensibilización (Angola) y iii) el establecimiento de redes de la sociedad civil de alcance continental (Red de fundaciones e instituciones de investigación para la promoción de una cultura de paz en África (Addis Abeba, 2013) y propuestas en curso para la creación de redes similares en las esferas relativas a las mujeres y a los jóvenes). La Comisión de la Unión Africana, diversos Gobiernos (Angola, Côte d’Ivoire y Liberia) y organizaciones de la sociedad civil, incluido el sector privado, participaron plenamente en este enfoque. Las actividades de cooperación con la Comisión de la Unión Africana se fomentaron y reforzaron en estrecha colaboración con la Oficina de Addis Abeba.

147. Con respecto a la **cooperación con los Estados Miembros** y las **redes de organizaciones de la sociedad civil** y a las **alianzas con el sector privado**, se han obtenido múltiples resultados. En el plano político, ello se tradujo en la confianza recabada y en el apoyo manifestado a la UNESCO, por conducto de la Directora General, por la Presidenta en funciones de la Unión Africana, así como en las respuestas positivas de los Estados Miembros africanos al llamamiento a aportar contribuciones voluntarias al Fondo especial de emergencia (Congo, Camerún, Gabón, Namibia y Chad) y a la acogida de reuniones (contribución en especie) por parte de Estados Miembros como Kenya y Angola. En términos de actividades de promoción conjuntas, ello también se tradujo en contribuciones financieras (Angola, Burkina Faso, Brasil) y acciones en favor de la Historia General de África y otros proyectos emblemáticos tales como el dedicado al papel de la mujer en el proceso de desarrollo. La cooperación con los Estados Miembros se reforzó mediante la realización de actividades mancomunadas, como las llevadas a cabo en el marco de la celebración de aniversarios aprobados por la Conferencia General (el 50º aniversario de la Organización Panafricana de Mujeres (OPM/PAWO, 2012), el 350º aniversario de la reina Nzinga Mbande y el centenario de Aimée Césaire) y a través de la organización anual, en colaboración con el Grupo Africano, de la Semana de África (Conferencia Ki-Zerbo, 2013). En el marco de la ampliación de la cooperación con las organizaciones de la sociedad civil, varias ONG destacadas establecieron relaciones oficiales con la Organización o firmaron acuerdos de colaboración (OCPA, CERDOTOLA, FAS). Diversas asociaciones de colaboración con ONG y el sector privado permitieron financiar actividades realizadas en la Sede y sobre el terreno (el CEPS con Air France, Grupo Azalai y ASKY: Foro sobre una cultura de paz en el África Occidental, Abiyán, 2012; AIED: Día Internacional de la Paz, 2012).

148. Se reforzó la cooperación con institutos y centros de categoría 2 de la UNESCO en los ámbitos relativos a los jóvenes y a las mujeres (Centro Internacional para la Educación de las Niñas y las Mujeres en África (CIEFFA), en Burkina Faso, y Centro para el desarrollo de los jóvenes (GCYDCA), en Malawi), así como en la esfera de la gestión de los recursos hídricos y el cambio climático (institutos de ingeniería del agua y del medio ambiente en Burkina Faso y Serbia).

149. **Se aumentó la notoriedad de la labor de la UNESCO en África** gracias a la repercusión de las actividades antes mencionadas y otros eventos importantes organizados en cooperación con las delegaciones permanentes y destacados en el sitio web sobre África y en los medios de comunicación. Asimismo, la Estrategia operacional para la prioridad “África” contará con el apoyo de una estrategia de comunicación destinada a dar a conocer los aspectos principales de la labor llevada a cabo por la UNESCO en África (iniciada en diciembre de 2013 en colaboración con las oficinas fuera de la Sede de la región).

## II. Problemas o tareas pendientes y enseñanzas para el futuro

150. Con miras a prolongar la repercusión a largo plazo de los ejes de acción iniciados durante el bienio 2012-2013 (CTI, cultura de paz, juventud) y respaldar la ejecución de los programas emblemáticos de la Estrategia operacional para la prioridad “África”, la movilización de fondos extrapresupuestarios y de asociaciones de colaboración debe ser una de las principales prioridades del Departamento África a lo largo de los dos bienios venideros.

### **Coordinación y seguimiento de las actividades en favor de la igualdad de género**

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#### I. Principales logros

151. Durante el bienio 2012-2013, la UNESCO continuó trabajando en la prioridad “Igualdad de género” mediante el asesoramiento y el diálogo en materia de políticas, actividades de promoción de alto nivel, el fortalecimiento de las capacidades, la coordinación y la creación de redes, el establecimiento de asociaciones nuevas y la consolidación de las ya existentes, y la realización de iniciativas específicas y de integración de la perspectiva de género.

152. Una de las principales actividades de la Organización durante este periodo fue la elaboración del **Plan de Acción para la prioridad “Igualdad de género” para 2014-2021 (GEAP II)**. El Plan se elaboró mediante amplias consultas con el personal de la UNESCO, los Estados Miembros y la red de organismos de las Naciones Unidas y fue aprobado por la Conferencia General en su 37<sup>o</sup> reunión como un documento (37 C/4 Add.2) que acompaña a la nueva Estrategia a Plazo Medio de la UNESCO 2014-2021 (37 C/4) y a su Programa y Presupuesto para 2014-2017 (37 C/5). Este segundo Plan de Acción se funda en las enseñanzas extraídas del primer Plan de Acción (GEAP I, 2008-2013) y refleja las recomendaciones del examen realizado por el IOS y de la auditoría participativa llevada a cabo por la OIT. Pone en práctica las prioridades y los objetivos estratégicos y aplica un enfoque integral y coherente a la promoción de la igualdad de género en la UNESCO y sus Estados Miembros. El segundo Plan de Acción se adecúa al C/4 y al C/5 y contiene metas claras y realistas y planes de ejecución, así como estructuras y niveles de responsabilidad para lograr los resultados esperados.

153. El tercer **“Informe de la Directora General sobre las actividades ejecutadas por la UNESCO para promover el empoderamiento de la mujer y la igualdad de género”** (37 C/INF.18) fue también el fruto de un esfuerzo de toda la Organización y se presentó a la Conferencia General en su 37<sup>a</sup> reunión. En dicho informe: i) se describen las iniciativas concretas y los resultados logrados; ii) se exponen las iniciativas de fortalecimiento de las capacidades y de promoción; iii) se indican las principales dificultades y las enseñanzas extraídas; y iv) se formulan recomendaciones para aplicar en adelante.

154. Las iniciativas polifacéticas de la UNESCO en apoyo del **empoderamiento de la mujer y la igualdad de género en el plano nacional** continúan arrojando resultados positivos (informes sobre los resultados obtenidos figuran en el examen estratégico de cada Gran Programa). Durante este bienio, la ODG/GE elaboró un marco para el seguimiento, el registro sistemático y con objetivos definidos y la generación de una base de conocimientos con respecto a las iniciativas y actividades llevadas a cabo sobre el terreno en materia de igualdad entre hombres y mujeres. Dicho marco: i) proporciona una herramienta para la evaluación y el registro exhaustivos de los proyectos y las iniciativas de la UNESCO específicamente dedicados a este tema y, más adelante, de los que integran la perspectiva de género; ii) ofrece una plataforma para la recopilación de las conclusiones del seguimiento; iii) fomenta el intercambio en relación con la prioridad “Igualdad de género” entre el personal; iv) genera recomendaciones en materia de políticas vinculadas a este tema; v) favorece una cultura basada en el logro de resultados respecto a la incorporación de la perspectiva de género; vi) fortalece y amplía las competencias en materia de seguimiento; vii) organiza una colección de registros visuales de testimonios de los beneficiarios de las iniciativas de la Organización en relación con la igualdad de género sobre el terreno.

155. También durante este bienio, la UNESCO preparó e introdujo en SISTER un instrumento de gestión para el control de los recursos: **los indicadores de la igualdad de género**. Este instrumento es un requisito obligatorio para todos los organismos de las Naciones Unidas, de conformidad con el Plan de Acción para todo el sistema de las Naciones Unidas sobre la igualdad de género y el empoderamiento de la mujer (ONU-SWAP), y se basa en un sistema de codificación concebido para medir hasta qué punto las actividades realizadas contribuyen a la promoción de la igualdad de género. El instrumento se articula en una escala de cuatro puntos que indica el nivel de contribución de cada actividad, tomando como base la información sobre la misma transmitida a SISTER: empieza por 0 (no contribuye a la igualdad de género), para pasar a 1 (constata la desigualdad entre hombres y mujeres), 2 (responde a la desigualdad entre hombres y mujeres) y llegar a 3 (transforma la desigualdad entre hombres y mujeres).

156. En consonancia con una de las recomendaciones del examen realizado por el IOS, la UNESCO llevó a cabo un **inventario de las capacidades** del personal de la Organización. Por medio de una encuesta en línea, se acopiaron datos basados en la autoevaluación del personal con respecto a sus conocimientos y experiencia en actividades relativas a la igualdad entre hombres y mujeres. Los resultados se emplearon para: i) identificar y asignar las capacidades existentes a los grandes programas, servicios centrales, oficinas fuera de la Sede e institutos de categoría 1 (terminado); ii) elaborar un plan bienal de gestión de conocimientos y fortalecimiento de las capacidades para la prioridad “Igualdad de género” (terminado); iii) renovar el mandato de los coordinadores de las cuestiones de género en consonancia con las capacidades existentes (en curso). Se revisó el mandato de los coordinadores de las cuestiones de género con el objeto de reforzar su papel y responsabilidad en la defensa del compromiso renovado de la Organización para con la prioridad “Igualdad de género”.

157. En cuanto al trabajo con asociados externos, la UNESCO siguió manteniendo una colaboración proactiva y eficaz con el **sistema de las Naciones Unidas**, en particular con **ONU-Mujeres**. La Organización participó en el proceso, dirigido por ONU-Mujeres, de preparación de un curso básico de formación en línea para todo el sistema de las Naciones Unidas sobre la igualdad entre hombres y mujeres para todo el personal del sistema. Este curso y un manual especial para los coordinadores de las cuestiones de género en el sistema de las Naciones Unidas se basan en la labor pionera de la UNESCO en estos ámbitos. Asimismo, la UNESCO estuvo a cargo de la preparación -con financiación de ONU-Mujeres- de un módulo de aprendizaje interactivo en línea sobre “igualdad entre hombres y mujeres y educación”, que se integrará en el curso básico en línea sobre este tema.

158. Durante el bienio, la UNESCO presentó su primer informe relativo al **Plan de Acción para todo el sistema de las Naciones Unidas (UN-SWAP)** sobre la aplicación de la política aprobada por la Junta de los Jefes Ejecutivos en materia de igualdad de género y empoderamiento de la mujer (CEB/2006/2). En general, en relación con los 15 indicadores de desempeño del Plan de

Acción para todo el sistema, la Organización supera los requisitos en cuatro indicadores, cumple los requisitos en un indicador y está cerca de cumplirlos en diez indicadores. Un análisis comparativo de la labor de la UNESCO realizado por ONU-Mujeres señala lo siguiente: i) el trabajo que actualmente está realizando la UNESCO para integrar un indicador de género en su programa informático SISTER se considera un paso de suma importancia en el ámbito del control de los recursos; ii) se elogia a la Organización por la formación obligatoria en relación con la igualdad entre hombres y mujeres que ofrece.

## II. Tareas pendientes y enseñanzas para el futuro

159. Durante el bienio 2012-2013, el principal desafío en la ejecución de la prioridad “Igualdad de género” de la UNESCO fue la brecha entre, por un lado, los firmes compromisos con la igualdad de género expresados en los documentos estratégicos y, por otro lado, la aplicación práctica de esos compromisos en los programas, es decir, en la formulación, la asignación presupuestaria, el seguimiento y la presentación de informes, y la evaluación. Esta brecha incide de manera distinta en cada uno de los dos pilares del enfoque de la UNESCO relativo a la igualdad de género: los programas específicos, orientados a subsanar las desigualdades en ámbitos concretos mediante la atención a niñas y mujeres o a niños y hombres y la transformación de las normas de masculinidad y femineidad, se comprenden y se utilizan con mayor facilidad; al mismo tiempo, la incorporación de la perspectiva de género, pese a haber sido presentada en repetidas ocasiones como la estrategia más prometedora para promover la igualdad de género en el sistema de las Naciones Unidas, requiere un mayor **desarrollo de capacidades y estructuras mejoradas de rendición de cuentas**, incluidos los mecanismos para llevar un control de la asignación del presupuesto.

160. La aplicación práctica de la prioridad “Igualdad de género” acusó también una escasez de recursos y capacidades, tanto humanas como financieras, agravada por la situación financiera del último bienio (reducción del 80% del presupuesto ordinario de la División de Igualdad entre Hombres y Mujeres, ODG/GE). Esta reducción presupuestaria se mitigó apoyándose en los conocimientos especializados del equipo de la ODG/GE y en la red de coordinadores de las cuestiones de género. Asimismo, se aportó una cantidad limitada de recursos del Fondo especial de emergencia y se obtuvo financiación externa del sector privado y de fondos fiduciarios con fines específicos para iniciativas realizadas en el plano nacional. Por último, se estableció una serie de **nuevas asociaciones de colaboración** para proyectos innovadores y se están desplegando esfuerzos sistemáticos y concertados para conseguir que los recursos (tanto ordinarios como extrapresupuestarios) de los grandes programas y de otros programas se concentren en alcanzar el máximo impacto y en desarrollar capacidades y estructuras sostenibles para hacer progresar la igualdad entre hombres y mujeres.

161. Los elementos fundamentales del conjunto de medidas adoptadas para abordar estos desafíos en la ejecución de la prioridad “Igualdad de género” en el próximo periodo a plazo medio son los siguientes: definición de resultados, indicadores y objetivos de referencia específicos para cada gran programa en el Plan de Acción para la prioridad “Igualdad de género” para 2014-2021 (GEAP II), en consonancia con el documento 37 C/5; refuerzo de los marcos de responsabilidad y rendición de cuentas de conformidad con el GEAP II; introducción de los indicadores de la igualdad de género en SISTER; y el Plan revisado de desarrollo de las capacidades para la igualdad de género.

### **Planificación estratégica, seguimiento del programa y preparación del presupuesto**

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162. Durante el bienio 2012-2013, la Oficina de Planificación Estratégica (BSP) empleó sus recursos de manera eficaz y eficiente para aplicar el plan de acción con arreglo al mandato establecido por la Conferencia General (Resolución 36 C/09300) y alcanzar los objetivos en él definidos. Con el objeto de lidiar con los desafíos planteados por las limitaciones financieras de la Organización, la Oficina movilizó a su personal y adaptó sus métodos de trabajo de manera a hacer mayor hincapié en las actividades de apoyo a la planificación estratégica y en centrar las

actividades, en una ejecución del programa orientada a la obtención de resultados en los ámbitos prioritarios, en la movilización de fondos y en la labor encaminada a garantizar el papel de liderazgo desempeñado por la UNESCO en el sistema de las Naciones Unidas en esferas como la educación, la cultura y los recursos hídricos.

163. El Auditor Externo reconoció el papel desempeñado por la Oficina en la gestión de la situación financiera de la UNESCO durante el bienio 2012-2013 en su “Informe de auditoría sobre la gestión de la crisis presupuestaria y financiera de la UNESCO” (documento 191 EX/28 Parte II, párr. 24: “Habida cuenta de la inercia de los gastos en la Organización, el hecho de haber podido contener aproximadamente la mitad del déficit financiero demuestra un verdadero compromiso por parte de los altos directivos de la UNESCO -más especialmente de la Oficina de gestión financiera (BFM) y de la Oficina de Planificación Estratégica (BSP)- y los importantes esfuerzos desplegados para dar respuestas inmediatas y eficaces a la crisis”).

164. Con su propio presupuesto reducido en un 14%, la Oficina trabajó en estrecha colaboración con todas las unidades de la Organización, en la Sede, fuera de la Sede y en los Institutos, y brindó apoyo a los programas y orientaciones estratégicas sobre cuestiones relacionadas con el programa a lo largo de todo el bienio. Se alcanzaron los siete resultados esperados relativos a la Oficina, aunque con un alcance reducido en algunos casos, como en el caso del resultado esperado sobre la formación del personal en una gestión basada en los resultados GBR (resultado esperado nº 7).

### **Principales logros en los siguientes ámbitos:**

#### ***Ejecución del programa***

165. A lo largo de todo el bienio, la Oficina de Planificación Estratégica (BSP) continuó supervisando detenidamente el examen de los planes de trabajo en SISTER y su ejecución, y trabajó con todas las unidades de la UNESCO para garantizar que se aplicaran los siguientes principios: precisar aún más la orientación del programa en ámbitos de reconocida ventaja comparativa y en las funciones rectoras de la UNESCO en el sector multilateral; mejorar la definición de prioridades estratégicas y la eficacia de la ejecución del programa para alcanzar los resultados esperados; responder plenamente a las prioridades globales, “África” e “Igualdad de género”, y a las necesidades de los grupos prioritarios; dar prioridad a la actividad sobre el terreno y cumplir los requisitos reglamentarios; movilizar recursos adicionales a la vez que se garantiza la complementariedad y la consonancia de los recursos extrapresupuestarios con las prioridades del Programa Ordinario; y velar por la plena concordancia con el enfoque de una gestión basada en los resultados (GBR).

166. Además de presidir y dirigir el “Dispositivo intersectorial sobre una cultura de paz y no violencia”, la Oficina coordinó, orientó y apoyó los otros cinco dispositivos intersectoriales, y garantizó, en cooperación con los responsables de los dispositivos, que los 55 proyectos de los dispositivos intersectoriales habían sido objeto de una selección competitiva y se ejecutaban puntualmente y de manera orientada a la obtención de resultados. A dichos proyectos se les asignó una cuantía total de 2,8 millones de dólares estadounidenses del Programa Ordinario y casi 3 millones del Fondo especial de emergencia. (Véase el informe correspondiente en el documento 194 EX/4 Parte I (A)).

167. Con arreglo a las recomendaciones de la auditoría y la evaluación del marco de gestión de los institutos y centros de categoría 2 efectuadas por el Servicio de Supervisión Interna (IOS), y a partir de las decisiones conexas adoptadas por el Consejo Ejecutivo, se realizaron progresos en la aplicación de la Estrategia global integrada para los institutos y centros de categoría 2 auspiciados por la UNESCO gracias a la dirección de un grupo intersectorial sobre esta cuestión: se fortalecieron los procedimientos de renovación de la condición de categoría 2; se mejoró la adecuación de las actividades de esos institutos y centros a las estrategias sectoriales; se revisaron los requisitos en materia de seguimiento y presentación de informes de la red; y se

pusieron en marcha medidas para reducir los gastos que supone para la UNESCO mantener esa red (véase el documento 192 EX/15 Parte I). Como resultado, se elaboraron propuestas de modificación de la Estrategia, que fueron aprobadas por la Conferencia General en su 37ª reunión (Resolución 37 C/93).

168. La **movilización de recursos extrapresupuestarios** desempeñó un papel importante en el fortalecimiento del impacto y alcance de los programas de la UNESCO. El déficit de financiación generado por la reducción del presupuesto bienal del Programa Ordinario debida al impago de las contribuciones asignadas ejerció más presión sobre la Organización, y en particular sobre la Oficina de Planificación Estratégica (BSP), para ampliar la base de donantes de la UNESCO y recabar fondos adicionales de fuentes extrapresupuestarias. En este sentido, para el bienio 2012-2013 se obtuvo un total de 553 millones de dólares estadounidenses para reforzar el Programa Ordinario, lo cual representó un aumento del 6,3% en comparación con el bienio anterior (518 millones de dólares), y ello pese a la crisis financiera actual, que afecta a todas las categorías de donantes. El 64% de los fondos recabados se empleó para apoyar proyectos ejecutados sobre el terreno.

169. Se firmaron nuevos acuerdos de fondos fiduciarios con Estados Miembros como Angola, Azerbaiyán, Brasil, Camerún, China, Indonesia, Iraq, Kuwait, Malasia, Mozambique, Pakistán, República de Corea y Tailandia, algunos de ellos como fondos autofinanciados. Al mismo tiempo, los donantes tradicionales de la UNESCO, como Bélgica (Flandes), España, Finlandia, Italia, Japón, Noruega, Países Bajos, Suecia y Suiza, continuaron representando un apoyo esencial para las actividades de la UNESCO. Las contribuciones voluntarias, en particular de Francia, Reino Unido, Suecia y Suiza, aumentaron considerablemente a lo largo del periodo. La creación del Fondo especial de emergencia también contribuyó a ampliar y diversificar la base de donantes de la UNESCO, al incluir, además de los donantes tradicionales de la UNESCO, contribuciones y promesas de contribuciones de países del Sur: Andorra, Arabia Saudita, Argelia, Belice, Camerún, Chad, Congo, Gabón, Indonesia, Iraq, Isla Mauricio, Islandia, Kazajstán, Luxemburgo, Mónaco, Namibia, Omán, Qatar (Oficina de Su Alteza la Jequesa Mozah Bint Nasser), San Marino, Timor-Leste y Turquía, muchos de los cuales son donantes nuevos o donan “por primera vez” a la UNESCO.

170. El Memorando de Entendimiento entre la UNESCO y la Unión Europea, firmado en octubre de 2012, está dando sus frutos: los nuevos proyectos y negociaciones en curso aumentarán la contribución de la Unión Europea hasta 30 millones de euros. Se amplió la cooperación de la UNESCO con los bancos multilaterales de desarrollo, y ahora incluye el apoyo del Banco Mundial en el marco de su iniciativa “Alianza Mundial para la Educación”<sup>4</sup>. En el bienio 2012-2013, el Consejo de Administración de la Alianza asignó fondos por valor de 29 millones de dólares estadounidenses a diversos proyectos relacionados con la educación gestionados por la UNESCO, incluidos sus institutos de categoría 1.

171. Se obtuvo un total de 55,7 millones de dólares estadounidenses del **sector privado** (empresas y fundaciones). Fue el resultado de una mayor diversificación de la base de asociados, con la inclusión de donantes del sector privado de China y Brasil, así como de la región de los Estados Árabes, en particular de Qatar y de los Emiratos Árabes Unidos. Entre los principales asociados figuran los siguientes: Grupo Dalian Wanda, Phoenix TV, municipalidad de Nanjing y Shenzhen Huaqiang Holding en apoyo de los programas prioritarios de la UNESCO relativos a la cultura y al turismo sostenible; GEMS Education y la Fundación Education Above All en respaldo de los docentes y la calidad de la educación; y Social Service Industry (SESI) en el ámbito de las ciencias sociales.

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<sup>4</sup> La Alianza Mundial para la Educación es una asociación de colaboración que reúne a 60 países en desarrollo, Gobiernos donantes, organizaciones internacionales, el sector privado, docentes, grupos de la sociedad civil y ONG, y se centra en acelerar el avance hacia los objetivos de la EPT para 2015.

172. La sección de **previsión y prospectiva** de la Oficina de Planificación Estratégica (BSP) trabajó estrechamente con una amplia gama de asociados y organizó una serie de eventos y proyectos concebidos para demostrar cómo se puede emplear la perspectiva del futuro en la adopción de decisiones y el pensamiento estratégico. Los resultados de la innovadora serie de **Foros UNESCO del Futuro**, que incluyeron debates sobre políticas y estrategias entre responsables de la elaboración de políticas y partes interesadas, generaron contribuciones al proceso de preparación de Río+20, a la prioridad “África”, a la reunión de examen decenal de la Cumbre Mundial sobre la Sociedad de la Información (CMSI+10) y a la elaboración del C/4 y el C/5. Asimismo, las iniciativas relativas a la previsión y prospectiva, desde los foros, conferencias y seminarios sobre el futuro hasta los talleres de aprendizaje práctico sobre el terreno (*Futures Literacy UNESCO Knowledge Laboratories*) reforzaron considerablemente la capacidad, tanto dentro como fuera de la UNESCO, para utilizar el futuro de manera más eficaz en toda una gama de cuestiones importantes y metodologías de previsión y prospectiva. La UNESCO ha ejercido una clara función de liderazgo en su papel de laboratorio de ideas mediante el desarrollo de enfoques avanzados de sistemas de anticipación aplicados a cuestiones importantes para todos los sectores de la UNESCO y las comunidades clave. En 2013, se estableció en la Universidad de Trento (Italia) la primera Cátedra UNESCO sobre sistemas de anticipación, y otras están en curso de preparación.

173. En resumen, el apoyo a la ejecución del programa, los exámenes periódicos de los planes de trabajo junto con la supervisión periódica de la aplicación del programa y la presentación de informes al Consejo Ejecutivo, y el respaldo a la movilización de fondos adicionales de fuentes extrapresupuestarias en consonancia y en sinergia con los recursos del Programa Ordinario, han contribuido a garantizar la coherencia del proceso general de programación y presupuestación, controlar los costos y mantener un ritmo aceptable de ejecución del programa en un periodo de grandes dificultades financieras, y tender de manera satisfactoria al logro de los resultados de la Organización aprobados en el 36 C/5 (véase el documento 194 EX/4). Los Estados Miembros supervisaron detenidamente y tomaron nota de los progresos realizados en materia de metodología y presentación de informes sobre la consecución de los resultados, y manifestaron su reconocimiento ante los esfuerzos desplegados por la Directora General y ante las medidas adoptadas para que, pese a los importantes recortes presupuestarios, se pueda ejecutar el programa (véase la Decisión 192 EX/4).

***Preparación del Proyecto de Estrategia a Plazo Medio para 2014-2019 (37 C/4) y del Proyecto de Programa y Presupuesto para 2014-2015 (37 C/5)***

174. De conformidad con la Resolución 36 C/1 y la Resolución 36 C/112 de la Conferencia General, en enero de 2012 la Oficina de Planificación Estratégica (BSP) inició la preparación de propuestas preliminares sobre el 37 C/4 y el 37 C/5. El proceso incluyó varios niveles de consultas con los Estados Miembros de la UNESCO, incluidas las Delegaciones y Comisiones Nacionales, OIG y ONG, y llevó a la preparación puntual de los proyectos de documentos 37 C/4 y 37 C/5. Asimismo, la Oficina veló por que los documentos estratégicos complementarios preparados para las dos prioridades globales, “África” e “Igualdad de género”, se ajustaran a las decisiones y orientaciones de los Estados Miembros. La Conferencia General aprobó los cuatro documentos en su 37ª reunión.

175. Además, a petición del Consejo Ejecutivo, la Oficina preparó un “Plan de ingresos y gastos y un plan de reestructuración basados en la liquidez de 507 millones de dólares prevista para 2014-2015” (37 C/5 Addendum 2 Rev.), que fue adoptado por la Conferencia General en su 37ª reunión junto con el 37 C/4 y el 37 C/5.

### ***Posicionamiento estratégico de la Organización mediante la colaboración interinstitucional y las alianzas***

176. **Reforma de las Naciones Unidas y esfuerzos para la coherencia de todo el sistema de las Naciones Unidas:** en un periodo en que el sistema de desarrollo de las Naciones Unidas está ampliando los avances alcanzados en los últimos años mediante esfuerzos encaminados a la coherencia de todo el sistema de las Naciones Unidas, en particular la iniciativa “Unidos en la acción”, la UNESCO continuó participando activamente en los mecanismos de coordinación del sistema de las Naciones Unidas en los planos mundial e interinstitucional, incluida la Junta de los Jefes Ejecutivos (JJE) y sus tres órganos subsidiarios (Comité de Alto Nivel sobre Programas, HLCP; Comité de Alto Nivel sobre Gestión, HLCM; y el Grupo de las Naciones Unidas para el Desarrollo, GNUD, con sus propios órganos subsidiarios), y además respondió así a la disposición estratégica de la Evaluación externa independiente (EEI) relativa a un mayor refuerzo de la colaboración con el sistema de las Naciones Unidas.

177. La UNESCO participó en las principales actividades del sistema de las Naciones Unidas del último bienio orientadas hacia la reforma de las Naciones Unidas y una mayor armonización de todo el sistema en los planos nacional y regional, incluido a través de la labor de los equipos de las Naciones Unidas en los países y de los equipos regionales del Grupo de las Naciones Unidas para el Desarrollo (GNUD) (véanse los informes correspondientes en los documentos 194 EX/4 Parte I B y 194 EX/4 Add.). Entre otras actividades, la UNESCO dirigió un examen interinstitucional y un equipo de trabajo del GNUD que elaboró un acuerdo interinstitucional sobre la financiación futura del sistema de coordinadores residentes. La labor del grupo de trabajo se tradujo en la adopción de un emblemático primer acuerdo en su género sobre la participación en la financiación de los gastos que se está aplicando actualmente con el objeto de garantizar una financiación adecuada y previsible del sistema de coordinadores residentes, entendido como un importante pilar de la actuación conjunta de las Naciones Unidas en los planos regional y nacional.

178. Después de que la iniciativa “Unidos en la acción” (“Delivering as One”) realizara su fase de prueba en 2007, sus buenas prácticas ya están ahora consolidadas y se llevan adelante en todo el sistema mediante “procedimientos operativos estándar” para avanzar Unidos en la acción. Ello responde a la Revisión cuatrienal amplia de la política (QCPR) de 2012, que reconoció los logros obtenidos gracias al trabajo Unidos en la acción, en particular mediante programas comunes y mecanismos de financiación compartida. En su calidad de miembro del grupo de alto nivel del Grupo de las Naciones Unidas para el Desarrollo (GNUD) encargado de formular “procedimientos operativos estándar” para los países que decidan adoptar la iniciativa “Unidos en la acción”, la UNESCO participó en la elaboración de estos instrumentos y codirigió los trabajos en el ámbito de la armonización de prácticas institucionales.

179. En el marco del esfuerzo conjunto cada vez mayor realizado por el sistema de las Naciones Unidas para reforzar la transparencia de su funcionamiento, y asimismo en consonancia con la Iniciativa Internacional para la Transparencia de la Ayuda, la UNESCO participa en un grupo de trabajo interinstitucional y una reflexión de todo el sistema acerca de la transparencia, con el objeto de permitir a las partes interesadas un mayor acceso a información de calidad relativa a la organización del sistema de las Naciones Unidas.

180. En los planos regional y nacional, la Oficina de Planificación Estratégica (BSP) continuó apoyando la participación de la UNESCO en los equipos regionales del Grupo de las Naciones Unidas para el Desarrollo (GNUD) y en los equipos de las Naciones Unidas en los países, mediante, entre otras cosas, la provisión de fondos de apoyo específicos provenientes del 1% que le corresponde gestionar de la consignación presupuestaria global del 2% de los recursos del programa de los grandes programas destinada a apoyar la participación de la UNESCO en los procesos de programación común por país. Además, la BSP continuó proporcionando orientaciones y apoyo a las oficinas fuera de la Sede en la preparación de los documentos de la UNESCO destinados a la programación por país (UCPD), con miras a la consecución del Objetivo 5 de la Hoja de ruta.



181. Al llevar adelante el examen interinstitucional y actualizar sus acuerdos de colaboración con muchos de sus asociados de las Naciones Unidas, la Oficina de Planificación Estratégica (BSP) contribuyó a reforzar la repercusión, la eficacia y la eficiencia de un sistema de las Naciones Unidas en el que se trabaja y se obtienen resultados “unidos en la acción”. Durante el bienio, se firmaron cuatro nuevos Memorandos de Entendimiento: con ONU-Mujeres, la UIT, la OMM y la OMT. Diversos Memorandos de Entendimiento están en curso de negociación, entre otros, con VNU, el PNUD, el PNUMA, la OIT, el PMA, la ONUDI, el DOMP y el UNFPA.

182. La Oficina de Planificación Estratégica (BSP) coordinó el proceso preparatorio para la participación de la UNESCO en la Conferencia **Río+20**, dirigió la cooperación intersectorial y ayudó a elaborar el mensaje principal de la UNESCO y publicación fundamental para Río+20: “From Green Economies to Green Societies: UNESCO’s Commitment to Sustainable Development” [De economías “verdes” a sociedades “verdes”: el compromiso de la UNESCO en pro del desarrollo sostenible]. El Documento Final de Río+20 incluyó muchas de las propuestas de la UNESCO para un compromiso mundial en pro de un desarrollo sostenible. Asimismo, el Secretario General de las Naciones Unidas confió a la UNESCO las tareas de Secretaría de su Junta de Asesoramiento Científico para que le asesorara a él y a los Jefes Ejecutivos de los organismos de las Naciones Unidas sobre cuestiones relacionadas con la ciencia para la sostenibilidad. La BSP, junto con el Sector de Ciencias Exactas y Naturales, la COI y el Sector de Ciencias Sociales y Humanas, contribuyó al proceso de creación de la Junta de Asesoramiento Científico, mediante, entre otras cosas, el fomento de la cooperación interinstitucional, la coordinación con la Secretaría de las Naciones Unidas y la preparación de la celebración de la reunión inaugural de la Junta de Asesoramiento Científico. La BSP siguió todos los procesos en materia de políticas que llevaron a Río+20, como el Foro político de alto nivel sobre desarrollo sostenible, y propició la contribución de la UNESCO a diversos informes presentados por el Secretario General, como el Informe mundial de las Naciones Unidas sobre el desarrollo sostenible.

183. **Preparación de la agenda para el desarrollo después de 2015:** el Comité de Dirección interno de la UNESCO sobre la agenda para después de 2015, presidido por la Oficina de Planificación Estratégica (BSP) e integrado por representantes de todas las unidades de la Organización (Sede, oficinas fuera de la Sede e Institutos de categoría 1), ayudó a forjar un consenso respecto a la contribución estratégica que se espera de la UNESCO y a la importancia que revisten la educación, las ciencias, la cultura y la comunicación y la información como motores estratégicos y fundamentales para una agenda para el desarrollo amplia.

184. A lo largo del bienio 2012-2013, la Oficina de Planificación Estratégica (BSP) ayudó a garantizar una participación activa de la UNESCO en todos los mecanismos y grupos importantes implicados en los procesos de preparación de la agenda para el desarrollo después de 2015 en los planos mundial, interinstitucional e intergubernamental y la contribución a los mismos. Los foros interinstitucionales incluían, entre otros, el Equipo de Tareas del Sistema de las Naciones Unidas (UNTT) sobre la Agenda de las Naciones Unidas para el Desarrollo después de 2015; el Equipo de Tareas del GNUD sobre los ODM; el Equipo de Tareas del GNUD sobre Cultura y Desarrollo; y el Grupo Interinstitucional de Expertos sobre los indicadores de los ODM. La BSP coordinó satisfactoriamente la contribución de la UNESCO al Informe del Equipo de Tareas del Sistema de las Naciones Unidas (UNTT) titulado “El futuro que queremos para todos”, que se publicó en junio de 2012 y ha servido desde entonces como punto de referencia para todos los debates y consultas realizadas en el sistema de las Naciones Unidas sobre la agenda para el desarrollo después de 2015 (véase el documento 191 EX/6). En el plano intergubernamental, la BSP participó en diversos estudios temáticos a través del Equipo de Apoyo Técnico del Grupo de Trabajo Abierto sobre los Objetivos de Desarrollo Sostenible; entre dichos estudios temáticos figura el relativo a la “Ciencia, tecnología e innovación, intercambio de conocimientos y fortalecimiento de las capacidades”. También contribuyó a la elaboración de notas conceptuales para eventos de alto nivel y debates temáticos sobre el desarrollo después de 2015. La cooperación entre la BSP y el Sector Cultura ayudó a preparar el terreno para realizar una consulta sobre cultura y desarrollo después de 2015.

185. Más recientemente, durante la 37ª reunión de la Conferencia General, la BSP organizó el Foro de Dirigentes sobre el tema “Movilización y contribución de la UNESCO para la agenda para el desarrollo después de 2015 mediante la educación, las ciencias, la cultura, la comunicación y la información”, y preparó la nota conceptual sustancial. El Foro de Dirigentes brindó un espacio a los representantes de los Estados Miembros para manifestar las prioridades de sus países y compartir sus enfoques y su visión sobre la agenda para el desarrollo después de 2015 que se va conformando, así como sobre el papel de la UNESCO (véase el documento 37 C/INF. 5).

### **Ejecución de los programas descentralizados en las unidades en el terreno**

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Durante el periodo considerado, la Oficina de Coordinación de las unidades fuera de la Sede (BFC) obtuvo resultados en las siguientes esferas:

#### *i) Reforma de la descentralización*

186. La BFC siguió coordinando la estrategia para la presencia de la UNESCO en el terreno y veló por que sus oficinas contaran con la mejor interfaz posible con los sectores de la Sede, así como con los servicios internos y relativos al programa, en especial en las esferas de la planificación y la ejecución.

187. En su 36ª reunión, la Conferencia General aprobó el plan de ejecución revisado propuesto por la Directora General, destinado a optimizar los recursos financieros, y respaldó su propuesta de que la ejecución de la primera fase de la reforma del dispositivo fuera de la Sede se centrara en África. Como anunció la Directora General en su Nota DG/Note/14/2 del 3 de enero de 2014, la ejecución de la primera fase de la reforma centrada en África se completó a finales de 2013, y el nuevo dispositivo de la UNESCO fuera de la Sede en África está actualmente ampliamente asentado.

188. Se crearon cinco oficinas regionales multisectoriales, en Abuja, Dakar, Harare, Nairobi y Yaundé. Durante el proceso de transformación de las oficinas fuera de la Sede, se abolieron las funciones de oficina multipaís de las oficinas en Accra, Bamako, Dar-es-Salaam, Libreville y Windhoek, y estas oficinas funcionan ahora como oficinas nacionales. Se crearon dos nuevas oficinas nacionales: en Juba (Sudán del Sur) y en Abiyán (Côte d'Ivoire).

189. De conformidad con la Nota de la Directora General DG/Note/14/3 del 3 de enero de 2014, se introdujo una mayor delegación de autoridad a las oficinas fuera de la Sede, una revisión de las relaciones jerárquicas actuales y una interacción más clara entre la Sede y las oficinas fuera de la Sede.

190. Se examinaron los acuerdos celebrados con los países sede de cada una de las oficinas en el terreno para asegurarse la mejor relación posible entre costo, beneficios y eficacia y, cuando correspondió, se los volvió a negociar.

#### *ii) Apoyo a las oficinas fuera de la Sede*

191. La BFC actuó como la principal interfaz de la comunicación dentro de la Sede, así como entre esta y las oficinas en el terreno. Si bien la supervisión de los presupuestos operacionales de las oficinas fuera de la Sede se transfirió a la BFM en el marco de la reforma global de los servicios financieros, la BFC contribuyó, en estrecha colaboración con la BFM, a la mejora de la gestión y administración de esos fondos. La BFC también colaboró con el ERI y la MSS/BKI en la mejora de las plataformas de información y las estructuras de comunicación, que facilitaron los contactos e incrementaron la notoriedad de las actividades de la UNESCO en el terreno. En numerosas ocasiones, la BFC desempeñó un papel decisivo para garantizar el grado de contacto adecuado entre la Sede y las oficinas en el terreno con objeto de asegurarse de que el apoyo prestado fuera suficiente.

192. La BFC, que es responsable de la evaluación del desempeño de todos los directores y jefes de las oficinas fuera de la Sede, se mantuvo en contacto estrecho con esos colegas y coordinó el procedimiento de contratación de los nuevos directores y jefes.

*iii) Mejora de la seguridad del personal y los locales*

193. La BFC garantizó de manera sostenible que las oficinas fuera de la Sede de la UNESCO alcanzaran niveles aceptables con respecto a las normas en materia de seguridad del personal y los locales. En el marco del Sistema de gestión de la seguridad de las Naciones Unidas, la seguridad del personal y los bienes se garantizó mediante la aplicación de recomendaciones, políticas y prácticas establecidas por el Departamento de seguridad de las Naciones Unidas, y a través del mantenimiento de un nivel de protección de seguridad que se ajusta a la situación en materia de seguridad de los lugares de destino y cumple con las medidas vigentes de reducción de riesgos. En situaciones de crisis, se proporcionó un respaldo y apoyo eficaz y proactivo a las oficinas y al personal fuera de la Sede. Uno de los mayores logros consistió en preconizar, de manera eficaz, que se siguieran movilizando fondos suficientes para conservar un grado sostenible de seguridad en el entorno y actuar con eficiencia en las emergencias al respecto. Como resultado, todos los requisitos en materia de seguridad sobre el terreno de las oficinas fuera de la Sede se cumplieron con cargo a recursos financieros consignados y tras un seguimiento continuo y una evaluación de las necesidades actuales.

*iv) Coordinar las respuestas a las situaciones posteriores a crisis*

194. La BFC siguió coordinando la respuesta de la UNESCO a las necesidades de los países afectados por crisis y prestó apoyo operacional a las oficinas fuera de la Sede en situaciones posteriores a conflictos o desastres. La UNESCO participó en 18 llamamientos humanitarios y en diversos marcos de evaluación, y recibió fondos procedentes de fondos fiduciarios con asociados múltiples, incluido el Fondo para el logro de los ODM, el Fondo para la consolidación de la paz y el Fondo central para la acción en casos de emergencia (CERF). Se establecieron diversas oficinas para proyectos, que funcionaron según el principio de una recuperación total de costos e hicieron de la obtención de fondos su papel central. La BFC, junto con la BSP/CFS, contribuyó a estos logros mediante la facilitación de los procedimientos de la Sede relativos a la obtención de fondos, la ejecución de proyectos y las relaciones con los donantes.

195. Las oficinas fuera de la Sede de la UNESCO participaron, mediante la presentación de proyectos humanitarios, en 18 llamamientos humanitarios de la OCHA para: Sudán del Sur, Siria, el Plan de Respuesta Regional para Siria, Palestina, Kenya, Cuba, República Centroafricana, Pakistán y Somalia. Estos proyectos abordan diversos ámbitos de competencia de la UNESCO: educación, recursos hídricos y saneamiento, y recuperación temprana y formas de sustento, en particular en los campos de la enseñanza y la formación técnica y profesional (EFTP), el apoyo psicosocial, el patrimonio cultural (Siria) y el estudio "Education under Attack".

## **Supervisión Interna**

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196. El Servicio de Supervisión Interna (IOS) es un mecanismo integrado de control cuyas funciones son la auditoría interna, la evaluación, la investigación y otras formas de apoyo a la gestión destinadas a fortalecer el funcionamiento de la Organización. Se encarga de velar por que los programas y planes se ejecuten de manera eficiente y eficaz, que la información estratégica necesaria para la gestión sea fiable y oportuna y que se fomente el perfeccionamiento permanente de los métodos y procedimientos, así como de la rendición de cuentas, a fin de mejorar la calidad y la repercusión de las actividades de la UNESCO. Por lo que hace a los resultados esperados del IOS en 2012-2013 (36 C/5), estos son los principales logros:

- *Fortalecimiento de los mecanismos de gestión de riesgo, control, cumplimiento y de aprovechamiento óptimo de los recursos*

197. Las 30 actividades de auditoría interna realizadas durante el bienio han mejorado directamente la gestión del riego, el control y el rendimiento operacional en la UNESCO. Estos son los resultados concretos de las recomendaciones de auditoría puestas en práctica en 2012-2013: i) una mejor gestión de los riesgos de las asociaciones de colaboración y la ejecución de programas relativos a las Cátedras UNESCO y los Institutos y Centros de categoría 2, ii) el mejoramiento del control financiero gracias a la reconfiguración del acceso a las autorizaciones de tesorería esenciales en los sistemas de TI, iii) la evaluación más sistemática de los proyectos extrapresupuestarios para mejorar el aprendizaje y demostrar resultados, iv) el mejoramiento del control de la gestión y la transparencia presupuestaria de las economías en los gastos de personal, v) el aumento de la eficacia de la gobernanza de las TI y un mayor control de su adquisición y control, vi) el incremento de la eficiencia mediante la combinación de las funciones administrativas (por ejemplo, respecto de las reuniones, las conferencias y los actos culturales que se celebran en la Sede), vii) el aumento de los recursos gracias al aumento de la observancia de las tasas estándar de cumplimiento de los costos de apoyo a los proyectos, y viii) la mejora de la presentación de informes sobre los resultados de los programas (por ejemplo, los Institutos de ciencias de categoría 1 de la UNESCO).

- *La gestión estratégica de la Organización, la elaboración de políticas y programas y la ejecución de programas basadas en las evaluaciones y auditorías*

198. Las principales actividades de evaluación realizadas han fundamentado y contribuido a la mejora de, entre otras, las siguientes actividades, estrategias y políticas de reforma llevadas a cabo en la UNESCO: i) la ejecución de las actividades de reforma de la UNESCO (seguimiento de la evaluación externa independiente); ii) la nueva estrategia operacional para la prioridad "África" y el Plan de Acción de la UNESCO para la prioridad "Igualdad de género" (2014-2021) (evaluaciones de la Prioridad "África" y la Prioridad "Igualdad entre hombres y mujeres"); iii) los procesos de reforma institucional y estratégica de los Institutos de la UNESCO relacionados con la educación de categoría I y de los Premios UNESCO (examen de los Institutos sobre educación de la UNESCO de categoría I y evaluación de los Premios UNESCO); y iv) las mejoras de los métodos de trabajo, los procesos operacionales y las directrices sobre políticas en relación con las convenciones que se refieren a la cultura y los procesos de evaluación de las actividades extrapresupuestarias (evaluación inicial de la labor normativa del Sector de Cultura y estudio de diagnóstico de las evaluaciones de las actividades extrapresupuestarias de la UNESCO).

- *Fortalecimiento de la rendición de cuentas y la observancia de las normas y los reglamentos de la UNESCO*

199. Durante el período abarcado por el presente informe, se mejoraron la observancia y la rendición de cuentas gracias a la investigación y la resolución sistemáticas de los presuntos casos de fraude y de conducta impropia. Se investigaron durante el bienio 93 casos, que dieron lugar a 19 actuaciones disciplinarias, entre ellas nueve ceses en el servicio.

### **Tareas pendientes**

200. Los recursos actuales del IOS y su actual plantilla y la combinación de competencias y experiencia que posee su personal es lo mínimo que necesita la UNESCO para mantener un servicio de supervisión eficaz. Para afrontar los retos que se le plantean, el IOS ha puesto en práctica diversas iniciativas; por ejemplo: i) aumentó los fondos extrapresupuestarios, ii) contrató a más expertos asociados y pasantes, iii) concibió herramientas y directrices en línea, iv) aumentó el empleo de modalidades de TIC eficaces en función de su costo, y v) facilitó las cesiones en comisión de servicios dentro y fuera de la Organización.

## Normas internacionales y asuntos jurídicos

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201. Durante los 24 meses del ejercicio presupuestario 2012-2013, la Oficina de Normas Internacionales y Asuntos Jurídicos (LA) siguió poniendo el acento en la protección de los intereses de la UNESCO y en la coordinación del seguimiento de sus instrumentos normativos. LA defendió los intereses de la Organización (protección frente a cualquier utilización no autorizada de su nombre y emblema o contra cualquier pretensión injustificada desde el punto de vista jurídico, reafirmación de sus privilegios e inmunidades, etc.) y prestó asistencia letrada permanente a los sectores y a las oficinas sobre el terreno, señaladamente para verificar y mejorar una amplia gama de borradores de acuerdos o contratos celebrados por la Organización. La Oficina también prestó asistencia jurídica a los servicios internos, especialmente HRM, para redactar circulares administrativas y con sus dictámenes sobre las reclamaciones de los funcionarios. Además, participó activamente en los trabajos de los órganos intergubernamentales encargados de la ejecución de las convenciones de 1954, 1970, 1972, 2003 y 2005, aportando numerosos dictámenes jurídicos a sus secretarías. En cuanto a la coordinación de la acción normativa, la Oficina siguió velando, en el marco del primer mandato del Comité de Convenciones y Recomendaciones del Consejo Ejecutivo (CR), por la aplicación de los procedimientos de seguimiento que el Consejo adoptó en 2007 (que se aplican a las convenciones de 1960, 1970 y 1989 y a 11 recomendaciones declaradas prioritarias por la Conferencia General en 2007). Por otra parte, la Oficina siguió emitiendo numerosos dictámenes jurídicos destinados al Consejo Ejecutivo en sus reuniones 189<sup>a</sup>, 190<sup>a</sup>, 191<sup>a</sup>, 192<sup>a</sup> y 193<sup>a</sup> y preparó varios documentos para el mismo en el marco de la labor de su Comité CR. Además, la Oficina siguió emitiendo numerosos dictámenes jurídicos para la Conferencia General en su 37<sup>a</sup> reunión y preparó varios documentos destinados a ella en el marco de la labor de sus Comités CRE et LEG. En conclusión, LA debió atender numerosas solicitudes de dictámenes jurídicos en un contexto de insuficientes recursos humanos, manteniendo, a pesar de ello, una calidad satisfactoria en sus dictámenes y prestaciones jurídicas.

## Relaciones exteriores e información pública

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202. Durante el último bienio, la **División de relaciones con los Estados Miembros y las organizaciones internacionales** se ha esforzado en fortalecer la cooperación entre la Organización, sus Estados Miembros y las organizaciones internacionales.

203. Se reforzaron las relaciones de la UNESCO con las Naciones Unidas durante este bienio. En estrecha cooperación con los Sectores del Programa y la Oficina de Planificación Estratégica (BSP), el Sector de Relaciones Exteriores e Información Pública (ERI) contribuyó activamente a los esfuerzos colectivos para mejorar más el perfil de la UNESCO y su participación en el sistema de las Naciones Unidas. En ello fueron importantes las funciones prominentes desempeñadas por la Directora General en actividades sectoriales, como su designación como Secretaria Ejecutiva del Comité de Dirección de la Iniciativa Mundial La educación ante todo y la dirección de la nueva Junta Consultora Científica del Secretario General. Además, a petición del Secretario General de las Naciones Unidas, la Directora General copresidió (con el Director Ejecutivo del UNFPA) la segunda fase del examen por la Junta de los Jefes Ejecutivos para la Coordinación (JJE) de su función y su funcionamiento, ejercicio que dirigió hasta que concluyó felizmente.

204. Se firmaron nuevos memorandos de entendimiento con la UIT, ONU-Mujeres, el ACNUR, la OMM y la Organización Mundial del Turismo, en los que se recogen los principales ámbitos de cooperación entre la UNESCO y esas organizaciones para evitar la duplicación de actividades. También se firmaron nuevos acuerdos con varias organizaciones intergubernamentales: la ASEAN, la CE, la ISESCO, la CARICOM y la Organización Iberoamericana de Juventud.

205. El grupo de trabajo tripartito de composición abierta fue establecido por el Consejo Ejecutivo y elaboró un plan de acción para mejorar la cooperación con las Comisiones Nacionales, que la Conferencia General aprobó en su 37<sup>a</sup> reunión. En los dos años últimos se han realizado numerosas actividades con y para las Comisiones Nacionales, entre ellas las consultas regionales

sobre los documentos C/4 y C/5, seminarios y talleres para los funcionarios de esta red, conferencias y reuniones. También se mejoró mucho la comunicación con esta red por medio de cartas mensuales y del sitio web de la UNESCO consagrado a los Estados Miembros ([www.unesco.int](http://www.unesco.int))

206. A raíz de la aprobación por la Conferencia General de las Normas referentes a la colaboración de la UNESCO con las **organizaciones no gubernamentales**, las medidas e iniciativas adoptadas en el bienio 2012-2013 permitieron revitalizar la comunicación entre la Secretaría, los Estados Miembros y las ONG, para alentar una nueva movilización de ONG en su actuación colectiva, una nueva representatividad geográfica del Comité de enlace ONG-UNESCO y el reforzamiento de la participación en el proceso de consultas sobre el 37 C/4 y el 37 C/5 y, por último, para avanzar hacia una mayor diversificación geográfica en la red de las ONG que colaboran oficialmente con la UNESCO, con una mejor representación de África, Asia y América Latina.

207. A lo largo del período abarcado, se mejoraron considerablemente la gestión y la administración del **Programa de Participación**, como se confirmó en el informe del Auditor Externo de abril de 2013. Se mejoró sustancialmente la comunicación entre la Secretaría y los Estados Miembros y fueron muy apreciados por los participantes los seis seminarios de capacitación subregionales organizados para más de 110 Comisiones Nacionales con sesiones consagradas específicamente a las normas y los reglamentos del PP y a las novedades habidas al respecto. Además, la Secretaría propuso varias modalidades nuevas encaminadas a mejorar todo el proceso del PP, que la Conferencia General aprobó.

208. La estrategia de la **División de Información Pública** para 2012-2013 tenía por objetivo maximizar la notoriedad de la UNESCO en los principales medios de comunicación, los medios sociales y la Internet y la producción de actos especiales. Gracias a esta labor, el público general y los principales grupos de interesados se familiarizaron con la misión y el mandato de la Organización. La DPI ejecutó la estrategia mediante la concepción y la realización de actividades de comunicación integradas para promover y explicar los Días Internacionales de la UNESCO, la labor de la Secretaría y la visión de la Directora General. La comunicación integrada combinó varios canales de comunicación para producir una notoriedad mayor que la que se podría alcanzar utilizándolos por separado.

## **Gestión de los recursos humanos**

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209. Durante el período examinado, la Oficina de Gestión de Recursos Humanos (HRM) prosiguió las acciones prioritarias definidas en el Plan de Acción de la Estrategia de Gestión de Recursos Humanos para 2011-2016. Aunque hubo que ajustar algunas de las actividades prioritarias enumeradas en el Plan a los recursos financieros disponibles, se realizaron con éxito las siguientes acciones, centradas principalmente en racionalizar y desarrollar las herramientas de TI y en examinar y actualizar las políticas y los procesos conexos de recursos humanos:

- En julio de 2012 se implantó un nuevo sistema de contratación electrónica y, aunque en el tiempo transcurrido ha habido muy pocas contrataciones, el sistema ya está demostrando su capacidad para racionalizar el proceso, especialmente al disminuir el tiempo que se tarda en cubrir un puesto;
- Se elaboró y se implantó en enero de 2013 una nueva lista única en línea de consultores y personal de apoyo, que forma parte de las herramientas de contratación de la UNESCO;
- En 2012 se implantó una base de datos única para hacer el seguimiento de las personas titulares de los diversos tipos de contratos de asistencia temporal;

- Se adquirieron herramientas basadas en la web para dar apoyo a la planificación de la sucesión, la movilidad, la promoción de las perspectivas de carrera, la gestión del desempeño y el aprendizaje, que se aplicarán en 2013; los dos primeros módulos –competencias y aprendizaje– se pusieron en funcionamiento a mediados de septiembre (MyTalent).
- Se reajustó HRM para aprovechar los principios de las economías de escala y alinear su estructura para dar apoyo a los objetivos de la Estrategia de Gestión de Recursos Humanos.
- Empezó a funcionar un nuevo sitio web de HRM en colaboración con DPI para alcanzar el objetivo en materia de comunicación y transparencia que se detalla en la Estrategia de gestión de recursos humanos.
- Se creó una modalidad contractual de duración limitada conforme a las orientaciones del marco contractual de la Comisión de Administración Pública Internacional (CAPI) para mantener la flexibilidad que exige la ejecución de las actividades extrapresupuestarias;
- Se concibieron y aplicaron varios flujos de trabajo automatizados destinados a las transacciones de personal.
- Se dieron a conocer las políticas y procedimientos siguientes en materia de recursos humanos:
  - Examen de la movilidad geográfica y sitio web sobre el tema – Noviembre-diciembre de 2009
  - Discapacidades – Octubre de 2010
  - Clasificación – Diciembre de 2010
  - Directrices sobre cesiones en comisión de servicio/préstamos financiados por Gobiernos / Institutos – Octubre de 2010
  - Voluntarios – Diciembre de 2012
  - Consultores individuales y otros especialistas – Febrero de 2012
  - Redespigie – Enero de 2013
  - Política de movilidad geográfica actualizada – Octubre de 2013
  - Normas de conducta del funcionario internacional revisadas – Octubre de 2013
  - Modificación de la edad obligatoria de separación del servicio de los nuevos funcionarios contratados a partir del 1 de enero de 2014, aprobada por la Conferencia General – Noviembre de 2013
  - Implantación del contrato de corto plazo (asistencia temporal) – Diciembre de 2013.
- Se puso en marcha un programa de cese voluntario en el servicio por consentimiento mutuo, que estableció el 31 de enero de 2012 como fecha en que los ceses debían hacerse efectivos. 45 miembros del personal abandonaron la Organización en el marco de este programa.

- El 9 de septiembre de 2013 se puso en marcha un segundo programa de cese voluntario en el servicio por consentimiento mutuo en el contexto de las reducciones de los gastos de personal exigidos por el Plan de gastos. La fecha límite en que debían hacerse efectivos los ceses era el 31 de diciembre de 2013. 74 funcionarios aceptaron la oferta de cese voluntario en el servicio por consentimiento mutuo.

210. Se han concebido las políticas y los procesos siguientes, que están listos para ser dados a conocer o que se encuentran en la fase final de concepción y se darán a conocer en breve:

- Una política revisada de evaluación del desempeño, juntamente con la elaboración de la herramienta de gestión del desempeño que está previsto aplicar en 2014 para el ciclo bienal del desempeño
- Implantación gradual de la herramienta de contratación electrónica en las oficinas fuera de la Sede;
- Nuevo diseño de la herramienta de presentación de candidaturas para pasantías y actualización de la política al respecto;
- Implantación de una nueva estructura de gobernanza de la Caja de Seguros Médicos (CSM), en aplicación de lo decidido por la Conferencia General en su 37ª reunión (noviembre de 2013).

211. HRM participa activamente (DIR/HRM copreside la red de Recursos Humanos que representa a todos los organismos especializados) en todos los grupos de trabajo, las reuniones y las redes que tienen por tema los recursos humanos. HRM seguirá concentrando sus actividades en el examen que está efectuando la CAPI del conjunto integral de la remuneración del sistema común de las Naciones Unidas, que está previsto concluir a finales de 2015;

212. HRM dirigió la armonización por el Comité de Alto Nivel sobre Gestión (HLCM) del proyecto piloto de prácticas institucionales “*Armonización de los anuncios de vacante en los países de puestos de servicios generales y de funcionarios nacionales del Cuadro Orgánico*”, aprobado por la Junta de los Jefes Ejecutivos (JJE) y financiado con fondos extrapresupuestarios. El proyecto se inició en diciembre de 2012 y concluyó con éxito en diciembre de 2013; la JJE ha pedido que se amplíe el alcance del proyecto de manera que incluya un proyecto piloto con *Una acción* del Grupo de las Naciones Unidas para el Desarrollo (GNUM).

## **Gestión financiera**

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213. La Oficina de gestión financiera (BFM) se encarga de fortalecer la gestión financiera prestando asesoramiento estratégico sobre riesgos; haciendo un seguimiento del desempeño y presentando informes analíticos al respecto; mejorando la gestión y los controles internos por medio de la elaboración y el seguimiento de políticas; prestando servicios de contabilidad; y preparando los estados financieros de conformidad con las normas IPSAS destinados a las auditorías externas y a los Estados Miembros. Pese al aumento de la carga de trabajo relativa a la presentación de informes, los pronósticos y los controles de la austeridad financiera, BFM cumplió con sus principales responsabilidades en cada ámbito.

214. En el contexto del déficit de 188 millones de dólares en el 36 C/5 a raíz de la suspensión el 31 de octubre de 2011 de la financiación de los Estados Unidos, en 2012-2013 las actividades se centraron en las dos cuestiones siguientes:

- Mejorar la presentación de informes financieros para dar un mejor apoyo a la gestión financiera y a la ejecución del programa



- Velar por que los compromisos financieros no sobrepasaran los fondos existentes en tesorería.

215. Se elaboró un cuadro de mandos de la gestión financiera para el equipo de dirección (SMT) para generar una panorámica de los recursos y los gastos y señalar los riesgos que entrañan los costos no presupuestados y, por ende, no financiados.

216. Atendiendo la petición de los Estados Miembros, se reorganizaron los informes financieros semestrales sobre los resultados conseguidos (EX4) a fin de aportar un mayor contenido analítico sobre las principales cuestiones financieras, una visión integrada de las fuentes de financiación y las tendencias históricas. Las exposiciones resumidas que se distribuyeron a los Estados Miembros antes de las reuniones dieron un fundamento más sólido a los debates celebrados por el Grupo Especial Preparatorio y el Consejo Ejecutivo.

BFM prestó asesoramiento sobre medidas de austeridad y aplicó mecanismos para administrar la tesorería. Formó parte de esta tarea el coordinar el grupo de trabajo sobre la eficiencia en la UNESCO, del que formaban parte las asociaciones del personal (noviembre de 2011 – enero de 2012), y formuló recomendaciones para reducir los costos, y la fase 1 de la Iniciativa de Reforma Administrativa (TASCO) (enero a septiembre de 2012) para hallar soluciones a largo plazo, conforme se informó en la Hoja de ruta. Se redujeron los gastos en 136 millones de dólares con respecto al presupuesto aprobado del 36 C/5 y el bienio concluyó sin déficit de tesorería.

217. La disponibilidad, el fortalecimiento de las capacidades y la retención de los recursos humanos siguen constituyendo una preocupación, especialmente para las oficinas fuera de la Sede donde hay importantes carencias de personal de las oficinas administrativas. En varias auditorías internas y externas de las oficinas fuera de la Sede se ha subrayado la necesidad de asegurar una sólida estructura de gestión financiera sobre el terreno.

218. BFM ha diseñado una estructura a largo plazo para las dependencias de las oficinas administrativas de las oficinas fuera de la Sede, estableciendo las necesidades de los equipos basadas en la estructura de la red sobre el terreno y en el tamaño y la complejidad de las oficinas. La matriz define los niveles de personal necesarios para asegurar el apropiado grado de apoyo y garantizar el mantenimiento de los controles internos.

219. El cometido fundamental de BFM, consistente en prestar servicios de contabilidad y presupuestación, supone una gran carga de trabajo y debe realizarse en los plazos prescritos. El aumento de las solicitudes recibidas de colegas de orientación, apoyo, informes y análisis, aunado a que casi el 18% de los puestos aprobados en el equipo de la Sede siguieron estando vacantes todo el año o parte de él, ha hecho que un reto muy importante haya sido mantener los niveles de prestación de servicios. Preocupa especialmente la falta de recursos para formar en gestión financiera y para invertir en la simplificación de los procesos.

### **Gestión de los servicios de apoyo**

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220. La infraestructura y las aplicaciones de TI de la UNESCO funcionaron sin interrupciones de importancia, al tiempo que se redujo al mínimo la dependencia de asistencia externa. Se han aplicado estrategias, políticas, directrices y mejores prácticas elaboradas recientemente en materia de gestión de registros, seguridad de la información y compras de TIC. Se actualizaron las aplicaciones y se resolvieron las dificultades con trabajo de oficina y sesiones de formación del personal para mejorar el conocimiento de los sistemas actuales de TI. Se invirtió considerable tiempo en la cartera de proyectos de gestión de los conocimientos y TIC de la UNESCO; en 2014 estará listo el análisis de los beneficios. Se ha enriquecido la base de datos UNESDOC, lo que ha hecho aumentar los visitantes de la plataforma en un 39,5%, con aproximadamente un millón de documentos en pdf descargados al mes. Se recibieron fondos extrapresupuestarios para

transparencia, gestión de los conocimientos para apoyar la reforma del dispositivo fuera de la Sede en África y para un proyecto experimental sobre digitalización.

221. Los retos se plantean en muchos niveles, desde la imposibilidad de sustituir unos aparatos obsoletos (el sistema telefónico), que hace correr riesgos a la Organización, a la imposibilidad de invertir en programas informáticos o servicios que podrían mejorar considerablemente el apoyo a nuestros procesos institucionales y el acceso a la información o las condiciones de preservación de los archivos históricos de la Organización. El personal está sometido a una gran tensión a causa de las escaseces y no hay recursos para impartirles capacitación en las nuevas tecnologías, lo cual podría ser una medida paliativa que ayudaría a redistribuir las tareas y a conseguir que se puedan realizar las funciones básicas. Se estudiarán más a fondo las posibilidades de establecer asociaciones de colaboración con los sectores público y privado para resolver esta cuestión.

222. Se ha prorrogado hasta el 31 de diciembre de 2015 el proyecto encaminado a mejorar la presencia de la lengua árabe en la UNESCO por medio del programa del Príncipe Sultán bin Abdul Aziz Saud. Se reorganizaron las estructuras de conformidad con los objetivos de la Hoja de ruta, incluida la fusión de las unidades de conferencias y actos culturales y de los servicios de correos y distribución. Las economías presupuestarias y las mejoras de eficiencia han posibilitado la prestación de servicios de traducción, documentos, conferencias e interpretación de calidad. Se efectuaron reducciones en impresión de documentos y distribución de los mismos en papel y se mejoró su distribución en formato electrónico. Tras la venta de las máquinas de impresión en offset, se instaló el nuevo equipo de impresión digital. Se redujeron los costos de las reuniones de los órganos rectores y se aumentó la subcontratación exterior de servicios de traducción, impresión e interpretación. Se centró la energía en revisar los procedimientos y las reformas administrativas, estabilizar las estructuras y aclarar las responsabilidades para dotar al personal de un entorno de trabajo sereno.

223. Es necesario mantener y desarrollar más las herramientas de TI, para lo cual será preciso aclarar las funciones, las responsabilidades y la gestión entre MSS/CLD y MSS/BKI. Preocupa hondamente cómo prestar servicios a niveles aceptables con la falta de personal que hay. Muchos funcionarios han asumido trabajos adicionales, lo cual no es sostenible a largo plazo. La formación es esencial para mantener las competencias del personal a los niveles necesarios en un entorno que evoluciona rápidamente.

224. Las Secciones interesadas se esforzaron por prestar, con los recursos presupuestarios y humanos disponibles, niveles adecuados de servicios de apoyo para garantizar la seguridad de las vidas, el entorno y las condiciones sanitarias del personal y mitigar los riesgos que podrían afectar negativamente a la continuidad de la ejecución del programa y la actividad de los órganos rectores de la Organización. Las actividades operacionales cotidianas fueron mantenidas por los servicios, pero las reducciones del presupuesto fueron muy severas y se suspendieron actividades para hacer economías. Se revisaron y evaluaron regularmente las prioridades para ajustarse al presupuesto y el personal disponibles y se reflejaron en planes de trabajo actualizados. Sin sobrepasar los fondos existentes, se programaron y llevaron a cabo obras de conservación y mantenimiento de los edificios, higiene y seguridad y mantenimiento, de conformidad con las prioridades del Plan maestro, el plan de seguridad a plazo medio y los requisitos del país anfitrión.

225. Los recortes de personal y el que no se recurra a la asistencia temporal seguirán siendo un grave impedimento, pues continuarán sus efectos en la prestación de servicios relacionados con la seguridad, la vigilancia y el mantenimiento de los locales y las instalaciones, incluso a pesar de las medidas adoptadas para reducir los costos y aumentar la eficiencia. Siguen vacantes puestos esenciales para la seguridad y la vigilancia en la Sede.

226. Con la creación de la Sección de Operaciones (MSS/OPS) en junio de 2013, se recurrió a ampliar la utilización de los contratos a largo plazo para la compra de bienes y servicios comunes, además de la agregación de los gastos y la normalización. Han mejorado la eficiencia y la eficacia

en función de los costos del personal, pero, para sostener las mejoras buscadas, habría que elaborar un plan de desarrollo de competencias y fortalecimiento de capacidades. Se fortaleció la gestión de los bienes con una verificación material exhaustiva de todos los activos y bienes de la Organización en la Sede. Corolario de ello fue que se puso en conformidad la cartera de seguros de los locales de la Sede con las normas de la UNESCO en materia de contratación y otras medidas correctoras para optimizar la cartera de seguros que se habían formulado. Las recomendaciones del Auditor Externo sobre el Economato y los Servicios de Restaurante se están poniendo plenamente en práctica. Los directivos intermedios del servicio han sido esenciales para corregir prácticas y errores anteriores y se han concebido medidas correctoras.

227. Se ha comenzado a actuar en todos los frentes, pero queda mucho por conseguir en lo que se refiere a desarrollar las competencias y fortalecer las capacidades para reforzar el desempeño del personal restante y dar a los funcionarios que intervienen en las compras la posibilidad de obtener el certificado en compras públicas de las Naciones Unidas.

## **EL CAMINO A SEGUIR**

### **Observaciones del Servicio de Supervisión Interna**

#### ***Introducción***

228. El Consejo Ejecutivo invitó a la Directora General “a reanudar la práctica anterior de proporcionar una validación por el Servicio de Supervisión Interna [IOS] de los resultados alcanzados el bienio anterior y a exponer en el documento C/3 las observaciones y conclusiones del Servicio de Supervisión Interna de importancia para el fortalecimiento de la supervisión y la presentación de informes basadas en los resultados” (decisión 189 EX/4, párrafo 14). De conformidad con esta decisión, el IOS llevó a cabo un ejercicio interno en el que comparó las conclusiones de las auditorías y evaluaciones pertinentes con la información que figura en el documento 38 C/3 - Proyecto.

229. En el bienio anterior, el IOS llevó a cabo tres evaluaciones y auditorías que se centraron expresamente en los procesos subyacentes a la presentación de resultados en la UNESCO, así como en la índole y la calidad de la información que alimenta los informes EX/4 y C/3: la auditoría de la supervisión de proyectos y actividades de la UNESCO, el estudio de diagnóstico de las evaluaciones de las actividades extrapresupuestarias de la UNESCO y la evaluación con fines formativos de la presentación de resultados de la UNESCO<sup>5</sup>. Sobre la base de estas tareas, y teniendo en cuenta también otras evaluaciones, como la de la labor normativa de la UNESCO en el Sector de Cultura y la de los institutos de educación de categoría 1, el IOS saca las siguientes conclusiones:

- Se perciben ciertas mejoras en cuanto a la cobertura de la información presentada sobre la labor de la UNESCO. En el desempeño de su mandato, la UNESCO está recurriendo cada vez más a sus actividades extrapresupuestarias y a su amplia red de institutos, cátedras, comités y otras entidades asociadas. No obstante, aunque parte de esta labor se ve reflejada en la presentación de resultados, existe margen para seguir mejorando.
- No se encontraron divergencias importantes entre las actividades y productos presentados en el C/3 y las evaluaciones del IOS. La Organización logró mantenerse activa en ámbitos de trabajo esenciales a pesar de las graves restricciones financieras.

<sup>5</sup> Esta evaluación se analiza a continuación.

- Sin embargo, debido a las deficiencias estructurales de la presentación de resultados en la UNESCO (y de sus mecanismos subyacentes), tal como se analiza a continuación y como se detectó en anteriores validaciones del IOS, el C/3 no proporciona pruebas suficientes sobre el logro de los objetivos programáticos y sobre la medida en que la labor de la UNESCO ha supuesto una mejora para sus beneficiarios previstos.

### **Perspectivas**

230. El bienio anterior (2012-2013) constituye el final del ciclo de programación bienal, ya que la Organización pasa ahora a un ciclo de programación cuatrienal con el nuevo 37 C/5 (2014-2017). Sin duda, esta transición plantea nuevas dificultades, pero, al mismo tiempo, ofrece a la Organización una oportunidad crucial para reflexionar sobre sus prácticas de gestión basada en los resultados y para introducir mejoras. Un elemento clave de esta reflexión atañe a la manera en que la Organización informa sobre la ejecución de su programa y el logro de sus resultados.

231. Al iniciarse un nuevo ciclo de programación, los siguientes aspectos resultan fundamentales para llevar a cabo una reflexión y revisión de la presentación de resultados en la UNESCO:

- El Consejo Ejecutivo, si bien ha tomado nota de los progresos que se han venido realizando en la presentación de informes de la Organización, en distintas decisiones ha expresado reiteradamente la necesidad de seguir mejorando el formato y el contenido de los informes.
- Cada vez más, los Estados Miembros y los donantes esperan que la UNESCO proporcione pruebas de los efectos (y el impacto)<sup>6</sup> de sus intervenciones. Diversas evaluaciones externas han destacado la necesidad de fortalecer la capacidad de la Organización a este respecto.
- Con la transición hacia un ciclo cuatrienal, a raíz de la Revisión cuatrienal amplia de la política relativa a actividades operacionales del sistema de las Naciones Unidas, la coherencia y la armonización de todo el sistema de las Naciones Unidas han adquirido mayor relevancia.
- La Organización está adoptando medidas para aplicar los principios de la presupuestación basada en los resultados, con una fase de transición, para los resultados esperados del 37 C/5 (2014-2017).

232. Con objeto de afrontar estas dificultades y fortalecer el modelo de presentación de resultados de cara al futuro, en el marco del inicio de un nuevo ciclo, el Servicio de Supervisión Interna (IOS) y la Oficina de Planificación Estratégica (BSP) realizaron una evaluación conjunta con fines formativos de la presentación de resultados de la UNESCO<sup>7</sup>, examinando principalmente la presentación de los informes semestrales (EX/4) y bienales (C/3) de la Organización. El principal objetivo de la evaluación era analizar los puntos fuertes y débiles del modelo de presentación de resultados utilizado actualmente en el sistema de la UNESCO y, a partir de ese análisis, formular una propuesta para la mejora de la presentación de resultados. La evaluación se llevó a cabo en consulta con los Estados Miembros<sup>8</sup>.

<sup>6</sup> Los productos son los cambios en las competencias o habilidades, o la disponibilidad de nuevos productos y servicios resultantes de la finalización de las actividades (bajo el control de la Organización). Los efectos son cambios institucionales y de comportamiento que en última instancia contribuyen a lograr cambios en la sociedad (es decir, un impacto). El impacto se refiere a los efectos positivos o negativos a largo plazo producidos por una intervención, directa o indirectamente, de forma intencionada o no intencionada (véase el Manual de Gestión basada en Resultados del GNUD, 2012, página 14. En el caso de la UNESCO, los resultados esperados, en principio, deberían referirse al nivel de los "efectos". El impacto, el cambio social (en las instituciones y en los beneficiarios), es muy difícil y costoso de evaluar debido a la dificultad para definirlo.

<sup>7</sup> La presentación de resultados incluye la información sobre las actividades, los productos y los efectos logrados por la UNESCO (véase también la nota anterior).

<sup>8</sup> La evaluación estuvo a cargo de un equipo compuesto por miembros del personal del IOS y la BSP, en colaboración con un experto externo. Básicamente, la evaluación siguió una perspectiva descendente, es decir, evaluar la presentación y el contenido de los informes de resultados reglamentarios de la UNESCO (EX/4 y C/3) y, posteriormente, los mecanismos de información subyacentes que contribuyen a la elaboración del informe. Se

### **Conclusiones de la evaluación de la presentación de resultados en la UNESCO**

233. Las *expectativas* de los Estados Miembros, principales usuarios de los informes EX/4 y C/3, se han expresado reiteradamente en distintas decisiones del Consejo Ejecutivo. Los resultados de una breve encuesta, que obtuvo un índice de respuesta satisfactorio (el 34% de los miembros del Consejo Ejecutivo y el 20% de todos los Estados Miembros), permitieron analizar esas expectativas de manera más detallada. En líneas generales, las conclusiones de la encuesta coinciden con lo expresado en anteriores decisiones del Consejo Ejecutivo, pero resaltan estos dos puntos principales: i) la necesidad de un análisis de los problemas estratégicos para la ejecución del programa de la Organización; y ii) la necesidad de una información sobre resultados más sintética y consolidada para presentar un panorama completo y equilibrado de los ámbitos de trabajo de la UNESCO. Además, la presentación de resultados debería ser analítica, estratégica, concisa y prospectiva. Por último, se espera que en los informes se establezca una distinción más clara entre los productos y los efectos.

234. La evaluación puso de manifiesto los siguientes *logros*:

- La UNESCO cuenta con una larga experiencia en la aplicación de los principios de la GBR inspirados en las normas de las Naciones Unidas.
- El sistema y las prácticas de presentación de autodeclaraciones sobre resultados de la UNESCO han sido objeto de continuas actualizaciones y mejoras.
- Se han elaborado materiales de formación y orientación sobre las autodeclaraciones en SISTER.
- Se ha mejorado el conocimiento y el cumplimiento de los requisitos de presentación de autodeclaraciones (en SISTER).

235. Existe un desfase entre la situación actual de la presentación de resultados en la Organización y las expectativas expresadas por los Estados Miembros. De manera general, en la evaluación se detectaron tres tipos principales de *problemas*:

i) La fiabilidad de los datos y pruebas sobre los resultados:

- La presentación de informes sobre actividades y productos difiere totalmente de la presentación de informes sobre los resultados esperados (al nivel de los efectos). Mientras que los primeros pueden observarse o recabarse con relativa facilidad, los segundos requieren recursos, tiempo y un acopio de datos explícitos en el propio grupo o grupos de destinatarios.
- Los informes EX/4 y C/3 recientes incluyen información de fondo sobre la ejecución y la obtención de los productos. Sin embargo, existe margen para mejorar el análisis sintético y estratégico de estas dimensiones, comprendido el análisis de los desafíos y el logro de los objetivos.
- La presentación de autodeclaraciones sobre los efectos de la labor de la UNESCO es fragmentada y deficiente. En términos generales, el personal no dispone del tiempo, los recursos y los datos necesarios para presentar datos imparciales y fiables sobre los resultados esperados al nivel de los efectos. Por tanto, ello afecta negativamente las

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aplicó un conjunto de criterios para una buena presentación de resultados como marco para la evaluación. Se utilizó una perspectiva comparativa, entre otros recursos; se realizaron entrevistas y exámenes de estudios documentales referentes a la UNESCO (Sede y oficinas fuera de la Sede) y a cuatro organizaciones de las Naciones Unidas (PNUD, UNICEF, FAO y OIT). Por último, la interacción con los Estados Miembros, principales usuarios de los informes de resultados de la UNESCO, se consiguió gracias a una serie de reuniones informales con delegaciones y a una breve encuesta sobre la presentación de resultados que se envió a todas las delegaciones para conocer sus opiniones. El informe de la evaluación se puede consultar en Internet.

posibilidades de facilitar información consolidada sobre los resultados esperados en el EX/4 y el C/3.

ii) La eficacia de la presentación de informes:

- La periodicidad de presentación de informes reglamentarios a los órganos rectores es considerablemente mayor en la UNESCO que en otras organizaciones de las Naciones Unidas. Además, el número de páginas de los informes reglamentarios (EX/4 y C/3) es relativamente elevado comparado con los informes de esas otras organizaciones.
- Dentro del sistema de presentación de resultados en la UNESCO, la carga de trabajo de las autodeclaraciones es demasiado elevada (debido a la periodicidad de la presentación de informes y al reducido tamaño de la unidad de análisis de los informes).
- Teniendo en cuenta los dos elementos anteriores, la conclusión general es que la rentabilidad de las prácticas de autodeclaración dentro del sistema de la UNESCO es relativamente baja.

iii) Las relaciones entre la planificación, las autodeclaraciones y la evaluación:

- Los resultados esperados se formulan a partir de un proceso político y participativo, lo que en ocasiones puede resultar complicado y ocasionar un número excesivamente alto de resultados e indicadores de resultados exigidos. Las otras organizaciones de las Naciones Unidas suelen tener un número considerablemente menor de resultados y éstos están formulados de manera más coherente.
- Los resultados esperados en el C/5 (y en el EX/4 y el C/3), así como los correspondientes indicadores de resultados, están formulados de manera incoherente, ya que se refieren indistintamente a actividades, productos y efectos.
- De las auditorías y evaluaciones se desprende que en la presentación de informes de la UNESCO (por ejemplo, en SISTER y en los informes a los donantes) se utiliza la terminología de los resultados de manera incoherente (productos, efectos, impactos).
- Teniendo en cuenta la naturaleza de la labor de la UNESCO, consistente en la promoción, el asesoramiento para la formulación de políticas y la acción normativa, a menudo resulta bastante difícil y costoso captar y explicar de qué manera se logra un cambio a consecuencia de las intervenciones de la UNESCO. Esto hace que sea más necesario expresar claramente las relaciones causales que vinculan las actividades con los resultados. Sin embargo, en la mayor parte de los ámbitos de trabajo de la UNESCO, la lógica de causalidad subyacente a las actividades no es suficientemente clara. Por ello, aspectos como el análisis causal, la elección de indicadores o el alcance y la cobertura de la supervisión y la presentación de informes son deficientes o incompletos.
- El refuerzo de la validación y la autoevaluación en niveles superiores solo puede resolver parcialmente las limitaciones de las autodeclaraciones (especialmente sobre los resultados esperados). También es necesario reconsiderar la función de las evaluaciones, ya que no se incorporan sistemáticamente a los procesos de autodeclaración y, por tanto, al EX/4 y al C/3.

### ***Hacia un nuevo modelo de presentación de resultados***

236. Para responder a los múltiples problemas señalados en la evaluación, los futuros informes EX/4 y C/3 deberían basarse en los siguientes principios de buena presentación de resultados:

- Una distinción clara entre la presentación de informes sobre las actividades y la obtención de los productos y la presentación de informes sobre los resultados esperados.
- Un cambio en la periodicidad de la presentación de informes que posibilite un análisis y unos informes más rigurosos.
- Un reajuste de la información procedente de autodeclaraciones y evaluaciones que se incorpore a la presentación de resultados.

237. Una propuesta concreta -que se ajustaría a éstos y otros principios indicados en el informe de evaluación, lo que acercaría a la UNESCO a las prácticas idóneas de otras organizaciones de las Naciones Unidas y contribuiría a la aplicación satisfactoria de la PBR- sería que el modelo actual de informes semestrales (EX/4) y bienales (C/3) se sustituyera por:

- **un informe anual sobre la ejecución del programa (actividades y obtención de productos)**, en el que se presentarían análisis estratégicos globales sobre la ejecución de las actividades y la obtención de productos, con indicaciones sobre la medida en que se va cumpliendo la ejecución del programa, los problemas transversales para la ejecución y propuestas de medidas correctivas; y
- **un informe cuatrienal sobre los resultados (logro de los efectos)**<sup>9</sup>, que indicaría la medida en que se han alcanzado los resultados esperados y de qué manera la Organización está logrando mejoras para sus beneficiarios previstos.

238. **Consecuencias para la función de la autodeclaración y la evaluación.** El informe anual sobre la ejecución del programa estaría respaldado por el actual sistema de autodeclaraciones en SISTER, con algunas simplificaciones en cuanto a las actividades y los proyectos y un fortalecimiento del proceso de autoevaluación de la ejecución a nivel de los países y los programas. En principio, los recursos humanos que se liberarían con la reducción de la periodicidad de la presentación de informes, así como con su simplificación en niveles de intervención inferiores, se podrían utilizar en niveles superiores (país y programa) para reforzar la supervisión, el análisis, la evaluación estratégica y la presentación de informes sobre la ejecución del programa. El informe cuatrienal sobre los resultados (logro de los efectos) se basaría en gran medida en las evaluaciones realizadas por los sectores y por el IOS y estaría respaldado por un ejercicio de autoevaluación cuatrienal.

239. **Consecuencias para la aplicación de la PBR y la base para la adopción de decisiones estratégicas.** En el informe sobre los resultados (logro de los efectos) se presentaría un análisis evaluativo más completo de los programas de la UNESCO (que incluiría la pertinencia, las ventajas comparativas y la eficacia de la labor de la UNESCO). La idea principal sería que una mejor coordinación de las actividades de evaluación y una revisión de las pruebas evaluativas al final del cuatrienio permitirían presentar a los órganos rectores unos datos comparativos más fiables para apoyar la adopción de decisiones sobre orientaciones estratégicas y la asignación de recursos humanos y financieros de la Organización.

<sup>9</sup> Existen buenos ejemplos de informes sobre resultados referentes a toda una organización con ciclos de cuatro o más años, como los estudios sobre los resultados globales del Fondo para el Medio Ambiente Mundial (FMAM) y las evaluaciones del plan estratégico del PNUD.

## DECISIÓN PROPUESTA

240. El Consejo Ejecutivo podría adoptar una decisión del siguiente tenor:

El Consejo Ejecutivo,

1. Recordando la Recomendación 13 de la resolución 33 C/92, y la resolución 33 C/78 en la que la Conferencia General pidió al Consejo Ejecutivo que le informara en cada reunión sobre la ejecución del Programa y Presupuesto en curso (C/5), junto con los resultados alcanzados en el bienio anterior (C/3),
2. Recordando también la resolución 34 C/89, en la que se invitaba al Consejo Ejecutivo a efectuar una evaluación más amplia y más estratégica de los resultados de los programas, entre otras cosas en el documento EX/4, expresando paulatinamente sus opiniones durante el bienio mediante decisiones explícitas sobre los resultados de los distintos programas a nivel de los ejes de acción,
3. Recordando además las decisiones 184 EX/4, 186 EX/4, 191 EX/4 y 192 EX/4,
4. Habiendo examinado el documento 194 EX/4 Parte I – 38 C/3 - Proyecto,
5. Expresa su satisfacción por los constantes esfuerzos por mejorar la estructura del informe, el enfoque analítico y la calidad de la información y los datos que en él se presentan;
6. Agradece a la Directora General sus esfuerzos y las medidas adoptadas para ejecutar el programa y lograr la consecución de los resultados esperados del documento 36 C/5 pese a los importantes recortes presupuestarios;
7. Reconoce la importante labor realizada por la Secretaría para afianzar el liderazgo de la UNESCO en los planos mundial e interinstitucional en los ámbitos esenciales de su mandato, en particular en los procesos de preparación de la agenda para el desarrollo después de 2015;
8. Toma nota de los logros importantes realizados en todos los ámbitos del programa y de los progresos alcanzados en la reforma de la Organización en su conjunto;
9. Pide a la Directora General que someta el documento 194 EX/4 Parte I – 38 C/3 - Proyecto a la aprobación de la Conferencia General en su 38ª reunión.





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Educational, Scientific and  
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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

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1. **Background** - Nigeria launched its National Economic Empowerment and Development Strategy (NEEDS) in 2004.<sup>1</sup> 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

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<sup>1</sup> 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 BRENDA, 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 40<sup>th</sup> 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**

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### **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

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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 50<sup>th</sup> 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 50<sup>th</sup> 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**

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### **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

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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<sup>e</sup> 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<sup>ème</sup> 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

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### 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](http://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](http://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](http://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/JEMOA PADTICE project, which aims to strengthen quality assurance of higher education in the JEMOA 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

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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

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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 9<sup>th</sup> 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 23<sup>rd</sup> 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**

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### **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

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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

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### 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 Príncipe 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 Príncipe) 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 Príncipe 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

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### 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

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### 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 km<sup>2</sup> 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

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### 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**

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### **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, affichette). 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

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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**

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### **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 Nanotechnology 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**

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### ***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**

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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

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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

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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 créés, 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<sup>ème</sup> 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<sup>ème</sup> et 17<sup>ème</sup> 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**

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### **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

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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**

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**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 4<sup>th</sup> 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 146<sup>th</sup> Member (33<sup>rd</sup> 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 25<sup>th</sup> 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 5<sup>th</sup> 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 2<sup>nd</sup> 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 3<sup>rd</sup> 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 <sup>th</sup> 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				
	Report of literacy survey in Madang province produced				Youth leaders trained on HIV at National Youth Council
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			
	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 <sup>th</sup> 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 11<sup>th</sup> 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**

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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 37<sup>th</sup> 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 6<sup>th</sup> 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 13<sup>th</sup> 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 13<sup>th</sup> meeting of the EABRN (see Mongolia above), the DPRK delegation indicated its willingness to host the 14<sup>th</sup> 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 7<sup>th</sup> 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 37<sup>th</sup> 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

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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) 3<sup>rd</sup> 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**

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**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**

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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**

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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 2<sup>nd</sup> International Conference on Water Resources and 20<sup>th</sup> 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 11<sup>th</sup> 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 5<sup>th</sup> 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 36<sup>th</sup> 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

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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**

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### ***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**

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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 4<sup>th</sup> 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 9<sup>th</sup> 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 (WPDF). In 2012-2013, UNESCO observation of the WPDF 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

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### *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 37<sup>th</sup> Session of the World Heritage chaired by Cambodia in June 2013, the 20<sup>th</sup> 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**

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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 21<sup>st</sup> 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**

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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

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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**

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### **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 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

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### 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**

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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 61<sup>st</sup> 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 UNBRAf, 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 WPFd, 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

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### **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 experiences<sup>2</sup> 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

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<sup>2</sup> 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**

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### **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-UCPD 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**

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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 Ehydrology 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](http://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);
- 10<sup>th</sup> 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

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### *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 Santé 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

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### *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

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### **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**

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### ***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 2<sup>nd</sup> 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

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#### *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 2<sup>nd</sup> 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 300<sup>th</sup> 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 110<sup>th</sup> 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 65<sup>th</sup> 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 8<sup>th</sup> session of the **Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage** which coincided with the 10<sup>th</sup> 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 20<sup>th</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 20<sup>th</sup> 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

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### 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 2<sup>nd</sup> 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 7<sup>th</sup> 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 2<sup>nd</sup> 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 1<sup>st</sup> and 4<sup>th</sup> 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 2<sup>nd</sup> 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 3<sup>rd</sup> 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

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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.



Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

# Consejo Ejecutivo

194ª reunión

# 194 EX/4

## Parte II

PARÍS, 14 de marzo de 2014  
Original: Inglés

### Punto 4 del orden del día provisional

## **INFORME DE LA DIRECTORA GENERAL SOBRE LA SITUACIÓN PRESUPUESTARIA DE LA ORGANIZACIÓN EN 2012-2013 AL 31 DE DICIEMBRE DE 2013 (36 C/5) (CUENTAS NO COMPROBADAS), AJUSTES PRESUPUESTARIOS RESULTANTES DE LAS DONACIONES Y LAS CONTRIBUCIONES ESPECIALES RECIBIDAS**

Y

### **GESTIONIGRAMA DE LA EJECUCIÓN DEL PROGRAMA EN 2012-2013 (CUENTAS NO COMPROBADAS)**

(Nº 52)

#### **RESUMEN**

La Parte II del documento 194 EX/4 contiene:

- A. Informe de la Directora General sobre la situación presupuestaria de la Organización en 2012-2013 al 31 de diciembre de 2013 (36 C/5) (cuentas no comprobadas), que comprende:
  - I - Informe de la Directora General sobre los ajustes presupuestarios autorizados en el marco de la Resolución de Consignación de Créditos para 2012-2013. De conformidad con la resolución 36 C/111, apartados b) y e), la Directora General presenta al Consejo Ejecutivo los informes sobre:
    - i) los ajustes en el marco de la Resolución de Consignación de Créditos aprobada para 2012-2013 por concepto de las donaciones y contribuciones especiales recibidas entre el 1º de julio y el 31 de diciembre de 2013,
    - ii) las transferencias efectuadas entre partidas presupuestarias debido a ajustes para actividades del programa y en los movimientos de personal entre el 1º de julio y el 31 de diciembre de 2013.
  - II - Informe de la Directora General sobre la situación general del Presupuesto Ordinario de la Organización para el bienio 2012-2013
  - III - Medida que se prevé adopte el Consejo Ejecutivo: decisión en el párrafo 12.
- B. El gestionigrama de la ejecución del programa en 2012-2013 basado en las cuentas no comprobadas del Presupuesto Ordinario y los fondos extrapresupuestarios.

## PARTE A

**INFORME DE LA DIRECTORA GENERAL SOBRE LA SITUACIÓN PRESUPUESTARIA  
DE LA ORGANIZACIÓN EN 2012-2013 AL 31 DE DICIEMBRE DE 2013 (36 C/5)  
(CUENTAS NO COMPROBADAS)**

## I

**INFORME DE LA DIRECTORA GENERAL SOBRE LOS AJUSTES PRESUPUESTARIOS  
AUTORIZADOS EN EL MARCO DE LA RESOLUCIÓN DE CONSIGNACIÓN DE CRÉDITOS  
PARA 2012-2013**

1. En la Parte A.I se presenta un resumen del análisis con miras a la adopción de decisiones por el Consejo Ejecutivo.

**i) Ajustes en el marco de la Resolución de Consignación de Créditos aprobada para 2012-2013 por concepto de las donaciones y contribuciones especiales recibidas con posterioridad a la 192ª reunión del Consejo Ejecutivo**

2. Conforme a lo dispuesto en el apartado b) de la resolución 36 C/111, en el que se autoriza a la Directora General a aceptar y añadir a la consignación de créditos aprobada para 2012-2013, las aportaciones voluntarias, donaciones, donativos, legados y subvenciones, así como las cuantías aportadas por los gobiernos teniendo en cuenta lo dispuesto en la cláusula 7.3 del Reglamento Financiero, la Directora General presenta información al respecto para el periodo comprendido entre el 1º de julio y el 31 de diciembre de 2013. En el cuadro que figura a continuación se presenta un resumen por sector/oficina y en el Anexo II del documento 194 EX/4 INF.2 se proporcionan detalles al respecto:

<b>Sectores/ oficinas</b>	<b>\$</b>	<b>Porcentaje</b>
Educación (ED)	653.319	29,3%
Ciencias exactas y naturales (SC)	649.491	29,2%
Ciencias sociales y humanas (SHS)	97.167	4,4%
Cultura (CLT)	620.387	27,8%
Comunicación e información (CI)	21.460	0,9%
Unidades fuera de la Sede – Ejecución de los programas descentralizados (BFC)	123.730	5,6%
Servicios relacionados con el programa (África)	9.975	0,4%
Servicios relacionados con el programa (BSP)	52.511	2,4%
<b>Total, donaciones y contribuciones especiales</b>	<b>2.228.040</b>	<b>100,0%</b>

Donaciones y contribuciones especiales recibidas durante todo el bienio: 12.428.406 dólares en total.

**Contribuciones en especie para las oficinas fuera de la Sede y los institutos**

3. Además de las contribuciones antes mencionadas, los gobiernos aportaron durante el bienio contribuciones en especie a las oficinas fuera de la Sede y los institutos proporcionándoles locales a título gratuito, incluidos los servicios colectivos y los servicios de mantenimiento y comunicación. Basándose en el valor de mercado, esas contribuciones ascienden para 2013 a 7,6 millones de dólares para las oficinas fuera de la Sede y 5,4 millones de dólares para los institutos.

Se informa anualmente de esas contribuciones en especie para que esté armonizada con los estados financieros elaborados de conformidad con las normas IPSAS (véanse los detalles al respecto en el Anexo III del documento 194 EX/4 INF.2). En el bienio 2012-2013, las contribuciones en especie ascendieron en total a 15,3 millones de dólares para las oficinas fuera de la Sede y 11,1 millones de dólares para los institutos.

#### **Contribuciones en especie destinadas a la ejecución del programa**

4. En el Anexo IV del documento 194 EX/4 INF.2 figura también una lista indicativa de las contribuciones en especie destinadas a la ejecución del programa por una cuantía de 29,9 millones de dólares. Las contribuciones en especie de bienes y servicios que apoyan directamente operaciones y actividades aprobadas, y que pueden ser calculadas de modo fiable se contabilizan y valoran a su valor razonable. Esta lista incluye las contribuciones en especie recabadas por los Embajadores de Buena Voluntad durante el mismo periodo.

Las contribuciones en especie destinadas a la ejecución del programa ascienden en total a 38,7 millones de dólares para el bienio 2012-2013.

#### **ii) Transferencias efectuadas entre partidas presupuestarias con posterioridad a la 192ª reunión del Consejo Ejecutivo**

5. **Costos del programa:** Reasignación de recursos del Programa Ordinario para sufragar la participación de la UNESCO en los procesos de programación por países:

De conformidad con la Resolución 36 C/74, párrafo 2, apartado 6), la Directora General asignó el 2% de los recursos del Presupuesto Ordinario destinados a los grandes programas para apoyar la participación de la UNESCO en los procesos de programación conjunta por países del sistema de las Naciones Unidas (comprendidos los proyectos piloto de la iniciativa "Unidos en la acción", el MANUD y la programación conjunta).

De esto, el 1% se asignó a actividades sectoriales específicas, mientras que la Oficina de Planificación Estratégica (BSP) coordinó la otra mitad (1%), destinándola a los esfuerzos desplegados en toda la UNESCO en esos procesos. En 2012, se transfirieron a BSP 81.897 dólares, de conformidad con la decisión 190 EX/4. Entre julio y diciembre de 2013, otros 99.768 dólares se transfirieron de los grandes programas a BSP de la siguiente manera:

<b>Fondos transferidos de</b>	<b>\$</b>
Gran Programa I - Educación	(60.829)
Gran Programa II - Ciencias exactas y naturales	(8.000)
Gran Programa IV - Cultura	(30.939)
<b>Total transferido a BSP</b>	<b>99.768</b>

6. **Transferencias de gastos de personal a efectos de comparación:** en el cuadro que figura a continuación se presenta el resumen de los movimientos de personal entre julio y diciembre de 2013 (resultado neto nulo).

Partida presupuestaria	Cantidades transferidas (\$)
TÍTULO I – POLÍTICA GENERAL Y DIRECCIÓN	
B. Dirección	71.000
TOTAL, TÍTULO I	71.000
TÍTULO II – PROGRAMAS Y SERVICIOS RELACIONADOS CON EL PROGRAMA	
A. Programas	
Gran Programa I – Educación	35.500
Unidades fuera de la Sede: Gestión de los programas descentralizados	(106.500)
Total, Título II.	(71.000)
<b>Consignación total</b>	<b>0</b>

7. En el Anexo I del documento 194 EX/4 INF.2 figuran los resultados netos de las transferencias entre partidas presupuestarias para todo el bienio, incluidas las antes expuestas.

## II

### INFORME DE LA DIRECTORA GENERAL SOBRE LA SITUACIÓN GENERAL DEL PRESUPUESTO ORDINARIO DE LA ORGANIZACIÓN PARA EL BIENIO 2012-2013

#### Consignación total de créditos del Presupuesto Ordinario (ajustado)

8. La Conferencia General en su 36ª reunión aprobó una consignación de 653.000.000 dólares para 2012-2013 (resolución 36 C/111), posteriormente aumentada a 665.428.406 dólares mediante donaciones y contribuciones especiales por una cuantía de 12.428.406 dólares, como sigue:

Referencia	Importe consignado en el Presupuesto Ordinario
	\$
Consignación en el 36 C/5 Aprobado	653.000.000
Decisión 190 EX/4 (donaciones y contribuciones especiales)	3.404.863
Decisión 191 EX/4 (donaciones y contribuciones especiales)	3.043.925
Decisión 192 EX/4 (donaciones y contribuciones especiales)	3.751.578
Total de las donaciones y contribuciones especiales de las que tomó nota anteriormente el Consejo Ejecutivo	10.200.366
Donaciones y contribuciones especiales recibidas con posterioridad a la 192ª reunión y ajustes efectuados al respecto (*)	2.228.040
<b>Total, donaciones y contribuciones especiales</b>	<b>12.428.406</b>
<b>Consignación total de créditos del Presupuesto Ordinario (ajustado) para 2012-2013</b>	<b>665.428.406</b>

(\*) En el Anexo II del documento 194 EX/4 INF.2 se proporcionan detalles al respecto.

### Gastos y obligaciones pendientes con cargo al Presupuesto Ordinario

9. Para hacer frente a la suspensión de sus pagos por uno de los principales contribuyentes de la Organización en octubre de 2011, para el 36 C/5 la Directora General impuso un monto total de gastos de 465 millones de dólares, lo cual representaba una reducción de 188 millones de dólares o del 28,8% con respecto al 36 C/5 Aprobado. Al 31 de diciembre de 2013, las cuentas no comprobadas arrojaban un total de gastos de 520,5 millones de dólares. Si bien este volumen de gastos era inferior en un 22,2% o en 144,9 millones de dólares al 36 C/5 Aprobado (ajustado), representaba un déficit de 42,1 millones de dólares con respecto al monto provisional de los planes de trabajo de 478,4 millones de dólares (comprendidos 12,4 millones en concepto de donaciones y 1 millón de dólares del presupuesto residual del 35 C/5). Este déficit fue financiado recurriendo a la cuenta especial del Fondo de Emergencia, de modo que el bienio correspondiente al 36 C/5 se cerró sin déficit de caja y con un Fondo de Operaciones restablecido por completo.

Título	Presupuesto 36 C/5 Aprobado (653 millones de dólares)	36 C/5 Aprobado, y ajustado (665,4 millones de dólares)	Planes de trabajo provisionales 465 millones de dólares +12,4 consignaciones de créditos suplementarias + 1 M presupuesto residual del 35 C/5	Gastos, incluidas las obligaciones pendientes, al 31 de diciembre de 2013	Excedente (déficit) con respecto a los planes de trabajo provisionales
	\$	\$	\$	\$	\$
Títulos I a III	628.709.500	641.137.906	462.394.906	506.397.433	(44.002.527)
Título IV - Reembolso de los préstamos para la renovación de los locales de la Sede y el edificio de la OIE	14.014.000	14.014.000	14.014.000	14.070.960	(56.960)
Título V - Aumentos previstos de los costos	8.976.500	8.976.500	1.019.500	-	1.019.500
Reserva para reclasificaciones/ ascensos por méritos	1.300.000	1.300.000	-	-	-
Presupuesto residual para las liquidaciones de 2010 -2011	-	-	1.000.000	-	1.000.000
<b>Total</b>	<b>653.000.000</b>	<b>665.428.406</b>	<b>478.428.406</b>	<b>520.468.393</b>	<b>(42.039.987)</b>

10. En la cifra correspondiente al total de gastos, de 520,4 millones de dólares, se incluyen consignaciones por una cuantía de 14,1 millones de dólares que son compromisos contraídos en relación con bienes y servicios que debían suministrarse a finales de 2013 pero que aún no se habían abonado a finales de año (obligaciones pendientes). Estas tienen una validez por 12 meses más, de conformidad con la cláusula 4.2 del Reglamento Financiero. Las obligaciones pendientes a finales de 2013 representan el 2,7% del presupuesto total son mucho más elevadas que las de 2010-2011 (0,7%). Este aumento obedece a la provisión constituida a finales de diciembre de 2013 para sufragar los posibles gastos que traerían aparejados los ceses en el servicio de los titulares de puestos ocupados cuya supresión se propone debido a la aplicación del plan de gastos de 507 millones de dólares para el 37 C/5 (2014-2015).

11. En cumplimiento de la decisión 184 EX/17 (párrafo 11) en el documento 194 EX/4: INF.2 se presenta (Anexo V) el informe de la Directora General sobre los gastos de funcionamiento en que se incurrió en 2012-2013 para la 37ª reunión de la Conferencia General y en 2013 para el Consejo Ejecutivo.

III

**MEDIDA QUE SE PREVÉ ADOPTE EL CONSEJO EJECUTIVO**

12. El Consejo Ejecutivo podría adoptar una decisión del siguiente tenor:

El Consejo Ejecutivo,

1. Habiendo examinado el informe de la Directora General sobre las donaciones y contribuciones especiales recibidas en el periodo julio-diciembre de 2013 y consignadas en el Presupuesto Ordinario, y las transferencias realizadas entre partidas presupuestarias, de conformidad con la resolución de consignación de créditos aprobada por la Conferencia General en su 36ª reunión (Resolución 36 C/111, apartados b), d) y e)) (documento 194 EX/4 Parte II,

I

2. Toma nota de que, como consecuencia de esas donaciones y contribuciones especiales, la Directora General ha aumentado las consignaciones del Presupuesto Ordinario en un importe total de 2.228.040 dólares, incluidos los ajustes efectuados en las donaciones y contribuciones especiales que se indican en el Anexo II del documento 194EX/INF.2,

	\$
Título II.A – Gran Programa I - Educación (ED)	653.319
Título II.A - Gran Programa II - Ciencias Exactas y Naturales (SC)	649.491
Título II.A - Gran Programa III - Ciencias Sociales y Humanas (SHS)	97.167
Título II.A - Gran Programa IV - Cultura (CLT)	620.387
Título II.A - Gran Programa V - Comunicación e Información (CI)	21.460
Título II.A - Unidades fuera de la Sede - Ejecución de los programas descentralizados (BFC)	123.730
Título II.B - Servicios relacionados con el Programa (África)	9.975
Título II.B - Servicios relacionados con el Programa (BSP)	52.511
Total	2.228.040

3. Expresa su agradecimiento a los donantes enumerados en los Anexos II, III y IV del documento 194 EX/14 INF.2,

II

4. Recordando la disposición de la resolución de consignación de créditos en virtud de la cual la Directora General podrá efectuar transferencias de consignaciones entre partidas presupuestarias por un importe que corresponda, como máximo, al 1% de la consignación inicial, comunicando por escrito a los miembros del Consejo Ejecutivo, en la reunión siguiente a esas operaciones, los detalles de esas transferencias y las razones que las motivaron
5. Toma nota de que la Directora General ha efectuado transferencias entre partidas presupuestarias en apoyo de la participación de la UNESCO en los procesos de programación por países y debido a movimientos de personal que tuvieron lugar entre julio y diciembre de 2013 (con un impacto neto de 0 dólar) como se detalla en el párrafo 6 del documento 194 EX/4 Parte II;



6. Toma nota del cuadro de consignación de créditos revisado del 36 C/5 que figura en el Anexo I del documento 194 EX/INF.2;
7. Habiendo examinado asimismo el informe de la Directora General sobre la situación presupuestaria global de la Organización para el bienio 2012-2013 al cierre de las cuentas (194 EX/4 Parte II),
8. Toma nota de la situación presupuestaria de la Organización (cuentas no comprobadas) correspondiente al Presupuesto Ordinario para 2012-2013 (36 C/5) al 31 de diciembre de 2013.

## PARTE B

### INFORME DE LA DIRECTORA GENERAL SOBRE LA EJECUCIÓN DEL PROGRAMA APROBADO POR LA CONFERENCIA GENERAL

#### GESTIONIGRAMA – Ejecución del programa al 31 de diciembre de 2013

En el gestionigrama se presenta la situación general del presupuesto y los gastos para el Presupuesto Ordinario y los recursos extrapresupuestarios.

#### I. PRESUPUESTO GLOBAL AL 31 DE DICIEMBRE DE 2013 – SITUACIÓN DE LOS RECURSOS POR FUENTE DE FINANCIACIÓN Y RESULTADOS DE LAS OPERACIONES (Ref.: Cuadro 1 del documento 191 EX/4 INF.2)

El total de los recursos disponibles para 2012-2013 se desglosa según se indica a continuación:

- Programa Ordinario: **520,5 millones de dólares** sobre la base del total de gastos para el bienio, con un índice de gastos del 100,2%.
- Fondo de Emergencia: **27,3 millones de dólares** asignados en 2012-2013, con un índice de gastos del 82,4%.
- Fondos extrapresupuestarios: **301,1 millones de dólares** de créditos asignados en **2013**, con un índice de gastos del 65,5%. En 2012 los créditos asignados ascendieron a 332,4 millones de dólares.

El total de gastos para el bienio asciende a 945,7 millones de dólares, de los cuales el 50,6% se financiarán con contribuciones al Programa Ordinario (478,4 millones de dólares), el 6,8% con cargo al Fondo de Emergencia (64,5 millones de dólares) y el 42,6% con cargo a otras fuentes extrapresupuestarias (402,7 millones de dólares).

#### a) Programa Ordinario 36 C/5 – Total de gastos y déficit presupuestario

En enero de 2012, para el 36 C/5, la Directora General impuso un presupuesto para los planes de trabajo de 465 millones de dólares, después de que uno de los principales contribuyentes suspendiera sus pagos en octubre de 2011, dejando a la Organización con un déficit de financiación de 188 millones de dólares (28,8%), de los cuales 42 millones de dólares correspondían a 2011.

**El total de gastos de 2012-2013 fue de 520,5 millones de dólares** (incluidos los gastos sufragados con cargo a las donaciones por un monto de 12,1 millones de dólares), lo que **dio lugar a un déficit de 42,1 millones de dólares** respecto del presupuesto revisado de los planes de trabajo, que ascendía a 478,4 millones de dólares. Este presupuesto revisado correspondía al monto inicial de 465 millones de dólares, más 1 millón de dólares procedente de los ahorros realizados en 2011 respecto de los compromisos estimados, y 12,4 millones de dólares en concepto de donaciones recibidas para el Programa Ordinario del 36 C/5. Los gastos suponen una disminución del 22,2%, o 144,9 millones de dólares, en relación con lo previsto en el 36 C/5 Aprobado (653 millones de dólares + 12,4 millones de dólares en donaciones).

**b) Análisis de la disminución respecto del 36 C/5 Aprobado**

La disminución de 144,9 millones de dólares respecto del 36 C/5 Aprobado fue posible gracias a diversas medidas de eficiencia y reducción de gastos, aunque se logró principalmente mediante una suspensión de las contrataciones de casi el 100%, lo que dio lugar a una tasa de vacantes del 20% al final del bienio. Se adoptaron además otras medidas, como la limitación de los compromisos a aquellos bienes y servicios que pudieran saldarse al final de diciembre de 2013; los controles a la asistencia temporal; los gastos de consultores y de viaje; la suspensión de los programas de formación y del sistema de premios por actuación profesional; las reducciones de los costos de los servicios internos (dispositivo de oficinas administrativas para los sectores que no pertenecen al programa); la reorganización de las tareas mediante inversiones en herramientas eficaces en relación con los costos; y las reducciones de gastos mediante reorganizaciones en ERI y MSS que aún no han concluido. El 60% (esto es, 87 millones de dólares) de la disminución obedeció a reducciones presupuestarias en los sectores del programa, que se compensaron en parte por la asignación de fondos de la cuenta especial del Fondo de Emergencia y mediante un aumento de las contribuciones en especie.

<b>Total de gastos – reducción respecto del 36 C/5 Aprobado y ajustado</b>	<b>Porcentaje</b>	<b>Millones de dólares</b>
<b>TOTAL, TÍTULO I – Política general y Dirección</b>	<b>-14%</b>	<b>-6,4</b>
Gran Programa I – Educación	-29%	-33,0
Gran Programa II – Ciencias exactas y naturales	-32%	-18,5
Gran Programa III – Ciencias sociales y humanas	-28%	-8,3
Gran Programa IV – Cultura	-22%	-11,7
Gran Programa V – Comunicación e información	-28%	-8,8
Instituto de Estadística de la UNESCO	-25%	-2,3
Dispositivos intersectoriales	-62%	-4,4
Unidades fuera de la Sede – Ejecución de los programas descentralizados	-4%	-3,6
Financiación suplementaria para la reforma del dispositivo fuera de la Sede	-88%	-7,9
Total, Título II.A – Programas	-25%	-98,5
Total, Título II.B – Servicios relacionados con el programa	-13%	-6,4
Total, Título II.C – Programa de Participación y Programa de Becas	-35%	-7,4
<b>TOTAL, TÍTULO II – Programas y servicios relacionados con el programa</b>	<b>-24%</b>	<b>-112,3</b>
<b>TOTAL, TÍTULO III – Servicios internos</b>	<b>-13%</b>	<b>-16,0</b>
<b>TOTAL, TÍTULOS I a III</b>	<b>-21%</b>	<b>-134,7</b>
Reserva para reclasificaciones/ascensos por méritos	-100%	-1,3
TÍTULO IV – Reembolso de los préstamos para los locales	0%	0,1
TÍTULO V – Aumentos previstos de los costos	-100%	-9,0
<b>TOTAL – Reducción de los gastos respecto del 36 C/5 Aprobado</b>	<b>-22%</b>	<b>-144,9</b>

**c) Comparación con las previsiones**

El monto final de gastos de 508,4 millones de dólares (sin las donaciones) es ligeramente superior al previsto en la última reunión del Consejo Ejecutivo, de 507,4 millones de dólares (192 EX/4 Parte II). Dicho monto incluye 14,8 millones de dólares en concepto de separación del servicio del personal, de los cuales 5,4 millones de dólares corresponden a los gastos efectivos del programa de cese voluntario en el servicio que concluyó en el último trimestre de 2013 y 9,4 millones de dólares a los créditos de diciembre de 2013 destinados a sufragar los posibles gastos de cese en el servicio del personal que ocupa los puestos cuya supresión se ha propuesto como resultado de la ejecución del plan de gastos de 507 millones de dólares previsto en el 37 C/5 (2014-2015).

Estos gastos están cubiertos en su mayor parte gracias a que los gastos de personal fueron inferiores a lo previsto, en: 7 millones de dólares como consecuencia de los atrasos en la contratación de personal esencial para el desempeño de tareas durante el bienio; 2,6 millones de dólares por las restricciones en la utilización de asistencia temporal y el ajuste en la tramitación de los subsidios de educación; y 4,1 millones de dólares no desembolsados en los presupuestos de actividades. La lentitud del proceso de contratación en el último semestre de 2013 obedeció en gran medida al examen en curso de las estructuras de dotación de personal puesto en marcha en el último trimestre de 2013 a fin de reducir el total de gastos según lo previsto en el plan de gastos de 507 millones de dólares para 2014-2015.

**d) Análisis del déficit entre los gastos y el presupuesto de los planes de trabajo de 465 millones de dólares**

Dado que el monto de 465 millones de dólares es la liquidez total **de que se dispone** tras la absorción de las contribuciones no abonadas por dos Estados Miembros, representa la suma disponible para gastos y no el presupuesto mínimo necesario para un bienio. En la distribución de esta cantidad se previó una reducción del 25% en el Título I – Política general y Dirección, del 24% en el Título III – Servicios internos y del 30% en el Título II – Programas y servicios relacionados con el programa. La Organización logró absorber un 22,2% del 29% necesario a causa de las restricciones de liquidez, y el 7% restante equivale al déficit de 2011.

El déficit de 42,1 millones de dólares se financió con cargo a la cuenta especial del Fondo de Emergencia, de modo que al cierre del bienio no existía un déficit de liquidez. En el Anexo I del documento 194 EX/INF.2 se indica el déficit desglosado por sector/oficina. Los porcentajes más importantes de ese déficit corresponden a los presupuestos de las Unidades fuera de la Sede – Ejecución de los programas descentralizados (34%), MSS (20%), ERI (17%) y el mecanismo conjunto del sistema de las Naciones Unidas (13%), y obedecen principalmente al gran volumen de gastos de personal en los sectores que no pertenecen al programa y a los gastos generales incompresibles en MSS y el dispositivo fuera de la Sede. En el caso del mecanismo conjunto del sistema de las Naciones Unidas, las sumas adeudadas a las Naciones Unidas son fijas y van en aumento (como las contribuciones destinadas a la seguridad fuera de la Sede y a los gastos de los coordinadores residentes) y la Organización no pudo negociar reducciones.

**e) Evolución de los gastos**

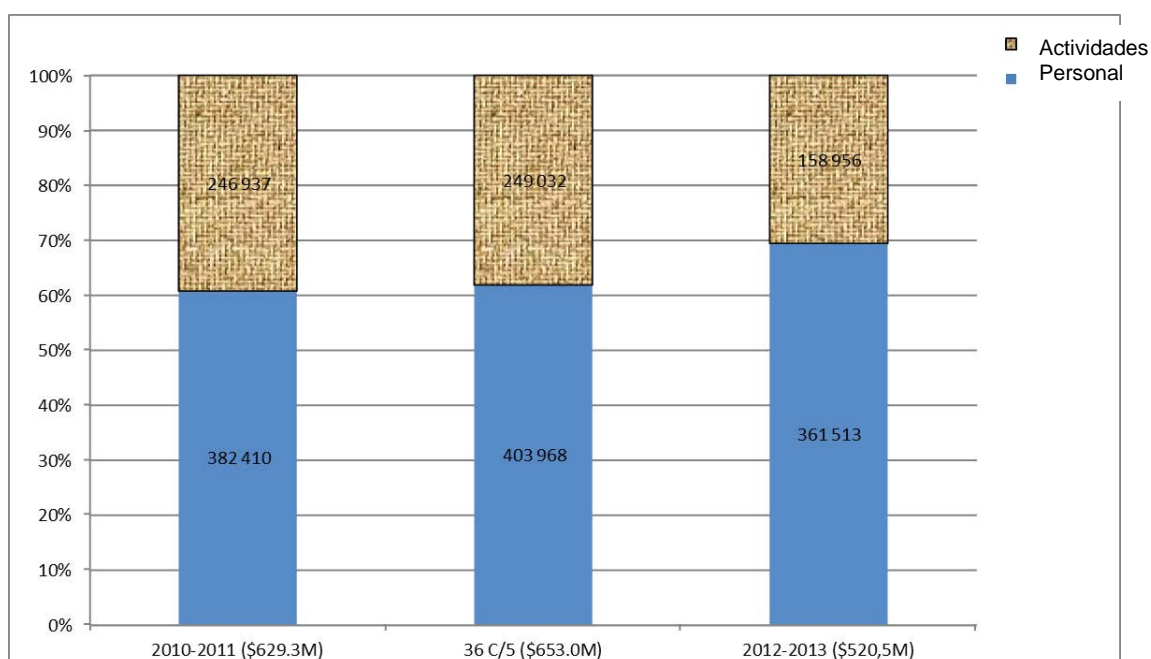
En relación con el 36 C/5 Aprobado, las actividades se redujeron en 90,1 millones de dólares (36,2%) y los gastos de personal en 42,5 millones de dólares (10,5%) (sin contar las donaciones). La reducción de los presupuestos de actividades se compensó con unos gastos de 22,5 millones de dólares con cargo al Fondo de Emergencia, lo que dio lugar a una reducción neta de 67,6 millones de dólares (27%).

Se logró reducir los gastos de personal en un 10,5% pese a la absorción de los aumentos reglamentarios de los sueldos, por un monto de 8 millones de dólares, durante el bienio en curso y la inclusión de una suma de 14,8 millones de dólares por cese en el servicio. Ello fue posible gracias a la alta tasa de vacantes, del 20%.

Estas reducciones han redundado en un coeficiente de actividad/personal del 31% / 69% en el bienio en curso (excluidas las actividades financiadas con cargo al Fondo de Emergencia), en comparación con el 38% / 62% del 36 C/5 Aprobado.

*(Las cuantías de todos los gráficos se expresan en miles de dólares estadounidenses a menos que se indique lo contrario)*

*Evolución – Personal y actividades (gastos de 2012-2013 frente a los gastos de 2010-2011 y del 36 C/5 Aprobado)*



*Evolución por títulos del presupuesto (gastos del 35 C/5 frente a los gastos del 36 C/5)*

	2010-2011 (629,3 millones de dólares)	2012-2013 (520,5 millones de dólares)	% en 2010- 2011	% en 2012- 2013	2012-2013 Aumento/ (disminución) con respecto a 2010-2011
Título I – Política general y Dirección	44.793	39.286	7,1%	7,5%	-12,3%
Título II.A – Programas	374.221	305.324	59,5%	58,7%	-18,4%
Título II.B – Servicios relacionados con el programa	49.852	44.560	7,9%	8,6%	-10,6%
Título II.C – Programa de Participación y Programa de Becas	21.040	13.669	3,3%	2,6%	-35,0%
Título III – Servicios internos	125.672	103.559	20,0%	19,9%	-17,6%
Títulos IV y V – Reembolso de préstamos y Aumentos previstos de los costos	13.784	14.071	2,2%	2,7%	2,1%
<b>Total</b>	<b>629.362</b>	<b>520.468</b>	<b>100,0%</b>	<b>100,0%</b>	<b>-17,3%</b>

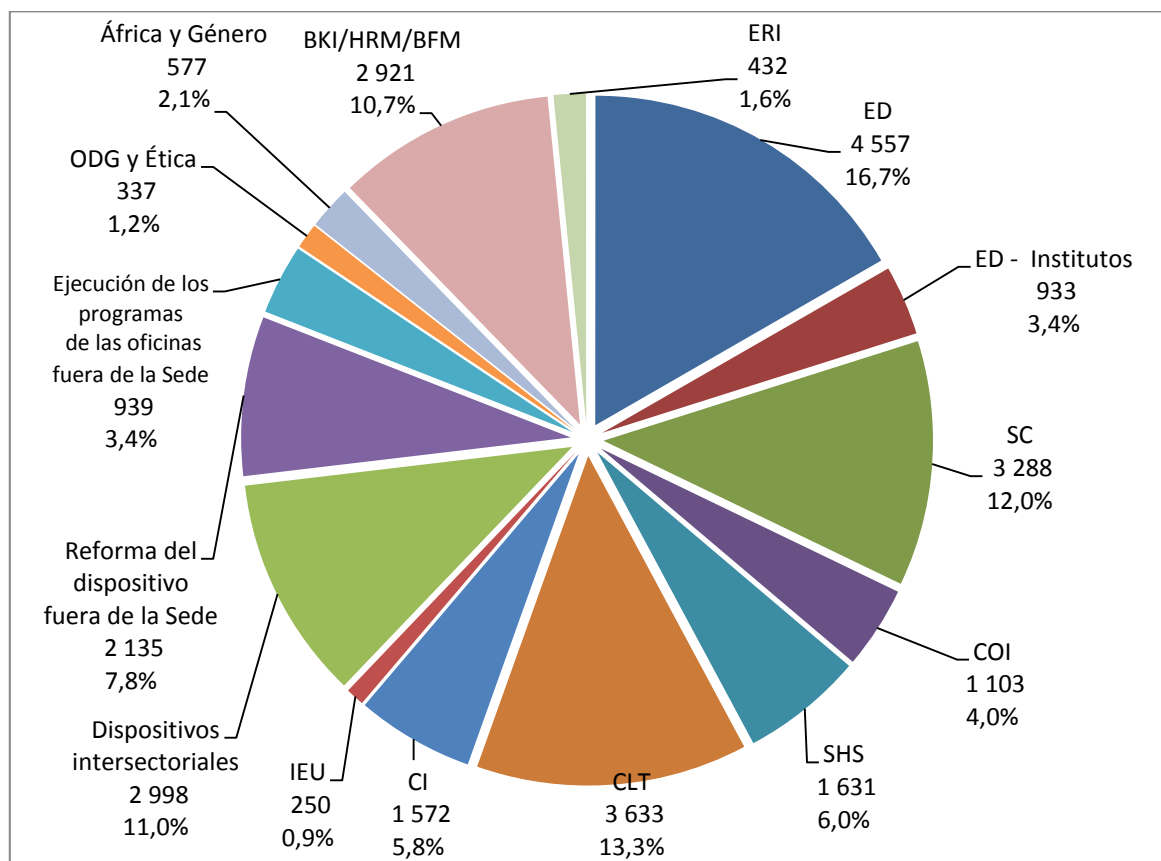
En el cuadro anterior se muestra una reducción general del presupuesto de 109 millones de dólares (17,3%) en los gastos del presente bienio en comparación con los del bienio anterior. No obstante, al ajustar los gastos del 36 C/5 para excluir los gastos excepcionales de 14,8 millones de dólares en concepto de cese del personal en el servicio, la disminución total se aproxima al 20%. Los títulos II.A – Programas y III – Servicios internos muestran una reducción del 20%, mientras que el Título I – Política general y Dirección se redujo en un 12,7% y el Título II.B – Servicios relacionados con el programa, en un 16,6%. Las reducciones en los Títulos III y I se han logrado a pesar del alto grado de gastos incompresibles y fijos como las sumas adeudadas a las Naciones Unidas, las licencias, los gastos generales y los costos de mantenimiento y las contribuciones a la CSM para los Afiliados Asociados en estos títulos del presupuesto.

**f) Fondo de Emergencia – Ref.: cuadro 1 del documento 194 EX/4 INF.2**

Se asignaron **42,1 millones de dólares** del Fondo de Emergencia para sufragar el déficit del Programa Ordinario.

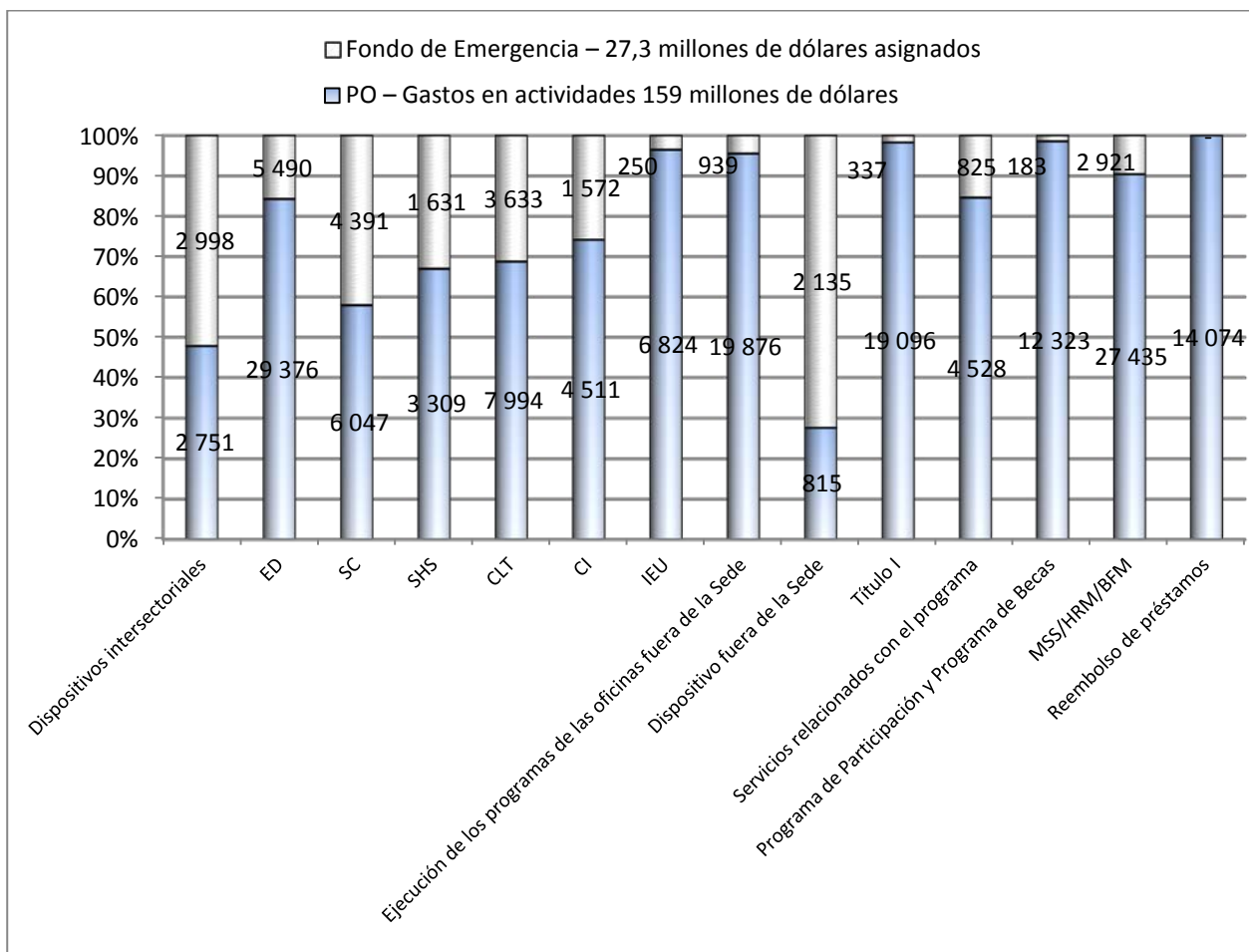
Se asignaron otros **27,3 millones de dólares** directamente para actividades, monto que supone un 36,4% del total de fondos recibidos (75 millones de dólares). Los cinco beneficiarios principales fueron: Educación (ED), 5,5 millones de dólares (20%); Ciencias exactas y naturales (SC), 4,4 millones de dólares (16%); Cultura (CLT), 3,6 millones de dólares (13%); gastos y reforma de las oficinas fuera de la Sede, 3,1 millones de dólares (11%); y dispositivos intersectoriales, 3 millones de dólares (11%). En el gráfico siguiente se muestra la distribución de estas asignaciones.

*Fondo de Emergencia – Distribución de fondos por sector/oficina*

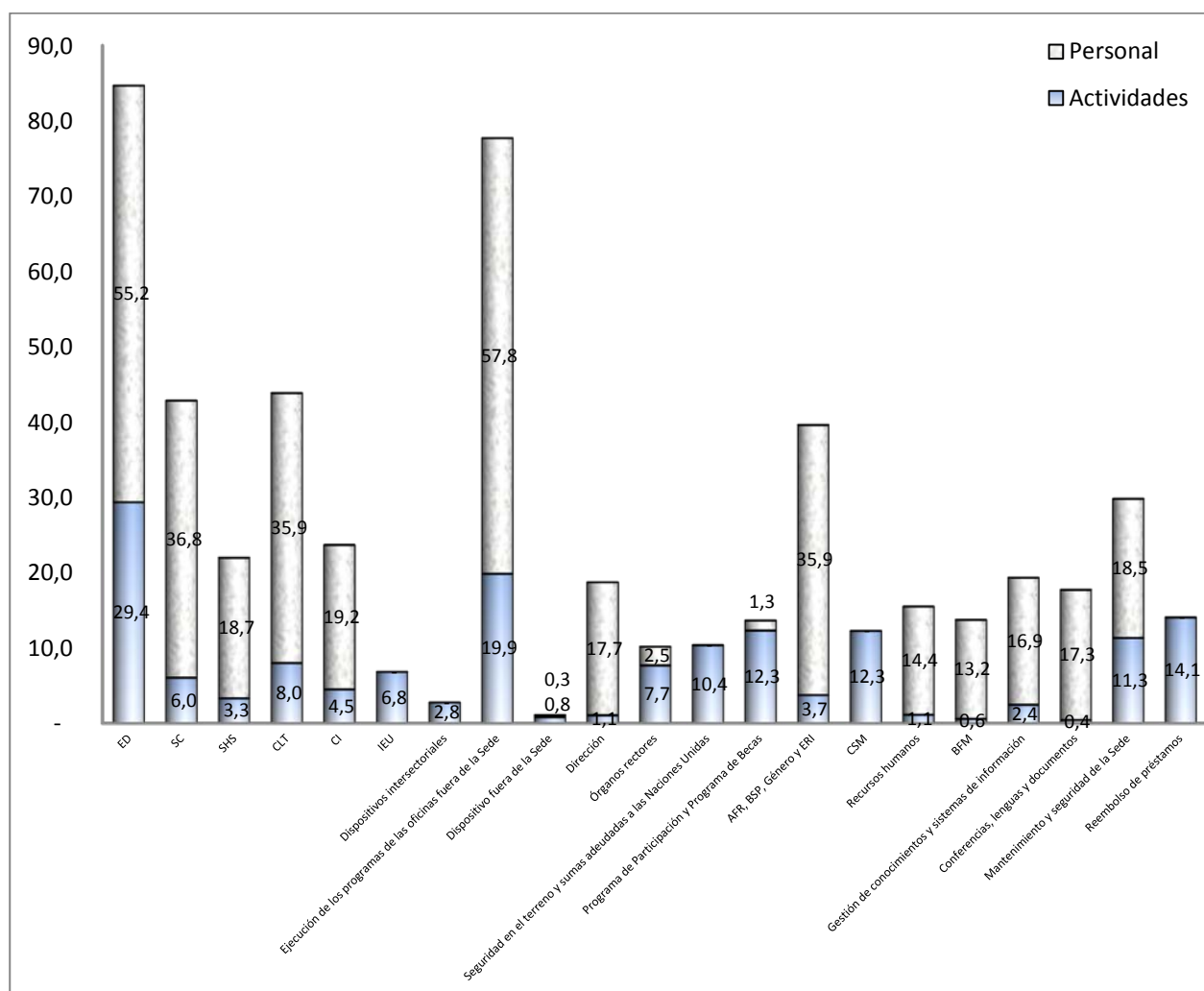


En el siguiente gráfico se observa la relación entre el presupuesto de las actividades del Programa Ordinario (159 millones de dólares) por sector/oficina y los recursos complementarios proporcionados por conducto del Fondo de Emergencia (27,3 millones de dólares).

*Programa Ordinario y Fondo de Emergencia – Actividades*



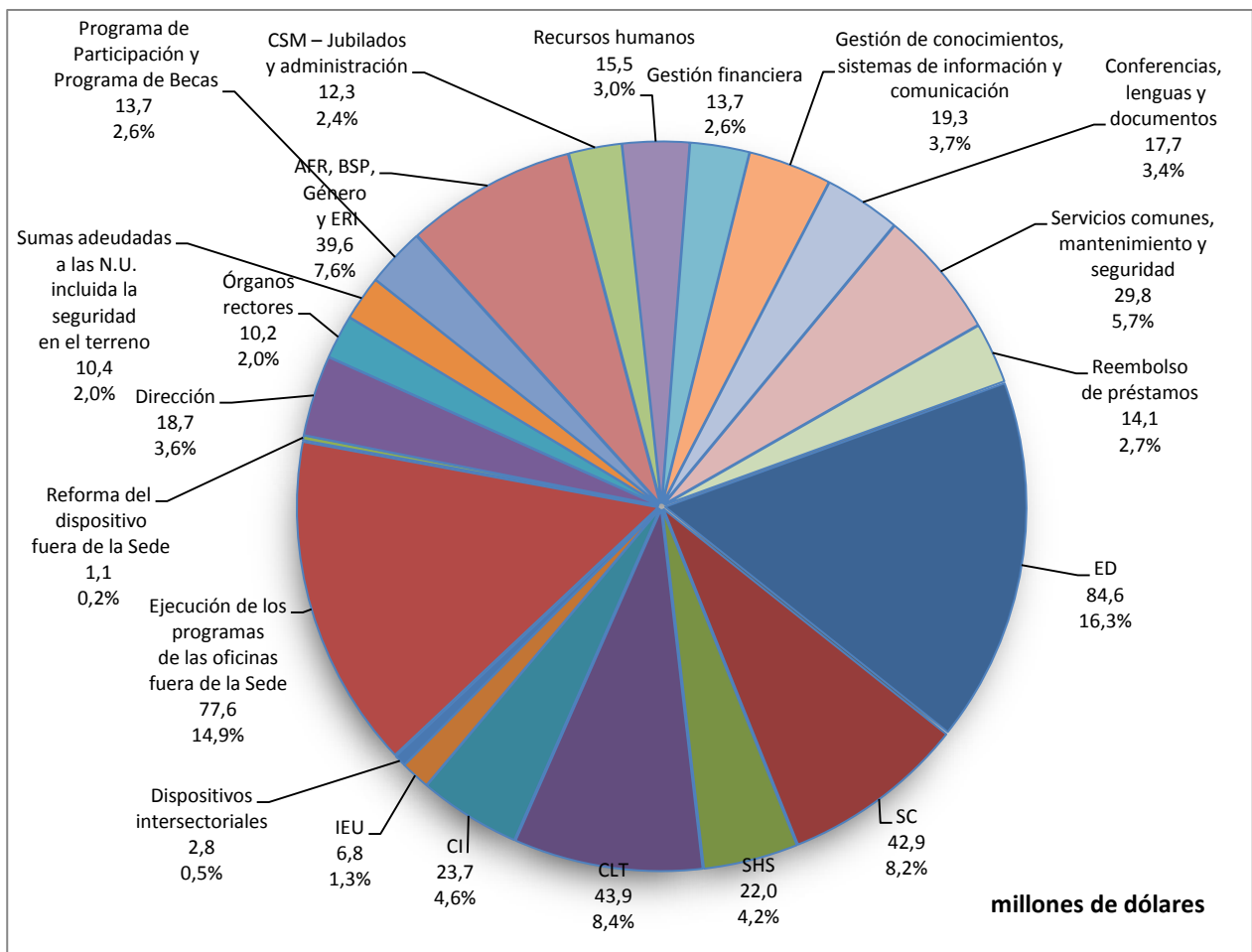
**g) Total de gastos (520,5 millones de dólares) por componente principal del presupuesto (en millones de dólares estadounidenses)**



Los principales beneficiarios del presupuesto son ED (16,3%), Ejecución de los programas de las oficinas fuera de la Sede (15,1%), CLT (8,4%) y SC (8,2%). Por lo que se refiere a los gastos fijos, el 2,7% del total de gastos corresponde al reembolso de préstamos, el 2,4% a la Caja de Seguros Médicos (CSM) (administración y contribuciones para los funcionarios jubilados), el 2,3% a la seguridad en el terreno (incluidas las sumas adeudadas a las Naciones Unidas y los gastos de personal), y el 5,7% a los costos de servicios comunes, mantenimiento y renovación en la Sede. Los gastos de gestión de conocimientos y sistemas de información ascendieron al 3,7% del total, los de gestión de recursos humanos al 3%, la gestión financiera (incluido el dispositivo de oficinas administrativas) al 2,6%, la dirección al 3,6%, los órganos rectores al 2% y el Título II.A en su totalidad (Programas y funcionamiento del dispositivo fuera de la Sede) ascendió al 58,7%, como se indica en el gráfico siguiente:

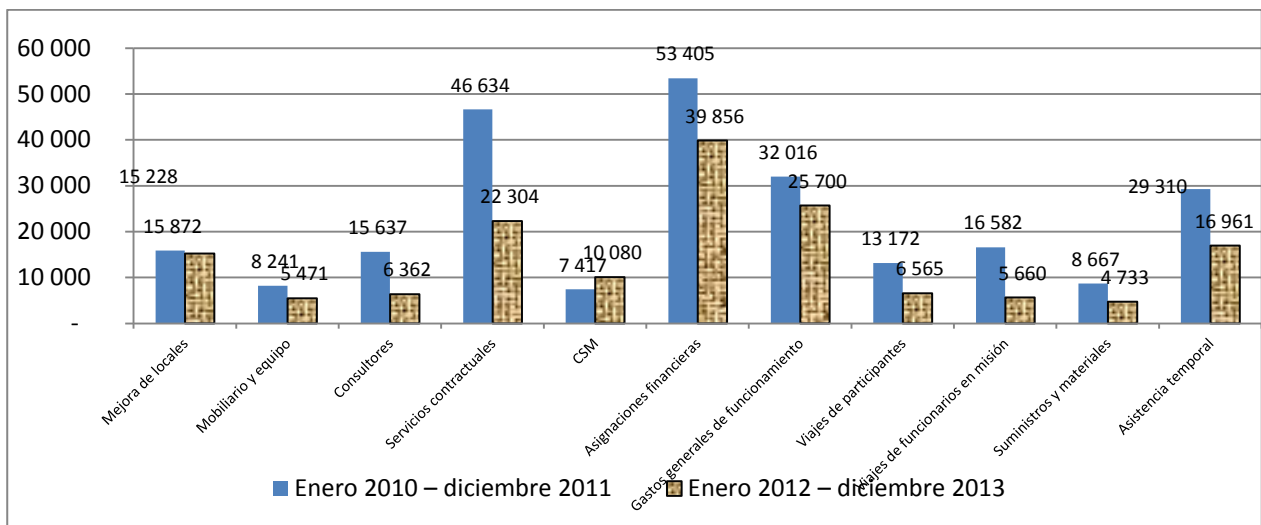


Total de gastos (520 millones de dólares) por componente del presupuesto



**h) Análisis de las tendencias en costos de las actividades por rubros de gastos**

Gastos en actividades 2012-2013 frente a 2010-2011

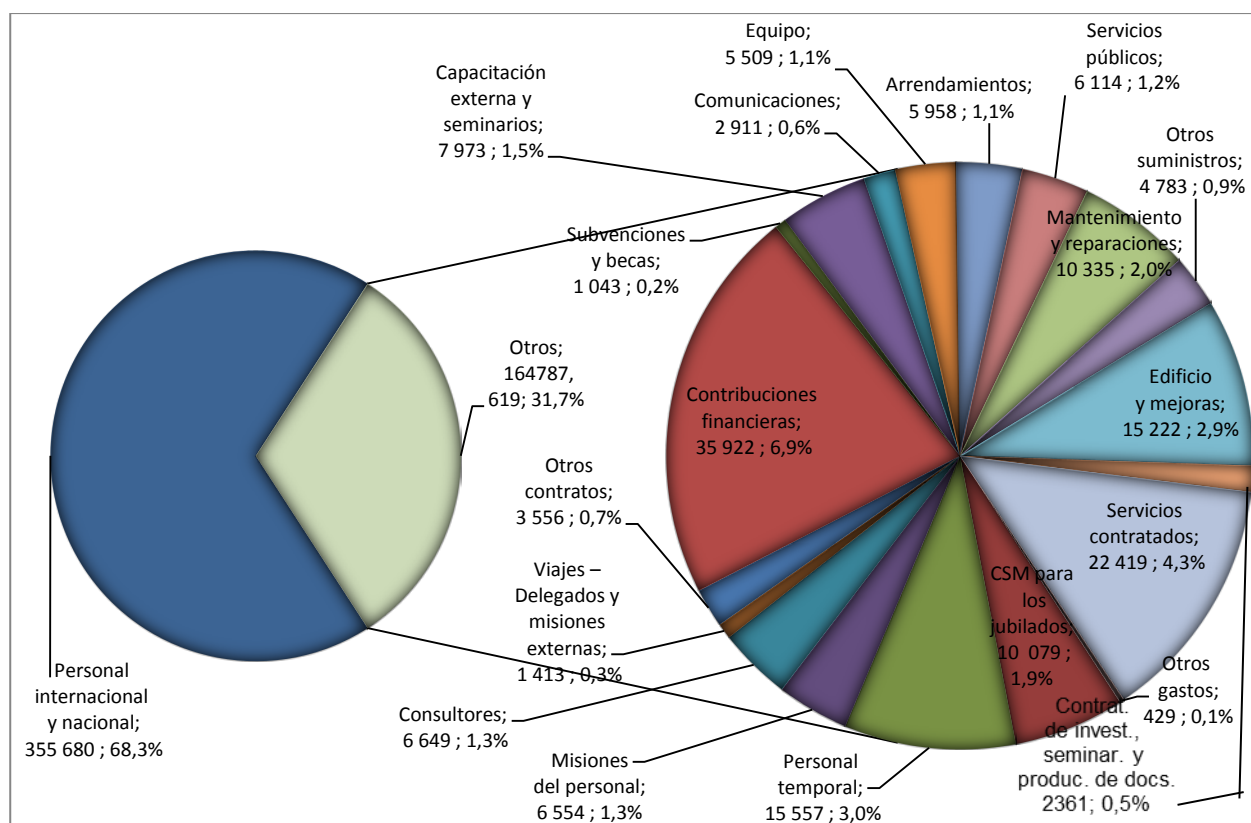


La reducción global de los costos de las actividades en comparación con el bienio anterior asciende a 88 millones de dólares (36%) y obedece a una disminución de las actividades previstas, así como a medidas de eficacia en función de los costos. Gracias a dichas medidas se lograron reducciones principalmente en los viajes de funcionarios en misión (-66%), consultores (-59%), servicios contractuales (-52%), viajes de participantes (-50%) y asistencia temporal (-42%).

**i) Análisis del total de gastos por categorías de gastos de las IPSAS**

En el siguiente gráfico se presenta información sobre los gastos del Programa Ordinario al 31 de diciembre de 2013 (personal y actividades), sobre la base de las categorías de gastos de las IPSAS (Normas Internacionales de Contabilidad del Sector Público), lo cual permite comprender más claramente la manera en que la Organización efectúa sus gastos y facilita la comparación con los estados financieros comprobados finales que se publicarán en junio de 2014, así como con los informes de gastos de otras organizaciones de las Naciones Unidas que utilizan las IPSAS.

*Total de gastos 2012-2013 por categorías de gastos*



Los sueldos y las prestaciones que perciben los empleados representan la parte más importante del total de gastos (68,3%), seguida por las contribuciones financieras (6,9%) que incluyen sobre todo las asignaciones financieras a los institutos de categoría I y las contribuciones al Programa de Participación, las conferencias, publicaciones y actividades conjuntas con las Naciones Unidas. Los servicios contractuales (4,8%) incluyen la custodia de oficinas y la seguridad en las oficinas fuera de la Sede, las primas de seguros y la contratación de investigaciones, seminarios y producción de documentos. Los viajes relacionados con las misiones del personal representan el 1,3% del total de gastos, y el 0,3% en el caso de los delegados. La capacitación externa y los seminarios, incluidos los viajes de los participantes, ascienden al 1,5%.

En los suministros y material de consumo se incluyen los gastos fijos de funcionamiento del dispositivo fuera de la Sede y los costos de los servicios colectivos en la Sede, como las comunicaciones (0,6%), los arrendamientos (1,1%), el mantenimiento y las reparaciones (2%), los servicios públicos (1,2%) y el edificio y las mejoras (2,9%), comprendido el reembolso de préstamos.

Por último, cabe señalar que el criterio de rubros de gastos (que figura en la página anterior) se diferencia del de las categorías de gastos de las IPSAS en la medida en que este último incluye los gastos asignados con cargo a los presupuestos para gastos del personal y existen también algunas diferencias en cuanto a las subcategorías, por ejemplo los viajes de los participantes se presentan como capacitación externa y seminarios al utilizar las IPSAS.

## **II. OBSERVACIONES SOBRE LOS CUADROS RELATIVOS A LA EJECUCIÓN DEL PROGRAMA**

Los cuadros 1 a 8 del gestionigrama figuran en el documento 192 EX/4 INF.2.

### **Cuadro 1 – Gasto global por partida presupuestaria principal (Presupuesto Ordinario, Fondo de Emergencia y recursos extrapresupuestarios)**

En este cuadro se tienen en cuenta las transferencias entre partidas presupuestarias y las donaciones y contribuciones especiales recibidas desde el principio del bienio. Se presentan análisis sobre la base de las cifras presupuestarias de 653 millones de dólares del 36 C/5 Aprobado, el presupuesto de los planes de trabajo de 465 millones de dólares y los gastos totales, que ascienden a 520,5 millones de dólares (e incluyen donaciones por una cuantía 12,4 millones de dólares), para el bienio.

El índice total de gastos para el bienio es del 100,2% (incluidas las donaciones), frente al 95,3% del bienio anterior, en el último trimestre del cual se congelaron los compromisos presupuestarios a fin de reducir el déficit ocasionado por el impago por un Estado Miembro de su contribución asignada de 2011.

El índice global de gastos del Programa Ordinario del 100,2% puede explicarse por la provisión de 9,4 millones de dólares constituida al final del año para el pago de posibles indemnizaciones por cese en el servicio a que podría dar lugar la transición al plan de gastos de 507 millones de dólares. Con esta provisión, los gastos de personal superaron las previsiones en un 1,5%, aumento que se compensó porque los gastos en las actividades fueron menores (97,5%) de lo previsto (pueden verse las explicaciones en el cuadro 2 *infra*), dando como resultado el índice global de 100,2%.

De los 27,3 millones de dólares asignados con cargo al Fondo de Emergencia, 23 millones de dólares se asignaron al Título II.A, aumentando directamente en 83,5 millones de dólares los presupuestos del Programa Ordinario correspondientes a los grandes programas y las actividades fuera de la Sede (ref. cuadro 2). El total de gastos con cargo al Fondo de Emergencia asciende a unos 22,5 millones de dólares, que representan el 82,4% de las asignaciones totales.

En cuanto a los recursos extrapresupuestarios, las asignaciones por un monto de 301,1 millones de dólares y los gastos de 197,3 millones de dólares corresponden a un solo año, lo que da un índice de gastos del 65,5%. En el índice de gastos de 2013 se observa una mejoría en comparación con el de 2012 (61,8%), como consecuencia del esfuerzo constante para planificar mejor los recursos y efectuar un examen periódico, por sectores y oficinas, de los planes anuales de trabajo.

### **Cuadro 2 – Gastos del programa por eje de acción (actividades del Programa Ordinario)**

En el cuadro 2 se presenta, por eje de acción, la situación de los gastos de las actividades del Programa Ordinario. Utilizando la misma base que en el cuadro 1, la columna de las necesidades previstas de los planes de trabajo comprende las donaciones y contribuciones especiales. En cuanto al Presupuesto Ordinario, el índice global de gastos para las actividades es del 97,5%. Se proporcionan explicaciones sobre las partidas en las que el índice de gastos es inferior al 85% de conformidad con las decisiones 160 EX/3.1.1 y 164 EX/3.1.1, en las que se invitó al Director General a que señalara y explicara “las actividades para las cuales los gastos [difieran] en más de 15% de los gastos previstos”.

**Ética (71,7%):** Fue necesario aplazar varias actividades de capacitación y estudios tras la partida del anterior Asesor de Ética, pero ya se han reprogramado para 2014.

**Normas Internacionales y Asuntos Jurídicos (LA) (80,3%):** Los ahorros obedecen al hecho de que LA no tuvo que recurrir a la contratación de expertos externos o adicionales para concluir los trabajos de la 192ª reunión del Consejo Ejecutivo y de la 37ª reunión de la Conferencia General, lo cual puso también de manifiesto su voluntad de simplificar los métodos de trabajo para lograr mejoras en la eficacia.

**Reforma del dispositivo fuera de la Sede (BFC) (61,4%):** La ejecución de la reforma del dispositivo fuera de la Sede en África durante el bienio fue más lenta de lo previsto a causa de la difícil situación financiera que afronta la Organización y al consiguiente plan, basado en la prudencia, de no seguir implantando una estrategia de reforma que resultaría insostenible después del bienio. No obstante, ello provocó demoras en la adopción de decisiones respecto del monto de las inversiones en gastos de transformación que habría que realizar en determinadas oficinas y que resultaron ser inferiores a lo previsto, incluido el aplazamiento de la plataforma regional de apoyo de Addis Abeba. Dado que hasta el final del bienio no se designó a la Oficina de Harare como oficina regional multisectorial para África Meridional, los posibles gastos de transformación conexos no podrían imputarse ya al presupuesto para 2012-2013.

**Programa de Becas (FEL) (76%):** Los ahorros obedecen, entre otros motivos, a medidas más eficientes y eficaces en función de los costos consistentes en elegir las tarifas más económicas para los viajes de los becarios a las instituciones académicas de acogida como principal contribución de la UNESCO a los acuerdos de costo compartido con los donantes para financiar programas de becas en el marco del plan de copatrocinio. Además, algunos donantes ofrecieron menos becas de las previstas y algunos beneficiarios renunciaron a las becas con tan poca antelación que no fue posible sustituirlos por otros candidatos de las listas de reserva. Por último, se canceló la elaboración prevista de una plataforma en línea para programas de becas por parte de un contratista externo, y la plataforma se elaborará internamente.

### **Cuadro 3 – Utilización de los fondos descentralizados (actividades del Programa Ordinario)**

Las estadísticas de descentralización se calculan basándose en el monto de los gastos realizados fuera de la Sede. A título informativo, este cuadro no refleja la tasa de descentralización para los beneficiarios, que mejoraría considerablemente teniendo en cuenta que: i) una parte significativa de la actual asignación de 27,3 millones de dólares con cargo al Fondo de Emergencia está destinada a las oficinas fuera de la Sede; y ii) en el índice global no se incluyen las asignaciones financieras de todos los institutos internacionales y los fondos con cargo al Programa de Participación y al Programa de Becas administrados en la Sede.

Habida cuenta de los factores mencionados, y excluidos los fondos de emergencia para los cinco grandes programas (16,7 millones de dólares), los gastos descentralizados para los cinco grandes programas, que ascienden a unos 23 millones de dólares (exceptuando los institutos internacionales), representan el 53,6% del total de los gastos del plan de trabajo y su índice de ejecución es el 98,2%. Estas cifras son favorables en comparación con los gastos de descentralización del 50,6% correspondientes a 2010-2011. En el presente bienio, a la región de África le correspondió la ejecución del 18,2% del total de fondos, seguida por América Latina y el Caribe (14,2%), Asia y el Pacífico (13,4%), los Estados Árabes (6,7%) y Europa y América del Norte (1,1%).

#### **Cuadro 4 – Situación de los puestos de plantilla y gastos de personal**

En el cuadro 4 se muestra la evolución mensual de los puestos ocupados y vacantes entre el 1º de enero de 2013 y el final de diciembre de 2013. De los 1.893 puestos iniciales, 88 han sido suprimidos y 369 se encuentran vacantes, de modo que, en relación con el número inicial, se ha registrado una reducción del 24% en el número de puestos ocupados por funcionarios.

De los 369 puestos vacantes, que representan el 20% de la tasa actual de vacantes (después de los 88 puestos suprimidos), 267 se han suspendido, 20 han sido asignados, es decir, que financian la contratación de asistencial temporal, y 82 son puestos esenciales para el desempeño de las tareas. Las 369 vacantes suponen un aumento respecto de las 344 que había en diciembre de 2012.

Los gastos efectivos de personal ascendieron a 361,5 millones de dólares (101,5% frente a los 356,3 millones de dólares previstos). El índice de descentralización del presupuesto de gastos de personal es del 33% (34,4% si se excluyen los 14,8 millones de dólares de gastos en concepto de cese en el servicio).

## ANÁLISIS DE LOS RECURSOS EXTRAPRESUPUESTARIOS

A pesar de que con los recursos extrapresupuestarios se suelen financiar proyectos sobre una base plurianual, en este análisis se presentan los créditos asignados y los gastos sobre una base anual, de acuerdo con el ciclo de gestión de la UNESCO.

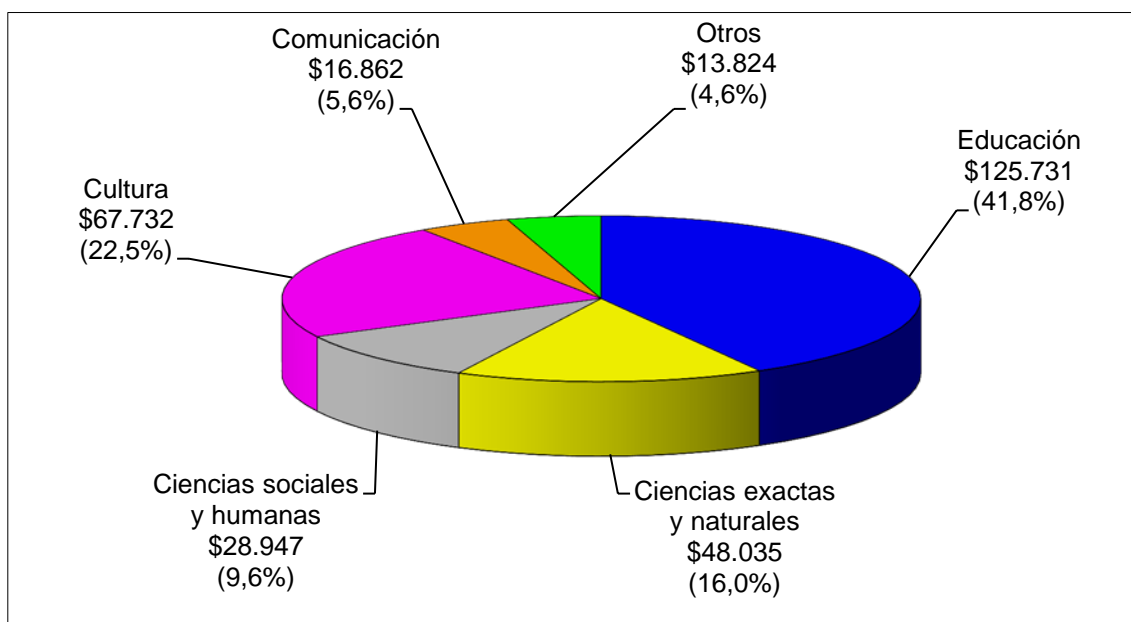
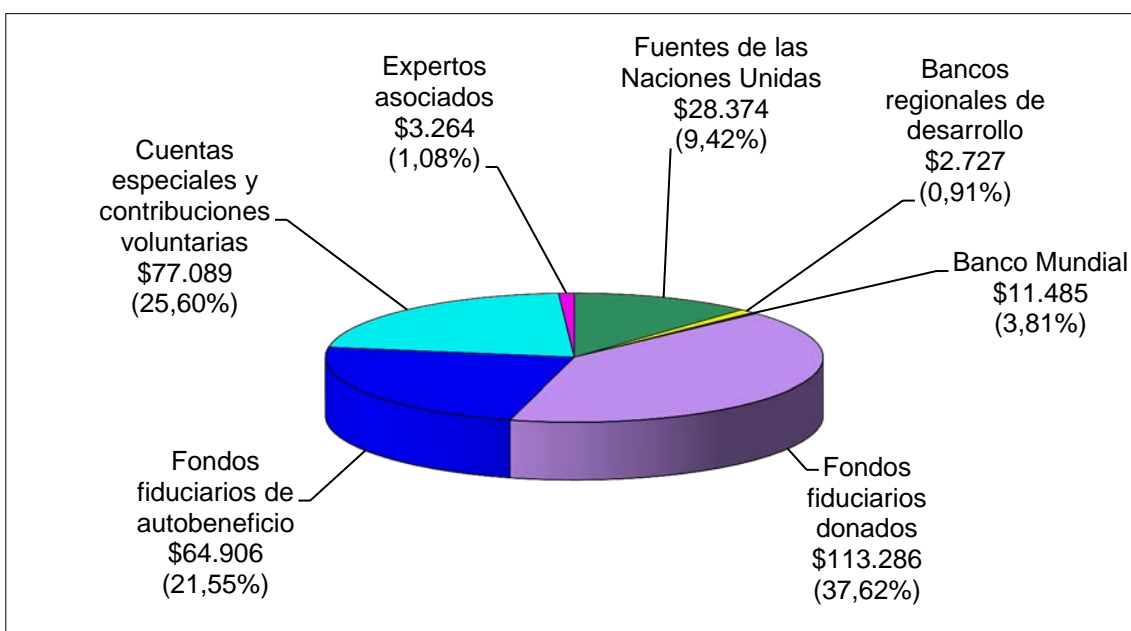
(Las cuantías de todos los gráficos se expresan en miles de dólares estadounidenses)

**GRÁFICO 1**

### Programas operacionales extrapresupuestarios por fuente de financiación y por gran programa

**Créditos habilitados (fondos disponibles para ser utilizados)  
 al 31/12/2014**

**Total: 301,1 millones de dólares**

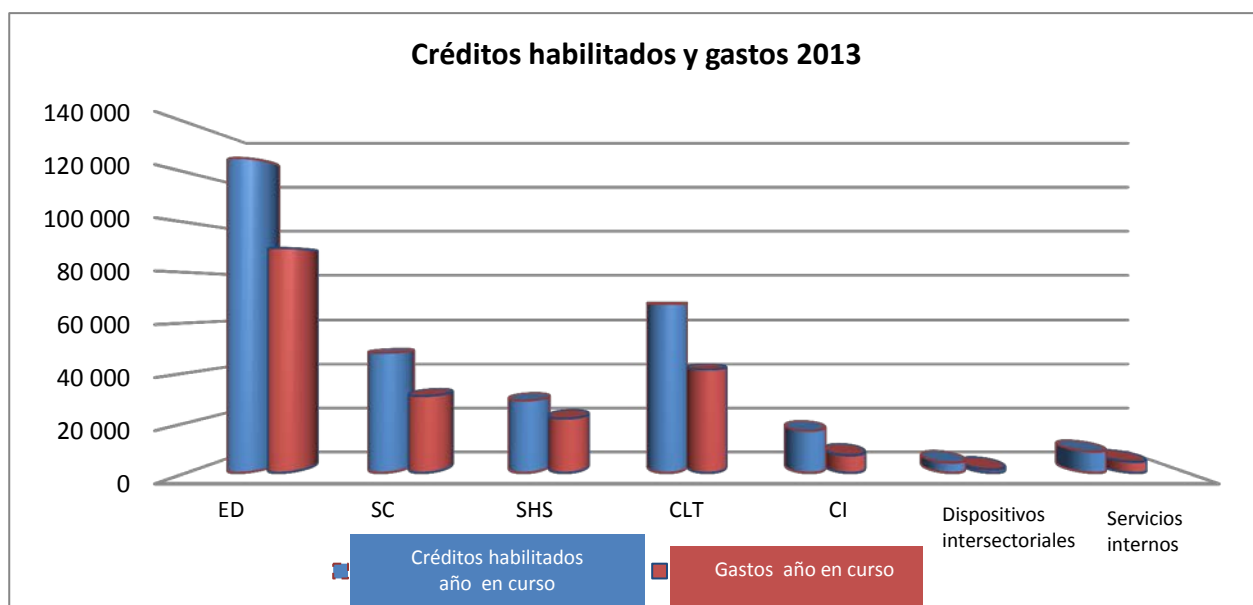


En el **Gráfico 1** se presentan los créditos habilitados al 31 de diciembre de 2013 por fuente de financiación y por gran programa. Desde hace varios años, se han observado las siguientes tendencias:

- En lo que respecta a las fuentes de financiación, los fondos fiduciarios representan la mayor parte de los recursos extrapresupuestarios, con un 37,6% de la habilitación anual total (o sea, 113,3 millones de un total de 301 millones de dólares), seguidos por las cuentas especiales y las contribuciones voluntarias, con el 25,6% (77,1 millones de dólares), y los fondos de autobeneficio, con el 21,6% (64,9 millones).
- En cuanto a la distribución por sector, el Sector de Educación sigue siendo el principal beneficiario de las actividades extrapresupuestarias, con el 41,8% del total de los créditos habilitados (125,7 millones de dólares), seguido del Sector de Cultura, con el 22,5% (67,7 millones). Estos dos sectores juntos representan y administran casi las dos terceras partes (el 64,3%) de las contribuciones extrapresupuestarias.

## GRÁFICO 2

### Créditos habilitados y gastos por sector y servicios internos



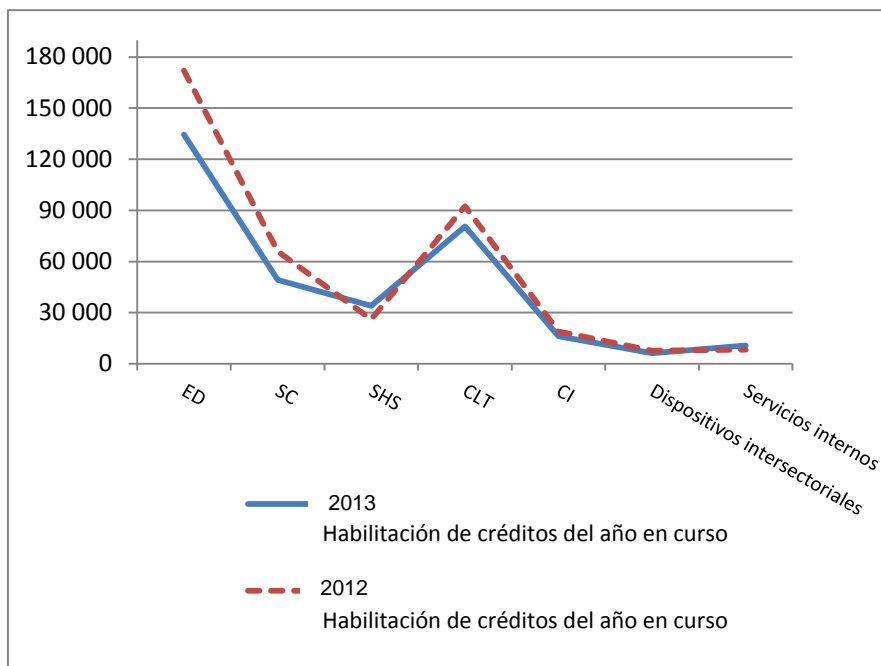
En el gráfico 2 se presentan la habilitación de créditos del año en curso y los gastos conexos al 31 de diciembre de 2013.

El índice de utilización de los recursos extrapresupuestarios asciende al 65,5% (gastos por 197,3 millones de dólares cuando los créditos habilitados para el año en curso se elevan a 301,1 millones de dólares; en el mismo periodo de 2012 el índice correspondiente se situaba en un 61,8% (205,4 millones de dólares de gastos y una habilitación de gastos anual de 332,4 millones de dólares).

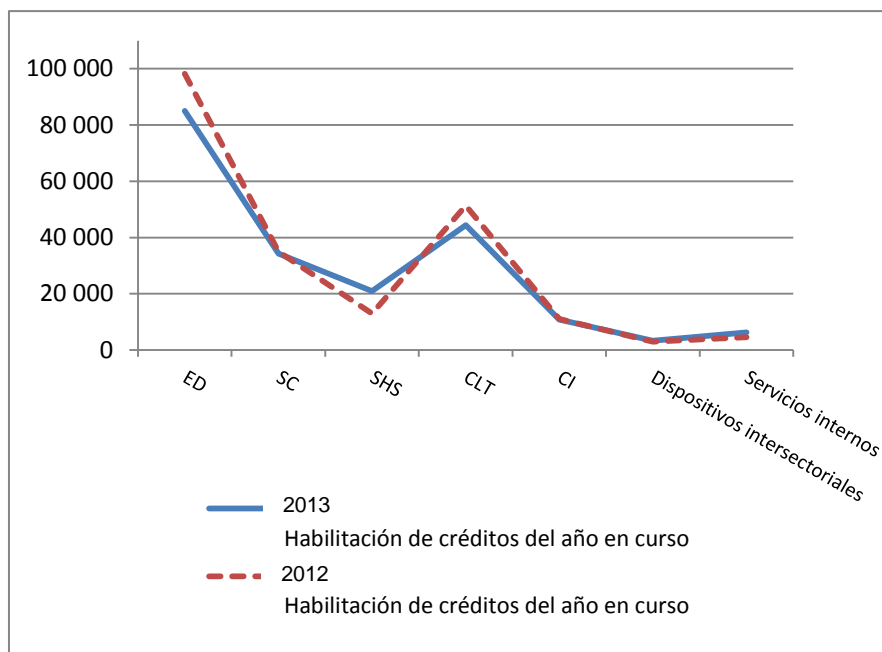
### GRÁFICO 3

#### Comparación de los créditos habilitados y los gastos de 2013 y 2012 por sector y servicios internos

##### Habilitación de créditos



##### Gastos





**En el Gráfico 3** se comparan los créditos habilitados y los gastos de 2013 y 2012 por sector y servicios internos. Si bien las tendencias generales de los créditos habilitados y los gastos de 2013 comparados con los de 2012 se han mantenido, en 2013 el nivel de los gastos de ED y SHS en valores reales fue superior al de 2012. La Organización procura fortalecer la planificación y el seguimiento de las habilitaciones de créditos plurianuales para que todos quienes intervienen en la ejecución de actividades con fondos extrapresupuestarios cobren conciencia de la importancia de establecer planes de trabajo realistas en cuanto a la utilización de esos recursos.

**En el Cuadro 5** se presenta información sobre la situación de los recursos extrapresupuestarios por fuente de financiación, comprendidos los gastos del año en curso al 31 de diciembre de 2013. Este cuadro muestra que los fondos fiduciarios y las fuentes de las Naciones Unidas (con inclusión del Fondo Fiduciario de Socios Múltiples – Programación conjunta de las Naciones Unidas) representan más de la mitad de los recursos extrapresupuestarios, por lo que respecta tanto a los créditos habilitados (47%) como a los gastos (46%), al 31 de diciembre de 2013.

**En el Cuadro 6** se muestran los gastos efectuados en el año en curso por fuente de financiación y regiones beneficiarias. Si, como se hizo anteriormente, se excluyen los proyectos interregionales y mundiales, la región América Latina y el Caribe es la principal beneficiaria de los recursos extrapresupuestarios debido a la cooperación a gran escala entre la UNESCO y el Brasil. Si no se tienen en cuenta las actividades financiadas mediante fondos de autobeneficio del Brasil (37 millones de dólares de gastos) al 31 de diciembre de 2013 en la región América Latina y el Caribe se registraron gastos por una cuantía de 20,4 millones de dólares. Si se excluyen los proyectos de autobeneficio del Brasil, África, seguida por los Estados Árabes, son las regiones que presentan los gastos más elevados en 2013 (26,9 y 24,6 millones de dólares respectivamente).

**En el Cuadro 7** se presenta la situación de la habilitación de créditos y los gastos para el año en curso por sector del programa/unidades y Servicios internos. La parte correspondiente a los sectores del programa del total de la habilitación de créditos del año en curso (287 millones de dólares o un 95,4%) se ilustra en el Gráfico 1. El Sector de Educación sigue siendo el principal beneficiario de los recursos extrapresupuestarios por lo que respecta a los créditos habilitados (un 41,8% del total), seguido por el Sector de Cultura (22,5%).

**En el Cuadro 8** se presentan los fondos administrados por los institutos de categoría 1 de la UNESCO. Para cada instituto, se proporciona información detallada sobre las contribuciones desglosadas por donante, comprendidas las contribuciones financieras de la UNESCO, en un cuadro único. Al 31 de diciembre de 2013 los institutos de categoría 1 recibieron 109,6 millones de dólares. Al igual que en los años anteriores, Italia aporta la contribución más importante, con 26,4 millones de dólares (destinados al Centro Internacional de Física Teórica (CIFT)), seguida de los Países Bajos con 15,9 millones de dólares (destinados al Instituto UNESCO-IHE para la Educación relativa al Agua y el IIPE).



Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

# Consejo Ejecutivo

194ª reunión

# 194 EX/4 Parte III

PARÍS, 3 de marzo de 2014  
Original: Inglés

## Punto 4 del orden del día provisional

### **INFORME SOBRE DIVERSOS ASPECTOS Y ELEMENTOS DE LA REFORMA SEGUIMIENTO DE LA EVALUACIÓN EXTERNA INDEPENDIENTE (EEI) DE LA UNESCO Y APLICACIÓN DE LA HOJA DE RUTA**

#### **PARTE III**

#### **RESUMEN**

De conformidad con la Resolución 36 C/104, la Decisión 191 EX/16 (I), así como el documento 189 EX/15 Parte I Add. y las Decisiones 191 EX/26 y 192 EX/4 (III), la Directora General presenta un informe sobre los progresos en el seguimiento de la Evaluación externa independiente (EEI) de la UNESCO y en la consecución de los objetivos de la hoja de ruta.

El presente documento contiene un resumen de los informes de situación sobre: i) los avances realizados y las dificultades encontradas en particular en relación con las 22<sup>1</sup> medidas aún pendientes de las cinco orientaciones estratégicas de mejora definidas en la Evaluación externa independiente y presentadas en el documento 185 EX/18; y ii) los progresos realizados y las dificultades encontradas en la consecución de los objetivos de la hoja de ruta enunciados en el documento 189 EX/15 Parte I Add.

Los pormenores de la situación a finales de diciembre de 2013 de las distintas medidas de acción propuestas en la EEI y los objetivos de la hoja de ruta se presentan en el documento 194 EX/4.INF.

Medida que se prevé adopte el Consejo Ejecutivo: decisión propuesta en el párrafo 43.

<sup>1</sup> En la Decisión 192 EX/4 (III) se hace referencia a 23 medidas que siguen considerándose pendientes. Sin embargo, en la decisión se incluye una referencia a la orientación estratégica 2 j que no existe en el cuadro original de medidas. Así pues, las medidas aún en curso de aplicación y pendientes son 22.

## INTRODUCCIÓN

1. De conformidad con las Decisiones 191 EX/16 (I) y 192 EX/4 (III) y las propuestas que allí figuran de nuevas mejoras con miras a un formato más integrado de presentación de informes sobre diversos aspectos de la reforma presentadas por los Estados Miembros en las reuniones 191<sup>a</sup> y 192<sup>a</sup> del Consejo Ejecutivo, en el presente documento se expone una relación unificada de diversos aspectos y elementos de la reforma relacionados con: i) los avances en la aplicación de las recomendaciones de la Evaluación externa independiente (EEI), y ii) la hoja de ruta. Se han introducido las referencias específicas pertinentes al informe EX/4 Parte I.

## SEGUIMIENTO DE LA EVALUACIÓN EXTERNA INDEPENDIENTE (EEI)

### ANTECEDENTES

2. De conformidad con la Resolución 36 C/104 de la Conferencia General, el Consejo Ejecutivo sigue supervisando el curso dado a la Evaluación externa independiente de la UNESCO examinando los informes periódicos sobre los progresos realizados presentados por la Directora General y expresando sus opiniones al respecto mediante decisiones explícitas. Desde entonces, la Directora General ha presentado al Consejo Ejecutivo, en sus reuniones 189<sup>a</sup>, 190<sup>a</sup>, 191<sup>a</sup> y 192<sup>a</sup>, informes sobre los progresos realizados.

3. En su 192<sup>a</sup> reunión, el Consejo Ejecutivo expresó su reconocimiento por los progresos realizados en numerosos ámbitos y por el nuevo formato de presentación de informes para el seguimiento de la EEI propuesto en la Decisión 191 EX/16<sup>2</sup>, así como por los esfuerzos realizados con miras a una presentación más integrada de informes sobre diversos aspectos de la reforma resultantes del seguimiento de la EEI, la hoja de ruta y las medidas complementarias adoptadas para reducir o contener los gastos. Además, el Consejo pidió a la Directora General que ya no presente los informes dedicados al seguimiento de la Evaluación externa independiente y que dé cuenta en sus informes EX/4 periódicos de las 22<sup>3</sup> medidas de acción de la EEI que siguen considerándose en curso de aplicación y pendientes, pero utilizando un cuadro específico con datos exactos, analíticos y centrados en los problemas en relación con el seguimiento de las medidas en curso dimanantes de la EEI.

4. En la sección siguiente se destacan los principales avances realizados con respecto a las medidas de acción en curso de aplicación y pendientes correspondientes a cada orientación estratégica y se presenta un análisis sucinto de los problemas principales para su puesta en práctica. En el documento 194 EX/4.INF figura un cuadro aparte que contiene información detallada sobre el seguimiento de las medidas de acción en curso de aplicación y pendientes. Cuando procede, los avances en la consecución de los objetivos pertinentes de la hoja de ruta se abordan y señalan mediante referencias cruzadas en el documento.

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<sup>2</sup> En el que se diferencian: a) las medidas cumplidas en cuanto a la presentación de informes específicos en el marco del seguimiento de la Evaluación externa independiente; b) las medidas integradas en las prácticas sistémicas ordinarias de la Organización, que se tratan en los informes periódicos EX/4 que presenta la Directora General; y c) las medidas consideradas pendientes y en ejecución, respecto de cuya aplicación se han de seguir presentando informes específicos sobre los avances realizados y los problemas encontrados en el marco del seguimiento de la Evaluación externa independiente.

<sup>3</sup> En la Decisión 192 EX/4 (III) se hace referencia a 23 medidas que siguen considerándose pendientes. Sin embargo, en la decisión se incluye una referencia a la orientación estratégica 2 j que no existe en el cuadro original de medidas. Así pues, las medidas aún en curso de aplicación y pendientes son 22.

## INFORME SOBRE LOS PROGRESOS REALIZADOS EN EL PROCESO DE SEGUIMIENTO DE LA EVALUACIÓN EXTERNA INDEPENDIENTE

5. En el contexto de las dificultades actuales y a pesar de la situación financiera restringida, se han registrado nuevos avances desde la 192ª reunión del Consejo Ejecutivo. Los aspectos más destacados de las labores de consecución de los objetivos planteados son: a) los nuevos esfuerzos desplegados para lograr una mayor concentración estratégica y programática mediante un método de jerarquización de los temas y una estrategia afinada de captación de recursos que se reflejan en los documentos 37 C/4 y 37 C/5 aprobados; b) la puesta en funcionamiento del dispositivo fuera de la Sede en África (véase también la Parte IV de este punto); c) el mayor afianzamiento de la participación reforzada de la UNESCO y su posición de liderazgo en diversas iniciativas de las Naciones Unidas; y d) los constantes esfuerzos en favor de la aplicación del marco normativo reforzado para el establecimiento de alianzas y su alineamiento con el periodo de programación cuatrienal del 37 C/5.

		<b>Medidas que, en su 192ª reunión, el Consejo Ejecutivo decidió considerar:</b>		
		aplicadas/integradas en los esfuerzos sistémicos en curso	pendientes/en curso de aplicación	de las cuales se ha propuesto considerar aplicadas o integrar en los informes EX/4 en la 194ª reunión:
Orientación estratégica 1 - Aumentar la concentración del programa	(20)	14	6	<b>1</b>
Orientación estratégica 2 - Posicionar a la UNESCO más cerca del terreno	(17)	11	6	<b>3</b>
Orientación estratégica 3 - Participación en el sistema de las Naciones Unidas	(8)	6	2	<b>1</b>
Orientación estratégica 4 - Gobernanza	(27)	21	6	<b>1</b>
Orientación estratégica 5 - Asociaciones de colaboración	(14)	12	2	<b>2</b>
<b>TOTAL</b>	<b>(86)</b>	<b>64</b>	<b>22<sup>3</sup></b>	<b>8</b>

6. En la 192ª reunión del Consejo Ejecutivo, el Consejo Ejecutivo decidió considerar aplicadas o integradas en las prácticas de trabajo de la Organización 64 de las medidas, mientras que 22 se consideraron pendientes o en curso de aplicación, como se indica en la segunda columna del cuadro anterior.

7. En espera de las deliberaciones del Consejo Ejecutivo en su 194ª reunión y las decisiones subsiguientes, la Directora General propone considerar aplicadas y/o integradas en los procesos sistémicos ordinarios de la Organización otras 8 medidas. Las 14 medidas restantes se refieren a procesos de reforma a más largo plazo ya iniciados, como la introducción de la presupuestación basada en los resultados, las iniciativas en curso emprendidas en relación con el mejoramiento de la presentación de resultados o con elementos que debían suspenderse temporalmente en espera

de disponibilidad presupuestaria, como la consecución del objetivo de la hoja de ruta relativo a los coeficientes de personal en la Sede/fuera de la Sede.

8. Los nuevos avances en relación con las medidas aún pendientes en la orientación estratégica sobre la gobernanza dependen del resultado de las autoevaluaciones que todos los órganos rectores, programas intergubernamentales, comités y órganos establecidos en virtud de convenciones han sido invitados a realizar, así como del examen de los problemas de gobernanza en la UNESCO que debe efectuar el Auditor Externo, cuyos resultados se deberán presentar al Consejo Ejecutivo en sus reuniones 196<sup>a</sup> y 197<sup>a</sup>.

9. La Directora General propone abandonar el actual formato de seguimiento específico de la Evaluación externa independiente y que en el futuro se dé cuenta del seguimiento únicamente mediante los informes periódicos EX/4 y los informes sobre la marcha de asuntos específicos.

### **Resumen: Orientación estratégica 1 – Aumentar la concentración del programa de la UNESCO**

10. Se han tomado una serie de medidas que guardan interrelación entre sí para aumentar la concentración de la labor de la UNESCO:

11. Teniendo en cuenta el proceso de consulta de la Directora General sobre los documentos C/4 y C/5, en el que por primera vez se utilizó un método de jerarquización de los temas mediante la aplicación de un sistema de calificación en un cuestionario, la Directora General elaboró los documentos 37 C/4 - Proyecto y 37 C/5 – Proyecto. Ambos documentos contienen menos objetivos estratégicos (nueve, frente a los catorce del 34 C/4) y menos ámbitos programáticos, lo que fortaleció la concentración programática y estratégica.

12. Este proceso de consulta iterativa llevado a cabo en 2012-2013 permitió fijar el orden de prioridades programáticas y presupuestarias y la adopción de decisiones al respecto, basándose en los criterios siguientes: i) la armonización del programa con los objetivos globales y estratégicos del programa; ii) la capacidad de ejecución y de la probabilidad de una repercusión real mediante la evaluación de los recursos humanos y presupuestarios disponibles; iii) la definición, la ventaja comparativa y la complementariedad de las actividades con las de los asociados del sistema de las Naciones Unidas; iv) la formulación de estrategias de salida y cláusulas de extinción (véase la resolución correspondiente a cada Gran Programa en el documento 37 C/5 Aprobado; v) la evaluación periódica de los programas y sus índices de ejecución (por ejemplo, en los distintos informes reglamentarios sobre la ejecución del programa (EX/4), los documentos EX/5 y otros informes dedicados a cuestiones específicas, así como las decisiones adoptadas por el Consejo Ejecutivo).

13. Con respecto a la introducción de nuevos programas extrapresupuestarios, la preparación del Programa adicional complementario (CAP) del 37 C/5 para el periodo 2014-2015 se guía por la "estrategia afinada de captación de recursos" formulada en el documento 37 C/INF.28 y Corr. del 7 de noviembre de 2013. Este último supone un planteamiento más afirmativo y afinado de la captación de recursos, así como una mayor concentración del programa.

### **Dificultades**

14. Una dificultad a más largo plazo radica en la preparación metodológica de la aplicación de cláusulas de extinción y de los exámenes del programa al término de los ciclos programáticos cuatrienales, así como la cuantía de los recursos que deberían asignarse a estas actividades.

15. Aprovechando la labor en curso relacionada con la introducción de la presupuestación basada en los resultados (PBR), una importante tarea futura será la transición a un método basado en la PBR y un equipo técnico que permita la preparación del Proyecto de Programa y

Presupuesto para 2016-2017 (38 C/5) utilizando la PBR y teniendo en cuenta asimismo la dificultad de integrar los recursos extrapresupuestarios.

### **Resumen: Orientación estratégica 2 – Posicionar a la UNESCO más cerca del terreno**

16. A pesar de una situación financiera sumamente difícil, la aplicación de la reforma del dispositivo sobre el terreno en África concluyó a fines de 2013 y ya está establecido en África el nuevo dispositivo fuera de la Sede. Como última etapa, la Oficina de la UNESCO en Harare se designó como oficina regional multisectorial para África Meridional (véase también el documento 194 EX/4 Parte IV).

17. Hay establecidas ahora en África cinco oficinas regionales multisectoriales, ubicadas en Dakar, Nairobi, Yaundé, Abuja y Harare. Las antiguas oficinas multipaís dejaron de existir y las que no se transformaron en oficinas regionales se designaron como oficinas nacionales con las correspondientes funciones y dotación de personal.

18. En respuesta a las recomendaciones de la EEI sobre la necesidad de una presencia sobre el terreno receptiva y dotada de los medios necesarios y, en particular, de una mayor autonomía de la oficinas fuera de la Sede mediante mecanismos apropiados de rendición de cuentas y supervisión, la Directora General publicó en enero de 2014 las directrices relativas a una "mejor delegación de autoridad a las oficinas fuera de la Sede de la UNESCO y revisión de la estructura jerárquica" (DG/Note/14/3 del 3 de enero de 2014).

#### *Dificultades*

19. El plan de gastos de 507 millones de dólares para 2014-2015 constituye un reto para la Organización que tiene que velar por que haya niveles adecuados de dotación de personal en el dispositivo fuera de la Sede en su conjunto y se descentralicen suficientes recursos para la ejecución del programa.

### **Resumen: Orientación estratégica 3 – Fortalecer la participación en el sistema de las Naciones Unidas**

20. Gracias a esfuerzos constantes la UNESCO ha logrado avances considerables en el fortalecimiento de su colaboración con las Naciones Unidas y su liderazgo en iniciativas conjuntas del sistema en los planos mundial, interinstitucional, regional y nacional.

21. En un momento en que los esfuerzos de armonización en todo el sistema de las Naciones Unidas ocupan un lugar destacado, la UNESCO ha tomado la iniciativa en la labor de los mecanismos interinstitucionales de la JJE y sus pilares, comprendido el Grupo de las Naciones Unidas para el Desarrollo (GNUD) y sus productos finales. Estos comprenden un primer acuerdo de participación de este tipo para el sistema de coordinadores residentes; unos procedimientos operacionales normalizados para Unidos en la acción, incluida la armonización de las prácticas institucionales, y la creación del fondo de las Naciones Unidas para "lograr resultados entre todos" (véase también el documento 194 EX/4.INF).

22. La Organización sigue participando en las actividades de colaboración de todo el sistema y de programación común, en particular mediante la labor de los equipos de las Naciones Unidas en los países y los equipos regionales del GNUD (para un informe más detallado al respecto, véase el anexo en línea del documento 194 EX/4 Parte I B y el documento 194 EX/4 Add.).

23. Las oficinas fuera de la Sede participantes en los procesos conjuntos de programación por países del sistema de las Naciones Unidas recibieron apoyo mediante la descentralización específica de recursos financieros de la reserva común procedente del 2% de los fondos del programa del 36 C/5, basándose en un examen y un proceso de aprobación de las solicitudes presupuestarias presentadas por las oficinas fuera de la Sede. Si bien las asignaciones son

limitadas, en particular con cargo al 36 C/5 debido a los presupuestos de actividad reducida, los recursos descentralizados de este modo han servido para ayudar a lograr la contribución de la UNESCO a los MANUD y los correspondientes procesos de reforma de las Naciones Unidas, y han facilitado asimismo la preparación de varios documentos de la UNESCO destinados a la programación por país (UCPD).

### **Dificultades**

24. Muchos donantes están disminuyendo o eliminando por completo los fondos destinados al sistema de coordinadores residentes, a pesar de los beneficios compartidos que este sistema aporta a todos los asociados para el desarrollo fuera de la Sede, por lo que las organizaciones de las Naciones Unidas participantes, incluida la UNESCO, tendrán que aumentar sus contribuciones para asegurarle una financiación mínima. En la actualidad, las restricciones financieras no permiten a la UNESCO aportar su plena contribución al sistema de coordinadores residentes, ocasionando un déficit de los fondos necesarios a escala mundial. Es posible que los donantes tengan que reexaminar su disposición a seguir financiando –aunque sea en una medida más modesta- el sistema mundial de coordinadores residentes, lo que reduciría también las contribuciones que se necesitan de las organizaciones de las Naciones Unidas.

25. Las actividades de reforma y coordinación de las Naciones Unidas con frecuencia exigen grandes inversiones de tiempo de funcionarios, pero actualmente se ejecutan con una cantidad mínima de funcionarios tanto en la Sede como fuera de ella.

26. El carácter con frecuencia altamente evolutivo de las actividades y los calendarios de despliegue de los MANUD y los procesos equivalentes de programación común en los países pueden dificultar la previsión de las necesidades, incluso por lo que se refiere al suministro oportuno de fondos de apoyo.

### **Resumen: Orientación estratégica 4 – Consolidar la gobernanza**

27. De conformidad con la Resolución 37 C/96 y la Decisión 192 EX/4 (III), los principales desafíos y problemas que se señalaron en informes anteriores con respecto a la gobernanza serán objeto de una evaluación externa de los problemas de gobernanza en la UNESCO que realizará el Auditor Externo. Éste presentará al Consejo Ejecutivo en su 196ª reunión un informe provisional con las conclusiones y principales recomendaciones de la evaluación de la gobernanza, y en su 197ª reunión presentará el informe completo, en el que recomendará las medidas de seguimiento pertinentes que se someterán al examen de la Conferencia General en su 38ª reunión.

28. Además, se invita a todos los órganos rectores, programas intergubernamentales, comités y órganos establecidos en virtud de convenciones a realizar autoevaluaciones que se refieran a la pertinencia global de su labor en relación con sus mandatos específicos, así como a la eficiencia y eficacia de sus reuniones, comprendida la incidencia y la utilidad del tiempo de los especialistas. Las conclusiones de las evaluaciones internas sobre gobernanza y métodos de trabajo, que se recomendó hacer a los órganos intergubernamentales en la Decisión 191 EX/16 (IV), párrafo 6, estarán listas para enero de 2015 y se presentarán a la Conferencia General en su 38ª reunión en 2015 para orientar la aplicación de posibles medidas de reforma.

### *Dificultades*

29. La complejidad de las estructuras y arreglos de gobernanza de la UNESCO puede plantear dificultades, especialmente en cuanto al seguimiento de las recomendaciones y la elaboración de los respectivos planes de acción.

## **Resumen: Orientación estratégica 5 – Elaborar una estrategia de alianzas**

30. En la 192ª reunión del Consejo Ejecutivo se presentó una estrategia global de alianzas completa (documento 192 EX/5.INF), que comprende los objetivos y los resultados esperados para cada categoría de asociado. Ésta se alineó con el periodo programático cuatrienal del documento 37 C/5 y está sentando las bases para aprovechar mejor las alianzas de la UNESCO y lograr un marco de rendición de cuentas más completo. Los progresos alcanzados con respecto a los resultados esperados se presentarán al Consejo Ejecutivo en su 195ª reunión.

31. Han proseguido los esfuerzos por fortalecer la gestión y cooperación de las amplias redes de la UNESCO. Estos comprenden un inventario de la situación actual de la colaboración oficial con las ONG y una revisión y actualización a fondo de la base de datos sobre las ONG, fundaciones e instituciones similares para que sirva de plataforma de referencia y evaluación.

32. El Plan de acción elaborado por el grupo de trabajo tripartito de composición abierta, aprobado por la Conferencia General en su Resolución 37 C/97, tiene por finalidad mejorar la cooperación de la Secretaría de la UNESCO con las comisiones nacionales para la UNESCO. Continuará el seguimiento de los avances de su aplicación y se seguirá informando al respecto al Consejo Ejecutivo.

33. El Sector de Educación prosiguió el fortalecimiento de la gestión de tres de sus principales redes: la RedPEA, la Red de Cátedras UNITWIN/UNESCO y la Red del UNEVOC, mediante diversas iniciativas, en particular el foro internacional para el 60º aniversario "La RedPEA para la ciudadanía mundial, la educación para la paz y la educación para el desarrollo sostenible", en el que se formuló una recomendación para la estrategia y el plan de acción futuros (2014-2021) de la red.

34. Las iniciativas para mejorar la ejecución del programa gracias a la Red de Cátedras UNITWIN/UNESCO consisten en un seguimiento más estrecho de los avances y el cierre de cátedras y redes consideradas inactivas, obsoletas o escasamente relacionadas con las actuales prioridades programáticas; la organización de reuniones temáticas tiene por finalidad fomentar el establecimiento de contactos y la colaboración entre las cátedras y la UNESCO.

35. En el marco del proceso de consolidación de la red llevado a cabo en 2012-2013, el UNEVOC ha proporcionado distintas plataformas de creación de capacidades, establecimiento de contactos y gestión del conocimiento para los miembros de la red, y facilitó la agrupación regional de las redes. Unos procedimientos de afiliación más sistemáticos permitieron efectuar un seguimiento y un examen constantes de la composición de la red.

### **Dificultades**

36. Aplicar como es debido un marco coherente de rendición de cuentas sigue siendo un reto, especialmente para alianzas de larga data.

## **PROGRESOS HACIA LA CONSECUCIÓN DE LOS OBJETIVOS DE LA HOJA DE RUTA**

37. En la siguiente sección se presenta una visión de conjunto de la situación de la consecución de los 18 objetivos de la hoja de ruta a finales de 2013 (véase el cuadro de síntesis 1 *infra*). El informe detallado de la situación de los distintos objetivos de la hoja de ruta figura en el documento 194 EX/4.INF.

38. Al 31 de diciembre de 2013, se habían cumplido 10 de los 18 objetivos de la hoja de ruta (esto es, los objetivos 1, 2, 3, 4, 8, 9, 10, 11, 12 y 18). Los 8 objetivos restantes solo se habían cumplido parcialmente, pero su espíritu se perseguirá en el 37 C/5 en el contexto de la reforma en curso y las actividades de reestructuración. A este respecto, la Directora General recomienda que



la presentación de informes sobre los objetivos de la hoja de ruta (en su formato actual) se dé por concluida en la presente reunión del Consejo Ejecutivo, ya que las actualizaciones relativas a los 8 objetivos restantes podrían hacerse más apropiadamente en los futuros informes EX/4 sobre la ejecución del programa y en otros informes pertinentes sobre los progresos realizados.

39. Los 8 objetivos restantes (5, 6, 7, 13, 14, 15, 16 y 17) pueden agruparse de manera general en tres categorías: objetivos relativos a los recursos humanos, objetivos a plazo medio y puntos generales. En la siguiente sección se presenta un examen crítico de esos objetivos parcialmente cumplidos, explicando por qué se cumplieron solo en parte.

Categoría	Objetivos parcialmente cumplidos	Examen
<b>Objetivos relativos a los recursos humanos</b>	<p><b>6.</b> Hacer que la proporción general del personal de terreno con respecto al de la Sede, de aproximadamente el 35/65 en la actualidad, pase a 40/60 a finales de 2013, haciendo especial hincapié en el aumento del personal del Cuadro orgánico fuera de la Sede mediante una política de movilidad reforzada.</p> <p><b>13.</b> Reducir en un 10% para fines de 2013 el número de puestos en las oficinas ejecutivas (EO), las oficinas administrativas (AO) y los servicios de secretaría, en toda la UNESCO, mediante reagrupamiento.</p> <p><b>14.</b> Hacer que para fines de 2013 se haya pasado del coeficiente actual de 1 miembro del Cuadro de Servicios Generales por 1 miembro del Cuadro Orgánico a un coeficiente de 0,9 miembro del Cuadro de Servicios Generales por 1,1 miembro del Cuadro Orgánico.</p>	<p>Es probable que los objetivos 6 y 14 hayan sido demasiado ambiciosos dadas las circunstancias:</p> <ul style="list-style-type: none"> <li>▪ Hacia el final del bienio todos los puestos vacantes, salvo un pequeño número de puestos considerados esenciales, estaban congelados, lo que limitó considerablemente la posibilidad de mejorar más los coeficientes del personal.</li> <li>▪ Con los recursos restringidos del presupuesto ordinario, los esfuerzos de movilidad se dedicaron prioritariamente a la reforma del dispositivo fuera de la Sede en África y al pequeño número de puestos considerados esenciales. Si bien estos esfuerzos ayudaron a mejorar la proporción del personal de terreno con respecto al de la Sede, no fueron suficientes para lograr el objetivo al respecto.</li> <li>▪ Las iniciativas encaminadas a contener los gastos de personal (las medidas de cese en el servicio por consentimiento mutuo) fueron de carácter voluntario y, por lo tanto, no se pudieron utilizar directamente para lograr los objetivos relativos a los coeficientes de personal en la Sede/fuera de la Sede.</li> </ul> <p><b>Próximas etapas:</b>                      El espíritu de los objetivos 6, 13 y 15 se seguirá persiguiendo en el 37 C/5 en el contexto de la reestructuración global y fundamental que se está llevando a cabo. Sin embargo, dado el carácter complejo y delicado de esta operación, recomendamos que estos objetivos relativos a los recursos humanos se excluyan de la hoja de ruta y que se informe al respecto al Consejo Ejecutivo en futuros documentos sobre recursos humanos y sobre la reestructuración.</p>
<b>Objetivos a plazo medio</b>	<p><b>15.</b> Utilizar y asignar más eficazmente el espacio de oficina disponible a fin de liberar a plazo medio más de 300 espacios de oficina.</p> <p><b>16.</b> Reexaminar, durante el próximo ejercicio bienal, todos los costos relacionados con la gestión de las convenciones, los programas científicos internacionales, los institutos de categoría 1 y otros programas intergubernamentales, con objeto de reducir sustancialmente los costos de transacción, los gastos de apoyo administrativo y de viaje. Las economías realizadas se reinvertirán en los presupuestos operativos en esos ámbitos.</p>	<p>Los objetivos 15 y 16 no se alcanzaron plenamente a fines de 2013 porque su alcance es más a "plazo medio".</p> <p><b>El objetivo 15</b> relativo a la utilización del espacio de oficina está en curso de realización. Las dos primeras fases del plan de optimización se llevaron a término a fines de 2013 y prosiguen los esfuerzos por ejecutar la siguiente etapa del plan consistente en trasladar lo antes posible los dos sectores restantes (SC y SHS) ubicados en Bonvin a Fontenoy.</p> <p>Con respecto al <b>Objetivo 16</b>, el Consejo Ejecutivo presentó sus recomendaciones sobre esta cuestión a la Conferencia General, en su 37ª reunión, en su Decisión 191 EX/16 (IV). Posteriormente, la Conferencia General, entre otras cosas:</p> <ul style="list-style-type: none"> <li>▪ decidió que todos los órganos rectores se sometieran a una evaluación estratégica del desempeño con miras a formular medidas de reforma de la gobernanza y de reducción de gastos;</li> </ul>

Categoría	Objetivos parcialmente cumplidos	Examen
		<ul style="list-style-type: none"> <li>▪ invitó a todos los órganos rectores, programas intergubernamentales, comités y órganos a realizar autoevaluaciones;</li> <li>▪ invitó al Auditor Externo a facilitar estas autoevaluaciones elaborando un marco común de evaluación que trate de las cuestiones pertinentes; e</li> <li>▪ invitó al Auditor Externo a realizar una evaluación externa de las dificultades relacionadas con la gobernanza en la UNESCO, y a presentar al Consejo Ejecutivo en su 196ª reunión un informe provisional y en su 197ª reunión un informe completo, para poder formular las medidas de seguimiento pertinentes, que se someterán al examen de la Conferencia General.</li> </ul> <p><b>Próximas etapas:</b>                      A fin de reducir la presentación de informes duplicados, se recomienda que las futuras actualizaciones relativas a esos objetivos se comuniquen a los Estados Miembros por conducto del Comité de la Sede para el Objetivo 15 y por medio de los documentos pertinentes del Consejo que presente el Auditor Externo para el Objetivo 16.</p>
<p><b>Puntos generales</b></p>	<p><b>5.</b> Hacer que a finales de 2013 estén preparados los documentos de la UNESCO destinados a la programación por país, para cada uno de los países en los que la Organización trabaja.</p> <p><b>7.</b> Hacer que para fines de 2013 esté revisado el conjunto de los memorandos de entendimiento de la UNESCO con los fondos y programas de las Naciones Unidas y otras organizaciones de las Naciones Unidas.</p> <p><b>17.</b> Velar por una prestación de servicios más eficaz y eficiente a los órganos rectores y los Estados Miembros a fin de reducir los costos, eliminar la duplicación innecesaria de tareas, mejorar la coordinación y crear sinergias para fines de 2013.</p>	<p>En lo referente al <b>Objetivo 5</b>, a fines de 2013 se habían preparado y publicado 47 documentos de la UNESCO destinados a la programación por país. Además, 20 documentos se encuentran en distintas fases de preparación.</p> <p>En cuanto al <b>Objetivo 7</b>, durante 2012-2013 se firmaron varios acuerdos de asociación, entre ellos una Carta de Cooperación con ONU-Mujeres y sendos memorandos de entendimiento con la UIT, la OMS y la OMT. Además, se están negociando en la actualidad memorandos de entendimiento o acuerdos de asociación con VNU, el PNUD, el PNUMA, la OIT, el PMA, la ONUDI, el DOMP, el OOPS y el UNFPA.</p> <p>El <b>Objetivo 17</b> se está cumpliendo en el contexto de la Orientación estratégica 4. Por consiguiente, este objetivo se alcanzará cuando se cumpla el punto pendiente restante de esta orientación (4 g) y como resultado del seguimiento de las autoevaluaciones de los programas internacionales e intergubernamentales y de las convenciones de la UNESCO, así como del examen de las dificultades relativas a la gobernanza que ha de realizar el Auditor Externo.</p> <p>A posteriori, los objetivos 5 y 7 pueden considerarse demasiado ambiciosos dadas las circunstancias. Por ejemplo, el Objetivo 5, la preparación completa de documentos de la UNESCO destinados a la programación por país en todos los países donde la UNESCO trabaja, resultó difícil habida cuenta de las actuales restricciones financieras. Además, para el Objetivo 7, a pesar de los considerables esfuerzos realizados para revisar el conjunto de los memorandos de entendimiento para fines de 2013, la Secretaría no pudo ejercer un pleno control sobre el cumplimiento puntual y la finalización del proceso de negociación con los demás organismos de las Naciones Unidas. A este respecto, los Objetivos 5 y 7 podrían no cumplirse a fines de 2013 como estaba previsto.</p> <p><b>Próximas etapas:</b>                      Se recomienda que la futura presentación de informes sobre los Objetivos 5 y 7 se haga en el informe EX/4 sobre la ejecución del programa. La presentación de informes sobre el Objetivo 17 se hará en el marco del seguimiento del informe provisional con las conclusiones y principales recomendaciones de la evaluación de la gobernanza que el Auditor Externo presentará al Consejo Ejecutivo en su 196ª</p>

Categoría	Objetivos parcialmente cumplidos	Examen
		reunión, y del informe completo que el Auditor Externo presentará en la 197ª reunión con miras a formular las medidas de seguimiento pertinentes, que se someterán al examen de la Conferencia General en su 38ª reunión.

**Cuadro 1 – Panorama de los objetivos de la hoja de ruta a finales de diciembre de 2013**

	Objetivo	Situación
1	Reducir en un 20% el número global de planes de trabajo para finales de 2012, a fin de concentrar y promover la rendición de cuentas.	Cumplido
2	Reducir en un 30% el número de planes de trabajo con costos operacionales mínimos (excepto aquellos que se benefician de fondos extrapresupuestarios) para finales de 2012.	Cumplido
3	Aumentar la cuantía mínima del presupuesto de un plan de trabajo a 25.000 dólares estadounidenses, en la medida de lo posible.	Cumplido
4	Aplicar plenamente la reforma del dispositivo fuera de la Sede en África para finales de 2013.	Cumplido
5	Hacer que a finales de 2013 estén preparados los documentos de la UNESCO destinados a la programación por país, para cada uno de los países en los que la Organización trabaja.	Parcialmente cumplido
6	Hacer que la proporción general del personal de terreno con respecto al de la Sede, de aproximadamente el 35/65 en la actualidad, pase a 40/60 a finales de 2013, haciendo especial hincapié en el aumento del personal del Cuadro orgánico fuera de la Sede mediante una política de movilidad reforzada.	Parcialmente cumplido <sup>4</sup>
7	Hacer que para fines de 2013 esté revisado el conjunto de los memorandos de entendimiento de la UNESCO con los fondos y programas de las Naciones Unidas y otras organizaciones de las Naciones Unidas.	Parcialmente cumplido
8	Seguir dedicando un 2% de los recursos del programa a la participación e integración de la UNESCO en los procesos conjuntos de programación por países del sistema de las Naciones Unidas, en el terreno y en los planos regional y mundial.	Cumplido
9	Aumentar en un 10% el número de alianzas entre los sectores público y privado para fines de 2012 centrando particularmente los esfuerzos en las alianzas generadoras de ingresos, tanto en la Sede como sobre el terreno.	Cumplido
10	Lograr un mejor equilibrio entre los puestos correspondientes a los programas y los puestos administrativos en relación con el 75% de puestos vacantes que se congelaron.	Cumplido
11	Proponer nuevos planes de cese en el servicio por consentimiento mutuo, si procede, antes de fines de 2013.	Cumplido
12	Reducir en un 15% los costos administrativos totales para fines de 2013, mediante reducciones de los costos de los servicios internos y las unidades administrativas, jubilaciones en el sector de apoyo administrativo en particular, y una redistribución del personal invirtiendo en herramientas eficaces en relación con los costos.	Cumplido
13	Reducir en un 10% para fines de 2013 el número de puestos en las oficinas ejecutivas (EO), las oficinas administrativas (AO) y los servicios de secretaría, en toda la UNESCO, mediante reagrupamiento.	Parcialmente cumplido <sup>4</sup>
14	Hacer que para fines de 2013 se haya pasado del coeficiente actual de 1 miembro del Cuadro de Servicios Generales por 1 miembro del Cuadro Orgánico a un coeficiente de 0,9 miembro del Cuadro de Servicios Generales por 1,1 miembro del Cuadro Orgánico.	Parcialmente cumplido <sup>4</sup>
15	Utilizar y asignar más eficazmente el espacio de oficina disponible a fin de liberar a plazo medio más de 300 espacios de oficina.	Parcialmente cumplido
16	Reexaminar, durante el próximo ejercicio bienal, todos los costos relacionados con la gestión de las convenciones, los programas científicos internacionales, los institutos de categoría 1 y otros programas intergubernamentales, con objeto de reducir sustancialmente los costos de transacción, los gastos de apoyo administrativo y de viaje. Las economías realizadas se reinvertirán en los presupuestos operativos en esos ámbitos.	Parcialmente cumplido
17	Reexaminar, durante el próximo ejercicio bienal, todos los costos relacionados con la gestión de las convenciones, los programas científicos internacionales, los institutos de categoría 1 y otros programas intergubernamentales, con objeto de reducir sustancialmente los costos de transacción, los gastos de apoyo administrativo y de viaje. Las economías realizadas se reinvertirán en los presupuestos operativos en esos ámbitos.	Parcialmente cumplido
18	Poner en marcha durante el bienio varios proyectos en el ámbito de la tecnología de la información con objeto de reducir los costos de transacción y mejorar la eficacia: sistema integrado de gestión de los gastos de personal; herramienta de gestión; etc.	Cumplido

<sup>4</sup>

*El espíritu de este objetivo se seguirá persiguiendo en el contexto de la reestructuración.*

## OBSERVACIONES FINALES

40. Ambos procesos, el seguimiento de la Evaluación externa independiente y la hoja de ruta, han sido sumamente útiles y han contribuido a orientar y supervisar los respectivos ámbitos de la reforma, entre otras cosas poniendo de relieve los problemas y dificultades pertinentes. Esto facilitó un proceso de seguimiento constructivo y sentó las bases de una relación de trabajo en colaboración entre los Estados Miembros y la Secretaría. No obstante, una futura presentación de informes específicos sobre las cuestiones aún pendientes y restantes correría el riesgo de superponerse a otros mecanismos de presentación de informes, como por ejemplo los informes periódicos EX/4 y los informes sobre cuestiones específicas.

41. Por consiguiente, la Directora General propone cesar por completo la presentación de informes sobre el seguimiento de la Evaluación externa independiente y la hoja de ruta en su formato actual por las razones antes expuestas, prosiguiendo la aplicación de las recomendaciones y medidas previstas de todos los procesos e iniciativas de reforma establecidos en el marco del seguimiento de la EEI y la hoja de ruta, y continuar la presentación de informes en el formato más adecuado.

42. Si bien la exigencia de eficacia seguirá formando parte de la cultura institucional, las actividades de reforma se centrarán en adelante en:

- a) la ejecución del programa guiada por los resultados y una orientación centrada en los efectos, con el apoyo de la evaluación;
- b) un aprovechamiento más sistemático de las contribuciones de los asociados en la ejecución del programa;
- c) el fortalecimiento de la captación de recursos y su ampliación a nuevos donantes, y el desarrollo de una financiación innovadora;
- d) la afinación de nuestra estrategia de comunicación/promoción gracias a la difusión de mensajes bien orientados; y
- e) el apoyo a los Estados Miembros en la mejora de la gobernanza.

## Decisión propuesta

43. El Consejo Ejecutivo podría adoptar una decisión del siguiente tenor:

El Consejo Ejecutivo,

1. Recordando la Resolución 35 C/102, las Decisiones 185 EX/18, 186 EX/17 (I) y (II), 187 EX/17 (I) y (II), la Resolución 36 C/104 y las Decisiones 191 EX/16 (I), así como el documento 189 EX/15 Parte I Add. y las Decisiones 190 EX/34, 191 EX/26 y 192 EX/4 (III),
2. Habiendo examinado los documentos 194 EX/4 Parte III y 194 EX/4.INF,
3. Toma nota con reconocimiento de los progresos realizados por la Secretaría en la aplicación de las recomendaciones del Grupo de trabajo especial sobre la Evaluación externa independiente de la UNESCO y del plan de acción de la Directora General en cuanto a los aspectos operativos de la Evaluación externa independiente de la UNESCO; y de los esfuerzos que está realizando la Directora General para cumplir los 18 objetivos de la hoja de ruta y aplicar las medidas complementarias adoptadas para reducir o contener los gastos;
4. Decide considerar que (de las 22 recomendaciones de la Evaluación externa independiente y los 11 objetivos de la hoja de ruta considerados aún pendientes y en curso de cumplimiento en la Decisión 192 EX/4 (III)) las ocho recomendaciones y las

medidas previstas siguientes, así como los tres objetivos siguientes de la hoja de ruta, presentados en el documento 194 EX/4.INF, se han cumplido, en cuanto al seguimiento y la supervisión de la Evaluación externa independiente de la UNESCO y la hoja de ruta, dado que se han adoptado las medidas necesarias y los procesos de cambio preconizados se han integrado plenamente en las prácticas sistémicas ordinarias de la Organización o forman parte integrante de los procesos en curso de reforma y reestructuración de la Organización: orientación estratégica 1 f; orientación estratégica 2 i, k, o; orientación estratégica 3 b; orientación estratégica 4 aa; orientación estratégica 5 b, f, y los objetivos de la hoja de ruta 4, 11 y 18;

5. Invita a la Directora General a seguir aplicando las recomendaciones y medidas previstas de todos los procesos e iniciativas de reforma establecidos en el marco del seguimiento de la Evaluación externa independiente y la hoja de ruta;
6. Pide a la Directora General que ya no presente los informes dedicados al seguimiento de la Evaluación externa independiente y la hoja de ruta y que dé cuenta, en sus informes EX/4 periódicos y los informes sobre la marcha de asuntos específicos, de las 14 medidas de acción de la EEI restantes (orientación estratégica 1 g, j, l, m, n; orientación estratégica 2 e, g, p; orientación estratégica 3 d; orientación estratégica 4 g, t, v, y, z) y los 8 objetivos de la hoja de ruta (5, 6, 7, 13, 14, 15, 16 y 17) que siguen considerándose en curso de aplicación y pendientes, así como de los procesos de reforma conexos.



Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

# Consejo Ejecutivo

194ª reunión

# 194 EX/4

## Parte IV

PARÍS, 25 de febrero de 2014  
Original: Francés e inglés

Punto 4 del orden del día provisional

### INFORME DE LA DIRECTORA GENERAL SOBRE LOS AVANCES REALIZADOS EN LA REFORMA DEL DISPOSITIVO FUERA DE LA SEDE

#### PARTE IV

#### RESUMEN

De conformidad con las decisiones 192 EX/4 (IV) y 191 EX/24, la Directora General presenta un informe sobre la ejecución de la reforma del dispositivo fuera de la Sede centrada en África y proporciona información sobre los recursos financieros y humanos disponibles para cada una de las oficinas fuera de la Sede.

Medida que se prevé adopte el Consejo Ejecutivo: proyecto de decisión propuesto en el párrafo 14.

## INTRODUCCIÓN

1. La Conferencia General, en su 36ª reunión, aprobó una reforma global del dispositivo fuera de la Sede de la UNESCO para mejorar la calidad y la eficiencia de los servicios que presta a los Estados Miembros, lograr una presencia más notoria y flexible en los países y las regiones y mejorar la adaptación a las exigencias de coherencia del conjunto del sistema de las Naciones Unidas. La flexibilidad, una mejor calidad y una mayor eficiencia constituyen los objetivos esenciales de la reforma, que es parte integrante de la reforma global de la Organización emprendida por la Directora General. En la misma reunión la Conferencia General, también aprobó el plan de ejecución revisado propuesto por la Directora General, cuyo objetivo es optimizar los recursos financieros, e hizo suya su propuesta de que la ejecución de la primera fase se centrara únicamente en África. En ese momento, la ejecución de la siguiente fase de la reforma del dispositivo fuera de la Sede, referente a los Estados Árabes, se aplazó hasta el bienio 2014-2015.

2. La Directora General presentó informes al Consejo Ejecutivo, en sus reuniones 190ª, 191ª y 192ª, sobre los avances realizados en la reforma del dispositivo fuera de la Sede. En el informe que presentó al Consejo Ejecutivo en su 192ª reunión, la Directora General, si bien confirmó los progresos constantes realizados en la ejecución de la reforma del dispositivo fuera de la Sede en África, recomendó que se suspendiera el despliegue de la reforma del dispositivo a otras regiones hasta que se tuviera una idea clara del presupuesto para 2014-2015. El Consejo Ejecutivo, en su 192ª reunión, hizo suya esta recomendación. Además, pidió a la Directora General que en su 194ª reunión le presentara un informe sobre la situación de la ejecución de la primera fase de la reforma del dispositivo fuera de la Sede centrada en África y sobre la sostenibilidad del dispositivo actual en el marco del plan de gastos de 507 millones de dólares estadounidenses, y que proporcionara una evaluación realista de la capacidad del dispositivo fuera de la Sede para garantizar la ejecución del programa y una masa crítica de actividad teniendo en cuenta la dotación de personal disponible. Pidió asimismo a la Directora General que, en el informe que le presentara en su 194ª reunión, incluyera detalles, con respecto a cada oficina fuera de la Sede, sobre la dotación de personal, los gastos de funcionamiento totales, la proporción de esos gastos que se financia mediante una contribución del país anfitrión y la parte que sufraga la UNESCO, la cuantía de los recursos del Programa Ordinario que administra cada oficina y el importe de los recursos extrapresupuestarios movilizados.

3. La Conferencia General, en su 37ª reunión, aprobó la resolución 37 C/58, en la que autorizó a la Directora General, entre otras cosas, a actuar para proseguir la ejecución de la estrategia de reforma del dispositivo fuera de la Sede de la UNESCO y lograr un fortalecimiento de la rendición de cuentas por parte de las oficinas fuera de la Sede.

### Reforma del dispositivo fuera de la Sede en África

4. Tal como anunció la Directora General en su nota DG/Note/14/2 de 3 de enero de 2014, la ejecución de la fase 1 de la reforma centrada en África había terminado a finales de 2013, y el nuevo dispositivo fuera de la Sede de la UNESCO se encuentra ahora implantado en gran medida. Este nuevo dispositivo está formado por 5 oficinas regionales multisectoriales (Dakar, Abuja, Nairobi, Harare y Yaundé), 11 oficinas nacionales y 15 delegaciones encargadas de proyectos/despachos, como se indica a continuación:

Regiones	Países que abarcan	Oficina regional multisectorial	Oficina nacional <sup>1</sup>	Delegación encargada de proyectos/ despachos
<b>África Occidental (Sahel)</b>	Burkina Faso, Cabo Verde, Gambia, Guinea-Bissau, Malí, Níger, Senegal	Dakar	Bamako	Niamey
<b>África Occidental</b>	Benin, Côte d'Ivoire, Ghana, Guinea, Liberia, Nigeria, Sierra Leona, Togo	Abuja	Abidján, Accra	Monrovia, Cotonú
<b>África Oriental</b>	Comoras, Djibouti, Eritrea, Etiopía, Kenya, Madagascar, Mauricio, Rwanda, Seychelles, Somalia, Sudán del Sur <sup>2</sup> , Uganda, República Unida de Tanzania	Nairobi	Addis Abeba <sup>2</sup> , Dar es-Salaam, Juba	Antananarivo, Comoras, Djibouti, Kampala, Kigali,
<b>África Meridional</b>	Botswana, Lesotho, Malawi, Mozambique, Namibia, Sudáfrica, Swazilandia, Zambia, Zimbabwe	Harare	Maputo, Windhoek	Gaborone, Johannesburgo, Lilongwe, Lusaka
<b>África Central</b>	Angola, Burundi, Camerún, República Centroafricana, Chad, Congo, República Democrática del Congo, Guinea Ecuatorial, Gabón, Santo Tomé y Príncipe	Yaundé	Brazzaville, Kinshasa, Libreville	Luanda, Yamena, Bangui
	<b>47 países</b>	<b>5 oficinas regionales</b>	<b>11 oficinas nacionales</b>	<b>15 delegaciones encargadas de proyectos/ despachos</b>

5. En el proceso de transformación de las oficinas fuera de la Sede, se suprimió la función multipaís de las oficinas de Accra, Bamako, Dar es-Salaam, Libreville y Windhoek, que ahora funcionan como oficinas nacionales. Todas las oficinas, los despachos y las delegaciones nacionales rendirán cuentas de sus actividades a su correspondiente oficina regional multisectorial.

6. La implantación de las oficinas regionales multisectoriales para el Sahel y África Occidental, en Dakar, y para África Oriental, en Nairobi, tuvo lugar de forma escalonada durante los diez primeros meses de 2012. La Oficina para África Central de Yaundé estuvo operativa a principios de 2013, y las oficinas para África Occidental, en Abuja, y para África Meridional, en Harare, a lo largo de 2013. La Oficina de Enlace de Addis Abeba ha asumido su doble función (oficina de enlace y oficina nacional) al principio del bienio.

7. Por otra parte, las oficinas regionales fuera de la Sede y la Oficina de Addis Abeba han establecido un mecanismo de coordinación mejorado para aunar sus esfuerzos.

<sup>1</sup> No se incluye la antigua oficina nacional de Bujumbura, que fue transformada en "Casa para una Cultura de Paz" en Burundi.

<sup>2</sup> La Oficina de Enlace de Addis Abeba cumple una doble función: oficina de enlace para la Unión Africana y la Comisión Económica para África de las Naciones Unidas y oficina nacional para Etiopía.



8. La plataforma regional de apoyo de Addis Abeba no se creará en el bienio 2014-2015 dentro del plan de gastos de 507 millones de dólares estadounidenses.
9. El desglose de los costos vinculados a la ejecución de la reforma del dispositivo fuera de la Sede en África durante 2012-2013 se facilitará en un addendum a este documento.
10. La mejora de la delegación de autoridad que se describe en la nota DG/Note/14/3 de 3 de enero de 2014 contribuye a afianzar esta reforma del dispositivo fuera de la Sede, ya que ofrece a los jefes de oficinas fuera de la Sede la flexibilidad necesaria para responder mejor a las necesidades de los Estados Miembros, movilizar a los asociados bilaterales y multilaterales, fortalecer su acción dentro del sistema de las Naciones Unidas e incrementar la notoriedad de la Organización fuera de la Sede.

### **Sostenibilidad del dispositivo fuera de la Sede**

11. Tal como solicitó el Consejo Ejecutivo en su 192ª reunión, la información relativa al desglose del presupuesto descentralizado para 2014-2015 para cada oficina fuera de la Sede y los datos sobre dotación de personal de dichas oficinas para 2014-2015 se publicarán como addendum al presente informe, ya que estos datos no estarán disponibles hasta principios de marzo de 2014.
12. Si bien se han asignado recursos financieros y humanos a todas las oficinas fuera de la Sede dentro de los límites del plan de gastos de 507 millones de dólares estadounidenses, en esta primera etapa de la ejecución del programa y presupuesto para 2014-2015 aún no ha sido posible realizar una evaluación de la capacidad del dispositivo fuera de la Sede para garantizar la ejecución del programa, dado que la descentralización de las actividades del programa desde los Sectores del programa acaba de finalizar o está en proceso de ajuste.
13. Por consiguiente, la Directora General propone realizar esta evaluación de la sostenibilidad del actual dispositivo fuera de la Sede a finales de 2014 e informar al respecto al Consejo Ejecutivo en su 196ª reunión.

### **Proyecto de decisión propuesto**

14. El Consejo Ejecutivo podría adoptar una decisión del siguiente tenor:  
El Consejo Ejecutivo,
  1. Recordando sus decisiones 187 EX/33, 190 EX/31, 191 EX/24 y 192 EX/4 (IV),
  2. Habiendo examinado el documento 194 EX/4 Parte IV,
  3. Observa que se ha finalizado la fase 1 de la reforma del dispositivo fuera de la Sede centrada en África;
  4. Observa también que se han mejorado la autoridad y la rendición de cuentas que se delegan en las oficinas fuera de la Sede y que se han revisado las relaciones jerárquicas dentro de todo el dispositivo fuera de la Sede, así como entre este dispositivo y la Sede;
  5. Observa además que la plataforma regional de apoyo no se creará durante el bienio 2014-2015;
  6. Pide a la Directora General que en su 196ª reunión le presente un informe sobre la sostenibilidad del dispositivo actual en el marco del plan de gastos de 507 millones de dólares estadounidenses, y sobre las capacidades de las oficinas fuera de la Sede para ejecutar el programa dentro de los límites de los correspondientes recursos financieros y humanos de que disponen y de los recursos del programa descentralizados desde los sectores del programa.



Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

# Consejo Ejecutivo

194ª reunión

# 194 EX/4

## Parte IV Add.

PARÍS, 8 de abril de 2014  
Original: Francés e inglés

Punto 4 del orden del día provisional

### PUNTOS QUE DEBEN SER OBJETO DE INFORME

#### PARTE IV

#### INFORME DE LA DIRECTORA GENERAL SOBRE LOS AVANCES REALIZADOS EN LA REFORMA DEL DISPOSITIVO FUERA DE LA SEDE

#### ADDENDUM

#### RESUMEN

En este addendum se presenta información sobre los costos vinculados a la ejecución de la reforma del dispositivo fuera de la Sede en África durante el periodo 2012-2013 y sobre la planificación provisional de los fondos descentralizados para 2014-2015.

**Cuadro 1 – Costos de la reforma del dispositivo fuera de la Sede en África durante el periodo 2012-2013**

**Ejecución global al 31 de diciembre de 2013**

<b>A) Fondos de emergencia para la reforma del dispositivo fuera de la Sede</b>	
<b>Título del fondo</b>	<b>Total de gastos</b>
Reforma del dispositivo fuera de la Sede en África - Juba	474.984
Reforma del dispositivo fuera de la Sede en África – Abiyán	342.909
Reforma del dispositivo fuera de la Sede en África – Dakar	16.060
Reforma del dispositivo fuera de la Sede en África – Nairobi	33.983
Reforma del dispositivo fuera de la Sede en África – Gastos de transformación y de misión	43.484
Reforma del dispositivo fuera de la Sede en África – Apoyo al funcionamiento y la seguridad	47.691
Reforma del dispositivo fuera de la Sede en África - Addis Abeba	32.930
<b>TOTAL A</b>	<b>992.041</b>
<b>B) Fondos del Programa Ordinario asignados a la reforma del dispositivo fuera de la Sede</b>	
<b>Título del fondo</b>	<b>Total de gastos</b>
Financiación suplementaria para la reforma del dispositivo fuera de la Sede	814.566
BFC - Gastos de personal vinculados a la reforma del dispositivo fuera de la Sede	266.534
<b>TOTAL B</b>	<b>1.081.100</b>
<b>TOTAL A + B</b>	<b>2.073.141</b>

## Cuadro 2 – Planificación provisional de los fondos descentralizados para 2014/2015 desglosados por oficinas regionales multisectoriales y oficinas multipaís y regionales

Cuantías expresadas en miles de dólares estadounidenses

	PRESUPUESTO ORDINARIO									Fondos extrapresupuestarios		TOTAL		
	Número de puestos	Gastos de personal	Gastos corrientes (1)	Gastos operacionales					Total PO	Número de puestos	Fondos extrapresupuestarios	Número total de puestos	TOTAL PO + fondos extrapresupuestarios	
				ED	SC	SHS	CLT	CI						Subtotal 5 GP
<b>África</b>														
Abuja (+ Abiyán, Accra)	36,0	6.528	1.247	506	172	80	160	223	1.141	8.916	0.0	3,411	36.0	12,327
Dakar (+ Bamako)	37,0	7.178	868	506	205	210	152	154	1.227	9.273	1.0	4,607	38.0	13,880
Harare (+ Maputo, Windhoek)	36,0	6.603	1.300	506	350	40	152	133	1.181	9.083	5.0	4,748	41.0	13,831
Nairobi (+ Addis Abeba, Dar-es-Salaam, Juba)	56,0	10.938	2.152	506	629	616	179	323	2.251	15.342	4.0	2,823	60.0	18,165
Yaundé (+ Brazzaville, Buyumbura, Kinshasa, Libreville)	48,0	8.221	1.383	506	185	120	163	248	1.222	10.826	4.0	4,471	52.0	15,297
<b>Total</b>	<b>213,0</b>	<b>39.468</b>	<b>6.950</b>	<b>2.529</b>	<b>1.541</b>	<b>1.065</b>	<b>805</b>	<b>1.081</b>	<b>7.022</b>	<b>53.440</b>	<b>14.0</b>	<b>20,060</b>	<b>227.0</b>	<b>73,499</b>
<b>Asia y el Pacífico</b>														
Apia	14,0	2.550	357	198	100	75	60	50	483	3.390	1.0	787	15.0	4,177
Almaty (+ Tashkent)	16,0	2.773	331	198	70	0	62	81	411	3.515	0.0	398	16.0	3,913
Beijing	13,5	3.448	770	198	50	137	50	93	528	4.747	0.0	1,040	13.5	5,787
Bangkok (+ Hanoi, Phnom Penh)	55,0	11.496	1.107	808	105	264	165	183	1.526	14.128	2.0	5,731	57.0	19,859
Yakarta	18,0	3.352	700	198	444	110	40	50	842	4.894	1.0	1,515	19.0	6,408
Nueva Delhi (+ Dacca, Katmandú)	29,5	4.865	810	198	45	35	90	203	571	6.245	0.0	1,142	29.5	7,387
Teherán (+ Islamabad, Kabul)	30,0	5.052	1.543	50	70	0	70	141	331	6.926	3.0	22,043	33.0	28,969
<b>Total</b>	<b>176,0</b>	<b>33.535</b>	<b>5.617</b>	<b>1.848</b>	<b>884</b>	<b>622</b>	<b>537</b>	<b>802</b>	<b>4.692</b>	<b>43.844</b>	<b>7.0</b>	<b>32,657</b>	<b>183.0</b>	<b>76,501</b>

	PRESUPUESTO ORDINARIO									Fondos extrapresupuestarios		TOTAL		
	Número de puestos	Gastos de personal	Gastos corrientes (1)	Gastos operacionales					Total PO	Número de puestos	Fondos extrapresupuestarios	Número total de puestos	TOTAL PO + fondos extrapresupuestarios	
				ED	SC	SHS	CLT	CI						Subtotal 5 GP
<b>Estados Árabes</b>														
Beirut (+ Ammán, Bagdad, Ramallah)	44,0	10.476	1.322	577	105	216	219	177	1.295	13.092	8.0	28,989	52.0	42,082
El Cairo (+ Jartum)	28,0	4.444	496	64	522	194	45	65	890	5.830	0.0	6,258	28.0	12,088
Doha	10,0	2.912	156	104	49	0	60	69	281	3.349	1.0	74	11.0	3,423
Rabat	14,0	2.793	278	90	30	184	63	115	483	3.554	3.0	590	17.0	4,144
<b>Total</b>	<b>96,0</b>	<b>20.625</b>	<b>2.251</b>	<b>835</b>	<b>705</b>	<b>595</b>	<b>387</b>	<b>426</b>	<b>2.949</b>	<b>25.825</b>	<b>12.0</b>	<b>35,911</b>	<b>108.0</b>	<b>61,737</b>
<b>Europa y América del Norte</b>														
Bruselas	2,0	569	310	0	0	0	0	0	0	879	0.0	68	2.0	947
Ginebra	3,0	875	93	0	0	0	0	0	0	968	0.0	0	3.0	968
Moscú	5,0	394	168	0	0	35	50	0	85	648	1.0	536	6.0	1,184
Nueva York	10,0	2.028	732	0	0	0	0	28	28	2.788	0.0	4	10.0	2,792
Venecia	7,0	2.096	305	0	214	24	99	0	337	2.737	1.0	2,913	8.0	5,650
<b>Total EUR</b>	<b>27,0</b>	<b>5.962</b>	<b>1.608</b>	<b>0</b>	<b>214</b>	<b>59</b>	<b>149</b>	<b>28</b>	<b>450</b>	<b>8.020</b>	<b>2.0</b>	<b>3,521</b>	<b>29.0</b>	<b>11,541</b>
<b>América Latina y el Caribe</b>														
La Habana (+ Puerto Príncipe)	23,0	3.544	674	78	30	0	132	83	323	4.540	3.0	3,608	26.0	8,148
Kingston	13,0	2.781	264	84	112	34	75	141	446	3.491	1.0	146	14.0	3,637
Montevideo (+ Brasilia)	24,0	5.495	570	0	600	537	75	171	1,383	7.447	5.0	52,551	29.0	59,999
Quito (+ Lima)	18,0	3.350	494	0	49	0	75	76	201	4.045	0.0	510	18.0	4,555
San José (+ Guatemala, México)	26,0	4.307	853	0	75	25	125	153	378	5.538	0.0	902	26.0	6,439
Santiago	14,0	3.426	510	728	0	0	25	14	767	4.703	3.0	1,688	17.0	6,391
<b>Total América Latina y el Caribe</b>	<b>118,0</b>	<b>22.903</b>	<b>3.365</b>	<b>890</b>	<b>866</b>	<b>596</b>	<b>507</b>	<b>638</b>	<b>3,497</b>	<b>29.764</b>	<b>12.0</b>	<b>59,404</b>	<b>130.0</b>	<b>89,168</b>
<b>Total general</b>	<b>630,0</b>	<b>122.492</b>	<b>19.791</b>	<b>6.102</b>	<b>4.210</b>	<b>2.937</b>	<b>2.385</b>	<b>2.976</b>	<b>18.610</b>	<b>160.893</b>	<b>47.0</b>	<b>151,552</b>	<b>677.0</b>	<b>312,445</b>

(1) Comprendidas las contribuciones de los gobiernos, por una cuantía de 168.000 dólares estadounidenses.

## **Razones que motivan la descentralización de los fondos del Programa Ordinario por sector del programa**

### **I. Educación**

1. A raíz de los importantes recortes efectuados en los fondos del Programa Ordinario durante el bienio anterior y en el marco del plan de ejecución de 507 millones de dólares estadounidenses, se decidió que los fondos disponibles no deberían distribuirse de manera demasiado dispersa. A fin de evitar la proliferación de actividades, se pidió a las oficinas regionales de educación que autorizaran únicamente a las oficinas fuera de la Sede que contaban con funcionarios internacionales encargados de la educación a preparar planes de trabajo independientes en SISTER. Las otras oficinas fuera de la Sede reciben los fondos restantes de los planes de trabajo de las oficinas regionales.

2. En lo que respecta a la región América Latina y el Caribe, particularmente afectada por estas medidas, la Matriz de Asignación de Recursos (RAM) indica claramente las cuantías de que dispondrán las oficinas que no cuentan con funcionarios internacionales. En África, y en consonancia con la reforma del dispositivo fuera de la Sede en este continente, el presupuesto se ha asignado a las cinco oficinas regionales multisectoriales (Abuja, Dakar, Nairobi, Harare y Yaundé). Las cinco oficinas recibieron las mismas cuantías asignadas por resultado esperado (RE), pero fueron alentadas encarecidamente a coordinarse entre sí para determinar una distribución óptima de los recursos con la consigna de respetar los valores totales de la RAM. Para cada resultado esperado se designó a una oficina principal encargada de coordinar, validar, supervisar y consolidar la presentación de informes (por resultado esperado) en la región. Además, el objetivo de 25.000 dólares (cuantía mínima acordada por actividad) no pudo alcanzarse en todos los casos debido a la cantidad limitada de recursos asignados a las actividades por resultado esperado en cada región, que tuvo que dividirse entre las oficinas fuera de la Sede.

3. Por otra parte, una cantidad importante de fondos extrapresupuestarios se distribuye directamente a las oficinas fuera de la Sede encargadas de la ejecución (el presupuesto total para actividades con cargo al Programa Ordinario representa menos del 10% del total de fondos extrapresupuestarios disponibles). De ahí que muchas de las oficinas fuera de la Sede presentadas sin asignación presupuestaria con cargo al Programa Ordinario dispongan de una cantidad considerable de fondos extrapresupuestarios.

### **II. Ciencias Exactas y Naturales**

4. Tomando en consideración las enseñanzas extraídas de la planificación y la ejecución del presupuesto reducido en el bienio anterior, los recursos del Programa Ordinario para 2014-2015 correspondientes al Gran Programa II previstos en el plan de ejecución se asignaron a cada región centrándose en las prioridades fijadas para el programa, con objeto de seguir maximizando y equilibrando la descentralización y atender a la prioridad África. Se respetó la dotación mínima de 25.000 dólares estadounidenses por actividad y se hicieron esfuerzos por reducir el número total de planes de trabajo correspondientes a Ciencias Exactas y Naturales en SISTER. Las Oficinas Regionales son responsables de la planificación y la descentralización de los fondos dentro de sus correspondientes regiones. Se elaboraron planes de ejecución por medio de las Oficinas Regionales de ciencias, en estrecha colaboración con otras oficinas fuera de la Sede de la región. La asignación de fondos a las oficinas nacionales se realizó en función de las necesidades programáticas específicas y de las competencias existentes. Las Oficinas Regionales administran los fondos para aquellas oficinas que carecen de capacidades científicas y para las actividades regionales. Teniendo en cuenta que las Oficinas de Enlace de Nueva York, Ginebra y Bruselas realizan una labor de coordinación, a estas oficinas no se les asignaron recursos del programa de Ciencias Exactas y Naturales.

5. En África, la asignación del presupuesto descentralizado se guió por estas tres consideraciones: i) el carácter regional de los programas de los distintos ejes de acción; ii) la

disponibilidad de asesores temáticos y suplentes/oficiales de programas; y iii) la coordinación de las actividades programáticas de las oficinas nacionales por parte de las oficinas regionales multisectoriales.

6. Por lo que respecta a la COI, la descentralización se dirige principalmente a las sedes de sus subcomisiones (Bangkok, Kingston y Nairobi) y los fondos están incluidos en las asignaciones al programa de Ciencias Exactas y Naturales.

### **III. Ciencias Sociales y Humanas**

7. En África, tras las conversaciones mantenidas con las oficinas fuera de la Sede correspondientes, se otorgó prioridad a las oficinas regionales multisectoriales del continente, que ofrecerán una mayor cobertura en el plano nacional, en cooperación con las oficinas nacionales dentro de su ámbito geográfico. Por lo que respecta a la región América Latina y el Caribe, debido a los recientes traslados de personal que han generado algunas vacantes en la región, el criterio del Sector en relación con el programa sobre los jóvenes ha consistido en centralizar provisionalmente el presupuesto en una sola oficina (Montevideo). A medida que se vaya ejecutando la estrategia operacional, estos fondos se irán distribuyendo progresivamente a las demás oficinas de la región. Por consiguiente, en Montevideo se encuentra una parte importante del presupuesto para actividades que deben ejecutar las oficinas fuera de la Sede en Kingston, Santiago, San José, Quito (Lima) y La Habana (Puerto Príncipe).

### **IV. Cultura**

8. Teniendo en cuenta los recortes considerables efectuados en el Programa Ordinario y la necesidad de mantener en la Sede el presupuesto para las reuniones reglamentarias que administra el Sector de Cultura, el resto del presupuesto para actividades se descentralizó a las oficinas fuera de la Sede.

### **V. Comunicación e Información**

9. A pesar de las restricciones presupuestarias, el Sector de Comunicación e Información, en el marco de su estrategia general de ejecución del programa para promover y facilitar el acceso a la información y al conocimiento en los Estados Miembros, descentralizó a las oficinas fuera de la Sede el 55% del presupuesto que se destina directamente al programa. Además, recibieron asignaciones todas las oficinas fuera de la Sede, excepto las de Brazzaville, Maputo y Jartum (que están apoyadas por oficinas regionales multisectoriales). El Sector veló por que se asignaran asesores de comunicación e información a todas las oficinas regionales multisectoriales de África y a las oficinas multipaís de las demás regiones.

10. Asimismo, con objeto de generar recursos extrapresupuestarios y contratos de personal de proyectos financiados por dichas fuentes, en colaboración con los directores de las oficinas fuera de la Sede, se asignó un capital inicial a las oficinas que no disponían de personal de comunicación e información. La atención especial que presta el Sector a África se refleja en la asignación de un 20% a este continente; la región Asia y el Pacífico recibió el 15%, los Estados Árabes el 8% y América Latina y el Caribe el 12%. El 1% del presupuesto se destinó a apoyar los esfuerzos de la Oficina de Nueva York por promover el mandato del Sector de Comunicación e Información dentro del sistema de las Naciones Unidas.



Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

# Consejo Ejecutivo

194ª reunión

# 194 EX/4 Add.2

PARÍS, 7 de marzo de 2014  
Original: Inglés

Punto 4 del orden del día provisional

## EJECUCIÓN DEL PROGRAMA Y PRESUPUESTO Y RESULTADOS OBTENIDOS EN EL BIENIO ANTERIOR (2012-2013 – 36 C/5) (38 C/3 PROYECTO)

### ADDENDUM 2

#### RESUMEN

En su decisión 192 EX/4, el Consejo Ejecutivo invitó *"a la Directora General a que le [propusiera] en su 194ª reunión una nueva presentación de los documentos EX/4 adaptada al planteamiento de la presupuestación basada en los resultados y elaborada sobre la base de las deliberaciones que tuvieron lugar en su 192ª reunión y en su Grupo Especial Preparatorio, así como en los debates de la 37ª reunión de la Conferencia General"*.

El presente documento tiene por objeto responder a esa petición y en él figura una propuesta sobre una nueva presentación de los documentos EX/4.

Medida que se prevé adopte el Consejo Ejecutivo: decisión propuesta en el párrafo 10.



## Antecedentes

1. En su decisión 192 EX/4, el Consejo Ejecutivo invitó "a la *Directora General* a que le [propusiera] en su 194ª reunión una nueva presentación de los documentos EX/4 adaptada al planteamiento de la presupuestación basada en los resultados y elaborada sobre la base de las deliberaciones que tuvieron lugar en su 192ª reunión y en su Grupo Especial Preparatorio, así como en los debates de la 37ª reunión de la Conferencia General". El presente documento tiene por objeto responder a esa petición.

2. La presente propuesta:

- a) es conforme a lo dispuesto en la Constitución (Artículo VI.3.b, revisado en 8 C/Resoluciones, pág.13), a saber, "que el *Director General* prepare y comunique a los Estados Miembros y al Consejo Ejecutivo:
  - i) *Un informe sobre las actividades de la Organización que abarque el periodo comprendido entre el 1º de enero y el 31 de diciembre de cada año;*
  - ii) *Si el Consejo Ejecutivo lo considera necesario, en los años en que se celebre reunión ordinaria de la Conferencia General el Director General preparará además un informe provisional relativo a las actividades de la Organización desde el final del año anterior*";
- b) se basa en las deliberaciones exhaustivas del Consejo Ejecutivo sobre el documento EX/4 y en sus decisiones al respecto<sup>1</sup>, así como en su decisión más reciente relativa a la siguiente propuesta: "[la] *presentación una vez al año de informes EX/4 completos, y cada seis meses de informes estratégicos más sucintos*" (decisión 192 EX/16 (VII));
- c) concuerda con la petición formulada por la Conferencia General en su 37ª reunión (en el marco de las resoluciones relativas a cada uno de los grandes programas), en la que solicitó a la *Directora General* que "en sus informes reglamentarios semestrales sobre la ejecución del programa aprobado por la Conferencia General, [diera] cuenta de las medidas adoptadas para lograr una óptima utilización de los recursos en la ejecución de las actividades del programa";
- d) es conforme a la petición formulada por la Conferencia General en su 37ª reunión, en las resoluciones relativas a cada uno de los grandes programas, en la que solicitó a la *Directora General* que "durante el periodo 2014-2017, [efectuara] un examen de los ejes de acción y sus resultados esperados, comprendidos los de los programas intergubernamentales e internacionales relativos [a los grandes programas [I a V]], y [propusiera] su continuación, reorientación, incluido su eventual fortalecimiento, estrategias de salida o su finalización, basándose en criterios de evaluación claros".

3. La propuesta se fundamenta, asimismo, en las conclusiones de una evaluación de la presentación de resultados realizada conjuntamente por el IOS y la BSP, con la asistencia de un consultor externo<sup>2</sup>, en la que se examinaron las ventajas y los inconvenientes de la práctica actual de presentación de resultados en la UNESCO, que se centró especialmente en los informes

<sup>1</sup> Decisión 192 EX/4 y todas las decisiones y resoluciones pertinentes anteriores, en particular la Recomendación 13 de la resolución 33 C/92 y las resoluciones 33 C/78 y 34 C/89, así como las decisiones 184 EX/4, 186 EX/ 4 y 191 EX/4.

<sup>2</sup> Para la evaluación se realizaron también consultas exhaustivas con miembros de la Secretaría, en la Sede y fuera de la Sede, así como con los Estados Miembros, incluso mediante una encuesta a la que todos los Estados Miembros tuvieron acceso, varias reuniones oficiosas organizadas por los Estados Miembros y una reunión de consulta de la *Directora General* al respecto (5 de marzo de 2014).

semestrales EX/4 y bienales C/3 y se basó en una síntesis de las prácticas de presentación de resultados en el sistema de las Naciones Unidas<sup>3</sup>.

4. Se definieron los siguientes **principios para la presentación adecuada de informes**, que fueron corroborados por la evaluación:

- Una clara distinción entre los informes sobre las actividades y los resultados obtenidos<sup>4</sup> y los informes sobre los resultados esperados en el contexto de la UNESCO;
- Una modificación de la periodicidad de los informes presentados durante el nuevo ciclo cuatrienal, de modo que su análisis e información resulten más rigurosos y más eficaces en relación con los costos y con el tiempo.
- Una revisión de las informaciones facilitadas por los interesados y sobre las evaluaciones que se utilizan en la presentación de informes sobre los resultados.

5. Además, se entiende que una presentación de informes sobre los resultados de buena calidad debe basarse en mejores consultas entre todas las partes interesadas para que los órganos rectores puedan fundamentar mejor sus decisiones.

### **Principales características de la nueva presentación propuesta**

6. El objetivo de la nueva presentación propuesta consiste en impulsar las buenas prácticas y las mejoras que ya se han introducido en la presentación de informes sobre los resultados y, a la vez, resolver algunas de las dificultades que siguen existiendo. Bajo la coordinación de la BSP, el sistema actual de presentación de informes semestrales para el EX/4 y bienales para el C/3 podría sustituirse por:

- a) La información sobre la **ejecución del programa** seguirá presentándose en línea cada seis meses en SISTER, sobre la base de las autodeclaraciones de los funcionarios del programa y la validación preliminar de los administradores. Así continúa la práctica del EX/4 Parte I (B). Además, en el gestionigrama revisado (el anterior documento EX/4 Parte II) figurará información financiera resumida sobre i) el índice de gastos por partida presupuestaria y ii) el análisis de las tendencias globales de los gastos en todas las categorías de las IPSAS.
- b) **Informes anuales sobre la ejecución del programa**, publicados **para la reunión de primavera del Consejo Ejecutivo todos los años**. En los informes anuales se presenta un análisis estratégico global sobre la ejecución de las actividades y la obtención de productos, con indicaciones sobre la medida en que se va cumpliendo la ejecución del programa para alcanzar los resultados esperados teniendo en cuenta los indicadores de resultados conexos. En el informe se abordarán también los problemas transversales encontrados en la ejecución y se presentarán propuestas de medidas correctivas. De este modo se reemplazaría en efecto el actual documento EX/4 Parte I (A). El informe anual presentado para la reunión de primavera de 2016 abarcaría el bienio completo y contendría información sobre la marcha de la ejecución del programa. Este informe bienal servirá de referencia para las consultas previas a la preparación y la formulación del próximo documento C/5.
  - o Un **informe provisional** sucinto con un análisis estratégico resumido sobre la ejecución de las actividades y la obtención de productos para lograr los resultados esperados, que abarque los 18 primeros meses de cada bienio, se presentará en la reunión de otoño que precede a la Conferencia General.

<sup>3</sup> Véase el resumen de las conclusiones de la evaluación que figura en el documento 194 EX/4 Parte I (A).

<sup>4</sup> De conformidad con las definiciones estipuladas en el Manual de Gestión basada en Resultados del GNUD (octubre de 2011).

- c) **Un informe de fin de cuatrienio**, publicado para **la reunión de primavera del primer año del siguiente cuatrienio**, en el que figuraría un análisis estratégico de alto nivel de en qué medida se han alcanzado todos los resultados esperados aprobados por la Conferencia General y de qué modo la Organización obtiene resultados para sus beneficiarios. El informe se basaría en autoevaluaciones realizadas por funcionarios del programa y se complementarían con evaluaciones realizadas por los sectores y por el IOS. Abarcaría los cuatro años del cuatrienio y, de hecho, reemplazaría al actual documento C/3.
- o **Un informe provisional sobre los resultados de la ejecución del programa y los progresos en la consecución de los resultados del C/5**, en el que se dé cuenta de manera exhaustiva de los resultados logrados. Un examen de evaluación hacia el final del cuatrienio facilitará la generación de información fidedigna y comparativa sobre los resultados compatible con la PBR. Este informe **se publicaría en la reunión de otoño del último año del cuatrienio**, abarcaría los primeros 3,5 años de este y serviría de base para el informe de fin de cuatrienio.

7. En resumen, se propone que la presentación de informes reglamentarios se haga según se indica a continuación (véase el cuadro 1):

**Cuadro 1: Panorama de la nueva presentación propuesta de los informes reglamentarios de la UNESCO relativos a los resultados sobre la ejecución del programa C/5 aprobada por la Conferencia General**

**A: Presentación de resultados sobre la ejecución del programa**

<b>Tipo de informe</b>	<b>Informe en línea</b>	<b>Informes anuales estratégicos sobre la ejecución del programa</b>	<b>Informe cuatrienal sobre los resultados obtenidos</b>
<b>Justificación</b>	Proporciona al Consejo Ejecutivo un informe en línea periódico sobre la ejecución del programa	Proporciona al Consejo Ejecutivo informes estratégicos periódicos sobre la ejecución del programa para que el Consejo pueda desempeñar su función de seguimiento del programa	Proporciona a los órganos rectores una base para la adopción de decisiones impulsada por los resultados y la ejecución del programa sobre la futura orientación estratégica del programa y la asignación de recursos
<b>Frecuencia</b>	<b>Semestral</b>	<b>Anual</b>	<b>Cuatrienal</b>

<b>Contenido</b>	<p>Contiene información sobre la ejecución del programa que se presenta en línea en SISTER, sobre la base de las autodeclaraciones de los funcionarios del programa y la validación preliminar de los administradores. Continuaría en efecto la práctica del EX/4 Parte I (B).</p>	<p>Contiene información analítica global sobre la ejecución de las actividades y la obtención de productos (sobre la base de la presentación de informes en SISTER), así como una evaluación estratégica de las tendencias y los problemas;</p> <p>Proporciona indicaciones sobre los programas cuyos resultados son insuficientes<sup>5</sup>, que se utilizará, entre otras cosas, en las deliberaciones sobre las cláusulas de extinción.</p> <p>Para la reunión de otoño que precede a la Conferencia General habrá un <u>informe interino</u> (véase el párr. 6 b) <i>supra</i>)</p>	<p>Un informe de fin de cuatrienio, publicado para la reunión de primavera del primer año del siguiente cuatrienio, en el que figuraría un análisis estratégico de alto nivel de en qué medida se han alcanzado todos los resultados esperados aprobados por la Conferencia General y de qué modo la Organización obtiene resultados para sus beneficiarios, basado en autoevaluaciones realizadas por funcionarios del programa y complementado con evaluaciones realizadas por los sectores y por el IOS.</p> <p>Para la reunión de otoño del último año del cuatrienio que precede a la Conferencia General habrá un <u>informe interino</u> (véase el párr. 6 c) <i>supra</i>)</p>
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## B: Información financiera proporcionada mediante el gestionigrama

<b>Frecuencia</b>	<b>Semestral</b>	<b>Anual</b>	<b>Cuatrienal</b>
<b>Contenido</b>	<p>Gestionigrama resumido con información sobre</p> <p>i) el índice de gastos por partida presupuestaria;</p> <p>ii) un análisis de las tendencias globales de los gastos en todas las categorías de las IPSAS</p>	<p>i) Presentación de informes financieros sobre los gastos basados en la PBR para cada resultado, desglosados por programa, apoyo al programa y administración, y gastos en recursos extrapresupuestarios</p> <p>ii) Análisis de las tendencias globales de los gastos en todas las categorías de las IPSAS</p> <p>iii) Análisis de los gastos extrapresupuestarios por donante, región</p> <p>iv) Índices de descentralización</p>	<p>i) Presentación de informes financieros basados en la PBR sobre los gastos del Programa Ordinario para cada resultado, desglosados por programa, apoyo al programa y administración, y gastos en recursos extrapresupuestarios</p> <p>ii) Análisis de las tendencias globales de los gastos en todas las categorías de las IPSAS en comparación con bienes anteriores</p> <p>iii) Análisis de los gastos extrapresupuestarios por donante, región</p> <p>iv) Índices de descentralización</p>

<sup>5</sup>

Véase también la recomendación de la EEI 1 m).

**Cuadro 2: Calendario general para la presentación de informes financieros y sobre los resultados**

Fecha	Informe	Periodo	Preparación de futuros documentos C/5
<b>2014-2015</b>			
Primavera 2014	Informe sobre el bienio anterior	Bienio anterior	
Otoño 2014	[Información en línea en SISTER]; gestionigrama	Enero 2014 – junio 2014	
Primavera 2015	Informe anual sobre la ejecución; gestionigrama	Enero 2014 – diciembre 2014	38C/5 – Proyecto (Presupuesto)
Otoño 2015	Informe provisional sobre la ejecución del programa; gestionigrama	Enero 2014 – junio 2015	
<b>38ª reunión de la CG</b>			Aprobación del Presupuesto 38 C/5
<b>2016-2017</b>			
Primavera 2016	Informe anual sobre la ejecución del programa; gestionigrama	Enero 2014 - diciembre 2015	Base para las consultas de la Directora General sobre el futuro 39C/5
Primavera 2017	Informe anual sobre la ejecución del programa; gestionigrama	Enero 2016 - diciembre 2016	39C/5 – Proyecto completo
Otoño 2017	Informe provisional sobre el logro de los resultados, previo al informe de final de cuatrienio; gestionigrama	Enero 2014 - junio 2017	Recomendaciones del Consejo Ejecutivo sobre el 39C/5 - Proyecto, basado también en el informe cuatrienal sobre los resultados
<b>39ª reunión de la CG</b>			Aprobación del Programa y Presupuesto 39 C/5
Primavera 2018	<b>Informe de final de cuatrienio</b> gestionigrama	Enero 2014 - diciembre 2017	

8. Entre las cuestiones que es preciso abordar en el contexto de la nueva presentación del EX/4 figuran las siguientes:

- Evaluación de los efectos de las intervenciones de la UNESCO, teniendo presente que a menudo resulta difícil y costoso evaluar los efectos, que implican cambios sociales (en los planos institucional y de los beneficiarios), habida cuenta también de los problemas de asignación;
- Resultados logrados en el contexto de la programación común por países (MANUD, Programa único/planes y documentos equivalentes) en que la UNESCO es miembro de los equipos de las Naciones Unidas en los países;

- Aplicación de cláusulas de extinción;
- Vínculos con la estrategia general de comunicación de la Organización.

9. De acuerdo con la nueva presentación, las evaluaciones realizadas en el sistema, incluidas las evaluaciones del IOS, se adecuarán al examen exhaustivo del programa solicitado por la Conferencia General.

### **Proyecto de decisión**

10. El Consejo Ejecutivo podría adoptar una decisión del siguiente tenor:

El Consejo Ejecutivo,

1. Habiendo examinado los documentos 194 EX/4 Parte I (A) y 194 EX/4 Addendum 2,
2. Recordando la Recomendación 13 de la resolución 33 C/92 y las resoluciones 33 C/78 y 34 C/89,
3. Recordando también las decisiones 184 EX/4, 186 EX/4, 191 EX/4 y 192 EX/4,
4. Toma nota de las conclusiones resumidas de la evaluación realizada por IOS/BSP relativa a la presentación de informes sobre los resultados que figuran en el documento 194 EX/4 Parte I (A),
5. Acoge con beneplácito la propuesta esbozada en el presente documento, que se basa en un amplio proceso de consulta con los Estados Miembros;
6. Invita a la Directora General a poner en práctica dicha propuesta, empezando en la 196ª reunión del Consejo Ejecutivo con el primer informe anual sobre la ejecución del programa y continuando de conformidad con la nueva presentación propuesta en el cuadro 1.