



United Nations  
Educational, Scientific and  
Cultural Organization

## New Delhi Office

Cluster Office for Bangladesh,  
Bhutan, India, Maldives,  
Nepal and Sri Lanka

# e-Newsletter

Volume 5 Issue 4, Oct. - Dec. 2014

Dear Readers,

In the year 2014, UNESCO New Delhi continued to strengthen its programmes and partnerships in the Cluster countries, supporting its role as the Cluster Office for Bangladesh, Bhutan, India, Maldives, Nepal and Sri Lanka. In light of severe Regular Programme funding gap of UNESCO globally, the Office initiated a number of new strategic partnerships; and the Office continued to draw on its strength to deliver and carry on with its messages in all its fields of competence, namely, Education, the Sciences, Culture, Communication and Information.

The high point of the 2014 was the visit of the UNESCO Director-General to India, where the Director-General, Ms Irina Bokova besides opening the UNESCO International Conference on the role of ICTs for persons with disabilities, also met with six ministers to discuss projects, vision and prospects for reinforced collaboration with UNESCO. A letter of intent was signed with the Ministry of Science, Technology and Earth Sciences, Government of India to reinforce cooperation with UNESCO to build capacity in disaster risk and oceanography.

Throughout all activities in 2014, our efforts focused on strengthening partnerships in the Cluster countries, within the UN System and beyond. We hope this will contribute to further improvement of the delivery, impact and visibility of UNESCO's programmes in the South Asian countries. I take this opportunity to convey my thanks to UNESCO New Delhi team and all partners for their invaluable support and look forward to working with you all for continued success in the future, as well.

### **Shigeru Aoyagi**

Director and UNESCO Representative to  
Bhutan, India, Maldives and Sri Lanka

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## FEATURE ARTICLE

# UNESCO Director-General Visits India



With its focus on education, skills for youth, girls and women, digital technology and the promotion of cultural heritage, the agenda of Prime Minister Narendra Modi's government, in office since late May 2014, resonates deeply with UNESCO's mandate, stated Director-General Irina Bokova during a series of meetings held in New Delhi on 24 November, the first day of her official visit to India.

After opening the conference on the role of ICTs for persons with disabilities, the Director-General met with six ministers to discuss their projects, vision and prospects for reinforced collaboration with UNESCO.

"India is a founding member of UNESCO and understands the soft power agenda for the transformation of societies," she said in meeting with the Minister for External Affairs, Smt. Sushma Swaraj.

The Hon'ble Minister for External Affairs Smt. Sushma Swaraj, commended UNESCO for the successful inclusion of education and oceans as full fledged goals in the proposed post-2015 development agenda, and affirmed the importance of intangible cultural heritage and cultural diversity for social cohesion and development.

The Director-General also praised the Government for its support to gender equality, reflected in the number of women Cabinet ministers and several nation-wide initiatives to empower the girl child. This was emphasized by the Hon'ble Minister for Human Resource Development, who drew the Director-General's attention to the Government's emphasis on a cohesive approach towards the girl child, from early childhood to higher education, including through support with tuition fees and scholarship schemes, together with a focus on achieving better learning outcomes. She informed about the plans to launch a new national mission on teacher training in December, and another to encourage students' interest in math and science.

During her meeting with Hon'ble Minister of State for Culture, Dr Mahesh Sharma, Ms Bokova handed over the certificates establishing Rani-Ki Vav and the Himalayan National Park as World Heritage Sites following their inscription in June 2014.

The Director-General underscored that India is a prime example of the role of culture as source of jobs and a





## FEATURE ARTICLE



force for social cohesion, inviting the country also to be active in other UNESCO programmes, such as the Creative Cities. She drew attention to UNESCO's work on illicit trafficking of objects of art, indicating that UNESCO stands ready to work with India on this front, a proposal welcomed by the Minister.

She underscored the crucial role heritage plays in strengthening and respecting identities in today's globalized world. The Minister and the Director-General agreed to collaborate towards the execution of Heritage City Development and Augmentation Yojana (HRIDAY) scheme, launched by the Government in July 2014. It

aims to preserve and revitalize the unique character of heritage cities, while improving their infrastructure and quality of living.

Dr Harsh Vardhan, Hon'ble Minister of Science, Technology and Earth Sciences also expressed his ambition to reinforce cooperation with UNESCO to build capacity in disaster risk reduction and oceanography. To this end, he signed a letter of intent with the Director-General, affirming that "training and capacity building will help us to better predict disasters and improve our systems."

The Director-General asserted that this was a mutually beneficial partnership, noting India's role in the tsunami early-warning system and UNESCO serving as a universal platform for sharing best practices.

The letter of intent foresees collaboration on data exchange on natural hazards, remote sensing applications in the coastal and oceanic region and courses for early warning systems.

The Director-General also met with Kailash Satyarthi, co-laureate of the 2014 Nobel Peace Prize and a longtime friend of UNESCO, through his involvement in the Education for All movement as founder and president of the Global Campaign for Education and the Global March Against Child Labour. During the meeting, Mr Satyarthi reflected on his fight for children's rights and shared future concerns.



## EDUCATION

# Bhutan School Education Sector Blueprint



The present education system of Bhutan is a result of decades of systematic and scheduled interventions in an attempt to modify and modernize education in Bhutan. The Royal Government of Bhutan currently offers free education up till class 10. In recent years, accelerated levels of improvement in gross and net enrolment rates (at the secondary and primary levels), movement towards a more favourable Gender Parity Index (GPI), enhanced retention rates and declining repetition rates can be seen. However, despite the positive trends, there have been concerns about the overall quality of education. As a result, there is an urgent need for reform and tangible actions as has been recognized in the *Bhutan 2020-A Vision for Peace, Prosperity*

and *Happiness* document.

In keeping with this vision, it was decided that a broad road map be devised to systematically target shortcomings in the education system in the decade to come, namely the Bhutan School Education Sector Blueprint, inspired by the Malaysian Education Blueprint (2012). The Education Blueprint will act as a manual for timely responses targeting achievement of high level competencies for Bhutanese students, at par with educational standards in OECD countries.

UNESCO New Delhi took the lead and coordinated with several UNESCO offices for supporting the preparation, drafting and review of this Education Blueprint. For developing the Education Blueprint for Bhutan, UNESCO organized a study visit to Malaysia for Bhutanese officials in order to gain first-hand knowledge of the process for developing an educational blueprint. Additionally, the Malaysian Funds-in-Trust provided financial support to the Blueprint development process. UNESCO New Delhi is currently collaborating and managing the project, while simultaneously providing technical support, jointly with the Teacher Development and Education Policy Division of UNESCO HQ and the Education Policy Reform (EPR) Section of UNESCO Bangkok.

Transforming the Bhutanese education system in line with international norms via development and implementation of the Education Blueprint 2014-2024 is the main aim of this project. The specific objectives of this project are: a) conducting reviews of the current education performance and challenges; b) developing a vision for the education system to meet both national development challenges and equip students to face 21<sup>st</sup> century challenges; c) developing an Education Blueprint- a time bound road map to systemically reform the entire education system in 10 years; and d) developing capacities of MOE on education planning to design, implement, and monitor an Education Blueprint.

In preparation of the Blueprint, the Education Review Office (ERO), Ministry of Education conducted a major national consultation from 10 Oct. to 10 Nov. 2014 in order to identify key educational concerns of its people. UNESCO team visited Bhutan several times for the preparation of a proposal and to offer technical support for the development of the blueprint. They collaborated to provide online support, develop sample designs and Key Performance Indicators (KPI) and draft consultation strategies. With UNESCO's assistance, a cost simulation model and monitoring and evaluation framework were also devised and incorporated into the Blueprint.

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## EDUCATION

## 7<sup>th</sup> Global Skills Summit: India's Skill Ecosystem from Design to Action



The 7<sup>th</sup> Global Skills Summit on the theme “India’s skill ecosystem, from design to action” was held at the Federation House, New Delhi, from 4 to 6 September 2014. Mr Alisher Umarov, Chief of Education and Programme

Specialist UNESCO spoke about youth and education in India stressing on the need to develop Technical Vocational Training and Education (TVET) and also highlighted the work undertaken by UNESCO in this area.

## “UNiTE for Quality Education: Better Education for a Better World”

On the occasion of National Teacher’s Day in India a Joint Forum and Media Sensitization meeting was organized by the representatives of three teacher organizations, who are members of the Education International (EI). Representing UNESCO, Mr Alisher Umarov, Chief of Education and Programme Specialist, made a presentation on UNESCO’s work towards the Post-2015 Education Agenda highlighting the importance of quality education.



## Asian Summit on Skills and Education

The India-led Asian Summit attracted educationists, ministers and policy-makers from across the Asian region. The Hon’ble Minister of Education from the Islamic Republic of Afghanistan, Dr Farooq Wardaq inaugurated the Summit. Also in attendance were Hon’ble Minister of education of

Nepal, Mrs Chira Lekha Yadav; Hon’ble Deputy Minister of Education of Malaysia, Mr P. Kamalanathan and Mr Shigeru Aoyagi, Director and UNESCO Representative. Mr Aoyagi took this opportunity to present the six key regional priority areas enumerated in the Asia-Pacific Statement on Education Post-2015, issued in Bangkok and noted that “Equitable and inclusive access to quality education should be ensured for all- children, youth and adults, at all levels of education.”

## EDUCATION

## 2<sup>nd</sup> Meeting of SAARC Ministers of Education

The 2<sup>nd</sup> Meeting of SAARC Ministers of Education was held on 30 - 31 October 2014 in New Delhi, to review the progress on the SAARC Education Development Goals; strengthen cooperation in consolidating the gains and; addressing challenges. The Hon'ble Minister of Human Resource Development, Smt. Smriti Zubin Irani, was unanimously elected to the Chair. The participants included the Ministers of Education from Afghanistan, Bangladesh, Bhutan, India, Maldives and Nepal, Chairman, Higher Education Commission, Pakistan and Senior Officers from Sri Lanka. The Secretary-General, SAARC, Shri Arjun Bahadur Thapa, was also one of the dignitaries present at the meeting.

Countries of the region noted that significant progress has been made since the last meeting held in 2009, particularly in terms of universal access to primary education, reducing gender disparities in enrolment in primary and secondary education, completion of primary education cycle and improving quality of primary, secondary and higher education. All countries of the region re-affirmed their commitment to inclusive learning and gender equitable quality education. The ministers further emphasized the need for expanding opportunities for skills development, revitalizing higher education systems through expansion of higher education institutions as well as coordinating learning modes such as open and distance learning, enhancing accessibility and quality of education to achieve universalization of secondary and higher secondary education. A New Delhi Declaration was adopted at the conclusion of the Meeting.

During the side-meetings, UNESCO-SAARC cooperation was also discussed. Mr Shigeru Aoyagi, Director and UNESCO Representative and Mr Shailendra Sigdel, Statistical Advisor participated in this meeting. Mr Aoyagi, presented UNESCO's work in the area of higher education, and informed about the recent UNESCO's report *Higher education in the Asia: Expanding out, Expanding up* and proposed possible areas of collaboration between SAARC and UNESCO, in the areas of literacy; out-of-school children; credit transfer and mobile student in higher education; and Post-2015 education goals.



## South Asia Education Summit Award 2014

South Asia Education Summit Award is a dedicated platform to explore the latent potential of innovation in education sector across eight countries in South Asia, namely, India, Pakistan, Nepal, Afghanistan, Bangladesh, Bhutan, Maldives and Sri Lanka. This event was organized by ICT Post in association with UNESCO New Delhi with an aim to create inclusive knowledge societies and empower local communities across all eight countries. The award ceremony was held at India International Centre, New Delhi on 30 September 2014. The winners of this award

were judged by a panel of international grand jury on the basis of several parameters like innovation for inclusive education, leadership and impact on society. This year 126 nominations were received from South Asia, out of which the jury selected 18 winners. The winners were invited to showcase their innovations. Experts in education participated and discussed various thematic areas, such as reforming the education landscape and strategies for the future, school education reforms, ICT enabled education, opportunities and challenges and evolving higher & vocational education landscape in India and South Asia.

## SOCIAL AND HUMAN SCIENCES

## Launch of the Report: Their Own Country - A Profile of Labor Migration from Rajasthan



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On the International Day for the Eradication of Poverty, UNESCO, in partnership with Aajeevika Bureau Udaipur, and with the support of UN Women organized a policy roundtable and media launch of the first ever State report on internal migration in India titled *Their Own Country: A Profile of Labour Migration from Rajasthan*, on 17 October 2014 at the Conference Hall, Rajasthan State Livelihood Development Corporation (RSLDC), Jaipur, Rajasthan.

Dr Lalit K. Panwar, Secretary, Ministry of Minority Affairs, Government of India as the Guest of Honour graced the occasion and in his address said that his department would be ready to come up with skill development programme for migrants. Mr M L Mehta, Chairman, RSLDC, Jaipur, who was the Chief Guest, pointed out the need for creating an enabling environment with strong regulatory mechanism for welfare of migrant workers and their families. He underlined the need to support the policy recommendations of the Report which include: setting up the Rajasthan Migrant and Un-organized Labour Protection and Welfare Authority, formation of an Inter-state Coordination Committee, creation of a fast track mechanism for effective regulation, vigil and swift legal address, creation of a system of portability of entitlements such as food security, health care and financial services.

UNESCO has been working towards supporting the social inclusion of migrants in the economic, social, political and cultural life of a country, since 2011. The report contributes to the country's migration narrative with facts and figures, provides policy makers and government officials with fresh perspective and information on migration trends, as also positively influences State policy.

For more information please visit:

**UNESCO Gender Youth Migration (GYM) online knowledge platform:** <http://www.solutionexchange-un-gen-gym.net>

**UNESCO New Delhi:** <http://www.unesco.org/new/en/newdelhi/areas-of-action/social-and-human-sciences/>



## SOCIAL AND HUMAN SCIENCES

# World Radio Day 2015: Community Radio



worldradioday.net

15 Ideas for Celebrating World Radio Day 2015

United Nations Educational, Scientific and Cultural Organization

World Radio Day will be celebrated on **February 13, 2015**. It's a global celebration of radio as a medium, and as this year's theme is "Youth and Radio", it's a great opportunity to plan a youth-focused event or activity. Here are some ideas to get you started, both on the day and in the months leading up to it.

**ON THE DAY**

- 1 Produce a 'by youth, for youth' radio show**

The ultimate goal of WRD 2015 is to increase the level of participation of young people in radio, not just as listeners but as producers of content. The best way to demonstrate this is to invite your young producers to devise their own youth-focused radio show – by youth, for youth.

You could even organise a "Youth Takeover the Radio" event, handing over all of the day's content to young people to devise, plan and produce.

**See more information on organising a youth-led radio show:**  
<http://unesdoc.unesco.org/images/0022/002239/223828e.pdf#page=36>
- 2 Carry our on-the-day radio content**

UNESCO is partnering with the International Telecommunication Union (ITU) and European Broadcasting Union (EBU) to broadcast a full 24-hours of programming, including contributions from broadcasting unions all over the world. Be sure to check our website closer to the day for more information on how you can stream this content yourself.
- 3 Organise an Open Day for the public, run by young people**

An open day is a great way to involve the public in your activities. The day should be led by young producers and reporters, ensuring people not only learn about the inner workings of radio, but see first-hand the vital contribution that young people make in the sector.
- 4 Organise an outdoor broadcast or event**

Outdoor or town hall broadcasts are a great way to increase the participation of young people, and put your organisation at the centre of community activities. Once again, the event should be handed over to your young producers and reporters, from planning the event and setting the agenda to creating and producing the day's programming. This will not only demonstrate their capacity, but also inspire other young people with what is possible.

**See more information on organising an outdoor broadcast:**  
<http://unesdoc.unesco.org/images/0022/002238/223828e.pdf#page=44>

In observance of World Radio Day, UNESCO and the Commonwealth Educational Media Centre for Asia (CEMCA) are jointly organizing, in partnership with UNIC, a national event on 'Community Radio and Social Inclusion' at the UN Conference Hall, 55 Lodhi Estate, New Delhi on Friday, 13 February 2015, from 10.00 am to 1.00 pm.

The event will include an inaugural session with the launch of the "South Asia Network on Community Media" established by UNESCO and the launch of UNESCO training manual titled *Internal Migration – A Manual for Community Radios*. It will be followed by an expert panel discussion on community radio working for social inclusion.

The event will seek to recognize and explore the ways in which community radio (CR) are building a more just and inclusive society and how CR's ability to produce socially inclusive programming can be enhanced. It will showcase, inter alia, the use of Community Radio for better inclusion of internal migrants.

In fact, many CR lie in parts of the country where migration is a significant issue – in source areas as well as destination areas. Potentially, this means a possible audience of over 25 million people, whom CR could involve in discussions around migration, migrant rights, and migration's links to issues around the Right to Education, the Right to the City, Children's Rights and Human Development.

**For more information please visit:**

World Radio Day 2015 homepage: <http://www.worldradioday.org/>

UNESCO New Delhi website: <http://www.unesco.org/new/en/newdelhi>



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## CULTURE

## Use of ICTs for Artisans and Artists in Rural India



ICT has enabled convenient and cost-effective access to information and services in agriculture, health, and governance among rural population. In the artisan sector, the use of ICT is seen in Computer Aided Design and websites/e-commerce that connect artisans to distant markets. The session aimed to explore how widely are available technologies being currently used in the artisan sector, areas where ICT can be very effective for artisans, and best practices in ICT use in other sectors that can be applied to this sector.

The session was organised by UNESCO in partnership with the Digital Empowerment Foundation at its Manthan award event recently. The discussion was chaired by Ms. Laila Tyabji, Chairperson, Dastkar Delhi, who emphasised on documentation and information sharing as some of the crucial ways in which ICT can benefit the rural artisans. The session brought together artisans and rural artists, crafts organizations, online craft retailers, and organizations doing innovative work using ICT in the field of art and culture.

Participants who presented their work included Punjab Digital Library, Chinh India, Banglanatakdotcom, Chaderiyaan, Indiantribalimages.com, Archives and Research Centre for Ethnomusicology, and Barefoot College. Presentations were made on varied initiatives including digital archiving, live webcast of folk concerts from rural areas, community based documentation of heritage, and copyrights of performers. UNESCO suggested continuing this discussion in the future and linking it to areas such as e-governance.

## CULTURE

## UNESCO's 2003 Convention on Safeguarding of Intangible Cultural Heritage



A workshop on “UNESCO’s 2003 Convention on Safeguarding of Intangible Cultural Heritage (ICH)” recently organized by UNESCO jointly with Sangeet Natak Akademi, from 2-4 December 2014 in New Delhi, brought together various government cultural institutions, NGOs, cultural practitioners, and researchers.

The Convention is meant to recognize and safeguard cultural diversity represented by living traditions like performing arts, oral traditions, festive events, and craftsmanship. While India has been a signatory to the Convention since 2005, there is still very little understanding among state governments in India regarding its objectives and their role in implementing it.

As part of this capacity building workshop engaging sessions were held on the role of communities in preparing ICH inventory and good safeguarding practices. Participants also got an insight into the typical mistakes that state parties make while preparing a nomination dossier for an ICH element to be inscribed on the UNESCO list.

Case studies were presented on three of the UNESCO inscribed ICH elements from India – Navroze (Parsi spring festival), Ramman (a dance drama from Uttarakhand), and Thatheras (brass and copper craft from Jandiala Guru, Punjab). The importance of culture based livelihoods for rural development, an area that UNESCO is increasingly focused on, was highlighted by the case study on the livelihood model of *banglanatak.com*, a NGO in Kolkata.

The workshop also saw participants engaging in collaborative thinking through group work and having fun in a theatre exercise where they enacted as a community, NGO and government officials. The participants had a rare opportunity to interact with *sattreya* dance and *qawwali* artists on a range of issues related to their practice as they performed. As a next step, UNESCO plans to organize such workshops at regional levels in India to encourage greater involvement of the State governments.

## COMMUNICATION AND INFORMATION

# Harnessing ICTs to Empower Persons with Disabilities



In a powerful show of commitment, three Ministers from the Indian Government joined Director-General Irina Bokova in opening the UNESCO International Conference on the Role of ICTs for Persons with Disabilities in New Delhi, India on 24 November 2014.

Across the world, there are over one billion women and men with disabilities, with 80 percent living in rural areas of developing countries. They are more likely to experience poverty and unemployment, to suffer from illiteracy and social exclusion.

“Promoting the rights of persons with disabilities is about human dignity -- it is also about sustainable development of communities and peoples,” said the Director-General.

In a video message, Professor Stephen Hawking, author of “A Brief History of Time,” appealed for the “need to make sure this technology becomes available to those who need it so that no one lives in silence. I speak for people who cannot hear. Without technology, I would not be able to ask for a cup of tea, let alone speak about my theory of the universe.”

Opening the conference, Shri Ravi Shankar Prasad, Minister of Communications and Information Technology, affirmed that the Digital India programme was a priority of the Indian Government.

The Minister of Human Resource Development Smt Smriti Zubin Irani, placed emphasis on making quality education available to all, and outlined measures taken by the Govern-

ment to facilitate access for people with special needs at all levels of the system. This includes specialized assistance in primary and secondary schools, as well as in technical and vocational education; an India-based platform for delivering massive online open courses, a scholarship scheme as well as special training for teachers.

The Minister of Social Justice and Empowerment Shri Thaawar Chand Gehlot outlined initiatives, including specialized training centres and technological innovations to improve the status of persons with disabilities and promote inclusive societies.

In a keynote speech, Dr Karan Singh, Member of India’s Upper House of Parliament and India’s representative to UNESCO’s Executive Board, stressed the importance of accessibility, legal rights and public awareness.

Sir Philip Craven, President of the International Paralympic Committee (IPC), spoke about the benefits of practicing para-sport and how ICTs have made it easier for the Paralympic Movement to engage global audiences, with the London 2012 Paralympic Games reaching a TV audience of 3.8 billion viewers.

Around 500 women and men from around the world participate in this Conference, to promote the human rights and fundamental freedoms of persons with disabilities and to encourage all stakeholders to take concrete measures for the empowerment of persons with disabilities through the effective applications of ICTs.



## COMMUNICATION AND INFORMATION



## Training Bhutanese Journalists to Report on Climate Change

In October 2014, UNESCO collaborated with the Bhutan Media and Communications to organize a five-day training workshop on climate change (CC) reporting for 20 Bhutanese journalists, media trainers and information officers.

Held in Thimphu, the workshop's key objectives were to: (a) help journalists understand the key concepts and impact of CC with particular reference to

Bhutan; (b) identify story angles related to CC and report on CC in a more accurate and sensitive manner; and (c) promote networks and collaborative relationships between the media and other stakeholders involved with environment- and climate-friendly planning. The training programme included field visits to the Yusipang Research Centre and the village of Dawakha in Paro District, which gave trainees an opportunity to witness the effects of CC first hand, and interview communities affected by CC. Based on their learnings from the workshop and the field visits, trainees have produced news reports and opinion pieces about CC in Bhutan, which will be published by the media outlets they work for.

## Educating Local Communities in Bangladesh about Climate Change

A 2014 survey conducted by the Centre for Communication and Development (CCD) in Bangladesh found that most media gatekeepers and broadcasters in the country do not have a clear understanding of issues related to climate change (CC), and more broadly, environmental journalism. As a result, the media rarely publish or broadcast in-depth reports/programme on the subject of CC.

Seeking to address this weakness at the level of community media, UNESCO partnered with CCD to conduct a training programme on the theme 'Radio Content and Programme Production on Climate Change Issues' for representatives of Bangladesh's 14 existing community radio stations. The workshop was conducted by experts from Rajshahi University's Department of Mass Communication and Department of Geology and Environmental Science respectively. The training programme culminated in a field visit that allowed trainees to gather data, interview community members, observe sites visibly affected by CC, and combine theoretical knowledge with empirical observation to produce radio programmes on the subject of CC.



## Jalvayu Pitara: An E-Toolkit for Climate Change Communication

As part of a regional project titled 'Combating Climate Change in South Asia: Media Interventions for Public Awareness and Action', UNESCO partnered with the Indian NGO Development Alternatives to develop a toolkit for community radio (CR) stations to build their capacity for climate change (CC) communication, and to develop programmes about CC adaptation and mitigation at the community level. Titled Jalvayu Pitara, the toolkit will soon be available online for download and use. The ecosystem of the Hindu Kush Himalayan region is particularly vulnerable to CC-induced risks and natural disasters. While local communities in the region need to be equipped with the knowledge and tools to adapt to or help mitigate the effects of CC, easily comprehensible CC-related information is rarely accessible, and the media or channels for communicating such information are often absent.

In order to address this gap, Jalvayu Pitara has been designed for CR stations to (a) acquire a well-informed understanding of CC in a local context; (b) communicate CC-related information through innovative and educative programming. The toolkit includes self-evaluation exercises for users, and also seeks to mainstream gender in development communications by emphasizing the role of women as change agents.

## INTERNATIONAL DAYS OBSERVED AT UNESCO

**World Teachers Day**

5 October 2014

“An education system is only as good as its teachers. Teachers are essential to universal and quality education for all: they are central to shaping the minds and attitudes of the coming generations to deal with new global challenges and opportunities. Innovative, inclusive and results-focused teaching is crucial for 2015...”

*Extract from the joint message of UNESCO, ILO, UNICEF, UNDP and Education International*

**International Day for the Eradication of Poverty**

17 October 2014

“No one can be left behind, and no one can be excluded. This is why UNESCO is working across the board to foster positive social transformation for poverty eradication. UNESCO promotes quality education and lifelong learning to empower women and men, to improve the health of mothers and children, for the benefit of all society.”

*Extract from the message by Irina Bokova, Director-General of UNESCO*



poverty

**Upcoming International Days**

**13 February 2015**- World Radio Day

**21 February 2015**- International Mother Language Day

**8 March 2015** - International Women's Day

**22 March 2015**- World Water Day

**World Philosophy Day**

20 November 2014

“The more complex the stakes, the greater the need to ensure that through schools and the media, every individual cultivates critical thinking and a community spirit from the earliest age.”

*Extract from the message by Irina Bokova, Director-General of UNESCO*

## CALENDER OF EVENTS

## UPCOMING EVENTS

[International Conference for Academic Institutions:2015](#)

Gandhinagar, Gujarat, India

9-10 January 2015

Contact: Alisher Umarov (a.umarov@unesco.org)

[World Radio Day 2015 - Community Radio and Social Inclusion](#)

New Delhi, India

13 February 2015

Contact: Marina Faetanini (m.faetanini@unesco.org)

[Launch of the EFA Global Monitoring Report 2015](#)

New Delhi, India

9 April 2015

Contact: Alisher Umarov (a.umarov@unesco.org)

## PAST EVENTS

[“Their Own Country: A Profile of Labour Migration from Rajasthan” - Policy Dialogue and Media Launch of the first state report on internal migration in India](#)

Jaipur, India

17 October 2014

Contact: Marina Faetanini (m.faetanini@unesco.org)

[Conference on Environment, “Planning Today for Tomorrow” \(UNESCO as knowledge partner\)](#)

The Leela Palace New Delhi

30 October 2014

Contact: Ram Boojh (r.boojh@unesco.org)

[National Teacher Training Workshop on Introducing Multiple Perspective Approaches to Biodiversity](#)

WWF Auditorium, New Delhi

31 October - 1 November 2014

[National Conference and Exhibition on ‘ICTs for Persons with Disabilities: Taking Stock and Identifying Opportunities’](#)

New Delhi, India

9-10 September 2014

Contact: Anirban Sarma (a.sarma@unesco.org)

[Sub-regional workshop on South-Asia Silk Road](#)

Kathmandu, Nepal

23-24 September 2014

Contact: Moe Chiba (m.chiba@unesco.org)

[International Seminar on Celebrating Multiple Identities in India](#)

Varanasi, India

28-29 November 2014

Contact: Moe Chiba (m.chiba@unesco.org)

[Workshop on “UNESCO’s 2003 Convention on Safeguarding of Intangible Cultural Heritage \(ICH\)”](#)

Sangeet Natak Academy, New Delhi, India

2-4 December 2014

Contact: Moe Chiba (m.chiba@unesco.org)



## STAFF NEWS

## STAFF NEWS

## ARRIVALS

**Ms Ada Dyndo** (November 2014)  
Intern, Social and Human Sciences

**Mr Lou Tremblais** (November 2014)  
Intern, Social and Human Sciences

**Ms Snigdha Bisht** (November 2014)  
Programme Officer, Culture

**Mr Benjamin Arnold** (November 2014)  
Intern, Education

**Ms Priya Atri** (November 2014)  
Intern, Documentation and Public Information

## DEPARTURES

**Ms Sankalpa Acharya** (October 2014)  
Consultant, Social and Human Sciences

**Ms Aleksandra Andelic** (October 2014)  
Intern, Social and Human Sciences

**Ms Madhura Dutta** (October 2014)  
Programme Officer, Culture

**William Lodge II** (October 2014)  
Intern, Education

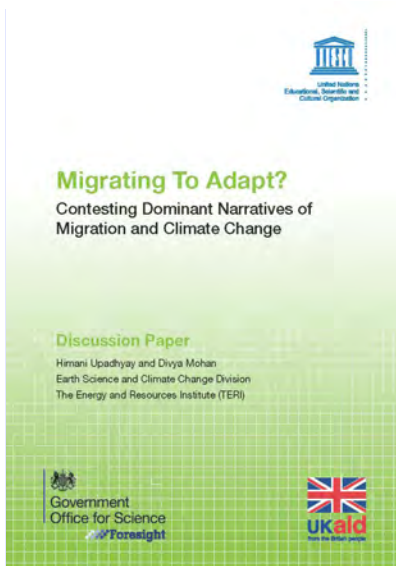
**Cristiano Consolini** (December 2014)  
Intern, Communication and Information

**Nitya Agarwal** (December 2014)  
Intern, Communication and Information



Mr Shigeru Aoyagi, Director and UNESCO Representative presenting Ms Rekha Beri with a UNESCO Medal for completing 30 years of service in the Organization

## PUBLICATIONS AND E-RESOURCES



### “Migrating to Adapt? Contesting Dominant Narratives of Migration and Climate Change” - Discussion Paper

“Migrating to Adapt? Contesting Dominant Narratives of Migration and Climate Change” discussion paper was commissioned by UNESCO to Himani Upadhyay and Divya Mohan, The Energy and Resources Institute (TERI) within the framework of the National Workshop on Migration and Global Environmental Change, jointly organized by UNESCO, GO Science UK, and DFID on 4–5 March 2014.

This paper discusses different case studies around the world and highlights how the vision of an apocalyptic future and migration as means of adaptation is not shared by locals, who do not wish to leave and want *in situ* adaptation to be the focus.

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### Video: Experts Speak

“Experts Speak” video on the Gender Youth and Migration (GYM) web-portal presents the top priorities to improve the condition of internal migrants in India. Interviewed experts are: Ms Marina Faetanini, Mr Rajiv Khandelwal, Prof. Rajiv Srivastava, Dr Lalit K. Panwar, Shri R P Pareek.

To watch the video [click here](#)



### Right to Learn (Comic Book)

As part of the International Literacy Day celebrations on 8 September 2014, the United Nations Task Team in partnership with the National literacy Mission Authority, Government of India and World Comics India, launched a comic book publication on the theme “Right to Learn” at Delhi Haat, New Delhi. The comic books depict stories of children across India, raising issues of access, quality and equity and shares their challenges, goals and aspirations.

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## PUBLICATIONS AND E-RESOURCES



### The Right to Education with Equity: Access and Quality Education for All in India

The brochure prepared by the UN in India Task Team on Global Education First Initiative highlights the priorities for education for all in India: Access to Education with Equity, Quality Basic Education and Global Citizenship Education. It suggests ways in which the implementation of the Right to Education Act in India should be accelerated so that education for all is a reality.

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### Infographic on SRGBV

Partners in the East Asia Pacific UN Girls' Education Initiative (UNGEI) and the Secretary-General's UNiTE to End Violence against Women (UNiTE) campaign work together to ensure that students have the best possible opportunity to acquire the knowledge, skills and resources they need to reach their potential in a safe, nurturing environment. As part of this campaign, an infographic on school-related gender-based violence (SRGBV) was developed to raise awareness on school related violence, and to join the efforts to build communities where all children can pursue their fundamental rights to education in a safe environment. The UNESCO New Delhi Office supported translation and production of the infographic in Hindi.

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