

UNESCO

NEW DELHI CLUSTER OFFICE



BIENNIUM REPORT

2014-2015



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United Nations
Educational, Scientific and
Cultural Organization

New Delhi Office

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

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CLUSTER OFFICE

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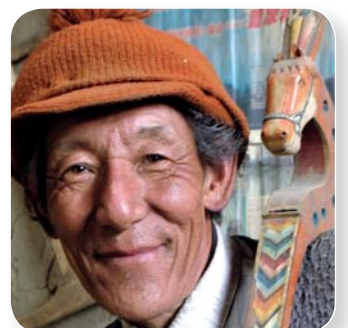
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NEW DELHI OFFICE

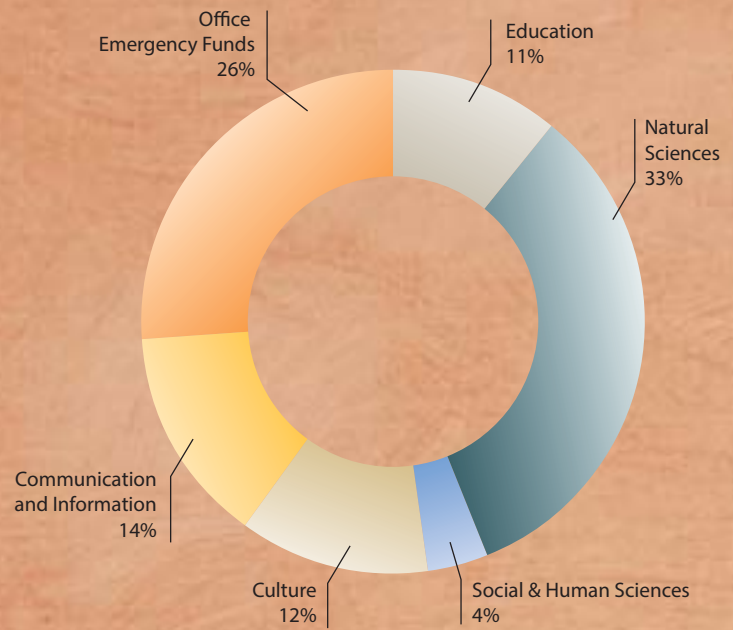
(Biennium Budget 2014-15) in USD

Sectors	Regular Programme (2014-15)	Extra-Budgetary (2014-15)
Education	1,14,086	87,500
Natural Sciences	3,46,037	37,112
Social & Human Sciences	38,268	57,044
Culture	1,22,154	8,08,742
Communication & Information	1,47,070	5,500
Office Emergency Funds	2,74,672	-
TOTAL	10,42,287	9,95,898

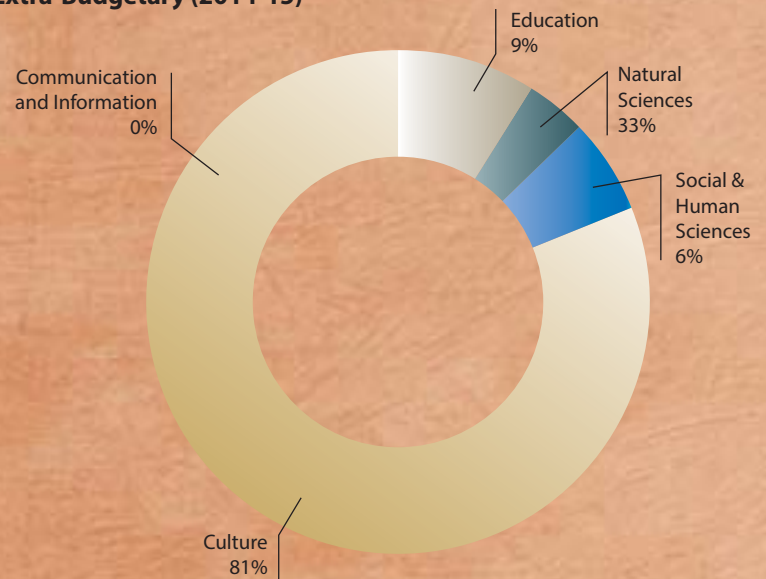
Operating Budget (2014-15)

Office Running Cost NDL	3,67,177
Government Contribution	3,86,060
Administrative Support to UIS Staff	5,726
Security Cost NDL	72,972
TOTAL	8,31,934

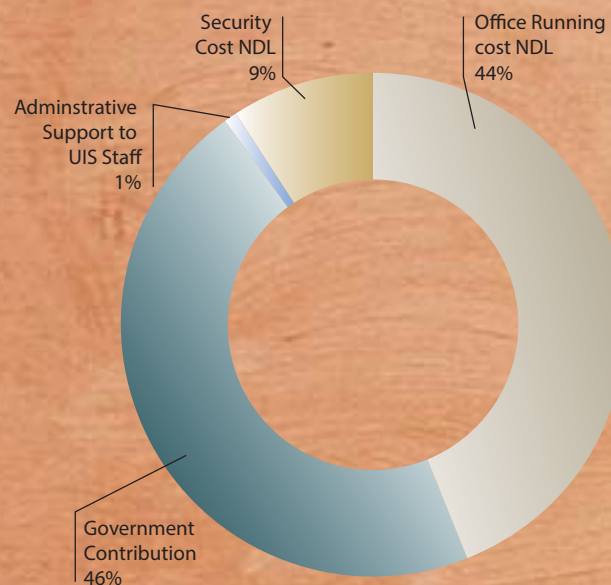
Regular Programme (2014-15)



Extra-Budgetary (2014-15)



Operating Budget (2014-15)



UNESCO New Delhi Office: Fact Sheet

1948

Became the organization's first decentralized Office in Asia

1967

Became the Regional Office of Science and Technology for South and Central Asia (ROSTSCA)

1993

Named the UNESCO New Delhi Office in keeping with the organization's new in-house policy and a platform for delivery in all areas of its competence, namely, Education, Natural Sciences, Social and Human Sciences, Culture and Communication & Information

2001

Became the Cluster Office and Asia-Pacific Regional Bureau for Communication and Information as a part of the organization's new decentralization policy

2009

The Host Country Agreement signed between UNESCO and the Government of India

2010

Bhoomi puja ceremony held to start the construction of the new premises for UNESCO New Delhi at San Martin Marg, Chanakyapuri

2012

Hosted the secretariat of UNESCO's newly-established first Category-1 institute in the Asia-Pacific - Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)

2015

The Office prepares to move to its new premises mid-next year



in numbers

UNESCO has 195 member states and 10 associate members. Most member states have permanent delegations to UNESCO. Headed by ambassadors these delegations undertake liaison between UNESCO and their governments.

All member states are also a part of national commissions for UNESCO. These commissions are national cooperating bodies which associate their governmental and non-governmental bodies with UNESCO's work.

Member states and associate members designate one or several ministries responsible for relations with UNESCO and/or ministries in UNESCO's fields of competence.

Currently, UNESCO has official partnerships with 373 international NGOs and 24 foundations and similar institutions working in its fields of competence. In addition to this formal framework, UNESCO has also been carrying out a range of activities in partnership with NGOs not only at international and regional levels but also at the national level.

The Secretariat consists of the Director-General and the staff appointed by him/ her.

The general conference elects a new Director-General every four years (previously every six years). The current Director-General, Ms Irina Bokova of Bulgaria, succeeded Mr Koichiro Matsuura of Japan in October 2009. Ms Bokova is the 10th DG of UNESCO since the first general conference in 1946. She is also the first woman and the first representative from an Eastern European country to hold the post.



There are **1,031** World Heritage sites in the world which form a part of the cultural and natural landscape. The World Heritage Committee considers these sites as having outstanding universal value. These include **802** cultural, **197** natural and **32** mixed properties.

The committee incorporated **90** elements in 2008 (items formerly proclaimed “masterpieces”) and inscribed **76** elements in 2009 and **47** elements in 2010. In 2011, **19** new elements were added to the list.

Launched in 1992, the UNITWIN/ UNESCO Chairs programme promotes international inter-university cooperation and networking to enhance institutional capacities through knowledge sharing and collaborative work. The programme supports establishing UNESCO Chairs and UNITWIN Networks in key priority areas related to UNESCO’s fields of competence – education, natural and social sciences, culture and communication. The programme involves over **700** institutions in **126** countries.

As of August 2014, **191** state parties had ratified the World Heritage Convention.

A group of more than **55** eminent personalities - Goodwill Ambassadors - use their talent and status to help focus the world’s attention on UNESCO’s work and mission.

Following the 5th session of the Intergovernmental Committee for Safeguarding the Intangible Cultural Heritage held in Nairobi in November 2010, the Representative List of Intangible Cultural Heritage of Humanity includes **213** elements.

A number of consultative committees, international commissions and intergovernmental councils have been set up to carry out specific tasks or for purposes of reflection.

9,566 associated schools in **180** countries help young people develop attitudes of tolerance and international understanding.



For more information on
UNESCO New Delhi Cluster Office,
please visit our website at:
www.unesco.org/newdelhi



Our presence in social media is steadily increasing its audience-base through various posts, tweets and audio-visual content.



<https://www.facebook.com/unesconewdelhi>

https://twitter.com/Unesco_NDL

Youtube channel

Since 1982, UNESCO has been led by:

- **Dr Miron Derkatch**
(1982-1991)
- **Dr John V. Kingston**
(1991-1996)
- **Professor Moegadi**
(1996-2001)
- **Mr Mohsen Tawik**
(2001-2005)
- **Ms Minja Yang**
(2005-2009)
- **Dr Warren L. Mellor**
(March 2009-October 2009)
- **Mr Armoogum Parsuramen**
(2009-2012)
- **Mr Shigeru Aoyagi**
(2012-till date)





Our Mission

UNESCO New Delhi is committed to the attainment of international and national development goals (including MDGs and EFA) and works closely with the South Asian sub-region to strengthen peace and sustainable development by upholding respect for diversity, gender equality and human rights, and help build sustainable, inclusive, green and knowledge societies by pursuing its core competencies.

The major thrust of UNESCO New Delhi is to work for a sharper organization with greater impact and better delivery and strengthening cooperation and networking with governments, UN agencies, development partners, civil society organizations, communities and professionals.



Our Vision

The vision of UNESCO New Delhi Office is to contribute to building peaceful, democratic, sustainable and inclusive societies in the South Asia sub-region that secure human rights, gender equality and equity, value knowledge, nurture a culture of mutual respect, celebrate a common identity and diversity and offer equal opportunities for all to participate and benefit from the processes of economic, social and political development.

New UNESCO building under construction at Chanakypuri, has been designed by Shri Satish Gujral, a renowned Indian painter, sculptor, writer and architect, who was inspired by Jantar Mantar - a UNESCO World Heritage site.

Strategic Direction

- Enhancing credibility and visibility through up-scaling activities and programmes in the South Asia sub-region.
- Strengthening inter-sectoral activities – making full use of UNESCO’s comparative advantage and added-value to address the complexity of needs of countries, societies and people.
- Focusing on vulnerable and excluded groups and geographical locations – identifying niches and opportunities in these communities.
- Promoting strategic partnerships with other UN agencies, development partners and civil society.



Five Principal Functions

To fulfil its mandate, UNESCO performs five principal functions within its areas of competence, a single activity sometimes fulfilling several of these:

1. Serving as a laboratory of ideas and generating innovative proposals and policy advice in its fields of competence;
2. Developing and reinforcing the global agenda in its fields of competence through policy analyses, monitoring and benchmarking;
3. Setting norms and standards in its fields of competence and supporting and monitoring their implementation;
4. Strengthening international and regional cooperation in its fields of competence, and fostering alliances, intellectual cooperation, knowledge-sharing and operational partnerships; and
5. Providing advice for policy development and implementation, and developing institutional and human capacities.



Photo Credit: Bala Subramanian

UNESCO is part of the UN system and works closely with a wide range of regional and national organizations.

UNESCO's national commissions constitute a unique network within the UN system. With 199 member and associate states, the commissions form a vital link between civil society and the organization. They provide valuable insights for the organization's

programmes and help implement many initiatives including training programmes, studies, public awareness campaigns and media outreach. The commissions also develop partnerships with the private sector, which can provide valuable technical expertise and financial resources (www.unesco.org/en/national-commissions).



Get involved...

Join one of 4,000 UNESCO clubs, centres and associations in 100 countries:

www.unesco.org/en/clubs

Contact one of the associated schools:

www.unesco.org/education/asp

UNESCO accepts a limited number of national officials, researchers and university students as interns to work in the organization's fields of interest for one to three months. Several fellowships and student grants are also available

www.unesco.org/new/en/unesco/join-us.

Foreword

14

This is the second biennium report that the UNESCO Delhi Office is bringing out. The decision to bring out a biennium report was taken when I took over my present assignment as the Director of the New Delhi Office and UNESCO Representative to Bhutan, India, Maldives and Sri Lanka at the beginning of the last biennium. This year we have adopted a new style for the report, presenting the information in a compact format. However, for detailed information I would encourage you to visit our website: www.unesco.org/newdelhi.

The main reason for bringing out a biennium report is to highlight and take stock of what has been done and the lessons learnt. In many ways, this was a period of consolidating on the work that the UNESCO Office has been doing and also trying to tap into more areas of concern whilst reaching out to more and diverse communities.

There were many high points during the biennium. The first was the visit of Ms Irina Bokova, UNESCO's Director-General to India in 2014. Besides inaugurating an international conference on the role of ICTs for Differently-abled people – a segment of society that is becoming increasingly important and a key focus area for the Office—she also met six ministers and discussed projects, visions and prospects for reinforced collaboration between the Government of India and UNESCO. A letter of intent was signed with the Ministry of Science, Technology and Earth Sciences for collaborating with UNESCO to build capacities in disaster risk and oceanography.

Another high point was the successful organization of the United Nations Country Team (UNCT India) Joint Advocacy Campaign



for Education, where UNESCO New Delhi and UNICEF took the lead. The month long campaign was organized in September in both 2014 and 2015 during which a series of new and innovative programmes were organized, including a social media campaign to complement the outreach of these activities.

Under natural sciences, the special emphasis was on building an enhanced science-policy interface in Cluster countries, strengthening the Asia-Pacific sub-regional biosphere reserve network and addressing water security issues in the backdrop of changing climate. A matter of great satisfaction for the Office was the successful conclusion of the JFIT project on Science Education in the Maldives in 2014. It is my sincere hope that this project has contributed to the goal of achieving quality education in the country.

The Internal Migration in India Initiative (IMI) launched in 2011 to address the multiplicity of challenges faced by migrants was further consolidated to support their social inclusion in the economic, social, political and cultural life

of the country, using a three-legged approach combining research, policy and advocacy. The informal network created under IMII is now part of the Gender Youth Migration web-portal (GYM) (<http://www.solutionexchange-un-gen-gym.net/>), a free and growing repository of resources and a platform for sharing knowledge and expertise on the theme of migration, launched by UNESCO in 2013.

In addition to regular technical assistance for implementing UNESCO's culture conventions, in 2014-2015, the Office continued to focus on issues of managing urban heritage in the context of growing urbanization and culture-based rural livelihoods, topics which are of particular relevance in the region. The Office further widened its intervention by rolling-out new initiatives on ICT for heritage and participation of persons with disabilities in cultural life.

Following its firm belief that the media is an important tool both for sensitizing communities and people and also for highlighting issues of empowerment and equality, the Office worked on a series of events to spread and popularize community radio and also to teach those working at the grassroots the importance of highlighting the right issues sensitively and objectively.

The Division of Public Information complemented the Office's outreach activities

through running dedicated social media campaigns on its major flagship programmes both in English and Hindi. The consistent timeline of posts, tweets and audio-visual content helped in increasing the digital footprint and this not only improved the reach, but helped us to stay in touch with our followers and to collect feedback.

During the coming biennium 2016-2017, we will aim to build on our past experience and particularly seek to strengthen our existing partnerships and leverage UNESCO's comparative advantage in the joint UN programmes in the Cluster countries. In light of the severe regular programme funding gap of UNESCO globally, the Office will continue to draw on its strengths to deliver and carry on with its messages in all its fields of competence, namely, education, the sciences, culture, communication and information. I thank all staff and partners for their invaluable contribution and I look forward to working with them for continued success in the future as well.

Mr Shigeru Aoyagi

Director of UNESCO New Delhi
and UNESCO Representative to Bhutan, India,
Maldives and Sri Lanka



The Director-General Visits India

UNESCO Director-General Ms Irina Bokova had a busy schedule on her three-day visit to India from 23-26 November 2014. Coming as she did a year-and-a-half after the Narendra Modi government came to power at the centre, she stressed that the government's focus on education, skills for youth, girls and women, digital technology and the promotion of cultural heritage, resonated deeply with UNESCO's mandate.

During her visit she met six ministers to discuss their projects, vision and prospects. She reinforced these ministries' collaboration with UNESCO. "India is a founding member of UNESCO and understands the soft power agenda for the transformation of societies," she said in a meeting with Ms Sushma Swaraj, the External Affairs Minister.

"India has also been a strong supporter of culture as an enabler of sustainable development," she added while thanking India for this backing.

Ms 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.

In her meeting with the Minister of Human Resource Development, Ms Smriti Irani, the Director-General praised the government for its support to gender equality reflected in the number of women Cabinet ministers and several nation-wide initiatives for empowering the girl child. The Minister 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, through support in the form of tuition fees and scholarship schemes. With the focus on achieving better learning outcomes, the Minister also discussed the government's plans of launching a new national mission on teacher training in December, and another to encourage students' interest in math and science.

During her meeting with the Minister of State for Culture, Dr Mahesh Sharma, Ms Bokova handed over certificates establishing *Rani-Ki Vav* and the Himalayan National Park as world heritage sites following their inscription in June 2014.

India is a founding member of UNESCO and understands the soft power agenda for the transformation of societies



The Director-General underscored that India is a prime example of the role that culture plays as a source of jobs and a force for social cohesion, inviting the country to be active in other UNESCO programmes like Creative Cities. She drew attention to UNESCO's work on illicit trafficking of objects of art, indicating that UNESCO was ready to work with India on this front, a proposal welcomed by the Minister.

The Minister and the Director-General agreed to collaborate in the execution of the Heritage City Development and Augmentation Yojana (HRIDAY) scheme, launched by the government in July 2014. The main aim of the scheme is preserving and revitalizing the unique character of heritage cities, while improving their infrastructure and quality of living. Ms Bokova underscored the crucial role that heritage plays in strengthening and respecting identities in today's globalized world.

In their meeting, Dr Harsh Vardhan, Minister of Science, Technology and Earth Sciences expressed his ambition of cooperating with UNESCO to build capacities in disaster risk reduction and oceanography. A letter of intent for this was signed with the Director-General affirming that "training

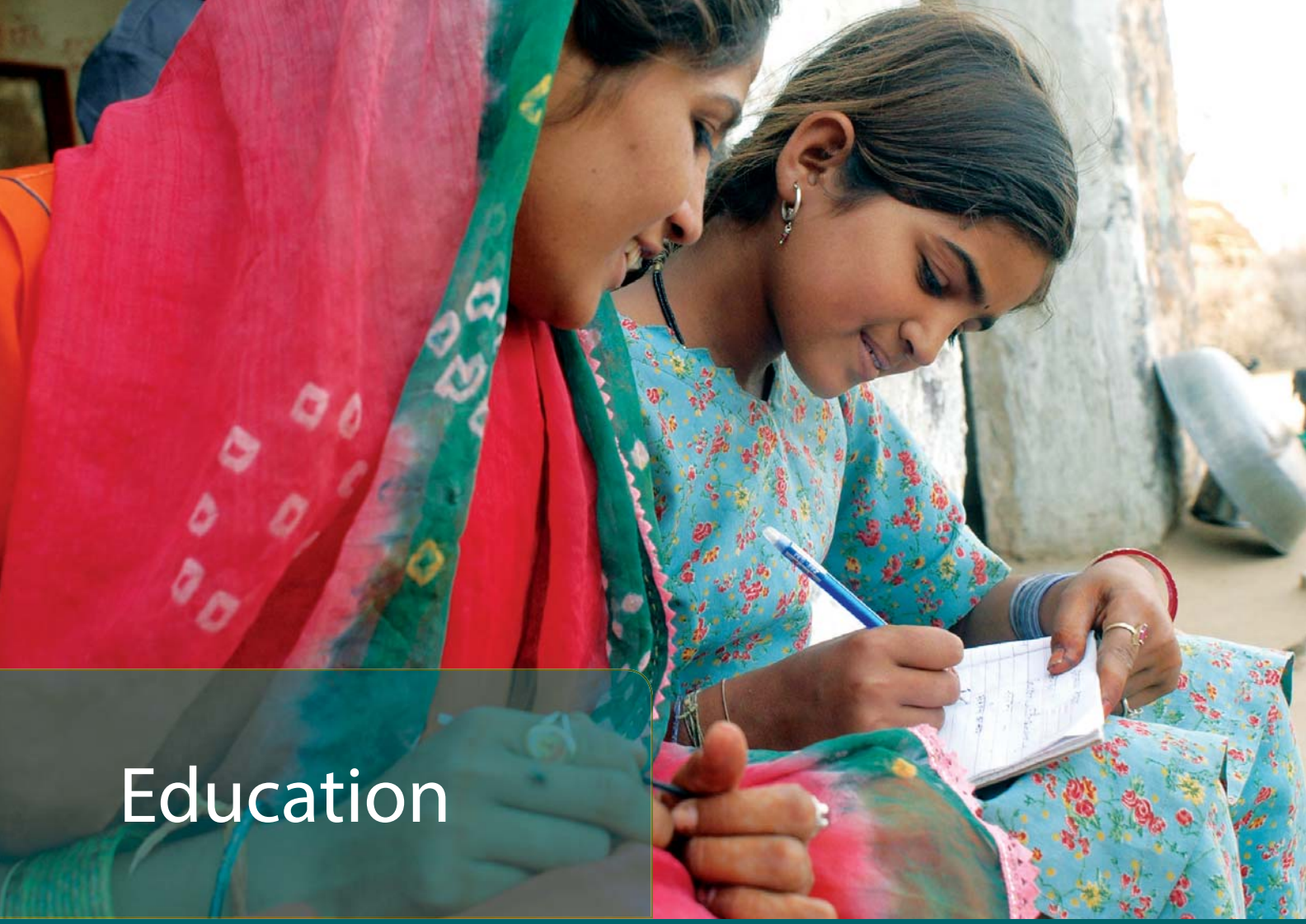
and capacity building will help us to better predict disasters and improve our systems."

The Director-General asserted that this was a mutually beneficial partnership. She also made note of 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 regions and courses in early warning systems.

Among the Director-General's other engagements while in India was opening a conference on the role of ICTs for persons with disabilities. She also met Kailash Satyarthi, the recipient of the 2014 Nobel Peace Prize and a long-time 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 with the Director-General.





Education

One of the important goals that UNESCO has been committed to attaining both at the international and national levels is “Education for All.” In keeping with this, in each biennium UNESCO New Delhi not only keeps track of what has been achieved over the years and keeps an eye on the gaps that still need to be bridged, but its thrust is also on engaging with those who have not been touched so far so that education becomes a campaign of sustainable literacy which also encompasses newer marginalized groups– those who cannot access education because they are Differently-abled, children of migrant workers and others.

Hence, its activities in 2014-2015 too centred around these goals. The two years saw UNESCO and UNICEF jointly taking forward the United Nations Country Team (UNCT India) Joint Advocacy Campaign for Education by organizing month long events. While celebrating the International Literacy Day, UNESCO New Delhi also sharpened its attempts at concentrating on the post-2015 education agenda in the country.

In its attempts to include more marginalized groups in the ambit of Education for All, UNESCO New Delhi took the lead in organizing events which concentrated on Differently-abled women and the difficulties that they face in accessing education and also turned its focus to children of migrant workers whose schooling is disrupted because their parents move out in search of employment.

National Comic and Cartoon Art Competition for Youth

The UNESCO New Delhi Cluster Office announced the results of the “National comic and cartoon art competition for youth.” The competition invited young Indian students, aged 14 to 25 years, to picture their understanding of the 17 Sustainable Development Goals (SDGs) of the United Nations adopted at the UN Summit in September 2015 through cartoons and comics. The finalists were selected by a jury of education and communication experts. Over 300 submissions were received from different regions which were judged on overall impact (persuasive, informational, educational), originality and creativity



(concepts, ideas, format) and relevance and clarity of message. The top 20 entries received prizes, along with certificates of recognition and mementoes from the UNESCO New Delhi Cluster Office.

Nobel Peace Laureate Kailash Satyarthi Calls for Universal Access to Education for Sustainable Development

As part of the Joint United Nations Country Team Advocacy Campaign for Education held in September and aligned with the UN Secretary-General's Global Education First Initiative (GEFI), UNESCO in close collaboration with the United Nations Resident Coordinator's Office organized a UN public lecture on 1 December 2015 in New Delhi. Nobel Peace Laureate Kailash Satyarthi delivered the lecture on "Sustainable development begins with education."

The Nobel Peace Laureate said that the sustainable development agenda was a historic achievement. "Through Sustainable Development Goals, for the first time in history, a ground breaking specific language has been included demanding an end to modern slavery, child trafficking and forced labour and violence. Poverty, illiteracy, child labour and health are inter-related problems and cannot be addressed in silos," he said, adding, "Education should no longer be a powerful tool in the hands of a few, but the fundamental right for each one of us. When a girl picks up a pencil and starts writing, millions of guns are weakened. When a child writes the first alphabet, the script of writing a better world begins. When one wall of a classroom is built, millions of walls that divide humanity collapse."

Calling for fulfilling the fundamental right to education of every person, and stepping up efforts to end child labour and exploitation, Mr Satyarthi said education is the first step towards sustainable development. "If one out of seven people are not able to read and write, how would they even understand the debates and goals on sustainability and development? Education, therefore, is the fundamental pre-requisite for sustainability," he said.



Joint UNCT Advocacy Campaign for Education

UNESCO and UNICEF together took the lead in the United Nations Country Team (UNCT India) Joint Advocacy Campaign for Education organized both in 2014 and 2015. In 2015 the campaign had a host of events at both the local and national levels. The GEFI (UN Secretary-General's Global Education First Initiative) campaign was run under the slogan "Sustainable development begins with education." A comic arts competition for youth on "Literacy and sustainable societies" was also organized during the advocacy campaign. Like in 2014, the winning works from the 2015 competition will also be used in UNESCO's outreach material. A month-long social media campaign on GEFI on facebook and twitter to reach out to a wider audience was another highlight of the campaign. In a sense the 2015 campaign took forward what was done in 2014 when a host of events were jointly organized involving the United Nations Task Team comprising of UNESCO, UNICEF, UNFPA, UNDP and ILO both at local and national levels in cooperation with various UN networks, partners, stakeholders and civil society to create a buzz around the UN Secretary-General's GEFI campaign that focuses on three priority areas -- put every child in

school, improve the quality of learning and foster global citizenship.

Prior to the campaign in August 2014, a creative expression and arts competition on Right to Learn was held among the various UN school networks, including UNESCO clubs and ASPnet schools across India. The winning art works were used in the outreach material published for this campaign like brochures, posters and invitations. Some of these artworks along with video messages from eminent educationists can be viewed on the GEFI webpage.

International Literacy Day Celebrations

Both in 2014 and 2015, UNESCO took part in the International Literacy Day celebrations on 8 September. In 2015 the celebrations were jointly organized by the National Literacy Mission Authority and the Ministry of Human Resource Development. The theme of the day was "Literacy and sustainable societies." In keeping with this theme, the celebrations were dedicated to exploring links and synergies between literacy and Sustainable Development Goals (SDGs) adopted during the United Nations





Sustainable Development Summit held in September in New York. Among the dignitaries who participated in the celebrations were Indian President Shri Pranab Mukherjee; Ms Smriti Irani, Minister of Human Resource Development; Mr Upendra Kushwaha, MoS School Education and Literacy; Mr Shigeru Aoyagi, Director and UNESCO's Representative to Bhutan, India, Maldives and Sri Lanka; Mr S. C. Khuntia, Secretary, School Education and Literacy, MHRD; and Mr Y. S. K. Kumar, Director, National Literacy Mission. Members of Parliament, ambassadors and representatives of UN agencies, national educational institutions and the media also attended the function organized in New Delhi. Also in attendance were representatives of various central and state level ministries, *Jan Shiksha Sansthan*s (institutes of people's education), state literacy resource centres, literacy volunteers, members of zila parishads and panchayats and neo-literates and school children.

In 2014 too a celebratory event was organized to mark International Literacy Day. The event was organized by the National Literacy Mission Authority under the Ministry of Human Resource Development. The event was attended by Indian President Shri Pranab Mukherjee; Ms Smriti Irani; Mr Kalyan Singh,

Governor of Rajasthan; Mr Shigeru Aoyagi, Director UNESCO; Mr R. Bhattacharya, Secretary of School Education and Literacy, MHRD; Mr Y.S.K. Kumar, Director-General of the National Literacy Mission and other representatives. In his address President Mukherjee reaffirmed India's dedication to spreading adult literacy among marginalized and vulnerable groups, particularly women. He also highlighted the challenges that India faces in universalizing education.

2015 EFA Global Monitoring Report Launched in India

According to UNESCO's 2015 EFA Global Monitoring Report, *Education for All 2000-2015 – Achievements and Challenges* India has made huge progress towards reaching the measurable "Education for All" goals. The international launch of the report was held in Delhi on 9 April 2015. Among the speakers at the launch were Ms Smriti Irani, Minister of Human Resource Development, Mr Kailash Satyarthi, Nobel Peace Laureate and Mr Getachew Engida, Deputy Director-General of UNESCO. Among the key findings of the report on the progress made over the last 15 years





are that globally just one-third of the countries had achieved all the measurable EFA goals set in 2000. Now new education targets are being set for 2030 for which an extra \$ 22 billion a year will be needed on top of what the government is already committed to.

Consultation on the Proposed Post-2015 Indicator Framework

In January 2015, the Right to Education Forum, UNESCO's long-term partner in India organized a one-day consultation on the proposed indicators for the post-2015 education agenda. The consultation looked at the relevance and availability of each indicator in the Indian context. The education goals and targets have been developed by both the Education for All Steering Committee (Muscat Agreement) and the Open Working Group on Sustainable Development Goals which is a UN appointed task force.

Public Lecture on Right to Education

A public lecture on the Right to Education was held in New Delhi on 15 January 2015. Dr Kishore Singh, Special Rapporteur on the Right to Education was the keynote speaker. The focus of the lecture was on the challenges that governments face in achieving "Right to Education" at a time of privatization of education. The public lecture, which was organized by UNESCO

New Delhi, the Council for Social Development and the RTE Forum was chaired by Muchkund Dubey, President, Council for Social Development India. The panellists included Professor Geetha B. Nambissan from Jawaharlal Nehru University, Mr Alisher Umarov, Chief of Education, UNESCO India and Dr M. P. Raju, advocate, Supreme Court.

UNESCO and the National Coalition for Education Celebrate EFA Global Action Week

As it has been doing over the years, UNESCO New Delhi supported the EFA Global Action Week in 2014 on the theme "Education and Disability" under the slogan, "Equal Right, Equal Opportunity." The week highlighted the challenges faced by Differently-abled people in realizing their right to education. The week was celebrated in collaboration with the National Council for Education and others partners including UNICEF, Oxfam, Action Aid, World Vision, CMD, AADI and NCERT.

Conference on Transition of Women from Education to Full Employment

The All India Women's Education Fund Association with support from UNESCO New Delhi organized a conference on "Transition of women from education





to full employment.” Representatives from the government, civil society organizations, bilateral agencies, the private sector, educators, academicians and experts got together to explore ways of working together to follow up on the Incheon Declaration and to support the “skill India” initiative with specific focus on girls’ and women’s education so that they can achieve full employment.

7th Global Skills Summit

The theme of the 7th Global Skills Summit held from 4 to 6 September 2014 was “India’s skill ecosystem, from design to action.” Mr Alisher Umarov, Chief of Education and Programme Specialist UNESCO spoke about youth and education in India and stressed on the need for developing Technical, Vocational Training and Education (TVET).

Better Education for a Better World

A joint forum and media sensitization meeting was held on the occasion of National Teacher’s Day in 2014. The event was organized by three teacher organizations which are members of Education International. UNESCO was represented by Mr Alisher Umarov, Chief of Education and Programme Specialist who made a presentation on UNESCO’s work towards the post-2015 education agenda.

Asian Summit on Skills and Education

Educationists, ministers and policymakers from across Asia took part in the Asian Summit on Skills and Education. The Minister of Education from the Islamic Republic of Afghanistan, Dr Farooq Wardaq inaugurated the summit. Others who took part in the event included Mrs Chira Lekha Yadav, Minister of Education, Nepal; Mr P. Kamalanathan, Deputy Minister of Education, Malaysia; and Mr Shigeru Aoyagi, Director and UNESCO Representative.

2nd Meeting of SAARC Ministers of Education

The main aim of the 2nd meeting of SAARC Ministers of Education was reviewing the progress on the SAARC education goals. The meeting which was held in Delhi on 30-31 October 2014 was attended by education ministers from Afghanistan, Bangladesh, Bhutan, India, Maldives and Nepal and also by representatives from Pakistan and Sri Lanka. Secretary-General SAARC, Mr Arjun Bahadur Thapa also attended the meeting in which countries from the region noted that significant progress had 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 the primary education cycle and improving the quality of all levels of school education.

Education as a Right

The Faculty of Education at Jamia Millia University organized the International Education Conference 2014 in collaboration with UNESCO New Delhi. The theme of the conference was “Education as a right across the levels: Challenges, opportunities and strategies.” The main objective of the conference was guiding the provision of education at all levels – primary, secondary and higher – so that students are able to pursue knowledge and skills, manifest their excellence in performance and defend democratic ideals irrespective of gender, religion, caste or creed.

EFA Global Monitoring Report 2013-2014

The national launch of the EFA Global Monitoring Report, 2013-14, “Teaching and Learning: Achieving Quality for All,” was held at the India International Centre Annexe, New Delhi on 29 January 2014. The report along with the Hindi version of the summary, was launched by Shri Manish Sisodia, Minister of Education, PWD, Urban Development

and Revenue, Government of Delhi, Dr Amarjit Singh, Additional Secretary, Union Ministry of Human Resource Development and Mr Shigeru Aoyagi, UNESCO Representative and Director of UNESCO New Delhi Office in the presence of Dr S. S. Jena, Chairperson, National Institute of Open Schooling and other dignitaries. An expert panel composed of government officials, representatives of education NGOs, CSOs, teacher education institutions, universities, teachers and partners shared their experiences on teaching and learning and interacted with the media.

UNESCO New Delhi Intensifies Work on School-related Gender-Based Violence and Supports Comprehensive Sexuality Education

In an effort to strengthen UNESCO’s contribution to preventing school-related gender-based violence (SRGBV), a range of activities were initiated by the UNESCO New Delhi Office following the production of a desk calendar on preventing and eliminating SRGBV. In an attempt to strengthen the evidence base and advocacy attempts to prevent SRGBV it commissioned a study to identify the nature, scope and impact of SRGBV in educational institutions in two states in the country. The evidence will be used



to call on governments to factor-in SRGBV in national policies and action plans to promote the creation of a safe, non-violent, inclusive and effective learning environment for all girls and boys.

UNESCO New Delhi also engaged in developing an Interactive Mobile Application (Android) to impart knowledge on prevention of SRGBV targeting adolescent school children across India. The mobile App covers a wide range of scenarios related to SRGBV and pre-defined responses as per lawful practices prescribed by India's legal framework. Both these initiatives have the endorsement of the Ministry of Human Resource Development, Government of India.

UNESCO Partners with the Arunachal Pradesh Government for Prevention of HIV

In line with its mandate to work on HIV prevention, particularly among young people who are still in the educational sector, UNESCO New Delhi initiated new partnerships with the Government of Arunachal Pradesh, especially the state's education and health departments in an effort to strengthen comprehensive sexuality education (CSE) in the north-eastern state.

International days celebrated

- International Women's Day, 8 March
- International Literacy Day, 8 September
- World Teachers Day, 5 October

Other workshops/conferences

- Sub-regional conference on EFA unfinished and post-2015 education agendas in SAARC countries: 13-14 October 2015
- National conference on open educational resources (OERs) for inclusive development: Addressing challenges, identifying opportunities: July 2015
- International conference for academic institutions: 2015: 9-10 January 2015

In order to promote greater ownership and sustainability of the interventions, a state level stakeholders consultation was held with over 30 representatives from the state government, education/health and planning officials, Arunachal Pradesh State AIDS Control Society, media persons, CSOs, SCERTs, District Institute of Education and Training, school principals and educators. This involvement also led to concrete gains as the Parliamentary Secretary for Education assured that the state will make budgetary allocations for implementing CSE in 2016.

The state's Chief Minister launched the UNESCO supported CSE programme and committed resource allocations for implementing the programme in Classes VIII and IX in all the 250 government schools in the state in 2016. On average the programme is expected to reach out to 62,500 students every year.





Natural Sciences

During the 2014-2015 biennium UNESCO New Delhi's special emphasis was on building an enhanced science-policy interface in Cluster countries, strengthening the Asia-Pacific sub-regional biosphere reserve network and addressing water security issues in the backdrop of changing climate. At another level, in support for its programme for sustainable development, teachers were trained on conducting environmental education classes and on following multiple perspective approaches to biodiversity.

In preparation for the coming biennium, the Office also initiated discussions for developing programmes on disaster risk reduction and mitigation measures.

World Environment Day

World Environment Day was observed by UNESCO on 5 June 2014 and 2015. In 2015 the day was celebrated at the National Institute of Education (NIE), Maharagama, Colombo, Sri Lanka in association with the Sri Lanka National Commission for UNESCO, the Ministry of Education of Sri Lanka, GLOBE Asia

Pacific and GLOBE Sri Lanka. An e-book developed for UNESCO was launched and presented during the celebrations. In 2014, the World Environment Day saw day-long celebrations organized by UNESCO New Delhi in collaboration with the Institute of Environmental Studies, Kurukshetra University. The programme included tree plantations, group discussions, interaction with post-graduate students and an awareness rally around the university campus to sensitize people about current environmental issues.

Annual Delhi Environment Summit

UNESCO New Delhi and the Confederation of Indian Industries (CII) continued their partnership in organizing the Annual Delhi Environment Summit. Organized on World Environment Day (WED) the summit was inaugurated by Mr Asim Ahmed Khan, Minister of Environment and Forests in the Delhi government. Member of Parliament Ms Meenakshi Lekhi encouraged citizens to evolve as leaders in sustainable development while Mr Shigeru Aoyagi, Director and UNESCO Representative spoke on the

theme of WED and the new sustainable development goals adopted by the UN.

UN World Water Day Celebrations

UN World Water Day on 20 March 2015 was celebrated by UNESCO in a ceremony that it organized jointly with UNDP and UN-Water. Representatives of UN organizations, NGOs, government officials and academicians took part in the celebrations. The highlight of the celebrations was the release of the 2015 "World Water Development Report," a thematic annual report that focuses on different strategic water issues every year. The theme of the 2015 report was "Water for a sustainable world."

Climate Reality Leadership Programme

Over 450 enthusiastic climate leaders from 26 countries were trained on disseminating knowledge and hope about science and impacts and mitigating measures for climate change over three days by UNESCO's Dr Ram Boojh and former US Vice President and Chairman of the Climate Reality Project, Mr Al

Gore in New Delhi on 22-24 February 2015. The event was organized as the 27th Climate Reality Leadership Corps. The training also had a number of speakers talking on a variety of subjects that are relevant for India like the range of climate change impacts in the country and what can be done about them.

Capacity Building of Teachers and School Managers on Conducting Environment Education Programmes

UNESCO New Delhi partnered with UNICEF Maldives to provide technical support to the Ministry of Education, Government of Maldives in environmental education, specifically for supporting environment clubs in schools to promote disaster risk resilience, climate change adaptation and addressing environmental vulnerabilities at the school level. A three-day workshop was held by UNESCO New Delhi and UNICEF in collaboration with the National Institute of Education for capacity building of teachers and organizers of environmental clubs in Addu High School, Maldives in August 2015. The programme was attended by 30 participants. The main objective of the





INTERNATIONAL
YEAR OF LIGHT
2015 www.light2015.org



programme was building capacities of teachers and school managers in planning and conducting learning activities on environmental issues outside classrooms. The UNESCO team also made technical presentations on climate change, eco clubs, waste management and biodiversity.

Teacher Training Workshops on ESD Multiple Perspective Approaches to Biodiversity

A series of teacher training workshops on “ESD Multiple Perspective Approaches to Biodiversity” were

organized under the Japan Funds in Trust project titled, “United for Biodiversity Education – Pilot Initiatives.” These workshops were a follow up to the earlier ones held in Lucknow and Delhi. A state level workshop was held in Berhampur, Odisha. Around 200 teachers from across the state participated in the workshop which included technical sessions followed by group discussions and exercises focused on local issues and examples. The 4th workshop in the series was held in Gurgaon in which 30 teachers participated and the following one was held at the National Institute of Education in Sri Lanka on 5 June 2015.

National Teacher Training Workshop on Introducing a Multiple Perspective Approach to Biodiversity

A three-day national level teacher training workshop was organized by UNESCO New Delhi in collaboration with the Society for Environment Education and Development (SEED) and the City Montessori School (CMS) in Lucknow in June 2014 to introduce the concept of a multiple-perspective tool (MTP) that was developed to help secondary



students understand and work with complexities. The other collaborating agencies were Centre for Environment Education (CEE) India, Delhi Eco-clubs (Environment Department, Government of Delhi), the Indian Environment Society (IES), Prithvi Innovators, TERI, WWF India and UNESCO Clubs. Around 60 master trainers selected from secondary schools from across the country took part in the workshop. The workshop was also designed to help secondary students to work in multi-disciplinary and multi-perspective teams.

Workshop on UNESCO's Man and the Biosphere Programme

An interactive workshop on UNESCO's Man and the Biosphere (MAB) programme was organized by UNESCO and the Nepal National Commission in collaboration with the Department of National Parks and Wildlife Conservation on 22 September 2015 in Lalitpur, Nepal. Fifty-three stakeholders including academic experts, policymakers and civil society members took part in the event which focused on initiating MAB programmes in Nepal and reviving the Nepal MAB committee. The event also commemorated the World Rhino Day.

UNESCO Centre on World Natural Heritage Management and Training

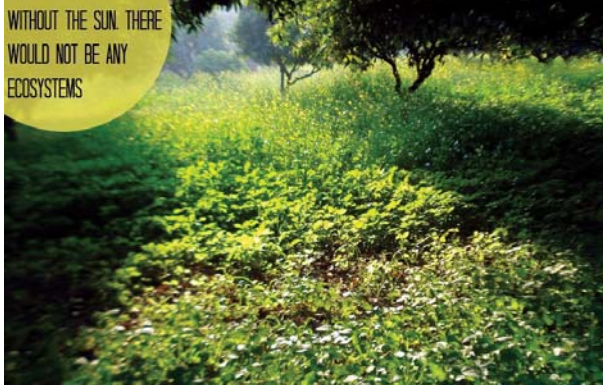
The foundation stone for the UNESCO Category-2 Centre on World Natural Heritage Management and Training for Asia and the Pacific was held on 30 August 2014 at the Wildlife Institute of India, Dehradun. The foundation stone was laid by Minister of Environment, Forests and Climate Change, Mr Prakash Javadekar. Commemorative events were also held on the occasion which were attended by various dignitaries including Dr S. S. Garbyal, Director-General of Forests and Special Secretary to the Government of India and Mr A.K. Srivastava, the Additional Director-General of Forests.

Natural Heritage Sites and Disaster Risk Reduction

An international workshop and training on the role of world natural heritage sites in disaster risk reduction was organized by the UNESCO Category-2 Centre (C2C) on World Natural Heritage Management and Training for the Asia-Pacific region at the Wildlife Institute of India in Dehradun. Around 150 participants from ten countries including India, Nepal,



WITHOUT THE SUN, THERE
WOULD NOT BE ANY
ECOSYSTEMS



Bhutan and Thailand took part in the workshop held in August 2015. In addition, 25 world heritage sites were also represented by site managers, scientists, NGO representatives, students and researchers. The workshop saw discussions on varied topics including understanding and identifying disaster risk, strengthening disaster risk management and investing in disaster risk reduction for resilience. Two days were kept aside for training for site managers from the Asia-Pacific region on specific topics like linking DRR to climate change, space technology for hazard zonation and understanding armed conflict in world heritage. A comprehensive network of site managers and documentation which has been compiled will be used to guide further studies and capacity building initiatives by UNESCO C2C in the Asia-Pacific region.

Promoting the Living Heritage of Udaipur

The Maharana of Mewar Charitable Foundation with technical support from UNESCO New Delhi convened the 2nd conference on “World Living Heritage” on 13-15 March 2014 to examine case studies and

best practices for promoting a living heritage. The conference addressed issues of living heritage from multiple angles like urban living heritage spaces, people and their traditional practices and how to orchestrate these heritage assets to contribute to the city’s overall development. Eminent international and national experts including Dr Shikha Jain (DRONAH), Dr Rachna Khare (SPA, Bhopal) and Ms Minja Yang (Ecole Lemaire, Leuven, Belgium) took part in the discussions.

International Day for Biological Diversity

The International Day for Biological Diversity was celebrated on 22 May 2015. The theme for this year’s celebrations was “Biodiversity for sustainable development.” UNESCO joined the celebrations in a seminar organized by the Uttar Pradesh State Biodiversity Board in Lucknow. The event was preceded by a six-day “Biodiversity Festival” for school children. UNESCO’s documentary film on the world heritage biodiversity programme India, “Treasure to Conserve,” was launched during the seminar.



The 21st century will depend as much on photonics as the 20th century depended on electronics



Model United Nations Environment Assembly

UNESCO New Delhi took part as a knowledge partner in the Model United Nations Environment Assembly (MUNEA). The main objective of the assembly was to educate participants about current events, topics in international relations, diplomacy and the United Nations agenda related to the environment. The assembly also provided a platform for participants to air their views on environment, energy and sustainability. The event saw lively debates and discussions in an attempt to find solutions to complex issues facing contemporary international environment politics.

UNESCO JFIT Project on Science Education in the Maldives

The Government of Maldives in association with UNESCO New Delhi organized the formal closing event for the JFIT project on science education at the Maldives Polytechnics Conference Hall in Male. Before the event, a pre-service teacher training workshop was held on 11-13 May 2014. The educational kit developed under the project was formally launched at the event and participants were awarded certificates for completing the training. The event saw the participation of various dignitaries including officials from the Ministry of Education and National Commission for UNESCO and resource persons from CEE India. Mr Nobuhito Hobo, Ambassador of Japan to the Republic of Maldives was the chief guest.

Environment Awareness Programmes

The Directorate of Environment (DoE), Government of Uttar Pradesh organized a one-day environment awareness programme on the theme, "Marching towards a greener Lucknow" on 22 February 2014. A book titled, *Shades of Green*, was launched at the event. The book has been compiled by Dr Shikha Tripathi of NGO Swyamsiddha, also a co-organizer of the programme. In a related move, UNESCO got

together with Hindi daily *Dainik Jagran* to organize a programme titled, "Janhit Jagran Awards for Excellence in the Field of Social Entrepreneurship." A seminar on environment awareness was organized as a part of the programme at DAV Women's College in Amritsar on 21 January. The seminar also invited ideas (projects) from individuals, groups and institutions that provide rational solutions to environment and social issues.

International Conference on Lakes and Wetlands

An international conference on lakes and wetlands was organized in Bhopal as a part of the Bhopal Lake Festival by the State Knowledge Management Centre on Climate Change (SKMCCC), Environmental Planning and Coordination Organization (EPCO) and the Department of Housing & Environment, Government of Madhya Pradesh on 14-16 February 2014. Experts from India and abroad presented and discussed various thematic aspects of lakes and wetlands over six thematic sessions. UNESCO was the knowledge partner for the conference.

9th Water Digest Awards

The 9th edition of the Water Digest Awards was organized in partnership with UNESCO New Delhi on 24 March 2015. The evening also marked the celebrations of the UN World Water Day. The theme for this year's award was "The Blue Hope" which represents the power that resides in seemingly simple acts of providing clean and safe water. Awardees were given trophies and certificates in 29 categories for their outstanding work.

Global Citizenship for Sustainability

UNESCO came together with IUCN, Government of Gujarat, Adani Group, Centre for Environment Education India and CEE Australia during the Vibrant Gujarat Summit in Ahmedabad on 13 January 2015 for the Global Citizenship for Sustainability (GCS) programme. UNESCO has been a knowledge partner

SOLAR ENERGY

will provide a practically inexhaustible resource that will enhance sustainability, reduce pollution and lower the cost of mitigating climate change



for the programme ever since it was launched during UNDESD.

International Workshop on Sustainability Science

UNESCO New Delhi participated in an international conference on sustainability science organized by the UNESCO Jakarta Office in partnership with Universiti Kebangsaan Malaysia on 3-5 March 2015. The event was attended by 139 participants including UNESCO specialists from various offices and delegates from international organizations, governmental institutions, universities, the private sector and NGOs.

Community Dialogue on Kaas Plateau

A community dialogue on Kaas Plateau-Northern Cluster of Western Ghats World Natural Heritage Site was organized in Kaas village on 26 August 2014 with the objective of reviewing the progress made in conservation efforts undertaken for the site. Planning for future activities with the involvement of communities and organizations working at the grassroots level was also part of the agenda.

Felicitations for Professor Xiangyi Li

UNESCO New Delhi organized a felicitation ceremony to honour Professor Xiangyi Li from China, the 2013 laureate of the prestigious UNESCO Kalinga Prize for the Popularization of Science. The prize is an international distinction created by UNESCO in 1951. The prize is meant to reward the efforts of a person who has had a distinguished career in the popularization of science among the people.

Launch of the UNESCO Science Report 2015

The UNESCO Science Report was launched on 23 November 2015 at the Science Centre of the Council

for Scientific and Industrial Research (CSIR), Lodhi Road, New Delhi by Dr Vijay Raghavan, Secretary in the Department of Biotechnology (DBT). The event was co-organized by UNESCO New Delhi, the Department of Biotechnology in the Government of India, the Indian National Science Academy (INSA) and the Regional Centre for Biotechnology, a UNESCO Category-2 Centre.

Conference to Commemorate the International Year of Light

On 17 and 18 November, UNESCO New Delhi in collaboration with the Ministry of Human Resource Development and the Indian Institute of Technology, Guwahati, Assam organized an event to celebrate the International Year of Light and Light Based Technologies which is celebrated on 23 November. The event was attended by delegates from Cluster countries and others. It consisted of a two-day scientific seminar involving eminent scientists, poster presentations by research scholars, a project and quiz competition for higher secondary school students on the theme of light and a cultural show. The communication and public information staff of UNESCO New Delhi organized a social media campaign on light to support the event.

Regional Dialogue on Science and Technology for Sustainable Development

UNESCO New Delhi, in collaboration with the Regional Centre for Biotechnology (UNESCO Category-2 Centre) organized a "Regional Policy Dialogue on Science and Technology" for Sustainable Development on 29-30 December 2015. It served as a platform for reviewing and deliberating on the Sustainable Development Goals and policies in India and other South Asian countries and the need for sound scientific policy advice. The conference focused on various issues involved in making policies for application of science and technology for sustainable development.



Regional Capacity Development Workshop on Ensuring Water Security in a Changing Environment Scenario

The UNESCO Regional Capacity Development Workshop on “Ensuring Water Security in a Changing Environment Scenario for Water Professionals from South Asian countries” was organized at IIT Bombay on 26-27 November 2015 in collaboration with the National Institute of Hydrology, Bhopal and the National Institute of Technology (NIT) Hamirpur. The workshop was attended by 70 participants from Bangladesh, India, Nepal and Sri Lanka.

International days and years celebrated

- World Environment Day: 5 June
- World Water Day: 22 March
- International Day for Biological Diversity: 22 May
- International Year of the Light: 2015





“Where
young an
look after

Social and Human Sciences

The Internal Migration in India Initiative (IMII)

The Internal Migration in India Initiative (IMII) was jointly launched by UNESCO and UNICEF as a result of a two-day workshop on “Internal Migration and Human Development” held on 6-7 December 2011. It was conceived as a follow-up to UNESCO Ministerial Forum on Social Protection Policies in South Asia (Sri Lanka 2011) and as part of UNDAF India Outcome 1 on Inclusive Growth. Through IMII, UNESCO wishes to support the social inclusion of migrants in the economic, social, political and cultural life of the country using a three-legged approach combining research, policy and advocacy. The informal network of experts and researchers created under IMII is now a substantial element of the Gender Youth Migration (GYM) initiative web portal launched in December 2013 to raise the profile of internal migration in India and to propose policy changes and inclusive practices.

With the IMII, UNESCO’s main objectives are to:

- Raise awareness on the need to prioritize internal migration in policymaking;

- Advance knowledge on undocumented research areas on internal migration in India in order to support the design of better informed inclusive policies;
- Support the development of a coherent legal and policy framework on internal migration;
- Promote existing policies and creative practices that increase inclusion of all sections of the internal migrant population in society, particularly children and women; and
- Contribute to changing the negative perception of internal migrants in society.

Gender Youth Migration web-portal

The UNESCO Gender Youth Migration (GYM) web portal (<http://www.solutionexchange-un-gen-gym.net/>), launched in December 2013, is a growing repository of free resources and a platform for sharing knowledge and expertise on the theme of migration. GYM aims to bring together researchers, practitioners and decision makers working on issues of internal migration and more, enabling them to learn from each other and stay connected.

can I go? My children are
 and there is no one else to
 - them currently.”

Satti Devi

Since its launch, the GYM web portal has been updated with 374 resources on migration gender and youth at the policy, research and best practices levels (including publications, videos, audios and pictures, especially on internal migration). In the past year the number of visitors per day to the web portal increased from 20 to 187, while the number of pages viewed daily increased from 48 to 726.

GYM regularly encourages e-discussions among experts and practitioners through its policy queries on pertinent topics such as domestic remittances; right to education for migrant children; migration and climate change; and the internal-international migration nexus.

If research and policy interventions in international migration have garnered some attention in India and worldwide, the study of internal migration is still fragmented and overlooked, and so are policy interventions. The Government of India recently establishing a “Working Group on Migration” does represent an important opportunity to address the multiple constraints and hardships faced by the most vulnerable group of migrants --- seasonal (or circular) migrants (estimated at 100 million) (Deshingkar and



HIGHLIGHTS

187

Daily average reach in two years

49,900

Total visitors

196,796

Pages visited

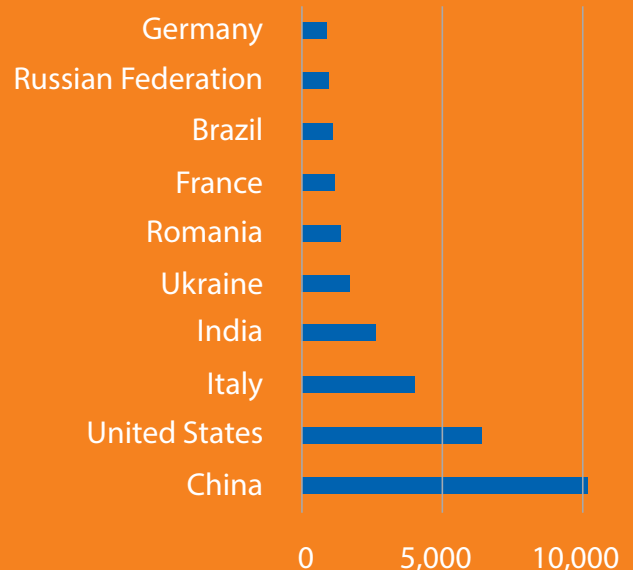
374

resources shared

493

migration experts connected

Number of Visitors by Country





Akter, 2009): lack of identity proof; lack of formal residency rights; lack of political representation; homelessness or inadequate housing; unpaid, low-paid, insecure and/or hazardous work; bonded labour; extreme vulnerability of women and children to trafficking and sex exploitation; exclusion from state-provided services and schemes such as health and education; language barriers; school drop-outs; and widespread discrimination based on ethnicity, religion, class or gender.

Migration and Global Environmental Change in India and Neighbouring Countries (United Kingdom, Government Office for Science)

The Government Office for Science (GOS) partnered with UNESCO for developing a project titled “Migration and Global Environment Change in India and Neighbouring Countries.” The project addressed the urgent need to plan for and respond to forecasted migration caused or influenced by global environmental change, notably climate change, and engage policymakers in designing migration sensitive developmental policies. This one year project comprised of:

Workshop

A two-day workshop on “Migration and Global Environmental Change” held in New Delhi, India on 4-5 March 2014 with 100 participants, including high level officials from several Indian government departments and ministries (Ministry of Home Affairs, Ministry of Environment and Forests, Ministry of Science and Technology, Ministry of Labour and Employment and the Planning Commission) and experts from United Kingdom, Germany, Pakistan, Bangladesh, Thailand, India and Nepal. Among the collaborating partners for the event were IOM Bangkok and IOM India; The Energy and Resource Institute (TERI); the International Institute for Population Sciences (IIPS), Mumbai; International Centre for Integrated Mountain Development

(ICIMOD); DFID India; Centre for Policy Research (CPR), New Delhi; and Jawaharlal Nehru University (JNU).

Research papers presented at the workshop and summary report

- *Global Environmental Change Vulnerability and Migration in India: Overlapping of Hot Spots* by Professor Ram Bhagat, Professor and Head, Department of Migration and Urban Studies, International Institute for Population Sciences (IIPS), Mumbai;
- *Migrating to adapt? Contesting Dominant Narratives of Migration and Climate Change*, Ms. Himani Upadhyay, Associate Fellow, TERI, New Delhi;
- *Holding the Fort: A Case Study on Remittances, Adaptation and Gender from Assam*, Dr Suman Bisht, International Centre for Integrated Mountain Development (ICIMOD);
- *Gender, Remittances and Environmental Change: Evidence from the Upper Indus Basin*, Dr Giovanni Gioli, Post-doctoral Researcher, University of Hamburg;
- *Climate Change and Human Security: Migration as an Adaptation Strategy in Bangladesh*, Dr Tasneem Siddiqui, University of Dhaka;
- *Labour Migration, Remittances and Adaptation to Environmental Change: Case Study from the Hindu Kush Himalayan Region*, Mr Soumyadeep Banerjee, International Centre for Integrated Mountain Development (ICIMOD);
- *Global Environmental Change and Implications for North East India*, Dr Partha Jyoti Das, Head, Water Climate and Hazard (WATCH) Programme, Guwahati; and
- *Environmental Change and Migration from Indian Sundarban: The Need for an Adaptation Policy*, Professor Sugata Hazra, Director, School of Oceanographic Studies, Jadavpur University, Kolkata.



UNESCO-TERI's film Changing Climate Moving People

Changing Climate Moving People is a 35-minute film that looks at disaster or climate stress related migration in three different regions in the country – Uttarakhand, Bundelkhand and Odisha. These three states are already amongst the leading sources for internal migration and have been hit by extreme weather events like floods (Uttarakhand), drought (the Bundelkhand region) and cyclones (Odisha), which are likely to become more common and even stronger as a result of climate change. The film is divided into three parts: "A River Comes Down", "The Dry Heat" and "When a Storm Surges in."

Changing Climate Moving People's approach is not limited to understanding migration as a demographic process which may be induced by climate change as the film also seeks to show how climate change is and will contribute to the multi-causal nature of migration. It establishes the triggers behind migrants' choice to migrate or not to migrate while living in areas affected by environmental change. Why do households, communities and individuals decide to migrate? What is the threshold or the build-up of push and pull factors that lead to a decision to migrate? To answer these questions, *Changing Climate Moving People* follows individual case studies (migrants and their families) to establish the triggers behind their choice to migrate.

Changing Climate Moving People was launched on Earth Day 2015. It has been nominated at the Third Woodpecker Film Festival in the Environment Category (September 2015).

Community Radio Stations and Migration

UNESCO in partnership with IDEOSYNC produced a training manual to support the capacity and potential of community radio personnel for producing and broadcasting migrant-sensitive programmes, in source transit and destination areas: *Internal Migration: A Manual for Community*

International days celebrated

- World Day of Social Justice: 20 February
- World Philosophy Day (Third Thursday in November)
- International Day for Tolerance: 16 November
- International Migrants Day: 18 December

Radio Stations (<http://unesdoc.unesco.org/images/0023/002318/231862E.pdf>). The publication, launched in 2015 on the occasion of World Radio Day, is currently being disseminated to select community radio stations in India, Bangladesh and Nepal for feedback.

UNESCO produced the video *Breaking Silence*, a documentary on internal migrants that captures the experiences of women migrants living in village Mullahera in Gurgaon, Haryana. It also showcases how the community radio *Gurgaon ki Awaaz* is making a difference in their lives, especially when it comes to health and education.

Selected Media Events, Workshops and Social Media Campaigns

International Day for the Eradication of Poverty: Media Launch of Rajasthan Migrant Workers Profile and Expert Panel

UNESCO supported the organization of a policy round table in Jaipur, Rajasthan on 17 October 2014 on the occasion of International Day for the Eradication of Poverty and also the launch of the first state level migration report prepared by Aajeevika Bureau and a coalition of NGOs, united under the Centre for Migration and Labour Solutions (CMLS). UNESCO contributed to the peer-review of the publication titled *Their Own Country – A Profile of Labour Migration from Rajasthan*. The publication was debated upon by state officials and national and state experts. The Summary Report of the event is available, including the media coverage that it generated.

In addition, UNESCO produced two videos *Experts Speak* to summarize the key points of the debate and *Floating People Building Blocks* to document construction workers' situation in Jaipur.

National Consultation on Children and Internal Migration: UNESCO-Aide et Action

UNESCO, Aide et Action and Bernard Leer Foundation organized a "National Consultation on Children and Internal Migration in India" in September 2015. UNESCO's main focus in the consultation was on migrant children's (denied) right to education. Five years after the Right to Education Act was promulgated in 2009, migrant children are the most educationally marginalized in India and remain outside the scope of education because of seasonal and temporary migration which results in the disruption of regular schooling. This is an important point to be stressed in the context of the ongoing consultations for a New Education Policy and negotiations on labour reforms. UNESCO posted a query "How to Ensure the Right to Education for migrant children – policy recommendations and best practices" on its online knowledge platform, Gender, Youth and Migration (GYM).

Social Media Campaign and Twitter Chat

Two social media campaigns were prepared in 2015: for a national consultation on Children and Internal Migration in India (September 2015) and the launch of UNESCO-TERI film *Changing Climate Moving People* (April 2015); and a twitter chat organized on migration and climate change was organized by UNESCO-TERI.







Culture

A Promising Tool for Inclusion, Livelihood and Sustainable Development

Culture and creativity are humankind’s most widely and evenly distributed resources. As the international community moves towards the implementation of the new 2030 Agenda for Sustainable Development, the UNESCO New Delhi Culture Sector has a renewed mandate to advocate for the potential of culture, heritage and artistic creativity in contributing to people’s livelihoods and well-being in South Asia.

In addition to regular technical assistance for implementing UNESCO’s culture conventions, in 2014-2015, the Office also continued to focus on issues of managing urban heritage in the context of growing urbanization and culture-based rural livelihoods, topics which are of particular relevance in the region. The Office further widened its intervention by rolling-out new initiatives on ICT for heritage and participation of persons with disabilities in cultural life.

Translating the UNESCO Culture Conventions into the National Context

In 2014-2015, as in previous biennium, the Office worked closely with government departments to steer national reflection on how best to implement the 1972 World Heritage Convention and 2003 Intangible Cultural Heritage Convention in the specific national context, including developing national laws, preparing World Heritage nominations and developing a national heritage inventory:

World Heritage Nominations 2014 – 2015	Inscription on Representative List of Intangible Cultural Heritage 2014-2015
<ul style="list-style-type: none"> Great Himalayan National Park Conservation Area, India (2014) Rani-ki-vav (the Queen’s Stepwell) at Patan, Gujarat, India (2014) 	<ul style="list-style-type: none"> Traditional brass and copper craft of utensil making among the Thatheras of Jandiala Guru, Punjab, India (2014)



BHUTAN

Development of Heritage Bills

Following the 2012 tri-party agreement signed between the Government of Bhutan, UNESCO New Delhi and Kyushu University, work has been underway for drafting national laws for built heritage, intangible cultural heritage and national archives. The bills are expected to be presented to the Parliament in 2016. The tri-party agreement was renewed for another three years at the end of 2015 so as to continue collaboration for preparing the Rules and Regulations.

Workshop on the Cultural Landscape and Sustaining its Significance

To support the implementation of the future Heritage Site Bill, in 2013 the Government of Bhutan initiated a reflection on technical aspects of managing the cultural landscape through an international workshop. Two more workshops were held in 2014 and 2015 with support from World Heritage Centre, UNESCO New Delhi, the Oriental Cultural Heritage Sites Protection Alliance (Paris, France) and Kyushu University (Japan).

Upgrading the National Inventory for Heritage using the ARCHES System

The World Heritage Centre and University College London came in support of the Government of Bhutan to upgrade its current heritage data management system by introducing international standard techniques. A series of training workshops took place in 2015 which will continue in 2016.

UNESCO Japan Funds-in-Trust Global Capacity Building Workshop on the Implementation of the 2003 Convention (2012-2014)

In 2014 Bhutan and Sri Lanka completed the last training workshop on the implementation of the UNESCO 2003 Convention. Started in 2012, beneficiary countries have undergone a series of three workshops on various technicalities of the Convention including community consultations, developing

national inventories and safeguarding plans and preparing nominations under the Representative and Urgent Safeguarding Lists.

MALDIVES

Support for a First Serial World Heritage Nomination

UNESCO continued providing technical and financial support to the Government of Maldives to prepare for its first ever nomination dossier for a series of Coral Stone Mosques. The ICOMOS Upstream mission was held in August 2014 to review the work in progress.

INDIA

Workshop on the Intangible Cultural Heritage Inventory for Goa

The Directorate of Art and Culture, Government of Goa invited UNESCO New Delhi to organize a two-day training workshop on the 2003 Convention in April 2015. Heritage professionals from Goa took part in the workshop and discussed what an inventory of ICH for Goa should look like and what the working methodologies could be.

National Awareness-Raising Workshop on the 2003 Convention

A two-and-a-half day workshop was organized in collaboration with the Sangeet Natak Academy in December 2014 to provide government officials and heritage experts a basic introduction to the 2003 Convention and its key components, namely the role of communities in preparing ICH inventories, requirement for an inscription on the lists and good safeguarding practices.

Flagship Project: "Art for Life" - Culture for Rural Livelihood in West Bengal

UNESCO's partnership agreement with banglanatak dot com, a social enterprise in Kolkata seeks to create



UNESCO Asia-Pacific Awards for Cultural Heritage Conservation: Regular Entries from India

Aimed at recognizing and encouraging private efforts for heritage conservation, the UNESCO Asia-Pacific Heritage Awards for Conservation saw winners in both 2014 and 2015:

2014

- Shri Sakhargad Niwasini Devi Temple in Kinhai village, Maharashtra: Award of Merit
- Esplanade House, Mumbai: Honourable Mention

2015

- Sree Vadakkunnathan Temple, Kerala: Award of Excellence
- J.N. Petit Institute, Mumbai: Awards of Distinction
- Parvati Nandan Ganapati Temple, Pune, Maharashtra: Award of Merit

UNESCO
Asia-Pacific Awards for
*Cultural Heritage
Conservation*

livelihood opportunities in rural India by revitalizing the craft and folk performing art enterprises. The project, which is funded by the Department of Micro, Small, and Medium Enterprises and Textiles (MSME&T), Government of West Bengal (September 2013-May 2016), is working in 10 handicraft hubs/ clusters covering 3,000 artisans practising crafts like *patachitra*, *sitalpati* weaving, *dhokra*, wooden masks, terracotta and *kantha* embroidery.

As part of the project artisan cooperative societies have been linked to working capital loans of Rs. 5 lakhs each provided by the West Bengal Khadi and Village Industries Board (WBKVIB). Availability of finance has made it possible for the cash-strapped enterprises to complete production orders on time. New designs and diversified products have also been developed to cater to market needs.

In an attempt to bring recognition to craftsmen, village festivals are being organized in each hub and artisans participate in exposure visits to various fairs within and outside India. The momentum of activities

has resulted in additional support from the MSME&T Department which will cover another 5,000 artisans. The next phase will also include 7,000 performing artists of folk art forms like *baul/fakiri*, *jhumur*, *chau* and *bhawaiya*.

Punjab's Heritage Policies for Development

The Punjab State Cultural Heritage Policy defines the government's newly adopted stewardship towards safeguarding the state's vast cultural heritage assets. The policy sets forth a comprehensive plan of action designed to protect and invigorate the manifold expressions of Punjab's heritage as a key driver of cultural, social and economic development of the state. The policy which was spearheaded by the Department of Cultural Affairs with technical support from UNESCO and inputs from a team of specialist consultants evolved over a 24-month period (2012-2014).



Protecting and Promoting Heritage of Cities

Varanasi and Jaipur join UNESCO Creative Cities Network

Varanasi for music and Jaipur for craft and folk art became the first two Indian cities to join the UNESCO Creative Cities Network in December 2015. Forty-seven cities from 33 countries also became members of the UNESCO Creative Cities Network at the same time. Created in 2004, the UNESCO Creative Cities Network aims to promote cooperation with and among cities that have identified creativity as a strategic factor for sustainable urban development. The cities which form a part of the network work together for the common objective of placing creativity and cultural industries at the heart of their development plans at the local level while cooperating actively at the international level.

Heritage-Based Development of Hooghly Riverfront

UNESCO joined hands with the Indian Heritage Cities Network (IHCNF), Department of Information and Cultural Affairs and Urban Development Department, Government of West Bengal to organize a workshop on "The Hooghly riverfront – a case for heritage based urban development in Kolkata" in 2015. The event addressed the heritage value of the Hooghly Riverfront, the socioeconomic needs and challenges of the area and possible collaboration between different government departments and the heritage sector.

UNESCO 2015 Study on the Renewal of Bandra Railway Station

The UNESCO New Delhi Culture Sector was invited by Western Railways to develop a heritage conservation and management plan for Bandra Railway Station in Mumbai and an adaptive re-use plan for public spaces around the heritage station. Bandra Railway Station in Mumbai is a listed Grade I heritage building and one of the key landmarks in the area.

2nd International Conference on Living Heritage, Udaipur

UNESCO joined hands with the Maharana of Mewar Charitable Foundation to promote the living heritage of Udaipur. In a conference on living heritage from multiple angles such as urban living heritage space; people and their traditional practices; and the contribution of heritage assets to the city's overall development, a possible action plan for Udaipur was also discussed.

Focus on Heritage in Danger

Survey of Endangered Traditional Crafts in Sri Lanka

The UNESCO New Delhi Culture Sector collaborated with the International Research Centre for Intangible Cultural Heritage (UNESCO Category II Centre in Japan) for a research project to create an inventory and baseline mapping of the intangible cultural heritage of traditional craftsmanship in the conflict affected northern and eastern provinces in Sri Lanka. The report which also included current traditional craft practices and recommendations for revitalizing them was submitted to the Sri Lankan government in June 2014.

Preserving Parsi-Zoroastrian Culture

In 2014-2015, activities under UNESCO New Delhi's PARZOR project which it started in 1999 to preserve and promote the Parsi-Zoroastrian culture and heritage included digitization of existing documents and creating audio visual material on Parsi theatre through a collaboration with the Sangeet Natak Akademi. It also completed the first volume of a series on collected works of head priest Dastur Dr Firoze Kotwal. The other activities included developing online exhibitions on the Parsi-Zoroastrian culture for the Google Cultural Institute and developing short films and print articles for advocacy on Parsi culture under the Ministry of Minority Affairs, Government of India's Jiyo Parsi (Parsi Revitalization) Programme.



Protecting and Promoting Heritage of Cities

Unlike other public sectors which have embraced the use of modern technology in their governance, the culture and heritage sector in South Asia still makes little use of ICT. Hence, the UNESCO New Delhi Culture Sector began a series of activities to explore innovative use of ICT for heritage:

E-Heritage Project

The e-heritage initiative which was started 2013 in collaboration with the Digital Empowerment Foundation (DEF) and Indian Heritage Cities Network Foundation (IHCN-F), is an effort to document local history and living traditions using digital means. During the 2014-2015 pilot phase, young residents of Old Delhi were guided in survey and documentation of historic structures like *havelis*, *bazaars* and *mohallas* as well as the intangible culture associated with it such as oral history and culinary heritage. A second phase was also conducted young residents and the project expanded to include story telling sessions and heritage walks. Documentation is available on: www.olddelhiheritage.in

Training Monastery and Nunnery Caretakers in Digital Inventory using Mobile Phones

In collaboration with the Department of Culture, Government of Bhutan and Canadian expert Anne Shaftel, the UNESCO New Delhi Culture Sector conducted the first training workshop for monasteries and nunneries to make a digital inventory of their treasures and religious artefacts. The seven-day workshop in Taktse in May 2015 had 22 monks and nuns participating to learn the basic techniques of inventorying using a mobile phone as a primary tool to collect data.

Use of ICTs for Artisans and Artists in Rural India

Following a discussion with NGOs in December 2014 in collaboration with the Digital Empowerment

Foundation, the UNESCO New Delhi Culture Sector undertook a survey on the status of the use of ICT. The project will be completed by early 2016. The result of the survey will inform the development of possible collaboration between the ICT sector and artisan groups.

GoUNESCO - Discovering Heritage Through a Game

UNESCO New Delhi supports GoUNESCO, an online challenge that makes discovering heritage more interesting and fun. Aimed at promoting the World Heritage Convention, people who have visited any heritage site anywhere in the world can post their photos on www.gounesco.com. Visits to World Heritage sites are awarded points which are then matched to announce yearly winners.

Participation of Differently-abled Persons in Cultural Life

Participating in and enjoying cultural life is one of the fundamental human rights enshrined in the 2007 UN Convention on the Rights of persons with Disabilities (UNCRPD) though it is perhaps one of the most neglected subjects in South Asia. Hence, in September 2014, the UNESCO New Delhi Culture Sector initiated a discussion during a national conference on "ICTs for persons with disabilities: Taking stock and identifying opportunities" which led to the development of a wide range of exploratory projects in 2015 that will be continued in 2016-2017.

In 2015, the UNESCO New Delhi Culture Sector in collaboration with the Dance Union and Saksham organized a workshop at Kathak Kendra Delhi to develop a dance curriculum for visually impaired persons. This initiative seeks to provide an opportunity to the visually challenged to experience the joy of dance and change their perceptions about their own selves and their environment. Dancers, movement therapists, visually impaired persons and special educators came together to define evolving outcomes, content, methodologies and execution of

the project, in preparation for the next phase which is likely to begin in February/March 2016.

Art Competition for Differently-abled Children

With support from the UN Volunteers India team and institutional support from Saksham Trust and the Delhi Viklang Adhikar Manch, the UNESCO New Delhi Culture Sector organized an art competition for differently-abled children on 16 November 2015. Fifty children aged 8-16 years from six institutions took part in the event the aim of which was to engage children in a new experience and to sensitize institutions on the importance of art education.

Developing a Special Museum Space for the Visually Challenged

National Museum, Delhi took the lead in developing a first ever museum space in India for those who are visually challenged. Organized in collaboration with the UNESCO New Delhi Culture Sector and NGOs working on the rights of person with disabilities, the museum space opened at the end of December 2015. Meantime, a gallery space was introduced to welcome blind visitors on the occasion of an exhibition on Santhali musical traditions from 24 April to 17 May 2015. The gallery was equipped with audio guides, tactile navigational paths and replicas of selective objects for handling and touching.

Introducing Same Language Subtitling and Audio-description

The UNESCO New Delhi Culture Sector, together with an Indian national coalition of NGOs advocating inclusivity in the audio-visual sector initiated a dialogue in early 2015 with Doordarshan, the Ministry of Communication and Information Technology and the Ministry of Social Justice on the possibilities of introducing same-language subtitling and audio-descriptions for TV programmes and films. A voluntary working group is currently looking into the production of a low-cost TV set box that will have the necessary technical features.





Communication and Information

In 2014–2015, the programme of the Communication and Information Sector centred around two main lines of action:

- Supporting press freedom, the safety of journalists, media pluralism and sustainable and independent media institutions
- Enabling universal access and preservation of information and knowledge

Supporting Press Freedom, the Safety of Journalists, Media Pluralism and Sustainable and Independent Media Institutions

World Radio Day and the Community Radio Video Challenge

World Radio Day (13 February) was established as a UN International Day in 2013, and was first observed by UNESCO in India in 2014. Held in New Delhi, World Radio Day 2014 addressed the theme “Community Radio: Strengthening Freedom of Expression and Empowering Communities” through a high-level panel discussion and interaction with key stakeholders.

The event also included the film screenings and awards ceremony for the Community Radio Video Challenge (CRVC), a youth engagement programme launched jointly by UNESCO and the Commonwealth Educational Media Centre for Asia (CEMCA) in late 2013. The CRVC is a documentary film contest to raise awareness about community radio among Indian youth, and has since become an annual initiative for UNESCO and CEMCA. In 2015, UNESCO and CEMCA observed World Radio Day by jointly organizing a high-profile national consultation on “Community Radio and Social Inclusion”, an event that also saw UNESCO’s launch of a regional knowledge-sharing network titled “the South Asia Network on Community Media” (SANCOM), and a manual titled *Internal Migration: A Manual for Community Radio Stations*. The awards ceremony for the second edition of CRVC was held in June 2015, with the winning films being widely publicized and promoted by UNESCO and its partners.

Observing World Press Freedom Day

UNESCO observes World Press Freedom Day (WPFDD) on 3 May every year, to highlight the inter-relationships between free press and democratic governance; to advocate the need for journalists’



safety; and to help strengthen the media's role as a public platform. In 2014 and 2015, UNESCO partnered with the Ford Foundation and India's public service broadcaster Prasar Bharati respectively to celebrate WPF in New Delhi on the themes "Women Making Media: Challenges and Opportunities" and "Let Journalism Thrive!: Television and Media Freedom". The observances took the form of national consultations, consisting of public lectures by leading Indian journalists followed by high-profile panel discussions featuring eminent journalists, media regulators, analysts and representatives of media organizations. The WPF consultations also served as occasions for the annual launch and promotion of the flagship report, *Press Freedom in South Asia*, which UNESCO produces in collaboration with the International Federation of Journalists (IFJ). Covering eight South Asian countries, the UNESCO-IFJ report is a definitive study of the media environment and press-freedom-related issues in the region.

Building Media Capacity and Training Media Professionals

During 2014-2015, UNESCO New Delhi undertook several small-scale but strategic interventions under UNESCO's International Programme for the Development of Communication (IPDC) to build the capacity of the mainstream and community media across UNESCO New Delhi's Cluster countries.

Mid-2014 saw the successful completion of a national project for educating journalists in Bangladesh about the Right to Information (RTI) and the benefits of applying RTI-oriented news gathering techniques to investigative journalism. Almost 100 journalists across print, broadcast and electronic media were trained through the project. In Bhutan, UNESCO partnered with the Bhutan Media and Communications Institute to deliver a series of short professional training courses to around 60 journalists and media managers on subjects ranging from reporting on rural issues, business and economics, to media marketing and sales. 2014 also saw the completion of a project undertaken by Sri Lanka's *Ravaya* newspaper to build its own journalistic and newsroom capacities and strengthening its distribution and outreach mechanisms. The Sri Lanka Press Institute (SLPI) ran a forceful campaign among provincial journalists in the country to advocate the need for RTI techniques in journalism. The training workshops and awareness-building exercises in Sri Lanka culminated in the UNESCO-SLPI manual, *Right to Information: A Guide for Advocates*. UNESCO also collaborated with the Commonwealth Broadcasting Association for a regional initiative to build the capacities of 40 South Asian women journalists and broadcasters to report on development issues and to create sustainable linkages between these women media practitioners and development-focused civil society organizations.





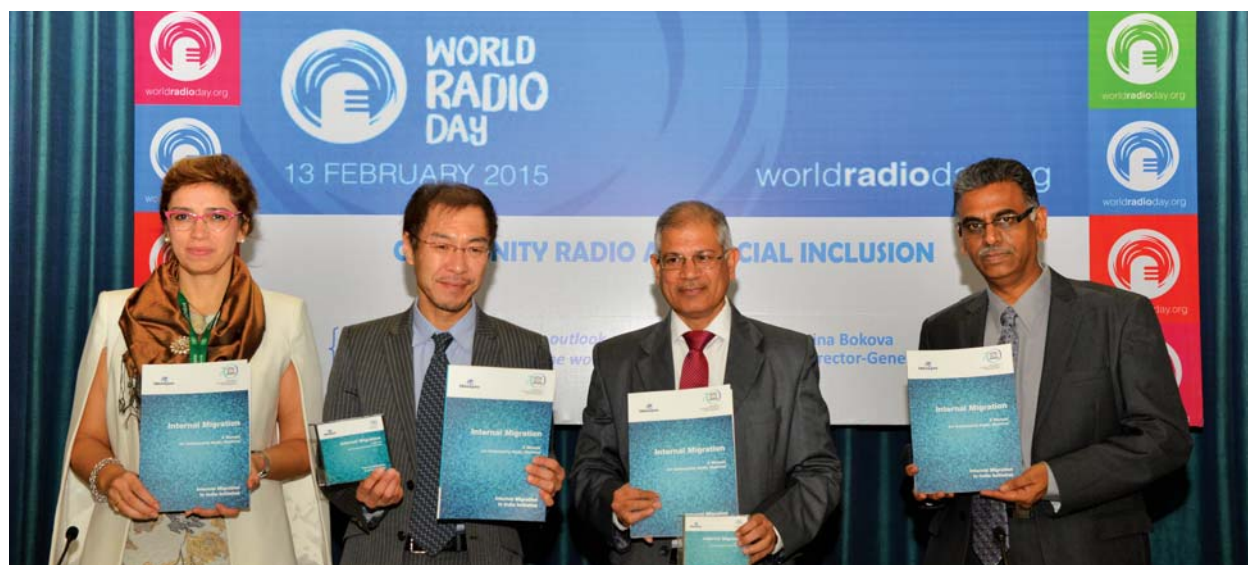
The 2014–2015 IPDC projects included: (a) A national capacity-building programme for 25 aspiring community radio (CR) practitioners in Bhutan – the first training initiative of its kind in the country for its upcoming CR sector; (b) An initiative by the Centre for Communication Development in Bangladesh to use CR to build local awareness about the need for a functioning RTI mechanism and the need for transparency in public life; (c) A collaboration between UNESCO and Ideosync Media Combine to deploy ICTs to document good practices related to the everyday operations and functioning of CR stations in India; (d) A partnership with the Centre for Poverty Analysis (CEPA) in Sri Lanka to train journalists to investigate and report incisively on poverty-related challenges in the country; and (e) A unique inter-regional initiative between South Asia and East Africa, implemented by the UNESCO Chair on Community Media, which involved adapting the Community Radio Continuous Improvement Toolkit that is widely used in India and Bangladesh for five East African countries.

Studying the Sustainability of Community Radio in South Asia and Engaging with the UNESCO Chair on Community Media

In addition to CR initiatives outlined earlier, two other sets of activity merit a special mention. In 2014–2015, UNESCO and the Commonwealth Educational Media Centre for Asia (CEMCA) jointly supported a

participatory research exercise across 12 CR stations in India, Nepal and Bangladesh to investigate the sustainability parameters for CR in these countries, and more broadly in South Asia. Conducted by Ideosync Media Combine, the principal questions that the study sought to answer were: “What are the practices that CR stations are trying to sustain?” and “What challenges do they encounter in the process?” The study culminated in a detailed report titled *Community Radio and Sustainability: A Participatory Research Initiative* that was launched in New Delhi in May 2015 and disseminated among stakeholders across the region.

As in 2012–2013, UNESCO continued to work closely with the UNESCO Chair on Community Media, based at the University of Hyderabad in India during this biennial. To re-iterate a point made earlier, in 2014–2015 UNESCO and the Chair jointly designed a unique inter-regional initiative between South Asia and East Africa, which involved adapting the Community Radio Continuous Improvement Toolkit (CRCIT) that is widely used in India and Bangladesh for five East African countries. The Chair went on to implement the project successfully with the adapted toolkits being enthusiastically received by East African stakeholders. UNESCO supported the Chair’s publication of the quarterly international newsletter *CR News*; helped maintain the Chair’s website and blog, both of which act as important information resources for stakeholders; supported the Chair’s





organization of key knowledge dissemination workshops and consultations (including a regional roundtable in 2014, that led to the formation of the South Asia Network on Community Media or SANCOM) – a regional network for advocacy and for sharing knowledge and capacities; and pre-conference events ahead of the 2014 conference of the International Association of Media and Communications Research (IAMCR). UNESCO also supported the Chair’s participation in high-level forums such as the review of the Indian community radio policy (organized by the Telecom Regulatory Authority of India); a seminar on “the Status and Role of Community Radio in the SAARC Region” (organized by the SAARC World Information Centre); IAMCR 2015 in Montreal; and UNESCO’s international seminar on “Community Radio and Sustainability” in Paris in September 2015.

Combating Climate Change in South Asia

In 2013, the CI sector had successfully raised around US\$ 150,000 from the DG’s Emergency Fund for a regional project titled “Combating Climate Change in South Asia: Media Interventions for Public Awareness and Action”. Several activities under the project were initiated in 2014 and completed during 2014–2015. These included:

India

Developing a toolkit on environmental protection and climate change adaptation and mitigation for CR stations in India’s hilly regions. The toolkit was created in partnership with Development Alternatives, a leading Indian NGO.

Supporting the annual Monsoon School on Urban Floods for mid-career civil engineers and urban planners, held at the Indian Institute of Science, Bangalore in 2014 and 2015.

Bhutan

A five-day workshop in partnership with the Bhutan Media and Communications Institute to train 20 journalists to report accurately and sensitively on climate-change related issues.

Bangladesh

A three-day workshop to train 14 CR producers to develop programmes and content on CC and natural disaster management

Afghanistan

Collaborating with UNESCO Kabul to build the capacity of 20 Afghan journalists to report on climate change.





Nepal

Collaborating with UNESCO Kathmandu to build public awareness about climate change using CR, by educating around 50 radio jockeys and programme producers about key issues relating to climate change.

Mainstreaming Gender in the Media

In 2014–2015, UNESCO strengthened its partnership with the South Asia Women’s Network (SWAN) for undertaking the joint initiative “Women for Change: Building a Gendered Media in South Asia”. The initiative seeks to develop tools and knowledge products including a gender policy and common minimum standards to be adopted by media houses in the region; building the capacity of women journalists and sensitize media gatekeepers about the need to mainstream gender in the media; and strengthening the network of women journalists across South Asia. In 2015, UNESCO participated in SWAN’s annual conference in Maldives, presenting the UNESCO-SWAN initiative to a wide range of stakeholders and undertaking consultations with them about the content and methodology of the initiative. Significantly, in-principle commitments have been received from senior women journalists and editors from the region to support and coordinate specific activities in their countries. Joint

efforts to raise funds, initiated in 2015, are currently ongoing.

Enabling Universal Access and Preservation of Information and Knowledge

Using ICTs to Empower Persons with Disabilities

In early 2014, UNESCO New Delhi started developing and using ICT and assistive technologies for persons with disabilities (PWDs).

National Conference and Exhibition, “ICTs for Persons with Disabilities: Taking Stock and Identifying Opportunities”

In September 2014, UNESCO partnered with the Ministry of Communications and IT (Government of India) and the Open Knowledge Community to take stock of the policy and programme landscape relating to ICTs for PWDs in India. Attended by over 200 government representatives, decision-makers, private sector representatives, domain experts and CSOs, this national conference examined India’s achievements and challenges on ICT-related policy formulation and implementation, innovation, content development and provision of access for PWDs. Through a series of





recommendation-oriented roundtable discussions on specific themes, the conference helped identify gaps and opportunities and encouraged stakeholders to take concrete steps to empower PWDs through the use of ICTs. The event included an exhibition, titled the “Knowledge Mall for ICTs and Assistive Technology” that showcased selected ICT innovations, solutions and best practices focused on PWDs. The exhibition brought PWDs and technologists face to face to verify whether existing technologies met the needs of PWDs and to explore how they could be refined to do so more efficiently.

UNESCO International Conference, “From Exclusion to Empowerment: The Role of ICTs for Persons with Disabilities”

Held in November 2014 in New Delhi, this high-level international conference was among UNESCO’s most high-impact and high-visibility initiatives globally in 2014–2015. Organized by UNESCO in cooperation with the Government of India (Ministry of Social Justice and Empowerment; Ministry of Human Resource Development; and supported by the Ministry of Communications and IT) and other national, regional and international partners, the conference sought to promote the human rights and fundamental freedoms of PWDs by encouraging stakeholders to take concrete measures to empower PWDs through the effective application of ICTs. Inaugurated by the Director-General of UNESCO, Ms Irina Bokova and three union ministers in the Government of India, the conference was attended by over 800 high-level participants from around the world. The event consisted of three principal parts: The conference itself, which brought together more than 130 leading experts from around the world to speak on issues related to sustainable development, accessibility and technological solutions; the “We Care” film festival that screened short films and documentaries on the theme of the conference; and an international exhibition of innovative assistive technologies and ICTs for PWDs. A techno-camp for school-going children with disabilities was organized by the Anne Carlsen Center and Apple on the sidelines of the conference. The international conference

culminated in an outcome document – the New Delhi Declaration – that called on all stakeholders to take appropriate actions to ensure access to inclusive ICTs for PWDs. Titled, “Inclusive ICTs for Persons with Disabilities: Making Empowerment a Reality”, the New Delhi Declaration was ratified and unanimously endorsed by Member States at the 38th session of UNESCO’s General Conference in Paris in 2015.

Follow-up Actions to the International Conference

In 2015, UNESCO New Delhi undertook several follow-up activities relating to ICTs for PWDs:

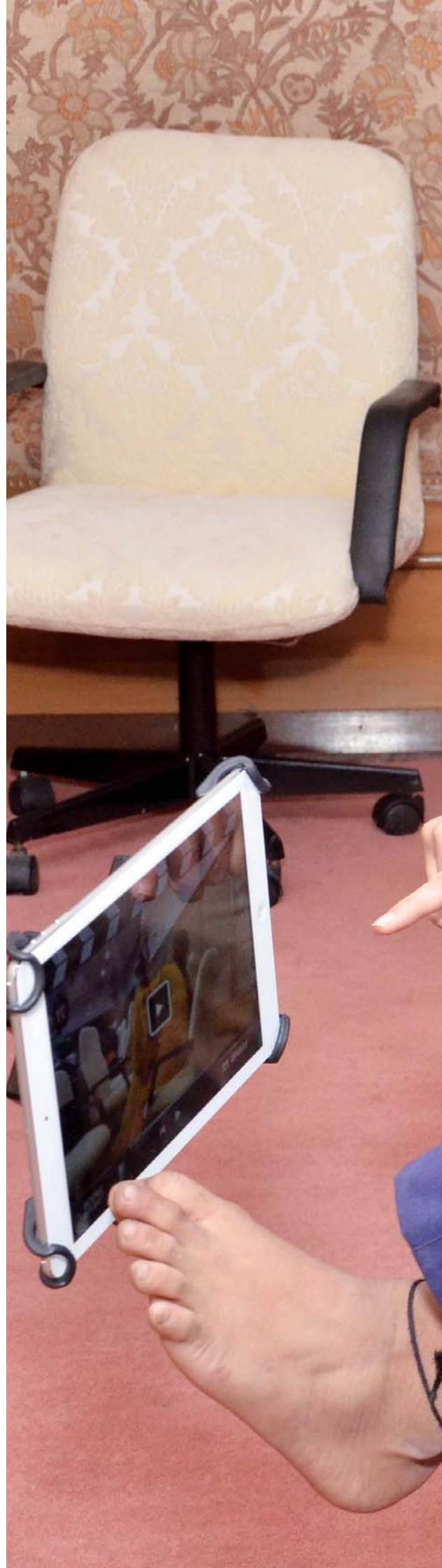
- In February, UNESCO and the Indian Ministry of Social Justice and Empowerment supported a national conference and exhibition on empowering PWDs using ICTs and assistive technologies organized by ASSOCHAM, India’s premier industry association. This has now become an annual event and UNESCO supported the second edition of the conference and exhibition in February 2016. On both occasions, UNESCO played a steering role in designing the event.
- UNESCO partnered with the All Lights India International Film Festival and facilitated the inclusion of a category for films advocating the use of ICTs for PWDs.
- UNESCO has also been working intensively in the field of research support services for PWDs. In November 2015, it partnered with Jawaharlal Nehru University (JNU) and the Networked Digital Library of Electronic Theses and Dissertations to organize the 18th international symposium on “Electronic Theses and Dissertations”. As part of the symposium, UNESCO advocated and helped showcase ICT-enabled support services for researchers with disabilities.
- In December, UNESCO partnered with JNU and the Commonwealth Educational Media Centre for Asia (CEMCA) to organize a national consultation on Open Educational Resources (OER) on the theme “OER for Inclusive

Development”, which included a focus on designing OER and OER platforms for PWDs. The recommendations from this consultation will be taken up for further action in 2016 (the last two latter activities are now outlined in greater detail).

Promoting the use of Open Solutions and Open Educational Resources (OER)

Acting on its mandate to promote access to information and knowledge through the use of Open Solutions, Open Access (OA) and Open Educational Resources (OER), in November 2015 UNESCO partnered with Jawaharlal Nehru University (JNU) and the Networked Digital Library of Theses and Dissertations (NDLTD) to organize the 18th international symposium on Electronic Theses and Dissertations (ETD 2015). The theme of ETD 2015 was “The Evolving Genre of ETDs for Knowledge Discovery” and it was the first edition of the ETD ever to take place in the Indian sub-continent. Built around the advocacy of OA to scholarly research, the event brought together around 500 domain experts, library and information science (LIS) practitioners and technology developers from around the world. The symposium offered an excellent platform for UNESCO to showcase its initiatives related to OA, advocate the need for open platforms and promote multi-stakeholder partnerships related to OA. UNESCO also organized a special consultative session on “Reaching the Unreached: Research Support Services for Persons with Disabilities” that brought together researchers and university faculty members with disabilities, institutional administrators and technological solutions providers to explore how the research infrastructure for PWDs can be strengthened.

The biennium concluded with a national consultation on the theme “OER for Inclusive Development: Identifying Challenges, Addressing Opportunities”, held in New Delhi in December 2015. Organized by UNESCO in partnership with the Commonwealth Educational Media Centre for Asia (CEMCA) and JNU, the consultation sought to promote the development and use of OER, and was attended by over 100 domain experts, OER developers, academics, LIS professionals and institutional administrators. The event included specialized consultative sessions on “Adapting Existing Institutional OER Policies”, “The Role of Digital Libraries vis-à-vis OER Initiatives”, “OER for Skill Development”, “OER for PWDs”, “Caste Studies on OER-Based Learning” and “Frameworks to Assess the Quality of OER”. The action points and recommendations from the consultation are being incorporated in the organizing partners’ work plans for 2016–2017 and will be released in the form of a joint publication in 2016.





124 million children and adolescents are out of school and the number is rising



Afghanistan

The Government of Afghanistan requested UNESCO Kabul to hold a workshop to enhance the capacity of government officials on the EFA 2015 review. Thirty government officials took part in the four-day workshop which was designed to address issues related to a quantitative analysis of EFA review 2015.

UIS also provided technical support on the Afghan Police Literacy Study 2015 in preparing and finalizing the report.

Bhutan

UNESCO New Delhi coordinated with several UNESCO offices for preparing, drafting and reviewing the Education Blueprint in Bhutan. UNESCO New Delhi also collaborated in the management of the project, while simultaneously providing technical support in collaboration with the Teacher Development and Education Policy Division at UNESCO headquarters and the Education Policy Reform (EPR) section of UNESCO Bangkok. The project is funded by the Malaysian Fund in Trust (MFIT).

The UNESCO team collaborated to provide online support, develop sample designs, develop key performance indicators (KPI) and draft consultation strategies for the Blueprint. With UNESCO's assistance, a cost simulation model and monitoring and evaluation framework were also devised and incorporated into the Blueprint.

UIS also worked as one of the writing member of the Bhutan Education Blueprint which was released in December 2014. It identified some follow up activities for enhancing capacity on learning assessment and monitoring and evaluation to smoothen the implementation of the Blueprint.

India

UNESCO and the Centre for Universal Education (CUE) at the Brookings Institution recently set up a "Learning Metrics Task Force" to investigate the feasibility of identifying common learning goals for improving learning opportunities and outcomes for children and youth. India's role in this become crucial as it has the world's largest number of children who do not meet basic learning levels.

UIS is piloting a project with the Centre for Policy Research (CPR) to understand the patterns of attendance in one village in Rajasthan collecting random data for two days in a week for an entire school year (2015-2016). UIS is also providing support to another study on different sources of OOSC data in India and its implications on OOSC numbers and methodologies.

In another development the India OOSC report was released in August 2014. The report is based on methodological aspects of OOSC.

UIS was the lead writer for the Government of India report "Status of International Students in India for Higher Education." The report explores student mobility in and out of India.

Contributions to consultations on SDG4 indicators was another highlight of UIS's activities. It collaborated with NUEPA and the Right to Education (RTE) Forum. The SDG4 indicators include quality of education, learning outcomes and technical skills among different sections of society along with gender disparities in numeracy and literacy skills, indication towards all learners acquiring the knowledge and skills needed to promote sustainable development.

An international meeting on higher education statistics was organized by UIS with the Ministry of Human Resource Development (MHRD) and Planning Commission in July 2014. The meeting had about 100 participants from Indian states, researchers, central level institutions while HESA, UK, was the development partner for the meet. UIS publication on "Higher Education Asia and Indian Standard Classification of Education" (INSCED) was released during the meeting.

UIS was nominated to two committees – on Standardization of Concepts, Definitions of indicators related to Education Sector formed by the Ministry of Statistics and Programme Implementation and a committee formed by the University Grants Commission (UGC) to look at the gaps on higher education statistics in 2015.

In another development UIS was also responsible for providing technical support in the finalization of the Indian Standard Classification of Education (INSCED) and in International Standard Classification of Education (ISCED). It mapped more than 100 education programmes running in the country and also mapped ISCED 2011. This was the first exercise in South and West Asia.

Iran

The UNESCO Tehran Cluster Office organized a four-day consultation to explore feasible approaches for assessing different levels of functional literacy in the Islamic Republic of Iran with technical support from UIS. The meeting was co-hosted by the Literacy Movement Organization and brought together representatives from the Ministry of Education, the Statistical Centre of Iran, the Ministry of Interior, the Management Planning Organization and academia.

Maldives

UIS reviewed the EMIS system in Maldives and made suggestions for improvements. UIS and UNICEF are working together with the Maldivian government to establish a functional EMIS in the country.

Nepal

The UNESCO Institute for Statistics (UIS), the International Institute for Educational Policy and Planning (IIEP) and Pôle de Dakar (all parts of UNESCO) are implementing a project on education finance to provide technical support to GPE countries for developing and implementing sustainable methodologies to collect, produce, report and use quality education finance data. Out of the eight countries which are participating in the initiative two are implementing (including Nepal) full National Education Accounts, that is, they are collecting, processing and analysing data from all fund sources (public, private and international/external) and from education institutions. Financial flows are classified by financing units, education providers,

level of education, activities and object/nature of expenditure. The project will be finalized in the middle of 2016.

Nepal has been participating in a global initiative of UNICEF-UIS on OOSC since 2014. The study covers profiles and policy aspects of OOSC and enhancing capacity to make the initiative sustainable. UIS and UNICEF organized national and regional workshops and provided technical and financial support to finalize the study. The final report will be ready soon.

Pakistan

UIS provided technical assistance to harmonize differences in the methodologies used by different agencies for calculating out-of-school children. The government wanted to understand the different methodologies on calculating OOSC and the practice of including/excluding enrolments in religious schools.

Sri Lanka

On a request from the Ministry of Education and University Grants Commission (UGC) Sri Lanka UIS organized a five-day national workshop in May 2015 on higher education. At the same time UIS is also providing support for establishing a functional M&E system in UGC.

Regional

UNICEF and UIS launched the OOSC South Asia Report in January 2014. The report covers four participating countries – Bangladesh, India, Pakistan and Sri Lanka. It also organized a regional workshop on OOSC in August 2014.

Provided technical assistance through national workshops and distance support to all South and West Asian countries to prepare their national EFA 2015 reviews.

Organized a regional workshop on education statistics in May 2014.





Documentation and Public Information

The Documentation and Public Information (DPI) division at UNESCO New Delhi plays a key role in projecting its programmes and activities. The main tasks of the division include providing relevant information and documentation support needed to meet the information needs of the Office and Cluster countries. The division also maintains the Office website which is regularly updated with its ongoing and future activities and programmes. It also looks after getting publicity for UNESCO's press releases and feature articles written by both the New Delhi Office and UNESCO Paris.

Participation in the 22nd New Delhi World Book Fair

UNESCO New Delhi participated in the 22nd World Book Fair held from 14-22 February 2015 to give wider promotion to its publications, periodicals and activities through a display of related material at the fair. The participation also gave visitors a chance to acquaint themselves with UNESCO's objectives, programmes and activities. Titles displayed during the book fair included publications from UNESCO; International Institute of Educational Planning

(IIEP); UNESCO Institute of Statistics (UIS); UNESCO Mahatma Gandhi Institute for Education and Sustainable Development; and UNESCO offices in New Delhi and Nepal.

Nearly 30 countries from across the world and many international bodies participated in the fair. The theme of the fair was "Suryodaya: Emerging Voices from North-East India," for which writers from the North East and their writings were showcased and a film on the North East was screened every day in the theme pavilion.

Visitors to the UNESCO stand included representatives from diplomatic missions, officials from the union and state governments, librarians, academicians, school and university teachers, representatives of the publishing industry and various NGOs.

Social Media Campaigns

DPI complemented the outreach of the activities undertaken by the Office through dedicated social media campaigns on its major flagship programmes. DPI opened its official twitter handle and launched

three social media campaigns in 2015. The first of these was launched for the Joint UNCT Advocacy month for education (GEFI 2015) on the theme “Sustainable development begins with education” which highlighted the 17 Sustainable Developments Goals and how education can contribute to the proposed post-2015 goals. The second campaign was for the Social and Human Sciences sector on child migration on the occasion of the National Consultation for Child and Internal Migration in India and the third campaign was launched with the Natural Sciences sector to promote the International Year of Light and raise awareness about optical technologies that can promote sustainable development. Highlighting the achievements of light science, its applications and its importance for humankind were some of the other issues that the campaign focused on. Regular posts, infographics and videos were updated on the official facebook page and twitter handle in English and Hindi to reach out to a wider section of the audience. The consistent timeline of posts, tweets and audio-visual content helped in increasing the Office’s digital footprint which not only improved the reach and extent of brand recognition but also helped it to stay in touch with followers and collect feedback.

Report Launches

Jointly with respective programme sectors and other partners, DPI assisted in the launch/release of the following publications:

- National launch of the UNESCO EFA Global Monitoring Report “Teaching and Learning – Achieving Quality for All”: India International Centre, New Delhi, 29 January 2014.
- The 2015 World Water Development Report organized jointly with UNDP and UN-Water: New Delhi, 20 March 2015.
- International launch of the UNESCO report “Education for All 2000-2015: India is first in the race to reduce out of school children”: New Delhi, 9 April 2015. The function was attended by Ms Smriti Irani, Union Minister of Human Resource Development, Mr Kailash Satyarthi, Nobel Peace Laureate 2014 and Mr Getachew Engida, Deputy Director-General UNESCO.
- Release of the UNESCO and the International Federation of Journalists’ 13th annual report on Press Freedom in South Asia, by H. E. Mr Syed Muzem Ali: New Delhi, 8 May 2015.
- 6th edition of the UNESCO Science Report, organized in collaboration with UNESCO’s Institute for Statistics (UIS), Indian National Science Academy (INSA) and the Department of Biotechnology, Government of India: New Delhi, 23 November 2015.





United Nations Development Assistance Framework

The UN Development Assistance Framework (UNDAF) is the strategic programme framework that describes the UN system's collective response to national development priorities, and as such is a significant tool in the evolving process of enhancing coherence and harmonization of the UN's work in the host country. UNDAF ensures that UN's work is aligned with national development strategies and processes and creates synergies with all development actors in the country. Its priorities are fully aligned with the host government's development plans.

Bangladesh

The overall goal of the UN system in Bangladesh is to support the government's efforts to apply the principles of the Millennium Declaration and to achieve the Millennium Development Goals (MDGs) with equity. UNDAF 2012-2016 combines the UN system's normative and operational work by making human development with equity the central unifying theme and also defining specific strategies and tangible outcomes, outputs and indicators within a human rights-based approach and results-based planning and management.

UNESCO is one of the resident agencies of the UN system in Bangladesh which supports the system in achieving these goals. UNESCO support is for increasing vulnerable groups' access to justice through institutional capacity building and advocacy. Initiatives cover community policing, reducing case backlogs, improving access to affordable local justice, juvenile justice, community-based alternative dispute resolution mechanisms and promoting and protecting human rights (including increased public awareness about HIV and countering human trafficking). Its national partners include the Ministry of Law, Justice and Parliamentary Affairs, Ministry of Home Affairs, Bangladesh Police, Ministry of Local Government and Rural Development and the media and civil society.

Bhutan

The "UNDAF: Bhutan One Programme 2014-2018" reflects on the evolution of common country instruments and UN system's support to Bhutan over 2014-2018. It is described in a single document that combines a strategic overview, an action plan and a budget and represents the next logical step towards

increased UN coherence in the country. The aim is to ensure continued focused, coordinated and effective support for national development goals, MDGs and, and in time, the post-2015 agenda. It is about UN-Bhutan “delivering as one” more coherently and efficiently for the poorest and most disadvantaged.

Though one of the non-resident agencies, UNESCO has been part of the UNCT team and has actively participated in the extensive planning and preparation process including during the detailed review of the previous programme, assessment of the dynamic national context and alignment with the new government.

India

The India UNDAF 2013-2017 provides the framework for the collective work of UN in India. UN agencies that have the privilege of serving in India support the Government of India’s national development priorities and internationally agreed development goals and standards including MDGs. The India UNDAF 2013-2017 was prepared in partnership with the Planning Commission and line ministries in the Government of India, civil society organizations and the United Nations in India. UNDAF is co-signed by the Planning Commission and UN agencies in India.

In support of the Government of India’s 12th Five-Year Plan, UNDAF has six broad outcomes:

- Inclusive growth,
- Food and nutrition security,
- Gender equality,
- Equitable access to quality basic services,
- Governance, and
- Sustainable development.

Under the current UNDAF, collective engagement by the UN focuses on nine priority states: Assam, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Rajasthan and Uttar Pradesh. Work in Jammu and Kashmir and the North East will also be undertaken in close collaboration with state governments and civil society organizations.

The Office continued to play an active role in the UNDAF thematic groups established with the UN system in India in all fields of UNESCO’s competence -- Gender Equality and Empowerment; First 1,000 Days (ECCE); Global Education First Initiative; Employment and Social Protection; Sustainable Energy for All; and South-South Cooperation.

Social protection and internal migration continue to be important themes for the India UNDAF-XII Plan (2013-2017). UNESCO will contribute to the advancement of knowledge in the field of social protection by providing research on undocumented themes, such as social protection for internal migrants.

Maldives

UNDAF is the strategic programme framework between the Government of the Republic of Maldives and the United Nations for 2016-2020. It draws on the full range of expertise and resources of the United Nations in the Maldives to deliver development results.

Overall, UNDAF reinforces a partnership between the government and the United Nations in support of national priorities and in line with the Sustainable Development Goals (SDGs) for the post-2015 period. These are tailored to the local context. In particular, it focuses on benefitting the most vulnerable populations in the country, linked to Maldives’ obligations under its ratification of various international Conventions and human rights instruments. Four strategic focus areas were selected that respond to national needs and make use of the United Nations’ comparative advantages. These were identified and further detailed into Outcomes and outputs through an intensive consultation process with the government:

- Youth and children,
- Gender,
- Governance, and
- Environment and climate change.

These focus areas serve as a mutual accountability framework among the government, other partners and the United Nations. They are expected to provide the people of Maldives with a fuller range of choices and opportunities and in promoting their human development and freedom. UNDAF Outcomes will be achieved through a practical application of key elements of a “Delivering as One” approach to joint and complementary programming and implementation.

UNESCO has particular expertise in specific fields and UNDAF provides it with the opportunity to bring to bear its competencies. During 2016-2020 UNDAF will be operationalized through Joint Work Plans that provide national partners, the United Nations and donors with a holistic overview of planned actions and required/available resources.

Nepal

UNDAF forms the overall framework for the United Nations Country Team’s (UNCT) work between 2013 and 2017.

A Joint UNDAF Steering Committee of UNCT and the GoN (UNDAF SC) was formed in June 2011 to lead the overall UNDAF design process. The Joint UNDAF SC was co-chaired by Nepal’s National Planning Commission (NPC) Vice Chair and the UN Resident and Humanitarian Coordinator.

Nepal has progressively achieved a significant number of its development targets since the introduction of its first development plan in 1956. Nepal’s current Three Year plan (TYP) aims to create a prosperous, peaceful and just Nepal by transforming the country from a least developed country (LDC) into a developing nation within two decades. High economic growth, peace and good governance are at the core of the current TYP which commits the government to a long-term vision of ending “all forms of discriminations and inequalities such as legal, social, cultural, linguistic, religious, economic, ethnic, physical, gender and regional.”

UNDAF has ten broad outcomes and by focusing on people, the Country Analysis and UNDAF are both naturally grounded in a rights-based approach and follow an equity approach. These approaches place development policies and processes in a system of rights and corresponding obligations. UNESCO is one of the resident agencies of the UN system in Nepal which supports the system in achieving these goals.

Sri Lanka

The UN began its work in Sri Lanka in 1952, making it one of the first countries in the world to have a UN Development Programme. Three years later, on 14 December 1955, Sri Lanka was admitted as a Member State of the UN. Currently the UN Country Team has 15 resident agencies and four non-resident agencies.

UNESCO New Delhi because of its mandate has so far collaborated/consulted most actively with UNDP, UNICEF, UN Women, UNFPA and ILO. In order to operate more closely within UNCT, a UNESCO focal point for UNDAF was designated in Sri Lanka in March 2010. The focal point ensures participation in implementing UNDAF. It systematically interacts with its counterparts while following up on plans and programme mandates of the Office.

Despite challenging political circumstances, the UNCT secured high level government ownership for the UNDAF planning process and through a combination of a carefully planned roll-out process and close working relationships with the National Planning department it was able to arrive at a strategic UNDAF document for 2013-2017. UNDAF for Sri Lanka 2013-2017 was published in October 2012 as the planning framework for the UN’s activities in the country. It largely draws from the government’s vision - the Mahinda Chintana: *Towards a New Sri Lanka*.



Annexures

Annexure 1: UNESCO New Delhi Resources

UNESCO New Delhi e-Newsletter 2014 and 2015 (quarterly issues)



UNESCO New Delhi Biennium Report, 2012-2013

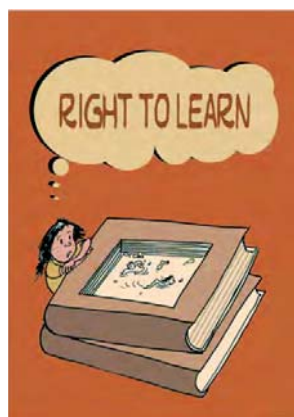
The Biennium Report highlights what has been done and what has been achieved by the Office in the reporting period in all areas of its competence: education, natural sciences, social and human sciences, culture and communication.



Education

Right to Learn (Comic Book)

UNESCO New Delhi/World Comics India, 2014



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 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.

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

UNCT, 2014



This 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 becomes a reality.

Desk Calendar on "School-related gender-based violence"

UNESCO New Delhi, 2014

School-related gender-based violence (SRGBV) is a critical barrier to the right to education and in achieving gender equality. Besides having serious

physical and psychological health implications, the experience or even the threat of SRGBV leads to the deterioration of the learning environment as a whole. UNESCO New Delhi developed this desk calendar to raise awareness on SRGBV among government officials, policymakers, local governance and community leaders, school administrators, teachers, students, parents and community members with the aim of joining efforts in building safe and healthy learning environments where children can pursue their fundamental right to education.

Status of Higher Education for International Students in India

MHRD, Government of India, UNESCO New Delhi, 2014



This first of its kind report on the status of higher education for foreign students in India explores aspects of student mobility in and out of India. The report draws on data collected under the All India Survey on Higher Education (AISHE) 2019-11 and 2011-12. The aim of this report is gauging

the attractiveness of India as a destination for higher education.

Teaching and Learning: Achieving Quality for All; EFA Global Monitoring Report, 2013-2014; summary (Hindi version)

UNESCO New Delhi, 2014



The Hindi version was published by UNESCO New Delhi and widely disseminated to various networks, including UN agencies, academic and research institutions, government departments, universities, NGOs and media partners. The 11th

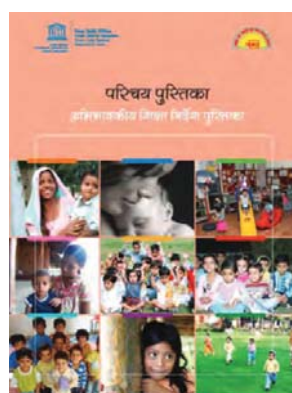
Education for All Global Monitoring Report reveals that a global learning crisis is costing governments \$129 billion a year. Ten per cent of global spending on primary education is being lost on poor quality education that is failing to ensure that children learn

Education for All 2000-2015: Achievements and Challenges; Summary Report (Hindi version)

UNESCO New Delhi, 2015



The Hindi version of the summary was published by UNESCO New Delhi and launched during the International Launch of the 2015 EFA Global Monitoring Report, held in New Delhi, on 9 April 2015. The Hindi version was widely disseminated to various networks, including UN agencies, academic and research institutions, government departments, universities, NGOs and media partners.

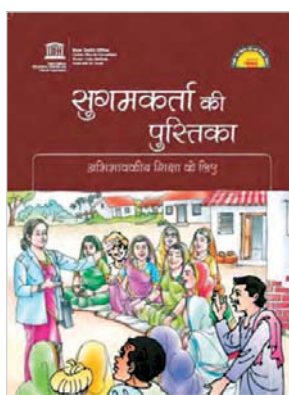


Parenting Education Guidebook – Hindi Version.

Facilitators' Handbook for Parenting Education (Handbook) – Hindi Version

UNESCO New Delhi/ NIPCCD, 2014

UNESCO New Delhi and the National Institute of Public Cooperation and Child Development adapted and translated the Parenting Education Guidebook and the Facilitators' Handbook into Hindi. The Guidebook and Handbook are informative yet simple



and adaptable to diverse social and cultural contexts in Asia-Pacific countries. The material is being translated and adapted for use in different countries in the region, including India.

The Parenting Education Guidebook is for parents, family members and community members who will participate in parenting education workshops as learners. And the handbook is for the facilitators who guide parenting education. They can be CLC coordinators or leaders, ECCE professionals or other community workers who facilitate parenting education workshops.

Status, Trends and Challenges of Education For All in South Asia (2000-2015): A Summary Report

UNESCO New Delhi, 2015



This summary report has been developed as a sequel to the analytical study of the status, trends and challenges of EFA in South Asia (2000-2015) conducted by the National University of Educational Planning and Administration (NUEPA), India, with technical

and financial support from UNESCO New Delhi and UNICEF Regional Office for South Asia (ROSA).

Sub-regional Conference on EFA Unfinished and Post 2015 Agendas in SAARC Countries, 13-14 October 2015, Conference Report

UNESCO New Delhi, 2015



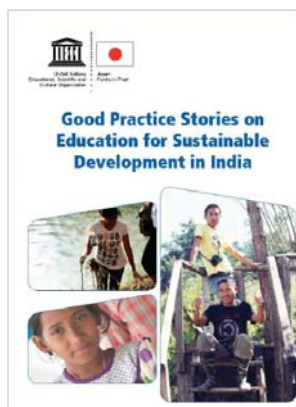
This report on the sub-regional conference on EFA unfinished and post-2015 agendas in SAARC countries, has been compiled by UNESCO New Delhi. This summary of proceedings is based on the presentations, discussions and

reflections of participants, speakers and resource persons.

Natural Sciences

Good Practices Stories on Education for Sustainable Development in India

UNESCO New Delhi, 2014



UNESCO New Delhi brought out this publication to showcase the landmark and diverse ESD initiatives in India, set in different locations across the country which have been culled from diverse organizations. It describes some exemplary projects from India including

the World Heritage

Biodiversity Programme (WHBPI) implemented in Keoladeo National Park, Bharatpur, Rajasthan and Manas National Park, Assam. The stories show how involvement with ESD has changed the lives of specific individuals, inspiring them to become more active in their communities.

Keoladeo National Park: A World Heritage Site Natural

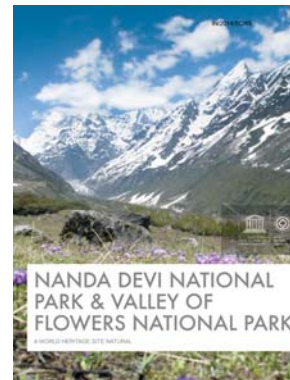
UNESCO New Delhi, 2014



This e-book has been prepared to help the reader appreciate the unique outstanding universal value of this bird park. An extensive appendix is given of fauna and flora with links to Wikipedia so that if online the reader can delve deeper into his research.

Nanda Devi National Park & Valley of Flowers National Park: A World Heritage Site Natural

UNESCO New Delhi, 2014

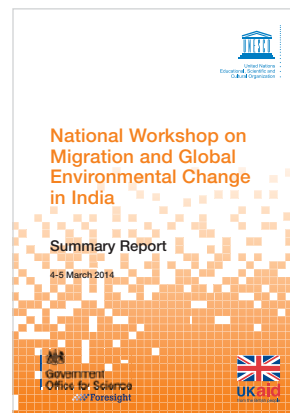


This e-book has been prepared to help the reader appreciate the unique outstanding universal value of this pristine landscape. The park has a deep cultural, social and economic significance for the communities living around it.

Social and Human Sciences

Summary Report: National Workshop on Migration and Global Environmental Change in India

UNESCO New Delhi, 2014, pp. 67

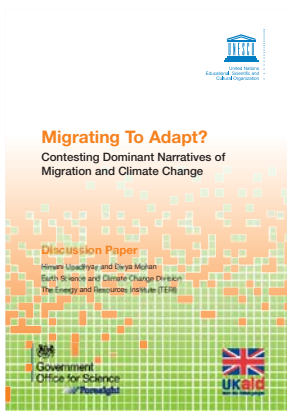


The summary report of the National Workshop on Migration and Global Environmental Change in India organized by UNESCO on 4-5 March 2014, with support from the Government Office for Science, UK and Department for International Development, UK comprises of the

proceedings and key policy recommendations based on the presentations and discussions that took place during the workshop as well as the consolidated reply to a policy query submitted through the Gender, Climate Change Communities and the Gender, Youth and Migration (GYM) sub-community of practice of the Gender Community/United Nations Solution Exchange Web Portal.

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

UNESCO New Delhi/DFID/GO Science UK, 2014



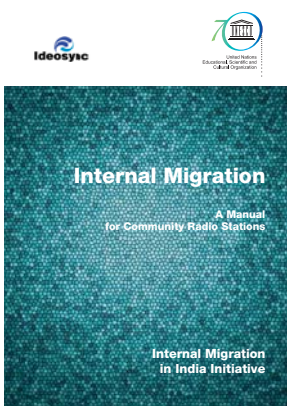
UNESCO commissioned Himani Upadhyay and Divya Mohan, The Energy and Resources Institute (TERI) within the framework of the National Workshop on Migration and Global Environmental Change, jointly organized by UNESCO, GO Science UK, and DFID on 4–5 March 2014 for writing the discussion paper,

“Migrating to Adapt? Contesting Dominant Narratives of Migration and Climate Change” discussion paper was commissioned by UNESCO to.

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

Internal Migration: A Manual for Community Radio Stations

UNESCO/ Ideosync, 2014

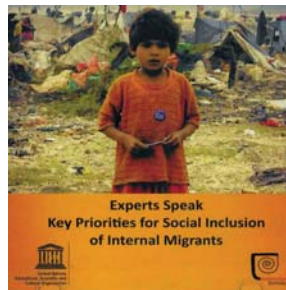


This manual was developed to support community radio personnel in their capacity and potential to produce and broadcast migrant-sensitive programmes. “Internal Migration: A Manual for Community Radio Stations” lays out the basic concepts associated with internal migration and also highlights the main challenges faced by internal migrants across the country, stresses their

rights and entitlements and showcases existing audio-programming that is friendly to migrants.

Video: Experts Speak

UNESCO



The “Experts Speak” video on the Gender Youth and Migration (GYM) web portal presents top priorities for improving the conditions of internal migrants in India. The experts interviewed are Ms Marina Faetanini, Mr Rajiv Khandelwal, Professor. Rajiv Srivastava, Dr Lalit K. Panwar and Shri R P Pareek.

Video: Floating Population Building Blocks

UNESCO; Sankalpa Acharya



“Floating Population Building Blocks” reveals the dire reality of migrant workers

in the construction industry in Rajasthan. While migrants provide a low cost and flexible workforce for the urban informal economy, their contribution is still largely ignored. As electricians, carpenters, plumbers, masons or painters, they often work in poor conditions devoid of social security and legal protection, lack access to decent housing, drinking water and sanitation and are excluded from state-provided services such as health and education for their children.

UNESCO TERI FILM: Changing Climate Moving People

UNESCO; TERI; 2014

Changing Climate, Moving People is a 35-minute film, made by Mr Saransh Sugandh from The Energy and Resource Institute (TERI)’s Film and TV Unit. It was



made following the National Workshop on Migration and Global Environmental Change held in Delhi in 2014 with support from the Government Office for Sciences (GOS), Foresight, United Kingdom. The film

looks at disaster or climate stress related migration in three different regions in the country – Uttarakhand, Bundelkhand and Odisha. These three states are already amongst the leading sources for internal migration and have been hit by extreme weather events like floods (Uttarakhand), drought (Bundelkhand region) and cyclones (Odisha), which are likely to become more common and even stronger as a result of climate change.

Culture

Rural Craft Hubs of West Bengal (Brochure)



“The Department of MSME&T, Government of West Bengal in collaboration with UNESCO New Delhi is developing 10 rural craft hubs in the state. The vision is to develop the villages with families traditionally skilled in craft traditions like *sitalpati*, *madurkathi*,

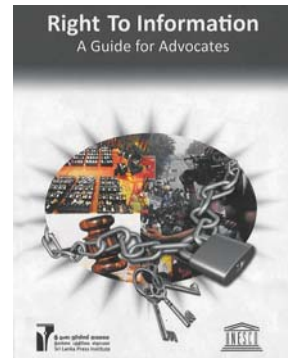
terracotta, *patachitra*, *dokra*, wooden and *chau* masks as vibrant craft hubs connected to national and international markets.

Communication and Information

Right to Information: A Guide for Advocates

Sri Lanka Press Institute/UNESCO, 2014

This Guide aims to raise awareness on RTI and to equip and motivate advocates within the media



community and within civil society organizations to campaign for RTI in Sri Lanka. The Guide is intended to serve as a resource for future conversations and as a tool for advocacy.

UNESCO/International Federation Journalists' Regional Report "The Freedom Frontier: Press Freedom in South Asia 2014-15"



The South Asia Press Freedom Report (SAPFR) 2014-15 is the 13th annual report in a series jointly produced by UNESCO and the International Federation of Journalists (IFJ). SAPFR is a definitive study of the media environment and press freedom issues across eight South Asian countries.

Community Radio and Sustainability: A Participatory Research Initiative

CEMCA/IDEOSYNC Media Combine/UNESCO, 2015



In 2014, UNESCO and the Commonwealth Educational Media Centre for Asia (CEMCA) launched a participatory research initiative to explore the sustainability parameters for community radio (CR) stations in the South Asian region. The

study was conducted by Ideosync Media Combine across eight community radio stations in India and two stations each in Nepal and Bangladesh using the detailed ethnographic research process.

Annexure 2: National Commission for UNESCO Cluster Countries

Bangladesh

Chairman: Mr Nurul Islam Nahid
 Secretary-General: Mr Md. Nazrul Islam Khan
 Secretary: Mr Md. Monjur Hossain
 Bangladesh National Commission for UNESCO
 1, Sonargaon Road
 Palassy
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 Dhaka – 1205
 Bangladesh
 Tel: (88-02) 9675002
 (88-02) 9612997
 Fax: +880 2 9514114/8613420/9662007
 Email: natcombd@yahoo.com, bncu@bdcom.com

Bhutan

Chairperson: Mr Mingbo Dupka
 Secretary-General: Mrs. Sangay Zam
 Bhutan National Commission for UNESCO
 1-7 Wogmin Lam
 Namgay Chholing
 Ministry of Education
 Thimpu, Bhutan
 Tel: (975-2) 334322
 Email: jitsithai@gmail.com

India

President: Ms Smriti Zubin Irani
 Secretary-General: Mr Vinay Sheel Oberoi
 Deputy Secretary-General: Mr Rakesh Rajan
 Indian National Commission for Cooperation with UNESCO
 Ministry of Human Resource Development
 Department of Secondary and Higher Education
 Government of India
 Shastri Bhavan
 New Delhi 110001
 India
 Tel: (91-11) 23782698 (President)
 (91-11) 23386451 (Secretary-General)
 Fax: (91-11) 23702028, 23385807
 Email: secy.dhe@nic.in (SG);
 maniverma100@gmail.com

Maldives

Chairperson: Dr Asim Ahmed
 Secretary-General: Ms Sameera Ali
 Maldives National Commission for UNESCO
 Ministry of Education
 Velaanaage Building, 9th Floor
 Ameer Ahmed Magu
 Male 20096
 Republic of Maldives
 Tel: (960) 3323262; 3341236
 Fax: (960) 3321201
 Email: natcom@moe.gov.mv ;
 sameera@moe.gov.mv

Nepal

Chairperson: Ms Chitra Lekha Yadav
 Secretary-General: Mr Bishwo Prakash Pandit
 Deputy Secretary-General: Dr Kamleshwar Kumar Sinha
 Secretary: Balaram Timalisina
 Nepal National Commission for UNESCO
 Ministry of Education
 Singhdurbar
 Kathmandu
 Nepal
 Tel: (977-1) 4200559/4200560
 Fax: (977-1) 4200561
 Email: unesco@nncu.wlink.com.np

Sri Lanka

Chairman: Hon. Akila Viraj Kariyawasam
 Vice-Chairman: Mr Upali Marasinghe
 Secretary-General: Ms Dhammika Wijaysinghe
 Sri Lanka National Commission for UNESCO
 Ministry of Education
 5th Floor
 "Isurupaya"
 Battaramulla
 Sri Lanka
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 Email: slncu@slt.lk

Annexure 3: UNESCO Office in New Delhi Cluster Office for Bhutan, India, Maldives and Sri Lanka

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Office of the Director and UNESCO Representative

Mr Shigeru Aoyagi
Director and UNESCO Representative to India,
Bhutan, Maldives and Sri Lanka

Ms Maria Vaz
Senior Secretary, Director's Office

Administration

Ms Nusrat Jahan
Finance and Administrative Officer

Ms Shalini Kohly
Administrative Assistant

Mr Gaurav Chadha
Administrative Assistant

Mr Prashant Arora
Administrative Assistant

Ms Bindiya Julious
Reception/Registry

Education

Mr Alisher Umarov
Programme Specialist in Education

Ms Huma Masood
National Programme Officer, Gender and Education

Ms Sarita Jadav
National Programme Officer, HIV and AIDS Education

Mr Girish Joshi
Secretary, Education

UIS

Mr Shailendra Sigdel
Statistical Cluster Advisor

Natural Sciences

Mr Mitrasen Bhikajee
Senior Programme Specialist, Natural Sciences

Mr Ram Boojh
National Programme Officer, Ecological Sciences

Ms Elizabeth Vasu
Programme Assistant, Sciences

Social and Human Sciences

Ms Marina Faetanini
Section Chief and Programme Specialist for Social and
Human Sciences (SHS)

Ms Shaveta Gulati
Programme Assistant, SHS

Culture

Ms Moe Chiba
Programme Specialist for Culture

Ms Sngidha Bisht
Programme Officer, Culture

Mr Vijay Raghavan
Programme Assistant, Culture

Communication and Information

Mr Al-Amin Yusuph
Adviser for Communication and Information for South
Asia

Mr Anirban Sarma
National Programme Officer,
Communication and Information
E-mail: a.sarma(at)unesco.org

Ms Ashita Singh
Programme Assistant, Communication and
Information

Documentation and Public Information

Ms Rekha Beri
Documentalist and Public Information Officer

Arrivals in 2014

Mr Bibiano Santos
Mr Mitrasen Bhikajee
Ms Sarita Jadav
Ms Snigdha Bisht

Departures in 2014

Iskra Panevska
Ms Madhura Dutta
Mr Anand Kanitkar

Arrivals in 2015

Ms Nusrat Jahan
Mr Al-Amin Yusuph
Ms Anindita Buragohain
Mr Pawan Kumar Saini
Mr Ajay Singh Gusain
Ms Sheetal Masih
Ms Ashita Singh
Ms Shaveta Gulati

Departures in 2015

Mr Bibiano Santos
Mr Colin D'Silva
Ms Nidhi Ralhan
Ms Anindita Buragohain
Mr Pawan Kumar Saini



United Nations
Educational, Scientific and
Cultural Organization


.....
New Delhi Office


.....
Cluster Office for Bangladesh,
.....
Bhutan, India, Maldives,
.....
Nepal and Sri Lanka
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 [@unesco_ndl](https://twitter.com/unesco_ndl)