



United Nations
Educational, Scientific and
Cultural Organization

UNESCO 2012



Cover

UNESCO focused much of its energy on Education in 2012, with activities ranging from an international conference to revitalize Technical and Vocational Education and Training (TVET) in Shanghai (China) to a Day of Solidarity with Malala Yousafzai, the 14-year old Pakistani student and activist who was the victim of an assassination attempt for defending girls' right to education.

One of the most important activities was the launch of UN Secretary-General Ban Ki-moon's Global Education First Initiative. The Secretary-General entrusted Irina Bokova, the Director-General of UNESCO, to chair the High-Level Steering Committee that will guide this work.

Pictured on the cover is a UNESCO staff member Intiranee Khanthong visiting Baan Nokhamin Foundation for underprivileged children (Bangkok, Thailand).

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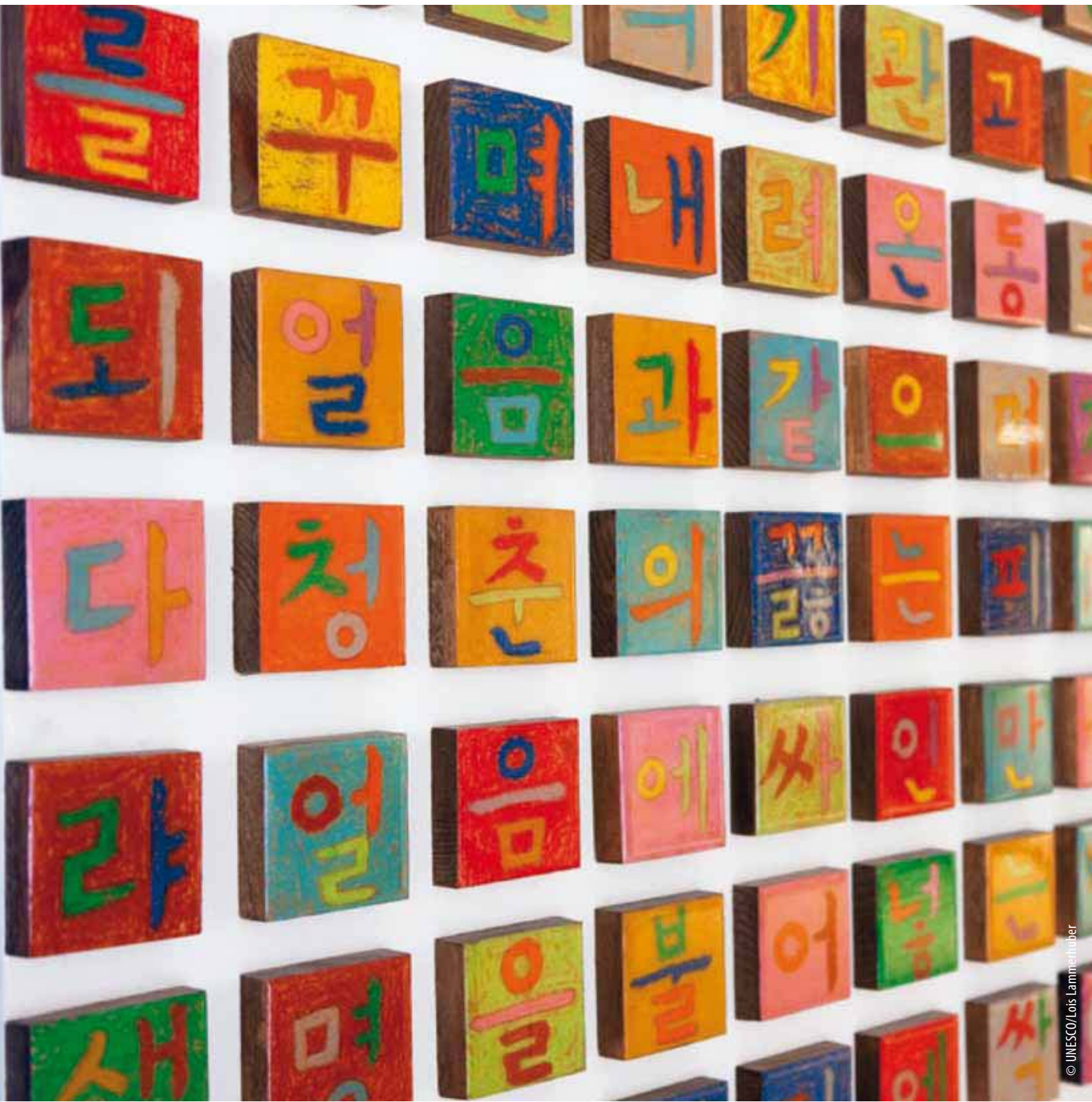
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UNESCO
2012



Preface

by Irina Bokova, Director-General of UNESCO

2012 saw profound changes across the world, and it marked a turning point for UNESCO.

In facing challenges, we remained true to our values and concentrated on action. We took forward a Roadmap of measures to streamline and sharpen our delivery in response to needs. At the same time, the Organization drew on the full force of its mandate to carry forward its messages on education, the sciences, culture, communication and information. UNESCO made a powerful contribution to the Rio+20 conference on sustainable development. UNESCO secured agreement across the United Nations system on a new *UN Plan of Action on the Safety of Journalists and the Issue of Impunity*, to strengthen our action to protect freedom of expression across the world. At the 6th World Water Forum in Marseilles, we launched the *4th World Water Development Report*. Launched across the world, the 2012 *Global Monitoring Report on Education for All* explored the crucial issue of youth and skills.

Highlights of our work in 2012 included the Shanghai International TVET Congress, accelerated results in our Culture for Development programmes, and the first Africa Forum on Science, Technology and Innovations in Nairobi. We celebrated the 40th anniversary of the World Heritage Convention with ceremonies in Kyoto, Japan, and we stepped up our work to protect cultural heritage under threat in Mali, Libya, Syrian Arab Republic and elsewhere. We celebrated World Press Freedom Day in Tunis for the first time. Throughout all of this, we moved forward on our commitment to the global priorities of Africa and Gender Equality.

The United Nations Secretary-General has called on UNESCO's leadership to take forward his Global Education First Initiative and to create the new Scientific Advisory Board. I see this as acknowledgement of the quality of the work of UNESCO staff, at Headquarters and in the field, especially those working in hardship conditions, on the frontline for the common good.

All of this reflects a collective effort, made possible with strong support from Member States, the United Nations system, private partners, as well as from individuals across the world. This Annual Report pays tribute also to their dedication and commitment to UNESCO.

We must build on these achievements as we set a new course for UNESCO through the Medium-Term Strategy (2014–2021) and the next Programme and Budget document. We must draw on them also to shape a new global sustainability agenda to follow 2015. Cooperation in education, culture, the sciences, communication and information has never been more important – they must reside at the heart of the global political agenda.

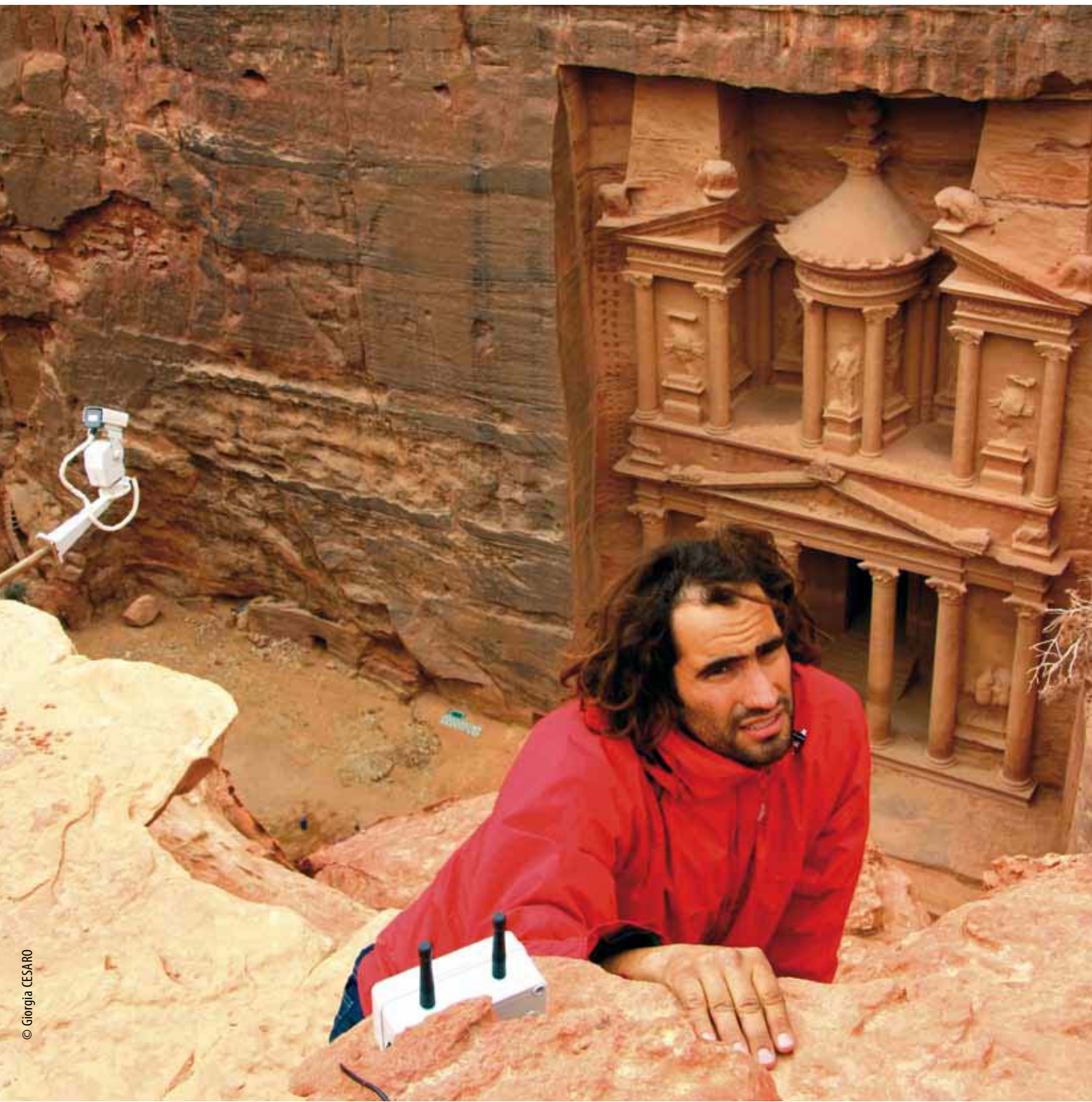
For this, we must continue on the path we have set with Member States. We must take forward our goal of crafting a new UNESCO, a more modern Organization – the UNESCO we want. This Annual Report opens a window onto the scale of the work we are undertaking and the depth of the commitment that guides it.



UNESCO Director-General Irina Bokova visits a primary school in Umm Sayhoun (Jordan) in May.

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Irina Bokova



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The UNESCO Amman Office (Jordan) helped to install a system for assessing the instability of slopes in the Siq of Petra. A Wi-Fi monitoring system aiming to identify unstable areas exists now on six selected slopes. This photograph received a special mention at the first UNESCOMMUNITY photo contest: "UNESCO in action, 2012".



Young girls attending the Aisha Durrani School in Kabul (Afghanistan). UNESCO's Global Partnership for Girls' and Women's Education, which focuses on education programmes for illiterate or semi-literate girls and women through partnerships with the private sector, entered its second year in 2012.

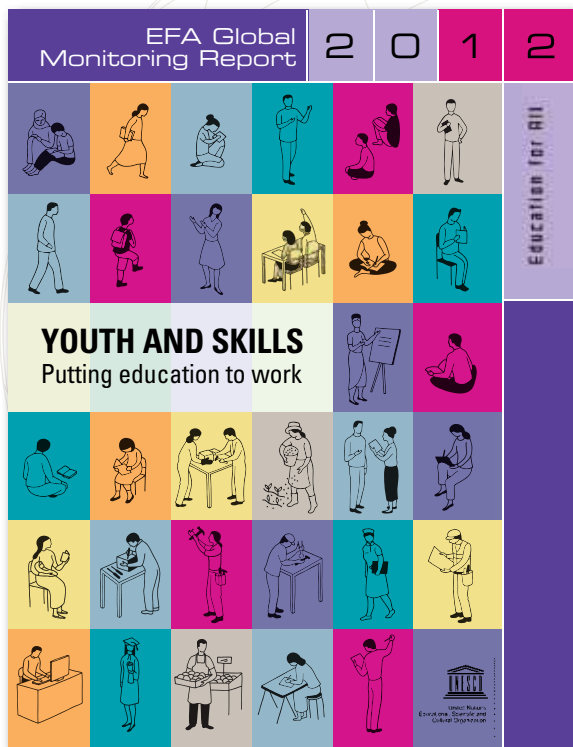


CHAPTER 1

**Education
for the
21st Century**

Education for the 21st Century

The youth skills deficit was a dominant theme in education in 2012. A landmark international UNESCO conference and a major report with a special youth version addressed the need for skills for work in the 21st century. Youth engagement in decision-making was also addressed. Scaling up literacy was another concern, with targeted attention given to countries furthest from the Education for All (EFA) goals. A new teacher strategy put teachers in the spotlight, and UNESCO reinforced its advocacy on gender equality in education at all levels.



According to the 2012 EFA Global Monitoring Report, 200 million young people have never completed primary school and lack skills for work.

■ Youth skills

Job losses, youth unemployment, a constantly-changing labour market, social exclusion, poverty and the skills gap were at the centre of UNESCO's work on technical and vocational education and training – a key priority for the Organization. These issues drove discussions at the Third International Congress on Technical and Vocational Education and Training (TVET), which UNESCO co-organized with the Government of China from 13–16 May in Shanghai (China). A landmark event for the global dialogue on TVET, the event brought together 540 participants, including forty ministers and senior officials from 107 countries. 'Transforming TVET: Building Skills for Work and Life' was the theme of the Congress, which set out to meet the challenges facing TVET systems, address how TVET can contribute to development, find new ways to facilitate the transition from school to work, chart strategic directions for transforming TVET and identify opportunities for international cooperation. The Congress resulted in the adoption of the 'Shanghai Consensus', which called for the transformation and expansion of TVET.

The 2012 EFA Global Monitoring Report (GMR), *Youth and Skills: Putting Education to Work*, documented the extent of the youth skills deficit, calculating that 200 million 15–24 year-olds have never completed primary school and lack skills for work.

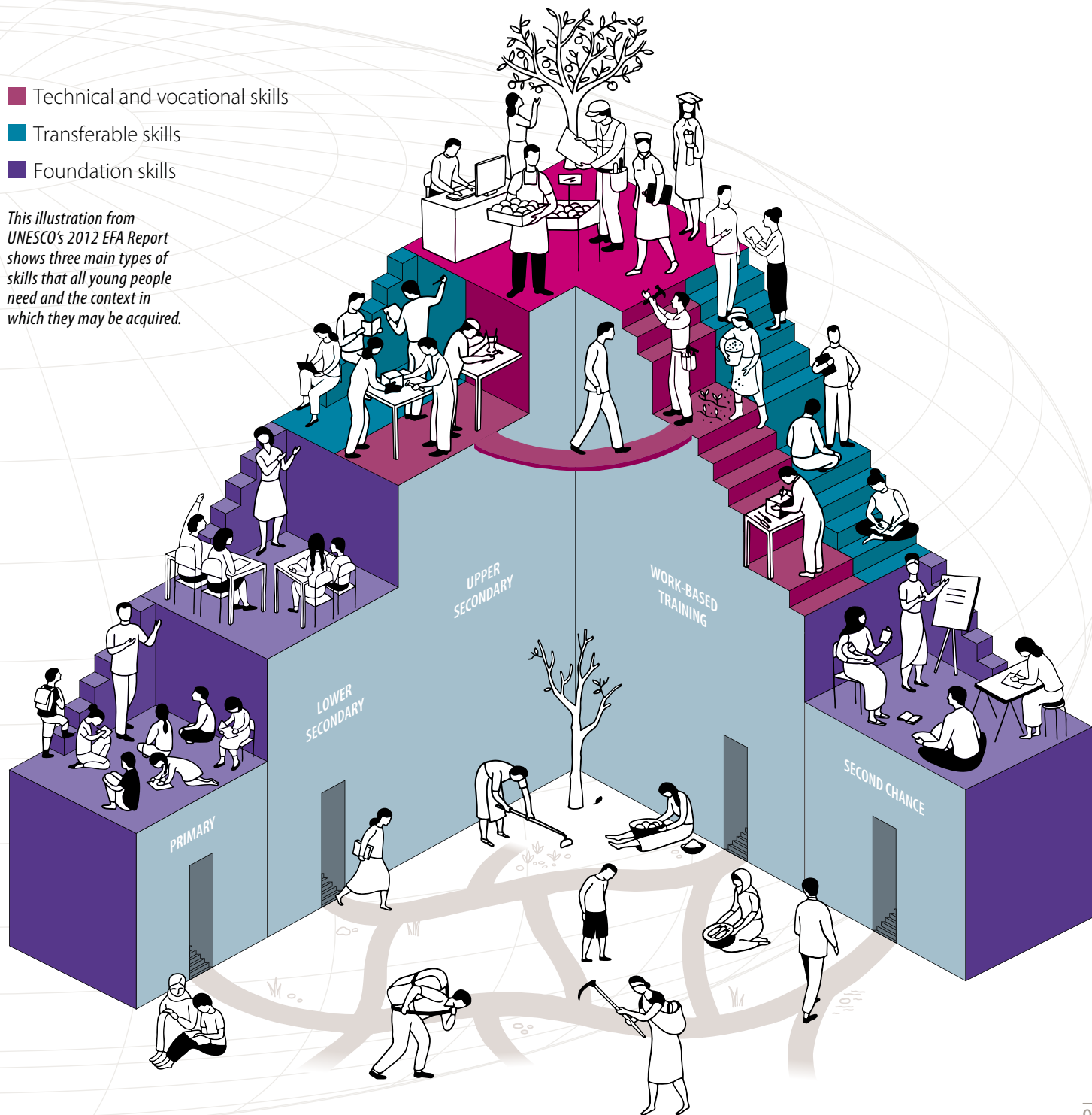
On 16 October in Paris, the Director-General made an appeal to fix the youth skills deficit through additional financing, more 'second-chance' programmes for young people who have missed out on an education and new partnerships between the public and private sectors.

As a result of the GMR findings, the Ghanaian Ministry of Women and Children's Affairs launched a new campaign on youth skills, saying the Report had 'created the momentum to revise the curriculum'. The high media profile given to the report in the Islamic Republic of Pakistan supported the passing of the country's Compulsory Free Education Bill.

The UNESCO Institute for Statistics (UIS) played a key role in the development of the GMR. Its timeliness meant it was widely received and debated worldwide. Over sixty countries held launch events to discuss the Report, which is published in the six official languages of the Organization. Media in eighty-four countries reported on the scale of the

- Technical and vocational skills
- Transferable skills
- Foundation skills

This illustration from UNESCO's 2012 EFA Report shows three main types of skills that all young people need and the context in which they may be acquired.



need for investment in training and skills for youth. The Report was downloaded almost 20,000 times from the website over the first three months. In addition, 20,000 Reports and 25,000 summaries were printed for distribution amongst policy-makers and civil society. For the first time in the Report's history, more than 600 young people from over 100 countries contributed to a youth version of the GMR, *Be Skilled, Be Employed, Be the Change Generation*. Over 6,000 copies were printed for dissemination among youth networks and organizations.

UNESCO continued to support TVET programmes in Afghanistan, Côte d'Ivoire and Madagascar, and started to define new TVET programmes with national stakeholders in Benin, Liberia and Malaysia. As elsewhere, this work involved providing policy advice, helping develop national capacities to review and develop TVET policies, facilitating better data collection in order to match TVET and the labour market, and enhancing the overall monitoring and evaluation of TVET.

The Organization also promoted youth engagement in decision-making processes such as the formulation and planning of education policy. Following the recommendations of the 7th UNESCO Youth Forum, UNESCO's International Institute for Educational Planning (IIEP) organized a high-level policy forum in mid-October. Entitled 'Engaging

Youth in Planning Education for Social Transformation', the meeting was marked by substantial youth involvement, both virtually and during working sessions, along with policy-makers, practitioners and researchers. The resulting 'Agenda for Action' echoed the importance of strengthening youth engagement in policy and programme development at all levels.

■ Scaling up literacy

To mark International Literacy Day (8 September), education ministers and representatives of the forty-one countries furthest away from reaching the EFA goals met at a High-Level Round Table at UNESCO Headquarters on 6 and 7 September to assess their literacy challenges, identify obstacles to progress

and share good practices. NGOs, civil society, private partners and UN agencies were well represented at the two-day discussion whose theme was 'Reaching the 2015 Literacy Target: Delivering on the Promise'.

UNESCO helped establish the conditions for delivering quality literacy and non-formal education programmes, notably in thirteen 'priority countries'. The Organization supported these countries in their development and implementation of literacy policies and plans, and strengthened the capacity of key national stakeholders to deliver and scale up quality literacy programmes and forge alliances and partnerships. For example, in Bangladesh, UNESCO supported the formulation of a Non-formal Education Act, while in Chad literacy and non-formal education were integrated into

UNESCO allocated funds to support the integration of literacy and non-formal education into Chad's education plan.





UNESCO helped establish four community-learning centres in Iraq as part of the Organization's efforts to meet the EFA goals.

the country's education plan with an allocated budget.

UNESCO's Institute for Lifelong Learning (UIL) celebrated six decades of advancing lifelong learning and literacy with a public lecture on 'Responding to Global Challenges through Lifelong

Learning' and an international expert seminar on 'The Role of Universities in Promoting Lifelong Learning'.

■ Take a stand for teachers!

This was the rallying cry of World Teachers' Day 2012, which UNESCO celebrated by launching its new teacher strategy for 2012–2015. Capitalizing on its wide experience, the methodology of the Teacher Training Initiative for

Iraq: the newly literate speak out

'I could tell the time and use the mobile phone. I became independent without having to seek assistance from anyone. I could read letters, newspapers and magazines. . . I could exercise my rights as a citizen,' says Asma, one of over fifty newly literate students participating in UNESCO literacy programmes in Iraq who speak out for the first time in *The Power of Literacy: Stories from Iraq*, a UNESCO-published collection that attests to the importance of literacy.

The Iraqi illiteracy rate is estimated at 22 per cent, with women in rural areas particularly affected due to a lack of infrastructure. However, the Iraqi Ministry of Education has implemented large-scale policies in recent years, partnering with UNESCO to meet the EFA goals. UNESCO has also helped establish four community-learning centres in the Baghdad, Al-Muthanna and Dyala governorates.

sub-Saharan Africa (TTISSA) and other UNESCO teacher-related programmes, the Organization identified three priorities to drive the strategy: bridge the gap in teacher shortage in ten 'priority countries', particularly in sub-Saharan Africa; improve teaching quality; and inform the global debate on research, knowledge production and communication for teaching.

Within the context of the new teacher strategy, Ethiopia, Namibia and Côte d'Ivoire were selected as the first three countries for the implementation of a new four-year project on quality education through teacher training, supported by UNESCO and financed by China. Launched by the Director-General on 22 November at the close of the 2012 Global EFA Meeting (GEM), this South–South cooperation initiative will focus on enhancing teacher education systems to train enough qualified teachers to achieve EFA.

International Task Force on Teachers for EFA

A global alliance of voluntary EFA partners, the International Task Force on Teachers for EFA is an international platform dedicated to addressing the teacher gap in order to meet the 2015 EFA goals. To address teacher challenges in India, the Task Force and the Indian Ministry of Human Resource Development co-organized a forum in New Delhi in May, with over forty countries represented. North–South and South–South cooperation was in evidence, as member countries of the Task Force shared policy-related experiences. The recommendations influenced teacher policy reforms at the state and central level in India, as well as in other countries.



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President of Pakistan Asif Ali Zardari and Director-General Irina Bokova launched the Malala Fund for Girls' Education in 2012.

■ Empowering women and girls

UNESCO continued to combat gender-based discrimination in education, the cause and a consequence of so many deep-rooted disparities in society. When the Organization's Global Partnership for Girls' and Women's Education entered its second year, the Executive Director of UN Women, Michelle Bachelet, and Princess Laurentien of the Netherlands, UNESCO Special Envoy on Literacy for Development, joined the Director-General on 25 May to celebrate its achievements.

They reviewed progress made in the context of the partnership, in particular three projects in Africa supported by private partners. A girls' and women's literacy project in Senegal, funded by Procter & Gamble, inaugurated 160 classrooms in seven regions and trained 100 literacy trainers who taught 3,000 women. The Packard Foundation worked with twenty-eight schools in Ethiopia and the United Republic of Tanzania to keep girls in school. In Kenya and Lesotho, the Varkey GEMS Foundation worked with UNESCO on gender-sensitive teacher training to encourage more girls to attend school

and improve their learning in science, mathematics and technology education.

Members of UNESCO's High-level Panel on Girls' and Women's Education for Empowerment and Gender Equality, and project beneficiaries, joined the celebration and helped envisage ways to scale up action, further strengthen the partnership and generally keep up the momentum.

■ Stand up for Malala!

A new chapter was written about the Organization's actions towards the empowerment of women and girls when

UNESCO and the Islamic Republic of Pakistan launched the Malala Fund for Girls' Education at a high-level event on Human Rights Day, 10 December: 'Stand Up for Malala, Girls' Education is a Right'. The President of the Islamic Republic of Pakistan, Asif Ali Zardari, announced that his country would donate the first US \$10 million.

The occasion was dedicated to 15-year-old Pakistani schoolgirl and activist Malala Yousafzai, whom the Taliban attempted to assassinate in October because of her defence of the right of girls to go to school.

Other keynote speakers included French Prime Minister Jean-Marc Ayrault, Executive Director of UN Women Michelle Bachelet, UN Special Envoy for Global Education Gordon Brown and former President of Finland Tarja Halonen. They adopted a 'Statement of Commitment to Girls' Rights to Education', promising to 'actively strive to make every effort to end all forms of violence against girls and to eliminate the obstacles that prevent them from attending school'.

The aim of the event was to give new momentum to the quest to provide access to school for all girls by 2015 and reinforce the momentum provided by the UN Secretary-General's Global Education First Initiative, which calls on governments, international organizations, civil society, the private sector and religious leaders to make girls' education a priority.

Published within the framework of the UNESCO Global Partnership for Girls and Women's Education—'Better Life, Better Future'—the report, *From Access to Equality: Empowering Girls and Women through Literacy and Secondary Education*, aims to raise public awareness of the importance of

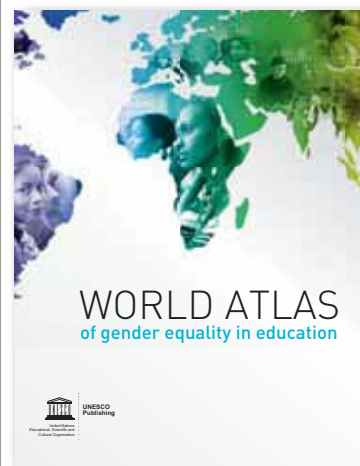
investing in girls' and women's education, by highlighting two relatively neglected areas of education that are interrelated: secondary education and literacy. It provides the Partnership with a strategic vision, gives concrete examples of ways to tackle obstacles to both access and equality, and contributes to redefining the role of education from a gender perspective in view of supporting the achievement of broader development goals by 2015 and contributing to the post-2015 discussions on gender equality and EFA.

■ Planning for post-2015: a global conversation

With 2015—the target date for achieving the EFA and Millennium Development Goals (MDGs)—on the horizon, the process for reviewing progress towards the goals and discussing options for a new education agenda for after 2015 began in earnest. A global post-2015 debate was launched through a series of national and global consultations coordinated by the United Nations Development Group (UNDG). To contribute to this process, UNESCO and UNICEF, together with other UN agencies and NGOs, launched a six-month 'global conversation' with leading education stakeholders in September. The exchanges took place via the internet and face-to-face. The conclusions will contribute to shaping the post-2015 development agenda. The post-2015 reflections were further enabled by the 6th Meeting of the Collective Consultation of NGOs on EFA (CCNGO) in Paris in October, which brought together over 150 representatives of national, regional and global NGOs and civil society networks from around the world.

Whether big or small, NGOs are expected to urge governments, the private sector, UNESCO and donors to overcome the remaining obstacles to achieving the EFA goals by 2015, as well

UNESCO's World Atlas of Gender Equality in Education



With over 120 maps, charts and tables, the UNESCO *World Atlas of Gender Equality in Education*, published in March, enables readers to visualize the educational pathways of girls and boys in terms of access, participation and progression from pre-primary to tertiary education.

The atlas is based on data from the UNESCO UIS, which launched a complementary online data-mapping tool in mid-2012. This eAtlas allows the tracking of trends over time by adapting the maps and exporting the wide range of sex-disaggregated data and gender indicators featured in the original publication.

as to produce a collective vision for a post-2015 EFA agenda.

Another important conversation in this process was the High-Level Ministerial Meeting on 21 November at UNESCO headquarters. Part of the 2012 GEM, it aimed to collectively provide impetus to reaching the 2015 EFA goals.

UNESCO Bangkok picked up the conversation at two regional high-level expert meetings (May and November) to initiate discussions on the future of education after 2015 in the Asia-Pacific region. Participants debated development trends, gaps and challenges, and provided

recommendations for the future of education in Asia and the Pacific, where in spite of a decline in the number of out-of-school children (39 million over the past decade), the region is still home to 65 per cent of the world's illiterate adults.

■ Curriculum design

UNESCO'S International Bureau of education (IBE) ran two advanced diploma courses in Curriculum Design and Development: one in Dar es Salaam (United Republic of Tanzania) and another in Montevideo (Uruguay), which involved seven Latin American countries.

■ Education in the early years

Early childhood care and education (ECCE) was at the centre of several events throughout the year, starting with the 2012 Global Action Week (22–28 April). Among several events held to highlight the importance of EFA, a group of 8- and 9-year-old pupils from a Paris primary school took their first steps in UNESCO on 25 May, when they handed Director-General Irina Bokova selected images by children from all over the world who had joined the 2012 'Big Picture' operation. The children also requested the Director-General to ask Heads of State worldwide to ensure universal education, and shared their dreams for the future. Images from forty countries were exhibited at UNESCO headquarters until 11 June, to mobilize support for early childhood care and education.

An online consultation on 'mother tongue' instruction and ECCE took place throughout July 2012. The consultation aimed at providing key stakeholders working in languages and education with policy and practice of mother tongue instruction in a bilingual education approach in ECCE.

The IIEP Office in Buenos Aires (Argentina) launched a new web-based 'Information System on Early Childhood' to systematize information on actions to fulfil the rights of young children in Latin America and evaluate their success. The website provides updated information and statistical indicators, accessible by country or by theme, on the regulations and policies in nineteen countries of the region.



UN Secretary-General Ban Ki-moon chairs the inaugural Steering Committee of the Global Education First Initiative, with Director-General Irina Bokova at his side.

© UN Photo

When we put education first, we can reduce poverty and hunger, end wasted potential and look forward to stronger and better societies for all.

Ban Ki-moon, UN Secretary-General



Global Education First Initiative

The UN Secretary-General's Global Initiative on Education

■ Post-conflict responses through quality education

Immediately after conflict, education can save and sustain lives, restore routine and give people hope for the future. UNESCO actively promotes education as part of emergency responses and for long-term recovery, particularly in the delicate transition process from violence to peace and non-violence. UNESCO thus actively supports its Member States in rebuilding their educational systems and building peace education into education systems.

Following a disastrous civil war in Liberia, UNESCO continued to support reconciliation through curriculum reform to implement peace, human rights and citizenship education (PEHCED) in the Liberian school system. Over 1,300 teachers were trained and PEHCED was widely adopted as a school subject.

In South Sudan, UNESCO helped to develop teaching and learning materials on life skills while IIEP helped develop the country's first education sector plan. In Afghanistan, UNESCO continues to lead the largest education programme in the country, reaching out to 600,000 learners across eighteen provinces.

Kyrgyzstan, one of the conflict-affected countries in Central Asia, hosted the UNESCO International Forum on

post-conflict education 'Learning to Live Together' (Bishkek, 27–29 June) in parallel with the Eurasian Economic Community. The Forum supported education initiatives and collected best practices in the context of disaster and conflict prevention from the Central Asian countries and the Commonwealth of Independent States.

■ A rich heritage of textbooks

The IBE catalogued some 18,000 textbooks and other learning materials published between the 1800s and the 1980s in over 110 countries by title, country, publication year, subject and language. Subjects include history, geography, literature, music and life sciences. The Institute is seeking funds to digitize the collection.

■ New interactive eAtlases

The UIS launched a new interactive eAtlas series with data on research and development, out-of-school children and gender inequalities, providing a free and powerful tool to map and graph data and indicators on critical policy issues in the field of education, science and technology. Designed to be regularly updated, they provide rapid access to precise data and indicators, and information needed to shape development policies.

Uniting to put education first

The UN Secretary-General's Global Education First Initiative (GEFI) is a five-year initiative launched by UN Secretary-General Ban Ki-moon to ensure quality, relevant and transformative education for everyone. Global advocacy at the highest level, it aims to get the world back on track to meeting its educational commitments.

From the outset, UNESCO has played a pivotal role in shaping GEFI. It established the overall concept for the Initiative and reached consensus on its three priorities with sister UN agencies, the World Bank, representatives of the teaching profession, civil society and the private sector.

The Secretary-General asked UNESCO's Director-General, Irina Bokova, to serve as Executive Secretary of the Initiative's fifteen-member Steering Committee. This committee will provide advice on the strategic orientation of GEFI, translating its vision into practice over the next five years.

In addition to UNESCO, members of the Steering Committee include UNDP, UNFPA, UNICEF, UN Women, the Secretary-General's Special Envoy for Global Education, the President of the World Bank, the chair of the Global Partnership for Education, and representatives from the private sector, teachers and youth organizations.

The Initiative is a reflection of UNESCO's vision that education is the most effective way to fight poverty, improve health and well-being, generate growth and promote responsible citizenship. It will support the Organization's strategic objectives as the lead agency for EFA.

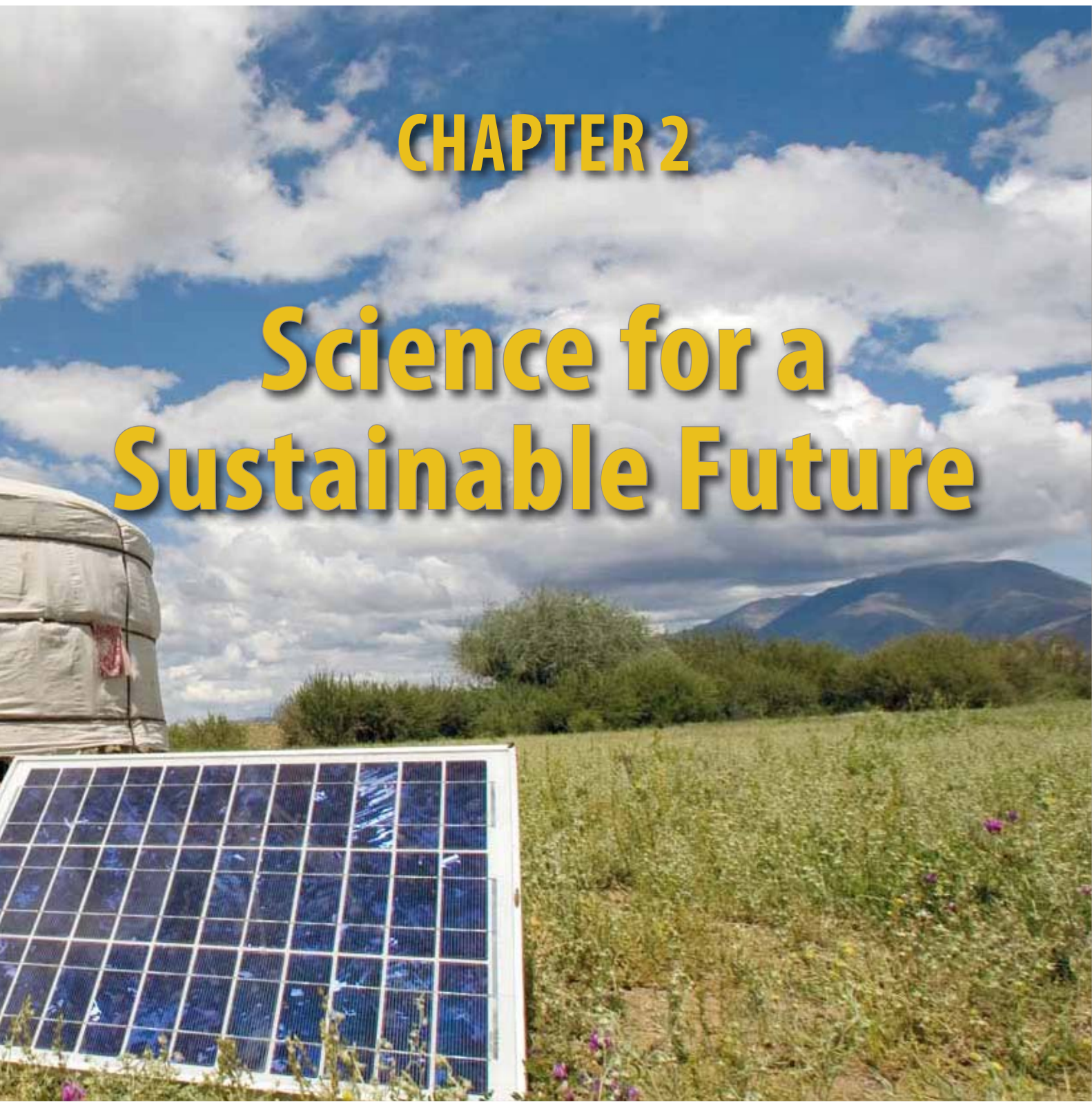
A nomadic Mongolian family using solar energy to power their home. In 2012, UNESCO continued to support universal access to energy by providing leadership and scientific advice to governments and international development partners around the world.

© UN Photo/Eskinder Debebe



CHAPTER 2

Science for a Sustainable Future



Science for a Sustainable Future

Without science there can be little progress towards sustainable development. UNESCO, since 1945, has promoted the advancement of science and its applications to develop knowledge and capacity, key to economic and social progress, the basis for peace and development.

Science education is the basis of youth employment in the developing world. UNESCO helps to strengthen it by providing practical experience in chemistry in Haiti.

■ Driving science, technology and innovation in Africa and Asia

According to the *UNESCO Science Report 2010*, research and development (R&D) in Africa attract significantly less public funding than other sectors such as education or health. Only some 0.3 per cent of GDP is dedicated to R&D on average across the continent, seven times less than the investment made in industrialized countries. The Report also shows that access to higher education remains limited, and in one country out of four enrolment was below 4 per cent in 2008. Moreover, brain drain is severely affecting the continent: at least one-third of Africa's scientists and technology graduates were living and working in developed countries.

In order to help counter this situation, UNESCO co-organized in 2012 the first Africa Forum on Science, Technology and Innovation (STI) for Youth Employment, Human Capital Development and Inclusive Growth in Nairobi (1–3 April). Hosted by the Government of Kenya, it was opened by the Kenyan President, Mwai Kibaki, and the Director-General of UNESCO.

The Forum highlighted the need to invest in this key sector to foster human capital development and inclusive growth, and provide job opportunities for youth and women. It also discussed the achievements made in this domain across the continent, highlighting best practices and policies. It also sought to reinforce North–South and South–South cooperation, partnerships between the private and public sectors, and cooperation between institutions of higher education.

Ministers in charge of STI, finance, planning and education from thirty-five African countries adopted a Declaration in which they committed to strengthen scientific research in Africa through the promotion of scientific networks and collaborative research at the national, regional and intra-regional levels. The Declaration also recalled the commitment of African Union Heads of State and Governments to devote at least 1 per cent of GDP to R&D. At present, only Tunisia and South Africa have reached this target.

Since 2008, UNESCO and the UNESCO Institute for Statistics have organized a series of sub-regional STI policy reviews in Africa. A few weeks after the first Africa Forum, participants from nearly forty African countries attended a training workshop on the collection and use of STI indicators, in Cape Town (South Africa). This workshop was part of the implementation of the second phase of the

African Science Technology and Innovation Indicators (ASTII) Initiative. ASTII is a flagship programme of Africa's Science and Technology Consolidated Plan of Action (CPA) adopted by the continent's science ministers in 2005. In January 2007, Heads of State and Government invited UNESCO to work closely with the African Union and the New Partnership for Africa's Development (NEPAD) Secretariat to implement the CPA.

The overall goal of ASTII is to contribute to improving the quality of policies at national, regional and continental levels by strengthening Africa's capacity to develop and use STI indicators. The workshop was a key step towards the release of the second edition of the *African Innovation Outlook*, a continent-wide compendium of statistics on R&D produced through ASTII.

Another STI international event organized by UNESCO took place in May 2012 in Jakarta (Indonesia). The seminar 'Designing Effective Incentive for Southeast Asian Countries' gathered participants from Indonesia, Australia, China, India, Islamic Republic of Iran, Malaysia, Islamic Republic of Pakistan, Thailand, Viet Nam, the Philippines, Singapore and Sri Lanka. It aimed at providing policy recommendations on STI to governments to help fight against poverty and stimulate economic growth of South-East Asian countries.

Later in the year, the International Research and Training Centre for Science

In 2012, UNESCO co-organized the first Africa Forum on Science, Technology and Innovation (STI) for Youth Employment, Human Capital Development and Inclusive Growth.





© Diana Mosquera

and Technology Strategy (CISTRAT) was inaugurated in Beijing (China). The centre will operate under the auspices of UNESCO. The ceremony was held on 24 September and was attended by Wan Gang, Chinese Minister of Science and Technology and UNESCO Assistant Director-General for Natural Sciences Gretchen Kalonji, as well as by African, Asian and Latin American trainees who had come to Beijing to participate in the centre's first international seminar. This new centre will design and conduct international cooperative research programmes; offer professional training

and technical assistance; develop effective policy tools, and foster networking and cooperation among governments, academia and industries.

■ Using science to combat drought and famine in the Horn of Africa

As a response to the Horn of Africa drought crisis in 2011, UNESCO launched in May 2012 the initiative 'Strengthening Capacity to Combat Drought and Famine in the Horn of Africa (Kenya, Somalia, Ethiopia): Tapping Groundwater Resources

New partnership to promote engineering education in Africa

It is estimated that some 2.5 million new engineers and technicians will be needed in sub-Saharan Africa alone. UNESCO and the world's largest technical professional association, the Institute of Electrical and Electronics Engineers (IEEE), signed in February 2012 an agreement to implement projects to support engineering education in Africa. UNESCO and IEEE agreed to collaborate on several projects and initiatives for both students and educators in Africa, including accreditation programmes, faculty training and initiatives encouraging the participation of women in engineering.



© Kate Holt

Alain Gachet, President of Radar Technologies International, and Casey Walther, coordinator of UNESCO'S groundwater mapping projects, use a GENS device to trace groundwater sources in arid regions. Kenya, December 2012.

for Emergency Water Supply'. Made possible by the generous support of the Government of Japan, the project aims to map out drought-resilient groundwater resources in the affected area and strengthen regional capacities in managing groundwater for drought-preparedness. A survey of groundwater resources of the Turkana region of Kenya for emergency well drilling and development planning has been initiated.

The project is a contribution of UNESCO to the regional framework Groundwater Resources Investigation for Drought Mitigation in Africa Programme (GRIDMAP)—a scientific consortium of regional partners working together to assess groundwater potential and build drought management capacities across the Horn of Africa region and other parts of Africa.

■ Supporting universal access to energy

Somalia's energy sector has suffered from over two decades of neglect and lack of planned investments. The resultant huge deficit in universal access to affordable modern sources of energy inhibits the achievement of social indicators and limits sustainable economic growth.

In response to this situation, UNESCO-Nairobi and UNDP-Somalia led the UN team Partnership Forum on 'Energy for Somalia's Future Goals for 2015', in Istanbul (Turkey) in May 2012. The strategic role of UNESCO in this partnership is to provide leadership, technical and scientific advice and guidance to the Government of Somalia to enhance energy access for sustainable development.

The Partnership Forum agreed on programmatic priorities and a partnership framework—between the government, non-government partners and international development partners—to overcome the barriers to access to energy and to

diversifying the energy mix. Partners set the 2012–2015 agenda for undertaking priority interventions with clearly defined roles.

■ Improving disaster risk reduction

The 4th International Disaster and Risk Conference (IDRC) 'Integrative Risk Management in a Changing World: Pathways to a Resilient Society' took place in Davos (Switzerland) at the end of September 2012. Organized by the Global Risk Forum (GRF) Davos, this biennial international gathering aims at providing solutions for effective and efficient global disaster and risk management as well as for climate change adaptation by joining scientific understanding with business strategies, policy responses and media and citizen participation.

The conference proposed to approach hazards and risks—both natural and human-induced—from a multidisciplinary perspective. During the conference, UNESCO organized two sessions on education for disaster risk reduction (DRR) where it presented the results of recent research, case studies and guidance instruments. Among these were a study, commissioned by UNESCO and UNICEF, of current key national experiences in the integration of DRR in the curriculum, which identified good practices and challenges, and a technical instrument, also developed by UNESCO and UNICEF, to guide policy-makers and curriculum developers in governments, NGOs and UN agencies on how to effectively integrate DRR.

The regional workshop 'Integrating Local and Indigenous Knowledge with Scientific Knowledge for Knowledge-

Based Risk Reduction' was held in Jakarta (Indonesia) from 6 to 8 August 2012. It is the second regional workshop of the UNESCO project 'Strengthening Resilience of Coastal and Small Island Communities towards Hydro-meteorological Hazards and Climate Change Impacts (StResCom)'.

The objective of the workshop was to discuss and finalize the details of activities to be implemented in the second phase of the StResCom project. It focused on educational materials to foster DRR and climate change adaptation in Indonesia, the Philippines and Timor-Leste, the three beneficiary countries of the project. The second phase of the StResCom project will continue with another regional workshop to be held in the Philippines in April 2013.

■ Transmitting indigenous knowledge to effectively safeguard biodiversity

Traditional indigenous territories are among the most biologically diverse on the planet. They are estimated to cover up to 24 per cent of the world's land surface and contain 80 per cent of the Earth's remaining healthy ecosystems. This remarkable spatial convergence is due in part to indigenous peoples actively managing the biodiversity of their lands, and protecting them from outside exploitation.

Like many other indigenous peoples, the Mayangna people of the BOSAWAS Biosphere Reserve (Nicaragua) are concerned about the erosion of their culture, language and knowledge. The Mayangna therefore requested the support of UNESCO's Local and Indigenous Knowledge Systems (LINKS) programme to help them reinforce their transmission in today's social context. The

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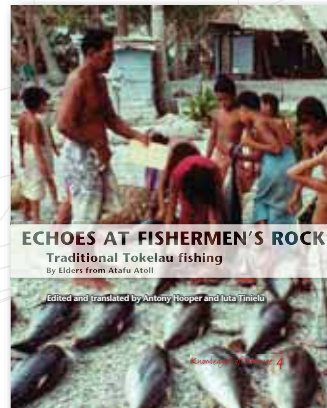
first step of the project was to compile and document Mayangna knowledge and know-how, in Mayangna and Spanish. The resulting book, *Conocimientos del pueblo Mayangna sobre la convivencia del hombre y la naturaleza: peces y tortugas*, demonstrates the depth and breadth of local knowledge of the natural milieu, including behaviour, habitat, reproduction and migration patterns, and the introduction of new and invasive species.

Mayangna representatives particularly emphasized the need for support to integrate the book into the Mayangna formal education system. To this end, the Ministry of Education and the UNESCO-LINKS programme worked alongside Mayangna education professionals to develop a teacher's guide and a textbook which were introduced with a workshop in Nicaragua on 24–28 January 2012. The final output will be the training of teachers in the use of these pedagogical materials, a monitoring of the impact of the project and ongoing support for teachers.

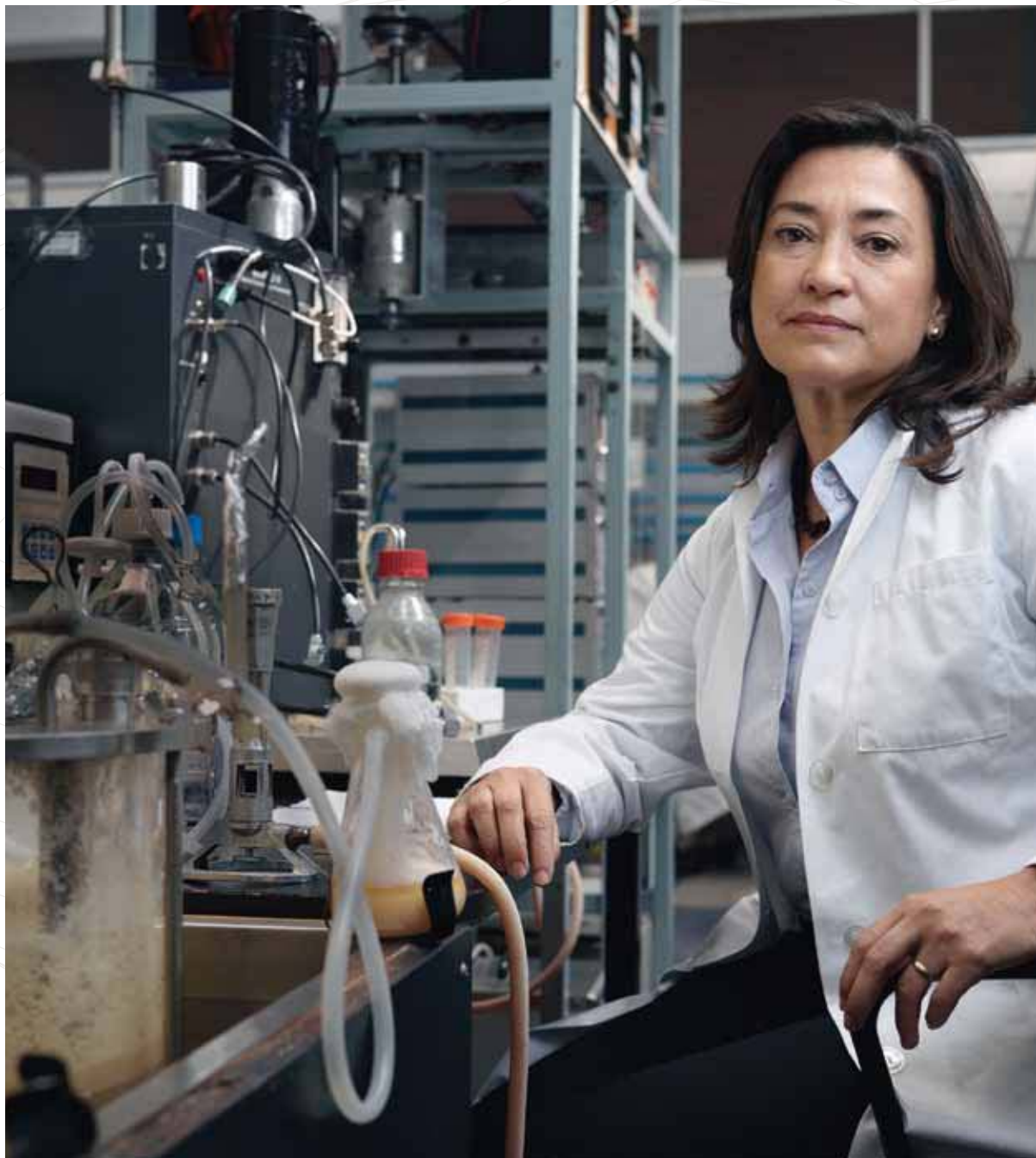
UNESCO continued in 2012 to protect Mayangna indigenous knowledge on biodiversity (Nicaragua).

■ 40 years fostering the study of the earth sciences

UNESCO is the only UN agency mandated to support research in the earth sciences. Over the years, UNESCO's International Geoscience Programme (IGCP) has led projects to study geology for information about climate change, assess the impact of the geological environment on human health, improve knowledge of water resources in karsts and much more. Today, the IGCP accounts



In 2012 UNESCO published a translation of *Echoes at Fisherman's Rock*, originally written in Tokelauan, in order to better disseminate the traditional knowledge of Takelauans.





for 335 projects in nearly 150 countries. It also serves as a network for thousands of scientists worldwide, notably in developing countries, and focuses on projects relating to present concerns such as georisks, hydrology and climate change, and modelization projects based on geological data.

A conference to mark the fortieth anniversary of the IGCP was held at the Organization's Headquarters on 22 February. The event brought together numerous experts from different parts of the world, including Gordon McBean of the Intergovernmental Panel on Climate Change, which was awarded the 2007 Nobel Peace Prize. The purpose of the conference was to take stock of the achievements and challenges of the IGCP and map the road ahead.

The publication *Tales Set in Stone: 40 Years of the International Geoscience Programme*, which traces the history of the IGCP, was launched during the Conference.

■ Women in science

To celebrate International Women's Day 2012 the workshop 'Women in Engineering: Importance and Challenges' was organized in UNESCO Headquarters on 8 March. The debate explored success stories of women engineers from different cultures. It also focused on the challenges and difficulties that women engineers face throughout their careers and voluntary work.

The winners of the 2012 L'Oréal-UNESCO For Women in Science Awards are from top to bottom: Professors Ingrid Scheffer (Australia), Jill Farrant (South Africa), Bonnie Bassler (USA), Frances Ashcroft (United Kingdom); and main photo Susana López (Mexico).

Five exceptional women scientists, one from each region, received the 2012 L'Oréal-UNESCO Awards For Women in Science, in recognition of their scientific excellence and contribution to the advancement of life sciences. UNESCO Director-General Irina Bokova and Chairman of the L'Oréal Foundation Sir Lindsay Owen-Jones presented the awards during a ceremony at the Organization's Headquarters on 29 March, in presence of Professor Christian de Duve, winner of the L'Oréal-UNESCO Awards For Women in Science and Nobel Prize for Medicine (1974). Professor Güntel Blobel, President of the Life Sciences Jury and winner of the Nobel Prize for Medicine (1999) introduced the research work of the five laureates.

Also present at the awards ceremony were the 2012 L'Oréal-UNESCO International Fellows, fifteen young women selected for the excellence and feasibility of their proposed research projects and for the potential impact of their research on the lives of human beings or the environment.

For the second year since its creation, the International Special Fellowship '... In the footsteps of Marie Curie' was awarded to a former International Fellow, Mounira Hmani-Aifa (Tunisia), for her demonstration of excellence and determination in the pursuit of her career in research.

■ Rewarding advancement in science

Several UNESCO medals and prizes were also awarded in 2012 in recognition of notable contributions to science.

The 2011 UNESCO Kalinga Prize was awarded to eminent Mexican scientist



The 2012 UNESCO-Equatorial Guinea International Prizes for Research in the Life Sciences were awarded to Felix Dapare Dakora (South Africa), Rossana Arroyo Verastegui, (Mexico) and Maged Al-Sherbiny (Egypt).

René Raúl Drucker Colín. A specialist in physiology, neurobiology and psychology, Professor Drucker Colín is renowned for his work in identifying the role played by neurotransmitters during sleep. His work is published regularly in *La Jornada*, a leading Mexican daily, and he has participated over the decade in the science programmes of a national TV broadcaster. The ceremony took place during the 99th Indian Science Congress in Bhubaneswar (January 2012), which coincided with the 60th anniversary of the Prize. To mark the occasion, an international symposium on the popularization of science was held on the sidelines of the Congress.

During the 24th Session of the International Co-ordinating Council (ICC)

New intergovernmental body for the sustainable management of biodiversity and ecosystems

Just a few weeks away from the Rio+20 conference, the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES) was launched in April 2012, to be hosted in Bonn (Germany). UNESCO actively participates in IPBES which aims to tackle the accelerating worldwide loss of biodiversity and degradation of ecosystem service by bridging the gap between accurate, impartial and up-to-date science and policy-makers.

Innovation and social transformation depend on our capacity to combine disciplines and create synergies among all sciences, natural, human and social, including local and indigenous knowledge.

Irina Bokova, Director-General of UNESCO

of the Man and the Biosphere (MAB) Programme (9–13 July), the ICC endorsed the twelve winners of 2012 MAB Young Scientists Award. This year 75 per cent of the winners were women and 50 per cent were from Africa.

The ICC also presented the 2012 Michel Batisse Award to Elizabeth Inés Taylor Jay (Colombia) for her case study 'Improving Sustainable Development and Coral Reef Conservation through Community-based Watershed Management in the Seaflower Biosphere Reserve'.

In October, UNESCO Director-General Irina Bokova presented the UNESCO Medal For the Development of Nanosciences and Nanotechnologies to six laureates during a ceremony organized at UNESCO Headquarters. This medal was established at the initiative of the International Commission in charge of the development of nanoscience and nanotechnology for the *Encyclopedia of Life Support Systems (EOLSS)*, with the support of the Permanent Delegation of the Russian Federation to UNESCO. This year's laureates come from the Russian Federation, Germany and the United States of America.

■ New partnerships and chairs for the advancement of science

In 2012, several partnerships with major international professional institutions and companies were developed, including one with the Nature Publishing Group and the pharmaceutical company Roche.

This partnership was created to establish a cutting-edge educational platform for science education called 'The World Library of Science'. This web-based open-source learning resource will cover the entire life and physical science curriculum at the secondary and university levels and will provide students across the world with quality teaching and learning materials.

2012 also saw the establishment of several new scientific chairs. One of the Chairs on Science and Innovation Policies was established at the National School of Political Studies and Public Administration in Bucharest (Romania). This new UNESCO Chair will serve as a think tank and 'bridge-builder' between researchers, trainers, entrepreneurs and policy-makers in areas of science policy, innovation management, science education and communication, futures studies, technology foresight and strategic intelligence. The Chair will facilitate scientific collaboration with other institutions in Romania and Europe, as well as beyond.

■ Contributing to development through the social sciences

Several seminars were organized in 2012 to reflect on how the social sciences contribute to development. Amongst them, the Pugwash workshop 'Science and Social Responsibility: Rising Problems, Wise Initiatives', in March, and the conference entitled 'Life Conference



- What is Life 2.0 Worth?', late November 2012, both held at UNESCO Headquarters, offered the opportunity to discuss how scientists can live up to their moral and social responsibilities in the current age of globalization to respond to major challenges, such as ensuring that scientific and technological innovations are used for the benefit of humankind.

During the celebration of the International Week of Science and Peace (6–10 November) hundreds of social scientists from Latin America and the Caribbean also gathered in Mexico City

(Mexico) to attend a three-day conference on 'The State of the Social Sciences in Latin America and the Caribbean'. This event was the 6th Regional Conference on Social Sciences organized by CLACSO (Consejo Latinoamericano de Ciencias Sociales) in cooperation with the UNESCO Management of Social Transformations (MOST) Programme.

UNESCO furthermore recognized a specific social scientist's contribution to development of social sciences. The first UNESCO/Juan Bosch Prize for the Promotion of Social Science Research in Latin America and the Caribbean

was awarded to Karen Nathalia Cerón Steevens, 25 (Colombia), for her research into youth violence in Central America and its application to social policies and prevention plans in Guatemala.

■ World Science Day for Peace and Development 2012

Scientific evidence shows that humanity has put the functioning of the Earth system at risk. Current development paradigms and economic patterns are responsible for many of the interlinked

UNESCO fosters technological innovation to promote peace and development. The modern non falsifiable ID used for elections in Timor Leste is a great technical improvement for democracy.

and growing social, environmental and economic crises facing the planet. The theme of this year's World Science Day for Peace and Development (10 November), 'Science for Global Sustainability: Interconnectedness, Collaboration, Transformation', shone a light on our increasingly interconnected and interdependent economic, social, cultural and political systems, in terms of both the pressure these place on the Earth system and the potential for solutions that they provide.

As part of the celebrations and in the framework of the UN International Year for Sustainable Energy for All, UNESCO Brasilia and the Natural Sciences sector launched in June 2012 a contest for secondary school students from all over Brazil on the question 'What is the best source of energy for our future?' A publication was produced with the best ten pictures and essays following the award ceremony held in November in São Paulo.

Fostering innovation and research capacity in the Arab world

More than 120 students from the Arab world participated in December in the Intel Science Competition: Arab World 2012, a pan-Arab science competition organized under the patronage of UNESCO by Intel Corporation and the United Arab Emirates Ministry of Education. The competition seeks to encourage high-school students of the age group 14–18 to gain interest in scientific research and conduct research projects based on the methodology and tenets of scientific research. This initiative is part of UNESCO and Intel's shared commitment to support sustained economic growth in the Arab region by fostering local innovation and research capacity.

■ UNESCO and bioethics

All through 2012 UNESCO set the framework for discussions around the world on the ethical challenges and responsibilities research and progress in general have created in recent years.

The first conference of the International Association for Ethics in Education (IAEE) took place early May in Pittsburgh (USA). The association was created in 2011 with the support of UNESCO. This conference gathered over 200 international researchers and professionals of ethics in education who shared their experiences on teaching programmes, educational activities and the educational implications of research.

A first training session was organized in N'Djamena (Chad) on 'Assisting Bioethics Committees in Africa'. For three days, participants aimed at clarifying the role and the mission of the new National Bioethics Committee recently established in Chad. This was one of the six training initiatives implemented by UNESCO in Africa in 2012, in the framework of its Assisting Bioethics Committees project. The other sessions took place in Gabon (July), Guinea (September), Ghana, Malawi and Côte d'Ivoire (November).

Traditional medicine, its ethical implications and the principle of non-discrimination and non-stigmatization were the focus of discussions in September during the 19th session of the International Bioethics Committee (IBC) and its joint session with the Intergovernmental Bioethics Committee (IGBC), at UNESCO's Headquarters. Far from reaching a consensus, participants concluded that the issues of bioethics cannot be limited to debates on human cloning or GMO, but are deeply connected to the major challenges

Ethics and Law in Biomedicine and Genetics:



An Overview of National Regulations in the Arab States was published by UNESCO Cairo in early 2012.

generated by progress in biomedicine—biobanks, access to drugs, transplant and organ trafficking, as well as tissue and cell trafficking, neuroscience, HIV/AIDS and nanotechnologies.

The Fourth International Congress of the Latin America and the Caribbean Bioethics Network on Bioethics, Human Rights and Social Inclusion, organized with UNESCO, was held in Brasilia (Brazil), from 29 November to 1 December 2012. Experts from the region examined the ways in which bioethics can contribute to the development of public policies and activities in the field of life-long education, which will in turn favour the implementation of strategies oriented towards social inclusion and equity in health issues. With more than 400 participants, the Congress provided a unique opportunity to strengthen cooperation projects in the region.

Woman collecting chayote in Viet Nam. Originally native to Central America, chayote is famous for its use in medicine and in products of cosmetics and nutrition. Traditional medicine and its ethical implications were the focus of discussions during the 19th session of the International Bioethics Committee (IBC) in September at UNESCO's Headquarters.





CHAPTER 3

One Planet, One Ocean

WANT *to preserve our ocean*
(EU QUERO) *(PRESERVAR NOSSO OCEANO)*

#GREENANDBLUE

www.unesco.org/rio+20



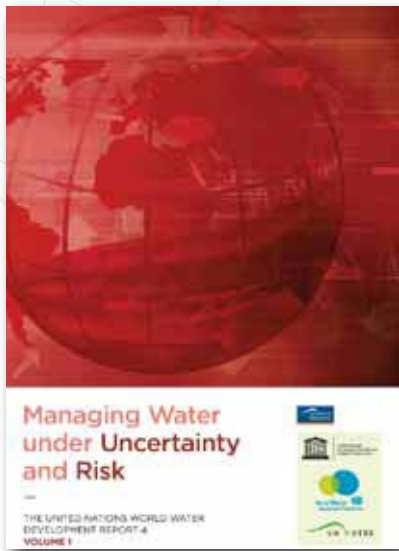
Just before Rio+20, the campaign 'The Future is Green and Blue' was launched by UNESCO and Agência África. Thanks to the support of Goodwill Ambassador Nizan Guanaes the campaign displayed throughout Rio de Janeiro the Organization's commitment to sustainable development through ocean conservation, education for sustainable development and sustainable lifestyles.

One Planet, One Ocean

The year 2012 was marked by several high-level calls to protect and sustain our planet. With the launch of the new edition of the World Water Development Report; new emphasis on the sustainable development of the planet and oceans before, during and after Rio+20; the introduction of new major global initiatives and pioneering regional projects; sharpening tsunami warning and mitigating systems; highlighting the importance of ocean acidification and increasing knowledge of marine biodiversity, the year was one for recognizing and appreciating the role of the environment in all aspects of our lives.

■ UNESCO launches the Fourth UN World Water Development Report

Unprecedented growth in demands for water is threatening all major development goals. Rising food needs, rapid urbanization and climate change are significantly increasing pressure on global water supplies. This complex situation requires a radical rethinking of the way water is managed. These are some of the most essential warnings of the latest edition of the UN World Water Development Report, *Managing Water*



The launch of the Fourth UN World Water Development Report in 2012 was mentioned in more than 800 articles in the international media.

under Uncertainty and Risk coordinated by the UNESCO-hosted World Water Assessment Programme. The Report was launched in Marseilles (France) in March during the Sixth UN World Water Forum by UNESCO Director-General Irina Bokova and the Chair of UN-Water Michel Jarraud.

The Report received great attention worldwide and was covered by some 800 press articles. To further disseminate it, the World Water Assessment Programme (WWAP) convened various events throughout the World Water Forum week. Chinese and Korean translations of the Report were under way by the end of 2012.

■ Planet under pressure: getting ready for Rio+20

In the lead up to the UN Conference on Sustainable Development in Rio de Janeiro (Brazil) (Rio+20, June 2012), UNESCO organized and participated in key events to advocate for a global approach towards the sustainability of our planet.

The Organization began by joining scientists, political leaders, health specialists and other International governmental organizations (IGOs) and Non-Governmental Organizations (NGOs) at the 'Planet Under Pressure' conference in London (United Kingdom) (March) to take stock of the health of the planet. Participants examined

the latest data on key indicators including climate change, declining biodiversity, food security and governance.

In April, UNESCO dedicated a Future Forum to the issue of 'Global Water Futures 2050'. Following the conclusions of the Fourth edition of the UN World Water Development Report launched in March, the Forum reviewed progress in the sustainable management of water resources worldwide and presented different scenarios of what the future holds depending on the choices politicians and societies make in coming years.

A unique simulation of negotiations on sustainable development by more than 100 students from the Sciences Po University (Paris, France), called 'Paris+20', was organized in partnership with UNESCO. Students hoped to develop innovative ideas which could ultimately inspire restructuring in the international negotiation process at Rio. This was the source of the 'MyCity+20' movement, which gradually expanded to other cities where simulations of Rio+20 were also held.

During the six months prior to the UN Conference, the UNESCO

Child with fish in Mauritania, a pilot country for UNESCO's 2012 project 'Adaptation to Climate Change in West Africa' focusing on vulnerable communities.





During Rio+20, UNESCO presented a giant poem by Spanish artist Angel Arenas on the sidewalk of Copacabana beach. People were invited to contribute by writing about the oceans on a 150 m sheet.

Intergovernmental Oceanographic Commission (IOC) played an instrumental role in highlighting the importance of the ocean by organizing nine side-events in places such as New York, Paris and Brussels, including the launch of the IOC-led inter-agency publication *A Blue Print for Ocean and Coastal sustainability*, which inspired some of the text in the Rio outcome document.

The culmination of the preparatory process for Rio+20 was the Forum on Science, Technology and Innovation for

Sustainable Development which took place in Rio (11–15 June).

The Forum provided a platform to strengthen dialogue between key leaders from the international science policy community to produce the knowledge and technology needed to build sustainable societies. Together they drafted a set of thematic recommendations for a new global agenda after Rio+20. A bold new 10-year initiative, 'Future Earth: Research for Global Sustainability', was also launched to better coordinate scientific

research with governments and business partners.

■ UNESCO in Rio+20

Rio+20's main objectives were to secure renewed political commitment to sustainable development; assess progress and gaps in the implementation of agreed commitments; and address new and emerging challenges.

During the conference UNESCO organized three official side-events and participated in various other initiatives. The Organization's side-event on Education for Sustainable Development (ESD) was co-organized with the Governments of Sweden, Japan and Denmark. Its high-level speakers pointed to ESD as a key priority and highlighted its potential to transform and innovate education. The event was well attended and was the opportunity to launch the new UNESCO publication *Shaping the Education of Tomorrow: 2012 Report on the UN Decade of Education for Sustainable Development*.

The IOC co-organized and co-chaired the Oceans Day together with the Global Ocean Forum. This event consisted of seven panels addressing pressing issues such as renewing political commitments, ocean governance, building resilience for small island developing states (SIDS) and the ocean, climate change and ocean acidification. The Oceans Day co-chairs issued the 'Rio Ocean Declaration', calling for strong and immediate action to meet the sustainable development goals for oceans, coasts and SIDS beyond Rio+20. UNESCO also announced the launch by the International Atomic Energy

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Sustainable development at the heart of UNESCO's Africa Week

Film screenings, art exhibitions and conferences on topics such as 'Cooperation regarding Climate Change and the Promotion of Sustainable Development' marked the 2012 edition of Africa Week, held at UNESCO Headquarters (May). Particular emphasis was placed on the theme of science in Africa through a presentation by the Academy of Sciences for the Developing World (TWAS, Trieste, Italy) and the International Institute of Water Engineering and Environment (Burkina Faso).

Authority (IAEA) of the Ocean Acidification International Coordination Centre (OA-ICC).

The IOC official side-event 'Know our Ocean, Protect our Marine Treasures, Empower Ocean Citizens' assembled a prestigious panel and presented a number of initiatives that supported Rio+20 targets towards a sustainable use of the ocean. The UNESCO brochure 'Healthy ocean, Healthy people' was disseminated during the event. As a result of IOC's involvement, the 'Rio+20 Outcome' document recognizes the importance of strengthening the marine science capacities of developing countries as well as cooperation in scientific research.

During Rio+20, UN Secretary-General Ban Ki-moon announced his decision to set up a Scientific Advisory Board bringing together eminent international specialists from natural sciences, social and human sciences, and engineering. The Secretary-General requested that UNESCO take the lead in creating the Board and provide its secretariat, so UN agencies can obtain comprehensive advice on science, technology and innovation for sustainable development. UNESCO was also designated as the lead agency for the organization of the UN International Year of Water Cooperation 2013.

'Public policies need social scientists to build a sustainable green society.' Such was the message conveyed by two side-events to the Rio+20 Conference, organized under the banner of UNESCO's Management of Social Transformations (MOST) Programme.

Rio+20 drew worldwide attention and was attended by over 50,000

people from more than seventy-five countries. Over 1,300 articles from the international media were monitored on UNESCO's participation.

■ Man and the Biosphere: one way forward

As the 24th session of UNESCO's Man and the Biosphere's International Coordinating Council (ICC) took place right after Rio+20, there was a lively debate on the theme 'Post-Rio+20 Opportunities and towards a Strategy for 2014-2021'. In addition, twenty new sites were added to the World Network of Biosphere Reserves.

In 2012 Saint Kitts and Nevis became the first English Caribbean country

Sustainable Energy Governance in UNESCO Designated Sites

The UNESCO school in South-East Europe 'Sustainable Energy Governance in UNESCO Designated Sites' took place in Dubrovnik (Croatia) in 2012. The school was a unique opportunity to enhance capacity building in sustainable energy by conveying in a single venue a substantial capital of knowledge developed in UNESCO designated sites (World Heritage Sites and Biosphere Reserves) in Europe.

to launch a Man and the Biosphere programme. The Saint Mary's Biosphere Programme covers an area of considerable diversity. The selected area is currently home to one of the foremost nesting sites for sea turtles in the region.

The Salzburger Lungau & Kärntner Nockberge (Austria) was declared a Biosphere Reserve in 2012. It is a representative example of inner-alpine landscapes and an ecotourism destination.

© Nockberg National Park, Salzburger Lungau & Kärntner Nockberge



We must construct green economies on the foundations of green societies.

Irina Bokova, Director-General of UNESCO

Dzanga-Ndoki National Park (Central African Republic). The UNESCO Global Geoparks Network links geological heritage sites of international importance, rarity or beauty that are also used to promote sustainable development for local communities.





© A. Todd/WWF

■ European Geopark Network

The Eleventh European Geoparks Conference took place in Arouca (Portugal) in September. It reviewed progress of the European Geopark Network, as well as options for consolidating the geoparks as geo-tourism destinations and new strategies for conservation and investment. During this conference, the Global Geoparks Network Bureau admitted four new sites, which brings the total number to ninety-one.

■ UNESCO's responses to the planet's threatened sustainability

Throughout 2012, UNESCO mobilized human and financial resources to tackle some of the most urgent threats to the world's sustainability.

Rapid Response Facility

The Rapid Response Facility (RRF) is a grants programme jointly operated by the UNESCO World Heritage Centre, the United Nations Foundation and Fauna & Flora International. It aims to protect natural World Heritage sites by quickly mobilizing funds to respond to emergency situations.

In February, Romania's Retezat Massif received a RRF grant to undertake urgent snow-tracking surveys in response to a road-building threat through the Carpathian Mountains. This protected area is on Romania's World Heritage tentative list, and is known for its plant diversity, endemism and rich fauna. The grant made it possible to collect baseline mammal data, which will be fed into a revised environmental mitigation plan.

The RRF also supported a request from the Kenya Wildlife Trust following the forest fires spotted early in 2012 on the slopes of Mount Kenya. A World Heritage site, Mount Kenya is a critical refuge for a host of iconic species. The mountain also captures high-altitude moisture and transmits it through river systems to communities below. Funds were used for aircraft water dispersal in order to extinguish remaining fires.

In July, an emergency appeal was launched to support the staff and rebuild the headquarters of the Okapi Wildlife Reserve World Heritage site in Epulu (Democratic Republic of the Congo). In June, poachers armed with AK47 rifles attacked the facility and killed seven people. Funds from the campaign were also used to protect the Reserve's elephants and to re-establish its successful okapi-breeding programme, which has played a critical role in preserving its gene pool.

Central African World Heritage Forest Initiative

The main objective of the Central African World Heritage Forest Initiative (CAWHFI) is to improve the management of the forest sites in the Congo Basin with Outstanding Universal Value. In this context, and under the aegis of the Commission des Forêts d'Afrique Centrale (COMIFAC), the States Parties to the World Heritage Convention, in collaboration with UNESCO's World Heritage Centre, have supported this initiative, which ultimately led to the inscription in 2012 of the Tri-national Sangha (TNS) on the World Heritage List.

The TNS covers an area of 7,500 km² that is spread out over Congo, Cameroon and the Central African Republic, and



© Oreades

The Rapid Response Facility co-operated by UNESCO supports local conservation managers in tackling emergencies, such as controlling wildfire in Emas National Park, Brazil.

distinguishes itself by its high degree of ecological integrity and the conservation of great apes. The CAWHFI has also succeeded in training regional experts and supporting the TNS Foundation to accomplish the financial autonomy of the property.

■ Partnering to save the great apes

Gorillas, chimpanzees, bonobos and orangutans in equatorial Africa and Southeast Asia are facing growing threats posed by bush meat hunters and primate traders, war, encroachment on forest ecosystems, climate change and diseases such as the Ebola virus. This has led to a steep drop in their number and the fragmentation of their habitat, leaving populations scattered in small and increasingly vulnerable groups featuring on the International Union for the Conservation of Nature (IUCN) Red List of Threatened Species.

The Great Apes' Survival Partnership (GRASP) was created in 2002 to avert this danger. Its Council—coordinated by UNEP and UNESCO—held its second meeting at UNESCO Headquarters in November to define a new strategy to protect these endangered primates. The Council envisaged ways to reinforce the fight against illicit trafficking, such as using modern technology to track the movement of poachers and developing sustainable tourism in protected areas.

■ World Water Week 2012

UNESCO contributed to World Water Week 2012 in Stockholm with several publications and two major conferences: 'Green Accounting, with a Focus on World Water Scenarios for Our Future' and 'Lessons from the 4th World Water Development Report'. Debates at the seminar highlighted examples of

successful water cooperation initiatives and identified burning issues related to water diplomacy, cooperation across trans-boundary waters and the linkages with the Millennium Development Goals.

Since UNESCO was appointed as the Agency responsible for the organization of the UN International Year of Water Cooperation 2013 and UN World Water Day, UNESCO-International Hydrological Programme's (IHP) main activity during the Week was a seminar on the International Year which counted on the participation of a large number of experts coming from different disciplines. Preparations for both the Year and the Day were officially launched.

■ Assessing real and simulated tsunamis

The Tsunami Early Warning and Mitigation Systems were created to evaluate risks, issue and transmit alert messages, and educate exposed populations. They are coordinated by the UNESCO IOC.

The Tsunami Early Warning System for the North-eastern Atlantic, the Mediterranean and connected seas (NEAMTWS) is one of four of these regional systems. A simulated tsunami washed ashore on the western and eastern coasts of the Mediterranean and North East Atlantic shorelines in November, to test the warning system in that area. The countries participating in the exercise chose one or more powerful earthquake scenarios, reacted to the messages received and transmitted these messages to the authorities responsible for civil protection. Several countries also organized a national exercise on the same day or at a later date.

Similar existing systems for the Pacific and Indian oceans, and for the Caribbean were also activated and tested in 2012. Following the undersea earthquake in 2004 and the subsequent strongest tsunami in living memory, the IOC coordinated the establishment of the Indian Ocean Tsunami Warning and Mitigation System (IOTWS). The response included the establishment of an interim Advisory Service in Hawaii and the Japan Meteorological Agency (JMA). Regional tsunami service providers (RTSP) in India, Indonesia and Australia are now the primary source of tsunami advisories for the Indian Ocean.

A tsunami alert was issued in the Indian Ocean in April 2012 following a strong earthquake off the west coast of Sumatra in Indonesia that triggered waves of an amplitude of up to almost one metre. Overall, the system performed well during this first ocean-wide alert. Minutes after the earthquake, the Indian RTSP issued bulletins with detailed information and

threat evaluations. A preliminary assessment indicated that National Tsunami Warning Centres received timely information and reacted accordingly. Preventive evacuations were ordered in some areas.

An interdisciplinary group of experts coordinated by the IOC visited El Salvador to assess the specificities of the tsunami that struck the Salvadorian San Juan del Gozo peninsula after a 6.7 earthquake in August 2012. Although the experts concluded that the tsunami's magnitude had been low, their recommendations allowed the country to improve the existing early detection and information mechanisms.

■ UNESCO advocates for ocean sustainability at Expo 2012 in Yeosu

The international fair Expo 2012 in Yeosu (Republic of Korea) opened in May under the theme 'The Living Ocean and Coast'. Generous support from the Korean

© UNESCO/D. Bisson



Tsunami evacuation route at Phi Phi Island (Thailand). The information system of UNESCO's Tsunami Early Warning System performed well during a tsunami alert in the Indian Ocean in April 2012.

Government allowed the IOC to co-host several major international meetings and symposia, including the 'Second International Symposium on the Effects of Climate Change on the World's Oceans'. UNESCO also presented the exhibition 'One Planet, One Ocean', which offered a comprehensive understanding of the Organization's programmes including the most recent activities undertaken by the World Heritage Marine Programme and its IOC.

During the fair's closing events the UN Secretary-General Ban Ki-moon, in the presence of the Director-General of UNESCO and the Executive Secretary of the IOC, presented the 'UN Oceans Compact', a strategic vision for the United Nations to deliver more coherently and effectively on its ocean mandate.

■ Making ocean sustainability in Africa a priority

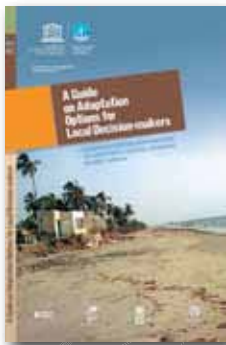
The IOC Regional Office for Africa began operations in March 2012, and held the first session of the IOC Sub-Commission for Africa and the Adjacent Island States (IOC-Africa) early May in Nairobi (Kenya).

UNESCO provided a comprehensive overview of its efforts towards ocean sustainability at the Expo 2012 in Yeosu (Republic of Korea).



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IOC's Guide on Adaptation Options for Local Decision-makers was published in 2012 as a means of supporting UNESCO's efforts towards ocean sustainability in Western Africa.



This Sub-Commission supports the promotion of regional and international cooperation, and the development and coordination of the Commission's marine scientific and research programmes, ocean services, ocean observing systems, capacity development and related activities in the region by taking account of the specific interests and priorities of Member States from Africa.

IOC-Africa is working on developing ocean data and information materials for coastal management, including national and regional coastal and marine atlases, library catalogues, and expert and institutional databases. The project 'Adaptation to

Climate Change in West Africa' focuses on implementing measures to strengthen the resilience of vulnerable communities to the impacts of climate change on coastal resources. Its first phase was completed in 2012, with pilot tests implemented in Cape Verde, Gambia, Guinea Bissau, Mauritania and Senegal. The IOC document *A Guide on Adaptation Options for Local Decision-makers: Guidance for Decision Making to Cope with Coastal Changes in Western Africa* was published in 2012 as a means of supporting UNESCO's efforts in the region.

■ Addressing the 'other CO₂ problem'

Rising levels of atmospheric carbon dioxide (CO₂) are causing the ocean to become more acid at rates not seen for the last 20 million years. Business as usual scenarios for CO₂ emissions could make the ocean up to 150 per cent more acidic by 2100. This will cause calcium

carbonate to dissolve, thus affecting marine food webs, and possibly causing extinction of species vital to the health and productivity of the earth.

During the third 'Ocean in a High CO₂ World' symposium, the main international symposium on this issue, co-hosted in September by the IOC in Monterey (USA), ocean acidification experts expressed increasing concerns with how marine organisms will adapt to new 'corrosive' conditions, and discussed progress on the development of a global observing network on ocean acidification. The creation of a new international centre was announced during the symposium.

■ Sailing for the ocean

During the 6th World Water Forum in Marseilles (March), the IOC and the Multi One Attitude Foundation announced a partnership to preserve the planet's ocean and freshwater through an innovative project called 'Race for Water'. The main objective of the partnership is to raise awareness among the general public about the importance of preserving the ocean and freshwater resources, using *Race for Water*, the trimaran flagship vessel of the Foundation, to race around the world.

Race for Water participated in several competitions this year, starting with the Krys Ocean Race sailing from New York (USA) and arriving in Brest (France). The trimaran then entered a competition around Europe with stopovers in several

Argo collects its one-millionth observation

Today the sea level is rising, Arctic sea ice cover is shrinking and high latitude areas are warming rapidly. But until recently, the temperature and salinity of the subsurface oceans could be measured only from ships or fixed point moorings. The IOC, through its Joint WMO-IOC Technical Commission for Oceanography and Marine Meteorology, has been helping to coordinate the global array of over 3,500 profiling floats known as Argo. Today the Argo profilers return information on the subsurface temperature, salinity and density, providing a real-time 3-D image of the world's ocean, an unprecedented dataset for researchers studying the temperature, salinity and circulation of the global ocean and how these change over periods ranging from days to decades. By November 2012, Argo had collected its millionth profile of temperature and salinity, twice the number obtained by research vessels during the entire twentieth century.



© IOC/UNESCO

Argo is a key component of the Global Ocean Observing System, led by the UNESCO Intergovernmental Oceanographic Commission (IOC).



© IOC/UNESCO

countries, which will continue in 2013–2014. The Foundation also installs a Water Pavilion in each port of call, in order to educate the general public about water preservation, highlighting the role of UNESCO in this area.

■ The world's largest database on marine life

The ocean may be home to one million marine species, from bacteria to whales, yet we have only described nearly 230,000. The premier database for marine biodiversity, the Ocean Biogeographic

Information System (OBIS) managed by the IOC, is the world's largest online database on the diversity, distribution and abundance of marine life. By the end of 2012, it had already integrated 35 million observations of 120,000 species from over 1,000 sources and is still growing steadily.

■ Marine renewable energy in the Western Pacific

Currently, only offshore wind energy has reached an acceptable level of development to be considered for competitive energy production.

However, there are other less developed technologies that can obtain energy from the seas and oceans, including wave and tidal energy, energy from currents, ocean thermal energy and salinity gradient energy.

In the Western Pacific region, where the energy potential of the ocean in terms of waves and tidal energy is so great, the level of research and development (R&D) on marine renewable energy remains low in most countries. The IOC Sub-Commission for the Western Pacific (WESTPAC) convened working groups of regional experts throughout

UNESCO's IOC and the Multi One Attitude Foundation partnered in 2012 to raise awareness about preserving the ocean and freshwater resources, using the Race for Water vessel.

2012 to promote R&D of marine renewable technology by facilitating the establishment of a specialized network; assessing the current level of implementation of these technologies; sharing best practices and further identifying pilot projects in this field among Member States.

■ Educating youth in sustainable development

The overall goal of the 2005–2014 Decade of Education for Sustainable Development is the integration of the principles and practices of sustainable development into all aspects of education and learning.

Since 2009, the Leuchtpol Education for Sustainable Development project has trained more than 3,200 early childhood educators from all over Germany to tackle energy and environmental issues with pre-school children. By the end of 2012 some 4,000 kindergartens had been involved and were using ESD as their guiding concept.

Helping adapt Kiribati to climate change

Over the past decade, Sandwatch practitioners all over the world have collected data on changing coastal environments. The UNESCO manual *Sandwatch: Adapting to Climate Change and Educating for Sustainable Development* was integrated into the national school curriculum in the Pacific island nation of Kiribati in 2012. This will allow teachers and students in environmental and English language classes at primary level to understand and contribute to global climate change observations through first-hand activities in their local environment. The manual has also been adapted for use in remote island schools.

As part of UNESCO's promotion of the H2Ooooh! Initiative, a game about glaciers melting was launched in February to engage 4–10-year-olds Italian children in considering the importance of global climate change and seeking potential solutions. As part of the same initiative, fourteen information sheets were released under the title 'Drops of Water'. Schoolchildren from around the world were invited to compete in a storyboard contest where facts and figures about water had to be used.

■ Disaster risk reduction in the school curricula

Disasters and disaster risks are on the rise. Over 250 million people a year have been affected in the last decade. Lessening the impact of such disasters can be achieved via education policies and programmes in support of disaster preparedness.

A new report published in 2012 by UNESCO and UNICEF maps thirty countries that have included elements of Disaster Risk Reduction (DRR) into their education systems and curricula. The report captures national experiences and good practices while noting key challenges in countries where DRR is less prioritized or where specific teacher training does not exist. It also evaluates pedagogy and student assessment, and provides professional development and guidance for teachers.

Elementary School No. 148 in the city of Almaty is one of the first in Kazakhstan to implement the UNESCO/UNICEF Disaster Risk Reduction (DRR) Programme.





© UNICEF/NYHQ2011-1591/Gonzalo Bell



Young pupil at the UN International School in Hanoi (Viet Nam). In 2012 UNESCO continued its struggle against all forms of violence and discrimination in the classroom, by promoting textbooks free of stereotypes and activities aiming at achieving tolerance and mutual respect.

© UN Photo/Mark Garten



CHAPTER 4

Learning to Live Together

Learning to Live Together

Despite important achievements, obstacles to peace have remained a reality, with persistent international conflicts and the intensification of internal ones. Within its functions as a laboratory of ideas and a catalyst of international cooperation, UNESCO aims at charting innovative ways to operationalize the culture of peace as a holistic framework for its future activities.

■ Building a culture of peace and non-violence

Throughout 2012, UNESCO's engagement was particularly effective in building a culture of peace and non-violence through several publications, high-level forums, panels, seminars, workshops and new partnerships, with youth as main beneficiaries.

Published in 2012, *UNESCO's Programme of Action, Culture of Peace and Non-Violence, A Vision in Action*, represents the general framework of the Organization's mission on charting the way towards everyday peace, through a wide range of flagship projects and operational activities undertaken by its Field Offices while partnering with international networks and institutions.

International Day of Peace

To mark the 2012 International Day of Peace (21 September), UNESCO organized at the United Nations Headquarters in New York a High-Level Debate on the Culture of Peace and Non Violence, with a focus on 'Sustainable Peace for a Sustainable Future'. At a time when a threat to peace is growing in many societies, distinguished panellists such as Wole Soyinka, Leonel Fernández, Arjun Appadurai, Jeffrey Sachs and Forest Whitaker called for renewed engagement

and for decisive actions for peace, human rights, respect, tolerance and mutual understanding, together with the UNESCO Director-General, the UN Secretary-General and the President of the 67th session of the UN General Assembly.

UNESCO also launched the digital and interactive exhibition 'Writing Peace' as an invitation to think of and share peace across time and space. Using twenty-two writing systems from all around the world, the project aimed at stimulating creativity by spreading a message of peace in a variety of languages. A kit including postcards, the catalogue and a DVD was produced to contribute to raising awareness on the convergence of values conducive to peace.

Third High-Level Panel on Peace and Dialogue

The High-Level Panel on Peace and Dialogue met for the third time on 19 November. A distinguished circle of eminent thinkers and policy-makers from around the world, including H.R.H Prince Turki Al Faisal Al Saud, Homi K. Bhabha, Amin Maalouf, Luc Montagnier and Jean Ping, were invited to reflect upon new approaches to peace making in a globalized world. The thematic focus for debates was 'Building Peace: UNESCO's Role in the Next Decade'. Special emphasis was placed on engaging youth in building sustainable peace and societies.

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Together with UNESCO and Ericsson, UNESCO Goodwill Ambassador Forest Whitaker's PeaceEarth Foundation launched the Youth Peacemaker Network in South Sudan in December 2012.

Globalization should not just widen connections – it must deepen our sense of humanity, especially at a time of economic crisis, when hatred is fuelled by injustice and magnified by ignorance.

Irina Bokova, Director-General of UNESCO

Fostering a culture of peace in Africa

A series of forums were organized to meet the needs and expectations of African countries experiencing crisis, conflict or post conflict situations. One of these forums took place in Abidjan (Côte d'Ivoire) in June. Organized in partnership with the Centre for Long Term Strategic Studies (CEPS) and in cooperation with the government of Côte d'Ivoire, the meeting was set to identify actions for the culture of peace in Africa, such as the role of traditional actors in the endogenous mechanisms of conflict prevention and resolution; the responsibility of economic actors; the role of African civil society, and the diaspora. These preparatory initiatives should lead to a regional Forum for the Culture of Peace in Africa, organized in connection with the 2013 African Union Summit of Heads of State and Government Summit.

■ Partnering for peace

Three major partnerships and alliances were signed in 2012 that will enhance the Organization's efforts towards building a culture of peace in the next coming years.

The International Institute for Peace

The International Institute for Peace (IIP), co-founded by UNESCO Goodwill Ambassador Forest Whitaker, formally joined forces with the Organization in February with the signing of an agreement, which also included Rutgers University (USA) and the Government of the United States.

Through pioneering innovative research and educating the next generation of peace-building leaders, the IIP works with urban communities worldwide to foster peace-building among educators, civil and religious leaders, entrepreneurs, local police and youth affected by violence.

To further these goals in the field, Forest Whitaker launched the 'Youth

Peacemaker Network' in South Sudan in December, jointly with UNESCO and Ericsson through his PeaceEarth Foundation. This programme educates youth in conflict resolution, leadership, community-building, information and communication technologies (ICTs) and social media skills. The network integrates Connect To Learn's ICT curriculum, as well as laptops connected to a Wifi network from Ericsson, mobile phones from Sony Mobile and internet access and SIM cards from Zain. Computer centres are planned for the state capitals of South Sudan.

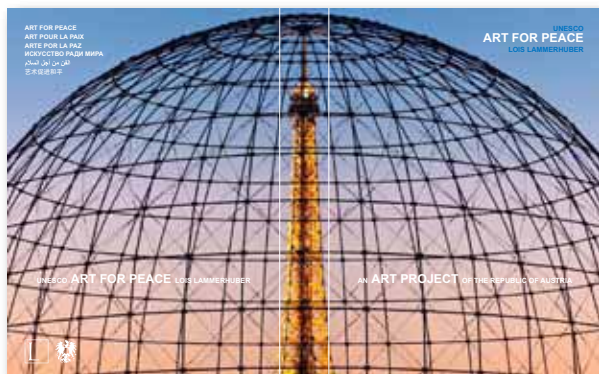
Mahatma Gandhi Institute of Education for Peace and Sustainable Development

Established in July, the Mahatma Gandhi Institute is a joint initiative by UNESCO and the government of India. It aims to develop and promote new approaches to education, empowering learners to transform their lives and build a more peaceful and sustainable world. Based in New Delhi, it is the first UNESCO specialized education institute in India and the first in the Asia-Pacific region.

'Do ONE Thing for Diversity and Inclusion'

To celebrate the 2012 World Day for Cultural Diversity for Dialogue (21 May), the United Nations Alliance of Civilization launched the second edition of the 'Do ONE Thing for Diversity and Inclusion' campaign in partnership with UNESCO. Based on the successful model of the Earth Day, this campaign invites people

Art for Peace



The headquarters of UNESCO in Paris house the largest art collection of the United Nations. It was neither planned nor curated by anyone, but came instead from gifts from artists, representatives of Member States, visitors and personalities who wanted to support UNESCO's philosophy of building a culture of peace. Edition Lammerhuber published in 2012 a striking photography book to present this art collection. The book is a gift of the Republic of Austria to the Organization.

Daw Aung San Suu Kyi receives the UNESCO/Mandanjeet Singh Prize for Tolerance and Non-Violence in Yangon (Myanmar) on 10 February from Ryuhei Hosoya, Executive Director of the Office of the Director-General of UNESCO.

from around the world to 'do one thing' to support cultural diversity through cultural exchanges. A dedicated Facebook page was 'liked' by millions of people worldwide. The campaign received global support from Dell, McAfee, American Airlines, Intuit, Vivendi and a wide coalition of NGOs and civil society organizations.

■ Supporting democracy

Twelve months after the uprising which saw popular movements in the Arab world demand an end to authoritarian governments, the UNESCO Future Forum 'The Arab Spring, One Year Later: Egyptian Perspectives' (January) examined the future of the Arab call for democracy. Major Egyptian and French writers, political scientists, publishers and journalists analysed developments over the previous year and their impact on politics, society, culture and education.

Also in 2012, and as part of its work on promoting the civic engagement and political participation of youth in democratic processes across Africa, UNESCO participated in a landmark event in Ghana (November). The event's main purpose was to foster a peaceful environment for the upcoming December 2012 presidential elections.

■ Human rights reinforcement

UNESCO's efforts in 2012 to reinforce human rights worldwide resulted in pioneering initiatives of both regional and international scope.



© AFP

The first International Course on the Promotion of Human Rights took place in March in Buenos Aires (Argentina) to inaugurate the activities of the International Centre for the Promotion of Human Rights (CIPDH), established in 2010 with UNESCO's support. This training provided an overview of the situation of the promotion of human rights worldwide, while attempting to build and improve capacities in diagnosis, analysis, planning and evaluation of public policies related to human rights.

An international May conference of the Coalition of Cities against Discrimination in Asia and the Pacific (APCAD) took place in Gwangju (Republic of Korea), within the framework of the World Human Rights Cities Forum 2012 and under UNESCO's patronage. The event was an opportunity to advance on the elimination of discriminatory practices through the implementation of a 'Ten-Point Action Plan', adopted by the

UNESCO presents award to Daw Aung San Suu Kyi

Daw Aung San Suu Kyi, the leader of Myanmar's National League for Democracy, received the 2002 UNESCO/Mandanjeet Singh Prize for Tolerance and Non-Violence on 10 February. The award was presented to her in Myanmar by Ryuhei Hosoya, Executive Director of the Office of the Director-General of UNESCO. Daw Aung San Suu Kyi had been unable to receive the award in 2002 because of her detention under house arrest. 'I look forward to the day when Burma and UNESCO can work together more closely than they have done until now,' she said.

4,400 local governments and cities, members of the Regional Coalition of Cities against Discrimination. The related UNESCO publication *Fighting Racism and Discrimination: Identifying and Sharing Good Practices in the International Coalition of Cities* was published later in the year.

To make human rights education truly global, and increase the effectiveness of joint efforts, a number of international



Archbishop Emeritus Desmond Tutu (South Africa) was awarded the 2012 UNESCO/Bilbao Prize for the Promotion of a Culture of Human Rights in November.

© UNESCO/L. Rukingambiri

organizations, including UNESCO, set up an International Contact Group in 2011. The Group aims to ensure close cooperation among international and regional initiatives in the field of citizenship and human rights education. A website for

the Contact Group was launched in July, featuring information on key initiatives and joint projects as well as a calendar of upcoming events of member institutions. A bi-annual newsletter was launched in late 2012. The group has also been collaborating on updating *The Right to Human Rights Education*, published in 1999 by the Office of the High Commissioner for Human Rights, which will provide an overall view of the current status of normative instruments related to human rights education, including those of UNESCO.

Two major UNESCO regional initiatives took place in 2012 to strengthen human rights in Northern Africa. The first citizenship and human rights pilot club was launched in Tunisia at the end of November. The pilot club is part of a project gathering the Tunisian government, the Arab Institute for Human Rights (AIHR), local NGOs and six UN agencies under the coordination of

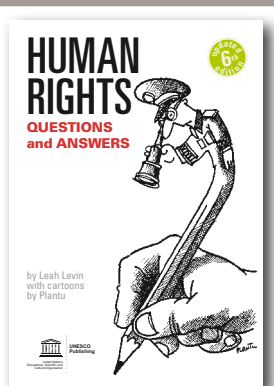
UNESCO to create twenty-four citizenship and human rights school clubs in seven regions of Tunisia by the end of 2013.

Through October and November, UNESCO Cairo launched a series of workshops under the theme 'Building Solidarity among Young People in Egypt'. Organized in cooperation with Oyouun Masr, Association for Cultural and Social Development, these workshops aimed at promoting democracy and human rights among young people in Egypt. Participants from 18 to 30 years old learned basic concepts on human rights and democracy and were expected to play the role of multiplier and disseminate these concepts in their communities.

Activities around human rights' reinforcement concluded with the celebration of Human Rights Day 2012 (10 December), when UNESCO's Director-General and the Mayor of the City of Bilbao paid tribute to the life-long commitment of Archbishop Emeritus Desmond Tutu by awarding him the 2012 UNESCO/Bilbao Prize for the Promotion of a Culture of Human Rights for his courageous and non-violent activism.

Just published

Human Rights Day was also greeted with the publication of the updated Sixth edition of *Human Rights: Questions and Answers*, with texts by Leah Levin and cartoons by Plantu. One of UNESCO's best and long sellers, it was first published in 1981 and has been translated into thirty-six languages. Greek, Italian and Korean versions of this new edition will be published in 2013 by institutional and publishing partners.



■ UNESCO's global struggle against violence and discrimination

In line with its mandate, UNESCO continued in 2012 its efforts to advise its Member States on the relevance of peace in education policies. Improved strategies should incorporate such values as respect for human rights, non-discrimination,

tolerance, peace and non-violence into national education systems, with a view to educating global citizens.

Echoing the lessons of the Holocaust

Spreading the lessons learned after the Holocaust has become one of UNESCO's essential missions in the promotion of peace, ethics and dialogue. UNESCO has been working with major specialized institutions to promote educational resources that draw on the lessons of the past and help students better understand the ramifications of discrimination and mass violence.

On the occasion of International Holocaust Remembrance Day (27 January), UNESCO organized a series of educational and commemorative events from 23 to 31 January 2012. Activities began with a videoconference with the UNESCO Regional Bureau for Education in Africa (BREDA) to discuss educational challenges related to the teaching in Africa of the history of the Holocaust and genocides, with participants including representatives of civil society and several Ministries of Education from Africa.

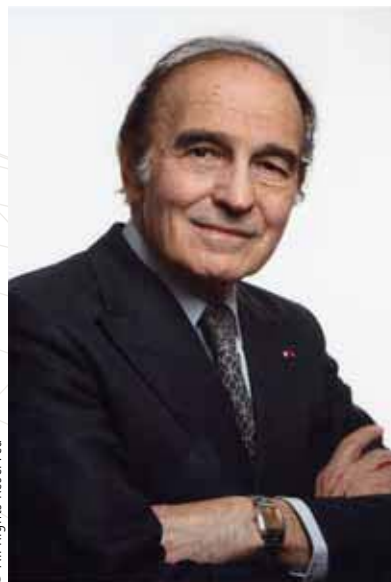


A conference about the international dimensions of Holocaust education brought together historians and researchers from all over the world on 31 January. Participants considered to what extent teaching about the Holocaust can help fight racism and anti-Semitism and prevent mass violence. The week's events closed with a ceremony organized in partnership with the French Shoah Memorial Foundation on the theme 'Children in the Holocaust'.

UNESCO's actions in this regard continued throughout the year. In September, a project conducted by UNESCO and the Georg Eckert Institute for International Textbook Research entitled 'International Status of Education on the Holocaust, A Global Mapping of Textbooks and Curricula', made it possible to compare representations of the Holocaust in school textbooks and national curricula in 195 countries for the first time.

Also in September, representatives of Education Ministries from fourteen countries took part in UNESCO's first ever consultation on Holocaust and genocide education in sub-Saharan Africa in Cape Town (South Africa) with international leading researchers and academics specializing in genocides in the twentieth century. Participants explored the possibility of designing educational programmes in their countries.

International Holocaust remembrance day 2012 poster focusing on Holocaust education.



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Samuel Pisar (USA), a Polish-born Holocaust survivor and acclaimed international lawyer, author and human rights activist, was designated a UNESCO Honorary Ambassador and Special Envoy for Holocaust Education.

Combatting Islamophobia from the classroom

Experts and the representatives of ministries of education and pedagogical institutions from several European countries and North America explored ways of promoting tolerance and mutual respect through education, at a November meeting. UNESCO, the Organization for Security and Cooperation in Europe (OSCE) and the Council of Europe organized this

Launch of the UNESCO-USA-Brazil project 'Teaching Respect for All'

In early 2012, youth and experts interacted at the launch of UNESCO-USA-Brazil project 'Teaching Respect for All'. Living with diversity, how to tackle racism and the importance of youth involvement were topics young people in the USA and Brazil raised with UNESCO's Director-General and experts via a live videoconference. In addition, panellists presented multiple approaches to address racism and discrimination and foster respect. During the discussion, the important role of municipality and community-level actors in education was stressed.

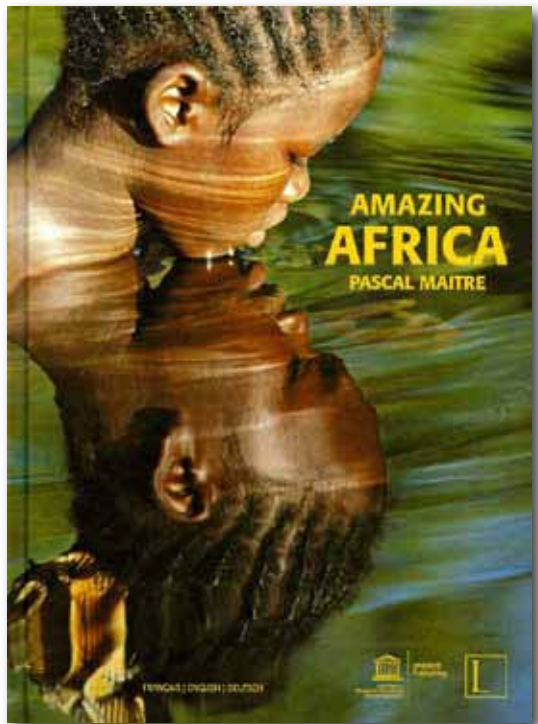
event where their joint co-publication *Guidelines for Educators on Countering Intolerance against Muslims: Addressing Islamophobia through Education* (2011) was the starting point for discussions. This meeting was the second in a series of three such events.

Ridding school textbooks of stereotypes

The need to ensure that education does not transmit stereotypes was stressed

Amazing Africa

Amazing Africa, a UNESCO-Édition Lammerhuber co-publication featuring strikingly poignant images shot by photojournalist Pascal Maitre, was presented at the 2012 Frankfurt Book Fair in early October.



at a meeting organized by UNESCO in September, with experts from Asia, Africa, Europe and the Arab States. The meeting aimed at revising UNESCO's strategy for the publication of textbooks and learning materials, as well as drafting the outline of a practical training manual for the writing of textbooks, to ensure that content for students systematically reflects cultural and religious diversity, and avoids gender stereotypes. Participants also discussed about the adaptability of material and the necessity of cultural sensitivity in some disciplines such as history and civic education.

Fighting violence against women

As part of a joint project between UNESCO, UN Women and CODESRIA (Council for the Development of Social Science Research in Africa), which covers Gambia, Guinea-Bissau and Senegal, two workshops on the eradication of violence against women were organized during the second semester of 2012 in Senegal and Guinea-Bissau, in cooperation with the National Commissions for UNESCO of these countries. The workshops provided the opportunity to validate the results of several case studies launched in 2011 on social movements of women and gender-based violence, with the ultimate goal of implementing a plan of action to transform the lives of abused women.

Slavery Remembrance

In April, the UNESCO Slave Route Project launched the educational film *Slave Route: Soul of Resistance* in the Organization's headquarters, with the financial support from the Bulgarian Government. In collaboration with the UNESCO Associated

Schools Network, more than 300 children and about fifty educators from different regions of the world took an active part in the development of the screenplay and the identification of educational activities to promote it. The film was also broadcast in prime time on France Ô to continue celebrations around the French Day for the Remembrance of Slavery and its Abolition (10 May).

Revitalizing sites linked to the slave trade and slavery as a means of keeping the memory of those appalling events alive has become a key objective in the countries and regions marked by this chapter of human history. In 2012 videoconferences were organized with the UNESCO Associated Schools Project Network schools in Ghana, Gambia and the United States, within the framework of the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade (25 March), on the theme 'Honouring the Heroes, Resisters and Survivors'.

As part of the lead-up to the UN Decade for People of African Ascent (2013–2022), an international seminar brought site managers, academics, political leaders, education experts and tourism authorities together in Brasilia in August to explore new ways of achieving this goal. Participants established the first-ever international network of sites and itineraries linked to the slave trade, slavery and resistance, and abolition, with a view to nominating certain routes for inclusion on UNESCO's World Heritage List. Successful management and development projects at important sites in several countries were reviewed as possible models to be followed. Participants also worked on a guide and a series of training

modules, and launched the development of education materials for a broader public to build on the expertise of site managers and tourism professionals.

Feeding the debate about migrants

On the occasion of International Migrants Day 2012 (18 December), UNESCO and UNICEF presented their most recent joint publications on internal migration in India during a media launch held at the UN Conference Hall in New Delhi: a policy brief entitled *For a Better Inclusion of Internal Migrants in India* and two compendiums of workshops held the previous year in the country.

Two other UNESCO publications on the subject of migration were published in 2012: *Skilled Migration and the Brain Drain*, a co-publication with the Max Planck Institute for the Study of Religious and Ethnic Diversity (Germany), and *Free Movement of Persons in the European Union and Economic Community of West African States*.

© Noborder network



Spanish coast guards and African migrants near the Canary Islands.

Confronting homophobic bullying in school

Thousands of students around the world are routinely denied their right to education because they endure discrimination and violence in school, based on actual or perceived sexual orientation, gender expression and gender identity.

Committed to stopping all forms of discrimination and gender-based violence in schools, UNESCO convened the first ever international consultation by a UN organization to address homophobic bullying in educational institutions in December 2011. Its findings were presented during a meeting on Education Sector Responses to Homophobic Bullying in May 2012 under the title *Education Sector Responses to Homophobic Bullying*,

10th edition of the UNESCO Sharjah Prize for Arab Culture

Over the past decade, the annual UNESCO/Sharjah Prize for Arab Culture has recognized individuals, groups or institutions from within and beyond the Arab world, which, through their work and outstanding achievements, promote enhanced understanding and appreciation of Arab art and culture.

In a ceremony held on 27 February, the Director-General awarded the 2011 Sharjah Prize to Lebanese novelist, playwright, essayist and human rights defender Elias Khoury and to Brazilian publisher author, translator and professor of Arabic language and civilization João Baptista de Medeiros Vargens. The ceremony was followed by a debate on 'Art and Culture: Instruments of Peace'. Participants explored new forms of artistic expression by young Arabs devoted to Arab heritage and cultural diversity.



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
Sharjah Prize
for Arab Culture

at the eve of the International Day Against Homophobia/Transphobia (IDAHO). The IDAHO Committee and UNESCO have also developed a lesson plan with four classroom activities for different age groups (primary and secondary level) to address issues of discrimination and homophobic bullying.

■ Ensuring social inclusion

UNESCO's struggle for social inclusion engaged actions and publications in all continents in 2012. The year began with the international meeting 'Extreme Poverty is Violence: Breaking the Silence', held at UNESCO Headquarters in January. The results of a research conducted during three years by the French NGO 'ATD Fourth World' to explore the links between poverty, violence and peace were at the centre of discussions. Over 1,000 people from twenty-five countries were involved in this research, most of them living in conditions of great poverty and insecurity.

Internationally renowned researchers and economists debated during three days on the relevance of current global indicators to measure economic

performance and social progress. This encounter entitled 'Measuring Development: How Science and Politics Work Together' was organized at UNESCO early February.

The second UNESCO-MOST Forum of Ministers of Social and Sustainable Development of the Caribbean took place in May in Port of Spain (Trinidad and Tobago). Organized by the Ministry of the People and Social Development of Trinidad and Tobago, under the auspices of the UNESCO Management of Social Transformations Programme (MOST), this event was entirely devoted to the promotion of equality and social inclusion as means of ensuring prosperity for all.

The UNESCO Brasilia Office, in partnership with the London School of Economics and Political Science (LSE), Cultural and Social Foundations of Itaú, AfroReggae and CUFA, conducted research to study forms of sociability that remain invisible and underground within mainstream society, with a particular focus on Rio de Janeiro's *favelas*. The results were presented during an international seminar in Brasilia (Brazil) in September, and again in London early November 2012.

A special network for the evaluation of social protection policies in South Asia was created in Kuttikkanam (India) in December. This network was the result of intense debates during a regional conference following the meetings of the Forum of Ministers of Social Development in South Asia organized within the framework of UNESCO's MOST Programme. This network will review the effectiveness of existing programs for social protection and present proposals drawn from other countries' experiences that can help the

Indian Government in formulating good policies for social inclusion and protection of marginalized groups.

■ Youth policy and participation

Gathering nearly 200 young participants from the Arab region, the Youth Autumn School 'Youth and Political Engagement for an Alternative World' was held in Rabat (Morocco) in October. The School aimed at helping young people build alternative visions of society in this time of crisis, by strengthening their leaders' capacities in advocacy and civic commitment.

In addition, and as part of the joint UN project coordinated by UNESCO on 'Youth Empowerment and Participation in Lebanon', a December conference gathered more than 400 participants in Beirut to celebrate the official endorsement of the Lebanese Youth Policy document.

The international contest 'Pathways to a Culture of Peace: Global Contest for Mutual Understanding' was launched on the occasion of the International Day of Peace. It mobilized more than 1,300 young people from fifty-six countries who expressed their daily experiences on how peace and non-violence, cultural diversity and intercultural dialogue are or should be promoted to make peace an 'everyday reality'. The best eight artistic contributions will be awarded in 2013.

A woman hangs textiles to dry at an eco-friendly dyeing factory constructed with UNESCO's support along the Niger river in Bamako (Mali). The factory employs 100 women and has improved productivity.

Tackling the youth 'knowledge deficit' about HIV

Only 33 per cent of young men and 20 per cent of young women in developing countries have the necessary knowledge of HIV to protect themselves. This 'knowledge deficit' is amplified in East and Southern Africa, where the risk of HIV infection is greatest. To that end, UNESCO convened an International Technical Consultation on Scaling up Sexuality Education at its headquarters in March. The conclusions will form the basis of a publication on how to achieve sexuality education on a larger scale.





© NOC/NSF

Paralympic gold medal winner Marlou van Rhijn (Netherlands) addressing participants at the International Olympic Committee-UNESCO 8th World Conference on Sport, Culture and Education.

■ Warming up for the Olympic Games—and keeping the pace

In the run-up to the opening of the 30th Olympic Games in London (July–August 2012), UNESCO hosted a pre-release screening of the documentary film *The War on Doping*, which describes action during the first decades in the campaign against doping in sports.

In 2012, the UNESCO Fund for the Elimination of Doping in Sport decided to finance the implementation of seventeen new projects to fight against anti-doping



Poster of the documentary film The War on Doping pre-released by UNESCO before the 2012 Olympic Games.

© Mafmé Film and Television

in sports. By the end of the year, funds added up to US\$1.3 million for 80 national and international projects supported by the Fund since its establishment in 2008.

In November, the International Olympic Committee (IOC)-UNESCO Eight World Conference on Sport, Culture and Education furthered discussions around anti-doping in sports, among over 500 participants from 110 countries in Amsterdam (the Netherlands). Discussions focused on the concrete and powerful changes young people are generating in their communities.

■ The future we want

Each year, World Philosophy Day offers a unique opportunity to bring the international community together and encourage thought-provoking discussions on contemporary issues.

Philosophy Day 2012 was celebrated under the theme 'Future Generations'. 'It's you who will come and open these, not us,' Director-General Irina Bokova told an excited group of primary school children from the Paris region (France), during the 'burial' of the 'UNESCO capsule for Future Generations', one of the highlights of the Day's celebrations. The two metal cylinders are not to be opened before the same date in 2062. They contain some 280 messages received from young people around the world, many of them expressing fear and fascination over technological developments, questions on the place of money in societies of the future, food, environmental concerns and values such as peace and equality. They also contain various objects symbolizing today's communication tools.

© NOC/NSF





Dancers performing at the opening ceremony of the International Olympic Committee (IOC)-UNESCO 8th World Conference on Sport, Culture and Education in Amsterdam (the Netherlands).



A large group of young people, mostly children and teenagers, are gathered on a paved outdoor area. They are wearing orange t-shirts with a white UNESCO World Heritage logo on the front. Some are wearing white t-shirts. They are all raising their arms in a celebratory gesture, forming the shape of the UNESCO World Heritage logo. The logo is a stylized 'U' shape with a globe in the center. The text 'CHAPTER 5' is overlaid in large, bold, yellow letters at the top center of the image.

CHAPTER 5

Safeguarding and Transmitting our Heritage

UNESCO's World Heritage (Patrimonio) logo formed by the participants at the first Asia-Pacific Forum of World Heritage Site Managers and Youth NGOs in Seoul (Republic of Korea) to mark the Convention's 40th anniversary.

Safeguarding and Transmitting our Heritage

In 2012, UNESCO succeeded in mobilizing the international community in response to threats to cultural heritage by armed conflicts and natural disasters in several regions of the world.

On the ground, the Organization's ambitious capacity-building initiatives were pursued in over seventy countries to ensure improved understanding and implementation of UNESCO's culture conventions, particularly in the areas of intangible heritage and illicit trafficking. The year-long celebration of the fortieth anniversary of the World Heritage Convention generated new momentum for the most widely implemented legal instrument in the field of heritage conservation.

■ Protecting natural and cultural heritage in danger

Cultural heritage sites around the world are increasingly becoming the collateral victims of both natural disasters and armed conflicts. Timbuktu and its sixteenth-century theological collections, the Saharan city of Ghadamès in Libya, the historic centre of Aleppo in the Syrian Arab Republic and Italian Renaissance palaces are just some of the imperilled treasures. Such heritage bears immeasurable value not only for local communities, but for all of humanity.

UNESCO's Director-General Irina Bokova repeatedly voiced concern throughout 2012 about the risk posed by fighting around the World Heritage sites and called on both local authorities and warring factions to respect internationally recognized obligations to safeguard heritage in times of war.

In keeping with UNESCO's conventions on the protection of tangible and intangible heritage, the Organization deployed field missions to assess damage arising from armed conflict and natural disasters and prepare emergency measures by mobilizing international cooperation.

Mali

The World Heritage properties situated in the northern parts of Mali have been subjected to destructive attacks since they were occupied by armed rebel groups in April 2012. At the World Heritage site of Timbuktu, eleven (out of sixteen) mausoleums were desecrated, as well as two at the Mosque of Djingareyber, the city's most important mosque. In addition, two mausoleums at other sites sustained damage. Since April, Ms Bokova has urged concerted action to prevent loss or destruction posed by fighting around the city's great mosques,



© Serge Negre



Aerial view of the fourteenth-century Sankoré Mosque, one of the three great mosques in the World Heritage site of Timbuktu.



© L. Eloundou-Assomo/UNESCO

Thanks to the efforts of local citizens and authorities, 90 per cent of Timbuktu's ancient Islamic manuscripts have been saved.

along with the site's numerous cemeteries and mausoleums.

Following reports that rebels had over-run and looted Timbuktu's Ahmed Baba Institute of Higher Islamic Studies and Research (IHERI-AB) and other cultural institutions containing thousands of ancient books and historical documents, the Director-General saluted the courage of the citizens who had rallied to protect these ancient documents. She also appealed

to all parties concerned, including Mali's warring factions, neighbouring governments, INTERPOL, the World Customs Organization, French and Italian specialized police forces and art market professionals, to be on the alert against any attempt to traffic stolen property, using the tools provided by the 1970 UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property.

In May 2012, UNESCO dispatched an emergency mission to meet with national authorities, and agree on urgent preventive measures. Subsequently, UNESCO worked closely with Malian authorities in their efforts to take concrete actions to preserve the country's cultural heritage. As a result, the Government of Mali finalized the country's accession to the 1999 Second Protocol to the Hague Convention of 1954 for the Protection of Cultural Property in the Event of Armed Conflict, which enables it to submit requests for financial assistance. The two World Heritage sites of Timbuktu and the Tomb of Askia were added to the List of World Heritage in Danger by the World Heritage Committee on 28 June 2012. An exhaustive report concerning priority measures to preserve Mali's World Heritage sites was prepared, and Mali received technical and financial assistance from UNESCO and the international community for preserving its heritage sites.

UNESCO also produced a map of cultural heritage sites in northern Mali with geographical coordinates and a 'Heritage Passport', which were distributed to armed forces, NGOs, humanitarian organizations and local communities in Mali in December 2012 in order to protect cultural heritage in the north of Mali in the event of a military intervention.

Echoing the call of the Director-General, the World Heritage Committee also established a Special Fund to support Mali's efforts to safeguard its affected World Heritage properties. The Committee appealed to all UNESCO Member States and to the Islamic Educational, Scientific and Cultural Organization (ISESCO) as well

UNESCO's [May 2012] mission, which has led to the development of the first emergency measures to safeguard the World Heritage sites of Mali, is the first cultural response to the crisis in the north of the country

H.E. Ms Diallo Fadima Touré, Former Culture Minister of Mali

as the Organization of Islamic Cooperation (OIC) to provide financial resources to this Fund. The Fund will support Mali in assessing damage at the sites, and carrying out reconstruction and rehabilitation projects for the properties affected as soon as this is made possible by the security situation. It will also be used to reinforce the capacities of the managers of the sites and of local communities of Timbuktu and Gao.

Syrian Arab Republic

The Director-General systematically expressed utmost concern over the escalation of violence in the Syrian Arab Republic, in particular in the vicinity of the six Syrian sites – Damascus, Aleppo, Palmyra, Bosra, the Crac des Chevaliers and Saladin's Castle, and the Ancient Villages of Northern Syria – inscribed on the World Heritage List. A first appeal made in March to the parties involved in the conflict to protect all Syrian cultural heritage was reiterated throughout 2012, especially as reports over heavy fighting in Aleppo reached the Organization.

In the framework of the 1970 Convention, the Director-General once again contacted the World Customs Organization, INTERPOL and the specialized heritage police of France and Italy to alert them to objects from Syria that could appear on the international antiquities market. She also called for the mobilization of all UNESCO's partners to ensure the safeguarding of this heritage.

Owing to the volatile security situation, it was not possible to assess the extent of the damage to the ancient city of Aleppo and the World Heritage sites through the first semester of the year. During fierce fighting for control of the city, fire had severely damaged hundreds of shops in the ancient markets in the old city of Aleppo by the end of September. The Umayyad Mosque in Aleppo was damaged one month later. Each time, UNESCO continued to remind all parties concerned that it stands ready to provide all of its expertise and support for the safeguarding of all of Syria's extraordinary cultural heritage in terms of both mitigation of this tragedy and prevention of further damage, as soon as the security situation improves.

Libya and Tunisia

UNESCO also called for special protection of Libya's Old City of Ghadamès, inscribed on the World Heritage List, which was the target of rocket attacks in May. The Organization also pleaded for an immediate halt to the destruction of Sufi shrines and libraries in Zliten, Misrata and Tripoli in August.

The Director-General praised the Libyans' unflinching commitment to the protection of their cultural heritage throughout the previous year, demonstrating that such heritage cannot be held hostage to local or international dissent and conflict. During the unrest, which caused much human and material loss in Libya in 2011, UNESCO



© UNESCO/Winnie Denker

repeatedly alerted all concerned parties about their responsibility to protect the country's cultural heritage. The Director-General also reminded them of their obligations under the Hague Convention and its two Protocols. In 2012, UNESCO resumed its cooperation with Libya and stood by the Libyan authorities to assist in the effective protection and conservation of its heritage as part of the country's recovery and development.

The Organization also condemned the profanation and sacking of a mausoleum on the outskirts of Tunis (Tunisia) dedicated to Sayyeda Manoubia, one of the most revered Sufi saints. The Director-General urged Tunisian authorities to take every possible measure to protect cultural

UNESCO has called upon the international community to protect Syria's heritage including the citadel of the Old City of Aleppo.



UNESCO's World Heritage Earthen Architecture Programme seeks to protect earthen architecture, such as the typical Togolese mud tower houses at the Koutammakou World Heritage site.

© CRATERRE-Thierry Joffroy

sites and places of historical significance for the identity of the Tunisian people.

UNESCO also sent missions to monitor damage to heritage in northern Italy following a powerful earthquake on 20 May. While initial reports from the Italian authorities indicated that the World Heritage sites of Ferrara, as well as Mantua and Sabbioneta, had not suffered severe damage, UNESCO continued to monitor the situation.

■ Mobilizing to protect earthen architecture

The World Heritage Earthen Architecture Programme (WHEAP) was marked by the tragic events in Mali and the Syrian Arab Republic, which threatened and destroyed some of the most significant earthen World Heritage properties in Africa and the Arab world.

WHEAP plays a major role in the development of the UNESCO Action Plan initiated by the Government of Mali, in cooperation with a number of technical and financial partners, to consolidate an international safeguarding campaign for Mali's cultural heritage. The WHEAP's Conservation Project for Africa, financed by the Italian Government, implements two activities that will support the State Party in restoring and reconstructing their precious architectural heritage once the situation is stabilized. Proposed activities include the comprehensive documentation of the mausoleums and the creation of a conservation manual for Timbuktu.

The situations in Mali and the Syrian Arab Republic were the focus on many discussions during the two-day international Colloquium in December 2012, organized in cooperation with CRATERRE-ENSAG, the International Centre

for Earthen Architecture, and funded by Italy. The colloquium brought together more than 240 international participants including forty of the world's leading experts in the field. Case studies of World Heritage earthen architecture conservation illustrated challenges and threats to the sites, in conflict and post-conflict situations and following natural disasters.

The colloquium issued an appeal to the international community calling for enhanced appreciation of earthen architecture's qualities as a means for sustainable development, and for further recognition of this topic in the Operational Guidelines for the Implementation of the World Heritage Convention. The event received high visibility in the international press and media, enhancing the beginning of the second regional phase in Latin America and Central Asia, where the WHEAP will undertake new activities.

■ The World Heritage Convention celebrates its fortieth anniversary

The Director-General launched the fortieth anniversary celebrations of the World Heritage Convention in a ceremony at UNESCO Headquarters on 30 January. The highlight of the event was a concert by jazz legend and UNESCO Goodwill Ambassador Herbie Hancock, with performances by Corinne Bailey Rae, Esperanza Spalding, Manu Katché and

Stephen Brown. This was the first of a series of worldwide events States Parties to the Convention organized over the year focusing on the theme 'World Heritage and Sustainable Development: the Role of Local Communities'. The fortieth anniversary of the Convention was celebrated in over forty-nine countries at some seventy events.

Amid intense media attention due to the destruction of sacred tombs in Timbuktu by armed groups, the thirty-sixth session of the World Heritage Committee was held in St Petersburg (Russian Federation) from 24 June to 6 July. The Committee discussed the challenges facing heritage and reviewed forty state-of-conservation reports for sites already on

On a June night filled with butterflies and fireworks, tens of thousands of Vietnamese joyfully celebrated the inscription of the Citadel of the Ho Dynasty on the UNESCO World Heritage list.



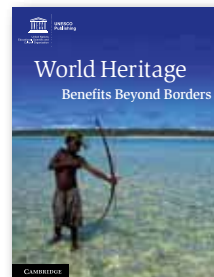
the List; inscribed twenty-six new sites; and added five sites to the List of World Heritage in Danger, including two in Mali.

In conjunction with the celebrations, the project 'Protection, Preservation and Prosperity: Stories of World Heritage' was launched in July by UNESCO and the Smithsonian Institution. Using mobile phone technology to reach the wider public, the project focuses on ten World Heritage sites that demonstrate the role of local communities in World Heritage preservation.

A three-day event in Kyoto (Japan) was co-organized in November by UNESCO and the Government of Japan. Financed chiefly through the UNESCO Japan Funds-in-Trust, it brought together over 500 international heritage experts from sixty countries and marked the end of the year-long worldwide celebrations. A series of presentations and panel discussions focused on subjects in line

with the theme of the anniversary, the challenges facing the Convention and lessons learned over the past four decades. The 'Kyoto Vision' was adopted to orient future implementation of the World Heritage Convention.

Three major publications were launched to celebrate the fortieth anniversary of the World Heritage Convention



World Heritage: Benefits Beyond Borders, co-published with Cambridge University Press, and financed through the UNESCO Japan Funds-in-Trust, presents case studies of twenty-six thematically, typologically and regionally diverse World Heritage sites, illustrating their benefits to local communities and ecosystems and sharing the lessons learned with a diverse range of stakeholders.



African World Heritage: A Remarkable Diversity, financed by the Swiss Funds-in-Trust, offers a first-time overview of the management and impact of World Heritage properties on the continent.



The UNESCO World Heritage Atlas, co-published with Italian cartographer DeAgostini, features detailed maps, along with photographs, descriptions and statistical data on the 962 natural and cultural sites inscribed on the World Heritage List.

Frevo, a Brazilian living heritage expression blending music and dance, performed at the Carnival of Recife.



© Acervo PCR

■ Strengthening national capacities to sustain living heritage

Intangible cultural heritage (ICH) – such as oral traditions, performing arts, social practices, rituals, festive events and knowledge and skills related to traditional crafts – is now widely recognized as a fundamental part of the cultural heritage of humanity. Living heritage provides a sense of identity and continuity to communities, which is becoming increasingly crucial for sustainable and inclusive development in our globalized world.

The challenges of the safeguarding of ICH are various and multifaceted. Many stakeholders have turned to UNESCO to seek technical advice for safeguarding this fragile living heritage. For these reasons, UNESCO has given special attention to strengthening national capacities for safeguarding ICH through the creation

of training curricula and materials, the establishment of a network of expert facilitators and the delivery of training services to beneficiary stakeholders.

During 2012, capacity-building activities were under way in more than sixty-five countries worldwide, reaching over 1,600 individuals ranking from heritage managers to policy-makers and members of cultural communities or NGOs. Each beneficiary country has received a custom-designed complement of activities, including needs assessments, training workshops and policy consultations, over the course of twenty-four to thirty-six months. The activities address the revision of policies and legislation, the redesign of institutional infrastructures, the development of inventory methods and systems, the full involvement of diverse stakeholders and the technical skills required to safeguard ICH. Curriculum materials and training resources have been expanded and updated, based

upon feedback from the field. These materials are being made available in English and French, as well as in Spanish, Portuguese, Arabic, Russian and other languages.

Conscious of the pivotal role of youth in safeguarding ICH, UNESCO is also strengthening its partnership with young people in the implementation of the 2003 Convention. Several activities are targeting young people of South-Eastern Europe, Central African countries and the Caribbean to explore the role of youth in safeguarding ICH.

With four new elements inscribed to the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, twenty-seven new elements inscribed on the Representative List of the Intangible Cultural Heritage of Humanity and two new programmes included in the Register of Best Safeguarding Practices by the Intergovernmental Committee in December 2012, the List of Intangible Cultural Heritage in Need of Urgent Safeguarding now totals thirty-one elements; the Representative List now comprises 257 elements; and the Register of Best Safeguarding Practices features ten programmes.

■ Memory of the World in the Digital Age

The UNESCO conference ‘Memory of the World in the Digital Age: Digitization and Preservation’, opened in Vancouver (Canada) on 26 September, bringing together experts and government officials from 110 countries. In a video message to participants, Irina Bokova, Director-General of UNESCO, underlined that the vulnerability and the short life expectancy



Ancient Naxi Dongba literature manuscripts (China), a unique form of script and stone records inscribed on the Memory of the World List in 2003.

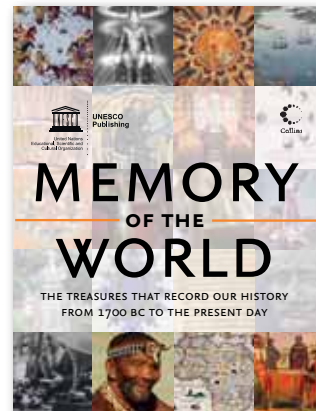
of digital documents which have become the main means of communication and transmission of information is a source of concern to the Organization.

This concern underpins UNESCO's Memory of the World programme, which was created to protect, preserve and promote all types of heritage worldwide. The multi-stakeholder conference, hosted by the University of British Columbia (UBC), was organized in the

framework of the programme's 20th anniversary.

During the meeting, participants sought ways to raise awareness of, and develop guidelines for, digitization and digital preservation; examined UNESCO's potential role in the international debate on digitization and digital preservation practices and standards; and produced the UNESCO/UBC Vancouver Declaration setting out UNESCO's digital agenda for the future. Participants also worked on developing partnerships with key stakeholders from governments, the public and the private sectors.

Memory of the World



For the very first time, the most historically valuable documents listed on the Memory of the World international register were collected in one volume entitled *Memory of the World: The Treasures that Record our History from 1700 BC to the Present Day*. Co-published with HarperCollins and featuring beautiful full-colour photos and illustrations, the publication was launched in 2012 during the 190th session of the Executive Board.

■ Combatting illicit trafficking of cultural property

During 2012, UNESCO gave a new impulse to building capacity to efficiently combat illicit trafficking of cultural property through training activities around the world.

As the 1970 Convention effectively addresses the endemic problem of illicit excavations and trade of archaeological artefacts, especially the illicit export of religious and pre-Columbian artefacts, a series of seminars took place in

'Recovered Treasures' retrieved from illegal sources by Italian Carabinieri were exhibited at UNESCO Headquarters in June and July. Amongst them, pre-Columbian figure vessel (Ecuador); fragment of medieval fresco (Italy); fourth-century BC red-figure bell crater (Italy) and first century AD marble oscillum (Italy).



© Ecuadorian Embassy in Rome



© Sopr. BAPSAE Caserta e Benevento



© Sopr. per i beni arch. di Roma

several countries in Latin America and the Caribbean – Argentina, Chile, Ecuador, Peru and Saint Lucia. These seminars focused on improving security conditions in archaeological sites, better management of inventories and monitoring of border controls.

Training activities also took place in Africa in 2012, in Senegal and Botswana, a priority region where it is imperative to develop strategies to fight the illicit trafficking of cultural property. Despite national efforts, cultural property, including sacred and ritual artefacts, is vulnerable to widespread theft, especially from archaeological sites. Further, political crises and growing insecurity in some regions have negatively impacted their ability to protect their cultural heritage.

Cultural property from South-East Europe also continues to enter illicit trafficking networks, where the lack of security at some archaeological sites, museums, galleries, places of worship and underwater archaeological sites in the Adriatic Sea and inland waters means that

the material is subject to intense looting. For this reason, another training activity organized by UNESCO took place in Turkey in 2012.

An unprecedented exhibition in UNESCO Headquarters entitled 'Recovered Treasures' showcased several archaeological, medieval and Renaissance objects, paintings and illuminated manuscripts, all of which had been stolen or illicitly exported from their countries of origin and later recovered by the Italian Carabinieri Department for the Protection of Cultural Heritage, in collaboration with police and judicial authorities of other countries.

The exhibition helped visitors to better understand the problem of illicit trafficking of cultural objects throughout the world, and to learn which mechanisms exist to facilitate their restitution to their countries of origin. It took place in connection with the Second Meeting of States Parties to the 1970 Convention, the eighteenth session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation, and the First Meeting of the Special Committee to review the Practical Operation of the 1995 UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects (June 2012).

During this meeting, the Parties decided to reinforce this Convention by two follow-up mechanisms to strengthen its implementation, namely to establish a two-year meeting of States Parties to the Convention and to create an eighteen-Member Subsidiary Committee to be convened every year to monitor the effective implementation of the Convention.

■ UNESCO renews collaboration with Myanmar to safeguard cultural heritage

After a hiatus of more than a decade, UNESCO Bangkok and the Project Office in Yangon have resumed cooperation with Myanmar's Department of Archaeology, National Museum and Library (DoA) to implement the 'Capacity Building for Safeguarding Cultural Heritage in Myanmar' project in 2012. Following the recent reforms in Myanmar, the project was conducted in the context of the government's re-engagement with the international processes of the World Heritage Convention.

The one-year project, which was funded by a contribution of US\$533,332 from the Italian Government, responded to the high-priority needs of the national authorities at two major heritage sites on the country's Tentative List: the Pyu Ancient Cities serial site and Bagan Archaeological Area and Monuments.

The project comprises three components: assisting the government in nominating the Pyu Ancient Cities for World Heritage; field training in site management and conservation; and developing geographic information systems (GIS) for cultural heritage site management.

International and national experts mobilized by the project provided technical assistance to national authorities, which resulted in the official submission by the Myanmar Government of a World Heritage nomination dossier for the Pyu Ancient Cities in early 2013.

With a view to enhancing capacity for World Heritage safeguarding, UNESCO

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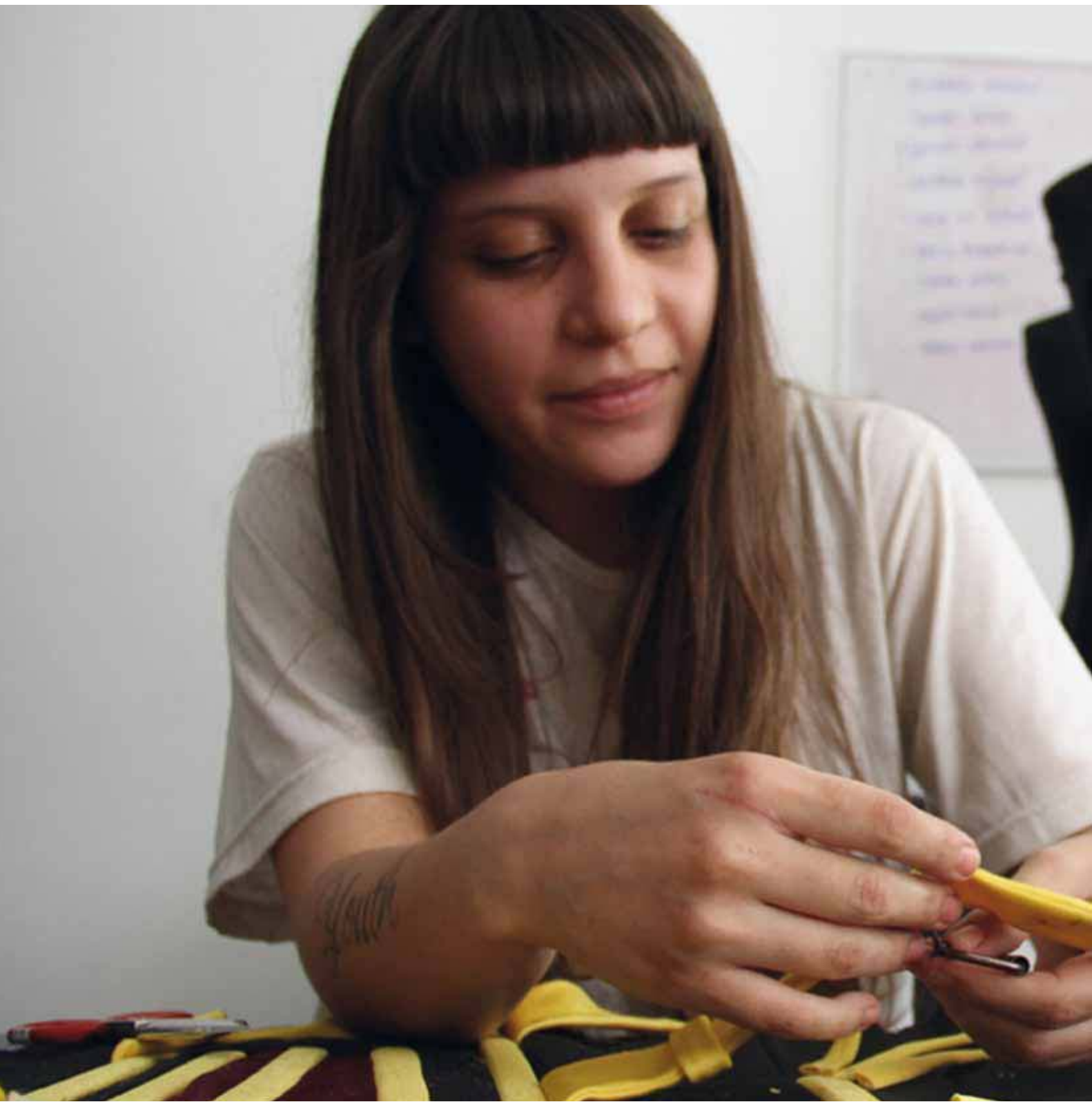


also provided local experts and officials with exposure to current international standards in cultural heritage management and conservation. Leading international organizations, including the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM) and the Lerici Foundation based in Italy, conducted training in archaeological site conservation, World Heritage site management, and the conservation of mural paintings and stucco carvings. The hands-on training at the Pyu Ancient Cities sites and at Bagan led to improved conservation standards through practical demonstration projects. These included the consolidation of external carved stuccoes at a temple site in Bagan and the systematic re-excavation, documentation and conservation of excavated artefacts at the highly significant Khin Ba Mound in Sri Ksetra.

At the institutional level, the project assisted the authorities in strengthening their management capacity for cultural heritage sites. For the first time in Myanmar, advanced technologies such as GIS were successfully put in place for the purpose of protecting cultural heritage. Key reference documents pertaining to World Heritage were translated into the Myanmar language, to facilitate widespread diffusion and continued application among various national and local authorities.

The results achieved will serve as a solid foundation for the Myanmar national authorities to further build upon and to apply at other sites with the potential for World Heritage status. As a follow-up, Italy has generously pledged an additional US\$1 million contribution to continue to support Myanmar's ongoing efforts to safeguard its cultural heritage sites, including Bagan.

A trainee consolidating stucco at the Hsin-biyu-shin monastic complex in the Bagan Archaeological Area, one of the two Myanmar's major heritage sites on the country's Tentative List.



CHAPTER 6

Fostering Creativity for Development

Student honing her skills at the new school of the Fundación Teatro Argentino de la Plata, supported by UNESCO's International Fund for Cultural Diversity (IFCD).

© Leandro Jasa

Fostering Creativity for Development

UNESCO recognizes creativity as a precious resource with a potential to generate economic benefits while also enhancing our overall well-being. As part of its mission to advocate for the essential role of culture in development processes, UNESCO is committed to promoting creativity and innovation. In 2012, a wide range of activities undertaken in conjunction with the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, the MDG Achievement Fund and other ongoing programmes supported developing countries in strengthening their creative and cultural sectors and forging sustainable national development policies and strategies.



International Fund for Cultural Diversity 2012 brochure. The Fund provides support to initiatives that boost creative capacities in developing countries. Africa's vibrant culture, considered by UNESCO as a tremendous motor for sustainable economic and social development, is a major beneficiary of the Fund.

■ Bolstering cultural industries in Africa

Africa is a strong supporter of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. To date, thirty-four sub-Saharan countries have ratified this international legal instrument.

To support African countries in their efforts to translate the Convention's principles into national policies and programmes, UNESCO has implemented various initiatives. A Pilot Capacity-Building Programme was rolled out throughout 2012 to increase the expertise and know-how of thirty-two African specialists in approaches to developing cultural and creative industries, creating tailored-made training materials and sharing information through the '2005 Convention in Africa' web page. This initiative is part of a long-term strategic investment to increase human and institutional capacities and support countries with the tools and expertise they need to implement the Convention and develop effective policies for national cultural and creative sectors.

Training activities, both online and through workshops, have focused on

key areas requiring specialized technical support such as value chain analysis and technical assistance interventions. UNESCO partnered with the African Arts Institute (AFAI) and Culture and Development to carry out activities. In October, AFAI and the Convention Secretariat facilitated a training session in Cape Town (South Africa) for seventeen English-speaking African specialists. Training was also delivered in the UNESCO Dakar office to fifteen French-speaking specialists. Over one-third of the participants chosen were women. These efforts have contributed to expanding local knowledge on the Convention by establishing a learning network of policy specialists that will enhance their understanding of the cultural and creative sectors in Africa.

Other stakeholders have been involved in capacity-building efforts: a hands-on practical training session for African National Commissions on the Convention took place in Abidjan (Côte d'Ivoire) in June 2012 to discuss the key role National Commissions play in implementing the Convention. The session was attended by thirty-five participants from twenty-eight African National Commissions for UNESCO, as well as thirty government officials from different Côte d'Ivoire ministries.



© 2012 Themacult/ITI

Niger

UNESCO is working with the Organisation internationale de la Francophonie (OIF) and the National Ministry of Youth, Sports and Culture, as part of a four-year cooperation plan to consolidate and strengthen cultural industries in Niger and implement the 2005 Convention. The plan aims to support the country in its efforts to create and implement policies and measures that encourage the creation, production, distribution and enjoyment of cultural goods and services. The

initiative is strengthening the system of governance, diversifying and increasing financial opportunities, professionalizing the cultural sector and demonstrating the social, economic and political benefits of including culture in the national development process.

A two-year capacity-building initiative to train Nigerien artists and government employees carried out by the Organization, financed by the Japanese Government refocused activities under this new thrust and will continue reinforce

the capacities of public institutions, such as the Agence de Promotion des Entreprises et Industries Culturelles (APEIC).

Burundi

Another action of the Pilot Capacity-Building Programme involved the UNESCO Office in Bujumbura and the Ministry of Youth, Sports and Culture of Burundi. Together they organized a second capacity-building workshop on the implementation of the 2005 Convention

Two of the 32 African professionals participating in a UNESCO workshop in Cape Town on policy approaches to cultural industries development.



© El Hussein/Chifunyse

The EU-funded UNESCO technical assistance mission to Malawi provided practical training in entrepreneurship to musicians, artists and other cultural professionals.

in October 2012. It was attended by seventy-five participants, including cultural professionals from different sectors, civil society organizations, training and research institutions, parliamentarians, the press and representatives of public institutions.

The workshop developed the enhancement of the diversity of cultural expressions and the promotion of cultural industries; the elaboration of the periodic report for Burundi, and the principles and application procedures of the International Fund for Cultural Diversity.

Namibia

Namibia places high value on the importance of culture for the social and economic development of the country. For years national objectives have included the optimization of the economic contribution of the arts and culture and the promotion of thriving cultural

industries to address unemployment. However until very recently no effort has been made to develop national statistics to monitor the achievement of these goals. This has undermined actions taken to promote culture and the creative sector and has resulted in the re-marginalization of culture in national development strategies. Things are changing thanks to the implementation of the UNESCO Culture for Development Indicator Suite (CDIS), which is currently being implemented in eleven countries around the world. This operational tool of the 2005 Convention provides policy-makers with an analysis of their country's 'culture and development DNA'.

In 2012, UNESCO, along with a team of local consultants from the University of Namibia's Department of Statistics, implemented the CDIS in Namibia to quantitatively analyze

culture's contribution to development at the national level for the first time. Key indicators uncovered compelling arguments to advocate for culture being taken seriously by other sectors and to bring culture in from the margins in current national development plans. The CDIS also identified gaps in the national curriculum for secondary education, which inhibit learners from pursuing employment and further studies in the arts, culture and creative industries.

■ Successful completion of the first phase of the UNESCO/EU expert facility project

As part of the implementation of the 2005 Convention, the UNESCO/EU funded project 'Expert Facility to Strengthen the System of Governance for Culture in Developing Countries', launched in 2010, has dispatched recognized experts in cultural governance and cultural industries to carry out technical assistance missions in developing countries. Their high-level expertise assists countries in ongoing efforts to strengthen human and institutional capacities to develop policies that support the emergence of dynamic cultural and creative industries.

Thirteen technical assistance missions were successfully completed in 2012 in Argentina, Barbados, Burkina Faso, Cambodia, Democratic Republic of the Congo (DRC), Haiti, Honduras, Kenya, Malawi, Mauritius, Niger, Seychelles and Viet Nam.

The outcomes of the technical assistance missions in Africa were

New UNESCO policy guide to reinforce local creative economies

numerous and far-reaching. They include the establishment of a creative industries policy and a strategy for the development of the music industry in Seychelles; a strategy to increase arts and culture education in Burkina Faso; a cultural policy declaration in DRC; an intervention strategy for l'APEIC for structuring cultural sectors in Niger with a medium-term action plan, a local strategy for cultural industries and an action plan in Mauritius; training programmes in the field of music and visual arts in Kenya, and recommendations to revise the draft cultural policy and training of key stakeholders in Malawi.

Democratic Republic of the Congo

In recent years, cultural industry development has been high on the agenda of the Democratic Republic of the Congo. The country's achievements include creating a collective society for



UNESCO's new *Policies for Creativity: Guide to Develop Culture and Creative Industries* presents in a simple and practical manner ways and means to develop and support a local creative economy movement in low – middle income countries. It was conceived as one of the main tools used in the capacity-building programme of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

Intended for use as a resource for policy-makers at the national and local level, the guide covers the different stages of designing and implementing cultural and creative industry policies. It presents concepts and practical suggestions on moving from strategy development to actual implementation, and addresses various areas of policy intervention, such as legal and regulatory, training and education, funding, infrastructure development, investments, competition and innovation, market access and development. This practical guide also contains exercises, question and answer sections, case studies, worksheets, graphs, a full bibliography and a glossary. First published in French and Spanish, the English version will be available in 2013.

the management of intellectual property rights; finalizing a national book policy; transforming an existing fund for cultural promotion into an institution for public funding; and organizing a cinema week that has enabled a mapping of the film sector.

Acknowledging that a coherent cultural policy is essential for development, the DRC requested technical assistance from the UNESCO/

EU Expert Facility project to enable professionalization of the culture sector and to develop a cultural policy to implement UNESCO's 2005 Convention.

Two experts from Canada and Togo visited the country in April and June 2012. They were selected by the government to assist in setting up a comprehensive legal and regulatory policy framework for the development of the country's cultural industries.

As a result of the experts' participation, a preliminary declaration on priority areas of action was drafted by a working group of public representatives and cultural operators, which was approved by the government. This declaration provides the scope, principles, objectives, guidelines and recommendations for the policy, and will lead to the development of a national cultural policy and specific laws on the status of artists and on cultural funding. It will also set up an integrated support mechanism for cultural industries.



Young professionals at Senegal's YAKAAR Training Centre for the Performing Arts, created with support from UNESCO's International Fund for Cultural Diversity.



■ First celebration of International Jazz Day

During the 2011 UNESCO General Conference, the international community proclaimed 30 April International Jazz Day. The primary objective was to raise awareness in the international community of the virtues of jazz as an educational tool, and a force for peace, unity, dialogue and enhanced cooperation among people. For the first edition of Jazz Day in 2012, many governments, civil society organizations, educational institutions and private citizens who engage in the promotion of jazz music embraced the opportunity to foster greater appreciation not only for the music but also for its contribution to building more inclusive societies.

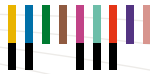
UNESCO partnered with the Thelonious Monk Institute of Jazz, chaired by UNESCO Goodwill Ambassador Herbie Hancock, to organize three flagship events at UNESCO Headquarters, in New Orleans and at the UN Headquarters in New York (USA).

Festivities were launched at UNESCO Headquarters on 27 April with a series of live performances, master classes, round tables, improvisational classes, photo exhibits and various other jazz-related activities. Several French and international radio stations broadcasting from UNESCO covered the Day. In the evening, Herbie Hancock headlined a concert with Dee Dee Bridgewater, Marcus Miller, Barbara Hendricks, Hugh Masekela, George Benson and others.

UNESCO Goodwill Ambassador Herbie Hancock kicks off the celebrations for the first International Jazz Day at UNESCO Headquarters.



United Nations
Educational, Scientific and
Cultural Organization



International Jazz Day

■ Transforming societies through creativity

To reinforce the contribution of creativity and innovation to sustainable development, UNESCO implements a series of activities to promote artists at the national, regional and global levels. Based on South–South and North–South–South cooperation, and favouring public-private collaboration, these activities focus on exchange, training, advice and capacity-building, which target in particular youth from developing countries. They are conceived in synergy with the initiatives linked to UNESCO’s culture conventions.

The International Fund for Cultural Diversity (IFCD) was established by the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Since 2010, this Fund has made investments in sixty-one

projects in forty developing countries, totalling over US\$3.9 million designed to strengthen the creative sector. The Fund, which gives priority to local ownership, assists in developing policies and strategies, reinforcing institutional structures, supporting cultural entrepreneurs, consolidating the cultural industries and creating markets to spark lasting change that can transform livelihoods, sluggish cultural industries and markets.

In 2012, the Intergovernmental Committee for the Convention approved thirteen projects to be implemented in twelve developing countries from Africa, Latin America, Asia and the Pacific and Eastern Europe to be financed by the IFCD for a budget of over US\$1 million.

In South Africa, the IFCD supported the Harlequin Foundation in training 70 young people from different communities in Cape Town in cultural entrepreneurship. The IFCD

On 30 April the focus switched to New Orleans, the birthplace of jazz, where a special concert took place in Congo Square just after sunrise. It featured a number of jazz luminaries along with Hancock including Dianne Reeves, Jeff ‘Tain’ Watts, and many New Orleans natives such as Ellis Marsalis.

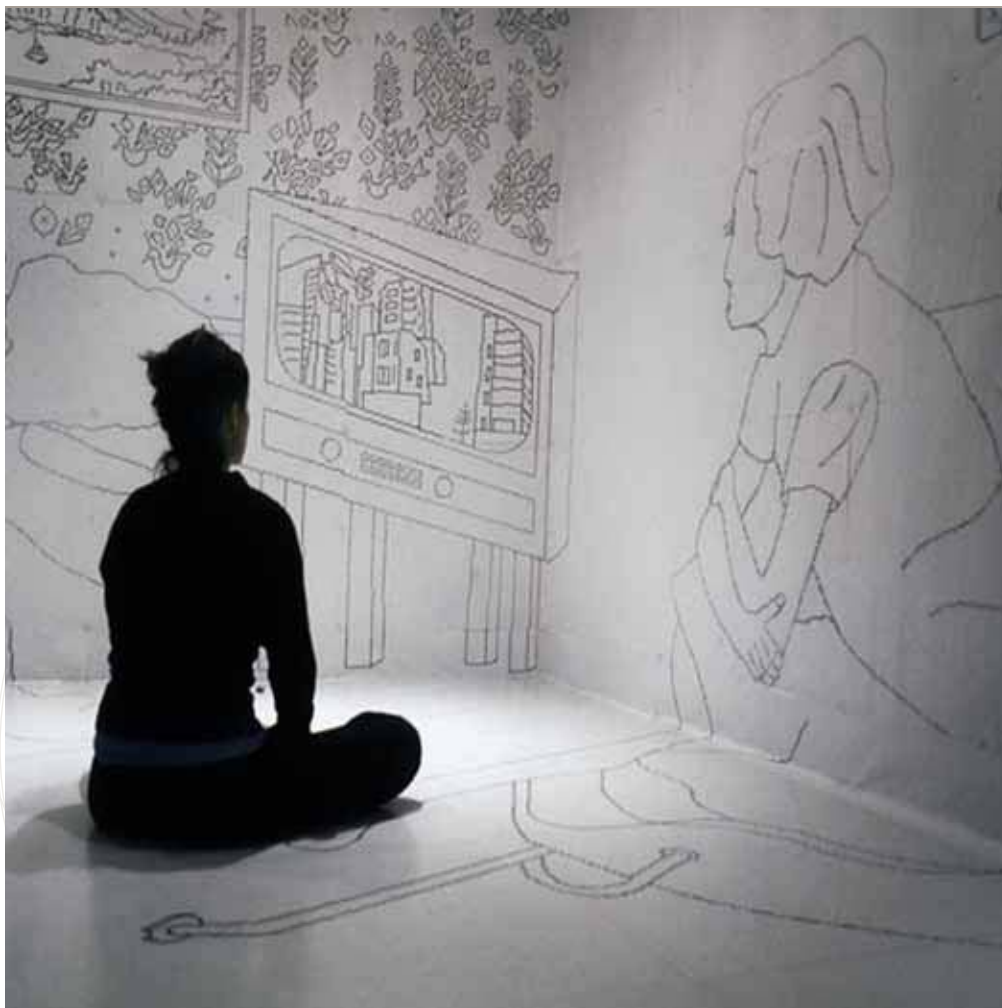
That same evening, another concert was held at the UN General Assembly in New York, hosted by UNESCO Director-General Irina Bokova and featuring Herbie Hancock, Richard Bona, Angélique Kidjo, Wynton Marsalis and many more. Co-hosts included Robert De Niro, Michael Douglas, Morgan Freeman and Quincy Jones.

The Day was a global success, with over forty activities in countries from every region and continent. The events at UNESCO were attended by almost 2,000 visitors, including music students, artists, sponsors, the media and the general public. The Day enjoyed enormous media coverage around the world, with more than 2,050 articles published by international outlets. Exposure was strengthened by webcast and coverage from Arte, TSF Jazz and PBS.

A new UNESCO IFCD-supported audio-visual training centre has helped indigenous and afro-descendant youth in Guatemala secure employment in many film-industry activities.



© IRIPAZ



23=2 mm², an installation by Cecilia Ramirez Corzo, Mexican artist and 2012 UNESCO-Aschberg bursary recipient.

is also investing in projects that reinforce the book industry in Croatia, notably by conducting a mapping of the sector.

In Saint Vincent and the Grenadines, a country-wide project is devoted to building capacities of associations and organizations involved in local industries. The ultimate goal is to create an environment in which new businesses may emerge in a thriving cultural industry sector.

In 2012 the UNESCO-Aschberg Bursaries for Artists promoted the mobility of young artists worldwide by awarding a total of

eighteen young artists between 25 and 35 years old from Afghanistan, Algeria, Argentina, Botswana, Bulgaria, Canada, Colombia, Chile, Croatia, Egypt, Japan, Mexico, Islamic Republic of Pakistan, South Africa, Spain, Togo and Turkey. The eleven artists, four musicians and three writers stayed in Associated Residencies in Bahia, Sydney, New Delhi, Medellin, Seoul, Virginia, Milano, San Francisco, Rome, Dakar, Montreal and Sobo Badè in Senegal.

The 'Travel to Learn Arts and Craft' programme was created as a result of a

partnership between UNESCO and the Culture et Diversité foundation (France). This exchange programme enables arts and crafts students to acquire new skills to complement their initial training, while sharing their own experience with others. Students from developing countries interact with French craftspeople while young French students discover the expertise of craftspeople in developing countries. During 2011 and 2012, four students from Chile, India, Lebanon and Mali spent four months in France. Four French students went to Chile, Ecuador and India. The results were presented at the International Heritage Show in Paris in November 2012.

■ The MDG Achievement Fund: culture for sustainable development

Established in December 2006 with an initial contribution of US \$710 million from the Spanish Government to the UN system, the Millennium Development Goals Achievement Fund (MDG-F) is an innovative international cooperation mechanism seeking to accelerate progress towards the accomplishment of the MDGs worldwide.

Building on the comparative advantage of the UN organizations and their joint efforts in the context of the UN Reform, the MDG-F supports national governments, local authorities and civil society organizations in their efforts to tackle poverty and inequality in eight areas or 'thematic windows'. UNESCO was designated leader of the thematic window on Culture and Development, whose overall

As a set of distinctive spiritual, material, intellectual and emotional features of society or a social group, culture frames the conditions for a genuinely human-centered approach to development.

Irina Bokova, Director-General of UNESCO and Helen Clark, UNDP Administrator

purpose is to demonstrate that, even though culture is not explicitly mentioned in the MDGs, cultural assets are essential components of national development. Eighteen large-scale joint development programmes have been implemented in Africa, the Arab States, Asia, Latin America and South-East Europe over a period of 3 to 4 years, ending in 2013.

Morocco

One of the main results expected out of the MDG-F Joint Programme implemented in Morocco from 2008 to 2012 was the pilot testing and implementation of new strategies for the development of creative and cultural industries, as a means of improving the life conditions of the local population of five vulnerable regions in the country. The programme's main outcomes were: achieving greater awareness about the importance of culture for development among policy makers and cultural managers through the establishment of a strategy and charter for the promotion and safeguarding of cultural heritage; the incorporation of heritage and gender into local strategic planning; and the empowerment of women's political representation in the communal elections of some of the remotest regions through information and awareness campaigns on the role of women in development processes, as well as capacity-building activities for elected women.

In Guelmim-Smara many small cooperative businesses were trained and supported to generate revenue through the traditional production practices of cultural heritage goods such as couscous, dates, tents and wickerwork. 326 people

(90 per cent women), benefitted from the MDG-F programme in this region alone. By the end of 2012, a total of 4,614 individuals in Morocco benefitted from this joint programme.

Nicaragua

The MDG-F Joint Programme implemented in Nicaragua from 2009 to 2012 aimed to ensure socio-economic development of Indigenous and Afro-descendant communities living in the Autonomous Regions of the Caribbean Coast, through the recovery, promotion and productive development of their culture, as well as the elaboration and dissemination of cultural research, statistics, indicators and public policies pertaining to those regions to further their knowledge of tangible and intangible cultural heritage.

The programme's major success was the undertaking of innovative activities for the creation and distribution of traditional crafts by groups of artisans. This has contributed to preserving and revitalizing their community identity. Seventy teachers were trained in jewellery techniques with seashells and animal bones, so they could transmit this ancestral know-how to children.

Through a partnership with the Design faculty of the Universidad Politécnica de Nicaragua forty-nine craftspeople from the Caribbean Coast were trained in innovation and marketing techniques. Creativity workshops were also organized to help local craftspeople conceive new designs for traditional crafts, together with contemporary artists and designers. This programme benefitted 12,300 entrepreneurs throughout the country.

Uruguay

Improving the quality and competitiveness of goods produced by cultural industries, increasing access of vulnerable social groups to cultural goods and strengthening the capacities of cultural institutions were the main objectives of the MDG-F Culture and Development Joint Programme implemented in Uruguay and completed in 2012.

The Usinas culturales (Culture factories) initiative was introduced within this programme to train women and young people excluded from the education and formal work systems. One component of this initiative involved teaching beneficiaries to craft bags, wallets and thistle and eucalyptus goods and furniture. 30,900 individuals (45 per cent women) directly benefitted from this programme.

The MDG-F programme in Morocco trained women's cooperatives to generate revenue through traditional products such as couscous.



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Press photographer in Afghanistan. UNESCO recurrently denounced and requested full investigation into the assassinations of the 121 journalists killed in the course of duty throughout 2012, almost twice as many as in 2011.



CHAPTER 7

**Defending
Freedom of
Expression**

PRESS

Defending Freedom of Expression

UNESCO's work in advancing the free flow of information and ideas experienced heightened relevance in the past two years. Besides supporting Member States in reforming policy in countries in regions including South-East Europe, the Middle East and North Africa, and West Africa amongst others, there has been intensive work on the safety of journalists and strides have been made in improving gender-sensitivity.

■ 2012: One of the deadliest years for media

One hundred and twenty-one journalists, media workers and bloggers were killed in 2012, making it the deadliest year for media since UNESCO began keeping records on the killing of journalists.

Forty-one of these victims lost their lives covering the conflict in the Syrian Arab Republic and another eighteen were killed in Somalia. However, the majority of victims were not war correspondents, but local reporters covering illegal activities such as drug trafficking or illegal logging.

UNESCO has repeatedly condemned and called for full investigation into these assassinations. Journalists must enjoy reasonable levels of personal safety if they are to carry out their work and realize the right of all citizens to receive reliable information. States and societies are responsible for creating and maintaining the conditions required to preserve the fundamental right to freedom of expression, guaranteed by Article 19 of the Universal Declaration of Human Rights, and combat the impunity all too often enjoyed by perpetrators of attacks against journalists.

Nevertheless, the number of journalists killed in the line of duty has been increasing and now totals more than

600 in the last ten years. Journalists and media workers are also the subject of other forms of harassment and intimidation – such as illegal arrest and sexual attacks on female journalists – which limit their ability to work freely and carry out their professional duties.

■ New UNESCO report denounces impunity for violence against journalists

A Report by the Director-General of UNESCO on the *Safety of Journalists and the Danger of Impunity* was presented to the Council of UNESCO's International Programme for the Development of Communication (IPDC) when it met in Paris (France) on 22 and 23 March. The Report provided information on the 127 killings of journalists condemned by UNESCO in 2010 and 2011.

According to the Report, few investigations have led to convictions. Out of the 245 killings of journalists that were condemned by the Director-General from 2006 to 2009, UNESCO received information from Member States on 101 cases and only nine of these advised that the killers had been convicted.



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With UNESCO's support, Liberia actively celebrated World Press Freedom Day in 2012.



© M. Iyadh Labben

Director-General Irina Bokova and Tunisian Prime Minister Hamadi Jebali at the opening of UNESCO's World Press Freedom Day conference in Tunis, May 2012.

The Report also notes that 'in most cases, these journalists were reporting on local conflicts, corruption and other illegal activities, and many of these attacks were perpetrated by police and security personnel, militia as well as non-state actors, such as organized crime groups.' The document highlights the pressing need to end impunity for such crimes, which constitute the ultimate violation of the right to freedom of expression.

■ First UN Inter-agency Initiative on the Safety of Journalists

The Second UN Inter-agency Meeting on the Safety of Journalists and the Issue of Impunity was held in Vienna (Austria) in November as part of international efforts to stem this violence. The meeting, organized by UNESCO, brought together

representatives from fifteen UN bodies. Representatives of more than forty NGOs and IGOs, independent experts, media groups and professional associations also attended.

During its meeting in March, the IPDC's Council had considered a draft UN Plan of Action on the Safety of Journalists and the Issue of Impunity. It was the outcome of a process that began in 2010 at IPDC's request and has now become the first UN-wide initiative to curb violence against media workers mobilizing all relevant UN agencies. The Plan was endorsed by the UN Chief Executives Board in April 2012. The UN organizations taking part in this 2nd UN inter-agency meeting in Vienna discussed the implementation strategy for this UN Plan of Action for the next two years.

This strategy includes international, regional and national activities, and

outlines more than 100 areas of work by different UN agencies and civil society groups to secure the safety of journalists. These areas of work include helping governments to develop laws and mechanisms favourable to freedom of expression and information; strengthening the safety of journalists in conflict zones; decriminalizing defamation offenses; and enhancing protection for women journalists in response to the increasing incidence of sexual harassment and rape.

Iraq, Nepal, Islamic Republic of Pakistan and South Sudan were selected for the first phase of implementation. Preparations are also under way to extend implementation to Latin America. Civil society delegates issued a statement during the meeting welcoming and endorsing the Plan, while cautioning that the key to its success rests on the degree of cooperation between UN Member States.

■ World Press Freedom Day 2012

The main celebration of World Press Freedom Day (WPF) 2012 took place from 3 to 5 May in Tunis (Tunisia), the cradle of the Arab Spring movement, with an international conference under the theme 'New Voices: Media Freedom Helping to Transform Societies'. The event was organized by UNESCO and the Tunisian Government, with support from a range of IGOs, NGOs, the private sector and media partners.

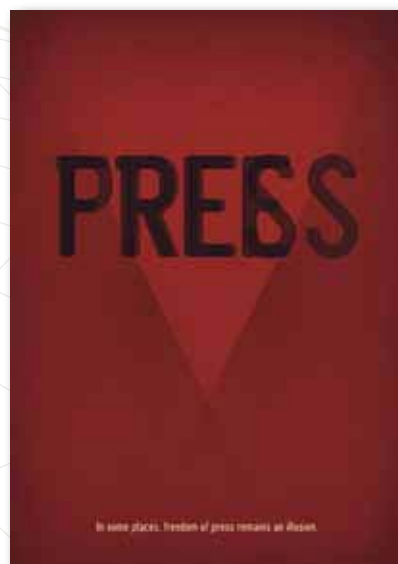
The conference was attended by more than 770 participants from eighty-

eight countries and received extensive coverage by the Tunisian media. A joint message by UN Secretary-General, Ban Ki-moon and UNESCO Director-General, Irina Bokova, was issued on the occasion of WPFDF this year. It stressed the fact that freedom of expression underpins every other freedom and provides a foundation for human dignity. It also praised the vibrant changes media had generated in the Arab world and asked that killings of journalists around the world should not be forgotten or remain unpunished.

Eynulla Fatullayev, Azerbaijani journalist and human rights activist, was named the winner of the 2012 UNESCO/Guillermo Cano World Press Freedom Prize. Mr Fatullayev, 35, the former editor-in-chief and founder of

the popular independent Russian-language weekly *Realny Azerbaijan* (Real Azerbaijan) and the Azeri-language daily *Gundalik Azərbaycan* (Azerbaijan Daily) newspapers, has unfailingly and steadfastly spoken out for freedom of the press and freedom of expression.

In addition to the main celebration in Tunis, various events took place in over 100 countries worldwide to mark the observance of WPFDF. Almost 6,000 articles in the international press were devoted to the Day, UNESCO's corresponding award and its winner. WPFDF 2012 was highly successful, surpassing 2011 events in terms of social media outreach. The topic was trending on social media in several Latin American countries particularly concerned by the assassinations of journalists.



Poster designers from Belgium (above) and Algeria (below) were the winners of an online creative competition organized by UNESCO and eYeka in preparation for World Press Freedom Day 2012.



Poster of the Second UN Inter-Agency Meeting on the Safety of Journalists and the Issue of Impunity co-organized by UNESCO in 2012.





MTEGANI FM RADIO
91.9 MAKUNDUCHI
ZANZIBAR →

Change in the Arab world has shown the power of aspirations for rights when combined with new and old media. Powerful new voices are rising – especially from young people – where they were silent before.

Ban Ki-moon, UN Secretary-General, and Irina Bokova, Director-General of UNESCO

■ A call from the Arab region to consolidate free press around the world

Celebrations in Tunis ended with the adoption of the 2012 Carthage Declaration. In this text the delegates underscored the historical juncture at which WFPD had been celebrated this year, especially in the Arab region. 'It is important to consolidate the culture, law and journalistic practices that are essential to protect hard-won freedoms,' they stated, reflecting concerns expressed throughout the conference on the fragility of these freedoms.

The Declaration called on all stakeholders to create and strengthen the environment for free, editorially independent and pluralistic media, including in countries in transition toward democracy. While stressing the importance for media professionals and citizen journalists to adopt an ethical approach to their work, it also urged governments to transform state and government media into public service media outlets with guarantees for

full independence; to promote media diversity; and to create free and safe environments for journalists, media workers and social media producers.

In addition, the Declaration called on UNESCO to continue to combat impunity, particularly by implementing the UN inter-agency *Plan of Action on the Safety of Journalists and the Issue of Impunity*, and to request Member States to report on the status of investigation of cases of violence against media personnel and others contributing to public interest journalism.

■ New gender-sensitive indicators for media

The IPDC Council furthermore examined the issue of gender balance in the media. Participants discussed UNESCO's new Gender-Sensitive Indicators for Media (GSIM) launched in 2012, a tool designed to give impetus to gender equality and women's empowerment in and through media of all forms, irrespective of the technology used. It aims at countering imbalance between women and men working in the media, as well as in news reporting on women and men.

UNESCO has elaborated this global framework of Gender-Sensitive Indicators for Media in cooperation with the International Federation of Journalists and many other partners. This is part

of a suite of indicators being developed across all sectors of the Organization to enable effective assessment of areas within UNESCO's mandate of media development.

In this context UNESCO is partnering with key broadcast and print media unions and associations to adapt and pilot the GSIM in their member organizations. These partners include the African Union of Broadcasters, the Caribbean Broadcasting Union, the Organización de Telecomunicaciones Iberoamericanas (OTI), Asia Pacific Broadcasting and the Permanent Conference of the Mediterranean Audiovisual Operators (COPEAM).

The 2012 UNESCO-IPDC Prize for Rural Communication

Two organizations that help rural communities improve their lives and take part in public debate, the Nepal Forum of Environmental Journalists and the Kenyan Arid Lands Information Network, are the co-winners of the 2012 edition of the UNESCO-IPDC Prize for Rural Communication. The award ceremony took place in March at UNESCO Headquarters during the Twenty-Eighth session of the Intergovernmental Council of the International Programme for the development of Communication (IPDC).

Correspondent from Radio Mteгани in Makunduchi (United Republic of Tanzania), one of the participating radio stations in the UNESCO project Empowering Local Radios with ICTs. This photo won the First UNESCO COMMUNITY Photo Contest 'UNESCO in action 2012'.

■ Empowering local radio stations in sub-Saharan Africa

In April, the Organization launched an ambitious capacity-building project addressing modest sub-Saharan African local radio stations to assist them in using new media and mobile phones to improve their broadcasts.

With a focus on free and open-source applications, the project will help radio broadcasters improve editorial content and interaction with their audiences through information and communications technology (ICT). Some activities will develop creative uses for basic mobile phones, so that listeners can react to current affairs, participate in polls and send comments that are broadcast. Other activities will use innovative technologies to help radio stations build playlists, create online schedules and manage stations remotely. Many applications are meant to work even when they are offline, so they can keep functioning when internet connectivity fails.

The project is funded by the Swedish International Development Cooperation Agency, which donated US\$4.6 million over three years. The project reaches over thirty radio stations in six different countries, but each one will be a unique case for developing novel ways of producing local radio. Implementation started in the Democratic Republic of the Congo, Lesotho, Namibia, South Africa, United Republic of Tanzania and Zambia. By the end of the project, the value of local programme broadcasting will have



© UNESCO

increased and made a difference in the lives of these communities.

■ News journalism in a digital world

An estimated 2 billion people were using the internet in 2011 and producing 156 million public blogs, constituting a new type of communication by so-called 'citizen journalists'. In addition, WikiLeaks' release of a massive number of classified government documents and its initial collaboration with traditional news media has modified the media landscape and raised crucial questions for journalism as well as the News of the World scandal.

The World Press Freedom Committee, in cooperation with UNESCO, organized a conference on this issue on 16 and 17 February at UNESCO Headquarters, co-sponsored by the World Association of Newspapers & News Publishers (WAN-IFRA), the World Editors Forum and the

Syrian youth trained in citizen journalism and radio techniques. A surge in social networks, user-generated content and micro-blogging have modified the media landscape and raised crucial questions for journalism.

International Press Institute. This is the second UNESCO conference on this topic.

News professionals and executives from some of the world's leading media, academics, media law experts and representatives of press freedom organizations explored the future of professional journalism in the digital environment. The event gathered chief editors from *Le Monde*, *The New York Times*, *The Guardian*, and *Rue89*, 'citizen' journalists and international media law experts.

Conference speakers highlighted the need to maintain verification standards, to continue to carefully assess public interest when publishing sensitive information, and the necessity to protect sources. Self-regulation was scrutinized, with the point being made that where

there was state intervention, it should be by judicial means. Governments in forty countries currently have measures to restrict internet access in place. Delegates emphasized changes in legal regimes around the world, as well as the actions of 'intermediary' bodies like search engines, web-site hosts and online social networks. There was strong acknowledgement of a complementary relationship between citizen contributors and professional journalists as something that could strengthen press freedom and improve the quality of journalism.

■ Media and Information Literacy for Knowledge Societies

Between the internet and more traditional media, the public is exposed to an unprecedented volume of information on a daily basis. Yet success in today's information and knowledge-driven societies demands the ability to obtain and effectively use that information. Furthermore, media, the internet and other information providers are central to development, good governance and democratic processes.

Media and information literacy (MIL) is therefore becoming a requisite for people's existence in the twenty-first century. It encourages a familiarity with many media, such as audio, print and video, but it also requires the appropriation of skills such as use of ICT and cross-cultural understanding, skills imperative to transform information into knowledge.

To develop this increasingly important ability, 120 participants – including education ministers, senior policy-makers and experts in the field – met in Moscow (Russian Federation) in June at the International Conference on MIL for Knowledge Societies. Organized by UNESCO and the Information for All Programme (IFAP), the International Conference on MIL for Knowledge Societies initiated a broad dialogue on the best ways to integrate MIL into classrooms everywhere and to address particularly young citizens and marginalized social groups.

MIL is directly linked to UNESCO's mandate to build inclusive knowledge societies including promoting free, independent and pluralistic media.



UNESCO and social media

In 2012, UNESCO used social media to reach new audiences and engage them in the work and mandate of the Organization. The year included initiatives such as UNESCO's first podcast and Skype interview. For the first time, people watching UNESCO webcasts could send live questions via Twitter during selected special events. In addition, UNESCO launched a mobile photo-sharing app called Instagram and its first-ever Google+ page.

The social media team started a Facebook account in Spanish that was soon full of feature articles. The team also focused on info-graphics to explain complex issues in a visual way. It was soon producing dedicated web-pages on special issues, combining success stories from the field with multimedia products such as photos, videos, crowd-sourced maps and interactive apps.

The top-performing tweets of the year were about Education, World Radio Day, World Poetry Day, International Jazz Day, the International Day of Cultural Diversity, Homophobic Bullying, UNESCO's role in the discovery of the Higgs Boson particle, World Philosophy Day and Malala Yousafzai, the Islamic Republic of Pakistani girl who is fighting for the right to education. But World Press Freedom Day was UNESCO's most successful online campaign of the year. It generated an unprecedented 80,000 conversations on Twitter and more than 235,000 visits to UNESCO's special Facebook page about the Day.

Social media growth was especially promising in Spanish and Arabic. UNESCO closed 2012 with the third strongest Google+ and Weibo accounts in the UN system, as well as a top-three standing for its social media accounts in Spanish, Arabic, French and Russian. The number of new subscribers to UNESCO's YouTube Channel increased by more than 50 per cent over the year.

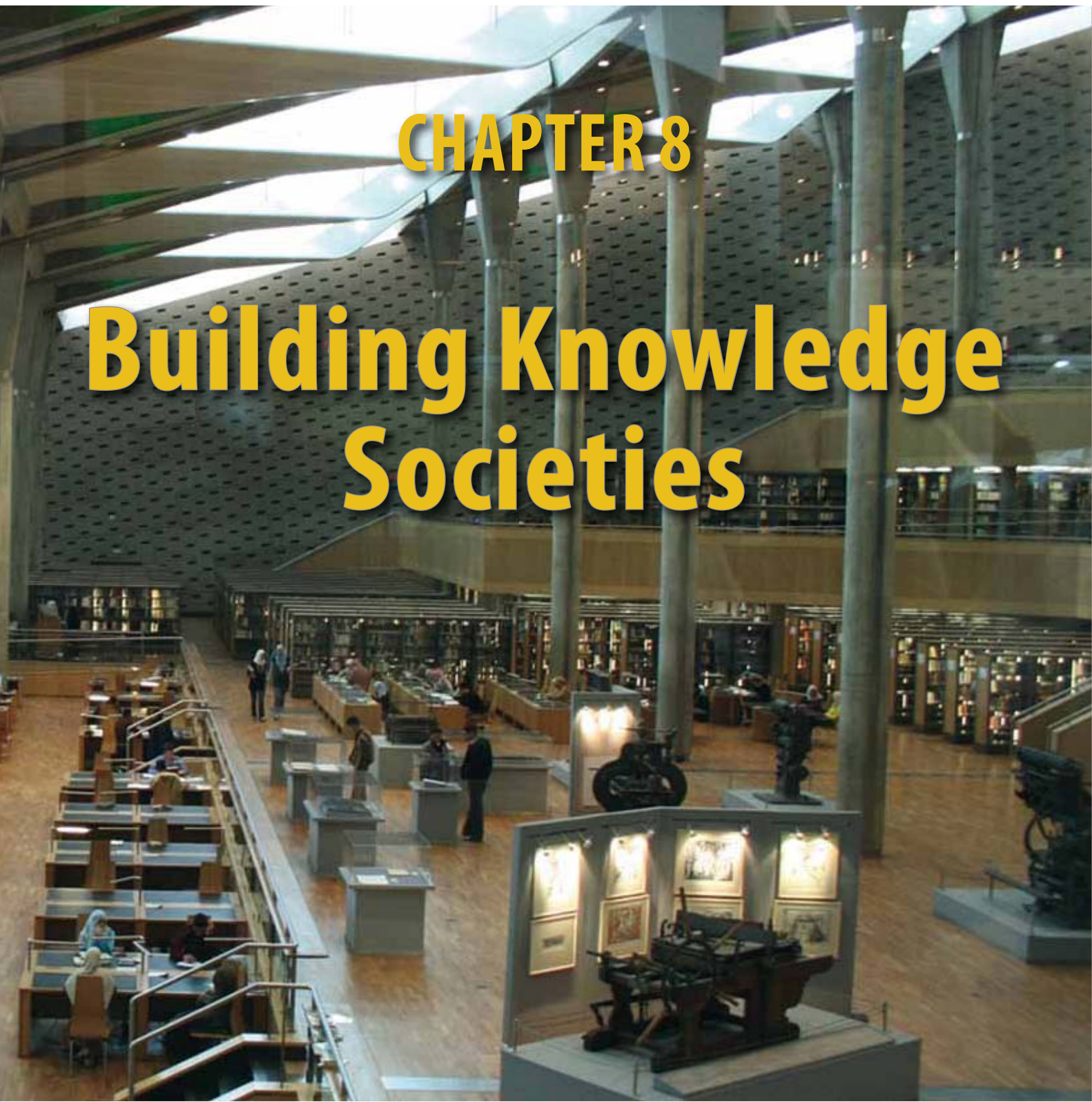
A modern public research institution, the Bibliotheca Alexandrina (Egypt) serves scholars, researchers and the public at large. It is at the forefront of UNESCO's efforts to promote freedom of thought and expression, as well as press freedom, in the Arab States.

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CHAPTER 8

Building Knowledge Societies



Building Knowledge Societies

Building knowledge societies is at the heart of UNESCO's mandate. Throughout 2012, the Organization mobilized to support and celebrate radio broadcasters worldwide; published an unprecedented report on worldwide broadband deployment; and partnered with key actors to promote global access to quality education through open educational resources, mobile learning and the use of all forms of information and communication technologies.

■ Tuning in to World Radio Day

With the ability to reach 95 per cent of the planet's population, radio is the most prevalent mass medium in the world. In 2011, UNESCO's General Conference proclaimed 13 February as World Radio Day (WRD), to celebrate radio as a vector for education, freedom of expression and public debate as well as a source of vital information, for instance in times of natural disasters.

UNESCO created a website for the celebration with audio messages in several languages and community radio manuals to encourage public, private and community broadcasters to celebrate the Day. The website also enabled the public

to access UNESCO's sound archives which features the voices of many prominent men and women, Pablo Neruda, Jean-Paul Sartre, Jorge Luis Borges, André Malraux, Pablo Picasso, Charles de Gaulle, Yuri Gagarin and Nelson Mandela, among others.

Strategic partnerships were set up with international broadcasting organizations for the dissemination of these materials for example with the International Radio and Television Union, the European Broadcasting Union, the Academia Española de la Radio, the World Association of Community Radio Broadcasters and Inter-Press Service (IPS). UNESCO also partnered with 257 public radio stations worldwide, to promote the day. Collaboration with UN Radio was also arranged to promote the Day. UNESCO Field Offices, National Commissions and Permanent Delegations joined in the celebration by relaying information through their networks.

Joint activities and the production of eight radio shows in the six official UN languages, Portuguese and Swahili were carried out in partnership with the School of Oriental and African Studies (University of London). WRD 2012 was a success beyond expectations, and serves as a foundation to build upon for WRD 2013.

Creation of the Communication and Information Network TOWNBOOK, Limón (Costa Rica). The participants from the Caribbean coast of Nicaragua learn how to use the camera for producing and exchanging local content. This photograph received the special mention at the First UNESCO COMMUNITY photo contest: 'UNESCO in action, 2012!'



© D.Ziyasheva/M.Corrales

© Julia Manzerova





Antennae and satellite dishes proliferate around the world. Here they dominate the roofscape of Fes (Morocco). Despite the visual pollution, radio is the most prevalent media in the world and a vector for education, freedom of expression and public debate.

Students from the Luis Escobar Lara school in Los Queñes, Romeral (Chile), using the internet for the first time.



© UNESCO/Maria Luisa Weston

■ Release of the First Global Broadband Report

The Broadband Commission for Digital Development — set up in 2010 by ITU and UNESCO in response to UN Secretary-General Ban Ki-Moon’s call to step up UN efforts to meet the Millennium Development Goals — released its first-ever country-by-country snapshot of the state of broadband deployment worldwide.



The *State of Broadband 2012: Achieving Digital Inclusion for All* report evaluates the roll-out of broadband around the world and tracks progress towards achieving the four targets set by the Commission in 2011 for boosting broadband affordability and uptake. It ranks over 170 countries on affordability, national broadband policy, and connecting people and dwellings.

The report, which was released during the sixth meeting of the Commission held on 24 September in New York to coincide with the Sixty-Seventh session of the UN General Assembly, was welcomed by the UN Secretary-General. It reveals that broadband deployment is accelerating worldwide, but that prices still need to come down. While household internet access has seen strong growth over the past year and is on track to achieve the Commission’s target for connecting homes to broadband, the document indicates that individual internet use continues to lag behind.

Drawing on International Telecommunication Union’s (ITU) extensive statistical evidence base and resulting from close collaboration between broadband commissioners, the report goes on to outline a variety of ways in which broadband is improving the lives of people around the world, in terms of health, distance education and learning, and in particular the lives of women, by promoting innovation and fostering the acquisition of new skills. It also reinforces a clear need for policy leadership to facilitate the deployment of broadband around the world.

■ Revolutionizing education through open educational resources

Open educational resources (OER) are any type of teaching material freely available and accessible to the public because they are either in the public domain or introduced with an open licence. Teachers are encouraged to use, copy, adapt and re-share open resources to suit their needs and the needs of their students. As selective access is still too often held to be the hallmark of a quality education, OERs may help counter this situation and extend quality education to all.

OERs are thus quietly revolutionizing higher education. By hosting the 2012 World Open Education Resources Congress at its headquarters in June, UNESCO together with the Commonwealth of Learning led the debate to accelerate the development of OERs worldwide, with the participation and support of

'Multilingualism on the internet can be a great enabler for achieving the Millennium Development Goals and contributing to building knowledge societies.'

Irina Bokova, Director-General of UNESCO



■ Harnessing new technologies to improve global education

Teachers have much to gain from mobile technologies, which have great potential to help them gain access to curricular

materials, collaborate with other educators and take part in exchanges about pedagogical approaches. For this reason, UNESCO and Nokia launched four pilot projects to explore how mobile technologies can support teachers in Mexico, Nigeria, Islamic Republic

10-year-old student in Dhaka (Bangladesh). Open educational resources contribute to extend quality education to students in developing countries.

global governments, educators, NGOs and prominent universities such as the University of Oxford and the Massachusetts Institute of Technology (MIT).

Over 330 participants debated, contributed and ultimately signed the 2012 Paris OER Declaration, which calls on governments to support the development and proliferation of OERs by promoting open-licence educational materials produced with public funds. UNESCO and this Congress' participants shaped for the coming years a new paradigm of availability to all, as a necessity for survival in today's knowledge-driven world.

Global Survey on internet Privacy and Freedom of Expression

November saw the publication of *Global Survey on internet Privacy and Freedom of Expression*. Launched during the Seventh Global Internet Governance Forum held in Baku (Azerbaijan), this unprecedented report gathers up-to-date and often staggering information on emerging issues that challenge the coexistence of freedom of expression and the right to privacy in both developed and developing countries.

© UNESCO-G. Akash





of Pakistan and Senegal. To finalize the project action plans, UNESCO and Nokia organized a workshop on 'Mobile Technologies and Teacher Development' in Paris (France) on 29 and 30 March.

Focus on Literacy for Women and Girls

UNESCO, with the support of the United States, is studying initiatives worldwide which aim to empower women and girls through education via innovative mobile technology-based learning and information programmes. The main focus is the retaining and improvement of literacy skills. Several regional expert consultation workshops were organized in 2012 and a global comparative report is in preparation. The project supports the 'big push' to reach the Education for All (EFA) goals by 2015.

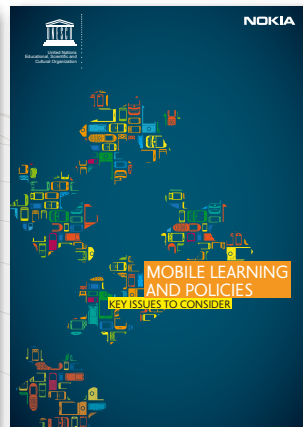
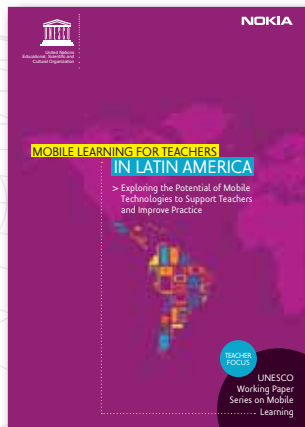
ICTs in Education Systems

UNESCO's Moscow-based Institute for Information Technologies in Education (IITE) continued to promote ICTs for developing effective education systems, notably through its November conference "ICT in Education: Pedagogy, Educational resources and Quality Assurance", which was preceded by an expert meeting on the UNESCO-IITE project "ICTs in Primary Education".

UNESCO online series on mobile learning

UNESCO is committed to better understanding how mobile devices can support learners, teachers and entire education systems, particularly where educational opportunities are scarce.

World Summit on the Information Society (WSIS) Forum 2012 in Geneva (Switzerland).



Two titles from the new UNESCO online series on Mobile Learning published in 2012.

© UNESCO

The UNESCO online Working Paper Series on Mobile Learning published in 2012 considers mobile learning from a teacher development as well as policy perspective. The papers provide concrete examples, such as the way mobile technologies are providing professional development for teachers in rural Mozambique; enabling student-centred learning in Colombian classrooms; helping young people read short stories in South Africa; and enabling high-school students in North America to study ecosystems. The series also shows how mobile technologies can respond to educational challenges in different contexts; supplement and enrich formal schooling; and make learning more accessible, equitable and personalized.

2012 World Summit on the Information Society

'Cellphones, Tablets, Digital Textbooks, and What Else?' was the subject of a UNESCO-led session on mobile learning at the World Summit on the Information Society (WSIS) Forum 2012, in May in Geneva (Switzerland). The session focused on the opportunities and challenges that mobile and e-learning present to conventional education and learners of different generations. Presentations covered mobile

learning policy research by UNESCO, digital textbook strategies in the Republic of Korea and the role of the private sector in scaling up mobile learning initiatives.

The WSIS aims at building an inclusive information society and at addressing the issues raised by information and communication technologies (ICTs). The cluster of WSIS-related events is known as the WSIS Forum.

In 2012, UNESCO launched *Opening New Avenues for Empowerment: ICTs to Access Information and Knowledge for Persons with Disabilities*. The Report builds on five regional reports commissioned by UNESCO to review the use of ICTs to access information and knowledge by people with disabilities. It provides eighteen concrete

Crowdsourcing for EFA

In 2012, UNESCO made use of online crowdsourcing to help achieve Education for All (EFA). The Organization teamed up with Nokia and the Pearson Foundation to elicit suggestions on how mobile communication could help achieve EFA goals, in the areas of literacy, universal primary education, youth and adult learning, quality, gender parity and equality, and early childhood care and education. The project was called the 'Education for All Crowdsourcing Challenge'. Numerous original ideas were gathered through social media and mobile phone text messages. The best were rewarded with prizes.

high-level policy recommendations for action and case studies of good practices identified around the world.

■ Languages at the heart of knowledge societies

Protecting all living languages and translation as a means of building peace is one of UNESCO's oldest initiatives. Several of its long-term projects saw major progress during 2012.

Eightieth anniversary of the Index Translationum

The *Index Translationum* – an international bibliography of translation – is the oldest programme of UNESCO. Created in 1932 by the International Institute for Intellectual Cooperation of the League of Nations and adopted by UNESCO in 1948, it celebrated in 2012 its 80th anniversary. To mark this occasion, UNESCO and the Permanent Delegations

of Germany, France, Poland and the United Kingdom organized a debate on the practical applications and future of the *Index Translationum*.

By publishing the *Index*, UNESCO provides the general public with an irreplaceable tool for compiling bibliographical inventories of translations on a worldwide scale. The *Index Translationum* is a unique example of international cooperation at the service of translation. Each year, the bibliography centres or national libraries in participating Member States send to UNESCO bibliographical data on translated books in all fields of knowledge.

Protecting endangered languages in Brazil

In 2009, UNESCO, Fundação Nacional do Índio-FUNAI and Fundação Banco do Brasil launched a large-scale project to document endangered indigenous languages and their associated cultures mainly in the Amazon region. In Brazil alone, there are some 190 languages in danger of disappearing according to the *UNESCO Atlas of the World's Languages in Danger*.

The project, which will be completed in 2015, is being carried out in cooperation with Brazil's Museum of the Indian – the country's scientific body dedicated to indigenous cultures – and is using state-of-the-art techniques and digital technology. As a mid-term result of the project in 2012, thirteen highly endangered indigenous languages were documented and 200 indigenous researchers were trained in language documentation methods and techniques over a series of workshops, most of which took place at the communities' settlements.

The General History of the Caribbean completed



With the publication of *Volume IV: The Long Nineteenth Century – Nineteenth Century Transformations*, the entire six-volume series of the General History of the Caribbean is now available. Written by renowned scholars including a majority of Caribbean historians, and thanks to a long-time collaboration with Macmillan, Volume IV was launched in Kingston (Jamaica) in November 2012.



© J.C. Levinho



A leader of the Kayapo people is interviewed as part of the UNESCO-supported training of indigenous researchers for the protection of Brazil's endangered languages.

■ World Arabic Language Day

During its 190th session the UNESCO Executive Board adopted a decision to celebrate World Arabic Language Day on 18 December. The Arab States Group organized the first celebration in 2012 at UNESCO headquarters. The Day was inaugurated by Director-General Irina Bokova, in the presence of Ambassadors and Permanent Delegates to UNESCO as well as the former Secretary-General of the United Nations, Boutros Boutros-Ghali and the

Director-General of ALECSO, Mohamed El Aziz Ben Achour.

As the Director-General told participants, 'World Arabic Language Day is an opportunity for us to celebrate the language of twenty-two Member States of UNESCO, a language with more than 422 million speakers in the Arab world and used by more than 1.5 billion Muslims. By celebrating the Arabic language, we are also acknowledging the tremendous contribution of its writers, scientists and artists to universal culture.'

A dedicated webpage in Arabic, English, Spanish, French and Chinese was prepared for this Day on the different aspects of the history and presence of the Arabic language at UNESCO. A special social media campaign was launched in parallel to ensure that the initiative was promoted as widely as possible.

By celebrating the Arabic language, UNESCO also acknowledges the tremendous contribution of its writers, scientists and artists to universal culture.

UNESCO and multilingualism

In the face of transformations that are challenging the world and the emergence of plural societies, every language provides a key to living together better, to building solidarity and to helping each other to be heard. Throughout 2012, the Organization undertook several

actions to ensure the dissemination of its content in as many languages as possible.

Over 60 agreements were signed in 2012 with institutional and commercial publishing partners for the joint production, translation and dissemination of UNESCO publications around the world. Among these, major co-publishing agreements were established with international partners such as UNICEF, United Nations Environment Programme (UNEP), HarperCollins, Cambridge University Press and DeAgostini Libri, which resulted in publications subsequently translated later in the year into several other languages and distributed for free or commercialized around the world. This was the case with the titles in the UNESCO/UNEP YouthXChange series, the second edition of *The World's Heritage* and the *UNESCO World Heritage Atlas*.

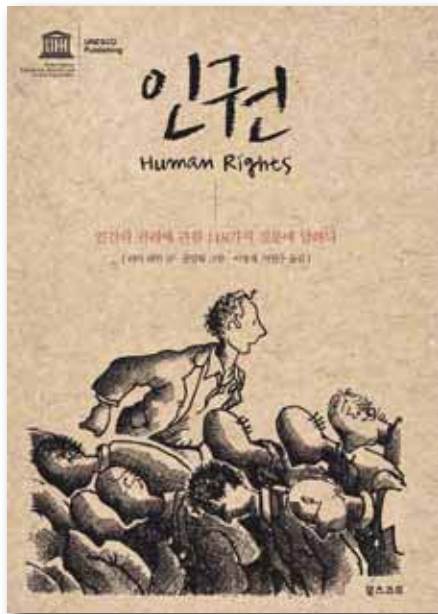
In addition, an increasing number of licensing agreements for the translation of UNESCO publications were signed with partners from all regions of the world, not only in the six official languages, but also in others such as Japanese, Korean, Azeri, Dzongkhag, Macedonian, Albanian and Tajik. Some of the UNESCO publications most widely translated in the world in 2012 are *Managing Tourism at World Heritage Sites*, *Story-*

based Inquiry: a Manual for Investigative Journalists and the sixth edition of *Human Rights: Questions and Answers* (the Korean edition is illustrated on the left).

Translation of strategic UNESCO publications and web pages into Arabic was also possible in 2012 thanks to the generous contribution offered by Saudi Arabia's four-year project.

Although the majority of UNESCO web content is available primarily in English and French, in 2012 it was made increasingly available in the six official languages of the Organization, as well as in certain Portuguese and Vietnamese subportals, among others. Over 5.68 million unesco.org pages in several languages were referenced by Google in 2012.

Also in 2012, newly implemented social media feature stories aimed at the general public and available in all six official languages increasingly drove traffic to both unesco.org and social media channels. A sharp increase in traffic from mid-2012 helped place Spanish as the second top language of UNESCO's viewed web content after English, along with the launch of a new Facebook page in Spanish. Overall, posts about languages and multilingualism were always top performers on UNESCO's social media channels.





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The UNESCO Executive Board pays tribute to Pakistani schoolgirl Malala Yousafzai, injured in an assassination attempt on her way home from school in October 2012.

2012 in Photos



le Bureau
Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura
Организация
Объединенных Наций по
образованию,
науке и культуре
منظمة الأمم المتحدة
للثرفية والعلم والثقافة
联合国教育、
科学及文化组织

QUIE
SIDENT

VENEZUELA
VICE-PRESIDENT



1



2

① *United Nations Secretary-General Ban Ki-moon visited UNESCO where he held talks with Director-General Irina Bokova and addressed the Organization's Executive Board, October.* © UNESCO/L. Rukingamubiri

② *Director-General Irina Bokova greets the newly-elected President of Mexico, Enrique Peña Nieto, October.* © UNESCO/L. Rukingamubiri



3

③ *President of the Republic of Peru, Ollanta Humala Tasso, and the newly designated Goodwill Ambassador Juan Diego Flórez at UNESCO Headquarters in November.* © UNESCO/L. Rukingamubiri

④ *Newly appointed Goodwill Ambassador A'salfo from Côte d'Ivoire performs at UNESCO with his group Magic System.* © UNESCO/L. Rukingamubiri



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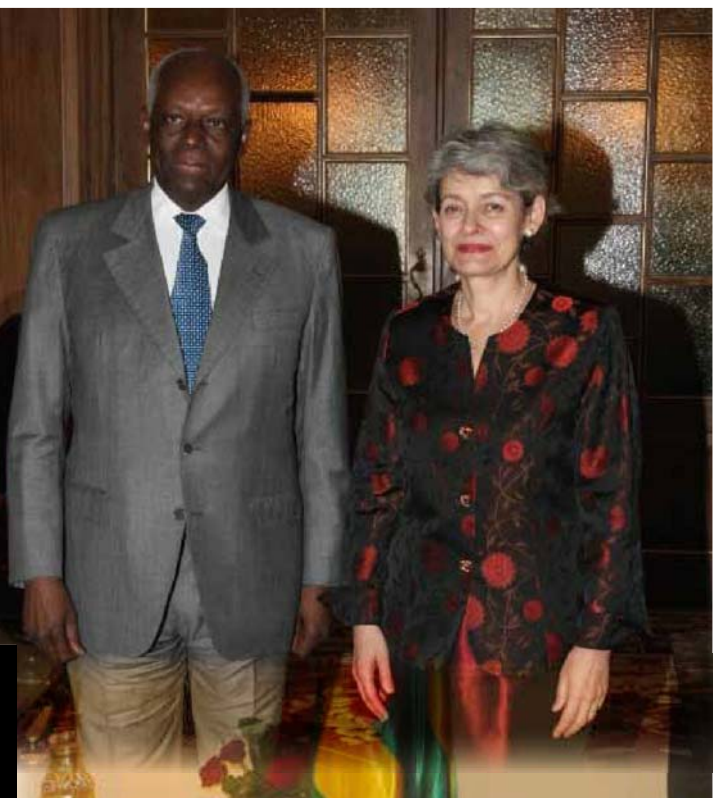
⑤ *President of the Republic of Costa Rica, Laura Chinchilla Miranda, visiting UNESCO in March.*

© UNESCO/L. Rukingamubiri



6

⑥ *Official visit of the Director-General Irina Bokova to Angola where she met the President of the Republic José Eduardo dos Santos in April.* © All rights reserved



7

⑦ *Director-General Irina Bokova met the President of Togo Faure Gnassingbé during her official visit there in June.*

© Government of Togo





1

① Performance in UNESCO by the Dancing Devils of Corpus Christi (Bolivarian Republic of Venezuela) following their inscription on the Intangible Cultural Heritage List. © UNESCO/L. Rukingamubiri



2

② Director-General Irina Bokova was on an official visit to Gabon in June, where she held a meeting with the President of the country Ali Bongo Ondimba. © UNESCO



③ Primary school children from Paris help Director-General Irina Bokova to bury two 'UNESCO Capsules for Future Generations' on World Philosophy Day, 21 November. © UNESCO/L. Rukingamubiri



4

④ Saudi Arabian researcher Hayat Sindi, nominated UNESCO Goodwill Ambassador in 2012. © Hayat Sindi

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5

⑤ *Plácido Domingo and Her Highness Sheikha Mozah Bint Nasser during the designation of the tenor as UNESCO Goodwill Ambassador.* © UNESCO/L. Rukingamubiri



6

⑥ *Jazz singer Dee Dee Bridgewater speaks and performs at UNESCO Headquarters on International Jazz Day, 30 April.* © UNESCO/L. Rukingamubiri

⑦ *Director-General Irina Bokova receives President of Mauritania, Mohamed Ould Abdel Aziz, at UNESCO Headquarters in December.* © UNESCO/L. Rukingamubiri

⑧ *President of the Dominican Republic, Leonel Fernández Reyna, with the first lady, Margarita Cedeño de Fernández, visiting Director-General Irina Bokova, July.* © UNESCO/L. Rukingamubiri



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① *UNESCO opened its doors to the public on the occasion of United Nations Day, celebrated on 24 October.*
© UNESCO/L. Rukingamubiri

② *Two Uruguayan students show off their laptops which they received as part of the 'One Laptop per Child' project.*
© UNESCO

③ *Panamanian pianist and jazz composer Danilo Pérez performs after his designation as UNESCO Artist for Peace.*
© UNESCO/L. Rukingamubiri



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4

④ *Director-General Irina Bokova met the President of Côte d'Ivoire Alassane Ouattara in June during her official visit to the country.*

© Ministry of Education

⑤ *The DG dances with the local people on the island of Kinnesserom in the Lake Chad (Chad) in April.*

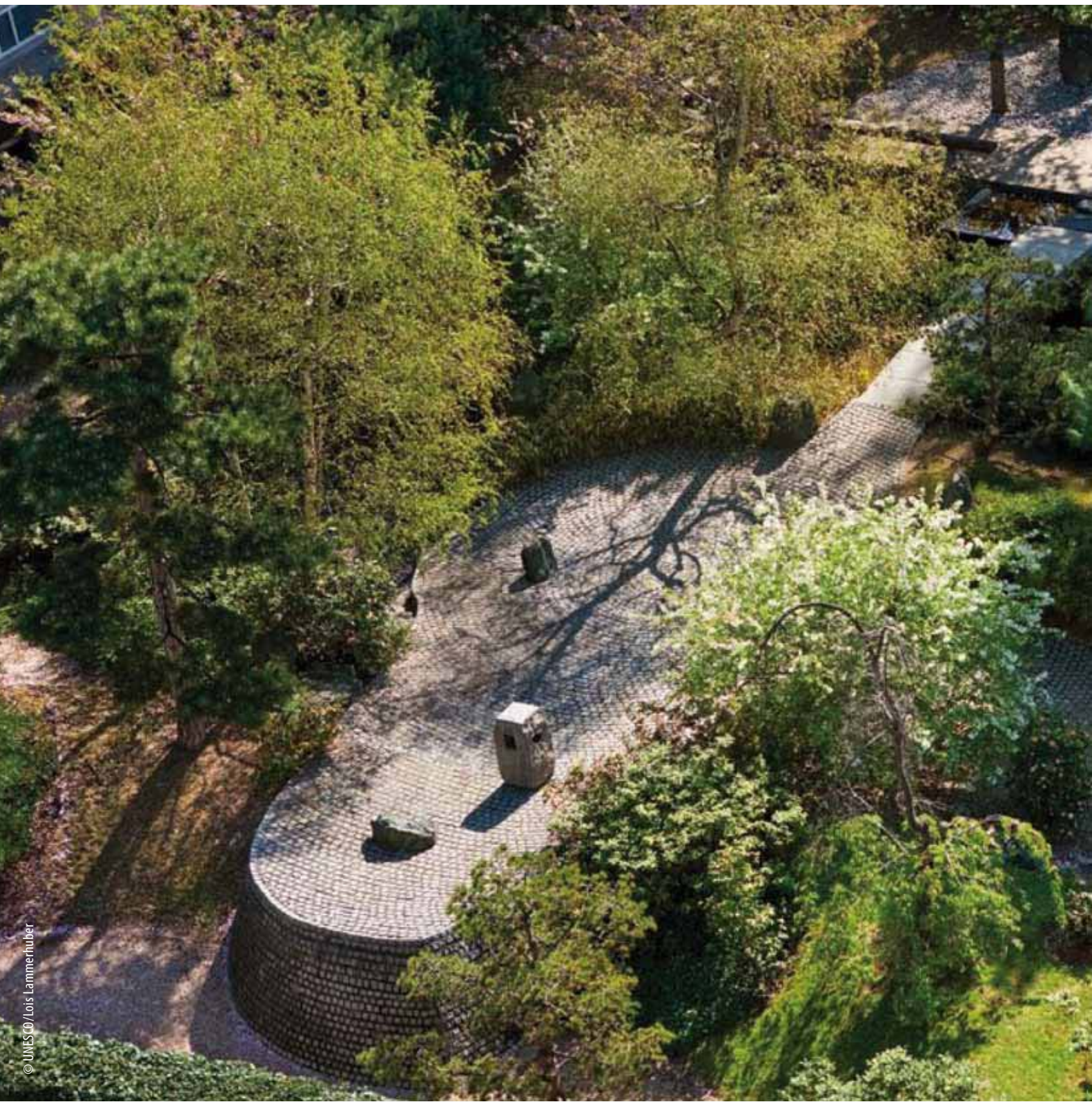
© Jean Bosco Ki

⑥ *American jazz bassist and singer Esperanza Spalding performs at UNESCO during the concert which opened the 40th anniversary celebrations of the World Heritage Convention.* © UNESCO/L. Rukungamubiri



5

6



An aerial photograph of a traditional Japanese garden. A central stream flows through the garden, bordered by dark stone curbs. Several stone lanterns are placed along the stream's path. The garden is filled with lush green pine trees and other foliage. The word "Annexes" is overlaid in a bold, orange font on the left side of the image.

Annexes

NO
NO
NO

1. Financial report

Financial performance for the year ended 31 December 2012

The financial statements are prepared in accordance with International Public Sector Accounting Standards (IPSAS).

Total revenue for the year ended 31 December 2012 amounted to \$792.2 million, an increase of 8% over the previous year. Member States' assessed contribution accounted for 45% of the revenue (49% in 2011), voluntary contributions represented 49% (42% in 2011) and the remaining 6% came from other sources.

Voluntary contributions increased by \$82.1 million (or 27%) to \$391 million compared

with the previous year. The Organization, for the first time in many years, has received more contributions from voluntary sources than the Member States' regular contributions to the budget. Contributions to the Emergency Fund, a special fund set up to receive additional contributions to address the funding gap to 2013, amounted to \$68.2 million.

Gross revenue from Member States' regular contributions decreased slightly to \$353 million due to the fluctuations of the euro against the US dollar. However, as a result of the decision of two Member States to suspend their regular contributions, an allowance of \$79.4 million

(22.5% of assessed contributions) was made for the current year unpaid contributions from these Member States thus bringing the net revenue recognized to \$273.6 million. The net assessed contributions accounted for 38% of the consolidated net revenue.

Expenditure on the other hand, compared with last year, decreased significantly by 14% (\$131 million) to \$807.1 million. All expenditure lines with the exception of financial contributions to project partners, grants and fellowships decreased compared with the previous year. Employee benefits, consultants expenses and mission costs decreased by 13% (or \$63 million) to \$425.5 million. The Organization had to freeze vacant posts, cut staff missions substantially and limit the hiring of temporary personnel in order to address the funding gap.

The consolidated financial results showed a deficit of \$14.9 million for the financial

Summary statement of financial position

(unaudited) – as at 31 December 2012

	\$'000	31/12/2012	31/12/2011	
ASSETS	Current assets			
	Cash and cash equivalents	89,289	114,289	
	Short-term investments	556,690	533,226	
	Other current assets	69,072	78,742	
	Non-current assets			
	Property, plant and equipment	608,301	623,655	
	Other non-current assets	4,244	4,250	
	Total assets	1,327,596	1,354,162	
	LIABILITIES	Current liabilities		
		Advance receipts	93,772	117,431
Other current liabilities		111,832	129,326	
Non-current liabilities				
Employee benefits		825,027	796,055	
Other non-current liabilities		54,423	61,029	
Total liabilities		1,085,054	1,103,841	
Net assets		242,542	250,321	
NET ASSETS/ EQUITY	Reserves and fund balances	366,032	373,811	
	IPSAS opening balance reserves	-123,490	-123,490	
	Total net assets/equity	242,542	250,321	

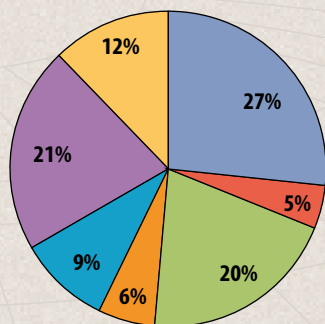
Summary statement of financial performance

(unaudited) – year to 31 December 2012

	\$'000	31/12/2012	31/12/2011
REVENUE	Assessed contributions	352,970	356,474
	Voluntary contributions	391,038	308,947
	Other revenue	48,191	68,003
	Total revenue	792,199	733,424
EXPENSES	Employee benefits	383,234	427,782
	Consultants, experts and missions	42,282	60,501
	Grants and others transfers	61,221	59,984
	Supplies, consumables and running	61,988	77,208
	Contracted services	132,911	165,122
	Other expenses	125,440	147,247
	Total expenses	807,076	937,844
	Deficit for the year	-14,877	-204,420

The full financial statements together with the financial report of the Director-General will be issued after the audit.

Programme and programme-related funds, 2012 – in millions of US\$



Total: \$513 million

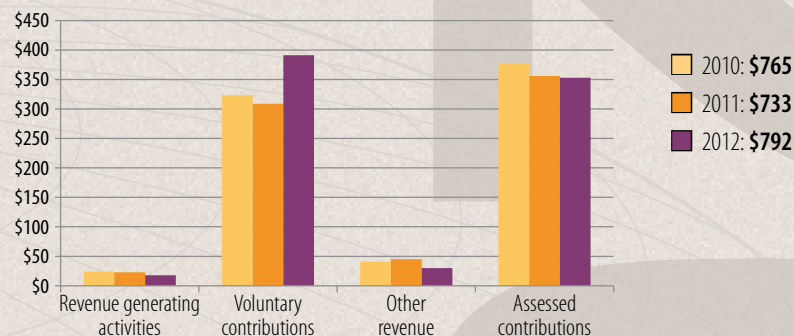
- Education: **\$138**
- General and others: **\$109**
- Natural Sciences: **\$104**
- Culture: **\$62**
- Emergency Fund: **\$48**
- Social and Human Sciences: **\$29**
- Communication and Information: **\$23**

year ended 31 December 2012 (the deficit in 2011 was \$204.4 million). The decrease in the deficit compared with the previous year is attributable to the substantial decrease of expenditure under the regular programme and the significant amount of contributions received under extrabudgetary funding.

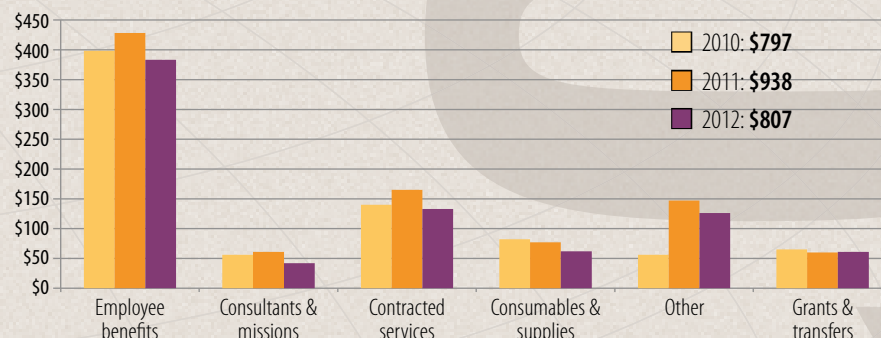
Financial position as at 31 December 2012

The Organization has net assets/equity of \$242.5 million as at 31 December 2012 (\$250.3 million in 2011). The overall net position remains positive on all funds with the exception of the Regular Programme (RP). The RP continues to face funding issues

Revenue by funding source, 2010–2012 – in millions of US\$



Expenditure by category, 2010–2012 – in millions of US\$



On business segment operations, the deficit under the regular programme is \$54.4 million (compared with a deficit of \$123.2 million in 2011). The extra-budgetary and other segments generated surpluses of \$37.4 million and \$2.1 respectively (compared with deficits of \$78.7 million and \$2.5 million in 2011).

mainly on accrued employee benefits liability and unpaid Member States contributions.

The cumulative allowance for unpaid assessed contributions is \$166.5 million. These unpaid contributions have a serious impact on the delivery of programmes

Top 10 donors to extra-budgetary projects and Institutes, 2012

	<i>in thousands of US\$</i>
Brazil	43,705
Italy	40,310
Saudi Arabia	20,027
Japan	19,162
Netherlands	16,158
Sweden	14,944
World Health Organization/UNAIDS	10,806
Norway	10,121
UNDP	10,072
European Commission	7,363

and the attainment of organizational objectives.

The long-term employee liabilities of \$825 million remain largely unfunded, and of this, 94% relates to after-service health insurance liability (ASHI) amounting to

\$777.2 million. The Director-General will be submitting a funding proposal for ASHI to the Executive Board at its 191st session.

Cash and short-term investments of \$646 million account for 90% of the current assets. These are mainly funds held by the

Organization for the delivery of programmes/projects from resources provided by donors.

The Organization had \$4.6 million in cash under its core budget activities at the end of the year.

2. Contributions to the Multi-Donor Emergency Fund

The following Member States made generous contributions to the Multi-Donor Emergency Fund as at 31 December 2012:

<i>Member States</i>	<i>Contributions to the Emergency Fund Received \$</i>
Algeria	6,640,100
Benin	2,488
Belize	10,000
Chad	1,012,277
Congo	3,063,077
Gabon	2,000,000
Iceland	100,000
Indonesia	5,929,587
Kazakhstan	424,908
Mauritius	20,000
Monaco	34,531
Namibia	50,000
Oman	2,000,000
Qatar (1)	20,000,000
Saudi Arabia	20,000,000
Timor-Leste	1,500,000
Turkey	5,000,000
Andorra, Cyprus, Luxembourg, Monaco, San Marino	16,386
Total	67,803,354

(1) The US\$ 20 million donation of Qatar to the Emergency Fund comes from the Office of Her Highness Sheikha Mozah

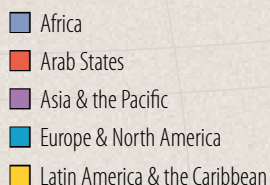
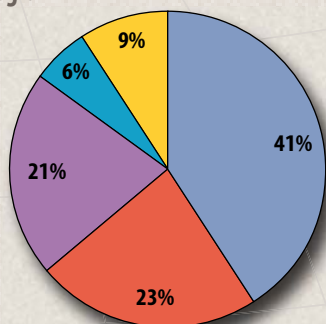
3. Fellowships

262 fellowships and travel grants were awarded under both regular and extra-budgetary programmes for a total of \$3,750,593:

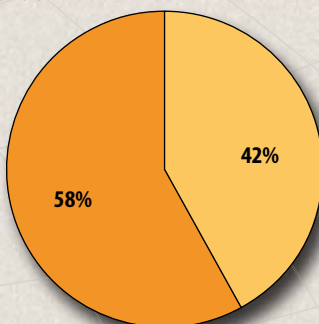
- 160 fellowships under the regular budget and the Co-Sponsored Fellowship Scheme (with UNESCO seed money);
- 102 fellowships under extra-budgetary projects (Funds-in-Trust): 37 under the UNESCO/l'Oréal Co-Sponsored Fellowships for Young Women in Life Sciences; 45 under the UNESCO/Saudi Arabia Fellowships Programme; and 20 under the UNESCO/Keizo Obuchi Research Fellowships Programme.

Distribution of the fellowships

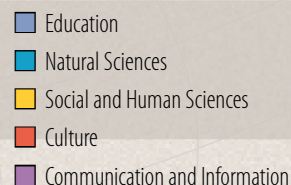
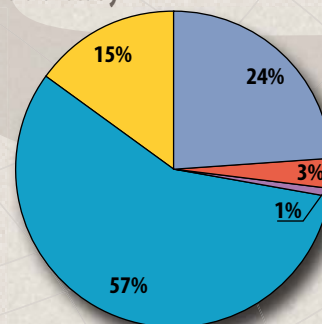
By region



By gender



By field of study



4. Prizes

Education

THE UNESCO KING HAMAD BIN ISA AL KHALIFA PRIZE FOR THE USE OF ICTS IN EDUCATION

Internet ABC Project (Germany), Yuhyun Park, InfollutionZERO (Republic of Korea)

THE UNESCO-HAMDAN BIN RASHID AL-MAKTOUM PRIZE FOR OUTSTANDING PRACTICE AND PERFORMANCE IN ENHANCING THE EFFECTIVENESS OF TEACHERS

Rato Bangala Foundation (Nepal), African Institute for Mathematical Sciences Schools Enrichment Centre - AIMSSEC (South Africa), Banco del Libro (Bolivarian Republic of Venezuela)

UNESCO CONFUCIUS LITERACY PRIZE

Department of Adult and Higher Education (Bhutan), Fundación Transformemos (Colombia)

UNESCO KING SEJONG LITERACY PRIZE

The Directorate of Community Education Development (Indonesia), Pentecostal Church (Rwanda)

Natural Sciences

L'ORÉAL-UNESCO AWARDS AND FELLOWSHIPS FOR WOMEN IN SCIENCE

Laureats: Jill Farrant (South Africa), Ingrid Scheffer (Australia), Frances Ashcroft (United Kingdom of Great Britain and Northern Ireland), Susana López (Mexico), Bonnie Bassler (United States of America) Special Fellow 2012 "... in the footsteps of Marie

Curie": Mounira Hmani-Aifa (Tunisia) Fellowships: Peggoty Mutai (Kenya), Gladys Kahaka (Namibia), Johannie Maria Spaan (South Africa), Aziza Hassan Kamel (Egypt), Dana Bazzoun (Lebanon), Emna Harigua (Tunisia), Sidrotun Naim (Indonesia), Zoë Hilton (New Zealand), Patricia Miang Lon Ng (Singapore), Naama Geva-Zatorsky (Israel), Elza Van Deel (The Netherlands), Vita Majce (Slovenia), Kathrin Barboza Marquez (Bolivia), Giomar Helena Borrero-Pérez (Colombia), Dora Medina (Mexico)

UNESCO-EQUATORIAL GUINEA INTERNATIONAL PRIZE FOR RESEARCH IN THE LIFE SCIENCES Maged Al-Sherbiny (Egypt), Felix Dapare Dakora (South Africa), Rossana Arroyo (Mexico)

MAN AND THE BIOSPHERE (MAB) YOUNG SCIENTISTS AWARDS A.D. Martial Kiki (Benin), Rocio Hiraldo Lopez-Alonso (Senegal), Nouran Mohamed Saeed (Egypt), Anoumou Kemavo (Togo), Nataliya Stryamets (Ukraine), Kabran Aristide Djane (Côte d'Ivoire), Purity Sabila Ajiningrum (Indonesia), Sathish Kumar V.M. (India), Fatou N'diaye (Senegal), Guindo Zeïnabou Maïga (Mali), Alexandra Shatkovskaya (Russian Federation), Ancana Prathep (Thailand)

MICHEL BATISSE AWARD FOR BIOSPHERE RESERVE MANAGEMENT Elizabeth Ines Taylor Jay (Colombia)

MERCOSUR AWARD IN SCIENCE AND TECHNOLOGY Kathya Linette Mimbela

Barrera (Peru), Ivan Lavander Candido Ferreira (Brazil), Rafael Polidoro Alves Barbosa (Brazil), Claudio Javier Salomon (Argentina), Darío Leonardi (Argentina), Marcílio Sérgio Soares da Cunha Filho (Brazil), María Celina Lamas (Argentina), Lívia Cristina Lira de Sá Barreto (Brazil)

Social and Human Sciences

UNESCO/BILBAO PRIZE FOR THE PROMOTION OF A CULTURE OF HUMAN RIGHTS Archbishop Desmond Tutu (South Africa)

UNESCO-JUAN BOSCH PRIZE FOR THE PROMOTION OF SOCIAL SCIENCE RESEARCH IN LATIN AMERICA AND THE CARIBBEAN Cerón Steevens (Colombia)

UNESCO-MADANJEET SINGH PRIZE FOR THE PROMOTION OF TOLERANCE AND NON-VIOLENCE Daw Aung San Suu Kyi (Myanmar)

Culture

UNESCO SHARJAH PRIZE FOR ARAB CULTURE Elias Khoury (Lebanon), João Baptista de Medeiros Vargens (Brazil)

Communication and Information

IPDC-UNESCO PRIZE FOR RURAL COMMUNICATION The Nepal Forum of Environmental Journalists, Kenyan Arid Lands Information Network
UNESCO/GUILLERMO CANO WORLD PRESS FREEDOM PRIZE Eynulla Fatullayev (Azerbaijan)

5. World Heritage inscriptions

Cultural sites

BAHRAIN

- Pearling, Testimony of an Island Economy

BELGIUM

- Major Mining Sites of Wallonia

BRAZIL

- Rio de Janeiro: Carioca Landscapes between the Mountain and the Sea

CANADA

- Landscape of Grand Pré

CHINA

- Site of Xanadu

CÔTE D'IVOIRE

- Historic Town of Grand-Bassam

FRANCE

- Nord-Pas de Calais Mining Basin

GERMANY

- Margravian Opera House Bayreuth

INDONESIA

- Cultural Landscape of Bali Province: the *Subak* System as a Manifestation of the *Tri Hita Karana* Philosophy

IRAN (ISLAMIC REPUBLIC OF)

- Masjed-e Jāmé of Isfahan
- Gonbad-e Qābus

ISRAEL

- Sites of Human Evolution at Mount Carmel: The Nahal Me'arot / Wadi el-Mughara Caves

MALAYSIA

- Archaeological Heritage of the Lenggong Valley

MOROCCO

- Rabat, Modern Capital and Historic City: a Shared Heritage

PALESTINE (OPT)

- Birthplace of Jesus: Church of the Nativity and the Pilgrimage Route, Bethlehem

PORTUGAL

- Garrison Border Town of Elvas and its Fortifications

SENEGAL

- Bassari Country: Bassari, Fula and Bedik Cultural Landscapes

SLOVENIA, SPAIN

- Heritage of Mercury. Almadén and Idrija

SWEDEN

- Decorated Farmhouses of Hälsingland

TURKEY

- Neolithic Site of Çatalhöyük

Natural sites

CHAD

- Lakes of Ounianga

CHINA

- Chengjiang Fossil Site

CONGO, CENTRAL AFRICAN REPUBLIC, CAMEROON

- Sangha Trinational

INDIA

- Western Ghats

RUSSIAN FEDERATION

- Lena Pillars Nature Park

Mixed sites (both cultural and natural)

PALAU

- Rock Islands Southern Lagoon

6. Intangible Cultural Heritage inscriptions

Inscriptions on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding

BOTSWANA

- Earthenware pottery-making skills in Botswana's Kgatleng District

INDONESIA

- Noken multifunctional knotted or woven bag, handcraft of the people of Papua

KYRGYZSTAN

- Ala-kiyiz and Shyrdak, art of Kyrgyz traditional felt carpets

UGANDA

- Bigwala, gourd trumpet music and dance of the Busoga Kingdom in Uganda

Representative List of the Intangible Cultural Heritage of Humanity

ALGERIA

- Rites and craftsmanship associated with the wedding costume tradition of Tlemcen

ARMENIA

- Performance of the Armenian epic of 'Daredevils of Sassoun' or 'David of Sassoun'

AUSTRIA

- Schemenlaufen, the carnival of Imst, Austria

AZERBAIJAN

- Craftsmanship and performance art of the Tar, a long-necked string musical instrument

BELGIUM

- Marches of Entre-Sambre-et-Meuse

BOLIVIA (PLURINATIONAL STATE OF)

- Ichapekene Piesta, the biggest festival of San Ignacio de Moxos

BRAZIL

- Frevo, performing arts of the Carnival of Recife

COLOMBIA

- Festival of Saint Francis of Assisi, Quibdó

CROATIA

- Klapa multipart singing of Dalmatia, southern Croatia

ECUADOR

- Traditional weaving of the Ecuadorian toquilla straw hat

FRANCE

- Fest-Noz, festive gathering based on the collective practice of traditional dances of Brittany

HUNGARY

- Folk art of the Matyó, embroidery of a traditional community

INDIA

- Buddhist chanting of Ladakh: recitation of sacred Buddhist texts in the trans-Himalayan Ladakh region, Jammu and Kashmir, India

IRAN (ISLAMIC REPUBLIC OF)

- Qālišuyān rituals of Mašhad-e Ardehāl in Kāšān

ITALY

- Traditional violin craftsmanship in Cremona

JAPAN

- Nachi no Dengaku, a religious performing art held at the Nachi fire festival

MALI – BURKINA FASO – CÔTE D'IVOIRE

- Cultural practices and expressions linked to the balafon of the Senufo communities of Mali, Burkina Faso and Côte d'Ivoire

MOROCCO

- Cherry festival in Sefrou

OMAN

- Al'azi, elegy, processional march and poetry

REPUBLIC OF KOREA

- Arirang, lyrical folk song in the Republic of Korea

ROMANIA

- Craftsmanship of Horezu ceramics

SPAIN

- Fiesta of the patios in Cordoba

TURKEY

- Mesir Macunu festival

UNITED ARAB EMIRATES – AUSTRIA – BELGIUM

- CZECH REPUBLIC – FRANCE – HUNGARY
- REPUBLIC OF KOREA – MONGOLIA
- MOROCCO – QATAR – SAUDI ARABIA
- SPAIN – SYRIAN ARAB REPUBLIC
- Falconry, a living human heritage

UNITED ARAB EMIRATES – OMAN

- Al-Taghrooda, traditional Bedouin chanted poetry in the United Arab Emirates and the Sultanate of Oman

VENEZUELA (BOLIVARIAN REPUBLIC OF)

- Venezuela's Dancing Devils of Corpus Christi

VIET NAM

- Worship of Hùng kings in Phú Thọ

Programmes, projects and activities for the safeguarding of intangible cultural heritage considered to best reflect the principles and objectives of the Convention

CHINA

- Strategy for training coming generations of Fujian puppetry practitioners

MEXICO

- Xtaxkgakget Makgkaxtlawana: the Centre for Indigenous Arts and its contribution to safeguarding the intangible cultural heritage of the Totonac people of Veracruz, Mexico

7. New UNESCO-assisted Global Geoparks

FRANCE Bauges

CHINA Sanqingshan

FRANCE Chablais

HUNGARY Bakony-Balaton

INDONESIA Batur

SPAIN Catalunya Central

8. Condemnation of the killing of journalists

AFGHANISTAN

- Sadim Khan Bhadrzai

BAHRAIN

- Ahmed Ismael Hassan AlSamadi

BANGLADESH

- Jamal Uddin
- Sagar Sarwar
- Mehrun Runi

BRAZIL

- Eduardo Carvalho
- Valério Luiz de Oliveira
- Décio Sá
- Mario Randolph Marques Lopes
- Paulo Roberto Cardoso Rodrigues

CAMBODIA

- Hang Serei Oudom

COLOMBIA

- Guillermo Quiroz Delgado
- Argemiro Cárdenas Agudelo

ERITREA

- Dawit Habtemichael
- Mattewos Habteab
- Wedi Itay

FRANCE

- Rémi Ochlik
- Gilles Jacquier

HONDURAS

- José Noel Canales Lagos
- Adonis Felipe Bueso Gutiérrez
- Alfredo Villatoro
- Eric Martínez Ávila
- Noel Alexander Valladares

INDIA

- Chaitali Santra
- Rajesh Mishra
- Chandrika Rai

INDONESIA

- Leiron Kogoya

IRAN (ISLAMIC REPUBLIC OF)

- Sattar Beheshti

IRAQ

- Samir Al-Sheikh Ali
- Ghazwan Anas
- Kamiran Salaheddin

JAPAN

- Mika Yamamoto

LEBANON

- Ali Shaaban

MEXICO

- Adrián Silva Moreno
- Víctor Manuel Báez Chino
- Marco Antonio Ávila García
- Gabriel Hüge
- Guillermo Luna Varela
- Esteban Rodríguez
- Regina Martínez

NEPAL

- Yadav Poudel

NIGERIA

- Enenche Akogwu
- Nansok Sallah

PALESTINE (OPT)

- Mahmoud Al-Komi
- Hossam Salameh Mohammed
- Abu Eish

PAKISTAN (ISLAMIC REPUBLIC OF)

- Saqib Khan
- Rehmatullah Abid
- Mushtaq Khand
- Abdul Khaliq
- Abdul Qadir Hajizai
- Abdul Razaq Gul
- Aurengzeb Tunio
- Tariq Kamal
- Murtaza Razvi
- Mukarram Khan Aatif

PHILIPPINES

- Eddie Jesus Apostol
- Nestor Libaton
- Aldion Layao
- Christopher Guarin

RUSSIAN FEDERATION

- Kazbek Gekkiyev

SOMALIA

- Warsame Shire Awale
- Mohammed Mohamud Tuuryare
- Ahmed Farah Ilyas
- Ahmed Abdulahi Farah
- Abdirahman Mohamed Ali
- Hassan Youssouf Absuge
- Liban Ali Nur
- Abdisatar Daher Sabriye
- Abdirahman Yasin Ali
- Zakariye Mohamed Mohamud Moallim
- Mohamud Ali Keyre
- Abdi Jaylani Malaq
- Ahmed Addow Anshur
- Farhan James Abdulle
- Mahad Salad Adan
- Ali Ahmed Abdi
- Abukar Hassan Mohamoud
- Hassan Osman Abdi

SOUTH SUDAN

- Isaiah Diing Abraham Chan Awol

SYRIAN ARAB REPUBLIC

- Haidar al-Sumudi
- Naji Asaad
- Bassel Tawfiq Youssef
- Hozan Abdel Halim Mahmoud
- Mohammad Al-Zaher
- Abed Khalil
- Mohammed Al-Khalid
- Abdullah Hassan Kaake
- Mustafa Kerman
- Mohammed al-Ashram
- Maya Nasser
- Abdelkarim Al-Oqda
- Musaab Mohamed Said Al-Odaallah
- Suhaib Dib
- Mohamed Hamdo Hallaq
- Samer Khalil Al-Sataleh
- Ghias Khaled Al-Hmouria
- Omar Al-Ghantawi

- Ahmed Hamada
- Khaled Al-Bakir
- Ahmed Al Assam
- Bassel Al Shahade
- Ammar Mohamed Zado
- Lawrence Fahmy Al-Naimi
- Ahmed Adnan Al-Ashlaq
- Abdul Ghani Kaakeh
- Alaa al-Din Hassan al-Douri
- Khaled Mahmoud Kabbisho

- Sameer Shalab al-Sham
- Ahmed Abdollah Fakhriyeh
- Jawan Mohammed Qatna
- Anas al-Tarsha
- Rami al-Sayed
- Mazhar Tayyara
- Shoukri Ahmed Ratib Abu Bourghoul

THAILAND

- Wisut Tangwitthayaporn

UGANDA

- Amon Thembo Wa'Mupaghasya

UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

- Naseem Intriri
- Walid Bledi

UNITED REPUBLIC OF TANZANIA

- Daudi Mwangosi

UNITED STATES OF AMERICA

- Marie Colvin

9. Ratifications of conventions adopted under the auspices of UNESCO

International Convention against Doping in Sport 2005

ISRAEL 26/01/2012 *Accession*

COSTA RICA 27/02/2012 *Ratification*

TAJIKISTAN 30/03/2012 *Accession*

LESOTHO 31/07/2012 *Accession*

DOMINICAN REPUBLIC 06/09/2012 *Accession*

Convention on the Protection and Promotion of the Diversity of Cultural Expressions 2005

INDONESIA 12/01/2012 *Accession*

ANGOLA 07/02/2012 *Accession*

CENTRAL AFRICAN REPUBLIC

11/05/2012 *Ratification*

UNITED ARAB EMIRATES 06/06/2012 *Accession*

RWANDA 16/07/2012 *Ratification*

SWAZILAND 30/10/2012 *Acceptance*

Convention for the Safeguarding of the Intangible Cultural Heritage 2003

BENIN 17/04/2012 *Ratification*

NETHERLANDS 15/05/2012 *Acceptance*

CONGO 16/07/2012 *Ratification*

EL SALVADOR 13/09/2012 *Ratification*

CAMEROON 09/10/2012 *Ratification*

SWAZILAND 30/10/2012 *Acceptance*

Convention concerning the Protection of the World Cultural and Natural Heritage 1972

SINGAPORE 19/06/2012 *Acceptance*

Convention for the Protection of Producers of Phonograms against Unauthorized Duplication of their Phonograms 1971

TAJIKISTAN 16/11/2012 *Accession*

Convention on Wetlands of International Importance especially as Waterfowl Habitat 1971

BHUTAN 07/05/2012 *Accession*

GRENADA 22/05/2012 *Accession*

ANDORRA 23/07/2012 *Ratification*

Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property 1970

PALESTINE (OPT) 22/03/2012 *Ratification*

SWAZILAND 30/10/2012 *Acceptance*

Protocol Instituting a Conciliation and Good offices Commission to be Responsible for Seeking the settlement of any Disputes which may Arise between States Parties to the Convention against Discrimination in Education 1962

TOGO 03/04/2012 *Ratification*

International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations 1961

KAZAKHSTAN 30/03/2012 *Accession*

Convention against Discrimination in Education 1960

TOGO 03/04/2012 *Ratification*

MONACO 28/08/2012 *Acceptance*

BURKINA FASO 04/09/2012 *Ratification*

Convention for the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention 1954

PALESTINE (OPT) 22/03/2012 *Accession*

BENIN 17/04/2012 *Accession*

10. Permanent Delegates who presented their credentials

Africa

GAMBIA H. E. Mr Ousman Badjie, Ambassador of the Republic of Gambia to France, *Permanent Delegate* (18/09/12)

ZAMBIA H. E. Mr Solomon Jason Mbuji, Ambassador, *Permanent Delegate* (04/10/12)

SEYCHELLES H. E. Mr Bernard Shamlaye, Ambassador of the Republic of Seychelles to France, *Permanent Delegate* (15/11/12)

Arab States

PALESTINE (OPT) H. E. Mr Elias Sanbar, Ambassador Extraordinary and plenipotentiary, *Permanent Delegate* (23/01/12)

MOROCCO H. E. Mrs Zohour Alaoui, Ambassador, *Permanent Delegate* (26/01/12)

EGYPT H. E. Mr Mohamed Sameh AMR, Ambassador, *Permanent Delegate* (16/04/12)

Asia and the Pacific

CHINA H. E. Mr Shaozhong You, Ambassador, *Permanent Delegate* (06/01/12)

MALAYSIA H. E. Mr Mohd Zulkifli Bin Mohammed, Ambassador, *Permanent Delegate* (07/02/12)

VANUATU H. E. Mr Roy Mickey Joy, Ambassador of the Republic of Vanuatu to the European Union and Belgium, *Permanent Delegate* (19/07/12)

REPUBLIC OF KOREA H. E. Mr Lee Sang Jin, Ambassador Extraordinary and plenipotentiary, *Permanent Delegate* (19/09/12)

BANGLADESH H. E. Mr Shahidul Islam, Ambassador Extraordinary and plenipotentiary of Bangladesh to France, *Permanent Delegate* (04/10/12)

NEW ZEALAND H. E. Mrs Susannah Gordon, *Permanent Delegate* (11/10/12)

SOLOMON ISLANDS H. E. Mr Jean-Paul Carteron, Ambassador Extraordinary and plenipotentiary, *Permanent Delegate* (29/10/12)

THAILAND H. E. Mr Somsakdi Suriyawongse, Ambassador Extraordinary and plenipotentiary, *Permanent Delegate* (29/10/12)

Europe and North America

CYPRUS H. E. Mr Marios Lyssiotis, Ambassador, *Permanent Delegate* (23/01/12)

IRELAND H. E. Mr Michael Forbes, Ambassador, *Permanent Delegate* (25/01/12)

CANADA H. E. Mr Jean-Pierre Blackburn, Ambassador, *Permanent Delegate* (08/02/12)

PORTUGAL H. E. Mr Francisco Manuel Seixas Da Costa, Ambassador Extraordinary and Plenipotentiary of Portugal to France, *Permanent Delegate* (29/02/12)

SPAIN H. E. Mr Juan Manuel de Barandica y Luxan, Ambassador, *Permanent Delegate* (09/07/12)

GERMANY H. E. Mr Michael Worbs, Ambassador, *Permanent Delegate* (07/09/12)

LUXEMBOURG H. E. Mr Paul Dühr, Ambassador, *Permanent Delegate* (04/10/12)

LITHUANIA H. E. Mr Arunas Gelunas, Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (03/12/12)

Latin America and the Caribbean

BARBADOS H. E. Mr Samuel Chandler, Ambassador extraordinary and plenipotentiary of Barbados to France, Belgium and European Union, *Permanent Delegate* (10/02/12)

GRENADA H. E. Dr Hamza B. Alkholi, Ambassador, *Permanent Delegate* (06/03/12)

CHILE H. E. Mr Guillermo Echenique, Ambassador Extraordinary and Plenipotentiary of Chile to France, *Permanent Delegate* (12/06/12)

PANAMA H. E. Mr Flavio Mendez, Ambassador, *Permanent Delegate* (12/06/12)

TRINIDAD AND TOBAGO H. E. Therese Baptiste-Cornelis, Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (02/07/12)

JAMAICA H. E. Mrs Vilma Kathleen Mc Nish, Ambassador Extraordinary and Plenipotentiary of Jamaica to Belgium, *Permanent Delegate* (09/07/12)

PERU H. E. Mr José Manuel Rodriguez Cuadros, Ambassador, *Permanent Delegate* (11/09/12)

PARAGUAY H. E. Julia Velilla Laconich, Ambassador Extraordinary and plenipotentiary, *Permanent Delegate* (15/11/12)

International Organizations

EUROPEAN UNION H. E. Mrs Maria Francesca Spatolisano, Ambassador, *Permanent Representative* (18/01/12)

11. Designations of eminent personalities

UNESCO Goodwill Ambassadors

GENSHITSU SEN

Japan 05/03/12

SUNNY VARKEY

India 26/04/12

ALEXANDRA OCHIROVA

Russian Federation 04/06/12

SALIF TRAORÉ (A'SALFO)

Côte d'Ivoire 06/09/12

HAYAT SINDI

Saudi Arabia 01/10/12

NASSER D. KHALILI

United Kingdom of Great Britain
and Northern Ireland 16/10/12

JUAN DIEGO FLOREZ

Peru 16/11/12

PLÁCIDO DOMINGO

Spain 21/11/12

METIN ARDITI

Switzerland 18/12/12

UNESCO Artists for Peace

GUILA CLARA KESSOUS

France 17/01/12

SARAH BRIGHTMAN

United Kingdom of Great Britain
and Northern Ireland 08/02/12

ALI MAHDI NOURI

Sudan 30/10/12

DANILO PÉREZ

Panama 20/11/12

UNESCO Special Envoy

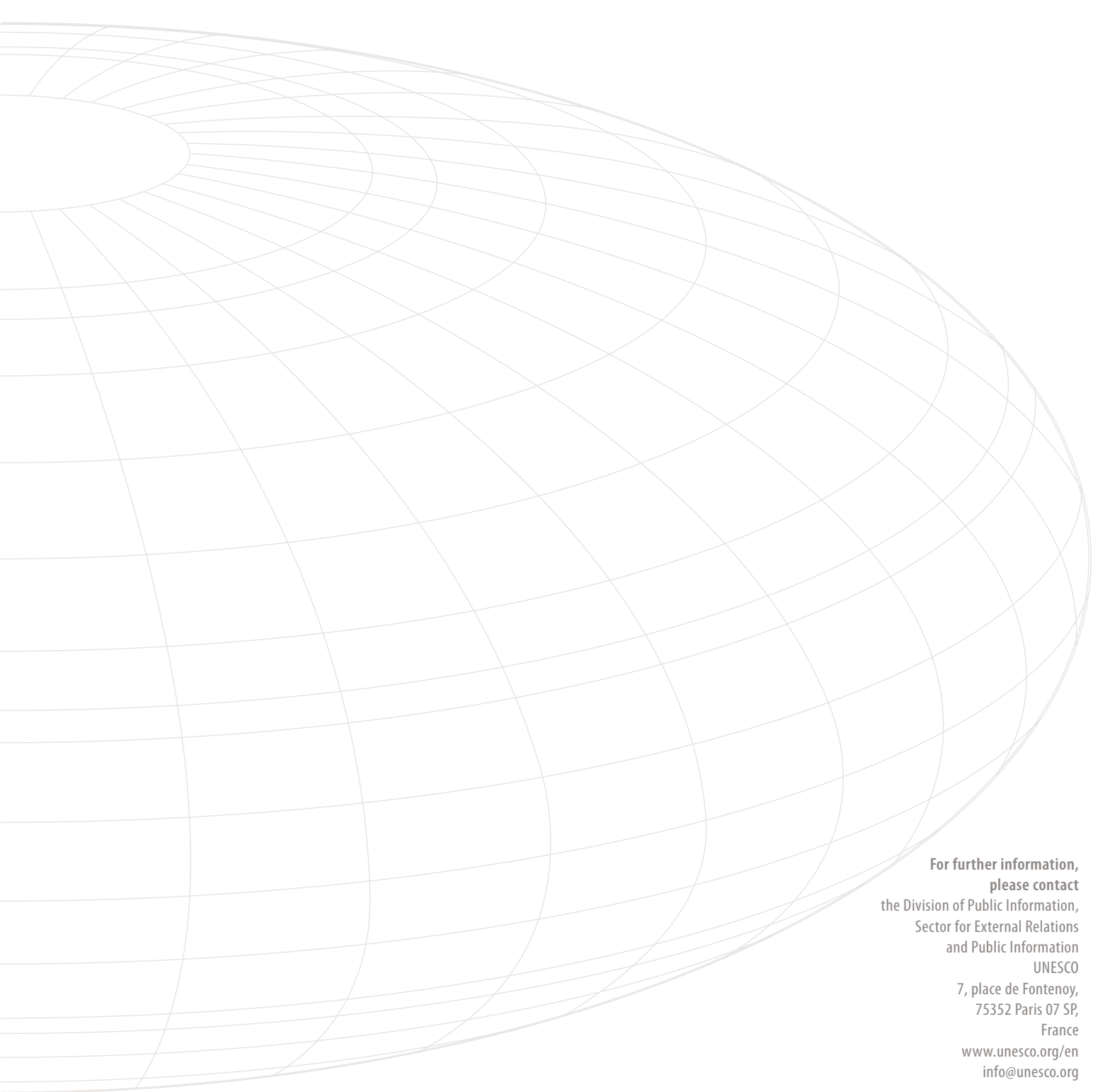
SAMUEL PISAR

United States of America 27/01/12

UNESCO Champion for Sport

ÓSCAR WASHINGTON TABÁREZ

Uruguay 30/01/12



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