**UNESCO Tehran Cluster Office
Medium-Term Strategy for 2008-2013 (34C/4)**

January 2007

UNESCO Tehran Cluster Office
Medium-Term Strategy for 2008-2013 (34C/4)[*]

1   Introduction

"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."

This sentence is one of the key statements of the UNESCO Constitution. The abiding relevance of UNESCO's mandate to promote peace and sustainable development through international cooperation is axiomatic.

Given global trends and challenges UNESCO needs to reassert its role of promoting peace and sustainable development and living, and tackling poverty. Accordingly the overarching objectives of UNESCO's 34C/4 are peace, poverty alleviation and sustainable development. UNESCO has the role of facilitating dialogue among civilizations, cultures and peoples, which may also serve to dispel ignorance and lessen violence.

A UNESCO priority is the achievement of the Millennium Development Goals (MDGs), in particular that of halving poverty by 2015, of the goals of Education For All (EFA) and of Education for Sustainable Development (ESD).

In the UNESCO Tehran Cluster, support to peace and inter-cultural dialogue in the Islamic Republics of Afghanistan, Iran and Pakistan and in Turkmenistan has asserted the crucial role of education, science, culture and communication in economic and social development.

The Tehran Cluster is heterogeneous. Although its member countries share roots in ancient empires, the histories of all have diverged sharply over the centuries producing four very different nation states that each presents unprecedented challenges and opportunities for international cooperation. It is therefore appropriate that the Tehran Cluster, unlike other UNESCO Clusters, contains two national offices in Kabul (a PCPD environment), and Islamabad (an E-9 'most populous country') as well as the Cluster Office in Tehran.

Both national offices have their own independent budgets and international programme specialists; the role of the programme specialists in Tehran is therefore to support

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* Important note:

This Medium-Term Strategy is prepared based on previous Cluster-wise meetings and consultations as well as communications and decisions on the decentralization policy of UNESCO. However, it must be noted that UNESCO is currently engaged in an evaluation and review of its decentralization policy and the process may lead to a change in the Cluster concept and mandates which may have an influence on the strategy. In addition, the current pace of UN reforms could also have some influences on the long-term aspects of the strategy. Any significant trends will be monitored and changes reflected in the strategy, but as it is dynamic and flexible it can accommodate such contingencies.

Cluster countries with an eye to strategic regional interventions in areas with no international staff (SC, CI and CLT) as well as the specific needs of Iran and Turkmenistan.

The Cluster countries share the positive connection to the Silk Road, though suffer from the terrible burden of location. Afghanistan, Iran, Pakistan and Turkmenistan lie within the transcontinental earthquake belt between the Eurasian and Arabian tectonic plates. Each country has suffered the consequences of this natural hazard, with northern Pakistan and Lorestan in Iran being the latest victims.

UNESCO Tehran Cluster Office (UTCO) was established in January 2003, just months before the Bam earthquake in Iran, which left 26,000 people dead and thousands more homeless. UTCO has collaborated with its partners in all Cluster countries to provide targeted and effective interventions across the region to mitigate the impact of earthquakes.

UNESCO's activities in the region build on the resilience and innovation of the ancient civilizations that people its mountains and valleys. The landscape both mirrors the wealth of human society that it cradles and has helped to shape it.

In August 2003 the first Cluster meeting initiated the process of associating the four countries, National Commissions and civil society partners with UNESCO's programme. A summary of this meeting is attached as Annex 1. A second Cluster meeting was held in Islamabad on 27 July 2005. A summary of this meeting is attached as Annex 2. A third Cluster meeting was also held in Hanoi within the framework of the Director General's Consultation of National Commissions for UNESCO of Asia/Pacific on the preparation of the draft programme and budget for 2008-2009 (34 C/5).A summary report on this meeting is enclosed as Annex 3.

A main focus of UNESCO within Iran over the last year has been the ongoing response to Bam's educational, cultural and natural resource management needs following the earthquake of December 2003. As a Cluster Office UTCO has also facilitated the optimal use of regional expertise in the areas of curriculum development, water management, biodiversity, cultural heritage and media capacity building. Likewise, the national offices in Islamabad and Kabul have responded to many national priorities within the mandate of UNESCO. In all of its activities the Cluster office gives priority to Afghanistan particularly in the field of capacity building and training.

The Cluster Office in Tehran has a staff of 18 - Iranian, Sudanese, Japanese, British and Pakistani; in Kabul the nations of Afghanistan, Australia, France, Iran, Japan, Jordan and Samoa are represented, and in Pakistan the countries of France, Italy Japan Nepal, Norway, and Pakistan. The human resources for the three offices as well as Cluster country profiles are listed as Annex 4.

2 Cluster Strategy from the Programme Perspective

The overall governing framework for this section is the UNESCO 34C/4 together with any specific regional strategy for the Asia Pacific Region. The strategy should be flexible enough to accommodate national priorities, provided human and financial resources are secured. Summarized below are broad outlines of the Cluster strategy in connection to the five sectors of UNESCO.

2.1 Education (ED)

2.1.1 What is the strategy?

According to the Global Action Plan, five strategic directions will form UNESCO's work in education over the next 10 years. Education for peace and for sustainable development as well as for intercultural dialogue should be explicitly included in the strategic programme objectives for education. The importance of pursuing quality education for all should be well noted. Improved quality of education should be linked to the content of education through capacity building in curriculum development, improved teacher training, recourse to distance education and the use of information technologies. The strategic programme objectives are:

- Create a strong base to lead EFA and promote quality education for all;
- Emphasize education for peace, intercultural and interfaith dialogue and sustainability;
- Support national efforts for data collection and analysis, identification of best practices and resource gaps and their proper management.

Within the Education strategy, there are four main potential areas for cooperation among the countries of the Cluster. As there are UNESCO Education Specialists in the national offices in Kabul and Islamabad, UTCO/ED will focus on Iran and Turkmenistan. This strategy was defined in consultation with the Governments of Iran and Turkmenistan and National Commissions, specialized Non-Governmental Organizations (NGOs), academics and civil society, and in cooperation with UN agencies such as UNICEF Turkmenistan.

For Cluster-wise activities, close partnership among the Field Offices and national partners (particularly the National Commissions) should be secured in the planning and implementation of Cluster activities. Based on experience of three years of activities in Iran and Turkmenistan the following four areas are recommended:

a) *Capacity building for the achievement of the six Education for All (EFA) goals within the EFA Decade*

The expectations from the four countries are for the definition of EFA plans and their implementation, and education planning at national and provincial levels. Within these plans, a special focus will be on the introduction to curricula of the FRESH initiative, life skills, HIV/AIDS and drugs prevention education, school health, physical education and special attention to Early Childhood Care Education (ECCE), gender parity and human rights through inclusive education and child-friendly schools.

b) *Literacy – follow up of LIFE initiative and introducing new approaches of Community Learning Centres (CLCs) within the UN Literacy Decade*

Illiteracy is a real challenge in Afghanistan and in Pakistan. Iran has addressed the issue over the last 15 years, especially in rural areas, but there are still challenges to be faced in skills development and adaptation to the needs of communities and the country. High drop out rates from formal education are a significant regional problem, while special attention needs to be given to gender in education at all levels.

c) *Enhancing education through curriculum development, teaching materials and teacher training*

Support to advocate and develop the inclusive education approach at primary and lower secondary levels; review of curriculum and teaching materials by adapting them to the needs of country development and international realities; increase the capacity building in pre and in-service teachers' training and helping teachers to have the social status they merit.

d) *Capacity building by fostering Cross-Cutting Teams (CCTs) and focusing on Technical and Vocational Education (TVE) and Science and Technology Education (STE) within the United Nations Decade of Education for Sustainable Development (UNDESD) and the United Nations Development Assistance Framework (UNDAF)*

The focus here is on increasing capacity building in formal and non-formal TVE from lower secondary to high schools; reviewing the quality of STE at all levels and increasing the capacity of research; increasing the role of Information and Computer Technology (ICTs) in education; and facilitating e-learning, distant education and lifelong learning.

2.1.2   How will the strategy be implemented?

The ED Cluster strategy will be implemented as follows:

- Developing links with national institutions (eg ministries of Education and Higher Education, universities, research institutes, National Commissions), Cluster bodies (eg UNESCO Country Offices, UNICEF, National Commissions), regional institutions (eg UNESCO Bangkok Regional Office for Education) and international networks (eg UNESCO HQ, UNESCO institutes for education, inter-governmental organizations);
- Fostering cooperation within the countries of the Cluster for the best use of expertise and experience for mutual support;
- Empowering NGOs and civil society as well as private sector bodies;
- UN Joint Programming with technical and funding agencies;
- UNDAF process;
- Increasing contacts with donors for Extra-Budgetary (EXB) resources.

2.1.3   When should the strategy be implemented?

This strategy is being prepared for the 34C/4 period 2008-2013 but must be reviewed on a biennial basis within the C/5 period.

2.1.4   Who will implement the strategy?

The three offices of UTCO will contribute to the implementation of the activities in collaboration with ministries of Education and Higher Education, National Commissions, research institutes, national experts, NGOs and Inter-Governmental Organizations (INGOs).

2.2   Natural Sciences (SC)

2.2.1   What is the strategy?

There are four main priorities in the Cluster countries:

a) Freshwater

Since the Cluster countries are mostly arid or semi-arid, sustainable management of fresh water resources is considered a principal priority. Afghanistan, Iran, Pakistan and Turkmenistan suffer from scarce water and therefore the strategy of SC for this Cluster is to focus on water resources management for sustainable development in accordance with the three points below:

- Assessment of available water resources;
- Appropriate management of scarce water resources;
- Capacity building to assess and manage these limited resources.

b) Natural disasters and preparedness

The Cluster countries are highly seismic and earthquakes cause huge human and economic loss on a regular basis across the region. Other natural hazards that affect the Cluster are droughts and floods. Disaster preparedness and risk reduction and mitigation are essential aspects of the SC programme.

c) Sustainable ecological approaches

The Cluster countries are ecologically vulnerable and there is a need to build their capacity to integrate ecological aspects in their overall development plans. UNESCO has an important role in providing information on global initiatives such as the Man and Biosphere (MAB) programme, and, through the World Heritage Centre, to register new biosphere reserves and natural heritage sites.

d) Science and technology policies

Development of science and technology policies has been identified by the Cluster countries as a priority and UNESCO can act as a facilitator to build awareness of international best practices in this field.

2.2.2   How will the strategy be implemented?

Capacity-building and networking are vital, with a special focus on motivating people from the Cluster Countries to participate in UNESCO programmes to benefit from South/South and South/North experience through transfer of Science and Technology. Developing relationships with all of UNESCO Member States, IGOs, NGOs, universities, National Commissions, UNESCO Centres, UNESCO Networks and funding agencies will facilitate the implementation process. Tehran Cluster has been collaborating fully with many neighbouring Cluster offices (Almaty, Beijing, New Delhi, Doha, and Cairo) in the area of freshwater and to some extent in other areas of SC., particularly in ecological science, science policies and earthquakes. This innovative and successful partnership will be maintained during 2008/2013 and enhanced to all science programmes.

2.2.3   When should the strategy be implemented?

This strategy is being prepared for the 34C/4 period 2008-2013 but must be reviewed on a biennial basis within the C/5 period.

2.2.4   Who will implement the strategy?

The three offices of UTCO will contribute to the implementation of the activities in collaboration with other Clusters, Science Sector at UNESCO Headquarter (HQ), Member States (particularly National Commissions), IGOs, NGOs, universities, UNESCO Centres, relevant networks, civil society, the private sector and donors. As UNESCO Tehran is the only office in the Cluster with Science expertise, most SC work will be done from Tehran.

2.3   Culture (CLT)

2.3.1   What is the strategy?

The Tehran Cluster CLT Programme priorities are as follows:

a) Strengthening tangible, intangible and natural heritage protection, conservation, promotion and sustainable development including advocacy for sustainable development and valorization of related cultural industries and crafts

The Cluster countries are exceptionally rich in cultural heritage. Yet the cultural sectors continue to require strategic development for both recognition and protection, directly linked to development potential. The Cluster should advocate the strengthening of heritage conservation and sustainable development of the cultural sectors through a holistic approach, raising awareness of different key stakeholders and fostering cooperation to give due emphasis to the developmental potential of the cultural sectors.

b) Promotion of cultural diversity and Dialogue among Civilizations

Advocacy of dialogue between the cultures and religions of the Cluster countries, and the others is of utmost importance, as exemplified by contemporary conflicts caused by misunderstandings, misinterpretation and insufficient international cultural exchange. The Cluster offices should foster strengthened working relationships between existing governmental, non governmental and academic bodies to gradually increase the quantity and quality of the cultural and interfaith dialogues within and outside the Cluster region.

2.3.2   How will the strategy be implemented?

Regular Programme funds should be used as seed money together with any EXB funds available. The office should aim to facilitate cooperation among stakeholders. Information dissemination in useful working languages, increased networking, and capacity building activities will be key to the implementation of the strategy. Afghanistan requires special focus and financial and human resources to address the endangered cultural heritage and the capacity building needs there.

2.3.3 When should the strategy be implemented?

This strategy is being prepared for the 34C/4 period 2008-2013 but must be reviewed on a biennial basis within the C/5 period.

2.3.4 Who will implement the strategy?

The three offices of UTCO will contribute to the implementation of the activities in collaboration with other Clusters, HQ, Member States (particularly National Commissions), IGOs, NGOs, universities, UNESCO Centres, civil society, the private sector and donors.

2.4 Communication and Information (CI)

2.4.1 What is the strategy?

The Tehran Cluster CI Programme priorities are as follows:

a) Support to media to build public awareness of earthquakes; capacity building for disaster reporting and science and cultural heritage journalism

Severe earthquakes regularly hit all of the countries of the Cluster. Building the capacity of national media institutions to provide timely, appropriate and effective public information before, during and after a crisis is therefore an essential public service. The focus on formal and non-formal media will be complemented by a strategy to introduce risk awareness and mitigation into the school curricula in collaboration with Education programme specialists in the Cluster. The UTCO region is justly famous for its legacy of science and philosophy and this historical capital will be mobilised in initiatives to develop research and reporting into science and cultural heritage, including water management, HIV and AIDS and intangible and tangible cultural practices and products. This aspect of the CI programme will be implemented in collaboration with the Science and Culture specialists in the Cluster.

b) Improving access to information for all, including rural, disabled and marginalized communities and women

Access to information through ICTs is variable across the region and within Cluster countries. The CI programme will work with national authorities, communities, universities and the private sector to facilitate the development of multi-media and telecenters in rural areas. Lessons learned from the Iranian experience in this regard, and with respect to supporting people with disabilities accessing information, will be used in Afghanistan. The CI Unit in the UNESCO Almaty Cluster has expressed interest in developing programmes that support Persian-speaking stakeholders in Tajikistan in this area, as well as others relating to other strategic goals. Another aspect of this strategic goal is support to distance learning initiatives, including the development of course content, training of teachers and technical production personnel and the development of standards.

c) Improving access to international debates on CI issues and supporting the adaptation of content to local and national needs

Various factors, including conflict in Afghanistan, IT programmatic issues relating to ISO standards for scripts and the strong Anglophone and Francophone bias of

debate in the field of communication and information, have meant that countries in the Cluster are relatively isolated from international debate on communication and information issues. However the youthful and migratory nature of the population across the region has supported the development of strong autochthonous traditions of coding and adapting ICT to local needs. The CI programme will work closely with stakeholders and the ED sector to support the development of local content and the adaptation of international content to local needs.

d) *Supporting the development of informal media, documentary traditions and cinema*

The populations of the UTCO region have developed a highly symbolic and visual communication media that derive from ancient and sophisticated cultures dating from the Timurid era. Years of conflict in Afghanistan and a post-war focus on traditional media have led to an attenuation of infrastructure. The CI programme will deploy international and regional expertise, especially from India and Iran, to support the development of informal media, graphic art, documentary realism and cinema in the visual and broadcast media. This will include the digitalization of analogue media, support to films representing aspects of the UNESCO CI mandate and capacity building in documentary film making.

e) *Media capacity building in news production*

A core aspect of UNESCO's mandate is capacity building for media institutions in news production, election broadcasting and other aspects of the FED programme. This is an important aspect of the CI programme in the UTCO Cluster, especially in Afghanistan.

f) *Public information*

Although this is not part of the Advisor for Communication and Information's (ACI's) core mandate, it is recognised that there needs to be a public information and communication strategy for the UTCO Cluster and for each of the three offices within the Cluster. The first biennial brochure was produced in March and another will be produced in 2007; other tools include websites for each national office, a press and communications strategy and briefing documents. The ACI will support this function by supervising national public information officers funded jointly by FO programmes.

2.4.2   How will the strategy be implemented?

- Developing and fostering links with national (ministries of Information, Higher Education, ICT, Rural Development and Agriculture, universities, research institutes, NatComs), Cluster (UNESCO Country Offices, UNICEF, National Commissions), regional (UNESCO New Delhi Office, regional organizations) and international networks (UNESCO HQ, film and documentary makers, INGOs);
- Developing cooperation within the countries of the Cluster for the best use of expertise for mutual support;
- Empowering NGOs and civil society as well as private sector;
- UN Joint Programming with technical and funding agencies;
- UNDAF process;
- Increasing contacts with donors for Extra-Budgetary (EXB) resources.
- When should the strategy be implemented?

- This strategy is being prepared for the 34C/4 period 2008-2013 but must be reviewed on a biennial basis within the C/5 period.

2.4.3 Who will implement the strategy?

The three offices of UTCO will contribute to the implementation of the activities in collaboration with other Clusters, HQ, Member States (particularly National Commissions), IGOs, NGOs, universities, UNESCO Centres, civil society, the private sector and donors. The ACI has transferred to Kabul for a year, and there is no full-time CI assistant in Tehran. UTCO should therefore consider hiring a public information assistant for the Cluster – a national PI assistant is being hired for UNESCO Kabul.

2.5 Social and Human Sciences (SHS)

There is no dedicated staff for SHS in the Cluster and the role of UTCO was to support the DIR/KAB, who has assumed responsibility for the programme in the Cluster region. With the transfer of the Director to Dhaka, the Cluster will press for a programme specialist in the area. However, the SHS programme will emphasize inter-sectorality and the needs of Afghanistan will be given priority. The following themes have been identified:

- Ethics of Science
- Management of social science
- Human rights

2.6 Cluster Strategy from the Implementation Perspective

The strategy is foreseen to be implemented in collaboration with the Cluster FOs, the National Commissions, regional Clusters and offices, HQ, UNESCO Centres (Category II), sister UN agencies, governmental agencies, IGOs, NGOs and donors.

2.6.1 Cluster Field Offices (FOs)

There are FOs in Tehran, Kabul and Islamabad and each office should decide whether implementation of the strategy is best done at national or Cluster level. UTCO will supervise all Cluster issues as well as national ones in Iran and Pakistan. The FOs will supervise all national activities. National ED issues will be handled by each FO while Cluster activities will be coordinated by Tehran in collaboration with the FOs in Kabul and Islamabad. SC, SHS and CI issues will be handled by the Cluster Office for all of the four Countries. The strategy calls for effective exchange of information on national activities and bilateral, tri-lateral or Cluster-wise participation of the three FOs as needed.

2.6.2 National Commissions (NatComs)

The four NatComs have varying human and financial capabilities; there is a well established NatCom in Iran; an active NatCom in Pakistan; a newly established NatCom in Afghanistan and an established NatCom in Turkmenistan. The strategy calls for:

- Close cooperation among the 3 FOs and the 4 NatComs;
- Close collaboration between the 4 NatComs to learn from Iran's NatCom, particularly for Afghanistan;
- Enhancing the capacity of the 4 NatComs for implementation and outcomes;
- Priority given to Afghanistan in all activities handled by the Cluster office.

2.6.3 Neighbouring Clusters

UTCO has excellent relations with neighbouring Cluster offices (Almaty, Beijing, Cairo, Doha, and New Delhi). The strategy calls for:

- Enhancing trans-Cluster collaboration in all programme areas.

2.6.4 Regional Offices

UTCO relies on support from related Regional Offices – an example is the collaboration with Bangkok Regional Education Office. The strategy calls for:

- The establishment of a partnership with Jakarta Office in the area of SC;
- Enhancing the current partnership with Bangkok Office in the area of ED;
- Creating links with CLT, CI and SHS regional advisors for the Asia and Pacific region (ASPAC).

2.6.5 UNESCO HQ

UTCO has a good working relationship with HQ/SC and HQ/CLT and is developing the same with HQ/CI and HQ/ED. Strong support is also provided by HQ/BFC. The strategy calls for:

- Enhancing the current working relations with HQ/SC and HQ/CLT including WHC;
- Enhancing the evolving good working relations with HQ/CI and HQ/ED;
- Initiating dialogue with SHS to develop the current relationship;
- Building on current relationships with HQ sectors and Bureau for the field coordination (BFC), Office of the Director General (ODG) to solve the problem of the staff shortages in the Cluster Office.

2.6.6 UNESCO Centres (Category I and II)

UNESCO has supported the establishment of Category I and II Centres in various fields. Two of these Category II Centres are in Iran and there are several in the region. The strategy calls for:

- Making the best use of these Centres in the implementation of Cluster programmes;
- Supporting Centres in Cluster countries and assisting Cluster countries to establish new Centres in priority areas;
- Supporting initiatives for networking Centres within the ASPAC countries.

2.6.7 Sister UN agencies

The three FOs have developed good working relations with many sister agencies, whether through the UNDAF process or on a bilateral bases. For example, UNESCO Tehran Office is leading an UNDAF priority on sciences and is an active member in many other priorities in Iran and Turkmenistan. This is very important given the pressure for UN reforms. The strategy calls for:

- Enhancing the participation of each FO in joint UN activities, particularly within the framework of the UNDAF processes;
- Enhancing the current joint programming exercise with UNICEF Turkmenistan;
- Encouraging closer ties with UN agencies at the country level.

2.6.8 Related governmental agencies

Though the NatComs are UNESCO's principal national partners, many governmental agencies have developed links with UNESCO at HQ, Cluster or national levels. Such partnerships should be encouraged with transparent communication with the corresponding NatCom. The strategy calls for recognition of:

- The important role of the NatCom as the main national coordinating body;
- The positive role of direct partnership with prominent governmental bodies.The NatComs should be informed of and encouraged to join such initiatives.
- Inter-governmental organizations (IGOs)
- UTCO has partnered with many IGOs such as the Islamic Educational, Scientific and Cultural Organization (ISESCO) in the areas of ED, SC and CLT. Many contacts have been made with the Economic Cooperation Organization (ECO), but not much has materialized in terms of joint activities. The strategy requires the following:
- Enhanced cooperation with ISESCO and the removal of any obstacles that restrict this partnership;
- Continued dialogue with ECO and its related Centres to create opportunities for joint actions;
- Identification of new IGOs that could collaborate with UTCO in various fields.

2.6.9 Non-governmental organizations (NGOs)

Many NGOs could contribute to the action of UTCO. So far little collaboration has been achieved so far but it is in a strategy to enhance collaboration with relevant NGOs.

2.6.10 Donors

The Regular Programme (RP) budget will have to serve as seed money to be supplemented by external sources, particularly the donor community. Great potential exists for this, particularly in Afghanistan and Pakistan. Drawing significant EXB resources for Iran and Turkmenistan may not be that easy, yet Iran has contributed significantly through a category II Centre to a water project in Afghanistan. In summary the three FOs should strive to obtain additional resources to supplement the meagre RP budget. The strategy requires the following:

In this respect the Cluster strategy calls for:

- Taking every opportunity to secure additional funds to supplement the RP budget;
- Drawing up a detailed strategy for securing EXB funding;
- Coordinating fundraising with HQ, regional offices and UN Country Teams.
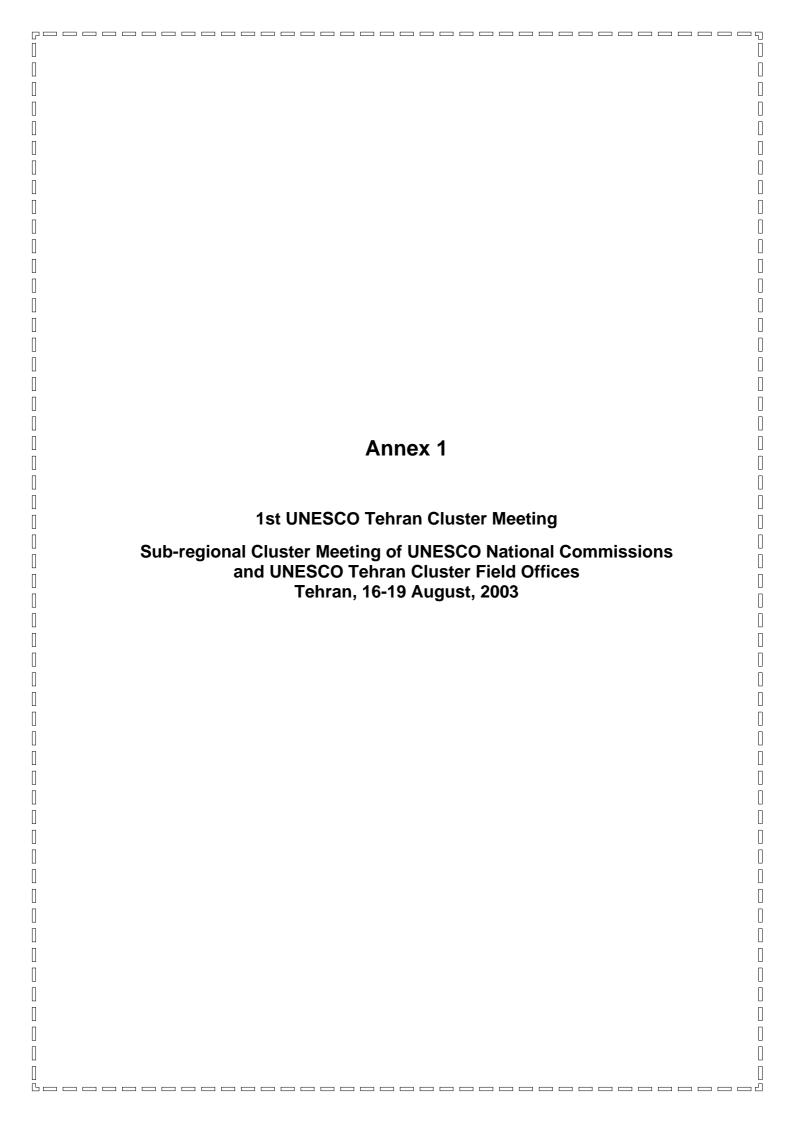
2.7 Coordination

Implementation of the approved Cluster strategy should be coordinated by DIR/UTCO, DIR/KAB, DIR/ISB and the four Cluster National Commissions. Regular consultations should be encouraged electronically and whenever possible, through actual meetings. Time and space should be allocated to the review and up-date of the strategy during Cluster consultation meetings.

2.8 Communication strategy

The Communication strategy focuses on presenting UNESCO as the lead agency in its field of competence in the Cluster. The main goals are to educate partners, stakeholders and the public on the role of UTCO, to introduce UTCO's activities and to increase visibility to support fund raising. The target audiences represent a variety of groups, ranging from partners, to sister agencies, stakeholders, and the public. The strategy is attached as Annex 5.

2.8.1 Review and amendment of the strategy

This strategy is a dynamic and flexible document. It should be regularly revised and will be considerably influenced by C/4 and C/5 as well as other UNESCO strategic plans.

Annex 1

1st UNESCO Tehran Cluster Meeting

**Sub-regional Cluster Meeting of UNESCO National Commissions
and UNESCO Tehran Cluster Field Offices
Tehran, 16-19 August, 2003**

Annex 1

1st UNESCO Tehran Cluster Meeting

**Sub-regional Cluster Meeting of UNESCO National Commissions
and UNESCO Tehran Cluster Field Offices
Tehran, 16-19 August, 2003**

I. Introduction

The Sub-regional Cluster Meeting of the National Commissions for UNESCO and the UNESCO Tehran Cluster Field Offices was jointly organized by the Iranian National Commission for UNESCO, the UNESCO Tehran Cluster Office, and UNESCO in Tehran from 16-19 August 2003.

The purpose of the Meeting was to identify future priorities and common projects to be submitted to 32nd General Conference; to strengthen sub-regional cooperation led by NatComs and UNESCO Field Offices with relevant partners for the implementation of the C/4s and C/5s; and to enhance collaboration with relevant partners and civil society.

The Meeting was attended by Secretaries General of the Afghan, Pakistani, and Iranian National Commissions for UNESCO; the FO Directors of UNESCO Tehran and Islamabad; the Chief of the Section, UNESCO National Commissions; the Education Advisor and Coordinator for Appeals from UNESCO Bankok, the Education Programme Specialist, UNESCO Kabul; the Assistant Secretary General of the Pakistan National Commission for UNESCO; and 47 Iranian experts and observers from the Economic Cooperation Organization (ECO) in Tehran.

Agenda

Item 1) Opening Session

Item 2) Organizational Matters

Item 3) Adoption of Agenda and Working Groups Schedule

Item 4) Cluster Consultations

Item 5) National Commissions

Item 6) Cooperation among National Commissions, UNESCO Field Offices and Civil Society

Item 7) Promotion of sub-regional cooperation for the Medium-term strategy (31C/4 and 32C/5)

Item 8) Closing Session

i. 32 C/5 Cluster Activities: Identification of priorities and cooperation within the framework of 32C/5: Cluster Presentation

ii. Thematic discussions: Working Groups

To identify the priorities and inter-country projects based on 32 C/5 and regular budget, participation programme, Extra-budgetary funds and national resources

II. Working Groups

Four working groups representing the major programmes in the UNESCO Tehran Cluster were established to discuss sectoral priorities. These groups reported back to the plenary on the second day of the Meeting.

Working Group 1: Education

The Group recognized the diverse needs and strengths of the Cluster countries and the need to cooperate and recommended the following:

- Countries will work independently and collectively to identify resources;
- Field offices should chose between six and eight of the 11 priorities established by participants ensure focus and rational use of resources;
- Inter-sectorial cooperation should be a priority;
- Full use should be made of national capacity;
- Dialogue and networking within the Cluster should be encouraged;
- Partnerships should be established and enhance to use the potential of specialized international agencies and organizations.

The Group also recognized the following needs:

- Recognition of the diversity needs and priorities in Cluster countries;
- Avoidance of repetition of activities;
- Sub-regional projects;
- Recognition of gender in vocational education;
- The importance of science education;
- A focus on proposals, which are visible, feasible, functional and sustainable;
- Education for disadvantaged groups, quality education, peace education, and interdisciplinary approach.

Working Group 2: Natural Sciences

The group focussed on Water, Ecological Sciences, Earth Sciences, and Science and Technology Policy for Sustainable Development and proposed a Work Plan for 2004-2005. The following was highlighted:

- The importance of water resources assessment plans;
- The lack of a SCI budget for UNESCO Islamabad;
- The significance of science and technology development and of joint projects in this field;
- Intersectoral projects which deal with resource management policy;
- Organization of Man and Biosphere (MAB) Committees in Cluster countries;
- The provisions for Cluster application for Participation Programme.

Cross-Cutting Priorities:

- Extreme events: floods, droughts
- Water education and capacity-building
- Support to a Cluster pilot project on developing water policies and strategies for integrated water resources management

Specific Priorities:

- Support to groundwater initiatives including International Shared Aquifer Resource Management (ISARM), and (IGARC)
- Water resources assessment in collaboration with the World Water Assessment Programme (WWAP)
- An international conference on reservoirs sedimentation and its economic, social and environmental impact in arid and semi-arid regions
- Ecological Sciences
- Identification and introduction of Transboundary Biosphere Reserves
- Regional meeting of South and Central Asia Man and Biosphere (MAB) Meeting SACAM
- Earth Sciences
- Creation of a culture of earthquake risk reduction and management
- Geobiotechnology
- International Oceanographic Commission
- Support to the development of a regional Ocean Data and Information Network for the Central Indian Ocean Region (ODINCINDIO)
- Support of a regional Global Ocean Observing System (GOOS) project

Working Group 3: Social Sciences and Communication and Information
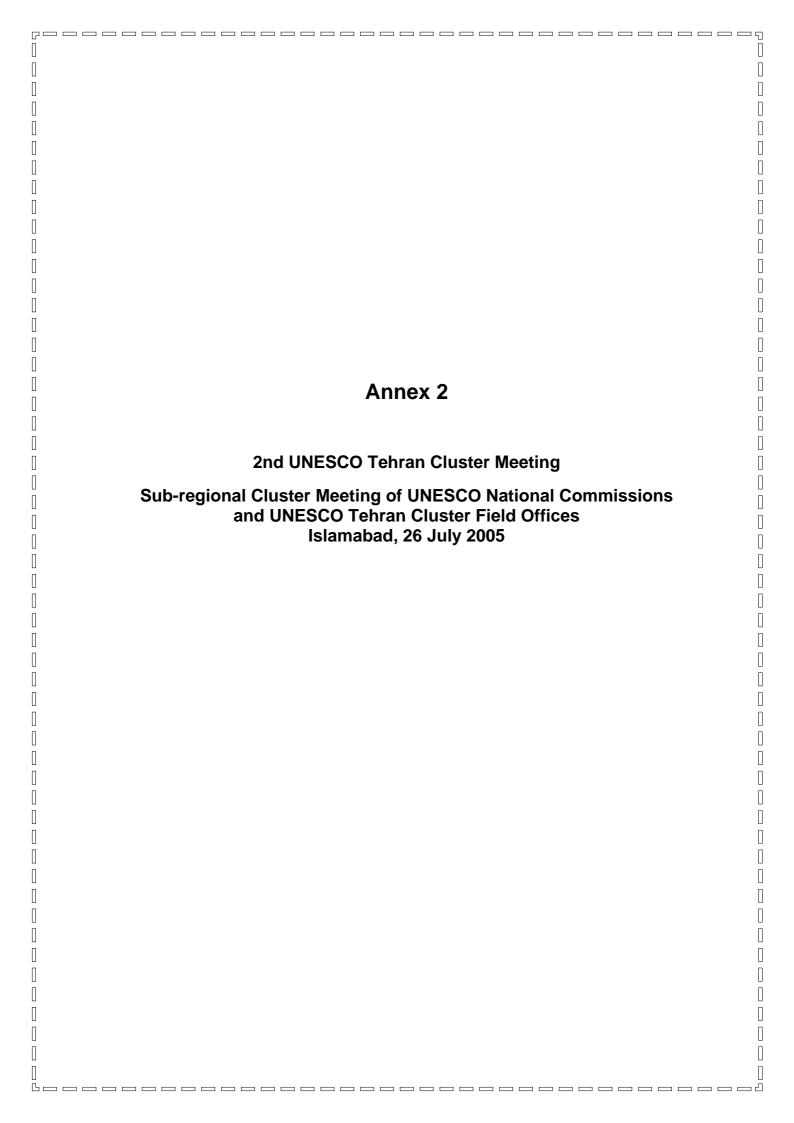
The UNESCO Tehran Cluster does not have programme officers for either of these two sectors and priorities are therefore being developed on an ad hoc and non-specialist basis. Nevertheless the following priorities were highlighted:

- Establishing a UNESCO Human Rights Chair in the Cluster;
- Defining Social Sciences and focussing on areas yielding tangible results;
- Adding the term "harmful" to traditional practices;
- Sharing experiences in the field of social sciences among Cluster countries;
- A joint project for the preservation of documentary heritage within the Memory of the World Programme;
- Networking for women journalists and press foundations in the Cluster.

Working Group 4: Culture

The group discussed the C/4 and the 32C/5 and discussed the following points:

- The work plan and how to implement it, considering limited budgets;
- The significance of cultural tourism;
- The conference on cultural diversity in Pakistan and the necessity of coordination between Cluster countries;
- The link between biological diversity and cultural diversity ;
- Interdisciplinary approaches to Arts education.

Annex 2

2nd UNESCO Tehran Cluster Meeting

**Sub-regional Cluster Meeting of UNESCO National Commissions
and UNESCO Tehran Cluster Field Offices
Islamabad, 26 July 2005**

Annex 2

2nd UNESCO Tehran Cluster Meeting

**Sub-regional Cluster Meeting of UNESCO National Commissions
and UNESCO Tehran Cluster Field Offices
Islamabad, 26 July 2005**

Agenda

Item 1: Inaugural Session

The opening addresses stressed the importance of education without discrimination and learning as fundamental right according to Islam and as the foundation of sustainable development in the context of globalization. Speakers also noted the need for more communication among country offices and the National Commissions, but welcomed the current climate of mutual cooperation.

Item 2: Election of the Meeting Officers

Item 3: Introduction of Participants

Item 4: Adoption of the Agenda

Item 5: Review of the 1st Cluster Meeting

The participants reviewed the recommendations of the first Cluster meeting and evaluatd progress. They noted that although some progress had been achieved all of the recommendtions still stood and should be tackled in the forthcoming C/5.

Item 6: National Commission Reports, 2004-5

The four National Commissions made presentations as summarized below:

Islamic Republic of Iran

The representative of the Iranian NatCom described the institution's structure and functions as well as the establishment of three UNESCO Clubs on Human Rights, Cultural Tradition and Intercultural Dialogue. He noted that there were proposals for 13 more such initiatives. The Iranian NatCom has translated several of UNESCO's publications into Farsi and has hosted meetings on subjects ranging from Ethics in Science to Water Management.

Pakistan

The Secretary General of the Pakistan NatCom noted that their activities had focused on the ASP network of schools and that although many schools were passive members, there had been some outstanding initiatives and the NatCom had decided to organize consultative meetings to highlight exemplary schools and document lessons learned.

One school had proved so good in presenting human rights that it had been invited to Australia to present its activities to a meeting on "Interfaith and Intercultural Harmony and Human Rights", and was asked by the Government of Sri Lanka to organize training for schools in that country.

Afghanistan

No representative of the Afghan NatCom had been able to attend the meeting, the UNESCO Kabul Office representative spoke briefly on initiatives in his sector, education, noting that the focus had been on national curriculum development and the production of text books.

Turkmenistan

No representative of the Turkmen NatCom had been able to attend the meeting, and there is no UNESCO office in the country, therefore the Director of the UNESCO Tehran Cluster Office, Dr Abdin Salih, spoke on the challenges of working there. He noted that several initiatives had been started in the sectors of culture and education (in partnership with UNICEF Turkmenistan). He mentioned that the priority was to work more closely with UNDP and UNHCR in the country and that trust was being established between UNESCO and the Government. UTCO was requested to ask the Turkmen National Commission to organize the next Cluster consultation in Ashgabad.

Item 7: UNESCO Office Reports, 2004-5 and Work Plan for 2006-2007

UNESCO Tehran Cluster Office

The UTCO Report for 2004-5 was presented; this noted that most of the budget had gone to the Education Sector, mainly for Education for All (EFA) initiatives. This had been implemented in 14 activities under RP funding and six through EXB resources. Highlights of the reporting period included support to the Islamic Republic of Iran's first EFA National Policy Report, an educational analysis and projection model (piloted in Iran but for application across the sub-region), and unprecedented EFA activities in Turkmenistan. In 2006-7 the UTCO Director noted that activities would take place in the context of global initiatives for EFA, the UN Literacy Decade and the UN Decade of Education for Sustainable Development, for which UNESCO is the lead agency.

Education Cluster priorities included strengthening EFA coordination and planning, basic education, enhancing the quality of education and supporting post-primary education. Iran and Afghanistan featured widely because UNESCO Islamabad has its own education budget. Water was the Science's principal priority, and activities focused on water management systems, biosphere reserves, capacity building and disaster management. Culture priorities were the rehabilitation of cultural heritage in post-conflict environments and enhancing linkages between cultural and biological diversity.

The tremendous pressure on the Cluster Office following the earthquake in Bam was reiterated by the Director of UTCO. He also added that they had pulled together magnificently and had been invited to take the lead in Education and Culture by the UN Flash Appeal Team. As a result of efforts spearheaded by UNESCO, Bam had been registered as a World Heritage Site and the office had established a programme for micro-zoning of earthquake areas and an Education Disaster Management Committee. The office had also succeeded in getting $2 million funding for a school and teachers' resource centre and had undertaken significant research into qanats, or traditional water

management systems. Science-related activities mainly focused on water but also included the re-activation of the MAB Committee in Pakistan and the creation of a new biosphere reserve in that country.

Cultural activities also focused on Bam, but there were significant initiatives in Turkmenistan and Afghanistan, including a pilot project in Old Nissa (Turkmenistan) for laboratory analysis of soil and preparations for the World Heritage Site nominition dossier for Herat (Afghanistan).

The new CI Advisor for UTCO introduced herself and the CI Programme and outlined priorities for the coming Biennium. She emphasized the need for dialogue in defining priority areas within the framework of CI Programme goals. The broad priorities of the CI Sector are freedom of the press, enhanced access to information, especially for marginalized groups, the preservation of digital and documentary cultural heritage and the increased use of ICTs for educational, scientifica and cultural purposes.

UNESCO Islamabad

The representative of UNESCO Islamabad reported that in 2003-4 the focus of the Islamabad office had been education, especially EFA and support to the National Plan of Action, and gender. He pointed out the challenges of designed strategic plans months in advance in a complex environment such as Pakistan's and said that the goal for the next biennium was to streamline activities into broad lines of action to improve coherence. The representative called for Cluster-wide initiatives to support marginal communities, such as refugees.

Turning to the 2006-7 programme the representative stated that out of a total budget of USD758,144, almost 75 percent had been earmarked for Education, particularly EFA, the UN Literacy Decade, teacher education and gender equity. The next biggest budget was that of the Social and Human Sciences Sector, with activities focusing on bioethics, human rights and rights-based education and the management of social transformations. Culture was the third largest budget line, with a focus on the protection of cultural heritage and the promotion of inter-cultural dialogue. The CI budget, he said, did not do justice to the significance of this sector as an essential and cross-disciplinary component in cultural and educational activities, especially given the developments in information technology. Of the USD 55,000 allocated to the sector, USD20,000 was earmarked for training media professionals and USD 15,000 towards promoting freedom of expression. The tiny Natural Sciences budget focused on water and renewable energy.

UNESCO Kabul

The representative of UNESCO Kabul reported that the major challenges in Afghanistan had been working in a multi-player environment but that the office had made great progress. In his sector, Education, UNESCO was currently working with the Ministry of Education to implement a USD3.5 million project on secondary, vocational and religious education, curriculum development and literacy.

Item 8: Elaboration of a Common Strategy

The Director of UTCO introduced this item, saying that the Cluster needed to develop a strategic approach to planning in order to streamline implementation and influence HQ policy early on in the biennial planning process. He invited delegates to discuss a draft

template with colleagues and experts in their respective countries and improve the involvement of National Commissions in project identification and formulation.

Recommendations

- The drafting of a template for a Cluster strategy to be finalised by UCTO based on inputs from the National Commissions and field offices. The inputs are to be sent to Tehran a month from the date of the Meeting and the template will be amended within two weeks and sent back for final comments;
- The strategy should include priorities for 34 C/3 and 34 C/5, mapping of resources and division of tasks between NatComs and field offices;
- The strategy should be reviewed and updated biannually if needed;
- UCTO was requested to draw up a Cluster communications strategy. In the meantime a mechanism of regular consultation between NatComs and field offices should be established;
- The Meeting acknowledged the excellent contribution of ISESCO's representative to the event. Similar closer collaboration with ISESCO could be extended to other Clusters, such as Almaty;
- The Meeting urged greater inter-Cluster collaboration, particularly with the Almaty, Beijing, Cairo, Doha and New Delhi Clusters;
- UTCO was requested to investigate with the Turkmen National Commission the possibility of holding the next Cluster meeting in Ashgabad.

Annex 3

3rd UNESCO Tehran Cluster Meeting

Sub-regional Cluster Meeting of UNESCO National Commissions and UNESCO Tehran Cluster Field Offices

Hanoi, 6 June 2006

Annex 3

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Sub-regional Cluster Meeting of UNESCO National Commissions and UNESCO Tehran Cluster Field Offices

Hanoi, 6 June 2006

I. Introduction

The Sub-regional Cluster Meeting of the National Commissions for UNESCO and the UNESCO Tehran Cluster Field Offices was held in Hanoi, 6 June 2006.

The meeting was attended by Dr. Mohammed Tavakol (Secretary General, Iranian Natcom), Mr. Mohamed Chawdry (Secretary General, Pakistan Natcom), Mr. Khalil Meenaway (Secretary General, Afghanistan Natcom), Mr. Abdin Salih (Director, UNESCO Tehran Cluster Office), Mr. Jorge Sequeira (Director UNESCO Islamabad Office), Mr. Malama Meleisea (Director/UNESCO Kabul Office) and the representative of the Education Sector (Headquarters).

Agenda

Item 1) Opening

Item 2) Organizational Matters

Item 3) Adoption of the Agenda

Item 4) Cluster Consultations

Item 5) Conclusion

Main results

The main results of the Cluster consultations were as follows:

Cluster 1:

Regarding the future role and mission of UNESCO, the Cluster suggests:
- Combating all new forms of ethnic, cultural, social and religious discriminations resulting from new technologies, information technology (IT), etc.;
- Empowering local and indigenous communities by respecting, safeguarding and advocating indigenous knowledge, traditions and innovations;
- Further collaboration in reaching the MDGs.

The important objectives for the Cluster are:
- Promoting and strengthening respect for natural, cultural and environmental heritage by developing effective tools and setting influential norms in the education of sciences and culture;
- Establishing peace through the promotion of sustainable development based on respect for human rights, cultural and religious diversity and gender equality in all aspects of social and individual life;
- Strengthening global cooperation among people and nations.

The measurable outcomes expected by the Cluster are:
- Better monitoring over the conservation of biosphere reserves and protection of cultural sites;
- Standard setting in ethics and defining an educational framework;
- New mechanisms developed to counter various forms of discrimination and exclusion;
- Implementing and promoting cooperation projects and programmes.

Cluster 2: Sectoral priorities for the 34/C5

The Cluster is in favour of retaining the existing structures with more emphasis on Result Based Management and Evaluation.

The following principal priorities are suggested:

ED: Basic Education for all with emphasis on literacy

SC: Water and associated ecosystems

SHS: Promoting ethics of science and technology with emphasis on bioethics

CLT: Preservation and promotion of tangible and intangible/cultural/natural heritage.

CI: Freedom of expression and information for all.

Other priorities should be in principal limited to a smaller number. The following are suggested:

ED: Education for sustainable development

SC: 1. Science Education

    2. Science Policy

SHS: Empowerment of the underprivileged groups of the society

CLT: 1. Harmonization of Cultural integrity with development

    2. Interfaith dialogue and harmony

CI: 1. Empowering people through ICT in ED, SC, and CLT

    2. Facilitating greater role for developing countries in the cyberspace

Cluster 3: Fostering intersectorality

- The Cluster supports the intersectoral, interdisciplinary and cross-cutting themes currently focused upon by the organization. However, it favours choosing a smaller number of intersectoral programmes consistent with the member states priorities and availability of resources;

The NatComs could assist in the implementation if the staff are trained on how to handle such projects;

- Mainstreaming is suggested to continue for Africa, Least Developed Countries (LDCs), women and youth.

Cluster 4: Delivering the programme

-The programme management cycle should be realistic, simple and more impact assessment oriented and in line with national priorities;

- The Cluster supports the idea of allocating more resources to Africa in addition to facilitating South-South cooperation with Africa;

- Emphasizing the centrality of NatComs. Closer cooperation between NatComs and FOs is needed for better delivery of UNESCO programmes;

- Field offices and NatComs need to work more closely to enhance their capacities and maximize benefits from UN reforms that lead to joint programming and actions such as UNDAF and pilot schemes in selected countries;

- The Cluster supports UNESCO's involvements in post-conflict and post-disaster situations. Ways and means must be taught to make such a contribution meaningful with respect to the actual needs;

- The Cluster supports the issue of widening partnerships and few suggestions made;

- Category II centres need to be more known to the member states in order to be more effectively utilized as implementing partners to NatComs;

- The Cluster is divided equally between a "zero nominal growth" and a "zero real growth".

Annex 4

UNESCO Tehran Cluster Office Countries
Afghanistan, Iran, Pakistan, Turkmenistan - Country Profiles and Field Office Human Resources

Annex 4

UNESCO Tehran Cluster Office Countries
Afghanistan, Iran, Pakistan, Turkmenistan - Country Profiles and Field Office Human Resources

Country Profiles

Afghanistan (Human Development Rate, HDR ranking not available in 2004)

Population (2005)	26 million
Urban population % of total population (2002)	22.8 %
Life expectancy (2005)	46 years
Percentage of population age 15-64 years (2000)	54.86 %
Total Land Area	652,100 km2
Water Area	0 km2
Freshwater resources per capita (2002)	2,321.7 m3
Access to an improved water source (% of population)	40 %
Illiteracy rate (% of population 15+)	71%
Primary enrollment (% of population age 15+)	Male 68%
	Female 40%
GDP per capita (2005)	USD 7.2 billion
Government	Islamic Republic
Administrative Divisions	36 Provinces
Languages	3 major + 30 minor
Radio per 1,000 people	114
TV sets per 1,000 people (2001)	14

(Source: World Development Indicators database, 2006, World Bank Country FAQs, and UNDP HDR 2004)

Iran (HDR ranking 101 out of 177)

Population (2005)	67.1 million
Population growth (annual %)	1 %
Urban population % of total population (2003)	67 %
Life expectancy (2005)	71 years
Population beneath poverty line (2003)	21 %
Total Land Area	1.648 million km2
Water Area	12,000 km2
Freshwater resources per capita (2002)	1,960.6 m3
Access to an improved water source (% of total population), 2004	94 %
Illiteracy rate (% of population 15+)	15 %
Primary enrollment (% of population age 15+)	Male 102%, Female 95%
GDP (2005)	USD 196.3 billion
Government	Islamic Republic
Budget Expenditures	USD 34.9 billion
Budget Revenues	USD 34.6 billion
Administrative Divisions	28 Provinces
Languages	3 major and 4+ minor
Radio (per 1,000 people, 2001)	281
TV sets (per 1,000 people, 2001)	163
Access to internet (x 1,000 people, 2001)	1,005
Personal computer per 1,000 people (2001)	69.7

(Source: World Development Indicators database, 2006, World Bank Country FAQs, and UNDP HDR 2004)

Pakistan (HDR ranking 142 out of 177)

Population (2005)	155.8 million
Population growth (annual %), 2005	2.4 %
Urban population % of total population (2003)	34 %
Life expectancy (2004)	65 years
Percentage of population age 15-64 years (Est. 2000)	55 %
Population beneath poverty line (2003)	33 %
Total Area	803,940 km2
Land Area	778,720 km2
Water Area	25,220 km2
Freshwater resources per capita (2002)	1,534.1 m3
Access to an improved water source (% of total population)	90 %
Illiteracy rate (% of population 15+)	59 %
Gross primary enrollment (% of population age 15+)	Male 84% Female 62%
GDP (2005)	US$ 110.7 billion
Government Type	Federal Republic
Administrative Divisions	28 Provinces
Languages	3 major and 4+ minor
Radio (per 1,000 people, 2001)	105
TV sets (per 1,000 people, 2001)	148
Access to internet (x 1,000 people, 2001)	500
Personal computer per 1,000 people (2001)	4.1

(Source: World Development Indicators database, 2006, World Bank Country FAQs, and UNDP HDR 2004)

Turkmenistan (HDR ranking 86 out of 177)

Population (2005)	4.8 million
Population growth (annual %), 2005	1.4 %
Life expectancy (2004)	62.7 years
Percentage of population age 15-64 years (Est. 2000)	58 %
Population beneath poverty line (below US$ 1 a day, 2002)	12.1 %
Total Land Area	488,100 km2
Freshwater resources per capita (2002)	12,706.0 m3
Illiteracy Rate (% of population 15+), 2004	2 %
GDP (2003)	USD 6.0 billion
Government Type	Republic
Administrative Divisions	5
Languages	2 major and 1+ minor
Radio (per 1,000 people, 2001)	256
TV sets (per 1,000 people, 2001)	196
Access to internet (x 1,000 people, 2001)	8.0

(Source: World Development Indicators database, 2006, World Bank Country FAQs, and UNDP HDR 2004)

UNESCO Resources

The scope work of the three Field Offices is wide. The challenge to advocate and implement UNESCO's policies and programmes continues with increasing pressures in these four Cluster countries, with varying levels of capacities, political stability, security and GDP. The human and financial resources of the three Field Offices in the Cluster are listed below (as at 14 November 2004). To increase effectiveness of implementation of UNESCO's Major Programmes, the three Field Offices count on continued co-operation and partnership with UNESCO's Centres, UNESCO Chairs, multi-lateral and bilateral donors and technical agencies, other UN organizations and agencies, IGO's and NGO's.
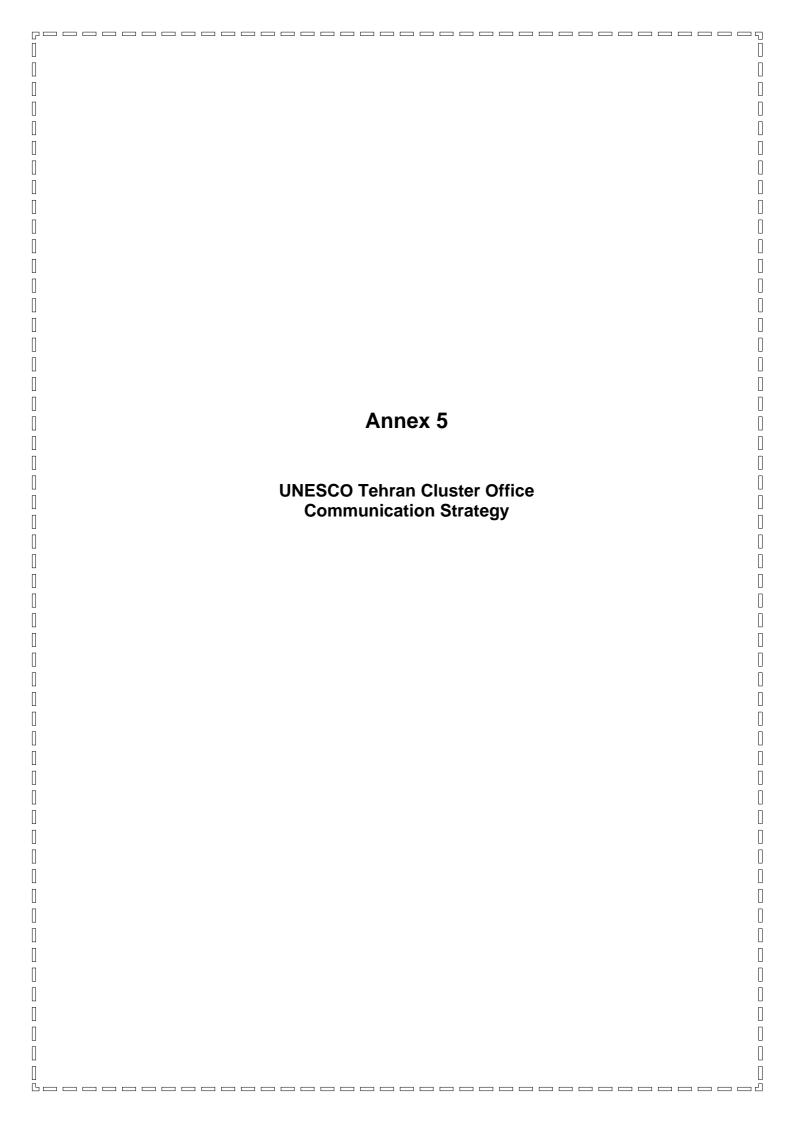
UNESCO Islamabad

- Established in 1958 in Karachi, and relocated to Islamabad in 1989;
- 3 established international posts;
- 7 established national posts;
- 8 consultants, IT, Finance & secretarial assistants, receptionist, driver, cleaner, guard, clerk;
- Office premises within UN Common Premises Islamabad;
- Programme Engagement – current: ED, SHS, CLT

UNESCO Kabul

- Established in 2002;
- 4 established international posts;
- 25 programme assistants, consultants, secretarial staff, receptionist, drivers, security guards, guest house helpers;
- Office premises within UNDP Kabul Compound
- Programme Engagement - current:ED, SC, SHS, CLT, CI ; future – ED, SC, SHS, CLT, CI

UNESCO Tehran

- Established in 1996 as a national office, promoted to Cluster Office in January 2003 after absence between 2001-2002;
- 4 established international posts;
- 4 established national posts, 3 programme assistants, 3 consultants, 2 financial & administrative assistants, 1 receptionist, 2 drivers, 1 cleaner;
- Office premises within a building provided by the Iranian Cultural Heritage and Tourism Organization. The Government has the obligation under the UNESCO-country agreement to provide office premises fully equipped and with adequate space;
- Programme Engagement - current:ED, SC, CLT, CI ; future – ED, SC, SHS, CLT, CI.

Annex 5

**UNESCO Tehran Cluster Office
Communication Strategy**

Annex 5

UNESCO Tehran Cluster Office
Communication Strategy

Introduction

The role of the UNESCO Tehran Cluster Office is to implement UNESCO's programmes in the fields of Education, Science, Culture, and Communication and Information in the Cluster and support the national offices in Kabul and Islamabad. The Office is responsible for providing assistance both at upstream level (through planning and programming) and at downstream level (through implementation, monitoring and evaluation of activities). The communication plan follows the guidelines of UNESCO's comprehensive strategy to raise visibility and UTCO's strategic goals.

Communication Strategy

The main focus of the strategy is on presenting UNESCO Tehran as a Leading Agency in its fields of competence in Iran and the Cluster Countries. Focus is also given to presenting what UNESCO Tehran has been and is doing as part of its organizational goals.

Communication Goals

- Educate partners, stakeholders and the public on the role of UTCO in Iran and in the region;
- Introduce and explain UTCO's programmes and projects;
- Increase visibility to support fundraising and advocacy;
- Create a favourable image about UNESCO in the eyes of stakeholders.

Target Audiences

The target audience represents a wide variety of groups, ranging from partners in development, to sister agencies, stakeholders, and the public. Each group has different information needs and will require different methods to reach it. Below is a comprehensive but not exhaustive list of target audiences:

- National Commissions for UNESCO in the region;
- Counterpart ministries in the Cluster Countries;
- National, international and regional institutions;
- NGOs;
- Media;
- Schools, universities and research institutions;
- Donors, partners and sister agencies;
- Diaspora communities.

Target Audiences

UNESCO is a UN Specialized Agency that works through cooperation in Education, Culture, Science, Social and Human Sciences, and Communication and Information. This cooperation is in the form of technical support, the organization of meetings and

seminars, training and capacity building. UNESCO works with a variety of partners in the public and private domains.

UNESCO has a reputation as a neutral player; other UN agencies are perceived, rightly or wrongly, by the Iranian authorities as having more overtly political agendas. However it is often regarded as a wealthy funding agency on a par with UNDP, or confused with UNICEF and the perception of inactivity has drawn criticism. A key goal is therefore to highlight the normative role of the Organization and its relationship with the National Commission .

Stories and photographs presenting beneficiaries in an immediate and empathetic way are important and effective. Programme specialists should therefore budget for this and support the public information initiative by providing high quality and usable photos from the field.

Tools

- Press releases;
- UNCG Meetings and calendar, and participation in UNCG events;
- Posters and brochures;
- UNESCO Tehran website;
- UNESCO Tehran online newsletter;
- UNESCO Publications available in UNIC library.

Plan of action

- Sponsor or join events related to UNESCO mandates, such as book fairs;
- Utilize appropriate material from BPI and HQs and translate into Farsi;
- Build website in collaboration with BPI;
- Make documents available on the website;
- Support UNIC Press Briefings and send out regular press releases to media;
- Increase UNESCO participation in TV and radio talk shows;
- Share costs of media surveys with other agencies and UNIC.

Budget

There is no fixed budget for Public Information activities within the CI or other programme sectors, although the UNDP recommends that 7 percent of project budgets be allocated for PI and in some agencies this is mandatory. All programmes should be required to allocate funds for PI activities and support the CI Advisor by providing content and reporting regularly. It should be clearly acknowledged that the primary role of the CI Advisor is to manage and implement the CI programme in the Cluster and each Programme Manager should be expected to undertake advocacy and PI initiatives in consultation with the ACI.

Evaluation

UTCO does not have the resources to fund commercial evaluation and therefore relies on word-of-mouth and advice from colleagues, especially Iranian colleagues, who are better acquainted with the media sector. For example the Director of UNIC recommended that UNESCO not produce a print version of its newsletter, but instead produce an online version that can be emailed, via UNIC and individual programme specialists, to key partners and stakeholders.