



United Nations  
Educational, Scientific and  
Cultural Organization

# UNESCO

## 2010



## Cover

*Mehdi Benchelah, who began working for UNESCO in Haiti in March 2010, organizes support for media productions and training for Haitian journalists. He has set up computer training and internet access for people made homeless by the earthquake and coordinates cultural activities. He is seen here after a book distribution for the children of Camp Carrefour.*

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UNESCO  
**2010**



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*New senior management team appointed by Irina Bokova.*

From left to right: *Jānis Kārklis*, Assistant Director-General for Communication and Information; *Lalla Aïcha Ben Barka*, Assistant Director-General, Africa Department; *Gretchen Kalonji*, Assistant Director-General for Natural Sciences; *Qian Tang*, Assistant Director-General for Education; *Getachew Engida*, Deputy Director-General; *Irina Bokova*, Director-General; *Hans d'Orville*, Assistant Director-General for Strategic Planning; *Francesco Bandarin*, Assistant Director-General for Culture; *María del Pilar Álvarez-Laso*, Assistant Director-General for Social and Human Sciences; *Khadija Ribes Zammouri*, Assistant Director-General for Administration; *Eric Falt*, Assistant Director-General for External Relations and Public Information. Absent from photo: *Wendy Watson-Wright*, Assistant Director-General and Executive Secretary of the Intergovernmental Oceanographic Commission (IOC).

# Foreword

**by Ms Irina Bokova, Director-General of UNESCO**

I took up my duties as Director-General of UNESCO under the banner of reform.

2010 was marked by several decisive steps, from the formation of a new executive team and the shaping of a new management structure to significant administrative reorganization. Throughout all of our activities, we are strengthening synergies with our strategic partners, within the United Nations system and beyond. For instance in the field of education, for the first time in several years, thanks to UNESCO, the directors of the five Education for All agencies convened to coordinate better and move forward together. I decided to establish liaison offices with the African Union in Addis Ababa and with the European Union in Brussels. We have launched a reform of our network of field offices to strengthen our ability to respond to the expectations of Member States and their societies.

We must take this deep change much further, refocusing our priorities to become more effective. UNESCO's message will resonate best through concrete results. In 2010, the earthquake in Haiti and the floods in Pakistan underlined the urgent need to step up collective efforts. UNESCO intervened immediately to protect and reconstruct the educational, scientific and cultural fabric of these countries. Throughout the year, UNESCO took the lead in mobilizing resources for the deeper integration of education, science and culture into development policies. An important step was taken in September, when the link between culture, cultural diversity and development was explicitly recognized at the United Nations' High-Level Meeting on the Millennium Development Goals in New York. This is an important step towards a new humanism.

It is signal proof of the enduring relevance of UNESCO's mission, 65 years after its creation. All of our fields of activity are undergoing change today. The internet has revolutionized the way people think and act for education, research, freedom of expression and culture. The growing importance of educational, scientific and cultural diplomacy is defining a new model of development and a new art of peace. UNESCO is placing itself at the forefront of these changes. This first annual review highlights the wealth of our programmes. It also shows the close links that exist between biodiversity and cultural diversity, between education and new technologies, between scientific research and respect for human rights. We will continue to move in these directions, and we will succeed as long as we all act together.

*Irina Bokova*



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*Close to 90% of schools in Haiti's West Department were damaged or destroyed by the January earthquake. UNESCO developed an emergency curriculum and trained over 3,000 education workers to deal with trauma.*





# CHAPTER 1

# UNESCO's post-disaster response

# UNESCO's post-disaster response

***A series of severe natural disasters in all parts of the world marked 2010 with tragic consequences. These events tested to the full UNESCO's capacities for rapid response. The Organization participated in 15 of the 25 humanitarian appeals launched by the United Nations, with project proposals in 13 post-conflict and post-disaster countries and regions. Some of these initiatives are described below. Meanwhile, post-conflict and post-disaster work continued in many other countries, including Iraq and Afghanistan.***

## ■ Haiti

Within hours of news of the devastation caused by the magnitude 7.0 earthquake and tsunami that struck Haiti on 12 January 2010, a crisis cell linking Paris Headquarters to the Port-au-Prince and regional offices began to prepare UNESCO's emergency response. In Haiti, UNESCO's staff and office premises were fortunately unharmed and throughout the year a significantly reinforced team helped develop and deliver a series of short- and longer-term initiatives in the fields of education, science, culture and communication.

*Children in Haiti's camps received six thousands books.*

## *Strengthening risk preparedness*

As part of the response, UNESCO's Intergovernmental Oceanographic Commission (IOC) initiated a project to recover and strengthen Haiti's Warning Services for Coastal Hazards. The project is focused on coastal hazards risk assessment, technical assistance such as installation of a tide gauge, as well as capacity-building and training, in cooperation with the relevant national agencies. Besides working to strengthen Haiti's preparedness and response to natural hazards, UNESCO also renewed efforts to ensure the effective

implementation of the Tsunami and other Coastal Hazards Warning System for the Caribbean and Adjacent Regions, in order to be prepared for future tsunamis.

## *Emergency education relief*

Immediately after the disaster, UNESCO opened up its premises to host the Minister of Education and his cabinet, whose buildings were destroyed, and helped with a damage and needs assessment of schools and education institutions. With close to 90% of schools in the country's West Department damaged or destroyed, and more than 450,000 children displaced, an urgent priority was to re-open schools in temporary facilities and provide students with learning materials.

By the time schools reopened, an emergency curriculum had been developed and disseminated with UNESCO's support, prioritizing the most important subjects, while others were left out or postponed to fit the reduced school year and thus allow students to pass to the next grade.

Tackling the psychological impact of the disaster on children, adolescents and teachers was another immediate concern. To equip educators with the skills to recognize trauma and alleviate stress-related symptoms both inside and outside the classroom, UNESCO with its partners trained over 3,000 secondary-school teachers and other educational personnel on learner-centred psycho-

## **A book for a child in Haiti**

Six thousand children's books, many donated by UNESCO staff, were circulating in 12 camps and 22 schools by late 2010 thanks to UNESCO's initiative "Un livre pour un enfant d'Haiti" ("A book for a child in Haiti"), launched in collaboration with NGO Bibliothèques sans Frontières (Libraries without Borders).



© Sophia Paris/MINUSTAH

***Pétionville golf club transformed into refugee camp. UNESCO launched Mobile Multimedia Units at this and other camps in Haiti.***

© UNESCO/M. Benchelah





*UNESCO efforts helped safeguard valuable art collections. National Centre of Art, Haiti.*

ensuring the safekeeping of collections such as the archives of Haitian historian Georges Corvington. UNESCO also joined forces with INTERPOL to prevent illicit trafficking by establishing a Red List of artefacts. A temporary work space and materials enabled over 200 craftspeople to continue preparing for the traditional Jacmel Carnival. Theatre performances and creative workshops for children took place in six refugee camps. Technical assistance was provided for the conservation of the National History Park – Citadel, Sans Souci, Ramiers, which is a World Heritage site, as well as the historic centre of Jacmel.

An International Coordination Committee for the Safeguarding of Haitian Cultural Heritage (ICC) was established to galvanize the international community into action and to bring together all stakeholders to determine priorities in the short and medium term. On the basis of the ICC's recommendations, a series of project proposals was drawn up for submission to a donor conference in support of Haitian cultural heritage, organized at Headquarters in spring 2011.

#### *The role of the media*

The media play a crucial role in disseminating post-disaster information and a series of workshops on natural disaster reporting was organized for 250 media professionals. Post-trauma sessions were given to a total of 170 journalists. Over a three-month period, support was given to journalists

social support. This was linked to basic disaster preparedness, with the psycho-social support elements and disaster risk reduction methodologies integrated into the national curricula and teacher training.

A nationwide census of all technical and vocational centres was launched and the first five centres are being reconstructed and equipped. In partnership with the Camp Perrin technical training centre, a course was established to instruct 240 masons in earthquake-resistant construction.

#### *Rebuilding Haiti's social fabric through culture*

Convinced of the healing power and potential of culture for reconstruction and nation-building, UNESCO focused on reactivating cultural industries and the performing arts, and safeguarding museums, archives and libraries as well as world and intangible heritage.

In the emergency phase, efforts focused on protecting collapsed heritage sites from looting, removal of rubble, and

*“Culture must go hand in hand with humanitarian aid. It must be present in Haiti’s reconstruction strategies because culture and development are closely linked.”* Irina Bokova, Director-General

who became unemployed after the earthquake to produce two programmes a week for Radio nationale d’Haïti. A centre to house Haiti’s journalist unions was funded by UNESCO and International Media Support. A Master’s in journalism was created at the University of Quisqueya and began in September 2010, set up in cooperation with the Paris Training Center for Journalists (CFPJ), and with assistance from UNESCO, the European Union and the French Embassy in Haiti.

### *Internet for youths in the refugee camps*

Internet access and informal computer and search engine training was provided to young people living in six refugee camps in Port-au-Prince through a mobile multimedia unit. Some 1,500 young people living in the camps were able to connect with the outside world and improve their educational and professional prospects through this

training and internet access. A blog was created for each refugee camp to further social networks onsite, and to provide internally displaced populations with an opportunity to communicate their everyday reality to the outside world.

### ■ Chile

#### *Responding to the earthquake and tsunami in Chile*

Just 12 minutes after a series of severe earthquakes hit central Chile on 27 February 2010, the Pacific Tsunami Warning Center in Hawaii, USA, issued a regional warning. This first real-scale test of the system coordinated by the IOC showed that it performed promptly and efficiently. However, close to the epicentre – too near for being warned within 12 minutes – there were over 100 fatalities, indicating the need for an upgrade of the system, especially to meet warning requirements for the

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near-field. In the immediate aftermath of the tsunami, a rapid survey was made of zones affected, in order to improve preparedness plans in the future. A full international tsunami team survey, conducted in partnership with the UNESCO-supported International Tsunami Information Center, facilitated information gathering and sharing by international experts.

*Internally displaced youth improve their computer skills at the Tabarre Issa refugee camp with the assistance of UNESCO.*

### Training for Haitian Women Community Radio Broadcasters

Gender balance in community radio is of great importance and REFRAKA, the Haitian Network of Women Community Radio Broadcasters, was given support following the destruction of its premises. Women were trained in radio production techniques and gender-sensitive reporting. A community radio station, Vedek FM, was created in Cap Rouge, a region home to some 18,000 people previously unable to capture radio signals. Training in radio production techniques, presenting and reporting was given to 25 local people. The radio focus is on the sustainable development of the community.

In response to the cholera outbreak, information sessions on the disease and methods of preventing its spread were held for journalists in several regions. Five short animation clips to sensitize children to the cholera outbreak were produced in cooperation with the authorities, featuring the Haitian street-kid cartoon character, Ti-Joel, who explains vital methods for the prevention of its spread.



© UNESCO/M. Benchelahl



*“Natural disasters severely challenge development. The world-wide expertise rallied by UNESCO’s IOC to operate the Global Tsunami Early Warning System and to provide vital input into climate science from ocean observations is an essential part of the response.”* Wendy Watson-Wright, Assistant Director-General and Executive Secretary of the IOC

### *Education – the emergency response*

One week prior to the earthquake, UNESCO held a capacity development workshop on Disaster Risk Reduction for technical specialists at ministries of education across Latin America and the Caribbean. Within hours of the earthquake, workshop participants from Chile’s Ministry of Education contacted UNESCO to develop a rapid needs assessment tool (a good practice addressed the previous week). This was done and, with funds from the UN Central Emergency Relief Fund, UNESCO delivered urgent humanitarian relief to help restart primary and secondary schooling and recover education infrastructure.

To ensure the immediate resumption of classes for students in the affected areas, the Organization built, equipped and furnished 62 temporary premises for primary and secondary levels; provided emergency repairs for primary and secondary schools with minor damage; installed 14 water tanks at schools; distributed 6,250 basic school kits (backpacks, stationery, etc.) and other teaching and learning materials.

Some 600 municipal staff, local management teams, teachers and school principals were given training on providing psychosocial support and implementing an early recovery plan for the education sector. On 17 March, Chile’s Minister of Education announced its goal to have all

*Temporary classroom built by UNESCO after the earthquake in Chile.*

© UNESCO

students in the affected areas back in class in 45 days. This milestone was successfully achieved on 26 April with support from the UN and UNESCO, which continues to support the Ministry of Education’s efforts to provide quality education for all in areas affected by the earthquake and tsunami, and across the country.

### ■ Namibia

#### *Working with schools and radio stations to improve disaster risk reduction*

Torrential rains caused significant flooding in Namibia that affected nearly 17% of the country’s population and left thousands of children without school for many months. UNESCO worked with partners to introduce standards and tools for disaster risk reduction so that teachers and learners are familiar with basic techniques and actively apply them. A pilot school manual on Emergency Preparedness and Response, based on the lessons learned in Caprivi, was published and sent by the Ministry of Education to all schools in Caprivi, to all Regional Education Offices in Namibia and all national teacher training institutions.

Community radio has a crucial role to play in disaster risk reduction. Support for workshop training for community radio volunteers and programme production led to a series of eight programmes in Khwe, Oshikwanyama, Silosi and English, made available to national and community radios, as well as to youth centres.

### ■ Pakistan

#### *Helping the education system recover*

Over 500,000 children were kept out of school by Pakistan’s worst flood disaster in 80 years, which began in late July 2010 following heavy monsoon rains. UNESCO helped prepare the Flood Impact Analysis to enable the government to assess reconstruction needs and raise international funds to bridge the funding gap. To address the learning needs of flood-affected communities, 110 Adult Literacy and Skill Development Centres were set up in various camps and flood-affected areas, offering some 3,000 women and girls classes in basic literacy and training in income-generation skills.

Fourteen workshops provided training for approximately 500 teachers and teacher trainers in psychosocial support, post-disaster management, and better organization of educational activities in



© UNESCO

*The International Tsunami Information Center, supported by UNESCO, gathers data from ocean buoys.*



© UNESCO/G. Seif

*Director-General Irina Bokova visited some of Pakistan's most severely flood-affected regions in August and had meetings on the recovery effort with Minister of Education Sardar Aseff Ahmad Ali and other officials.*



© NASA/GSFC/METI/ERSDAC/JAROS, and U.S./Japan ASTER Science Team

*Satellite map of the flood-affected zones in Pakistan.*

the camps and flood-affected areas where school buildings were destroyed. Support was provided for the establishment of five early childhood education centres in relief camps in Sukkur and 30 centres in southern Sindh, as well as for provision of teaching-learning aids for 17 schools in flood-affected districts of Punjab.

Support was also given to the Balochistan Department of Education for educational recovery and reconstruction in the flood-affected district of Jaffarabad.

### *Mobilizing the hydrological and geological sciences*

To support the national effort to cope with the disaster, UNESCO sent a number of missions comprising hydrological and geological experts. They collaborated with the Pakistani authorities to develop a comprehensive action plan to improve integrated flood management capacity. The focus was on the restoration of degraded early warning and monitoring systems in order to better manage hydrological extremes, to assess geo-hazards and predict landslides, and to identify groundwater resources as sources of emergency drinking water. The plan was endorsed by the government of Pakistan.

### *Crisis communication*

To enable flood-affected communities to address problems posed by their situation, and to bring hope and motivation to affected populations, UNESCO's Islamabad Office produced a radio soap opera in cooperation with the Commonwealth Broadcasting Association and Pakistan Broadcasting Corporation.

The drama series began airing in 46 districts of Pakistan in December 2010 and raises awareness on how to deal with psychological, post-trauma, and health issues, and to prepare for rehabilitation and future challenges. Each episode is followed by a focus group session in four severely flood-hit areas, with a feedback mechanism. This is Pakistan's first low-cost radio entertainment for development purposes.

### *Conservation action for heritage*

On 12 August, it was reported that one million cubic feet of water per second was flowing in the vicinity of the World Heritage archaeological site of Moenjodaro (third century BC). To support the Pakistani authorities in assessing the damage to principal sites and to determine conservation action required, a World Heritage Centre expert mission was undertaken from 8 to 15 October 2010 to Moenjodaro, Taxila and Makli. The mission confirmed that the flood damage to Moenjodaro has been limited thanks largely to the extensive measures to protect against erosion and flooding undertaken during UNESCO's International Safeguarding Campaign for Moenjodaro (1974-1997). The Organization's World Heritage Centre and Natural Sciences Sector developed a proposal for the reinforcement of the site's vulnerable embankments and a disaster risk management plan was recommended for the sites visited.

*Eli Rognerud, UNESCO Education Programme Specialist, discusses the reopening of schools in Balakot with Pakistan Army officials.*

© UNESCO/M. Sharif







## ■ Indonesia

### *Emergency Operation for the Safeguarding of the Borobudur World Heritage Site*

A series of eruptions of the Mount Merapi volcano, which began on 26 October, deposited damaging layers of volcanic ash on the renowned Borobudur World Heritage site. In response, UNESCO's Jakarta Office, together with the Indonesian authorities, launched an emergency safeguarding operation and worldwide funding campaign. The principal conservation threat results from the corrosive effect of the ash, which hardens when wet and can block the monument's complex drainage system. The three-phase project will focus on cleaning the stone monuments and drainage systems, identifying comprehensive remedial conservation measures, and implementing activities to enhance the livelihoods of affected local communities via their involvement in the tourism and cultural industries. Dating from the eighth and ninth centuries, the world famous Buddhist temple complex was painstakingly restored thanks to an international safeguarding campaign piloted by UNESCO from 1972 to 1983.

*UNESCO responded swiftly to the volcanic eruption of Mount Merapi, launching emergency operations that began with cleaning of the corrosive ash.*

© UNESCO/Indonesian Ministry of Culture and Tourism

## ■ Disaster follow-up

Following the devastating 2009 cyclone in Myanmar, the UNESCO Asia-Pacific Regional Bureau for Education provided training for over 2,000 school principals and teachers in disaster risk reduction in education in 2010. This benefited some 400,000 students, who also received education communication materials on disaster preparedness.

## ■ Preventing disasters

In 2010, UNESCO promoted the Global Task Force on Building Codes (GTFBC) – a network of experts which became operational in the aftermath of the Haiti and Chile earthquakes. It supports the enforcement and dissemination of building codes to achieve earthquake resilience. Participants share data and good practices on building codes, including through forum discussions on UNESCO's GTFBC internet site.

A new feasibility study on International Mobile Early Warning System(s) for Volcanic Eruptions and Related Seismic Activities (IMEWS), commissioned by UNESCO, underscores the importance of volcano monitoring worldwide, data sharing and international cooperation. The first findings of the study were presented at the "Cities on Volcanoes" international conference held in Spain in June 2010, where the need for international assistance under the auspices of UNESCO was emphasized by experts.

## Guidebook for Planning Education in Emergencies and Reconstruction



The revised edition of the Guidebook for Planning Education in Emergencies and Reconstruction from UNESCO's International Institute for Educational Planning (IIEP) aims to support educational authorities in providing equal access to quality education for children affected by conflict or disaster. It also shows how disaster can provide unique opportunities for educational reform.

An agreement signed in February 2010 between UNESCO and the Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), enhances cooperation, notably for the benefit of tsunami early warning systems. The CTBTO uses cutting-edge technologies and scientific methods to monitor the planet for nuclear explosions. The resulting data offer a wide range of civil and scientific applications and could potentially be used for tsunami warning purposes.

In the Pacific Region, the European Commission's Directorate-General for Humanitarian Aid (DG ECHO) funded UNESCO's tsunami preparedness at community level in Peru, Ecuador and Chile, reaching beneficiaries in six vulnerable municipalities. UNESCO applied learning mechanisms to build awareness and good practices at community levels, including updating existing plans and improving and complementing local tsunami early warning systems through the installation of sirens and signage for safe areas, hazard zones, and evacuation routes.

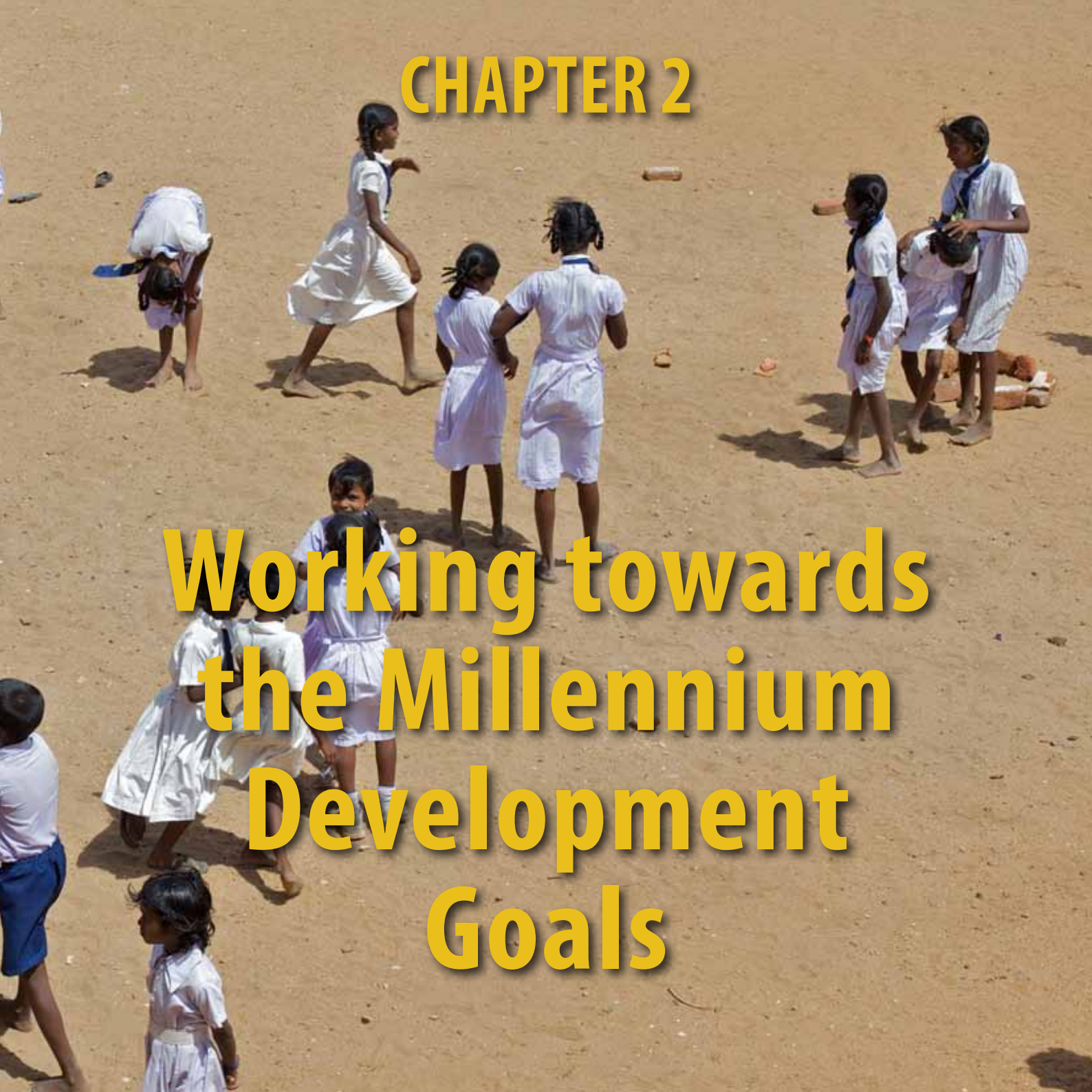


© UNICEF

**Millennium Development Goal 2, "Achieve universal primary education", aims to ensure that all boys and girls complete a full course of primary schooling. Here, schoolchildren in Sri Lanka.**

## CHAPTER 2

# Working towards the Millennium Development Goals



# Working towards the Millennium Development Goals

*With the UN High-level Meeting on the Millennium Development Goals (MDGs) in New York in September, the year was marked by intensive advocacy for an approach to development that gives a central role to education and fully harnesses the potential of science, culture and communication. During the “MDG Summit”, UNESCO stressed the importance of education as a foundation for human development and the role of culture was clearly reaffirmed at the High-Level Round Table on Culture for Development organized in cooperation with the European Union and the African Union.*

exhibition held at UN Headquarters, which used numbers graphically to show how education can help to achieve the MDGs. The exhibition ran from 9 September to 20 November. The “Education Counts” messages were further reinforced at a side event on “The Central Role of Education in the Millennium Development Goals” that UNESCO organized in collaboration with UNICEF, the State of Qatar and Save the Children, and at the World Innovation Summit for Education, which took place in December in Doha, Qatar.



© UNESCO

*When a British NGO (CamfedUK) tweeted this message from UNESCO’s “Education Counts” exhibition, it was retweeted so many times that it made Twitter’s homepage. The exhibition design was by Zago, New York.*

## ■ Positive outcomes

The Summit emphasized in its Outcome Document, “the importance of culture for development and its contribution to the achievement of the MDGs”. Then, in December, the UN General Assembly adopted a resolution reaffirming the role of culture in development and calling for its integration in global development policies. This recognition by the United Nations represents a historic shift in the prevailing international development paradigm.

The Outcome Document’s recommendations on education also represented a step towards the holistic approach advocated by UNESCO, going beyond primary schooling – the focus of MDG 2 – to encompass progression through the school system as well as youth and adult literacy, with an emphasis on tackling inequalities.

“Education is the most basic insurance against poverty” was the message of the “Education Counts”

## ■ Reaching the marginalized

UN Secretary-General Ban Ki-moon joined Director-General Irina Bokova at UN Headquarters in New York to launch the 2010 Education for All Global Monitoring Report, *Reaching the Marginalized*, on 19 January. The Report, presented in detail in the next chapter, shows how marginalization is compromising access to education and sets out an agenda to speed up progress and address the inequalities that are the greatest challenge facing education.

The Report’s analysis and conclusions drove discussions at the High-Level Group on Education for All held in Addis Ababa, Ethiopia in February 2010, at which ministers of education, donors, multilateral organizations and civil society partners pledged to target and respond to the needs of the marginalized and enhance the relevance and quality of education.

Empowering adolescent girls was the aim of the UN Joint Statement on “Accelerating Efforts to Advance the Rights of Adolescent Girls”, signed by the

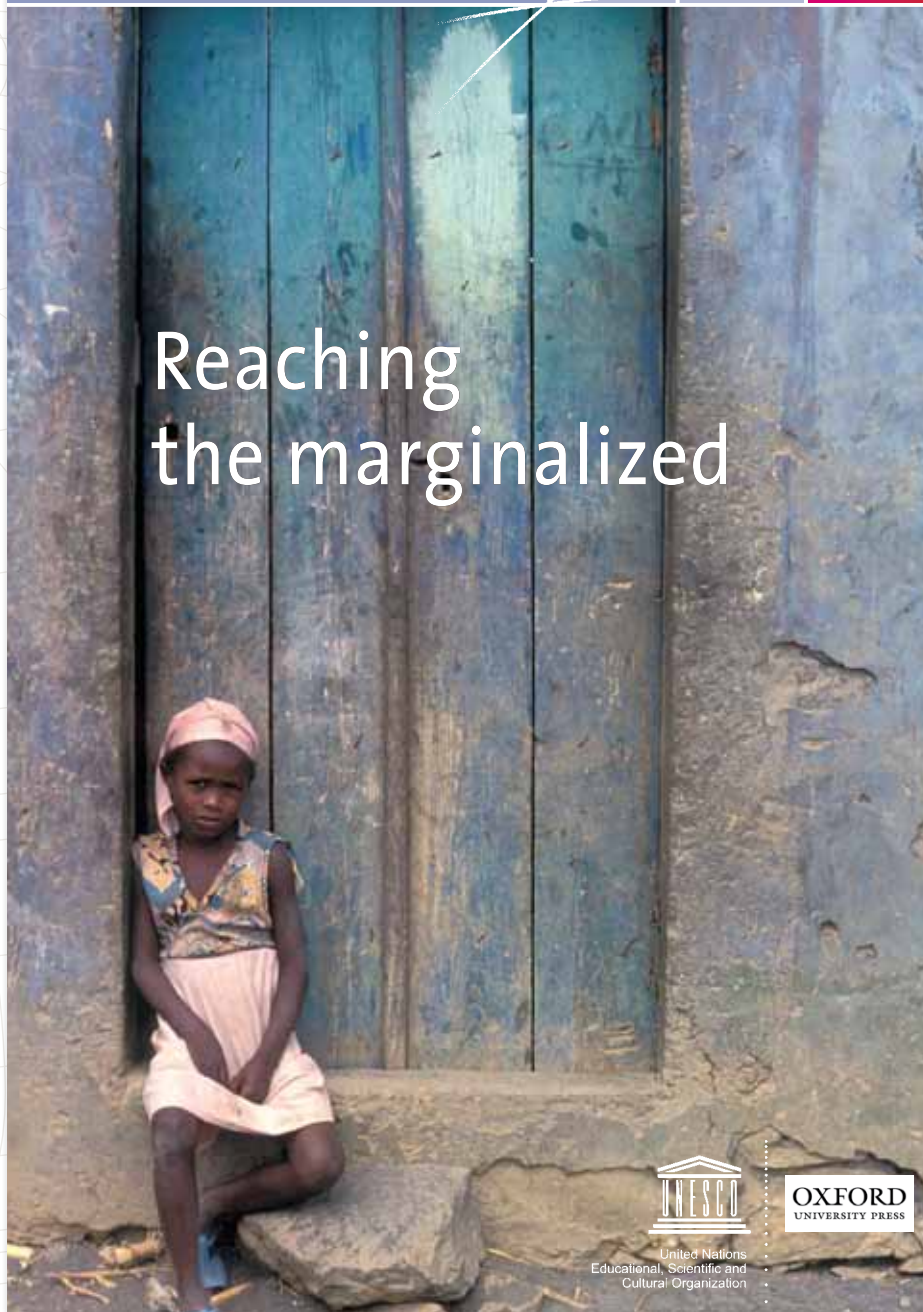
## NOKIA now partnering with Education for All

UNESCO and the telecommunications company Nokia signed an agreement in October 2010 to promote the use of mobile technologies to further the aims of Education for All. Research into potential applications of mobile technology to support education will lead to the development of guidelines for policy-makers in developing countries. Nokia will also support the use of mobile technologies in teacher training and capacity building for the management of educational institutions.

Director-General along with the Executive Heads of UNFPA, UNICEF, UNIFEM, ILO and WHO in March 2010. The Statement expresses a common vision among the signatories to intensify their agencies' support for advancing policies and programmes that empower the hardest-to-reach girls, particularly those aged 10 to 14 years old.

The Director-General also stressed the essential contribution of education to development at the FIFA World Cup Education Summit, hosted by President Zuma of South Africa in Pretoria on 11 July. Summit participants recommitted to ensure quality basic education for all and called upon the world community to step up efforts to reach the MDGs of universal primary education and gender equality in education.

*Reaching the Marginalized: UNESCO EFA  
Global Monitoring Report, 2010.*



*“There is no better place to set development on the right track than in the first years of a child’s life.”*

*Irina Bokova, Director-General*

New data released on the eve of the MDG Summit put the spotlight on gender disparities in primary and secondary education: these affect two out of three countries and as many as half will not achieve gender parity in education by 2015. The 2010 Global Education Digest, published by the UNESCO Institute for Statistics (UIS), reported that in South and West Asia, only about 87 girls start primary school for every 100 boys, while in sub-Saharan Africa, about 93 girls begin their primary education for every 100 boys. At both the primary and secondary level, once girls gain access to education, they tend to complete their studies more often than boys.

## ■ Early childhood

UNESCO’s advocacy work aims to promote a holistic approach to education and learning throughout life. By organizing the first ever World Conference on

Early Childhood Care and Education, in partnership with the Russian Federation and the City of Moscow, the Organization put the spotlight on the critical role of the early years in achieving the Millennium Development Goals. Extensive evidence shows the lifetime benefits of investing in early care and education programs, with a particularly strong and positive impact on the most disadvantaged groups.

More than 65 ministers, along with experts, academics and practitioners attended the Conference. Participants adopted the Moscow Framework of Action to expand and improve comprehensive early childhood care and education, especially for the world’s most vulnerable and disadvantaged children. The Framework outlines a number of challenges that must be tackled: these include a lack of political commitment, inadequate public funding and low external support.

## ■ Literacy and women’s empowerment

Comprehensive policies to increase youth and adult literacy are also fundamental for achieving development. The impact of literacy is tremendous, ranging from better child and maternal health, to improved livelihoods, delayed age of marriage, lower fertility rates, better HIV and AIDS prevention and broader political participation. The Director-General marked International Literacy Day on 8 September at the United Nations for

*Bangladesh has increased teaching posts reserved for women to encourage enrolment of girls. UNESCO works to enhance women’s literacy and empowerment.*

the first time, with Laura Bush, UNESCO Honorary Ambassador for the UN Literacy Decade. This year’s events focused on women’s literacy and empowerment. UNESCO awarded International Literacy Prizes to innovative literacy programmes focusing on women’s empowerment through literacy in Cape Verde, Colombia, Germany, Egypt, Malawi and Nepal.

Over the year, Benin, Burkina Faso, the Central African Republic and Guinea formulated or improved national literacy policies, strategies and action plans. Afghanistan, Bangladesh, India, Mali, Nepal, Niger, Nigeria, Pakistan and Senegal launched major literacy programmes. Additional funds were mobilized for literacy and adult education in Benin, Burkina Faso, China and India. Nigeria was the host country for a meeting of the leaders of the nine most highly-populated countries of the South (E-9), who adopted an ambitious action agenda to mobilize stronger commitment to literacy, boost effective delivery of literacy programmes, harness new resources and continue their successful teamwork. Their meeting in Abuja, Nigeria in June, jointly organized with the Nigerian Government, tackled the theme of “Literacy for Development” with a special focus on girls and women.

*Early childhood education represents a window of hope for disadvantaged children. The Moscow Conference on early childhood insisted on the importance of tackling this challenge.*



© UNICEF/Noorani





## ■ Teachers: the key to quality education

From early childhood and literacy training through to higher education, teachers are the most important element in ensuring quality education. Yet UNESCO data shows that achieving universal primary education alone will require an additional 1.9 million teachers in classrooms by 2015.

The Teacher Training Initiative for Sub-Saharan Africa (TTISSA) was strengthened in 2010 to better assist governments

in developing viable national teacher policies. The initiative uses technology to improve school leadership and classroom teaching and operates in 17 pilot countries while open to all countries in sub-Saharan Africa. The International Institute for Capacity Building in Africa helped teachers' colleges and education faculties in five African countries to offer distance education degree programmes to improve the quality of teacher education.

Two prizes concerning teachers were awarded in 2010: the UNESCO–King

Hamad Bin Isa Al-Khalifa Prize for the Use of ICTs in Education and the UNESCO–Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers.

## LIFE in Afghanistan

In Afghanistan a 2010 LIFE (Literacy Initiative for Empowerment) Action Plan was developed focusing on coordination, advocacy, campaigning, capacity, quality and resource mobilization. On International Literacy Day, a LIFE good practices website in English, Dari and Pashto was launched.



© UNESCO/Swannepha

## ■ Fighting HIV and AIDS through education

Education remains the best prevention against HIV and AIDS. As the lead agency for EDUCAIDS, UNESCO initiated a programme in 17 countries in east and southern Africa, in partnership with the OPEC Fund for International Development. The programme aims to enhance knowledge on education and HIV and AIDS in the region, develop new partnerships, and rally resources to train new national staff to strengthen the

### World AIDS Day 2010 in Senegal, Cape Verde and Guinea-Bissau

A variety of activities took place in Senegal, Cape Verde and Guinea-Bissau, organized with support from the UNESCO Office in Dakar. In Senegal, a month-long national campaign was run; in Cape Verde, the National Commission for UNESCO organized four interactive seminars for students attending the UNESCO Associated Schools in Praia; similar student lectures were organized by the UNESCO National Commission in Guinea-Bissau at four private secondary schools.

*Welile, an HIV-positive primary teacher in Swaziland who has disclosed her status, surrounded by her students. Photo featured in the "Photo-Voice: HIV and AIDS Education for Young People in Africa" exhibition held at UNESCO Headquarters as part of the Organization's work with the Virginio Bruni-Tedeschi Foundation in Angola, Lesotho, Namibia and Swaziland.*

© UNESCO/E. Deumo Noubessi



education sector response to the needs of HIV-positive educators and learners.

The project "Building Knowledge, Skills and Hope: HIV and AIDS Education for African Children" benefited some 2,275 schools, 20,660 teachers and over 416,000 students in four countries. Implemented in Angola, Lesotho, Namibia and Swaziland, countries greatly affected by the HIV epidemic, activities focused on improving teacher training on HIV and AIDS as well as enhancing the quality of relevant learning materials. In addition, the project worked to improve access to psychosocial support services for education personnel and learners affected by HIV and AIDS.

UNESCO also organized an exhibition of photos and texts on HIV education for young people in Africa in the context of a project funded by the Virginio Bruni Tedeschi Foundation. Young people and teachers from Angola, Lesotho, Namibia and Swaziland were given cameras,

*Winners of the HIV and AIDS poster competition and local authorities at the Fouban Palace Museum, Cameroon, with Benoît Sossou, Director of UNESCO Yaounde, Karalyn Monteil, Culture Assistant Programme Specialist and Vincent Seck, Culture Programme Specialist, Yaounde.*

*“Literacy helps women come into their own: to gain confidence, play an active role in public life and defend their rights.”* Qian Tang, Assistant Director-General for Education





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*In 2010, UNESCO workshops in Rwanda and Mali focused on how to harness science, technology and innovation to achieve the Millennium Development Goals.*

took photos and wrote short texts on their experience of living with HIV. The exhibition ran from 1 December to 14 January at Headquarters in Paris.

The first interactive multimedia tool on HIV and AIDS prevention for youth was launched in December 2010 to provide young people with accurate and reliable

information about HIV/AIDS prevention. The game, entitled “Fast Car: Travelling Safely around the World”, targets young audiences. Players can race on circuits in five different continents, paying virtual visits to some of the UNESCO World Heritage sites. On a different note, UNESCO in collaboration with the Royal Palace Museum in Fomban, Cameroon, launched a poster competition designed to raise awareness among students of the risk of HIV and AIDS from traditional practices such as piercing, scarification,

tattooing, excision and circumcision. Plans are underway to organize similar projects at other museums in Africa.

## ■ The role of culture for development

Through a series of advocacy initiatives, UNESCO successfully repositioned culture at the heart of the international development paradigm, as outlined above. It also continued to deliver the programmes on which that advocacy draws.

## *“It’s time to strengthen our collective thinking and action in order to move from an assisted Africa to a developed and respected continent.”*

*Lalla Aicha Ben Barka, Assistant Director-General, Africa Department*

As Convenor of the MDG Achievement Fund, Culture and Development Thematic Window, UNESCO implements 18 national programmes jointly with a dozen other UN bodies. As an example, in the region of Guelmim in southern Morocco, 17 crafts associations and cooperatives involved in the production of carpets, basket-making and dates significantly increased their revenues thanks to training and promotional activities designed to promote local products and creative industries. Some 600 individuals, including 400 women, participated in these income-generating activities.

### ■ Mobilizing science, technology and innovation for development

UNESCO’s science programmes, related to the environment and to the promotion of science and technology, are guided by the principles of sustainable development. The Outcome Document of the Millennium Summit emphasized the strategic role of science and technology, including information technology and innovation, for the achievement of the Millennium Development Goals, in particular agricultural productivity, water management and sanitation, energy security and public health. The Document also strongly advocates for capacity-building in technological innovation and corresponding know-how in environmentally sound,

affordable technologies in developing countries, in order to strengthen national innovation and research and development capacity.

UNESCO’s African Science, Technology and Innovation Policy Initiative and its Institute for Statistics partnered with the African Union and the New Partnership for Africa’s Development (NEPAD) to hold two major workshops on “Science, Technology and Innovation” (STI). In January 2010, a workshop entitled “Unlocking the Potential of Science, Technology and Innovation to achieve the Millennium Development Goals in Rwanda” sought to identify concrete steps in STI development already contributing or able to contribute to the achievement of the MDGs in Rwanda. In May 2010 a regional workshop co-organized with the Ministry of Higher Education and Scientific Research of Mali brought together participants from the 16 countries of the Economic Community of West African States (ECOWAS) as well as international experts. They exchanged experience and lessons learnt in conducting science, technology and innovation policy

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formulation and reviews. The workshop was financed by the Spanish Agency for International Cooperation for Development, UNESCO and the UIS.

### ■ Digital development and access to information

Launched at the World Summit on the Information Society Forum 2010, the Broadband Commission for Digital Development is a UNESCO-ITU (International Telecommunications Union) joint initiative to accelerate the adoption

*Director-General Irina Bokova at the second meeting of the Broadband Commission for Digital Development with Carlos Slim Helú, Honorary Lifetime Chairman of Mexico’s Grupo Carso, UN Secretary-General Ban Ki-moon, and President Paul Kagame of Rwanda.*

### ICTP after 45: a celebration of science and development for a changing world

Nobel Prize winners, government ministers and leaders of aid agencies, representing developed and developing countries, convened at the Abdus Salam International Centre for Theoretical Physics (ICTP) in Trieste, Italy, to celebrate the Centre’s 45 years of existence with a look to the future.

The event, entitled “ICTP After 45: Science and Development for a Changing World”, was held from 8 to 10 November 2010. Its goal was to nurture an international dialogue to determine new, effective strategies for scientific research and education in developing countries.

## ICT and gender



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An interactive session on gender and ICTs was organized at the World Summit on the Information Society (WSIS) Forum in Geneva, Switzerland, to measure progress towards gender equality in access to ICTs since the summit in 2005. Inclusiveness, respect for human rights, and increased participation of women in knowledge societies were all emphasized, as were issues such as the creation of opportunities for women through the development of ICTs and the access of women from developing countries to ICTs.

of broadband to speed up progress towards the MDGs. UNESCO emphasizes the production and dissemination of local content, as well as important issues of linguistic and cultural diversity in cyberspace, as key elements that go hand-in-hand with the infrastructure and connectivity dimension of broadband roll-out. The Broadband Commission's Final Report and Declaration were presented to UN Secretary-General Ban Ki-moon on the eve of the 2010 MDG Review summit in September, urging world leaders to agree that "the future will be built on broadband".

The importance of respect for human rights and internet openness, including freedom of expression, diversity, and interoperability, were stressed by UNESCO at Information Society-related events throughout 2010. As Chair of the UN Group on the Information Society (UNGIS), UNESCO also advanced joint

initiatives in the area of open access to scientific information, through a joint mapping exercise and also on science, technology and innovation policy reviews. Work was initiated on a joint UNGIS five-year strategy. UNGIS was created to foster consistency between the work of different UN bodies in the area of information and communication technologies.

## ■ Setting standards for media development

The media have a pivotal role to play in development in general and in supporting efforts to reach the MDGs. But for many countries, a thriving, independent and diverse media sector is in itself a goal still to be fulfilled. Assistance from the International Programme for the Development of Communication (IPDC) enabled the launch of 83 media development projects in 56 developing countries. Six countries completed assessments using the UNESCO-developed Media Development Indicators, enabling the identification of gaps in the media landscape, and assisting the formulation of media-related policies and targeted media development efforts. Twenty-five community media projects were supported by UNESCO in 2010, focusing on developing countries. Projects in this area have provided assistance for the creation of community radio stations, policy advocacy in support of community media, the promotion of standard-setting tools, and capacity-building.

## ■ Nurturing excellence in African journalism

Twenty journalism schools in Africa were the focus of action to enhance the skills and competencies of the continent's next generation of journalists. This included support for the adoption and implementation of UNESCO's model curricula to improve standards in journalism education, training to build capacities of teaching staff, exchange programmes with other universities, and the provision of learning materials and equipment for training in both new and traditional media techniques.

As part of an agreement with the Knight Center for Journalism in the Americas to enhance African journalism professors' teaching skills, an online course, "Teaching Online Journalism", was completed by 23 professors from Cameroon, Ghana, Kenya, Madagascar, Namibia, Nigeria, South Africa, Uganda and Zimbabwe.

## ■ IPDC Prize for Rural Communication 2010

The Mexican community radio station "La voz de los campesinos" and the Egyptian journalist Amr Mamdouh Ellissy were the joint laureates of the UNESCO-IPDC Prize for Rural Communication in 2010, sharing the US \$20,000 award.

*Journalism students from the Centre d'Etudes des Sciences et Techniques de l'Information (CESTI), Senegal, a training institution that receives support from UNESCO.*

© UNESCO





*Knowledge can be transmitted through verbal instruction and demonstration, master-disciple relations, as well as formal academic education.*



## CHAPTER 3

# Knowledge sharing



# Knowledge sharing

***Knowledge sharing is at the heart of UNESCO's mandate. Over the years, UNESCO has mobilized partners to capture and organize a wealth of information, data, technical expertise and analytical capacity in a way that helps international cooperation for peace and development. In 2010, several landmark world reports provided invaluable data and analysis for a wide array of stakeholders in key areas for development. As in previous years, a great number of experts from all over the world worked together on a voluntary basis around initiatives ranging from the Tsunami Early Warning Systems to Education for All (EFA). A selection of these initiatives can be found below.***

## ■ World Reports – giving a global picture

The EFA Global Monitoring Report, produced by an independent team led by UNESCO, is the world's foremost publication on progress towards education for all. Serving as a unique policy tool for decision-makers, the Report aims to inform, influence and sustain commitment towards EFA,

*Professionals have a responsibility to transmit knowledge to the younger generations.*



© LOREAL-UNESCO/M. Pelletier

spurring governments and donors to rise to the challenge of meeting education goals. The 2010 EFA Global Monitoring Report, *Reaching the Marginalized*, was launched at UN headquarters in New York on 19 January.

The report highlights the ongoing failure of governments to address extreme national inequalities and of donors to mobilize resources on the required scale. The authors estimate the annual financing gap for achieving universal primary education by 2015 at US\$16 billion – a significant increase over previous assessments. It also identifies policies that successfully counteract persistent inequalities, including improving accessibility and affordability by cutting fees and informal charges and offering targeted incentives; strengthening the learning environment by providing highly skilled teachers and expanded intercultural bilingual teaching; and expanding entitlements and opportunities by

integrating education strategies into wider anti-marginalization policies.

Launched, distributed and promoted in over 50 countries, the Report was translated into many languages, including Bangla, Farsi, German, Japanese, Korean, Portuguese and Swahili, with the support of UNESCO National Commissions and Field Offices. Some 15,600 printed copies of the 2010 Global Monitoring Report were distributed in 2010, along with 24,900 summaries and 12,500 regional overviews. Over 43,000 copies were downloaded via UNESCO's website.

Every five years, the UNESCO Science Report offers a unique analysis of the trends and developments that shape scientific research, innovation and higher education worldwide. The 2010 edition was launched on World Science Day for Peace and Development on 10 November, both at UNESCO Headquarters in Paris and simultaneously in a number of Field Offices, including those of Beijing, Brasilia, Brazzaville, Montevideo and Tashkent. Other launches took place after 10 November in Ecuador, Guatemala and elsewhere. A number of UNESCO National Commissions collaborated actively in launching the report.

The latest Science Report depicts an increasingly competitive environment, but also one in which the flow of information, knowledge, personnel and investment is becoming a two-way traffic. Both China and India, for instance, are using their newfound economic might to invest in high-tech companies in Europe and elsewhere to acquire technological expertise. Other large emerging economies are also spending more on

research and development than before, among them Brazil, Mexico, South Africa and Turkey. The Report records a shift in global influence, with China overtaking both the USA and the European Union for the number of researchers and publishing more scientific articles than Japan.

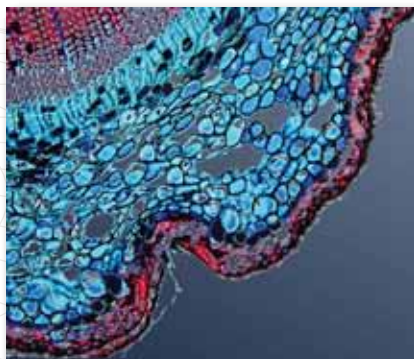
The 2010 Report also reveals that technological progress is allowing countries with a lesser scientific capacity to acquire, adopt and sometimes even transform existing technology and thereby bypass certain costly investments. This trend is fostering a democratization of science worldwide, as countries participate more actively than before in international science. In turn, science diplomacy is becoming a key instrument of peace-building and sustainable development in international relations.

The World Social Science Report 2010: Knowledge Divides, produced by the International Social Science Council (ISSC) and co-published with UNESCO, is the first comprehensive overview of the field in over a decade. Over 80 social scientists from around the world contributed their expertise to the publication, which was officially launched at UNESCO Headquarters in Paris on 25 June.

The Report focuses on how social sciences are evolving in the face of unequal conditions and diverging trends. It shows that while social science from Western countries continues to have the greatest global influence, the field is expanding rapidly in Asia and Latin

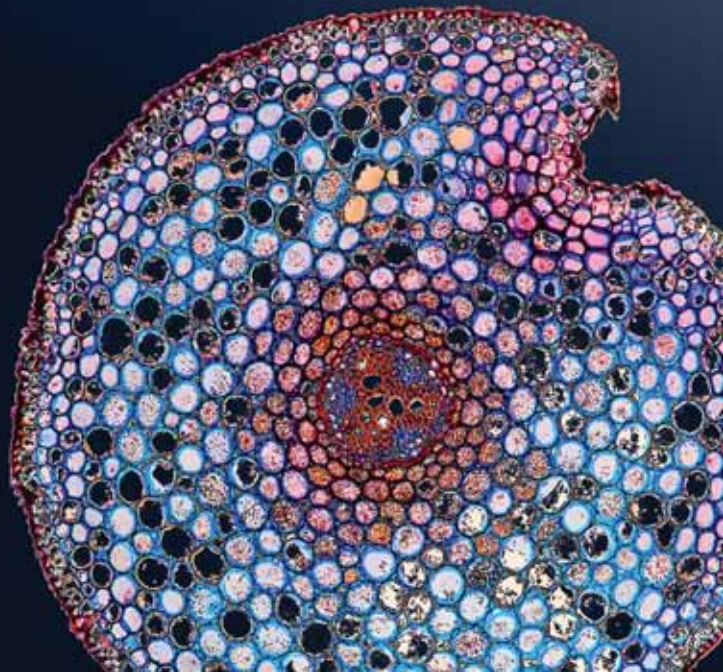
*UNESCO Science Report 2010: The Current Status of Science around the World.*

© UNESCO



# UNESCO SCIENCE REPORT 2010

The Current Status of Science  
around the World



*“Science, technology and innovation are the new ‘hot’ assets and part of the soft power many countries seek to acquire in order to advance their development and their position in the world arena.”*

*Hans d’Orville, Assistant Director-General for Strategic Planning*

America, particularly in China and Brazil. In sub-Saharan Africa, social scientists from three countries – South Africa, Nigeria and Kenya – produce 75% of academic publications. In South Asia, barring some centres of excellence in India, social sciences as a whole have low priority.

In October, UNESCO published the first ever global report on engineering, *Engineering – Issues and Challenges for Development*. Produced in conjunction with major national and international engineering organizations, with 120 contributors from over 40 countries, it identifies the challenges

and opportunities for engineering, as well as promoting public and policy understanding of engineering and its role in society. The report addresses such issues as how to make engineering and engineering education more attractive to young people, especially women, and how to ensure that the engineering community engages with wider audiences and shows its relevance for development.

### ■ UNESCO Institute for Statistics

The global data on education, science and technology, culture and communication collected by the UNESCO Institute for Statistics (UIS) are used by diverse partners, including governments, donor agencies and other UN organizations. The UIS education database, updated three times a year, is the most comprehensive in the world, from primary school enrolments to tertiary graduation rates. It is the primary education data source for the Education for All (EFA) Global Monitoring Report, the World Bank’s World Development Indicators and the UNDP Human Development Report, among others.

In 2010, the UIS increased the coverage of literacy data to 146 countries compared to 121 in 2009; and from 91 to 119 countries in 2009 for educational attainment data. In addition, it organized regular training workshops to reinforce the capacities of national statistical authorities in order to improve data quality at the national and international

levels. In 2010, the UIS organized three regional workshops on education statistics involving about 25 countries, three regional workshops on science and technology statistics involving about 25 countries, two sub-regional workshops on cultural statistics for 30 countries and a training workshop on media statistics for five countries from different regions.

### ■ Sharing data on education systems

UNESCO’s International Bureau of Education (IBE) provides a unique database, “World Data on Education” (WDE), with over 160 profiles of education systems. In 2010, the profiles of 67 countries were updated with recent information on curricula made available on the IBE website. The Institute’s Digital Library of National Education Reports on the Development of Education, a database with more than 3,000 reports covering the period 1932–2008, is another unparalleled source of information about educational trends and was consulted just under 500,000 times in 2010. Five issues of the IBE’s journal, *Prospects: Quarterly Review of Comparative Education*, published in 2010, reached over 5,400 institutions in 69 countries through consortia.

*In sub-Saharan Africa, about 93 girls begin primary education for every 100 boys, according to UNESCO statistics.*

*Metsimolhabe, Botswana.*

© Steven Hite

### Findings from the World Social Science Report 2010

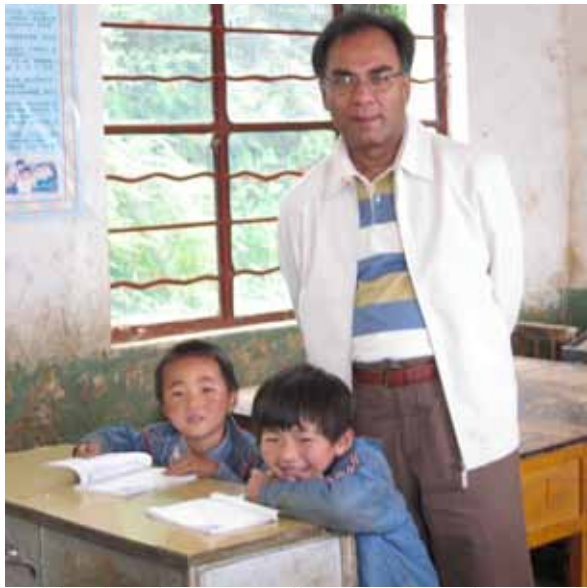
Sub-Saharan Africa has fallen dramatically behind in its share of world science production – from 1 per cent in 1987 to 0.7 per cent in 1996, with no sign of recovery.

An estimated average of 20,000 highly qualified professionals left the African higher education system each year from 1990 onward for jobs in the United States, Europe, the Middle East and Australia. Social sciences and humanities were particularly badly hit.

The number of doctoral graduates increased overall by 40% between 1998 and 2006, but those in the social sciences grew even more rapidly – by 50% – partly due to the increased participation of women.







© UNESCO Beijing

**Min Bista, Education Programme Specialist, UNESCO Beijing, visiting a rural primary school for ethnic minority children that has adopted bilingual education to help children acquire language skills in both their mother tongue and the national language.**

A programme of digitization (2,000 documents) was launched in 2010 by UNESCO's International Institute for Educational Planning (IIEP), to increase worldwide access to its 35,000-strong collection of resources on educational planning. In 2010, IIEP's websites received 1,170,000 visits. 774,000 publications and documents, tailored for different audiences – policy briefs for decision-makers, handbooks for technicians, monographs and thematic studies for researchers – were downloaded by planners and education specialists from 130 countries.

### ■ Expanding networking

International cooperation through the UNITWIN Chairs and Networks was strengthened in 2010, with an increasing number of African universities becoming involved as hosts or partner institutions during the year. A further 45 UNESCO Chairs and 3 UNITWIN Networks were created in UNESCO's priority areas,

bringing the total to 760 Chairs and Networks. The world's first global network in the field of higher education for health professionals and for global pharmaceutical education was a highlight of the year, with the launch in August of the UNESCO UNITWIN network for Global Pharmacy Education Development in partnership with the International Pharmaceutical Federation (FIP) and the School of Pharmacy, University of London. Two global networks of Chairs were also set up, one in the field of gender and women's empowerment and another in the field of education for sustainable development: the International Network for Reorienting Teachers Towards Sustainability and the Réseau international des Universités Francophones pour le Développement Durable.

The UNEVOC Network of specialized technical and vocational education and training (TVET) institutions gained new members in Chad, Guyana, Indonesia, St Kitts and Nevis, and Singapore. Meanwhile, the UNESCO Associated Schools Network (ASPnet) welcomed its 9,000th member school in support of international understanding, peace, intercultural dialogue, sustainable

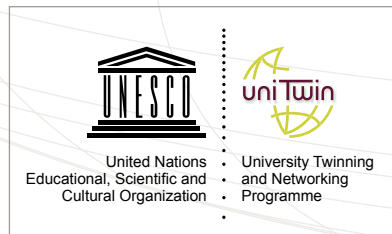
development and quality education. ASPnet now operates in 180 countries.

### ■ For Women in Science: creating networks, sharing knowledge

In 2010, five more outstanding women scientists were distinguished with the L'Oréal-UNESCO For Women in Science Award, bringing the total to 59 women who have so far received the prize. The Award goes alternately to the life and physical sciences. Two award winners of this prestigious prize have gone on to win Nobel Prizes. The UNESCO-L'Oréal International and National Fellowships for young women scientists directly help hundreds of young women scientists and also serve to encourage girls to consider a scientific career. The 15 International Fellowships in 2010 brought to 150 the number of young doctorate women scientists who have benefited from this fellowship award, which encourages international cooperation. The National

*L'Oréal-UNESCO For Women in Science Award winner Lourdes J. Cruz (Philippines), Professor at the Marine Science Institute of the University of the Philippines Diliman, "for the discovery of conotoxins produced by certain marine snails that can serve as painkillers and pharmaceutical probes to study brain function".*

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## Research and development: world share of Gross Domestic Product and Gross Expenditure on R&D for the G20, 2002 and 2007 (%)

Source: UNESCO Science Report 2010



-n/+n = data are for n years before or after reference year  
e = UNESCO Institute for Statistics estimation

■ World share of GDP, 2002     ■ World share of GERD, 2002  
■ World share of GDP, 2007     ■ World share of GERD, 2007



Fellowships, organized in cooperation with the UNESCO National Commissions, focus on national scientific research priorities.

## ■ Scientific networking

The network of almost 20 UNESCO water-related centres expanded in 2010 with the establishment of the HIDROEX Centre for Higher and Community Education in Water in Brazil, the Centre for the Sustainable Management of Water Resources in the Caribbean Island States in Santo Domingo, Dominican Republic, and the International Centre for Integrated Water Resources Management in the United States of America.

The Ocean Bio-geographic Information System, a global network of marine biodiversity scientists, made 30 million species distribution records available at the end of 2010 through its website, managed by the IOC's International Oceanographic Data and Information Exchange. This collection is a huge contribution to the open availability of marine biodiversity data relevant to both basic scientific knowledge and sustainable management of the environment.

*Investment in research and development is strategic for sustainable development. The UNESCO Institute for Statistics tracks global trends.*

Decision-makers and science, technology and innovation (STI) policy experts got a new and revolutionary tool in 2010 with the launch of the Science Policy Information Network. Developed by UNESCO's Regional Bureau for Science in Latin America and the Caribbean, it uses a new methodology for the standardization and systematization of data in STI policies. By the end of 2010, the platform reached more than 500 registered users from 23 countries.

A World Conference on the Flow Regimes from International Experimental and Network Data was held in Fez, Morocco in October 2010. Convened by UNESCO and a wide range of partners, its aim was to catalyse international cooperation between related disciplines such as hydrobiology, eco-hydrology and climatology, and to share knowledge on advances in the evaluation of the variability of water resources and the impacts of environmental changes.

## ■ A growing global database on ethics

The Global Ethics Observatory achieved substantial growth in its data collection for Africa and worldwide user base in 2010. Data on Africa increased by about 75% from the previous biennium to 291 data items, covering 26 of the 44 Member States in the region. The database was utilized at a higher than expected rate and gained strong visibility amongst expert users in the field of ethics.

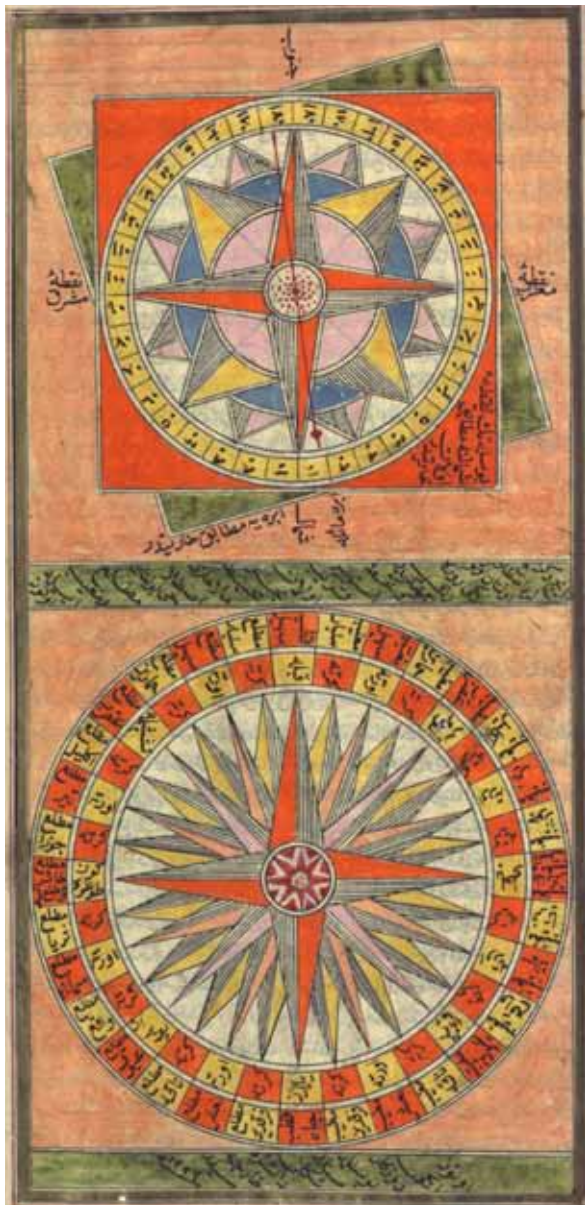
Meanwhile, UNESCO continued its capacity-building efforts to support

national bioethics infrastructures. As promulgated in the Universal Declaration on Bioethics and Human Rights, a crucial component of such an infrastructure is a National Bioethics Committee to address the issues arising from the rapid advancement of medical and biological sciences. In 2010, El Salvador established a committee, joined UNESCO's Assisting

## Sharing indigenous knowledge in Nicaragua

UNESCO worked with the Mayangna peoples of the BOSAWAS biosphere reserve in Nicaragua to document their indigenous knowledge of aquatic ecosystems. This work resulted in a 2-volume book, in Mayangna and Spanish, "Conocimientos del Pueblo Mayangna sobre la Convivencia del Hombre y la Naturaleza", which was then used to develop pedagogical materials for the school curriculum. This project was carried out in collaboration with the Nicaragua Ministry of Education and UNICEF.





UNESCO's Memory of the World Programme strives to preserve valuable documentary heritage. Slovakia - Basagic's Collection of Islamic Manuscripts.

© University Library Bratislava

Bioethics Committees project, and received the initial technical training on the working methods of NBCs. Kenya and Côte d'Ivoire, which joined the project a year earlier, had their second training programme.

### ■ Milestone reached with Anti-Doping Convention

The Pacific nation of Fiji became the 150th country to ratify UNESCO's International Convention against Doping in Sport in November 2010. Since coming into force in 2007, it has been ratified by more than 75% of countries, accounting for over 92% of the world's population, making it one of UNESCO's most rapidly implemented treaties.

Twenty-four new projects were approved under the UNESCO Fund for the Elimination of Doping in Sport in 2010. They include preventative education programs, the development of specific anti-doping legislation, and activities which help build the anti-doping capacity of least developed or low income countries.

### ■ New action plan for arts education

650 international experts from over 95 countries helped draw up the Seoul Agenda: Goals for the Development of Arts Education at the Second World Conference on Arts Education in May in Seoul (Republic of Korea). This landmark document reinforces the socio-cultural values of arts education

### Online resource centre for creative and cultural industries

Launched in November 2010 by UNESCO, the "Cultural and Creative Industries around the World" online hub provides easy access to reports, studies, surveys and mapping documents on a wide range of topics, from design and crafts to tourism and the performing arts. [www.unesco.org/culture/en/creativeindustriessmapping](http://www.unesco.org/culture/en/creativeindustriessmapping)

in the context of global challenges. It takes into account cultural diversity and social cohesion, notably in post-conflict and multicultural societies. Translated into UNESCO's six official languages, it constitutes a comprehensive action plan for all arts education stakeholders seeking to implement quality arts education in diverse cultural contexts.

### ■ Ljubljana: 2010 World Book Capital

Ljubljana (Slovenia) became the tenth city to be designated World Book Capital by UNESCO and representatives of the International Publishers Associations, the International Federation of Library Associations and Institutions and the International Booksellers Federation. The selection committee chose Ljubljana in recognition of its "diverse and complete programme, widely and enthusiastically supported by all players involved in the book industry (publishers, bookstores and libraries)".

## ■ Memory of the World

National and regional Memory of the World activities in 2010 contributed to the international effort to protect documentary heritage of global significance and outstanding universal value. The first inscriptions on the United Kingdom's National Register were announced, and national committees were created in Peru, Jamaica and Senegal. Inscriptions from eight countries were added to the Asia-Pacific Register and the Regional Committee for Asia-Pacific and Latin America also announced new inscriptions on its Register. Nomination proposals for the International Register were submitted in 2010 and will be announced in 2011.

## ■ Sharing knowledge through the World Digital Library

Cultural institutions in sub-Saharan Africa and the countries of the former Soviet Union joined the World Digital Library in 2010, bringing the total number of partners worldwide to over 100. The Library provides free, multilingual access to important cultural and historical documents. More than 10 million users worldwide have visited the Library ([www.wdl.org](http://www.wdl.org)) since its official launch in April 2009.

## ■ UNESCO Digital Library Majaliss

The fourth Volume of Majaliss, the Digital Library of classical Arabic literature, was launched in 2010, comprising 40 works of classical Arabic literature and an audiovisual library with book excerpts, as well as a specially developed application that allows reading and listening at the same time. Accessible online and on CD-ROM, Majaliss offers free access to hundreds of books in the public domain, illustrating the innovative use of ICT for learning.

## ■ Local content on indigenous cultural identities

UNESCO's Office in Quito completed the implementation of its project "Rescuing the Stories of Indigenous Peoples in Ecuador through Audiovisual Media". This project allowed the Association of Kichwa Audiovisual Producers (APAK) from Imbabura, Ecuador, to enhance its capacities and to make documentaries on indigenous cultural identity. In the Asia-Pacific region, UNESCO supported the Broadcasting Corporation of Niue to gain key skills enabling the development of high quality television programmes in the Niuean language.

## ■ Preserving digital heritage in Africa

Digital heritage preservation was promoted by UNESCO through a sub-regional training workshop in Namibia, organized in partnership with the Polytechnic of Namibia and the Utah

*UNESCO trains professionals in archiving digital heritage. Himba women at the Multi-Purpose Community Centre in Okangwati, Namibia.*



© UNESCO/S.K. Nzuma



© ECUARUNARI

*"Rescuing Stories of Indigenous Peoples in Ecuador through Audiovisual Media", a UNESCO Quito project.*

Valley State University in July. Archivists from Lesotho, Namibia, South Africa and Swaziland learnt from the expertise and experience of the partnering institutions. Intangible cultural heritage material from the Kunene region was archived at the UNESCO-supported multi-purpose community centre in Okangwati.



© Traditional Kumiodori Preservation Society

*Kumiodori, traditional musical theatre of Okinawa, Japan, was inscribed on UNESCO's Representative List of the Intangible Cultural Heritage of Humanity in 2010.*

## CHAPTER 4

# Safeguarding and promoting cultural diversity



# Safeguarding and promoting cultural diversity

*As the sole UN agency with a specific mandate in the field of culture, UNESCO is committed to safeguarding the planet's cultural diversity by protecting heritage in its myriad forms: monuments and sites, cultural objects, living expressions, languages and contemporary cultural goods and services. The examples presented below illustrate UNESCO's principal activities and achievements in 2010 as part of its worldwide efforts to safeguard humanity's precious and irreplaceable cultural diversity.*

## ■ World Heritage

Twenty-one new sites were inscribed on the World Heritage List at the 34th session of the World Heritage Committee, held in Brasilia (Brazil) from 25 July to 3 August 2010 (see list in annex). The World Heritage List now totals 911 sites – 704 cultural, 180 natural and 27 mixed – in 151 countries. For the first time, sites from the Marshall Islands, Kiribati and Tajikistan were inscribed on the World Heritage List.

## ■ Governance and culture

As part of its worldwide efforts to foster inclusion of culture in local development policies, UNESCO pursued its implementation of the “Niger-Loire: Governance and Culture” project in Mali. 2010 was a pivotal year in the life of this project. At the World Heritage site of Djenné, traditional waste collection

*The Tabriz Historical Bazaar Complex, Iran, inscribed on UNESCO's World Heritage List in 2010, was a leading hub of commercial and cultural exchange on the legendary Silk Road.*

### Heritage and business skills

Teams from six natural World Heritage sites in Asia were partnered with business mentors from Shell to develop solutions for improving the management of these sites as part of the Business Skills for World Heritage programme established in partnership with Shell and Earthwatch. At a training session in Borneo in August, participants learned the range of skills required, with training expertise and facilities provided by Earthwatch. The Shell mentors and World Heritage site staff are working together over a period of 12 months to develop and implement business strategies to ensure the sustainable development of selected sites. The participating World Heritage sites in 2010 were Manas National Park (India), Ha Long Bay (Viet Nam), Gunung Mulu National Park (Malaysia), the Sundarbans (Bangladesh), Phong Nha-Ke Bang National Park (Viet Nam) and the Sundarbans (India).

© UNESCO/M. Tajik



*"Culture is not a luxury; it is an integral constituent of economic, social and human development."* Francesco Bandarin, Assistant Director-General for Culture





© Lâm Đức Hiền

*Some of the women cloth dyers in Bamako will find employment in the new eco-friendly dyeing factory under construction with the support of UNESCO.*

became operational, an intermediary waste disposal site was constructed in April, and a permanent waste dump was designed. A study on the means of improving tax collection was also carried out.

In Bamako, an eco-friendly dyeing factory to provide employment to 100 women began construction at the

### Cámaras de la Diversidad

Seven “Cámaras de la Diversidad” Awards were presented to up-and-coming Latin American and Caribbean filmmakers in 2010, in renowned festivals in Mexico, Peru, Ecuador, Cuba and Canada in recognition of their creative talents and their outstanding contribution to promoting mother languages and community involvement in the arts.

The Cameras of Diversity project, piloted by UNESCO’s Havana Office, has been supporting the creation, production and distribution of audiovisual materials by local communities, and particularly indigenous peoples, in Latin America and the Caribbean since 2004.

year’s end. Various additional training and education activities have continued in several cities and villages along the river Niger. These include workshops for local authorities on water management and awareness-raising campaigns for the local populations on the river’s cultural and natural resources. In partnership with Malian and French universities and research institutes, studies on water anthropology, river-related heritage and water usage have been completed.

### Raising the profile of intangible cultural heritage

Hosted by the Government of Kenya, the fifth session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage convened in November in Nairobi, marking the Committee’s first meeting in sub-Saharan Africa. At this session, a total of 51 new elements from 31 countries were inscribed on the Lists of the 2003 Convention for the Safeguarding of Intangible Cultural Heritage. Forty-seven elements were inscribed on the Representative List and four elements were placed on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding (see lists in annex). The new inscriptions attracted worldwide interest and a webcast of the principal debates was provided. Since the Convention became operational in 2008, a total of 232 elements from 87 countries have been recognized under the lists.

In 2010, UNESCO’s Intangible Heritage Section launched a global capacity-building strategy to mainstream the implementation of the Convention

worldwide. A network of 60 trainers from all regions of the world, including 20 from Africa, was created to conduct more than 50 training activities in 2011 on ratification, implementation at the national level, community-based inventorying and the elaboration of nominations to the Urgent Safeguarding List.

### A Convention becomes operational

The Convention on the Protection and Promotion of the Diversity of Cultural Expressions celebrated in 2010 the fifth anniversary of its adoption as the first standard-setting instrument that puts culture and development at its core. This occasion was commemorated by the launch of the International Fund for Cultural Diversity (IFCD). This innovative fund will provide financial support for 31 projects to promote sustainable development and poverty reduction by fostering the emergence of a dynamic cultural sector in 24 developing countries around the world.

2010 also marked the beginning of the Convention’s operational stage with the finalization of a full set of guidelines, and the launch of a European Union-funded (1 million €) technical assistance project to strengthen the governance of culture in developing countries. The project will fund

*Saint Sebastian Fortress, located on the World Heritage site of Mozambique Island. The first phase of UNESCO’s rehabilitation project included the consolidation of the walls of the fortress and the construction of a cistern providing water to the local community.*



some 12 technical assistance missions in beneficiary countries in 2011 and 2012.

## ■ Protecting cultural property in the event of armed conflict

The first four inscriptions on the newly created List of Cultural Property under Enhanced Protection under the Second

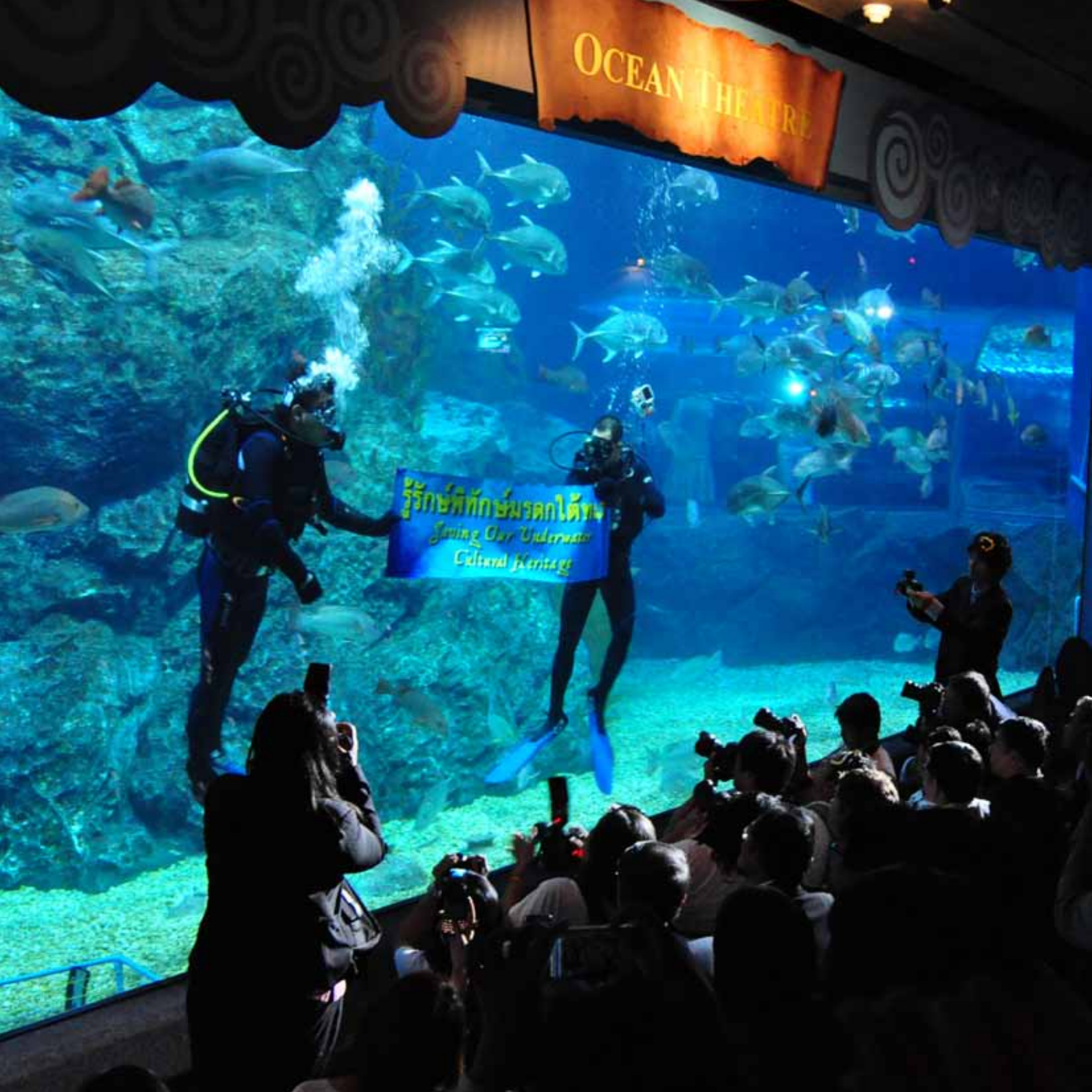
### The rehabilitation of the Saint Sebastian Fortress, Island of Mozambique

2010 saw the completion of the first phase of the rehabilitation of the Saint Sebastian Fortress, built by the Portuguese colonial rulers in the sixteenth century and the most emblematic monument on the Island of Mozambique, a site inscribed on the World Heritage List. The work focused on urgent structural consolidation to prevent further deterioration and the provision of basic services and facilities. To date, the project has generated over 100 jobs for local masons, artisans and architects, and the involvement of the local community has been critical to the success of the rehabilitation operation. This project was supported by Japan, the Union of Lusophone Capital Cities (UCCLA), the IPAD (Portuguese Institute for Aid and Development), the Netherlands and Flanders.



# OCEAN THEATRE

รู้จักที่ที่กษัมรดกใต้ผ  
*Living Our Underwater  
Cultural Heritage*



*The exhibition on Underwater Cultural Heritage organized from August to October 2010 by UNESCO at the Siam Ocean World Aquarium, Bangkok, Thailand, attracted over 150,000 visitors.*

© UNESCO/T. Makino

Protocol to the Hague Convention were approved by the Committee for the Protection of Cultural Property in the Event of Armed Conflict, which convened at Headquarters from 22 to 24 November. All four sites (see box) are already on the World Heritage List. The purpose of the new list is to ensure survival of precious cultural heritage during war so that it can be passed on to future generations.

The granting of enhanced protection by the Committee to sites in countries that are party to the Second Protocol to the Hague Convention can be made under three conditions: the site must be of the greatest importance to humanity; it must be protected by adequate domestic legal and administrative measures recognizing its exceptional cultural and historic value and ensuring the highest level of protection; and it cannot be used for military purposes or to shield military sites (a declaration confirming the non-military use must be provided).

## ■ Safeguarding underwater heritage

The first major exhibition on Underwater Cultural Heritage organized by UNESCO in Asia drew more than 150,000 visitors during its two-month run at Bangkok's Siam Ocean World Centre from August to October 2010. Curated with the Thai authorities as part of a regional training programme, the exhibition featured a life-size replica of a Thai shipwreck,

*Church of the Archangel Michael (15th century) in Pedhoulas, Troodos Region, Cyprus, one of the first inscriptions on the List of Cultural Property under Enhanced Protection in the Event of Armed Conflict.*

artefacts recovered from the sea, stunning large-format photographs of underwater heritage from around the world and a full programme of films and cartoons produced by UNESCO and its partners. The live demonstrations of underwater archaeologists in action in the aquarium tank were especially popular. The exhibit served to raise the profile of the 2001 Convention on the Protection of the Underwater Cultural Heritage.

UNESCO teamed up with Moonscoop, the producer of *Dive Olly Dive!*, a popular award-winning preschool animated series, to produce an underwater heritage educational campaign designed to instil in children and youth an understanding of and appreciation for the world's rich submerged heritage. In the 12 episodes broadcast in 2010 on major TV channels in Europe, North America, Latin America and the Middle East, the submarine Olly and his friends explore the fascinating world of sunken shipwrecks, ancient ruins and submerged caves. Excerpts of the episodes can also be viewed on UNESCO's website.

## ■ Festival of Cultural Diversity

Created in 2008 to celebrate the World Day for Cultural Diversity for Dialogue and Development (21 May), the International Festival of Cultural Diversity highlights the multifaceted and irreplaceable diversity that unites all peoples of the world. For the 2010 edition, a host of



© Peru National Institute of Culture

## Sites inscribed on the List of Cultural Property under Enhanced Protection in the Event of Armed Conflict

- Choroikoitia (Republic of Cyprus)
- Paphos (Sites I and II) (Republic of Cyprus)
- The Painted Churches of the Troodos Region (Republic of Cyprus)
- Castel del Monte (Italy)

performances, exhibitions, screenings and encounters took place at UNESCO's Headquarters. Several Latin American and Caribbean countries joined together to present a series of films and an exhibition in commemoration of the bicentennial of their independence, and the Qatar Philharmonic Orchestra gave a special

## Contest to promote World Heritage education

A new international competition invited young people to create storyboards for the animated DVD series “Patrimono’s World Heritage Adventures”. The competition focused on the links between World Heritage and communities, sustainable tourism, sustainable development and biodiversity. The eight Patrimono episodes produced so far are intended to mobilize young people to participate actively in World Heritage preservation.

concert sponsored by the Qatar Foundation and Lunalogic.

The festival greatly expanded its international scope thanks to a growing number of participating partners and over 20 countries. China organized over 40 events, notably festivals devoted to performing arts and intangible heritage in Beijing and Shenzhen (Guangdong). Other major international events included the Poiesis Festival of Fabriano (Italy), the Fes Sacred Music Festival (Morocco) and the Montreal Vision Diversity Festival (Canada). Corporate sponsorship for the International Festival of Cultural Diversity was provided by the international financial group Amundi.

### ■ New members of the Creative Cities Network

With the nomination of eight new members in 2010, the UNESCO Creative Cities Network pursues its strategy to strengthen international cooperation for promoting contemporary urban regeneration approaches to culture and development. The new members designated by the Director-General are Shanghai, Seoul and Saint-Étienne (UNESCO Cities of Design), Chengdu and Östersund (UNESCO Cities of Gastronomy) and Dublin, Sydney, Icheon (UNESCO Cities of Literature, Film, and Crafts and Folk Art respectively).

These cities teamed up with the other 19 members of the Network to organize the international conference on “New Technology, New Media and Creative City Synergy”, which took place from 7 to 9 December in Shenzhen, China.

A study commissioned and released in 2010 by the United Kingdom National Commission gave a measure of the boost to local economic activity which the Creative Cities label provides. According to estimates, the designation of Edinburgh as a City of Literature is expected to generate £2.2 million a year for the city and £2.1 million a year for the rest of Scotland.

### ■ Safeguarding linguistic diversity and endangered languages

A new and fully updated edition – the third – of the world’s foremost reference publication in its field, the Atlas of the World’s Languages in Danger, was launched in English, French and Spanish, along with a new interactive online version, featuring user-friendly statistical tools and downloadable data. The Atlas is unique in monitoring the world’s estimated 2,500 languages in danger. The launch was a highlight of the two-day symposium at Headquarters on translation and cultural mediation, held to mark International Mother Language Day. Every year since 2000, the world’s 6,000-plus languages are celebrated on 21 February, International Mother Language Day, an event that serves to reinforce linguistic diversity and multilingualism.

### ■ Shanghai World Expo 2010

In the context of the Shanghai World Expo 2010, organized under the theme “Better City, Better Life”, a UNESCO week was organized at the UN Pavilion in May on “Building Sustainable, Inclusive and Creative Cities”. During this week, a number of events were organized with a host of public and private partners, including world renowned artists, local craftspeople, academics, and the media.

UNESCO also co-organized in Suzhou in June a forum on “Cultural Heritage and Urban Regeneration” along with the Chinese Ministry of Culture, China’s State Administration of Cultural Heritage, the Executive Committee of Expo 2010 Shanghai and the Suzhou Municipal Government. This forum explored the various components of cultural heritage and its preservation as well as their linkages with and impact on urban development. One of the central conclusions was that cities must adequately serve the needs of the communities and be rooted in their own individual identity and urban heritage.

The Director-General launched the UNESCO World Report on Cultural Diversity in Chinese and participated in a panel “Towards Culturally Diverse and Sustainable Cities and Societies”.

*Shanghai’s innovative development of design activities contributed to its nomination as City of Design in UNESCO’s Creative Cities Network.*


© Municipality of Shanghai




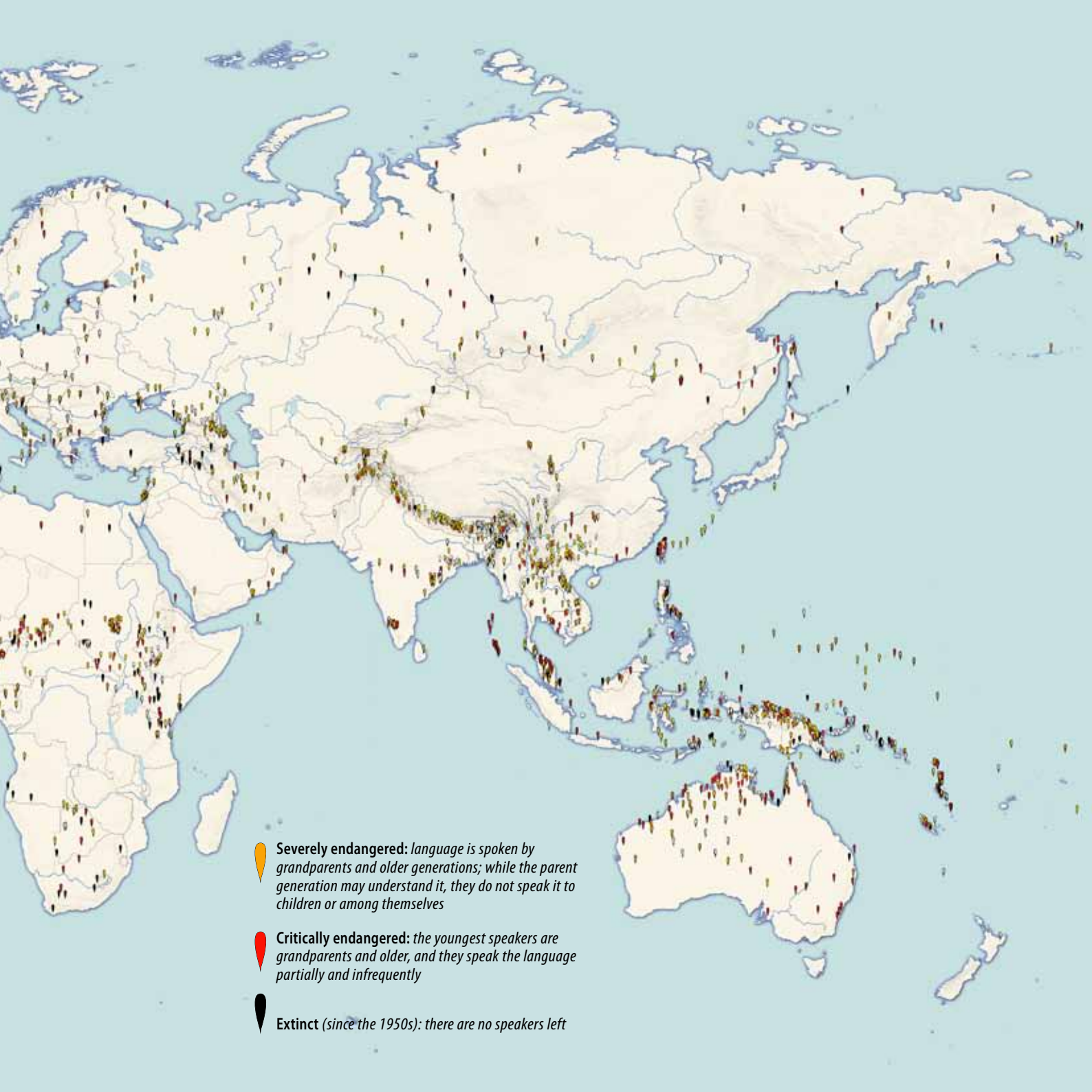
# Map of the world's languages in danger


*Some 2,500 languages of the estimated 6,000-plus languages spoken today are in danger of disappearing.*


**Degree of endangerment:**  
International Language Transmission


 **Vulnerable:** most children speak the language, but it may be restricted to certain domains (e.g. home)

 **Definitely endangered:** children no longer learn the language as mother tongue in the home



 **Severely endangered:** language is spoken by grandparents and older generations; while the parent generation may understand it, they do not speak it to children or among themselves

 **Critically endangered:** the youngest speakers are grandparents and older, and they speak the language partially and infrequently

 **Extinct (since the 1950s):** there are no speakers left



***Sandwatch fieldworkers measure wave height in the Seychelles. Sandwatch is a volunteer network set up with UNESCO's support to help young people learn about and protect their beach environments.***



# CHAPTER 5

# Safeguarding our planet

# Safeguarding our planet

*Climate change, increasing population, deepening inequalities and decreasing resources all continue to put severe pressure on our planet's sustainable development. UNESCO's response has been multifaceted, mobilizing science to provide answers on how to safeguard our planet, and also highlighting the contribution of cultures worldwide, by the diversity and complexity of their interactions with the natural world. Creating awareness of the threats to ecosystems, biodiversity and climate, through education and communication, were also at the heart of our strategy at the mid-way point of the United Nations Decade of Education for Sustainable Development 2005-2015.*

© UNESCO



*The travelling exhibition "Biodiversity is Life – Biodiversity is our Life", co-organized by UNESCO, has been translated into over ten languages: here in Basque.*

## ■ Raising the profile of biodiversity

The International Year of Biodiversity (IYB) 2010 offered a unique opportunity to increase public awareness of the importance of biodiversity – today a less familiar concept for many than climate change. UNESCO worked to raise the profile of the science of biodiversity, its conservation and sustainable use. Emphasizing biodiversity's links with cultural diversity as well as the importance of education and communication for biodiversity conservation, the Organization's initiatives demonstrated the huge potential of its networks of Biosphere Reserves and natural World Heritage sites for biodiversity conservation.

The high-level launch of the International Year at UNESCO Headquarters in January 2010 brought together key international players in the field of biodiversity. The launch was followed by

© A. K. Makarigakis



*Roasting of coffee beans – an integral part of the Ethiopian coffee ceremony. Here, in UNESCO's Kafa Biosphere reserve in Ethiopia.*





a Biodiversity Science Policy Conference which debated recent scientific findings in biodiversity science and drew up evidence-based recommendations for policy-makers. A travelling exhibition, “Biodiversity is Life, Biodiversity is our Life”, was also launched on this occasion and circulated in over 100 countries in different formats, with over 10 language versions.

International collaboration in researching the links between cultural and biological diversity was advanced through the International Conference on Biological and Cultural Diversity in June in Montreal, which developed a comprehensive international collaborative Plan of Work. A Biodiversity Learning Kit was presented in October at the Nagoya Biodiversity Summit in Japan, where 193 countries agreed on the Nagoya Biodiversity Compact with a UN system-wide Strategic Plan for Biodiversity (2011–2020), a plan to mobilize financial resources, and a Protocol on Access and Benefit Sharing. The Montreal Plan of Work was endorsed at the Nagoya Summit.

In a landmark decision in December 2010, the 65th United Nations General Assembly approved the creation of a new Intergovernmental Platform on Biodiversity and Ecosystem Services, in which UNESCO will play a key role. The Organization’s Executive Board approved the establishment of a multidisciplinary UNESCO Biodiversity Initiative. Clearly, UNESCO is now set to strengthen its work on biodiversity in the 2011–2020 UN Decade on Biodiversity.

*Virunga Park, Democratic Republic of the Congo, UNESCO natural World Heritage site: such sites are a catalyst for sustainable development initiatives.*

© Kim S. Gjerstad

## ■ Expanding networks

Membership of the Biosphere Reserve network is a catalyst for sustainable development initiatives. Thirteen new biosphere reserves and 5 extensions to existing reserves, in a total of 15 countries, boosted the World Network of Biosphere Reserves of UNESCO’s Man and the Biosphere Programme. Providing an invaluable opportunity to test different approaches to sustainable development and biodiversity conservation in different contexts, the network now numbers 564 sites in 109 countries. The new sites and extensions were approved at the 22nd session of the International Coordinating Council, held from 31 May to 4 June at UNESCO Headquarters. Reserves in Ethiopia and Zimbabwe were inscribed for the first time. Sweden and the United Kingdom withdrew two sites from the network – Lake Torne and Tainish respectively, which were not meeting the 1995 Seville Strategy criteria.

While on a very different scale, the Geoparks Network also serves to spur effective conservation partnerships and promote sustainable development. A further 11 Geoparks in 9 countries from Asia (Japan, People’s Republic of China, Republic of Korea, Viet Nam), North America (Canada) and Europe (Finland, Greece, Italy, Spain) joined the Global Geoparks Network in October at the 9th European Geoparks Conference in Levos, Greece. These geological sites or collections of sites have specific geological heritage of international significance. They have clearly defined boundaries within which sustainable



© UNESCO/Xingwen Geopark

economic development, mainly through tourism, can take place. Geoparks often feature spectacular scenery that is attractive to tourists, who also learn about the history of the Earth and its natural resources.

*Xingwen Geopark, Sichuan Province, China, now a member of the worldwide network of Geoparks.*

## ■ Responding to climate change

Climate change is the defining issue of our time. Over 30 UNESCO programmes in education, science, culture and communication contribute to creating knowledge, educating and communicating about climate change, and to understanding the ethical implications for present and

### Congo Basin Bio-Carbon Forum

In April 2010, UNESCO’s Man and the Biosphere Programme, together with Pro-Natura International, organized the Congo Basin Biosphere Bio-Carbon Forum and Training Seminar in Brazzaville, Congo, under the auspices of the Ministry of Sustainable Development, Forest Economy, and Environment of Congo, to discuss concrete steps toward strengthening the biosphere reserve network in Central Africa and using Congo Basin biosphere reserves as pilot sites to combat deforestation, protect biodiversity, and promote sustainable development.



© M. Hebden/NERC

*Oceanographic buoys provide useful information for monitoring climate change.*

to the effects of climate change. The Initiative has four key objectives: climate science and knowledge; climate change, cultural and biological diversity, and cultural heritage; climate change education in the overall context of education for sustainable development; and climate change, ethics, social and human sciences.

Strategies to improve observational datasets and model capabilities on climate variability and extremes were discussed by 150 participants from 32 different countries in the World Climate Research Programme-UNESCO workshop on Metrics and Methodologies of Estimation of Extreme Climate Events in UNESCO Headquarters in September. Groundwater and climate change were the focus of the November International Symposium on Groundwater as a key for adaptation to changing climate and society organized by UNESCO in collaboration with the Research Institute for Humanity and Nature. A training course on “Methods for the Study of Long-term Groundwater Dynamics” was held jointly in Tozeur, Tunisia, in November 2010 with participants mostly from African countries.

In late November, UNESCO organized a study course on hydro-hazards in a changing climate entitled “Climate Change, Hydrological Drought and Flood” in Bhutan which provided participants from Bangladesh, Bhutan, China, India, Nepal and Pakistan,

### Setting standards for ship-based measurements

The Global Ocean Ship-Based Repeat Hydrographic Investigations Program (GO-SHIP) released the 2010 GO-SHIP Repeat Hydrography Manual: A Collection of Expert Reports and Guidelines, which provides detailed instructions for the high quality and comparable collection and analysis of essential ocean parameters by research vessels.

future generations. UNESCO Biosphere Reserves and World Heritage sites are valuable references for understanding the impacts of climate change and for learning about and testing adaptation strategies.

The UNESCO Climate Change Initiative, launched by the Director-General in 2009, was elaborated in 2010 with the aim to reinforce the scientific, mitigation and adaptation capacities of countries and communities that are most vulnerable

*“UNESCO must play a key role in building higher education systems to create knowledge to solve complex hydrological problems.”* Gretchen Kalonji, Assistant Director-General for Natural Sciences

with an opportunity to advance their knowledge on techniques to analyse floods and droughts in a changing climate. Also in November, the Permanent Secretary of the Kenyan Ministry of Environment and Mineral Resources hosted a UNESCO/IOC forum in Nairobi, with the participation of some 10 African Member States focused on developing African capacity for adaptation to climate change.

Coastal communities worldwide, in particular in Small Island Developing States, are confronted with climate-related risks such as sea-level rise, ocean acidification and increased extreme events. In response, UNESCO published,

with the support of the Government of Denmark, the newly revised manual *Sandwatch: Adapting to Climate Change and Educating for Sustainable Development* in October 2010. Tested at an Indian Ocean regional training course, organized with the Government of the Seychelles in Mahe, it provides a framework for children, youth and adults to scientifically monitor and critically evaluate the problems and conflicts facing their beach environments and to develop sustainable approaches to address these issues.

## ■ COP 16

The United Nations Conference on Climate Change – COP 16 – in December in Cancún, Mexico saw an agreement adopted on measures to address climate change. The World Water Assessment Programme led by UNESCO and the International Hydrological Programme jointly organized a side event on “Water and Climate: Broadening Approaches for Adaptation Strategies”. An integral part of the Global Climate Observing System, the GOOS programmes were recognized by COP 16 for their role in providing global data underpinning the climate negotiations and the IPCC reports.

COP 16 recognized the need for improving land and coastal networks for observations, in particular in developing countries. An exhibition, Satellites and World Heritage Sites, Partners to Understand Climate Change organized

© IPS Africa



*Protesters at the COP 16 climate change negotiations in Cancún, November 2010.*

by UNESCO in cooperation with space partners and Planet Action showed how Earth observation can be used to assess the effects of climate change on World Heritage sites. UNESCO also co-organized and participated in several education-related side events and launched a publication on climate change education, training and awareness-raising in Latin America. Meanwhile, the International Bureau of Education, together with UNESCO Bangkok, developed a training module, “Curriculum Development on Climate Change”.

UNESCO and Inter Press Service (IPS) Africa partnered to highlight Africa’s voice at the United Nations Climate Conference. Two fellowships were awarded to African journalists selected by IPS to cover the summit, producing print and radio stories for distribution to newsrooms across the continent that put the spotlight on Africa’s needs and positions.



## Urban Water Series

Two more titles in the Urban Water Series were published in 2010. This Series studies the role of water in cities and the effects of urbanization on the hydrological cycle and water resources.



© IISD

## Celebrating the 50th anniversary of the Intergovernmental Oceanographic Commission

The IOC celebrated its 50th anniversary in 2010. Since its days of coordinating the International Indian Ocean Expedition in the early 1960s, the promotion of the International Decade of Ocean Exploration (1971–1980), the World Ocean Circulation Experiment in the mid-1980s, Global Ocean Ecosystem Dynamics (GLOBEC) in the 1990s, improving Tsunami Warning Systems after 2004, and up to its present participation in the United Nations Framework Convention on Climate Change (UNFCCC) negotiations, the IOC has lived up to its mandate by focusing international attention and resources on the societal need for global oceanography and marine ecosystem research and sustainable management.

*43rd IOC Executive Council:  
celebration of the 50th anniversary  
of the Commission and of the  
International Year of Biodiversity 2010.*

## ■ Safeguarding the oceans

The Intergovernmental Oceanographic Commission (IOC) of UNESCO was a key driving force in international efforts to establish a framework to assess the state of the world's oceans. As a result of intensive advocacy, in November 2010 the United Nations General Assembly adopted an international multi-partner plan for regular global marine assessments including environmental, economic and socio-economic aspects known as the "Regular Process". This vital step forward for the sound global management of the oceans, which cover 71% of the surface of our planet, will reinforce efforts to achieve the Millennium Development Goals.

Salinity, the most basic property of seawater, is extremely hard to measure. In 2010, the IOC made a breakthrough by publishing the updated "Thermodynamic Equation of Seawater", replacing the IOC standard manuals used since 1980. The IOC-Global Ocean Observing System had established the need for greater accuracy of this important measurement, in order to allow observation of the distribution of ocean salinity in 3D and in real time. Salinity distinguishes oceanic waters and determines the density of seawater, the driving force of the grand circulation currents in the deep ocean.



*“Science flourishes through dialogue, through the interaction of peoples and cultures and through the meeting of minds.”*

*Getachew Engida, Deputy Director-General*

## ■ Conserving the planet's freshwater resources

Throughout 2010, UNESCO advanced the management of groundwater, water resources in arid lands, urban water and the integrated management of water at the scale of river basins. A significant development came with the creation of a new permanent technical secretariat for the programme for Water and Development Information for Arid Lands (G-WADI), which aims to strengthen the management of water resources

## Protecting marine World Heritage

In August, the ocean area protected under the World Heritage Convention more than doubled through the inscription of Phoenix Islands Protected Area (Kiribati) and Papahānaumokuākea (USA) – two of the world's largest and most pristine marine protected areas. In December, managers of all 43 marine World Heritage sites came together for the first time to discuss how they can best work together and team up with the World Heritage Centre to develop a solid strategy for protecting the planet's most valuable ocean sites.

This rejuvenation of the World Heritage Centre's Marine Programme has been made possible thanks to an innovative partnership with the Swiss watch manufacturer Jaeger-LeCoultre and the International Herald Tribune.

in arid and semi-arid regions. The new secretariat was established at the International Center for Integrated Water Resources Management (ICIWaRM) in the United States.

Significant upgrades of the G-WADI GeoServer, hosted at the University of California, Irvine, boosted the provision of near real-time global satellite estimates of precipitation from national to watershed scales. The upgrades, conducted in collaboration with Google Earth, now allow greater speed and very high resolution real-time global precipitation maps. The GeoServer was used to analyse severe precipitation events during the recent catastrophic floods in Pakistan.

Over 30 demonstration projects in river basins, integrating both biological and hydrological processes, were launched during 2010. Aimed at fostering more socially acceptable, cost-effective and systemic approaches to the sustainable management of freshwater resources, the projects target the development of effective policies and practices.

A new volume, with a focus on climate change, was added to the Integrated Water Resources Management Guidelines at River Basin Level, which place special emphasis on managing extreme hydrological conditions such as floods and droughts. Launched during the Climate Change Conference in Cancún, the guidelines have been implemented in the Asia-Pacific Region and preparations were made for their implementation in Africa in 2011.

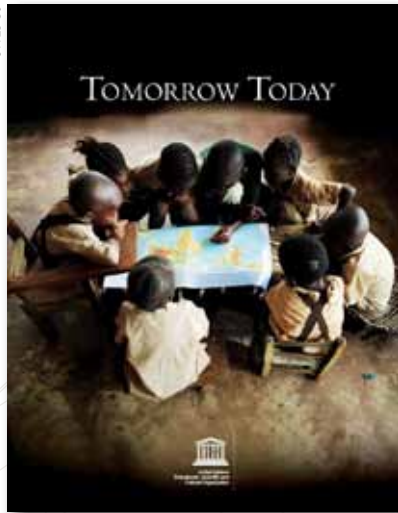


© UNICEF/Nesbitt

## ■ Strengthening earth sciences in Africa

The Earth Science Education Initiative in Africa completed a series of regional workshops around the continent during 2010. In total, 175 participants were involved in these workshops, coming from 31 different African countries and 7 non-African countries. UNESCO summarized the findings of the workshops, and, with the endorsement of the Geological Society of Africa, launched a series of initial activities focusing on training in geological mapping, building a better network of institutions and researchers through the African Network of Science

*UNESCO's Water and Development Information for Arid Lands programme seeks to ensure provision of safe drinking water. Water pump in rural Senegal.*



UNESCO-Tudor Rose publication, *Tomorrow Today: Learning to Build a Sustainable Future*.

and Technical Institutions (ANSTI), and pre-tertiary education. The final workshop was held in Kinshasa, in the Democratic Republic of Congo, following others in Dakar, Senegal; Cape Town, South Africa; Luanda, Angola; and Assiut, Egypt. The initiative greatly expanded the network of expertise in Africa.

### ■ Halfway there! – The UN Decade of Education for Sustainable Development (2005-2014)

At the autumn 2010 UN General Assembly, UNESCO presented the Mid-Decade Review of the UN Decade of Education for Sustainable Development (DESD), for which it is the lead agency. A panel discussion at the UN on 4 November, co-organized by UNESCO and the Permanent Mission of Japan to the UN, addressed the theme “DESD: An Engagement with the Future”. It was followed by the launch by Director-General of the UNESCO-Tudor Rose

*“Education is one of the most effective means to increase adaptation capacity of nations to climate change.”*

*Davidson L. Hepburn, President of the 35th session of the General Conference*

publication, *Tomorrow Today – Learning to Build a Sustainable Future*. This 200-page illustrated book features over 75 authors who describe a panorama of trends, actions and commitments driving the progress of ESD around the world.

UNESCO’s strategy for the second half of the Decade was adopted by its Executive Board in October. The International Network of Teacher Education Institutions for ESD continued to grow, with 75 teacher education institutions in 60 countries mobilizing over 500 teacher trainers to create relevant and culturally-appropriate ESD teacher education programmes. Its members met in UNESCO Headquarters in May to take stock and make recommendations for expanding the network and improving teacher training globally.

Education is an essential element of the global response to climate change. To raise awareness about the impact of global warming and increase climate literacy among young people, a new Climate Change Education for Sustainable Development Programme was launched in September 2010.

In Viet Nam, an action plan on climate change responses in the education sector was developed at an International Consultative Workshop in July, while a capacity-building workshop in the Maldives in October trained 40 teachers and planners. In addition, pedagogical materials were developed for non-formal climate change education programmes for adults in rural Viet Nam.

### ■ Media as partners in education for sustainable development

A series of workshops focusing on the role of media in education for sustainable development was organized in November and December 2010 to promote greater understanding of sustainability and development among media professionals of Lesotho. The events provided media practitioners with information and reporting skills on priority issues such as climate change, resource depletion (forests, fisheries and fresh water), biodiversity, extinction, and pollution.

A five-day workshop, “TV News Reporters for Environmental Sustainability” was held in Almaty in November 2010. It aimed to improve the ability of TV journalists in Kazakhstan to conduct research and present balanced coverage of environmental issues. The workshop was sponsored by UNESCO’s International Programme for the Development of Communication and the Asia-Pacific Institute for Broadcasting Development, and was hosted by KIMEP University, assisted by the Regional Environmental Centre for Central Asia.

*UNESCO promotes environmental awareness amongst women, key to sustainable development. Bangladeshi woman watering vegetables.*

© UNICEF/Noorani





**UNESCO project  
"Connecting Cultures"  
brings together youth in the  
deserts of Oman to discuss  
shared values, cultural  
differences and peace.**

# CHAPTER 6

# Peace and dialogue



# Peace and dialogue

*In 2010, as every year, UNESCO worked to promote a culture of peace – a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes. A “culture of peace” approach seeks to solve problems through dialogue and negotiation among individuals, groups and nations.*



## ■ International Year for the Rapprochement of Cultures

As lead agency for the 2010 International Year for the Rapprochement of Cultures, proclaimed by the UN General Assembly, UNESCO celebrated diversity by highlighting its central role in fostering sustainable development and demonstrating the links uniting the world's cultures. The Year was an opportunity for UNESCO to reinforce

intercultural dialogue within its worldwide activities and programmes. The official launch of the Year at UNESCO Headquarters on 18 February was the occasion of the first meeting of the High Level Panel on Peace and Dialogue among Cultures. Composed of eminent decision-makers, intellectuals and artists from all regions of the world, the High Level Panel was established by Director-General Irina Bokova to chart new avenues for peace-building in the twenty-first century. The panel members called for urgent action in defense of cultural diversity as an ethical principle and they also insisted upon the inclusion of women and young people as key actors for a future where peace through intercultural dialogue would be a reality.

Over 800 events and initiatives took place in 63 countries to mark the theme of rapprochement, organized with a wide range of partners. There was a great variety and range of activities: festivals, music and dance performances, theatre, exhibitions, public debates, conferences, film screenings, training sessions, contests, virtual fora and educational websites. Other highlights of the Year included the celebration of the theme of rapprochement on the occasion

of World Philosophy Day and World Science Day for Peace and Development. A poster competition attracted 1,187 entries from 82 countries and the 30 top-ranked posters were exhibited in Paris during the International Festival of Cultural Diversity in May.

## ■ Celebrating rapprochement through philosophy

“Philosophy, Cultural Diversity and Rapprochement of Cultures” was the theme of an international forum to celebrate the 2010 World Philosophy Day on 18 November at Headquarters, putting the spotlight on the ways in which philosophy can promote an international culture of debate and exchange that respects human dignity and diversity. Inaugurated by Director-General Irina Bokova and Luc Chatel, French Minister of Education, numerous events throughout the day brought together not only internationally-renowned philosophers and professors, but also teachers and students, as well as members of the general public.

Throughout the world, celebrations were also organized by different academic partners in more than 80 countries, from Bremen (Germany) to Dakar (Senegal), from Guatemala City (Guatemala) to Havana (Cuba), from Réunion (France) to Mexico City (Mexico), as well as in Montevideo (Uruguay), Rabat (Morocco), Rochester (United States of America), and Tunis (Tunisia).



## ■ Science for peace and development

World Science Day for Peace and Development (WSD) was celebrated worldwide on 10 November. As a contribution to the International Year for the Rapprochement of Cultures 2010, the activities underscored the role of science in UNESCO's founding mission to advance mutual knowledge and understanding between peoples and cultures. A large and very varied range of events and

activities held all around the world included meetings of high-level science decision-makers, workshops, movies, scientific games and exhibitions. Among partners mobilized by Headquarters and Field Offices were National Commissions for UNESCO, ministries of science and technology, science centres, parliaments, universities, schools and NGOs.

WSD was celebrated at Headquarters with the hosting of the first Inter-Parliamentary Forum on Science, Technology and Innovation Policy for

the Mediterranean Region. Organized in partnership with ISESCO and the Parliamentary Assembly of the Mediterranean, it brought together parliamentarians, scientists and journalists from the Mediterranean region to discuss the governance of science within the region. To mark the theme "Science for the Rapprochement of Peoples and Cultures", an exhibition "Les sciences arabes" was displayed at Headquarters in cooperation with the Paris-based Institut du Monde Arabe.

*Christian or Muslim? Marina (left) and Ghalia (right) celebrate the International Year for the Rapprochement of Cultures at the UNESCO Club in Pechina, Spain.*



*Equitable sharing of water is one way to build peace. UNESCO brings together experts to improve transboundary aquifer management.*

## ■ Building peace through shared water resources

Groundwater resources, often shared by adjacent states in the form of transboundary aquifers, can contribute to building peace or be a source of conflict. 2010 saw a major effort towards tackling issues arising from the increasing reliance on shared underground water resources, made all the more acute by over-use and degradation of surface freshwater resources. In December 2010, UNESCO, in collaboration with the International Association of Hydrologists and the United Nations Environment Programme,

UNEP, organized an international conference on “Transboundary Aquifers: Challenges and New Directions” (ISARM2010). Over 350 participants, gathered in Paris, updated the world inventory of transboundary aquifers. They also worked on developing new concepts, policies and educational tools for transboundary aquifer management for both developed and developing countries.

## ■ Culture and reconciliation

2010 saw the completion of the important first phase of the restoration of the Al-Askari Shrine in Samara (Iraq) – an initiative that illustrates the role of culture in promoting national reconciliation and dialogue. Following the bombing of this major Shiite pilgrimage centre in 2006 and 2007, UNESCO launched a US\$ 8.4 million project, funded by the European Union and the Government of Iraq, to enable the restoration of the shrine and strengthen national capacities to protect other historic sites throughout the country. Priority tasks included cleaning, urgent preventive work, classification and storage of architectural elements, as well as assessments of the state of conservation of the shrine and its structural stability. This work was all completed in 2010.

*UNESCO launches restoration work on the Al-Askari Shrine in Samara, Iraq, seriously damaged by bombing in 2006-2007.*

© UNESCO





*“The promotion of a culture of peace is one of the key aspects of UNESCO’s mission and the promotion of reciprocal knowledge of cultural, ethnic, linguistic and religious diversity forms an important part of this venture.”*

*Eleonora Valentinovna Mitrofanova, Chairperson of the Executive Board*

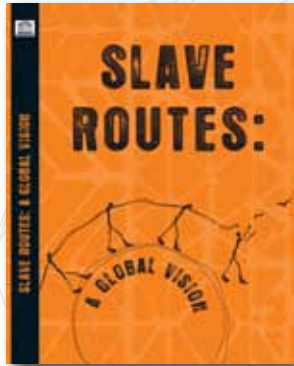


*“Simple knowledge, without the capacity to translate it into action, is like a boat without a sail.”*

*María del Pilar Álvarez-Laso, Assistant Director-General for Social and Human Sciences*

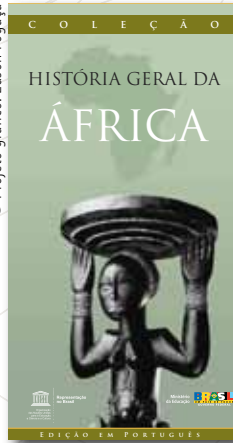
*Women from East Africa protesting against war during the third Forum of Ministers.*

© UN/E. Kanalstein



*The UNESCO DVD “Slave Routes: A Global Vision” was launched in Nigeria on the International Day for the Remembrance of the Slave Trade and its Abolition.*

© Projeto gráfico: Edson Fogaça



*The General History of Africa was published in Portuguese thanks to the Brazilian Government. In the weeks following the launch, the books were the UNESCO database's top consultations.*

To date, approximately 600 local people from Samara have been employed on different aspects of the project. Iraqi architects and engineers received training in restoration techniques and use of technical equipment. UNESCO also worked closely with local authorities to organize a meeting in Samara between some 500 intellectuals and religious leaders from three other major Iraqi Shiite centres and their Sunni counterparts to strengthen the reconciliation process through dialogue.

## ■ The General History of Africa – a tool for integration

The original publication of the General History of Africa marked a turning point in the perception and understanding of Africa's immense legacy. A new project for the pedagogical use of the General History of Africa has been established to give students from Cairo to Cape Town the opportunity to learn about their shared heritage. Funds provided by the Government of Libya enabled implementation to begin in 2010, with the project's first regional conference in Tripoli in June. 117 experts from 45 African countries and the diaspora defined the principal themes to be incorporated in history textbooks and teachers' guides for use in primary, lower-secondary and upper-secondary education throughout Africa. In October, the 30 members of the various drafting teams were selected by the project's Scientific Committee during a meeting in Addis Ababa, Ethiopia.

Meanwhile, UNESCO's Brazil Office partnered with the Ministry of Education and the Federal University of São Carlos to launch a Portuguese edition of the General History of Africa in December, in Brasília. The Portuguese edition will be available in municipal, state and district public

## UNESCO supports new Centre for women and gender in the Great Lakes Region

Ministers from the countries of the region met in December 2010 in Arusha (United Republic of Tanzania) to establish a new Regional Research and Documentation Centre on Women, Gender and Peace-building in the Great Lakes Region, to be located in Kinshasa (Democratic Republic of the Congo). The Forum of Ministers was established by UNESCO as part of its programme to promote the human rights and the status of women in the region and to advance women's participation in post-conflict resolution, democratization and governance.

and university libraries throughout Brazil and can be downloaded free of charge from the websites of UNESCO Brazil and the Brazilian Ministry of Education.

## ■ Dialogue and the transatlantic slave trade

“Teaching the Transatlantic Slave Trade: Achievements, Challenges and Perspectives” was the theme of the first online consultation of the UNESCO Associated Schools Project Network (ASPnet). The two-week consultation in November/December mapped activities in participating ASPnet

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© UNICEF/Mohtan

## Youth desks in UNESCO National Commissions

**Gwakisa George Makaranga, Chief Co-ordinator, Youth Desk, Tanzania National Commission:** The youth desk has been so successful in terms of youth participation in UNESCO work. We have been participating in so many National Commission meetings and planning sessions. Now we are planning to conduct a “Youth Awareness Creation Project on UNESCO Work”.

**Edwin Haluoleo A. Mokodompit and Jasmine Sagita, Indonesian youth delegates at the 6th UNESCO Youth Forum:** We faced so many challenges since we brought the idea of establishing a Youth Empowerment Team (YET) within the National Commission. We convinced them, not only by words but by developing successful action projects.

**Nikolaos Syrios, member of the Youth Committee of the Hellenic National Commission:** The Youth Committee aspires to give all young people the opportunity to play an active and significant part in decision-making, the formulation of proposals and in concrete action on important issues that concern them, in the framework of UNESCO’s programmes.

schools, identified achievements and challenges and enabled an exchange of quality educational materials on the transatlantic slave trade.

139 participants from the three regions concerned by the triangular slave trade (Africa, Europe and the Americas) also discussed new school partnerships.

## ■ Harnessing sporting values for peace and dialogue

UNESCO and the International Olympic Committee called on governments to invest in young people in a declaration issued at the 7th World Conference on Sport, Education and Culture, "Giving a Voice to Youth". Organized by the Committee in partnership with UNESCO, in Durban (South Africa) in December, it brought together over 600 participants, including youth leaders, government representatives, UN agencies, the sport movement and academics.

Earlier in the year, European Athletics and UNESCO teamed up to promote youth empowerment and the role of sport in community development at a Young Leaders Forum in July in Barcelona (Spain). Held in conjunction with the European Athletics Championships, the forum featured high-profile guest speakers, such as Olympic Champions Sergey Bubka and Gabriela Szabo, and world champion Steve Cram. An online community of young leaders was launched to support the design,

development and implementation of volunteer community projects that serve the sport of athletics at the grassroots and national levels.

A new partnership with the International Association of Sports Newspapers (IASN) was inaugurated in 2010 to broaden public awareness of sport's power as a mediator of peace and an accelerator of development with a series of joint e-bulletins.

## ■ Networking with and for youth

With the UN International Year of Youth starting in mid-August 2010, UNESCO got into gear by hosting the first meeting of the UN Inter-Agency Network on Youth Development in February 2010, at its Headquarters in Paris. The Network planned a series of joint initiatives and issued 14 media fact sheets on areas affecting youth development to advocate for greater investments in youth.

A series of other events offered further opportunities to mobilize young people. UNESCO organized 14 workshops during the 5th World Youth Congress in Turkey in July/August and at the World Youth Conference in Mexico in August 2010. A publication on "Education, Youth and Development, UNESCO in Latin America and the Caribbean" was launched on the occasion of the Conference.

At the 4th UNESCO Asian Youth Forum, held in the Republic of Korea in September, 130 youth participants from 24 Asian countries adopted a global "Project for common action" including

specific action in the public, civic, cultural and youth sectors.

## ■ Power of Peace Network

The Power of Peace Network provides an opportunity for people of all backgrounds and cultures to exchange and engage in projects and dialogue that facilitate peace-building efforts globally. The call for proposals in 2010 attracted over 1,100 submissions from around the world. The network's new online component got over 1,000 registered members, promising to become an interactive facilitator of peace-building efforts and exchange, particularly amongst youth.

## ■ Electoral processes – the role of the media

Prior to Iraq's elections on 7 March 2010, UNESCO and its partners implemented a series of targeted training sessions to support journalists and regulators in covering and monitoring elections

*UNESCO and European Athletics promote civic engagement and athletics to young people.*





© UNESCO/M. Benchehah

*Media training on election coverage in Haiti, organized by UNESCO.*

accurately and impartially. In addition, leading Iraqi journalists and media managers were brought together to develop a style guide to prevent the use of hate speech in reporting. Media monitors at the Iraqi Communication and Media Commission were trained in election reporting standards to ensure accuracy and balance, and to uphold the Commission's own Code for Media during elections.

In Haiti, a series of training courses was organized for some 300 journalists from 11 regions, aiming at building journalists' capabilities to report on

election processes in the run-up to the November 2010 presidential and legislative elections. The training, "Elections Reporting and Violence Reduction", was organized in collaboration with the Association of Haitian Journalists (AJH) and International Media Support.

### Training on conflict reporting for African journalists

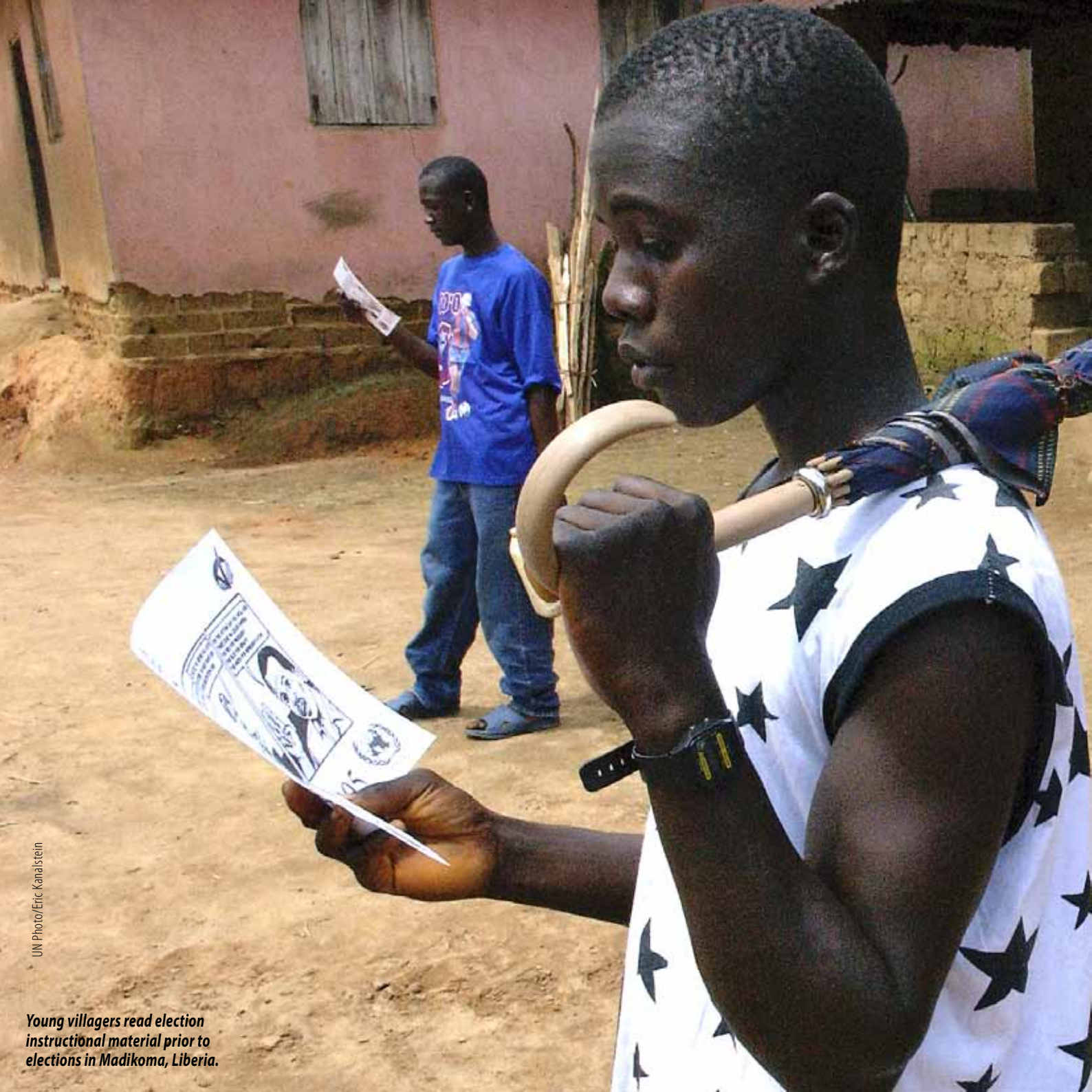
A week-long "Conflict-Sensitive Reporting" workshop in May, at Rhodes University (South Africa), allowed journalists from three regions in East Africa to exchange experiences and learn new strategies for reporting on conflict to contribute to peace. The twelve journalists, who had experience in reporting from Northern Uganda, Southern Sudan and Kenya's Rift Valley, were introduced to theories and principles designed to enable conflict reporting in greater depth. The course was run by the UNESCO-supported Centre for Conflict Sensitive Reporting (CCSR). Meanwhile, a curriculum on "Conflict-Sensitive Reporting" was developed and published by UNESCO in 2010 for journalists and journalism educators.

© G. Belan



*Reporting on UN peacekeeping in Lebanon.*





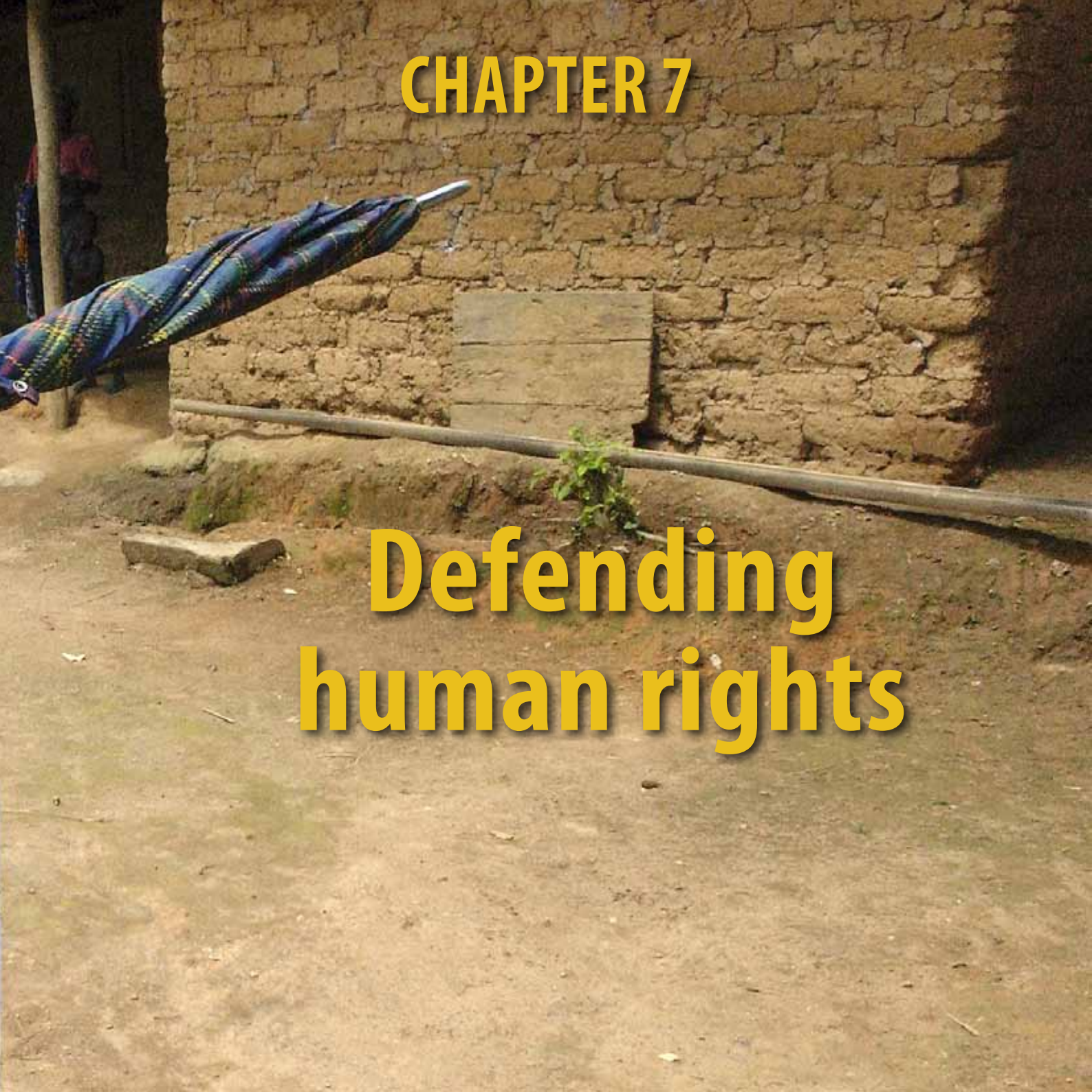
UN Photo/Eric Kanabalstein

**Young villagers read election instructional material prior to elections in Madikoma, Liberia.**



# CHAPTER 7

## Defending human rights



# Defending human rights

*As a United Nations agency, UNESCO anchors all of its undertakings in human rights principles. As the only UN agency with a specific mandate to promote the universal right of freedom of expression, this area, along with press freedom and freedom of information, remained at the forefront of its human rights efforts in 2010. However, other examples below show the broad scope of the Organization's efforts to defend and promote human rights-based development.*

## ■ Journalists' safety

The safety of media professionals remained a critical concern in 2010 and Director-General Irina Bokova publicly condemned the killings of a total of 62 journalists. In a new development, she submitted a report on the safety of journalists and the danger of impunity to UNESCO's International Programme for the Development of Communication (IPDC) in March.

*Chilean journalist Mónica González Mujica was named laureate of the UNESCO/Guillermo Cano World Press Freedom Prize 2010.*



The IPDC unanimously adopted a Decision on the Safety of Journalists and the Issue of Impunity, calling on governments to ensure that all killings of journalists are investigated and to report on the progress and outcome of these investigations to the Director-General. Safety training programmes for journalists were held by Field Offices in the Arab States and in Asia and the Pacific. Women journalists in Palestine and Iraq were also given special training sessions and provided with safety equipment.

## ■ Freedom of information: the right to know

Raising awareness of the importance of these connected rights – freedom of expression and freedom of information – World Press Freedom Day 2010 focused on the theme, “Freedom of Information: The Right to Know”. While throughout the world, in over 100 countries, large and smaller-scale events were held, the main celebration of the Day, on 3 May, took place in Brisbane, Australia. An international conference focused on the

importance of freedom of information for good governance and human rights-based development. Participants adopted the “Brisbane Declaration”, calling on governments to adopt Freedom of Information laws.

To honour the courage and commitment of its defenders, the UNESCO–Guillermo Cano World Press Freedom Prize has been attributed since 1997 to a person, organization or institution that has made a notable contribution to promoting or defending press freedom. The 2010 prize was awarded during the celebration in Brisbane to the Chilean journalist Mónica González Mujica, in recognition of her work carried out during the dictatorship in her country.

UNESCO collaborated with other international organizations – the Council of Europe, the Organization for Security and Co-operation in Europe, the European Broadcasting Union and the Organization of American States – to support the establishment or adaptation of media and press legislation, as well as freedom of information legislation. A 30-month programme focusing on aligning the media sector of eight countries in South-Eastern Europe to European standards was concluded in 2010. The focus was on the awareness and adoption of best practices with regard to media accountability, based on self-regulation mechanisms undertaken by media professionals.

*UN World Press Freedom Day 2010 event in Amman, Jordan.*

© UNESCO/P. Mazza



*“The principle of freedom of expression, as stated in Article 19 of the Universal Declaration of Human Rights, must apply to the internet, just as it should to traditional media.”*

*Jānis Kārklīšs, Assistant Director-General for Communication and Information*





*The “Voices on the Rise: Afghan Women Making the News” UNESCO photo exhibition bears witness to the courage of female journalists in Afghanistan.*

© Lataria Farshad/Pajhwok Afghan News

## ■ Freedom of information and women’s rights in Africa

As part of the celebrations of International Women’s Day 2010, UNESCO hosted a roundtable discussion in Paris to highlight the relevance of freedom of information as a tool for advancing women’s rights and empowerment in Africa. A resource book published with support from UNESCO by the African Women’s Development and Communication Network (FEMNET) was launched on this occasion.

## ■ Freedom of expression in cyberspace

A workshop on “Freedom of Connection – Freedom of Expression: The Changing Legal and Regulatory Ecology Shaping the Internet” was held by UNESCO at the fifth Internet Governance Forum meeting

in Vilnius, Lithuania, in September 2010. An in-depth report on the subject was launched at this event, arguing that with growing access to information in cyberspace, there is a rise in censorship and filtering, not only by governmental organizations, but also by private companies.

## ■ Providing access to information for persons with disabilities

A consultative meeting, “Mainstreaming ICT for Persons with Disabilities to Access Information and Knowledge”, in February in Paris, established how best UNESCO might assist Member States in processes for the social inclusion of persons with disabilities through Information and Communication Technologies (ICTs). An interactive session on “ICT and Persons with Disabilities” was organized at the World Summit on the Information Society (WSIS) Forum 2010 in May in Geneva, Switzerland, to present good practices in the use of ICTs that facilitate social inclusion.

## Afghan women making the news

On the occasion of the International Day for the Elimination of Violence against Women on 25 November, and in cooperation with Voices on the Rise, an Afghan association of women journalists, UNESCO held an exhibition of photographs by Khorshied Samad and Jane McElhone at its Headquarters in Paris. The exhibition portrayed the lives of Afghan women journalists, producers, managers, writers, photographers, filmmakers, human rights activists and parliamentarians, who confront social and cultural barriers that hamper their work and participation in public life.

Other events to commemorate the Day included a conference marking the 50th anniversary of the death of the Dominican Republic’s Mirabal sisters; conferences on women, water and sustainable development; and one encouraging women’s investments and highlighting women’s responsibilities and roles in development.

Marking the occasion of the International Day of Persons with Disabilities on 3 December, a screening of the 2010 Oscar-winning documentary “Music by Prudence” was followed by a debate with the film’s producer, Roger Williams. The film highlights the prejudice and challenges that persons with disabilities face in Africa.

UNRWA/UNESCO  
Palestinian refugee  
girls’ school in  
Gaza.

## ■ 50th anniversary of Convention against Discrimination in Education

The 50th anniversary of the landmark Convention against Discrimination in Education was celebrated in 2010. UNESCO seized the opportunity to honour the first international instrument with binding force in international law on the right to

education. On 9 June, a day-long celebration was held at Headquarters on the theme of “The Right to Education of all Children”. A publication compiling practical examples of concrete actions taken at national level was issued, entitled “The Implementation of the Right to Education”. The anniversary itself, 14 December 2010, was marked the following day by a seminar at Headquarters on “50 years of Combating Discrimination in Education”.



## ■ UNRWA/UNESCO education programme

The UN Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) and UNESCO collaborate in providing basic education and training for half a million Palestinian refugee children in five different fields of operation, cooperating with four ministries of education. In 2010, the Schools of Excellence Programme in Gaza continued to provide focused and intensive support in schools where pupil performance has been weakened due to prolonged disruption of the education process. As a result, academic achievements in mathematics and Arabic remained consistent in 2010, demonstrating a strong consolidation of gains made in the last two years in these foundational subjects.

## ■ Roma children: fighting exclusion

Despite efforts to expand and improve education for Roma children, in most central and eastern European countries no more than 20-25% of Roma children attend secondary school, according to UNESCO statistics published in the 2010 Education for all Global Monitoring Report. As many as half fail to complete primary education. UNESCO is a member of the International Task Force for the Education of Roma (ITFER), which was set up in June 2010 to develop and ensure close coordination of international initiatives regarding education for Roma. The Task Force held its first meeting in

October 2010 at the Council of Europe in Strasbourg (France) on the role of international organizations in improving the situation.

UNESCO and the Council of Europe finalized guidelines for policy-makers towards ensuring the right to basic education for Roma children, with particular emphasis on improving access to early childhood educational opportunities and their transition to quality primary education. These guidelines, entitled “Including Roma and Traveller Children in early Childhood Education Services” are expected to significantly contribute to making Roma’s and travellers’ rights to quality and successful early childhood education a reality, and to guarantee a seamless transition to primary school.

## ■ The human right to water

The international community is striving to ensure recognition of the human right to safe water and sanitation. With an estimated 884 million people without access to safe drinking water, a colloquium on “The Right to Water and Water Rights in a Changing World”

### Inclusive education in action

A new project – Inclusive Education in Action – launched an online collection of good practices, building on the UNESCO Policy Guidelines on Inclusion in Education. This activity was carried out in partnership with the European Agency for Development in Special Needs Education.

© UNESCO/A. Allincai



*In most central and eastern European countries, as many as half of all Roma children fail to complete primary education, according to UNESCO statistics.*

was organized in September 2010 at the UNESCO-IHE Institute for Water Education, focusing on the role of law in safeguarding the right to water in the face of global changes. “The Human Right to Water and Sanitation” was the theme of a high-level roundtable at the December conference on “Transboundary Aquifers, Challenges and New Directions” (reported in Chapter Six). The roundtable explained and explored the significance of the UN General Assembly Resolution on the right to water and sanitation, adopted just three months before, and its link with the management of transboundary groundwater resources.

## ■ Bioethics and human rights

A new Report on Social Responsibility and Health, published in 2010, is the result of a long reflection conducted by UNESCO’s International Bioethics Committee (IBC) which began immediately after the adoption of the Universal Declaration on Bioethics and Human Rights at its 12th session (Tokyo, Japan, December 2005). The Report addresses public health policy questions from a bioethical standpoint. It develops





## Criança Esperança Programme in Brazil

In its 25th anniversary year, the Programme raised BRL 13 million (USD 8 million), invested in 64 social projects in all five regions of Brazil, benefiting over 33,000 children and young people. In May 2010, Director-General Irina Bokova visited the “Criança Esperança” centre in Rio de Janeiro and discussed, with project coordinators, workers and students, the importance of education and social inclusion for under-privileged children and adolescents. The Criança Esperança Programme has been promoted by Latin America’s Globo TV Network for the past 25 years.

the ethical and legal dimensions of the principle of responsibility and its relations to health, thus enriching reflection both on the practical application and on the principle of social responsibility and health, which is stated in the Declaration.

### ■ Promoting a culture of human rights

The distinguished Pakistani lawyer Asma Jahangir was selected by the International Jury of the 2010 UNESCO/Bilbao Prize for the Promotion of a Culture of Human Rights in recognition of her exceptional and courageous contribution to building a universal culture of human rights. It underscored her excellent record as a human rights defender, notably the

*UNESCO works to develop actions for the promotion of social development in Brazil with an emphasis on youth.*

© Mila Petrillo

outstanding work she has carried out as a renowned lawyer and advocate of the Supreme Court of Pakistan, particularly for the rights of religious minorities, women and children. The Director-General awarded the Prize at a ceremony that took place in the presence of the Mayor of Bilbao Iñaki Azkuna on Human Rights Day – 10 December – in Bilbao (Spain).

The international Coalition of Cities against Racism and Discrimination grew steadily in 2010, as more and more cities of all sizes joined the regional Coalitions. New members included Anderlecht, Antalya, Belem, Ezulwini, Guarulhos, Lund, Maseru, Medellín, Oświęcim and Quilmes. Several municipalities teamed up with football clubs, such as FC Barcelona (Spain) and FC Malmö (Sweden), to organize campaigns on fighting racism through sports. The European Coalition has worked intensively on the development of common equality and policy indicators in the framework of Commitment 2 of its Plan of Action “Assessing Racism and Discrimination and Monitoring Municipal Policies”.

In 2010, UNESCO once again welcomed 10 indigenous community leaders from around the world at its Headquarters in Paris for a two-week training course. This Indigenous Fellowship Programme aims to familiarize fellows with the UN system and to help them protect their human rights. The 2010 fellows came from the following groups: Kanaks (New-Caledonia), Touaregs (Niger), Batwas (Rwanda), Peulhs (Burkina Faso), Amazighs (Algeria), Maoris (New Zealand), Sans (Namibia), Sunuwars (Nepal) and Fijians (Fiji). In addition, the UNESCO Office in Moscow trained eight indigenous representatives from the Russian Federation.

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### ■ “My Life is a Story” with Lauren Child

After the resounding success of the first phase of the project “My Life is a Story”, the second phase of Lauren Child’s partnership with UNESCO’s Programme for the Education of Children in Need and Hachette Children’s Books began in February 2010. By making known the stories of the world’s children from all backgrounds, “My Life is a Story” intends to raise awareness of their common destiny.

*The “My Life is a Story” Appeal was launched by UNESCO’s Programme for the Education of Children in Need and Lauren Child. Its purpose is to give children all over the world the opportunity to tell the story of their life through writing, drawing and photography.*

### Partnership with FC Barcelona

On the occasion of the International Day for the Elimination of Racial Discrimination (21 March), UNESCO and FC Barcelona launched a year-long antiracism campaign under the slogan “Put Racism Offside” at the Camp Nou Stadium in Barcelona (Spain).





# Annexes

# 1. Financial report

## The move to IPSAS

In 2010, UNESCO moved into a new era in its approach to accounting and preparing its financial statements. Following a complex and wide-ranging implementation project, UNESCO began applying the International Public Sector Accounting Standards (IPSAS). The move to IPSAS was a UN system-wide decision, brought about by the need to adopt improved, independent and universally accepted accounting standards.

IPSAS requires the application of the full accrual basis of accounting for financial statements. This move from the previously applied modified cash basis results in significant

changes in the financial statements, which will now provide more insight into the actual assets, liabilities, revenues and expenses of UNESCO. For example, property, plant and equipment with a net value of K\$633,346, and long-term employee benefit liabilities of K\$784,221 are recognized for the first time.

Under IPSAS, the financial statements must be prepared on an annual rather than a biennial basis. The principal statements now show the total consolidated situation of the Organization, with information on the split by fund included in the notes. The implementation of IPSAS does not currently impact the preparation of the budget, which is still presented on a modified cash basis.

## 2010 financial statements

The figures presented here for the year ended 2010 have not yet been subject to final review and sign-off by the UNESCO external auditor. Full audited financial statements will be issued at a later date. The Statement of Financial Position shows net assets of K\$427,090 as at 31 December 2010. The restated opening balances as at 1 January 2010 are presented as comparative information in the Statement of Financial Position. The accounting adjustments made in order to bring opening balances in line with IPSAS resulted in a net reduction of K\$269,795 in net assets/equity. The Statement of Financial Performance shows a deficit for the year of K\$30,866. In this Statement comparative information has not been provided as 2010 is the first year of accrual accounting under IPSAS.

## Summary statement of financial position – as at 31 December 2010

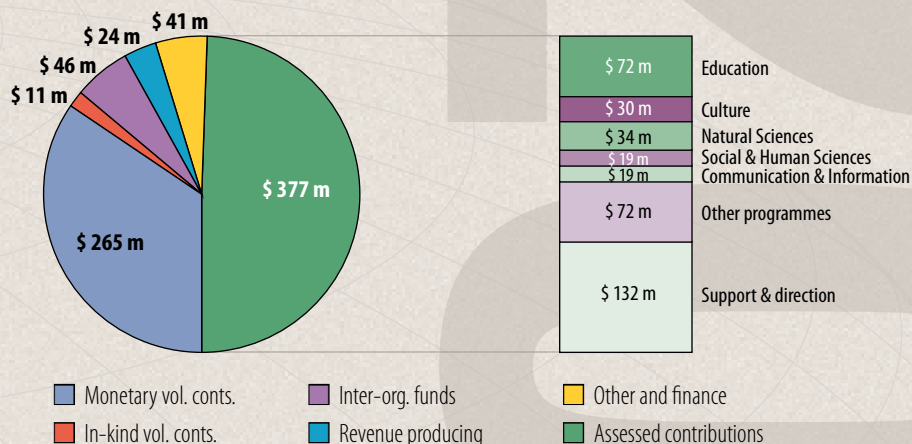
	\$'000	31/12/2010	01/01/2010
<b>ASSETS</b>	<b>Current assets</b>		
	Cash and cash equivalents	106,690	139,178
	Short-term investments	617,143	622,201
	Other current assets	145,994	126,913
	<b>Non-current assets</b>		
	Property, plant and equipment	633,346	646,823
	Other non-current assets	14,877	20,538
	<b>Total assets</b>	<b>1,518,050</b>	<b>1,555,653</b>
<b>LIABILITIES</b>	<b>Current liabilities</b>		
	Advance receipts	80,280	81,180
	Other current liabilities	163,223	175,823
	<b>Non-current liabilities</b>		
	Employee benefits	784,221	699,493
	Other non-current liabilities	63,236	78,257
	<b>Total liabilities</b>	<b>1,090,960</b>	<b>1,034,753</b>
	<b>Net assets</b>	<b>427,090</b>	<b>520,900</b>
<b>NET ASSETS/EQUITY</b>	Reserves and fund balances	552,784	646,594
	IPSAS opening balance reserves	-125,694	-125,694
	<b>Total net assets/equity</b>	<b>427,090</b>	<b>520,900</b>

## Summary statement of financial performance – year to 31 December

	\$'000	31/12/2010
<b>REVENUE</b>	Assessed contributions	377,290
	Voluntary contributions	322,253
	Other revenue	64,545
	<b>Total revenue</b>	<b>764,088</b>
<b>EXPENSES</b>	Employee benefits and mission costs	417,499
	Consultants and external experts	36,138
	External training, grants and transfers	65,147
	Supplies, consumables and running costs	79,739
	Contracted services	140,138
	Other expenses	56,293
	<b>Total expenses</b>	<b>794,954</b>
	<b>Deficit for the year</b>	<b>-30,866</b>

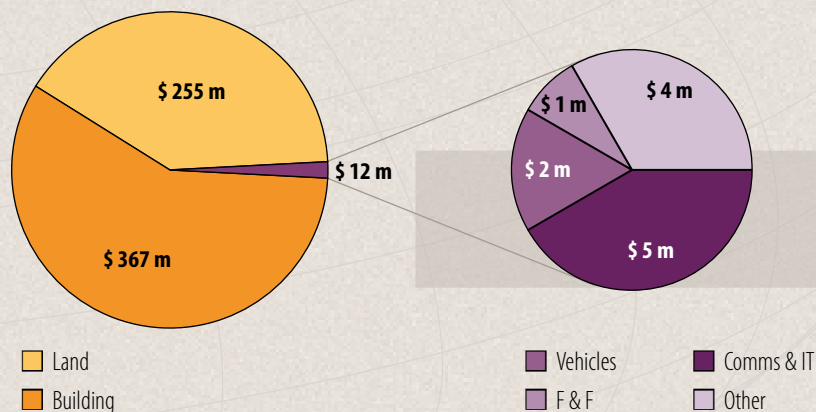
## Analysis of revenue

In accordance with IPSAS, revenue from voluntary contributions is recognized when UNESCO has obtained the right to receive, and not just when cash is transferred. In-kind voluntary contributions, such as the free use of premises, are also valued and recognized in the financial statements. Assessed contributions represent 49% of total revenue, and can be analysed by allocation to programme.



## Analysis of property, plant & equipment (PPE)

Under IPSAS, UNESCO now has a detailed inventory of all PPE. This is principally land and buildings with a combined net value of K\$621,691. In order to obtain correct IPSAS opening balances for land and buildings, independent experts provided market values. The remainder of UNESCO's PPE is non-expendable property and small attractive items with a net value of K\$11,655 – detailed inventories have been performed to establish a complete register of these items.



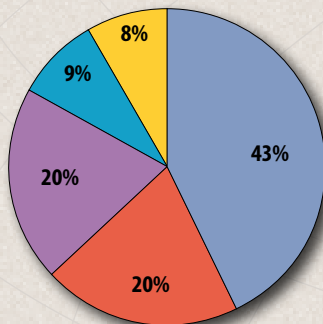
## 2. Fellowships

**280** fellowships and travel grants were awarded under both regular and extra-budgetary programmes for a total of \$4,337,735:

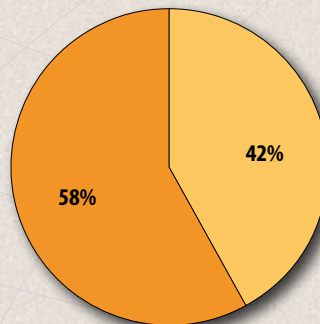
- 175 fellowships under the regular budget and the Co-Sponsored Fellowship Scheme (with UNESCO seed money);
- 105 fellowships under extra-budgetary projects (Funds-in-Trust): 40 under the UNESCO/ l'Oreal Co-Sponsored Fellowships for Young Women in Life Sciences; 45 under the UNESCO/Saudi Arabia Fellowships Programme; and 20 under the UNESCO/Keizo Obuchi Research Fellowships Programme.

### Distribution of the fellowships

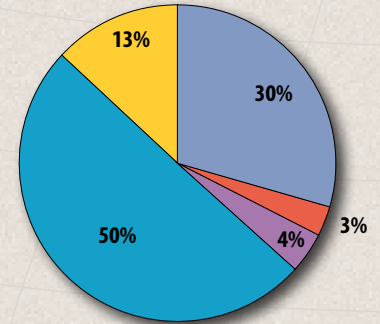
By region



By gender



By field of study



## 3. Prizes

### Education

#### UNESCO-CONFUCIUS PRIZE FOR LITERACY

the Non-Formal Education Centre (Nepal) and the Governorate of Ismailia (Egypt)

#### UNESCO-KING SEJONG LITERACY PRIZE

the General Directorate of Adult Training (Cape Verde) and the State Institute for Teacher Training and School Development in Hamburg (Germany)

#### UNESCO-HAMDAN BIN RASHID AL-MAKTOUM PRIZE FOR OUTSTANDING PRACTICE AND PERFORMANCE IN ENHANCING THE EFFECTIVENESS OF TEACHERS FOR 2009-2010

the Ali Institute of Education (Pakistan), the Centre of Excellence for Teacher Training (Dominican Republic) and the Centre congolais Éducation pour tous (Democratic Republic of Congo)

UNESCO-KING HAMAD BIN ISA AL KHALIFA PRIZE FOR THE USE OF ICTS IN EDUCATION the National Institute of Adult Continuing Education (UK) and Infocentro Foundation (Venezuela)

### Natural Sciences

#### L'OREAL-UNESCO AWARDS AND FELLOWSHIPS

FOR WOMEN IN SCIENCE María Gabriel Gei (Costa Rica); Djoudi Roukia (Comoros); Maria-Teresa Guardiola-Claramonte (Spain); Nawal Bouayayne (Morocco); Elisabeth Lendoye (Gabon); Antima Gupta (India); Yifen Tan (Malaysia); Marissa Teo (Singapore); Marietta Solange Soupi Nkeutcha (Cameroon); Diana Marcela Bolaños Rodríguez (Colombia); Ghalia Boubaker (Tunisia); Svitlana Yablonska (Ukraine); Hadeer El-Dakhakni (Egypt); Irene Margiolaki (Greece) and Margoth Mitchela Moreno Vigo (Peru)

### Social and Human Sciences

UNESCO/BILBAO PRIZE FOR THE PROMOTION OF A CULTURE OF HUMAN RIGHTS 2010 Asma Jahangir (Pakistan)

### Culture

#### UNESCO SHARJAH PRIZE FOR ARAB CULTURE

Ali Mahdi Nouri (Sudan), actor and theatre director  
Cherif Khaznadar (France), poet, novelist and theatre director

### Communication and Information

#### UNESCO/GUILLERMO CANO WORLD PRESS

FREEDOM PRIZE Mónica González Mujica, Chile  
UNESCO-IPDC PRIZE FOR RURAL COMMUNICATION La voz de los campesinos, Mexico

## 4. World Heritage inscriptions

### Cultural sites

#### AUSTRALIA

- Australian Convict Sites

#### BRAZIL

- São Francisco Square in the Town of São Cristóvão

#### CHINA

- Historic Monuments of Dengfeng in “The Centre of Heaven and Earth”

#### FRANCE

- Episcopal City of Albi

#### INDIA

- The Jantar Mantar, Jaipur

#### ISLAMIC REPUBLIC OF IRAN

- Tabriz Historic Bazaar Complex
- Sheikh Safi al-din Khānegāh and Shrine Ensemble in Ardabil

#### REPUBLIC OF KOREA

- Historic Villages of Korea: Hahoe and Yangdong

#### MARSHALL ISLANDS

- Bikini Atoll Nuclear Test Site

#### MEXICO

- Camino Real de Tierra Adentro
- Prehistoric Caves of Yagul and Mitla in the Central Valley of Oaxaca

#### NETHERLANDS

- Seventeenth-century canal ring area of Amsterdam inside the Singelgracht

#### SAUDI ARABIA

- At-Turaif District in ad-Dir'iyah

#### TAJIKISTAN

- Proto-urban site of Sarazm

#### VIET NAM

- Central Sector of the Imperial Citadel of Thang Long – Hanoi

### Natural sites

#### CHINA

- China Danxia

#### FRANCE

- Pitons, cirques and remparts of Reunion Island

#### KIRIBATI

- Phoenix Islands Protected Area

#### RUSSIAN FEDERATION

- Putorana Plateau

#### SRI LANKA

- Central Highlands of Sri Lanka

### Mixed sites (both cultural and natural)

#### UNITED STATES OF AMERICA

- Papahānaumokuākea

# 5. Intangible cultural heritage inscriptions

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

### CHINA

- Meshrep
- The watertight-bulkhead technology of Chinese junks
- Wooden movable-type printing of China

### CROATIA

- Ojkanje singing

## Inscriptions on the Representative List of the Intangible Cultural Heritage of Humanity

### ARMENIA

- Armenian cross-stones art. Symbolism and craftsmanship of Khachkars

### AZERBAIJAN

- The traditional art of Azerbaijani carpet weaving in the Republic of Azerbaijan

### BELGIUM

- Aalst carnival.
- Houtem Jaarmarkt, annual winter fair and livestock market at Sint-Lievens-Houtem.
- Krakelingen and Tonnekensbrand, end-of-winter bread and fire feast at Geraardsbergen

### CHINA

- Acupuncture and moxibustion of traditional Chinese medicine
- Peking opera

### COLOMBIA

- Marimba music and traditional chants from Colombia's South Pacific region
- The Wayuu normative system, applied by the Pütchipü'üi (palabrero)

### CROATIA

- Gingerbread craft from Northern Croatia
- The Sinjska Alka, a knights' tournament in Sinj

### CZECH REPUBLIC

- Shrovetide door-to-door processions and masks in the villages of the Hlinecko area

### FRANCE

- Compagnonnage, network for on-the-job transmission of knowledge
- The craftsmanship of Alençon needle lace-making
- The gastronomic meal of the French

### INDIA

- Chhau dance
- Kalbelia folk songs and dances of Rajasthan
- Mudiyetu, ritual theatre and dance drama of Kerala

### INDONESIA

- Indonesian Angklung

### ISLAMIC REPUBLIC OF IRAN

- The music of the Bakhshis of Khorasan
- The Pahlevani and Zoorkhaneh rituals
- The ritual dramatic art of Ta'ziye
- Traditional skills of carpet weaving in Fars
- Traditional skills of carpet weaving in Kashan

### JAPAN

- Kumiodori, traditional Okinawan musical theatre
- Yuki-tsumugi, silk fabric production technique

### LITHUANIA

- Sutartinės, Lithuanian multipart songs

### LUXEMBOURG

- The hopping procession of Echternach

### MEXICO

- Parachicos in the traditional January feast of Chiapa de Corzo
- Pirekua, traditional song of the P'urhépecha
- Traditional Mexican cuisine – ancestral, ongoing community culture, the Michoacán paradigm

### MONGOLIA

- Naadam, Mongolian traditional festival
- The Mongolian traditional art of Khöömei

### OMAN

- Al-Bar'ah, music and dance of Oman Dhofari valleys

### PERU

- Huaconada, ritual dance of Mito
- The scissors dance

### REPUBLIC OF KOREA

- Daemokjang, traditional wooden architecture
- Gagok, lyric song cycles accompanied by an orchestra

### SPAIN, GREECE, ITALY, MOROCCO

- The Mediterranean diet

### SPAIN

- Flamenco
- Human towers
- The chant of the Sybil on Majorca

### TURKEY

- Kirkpınar oil wrestling festival
- Semah, Alevi-Bektaşî ritual
- Traditional Sohbet meetings

### UNITED ARAB EMIRATES, BELGIUM, CZECH REPUBLIC, FRANCE, REPUBLIC OF KOREA, MONGOLIA, MOROCCO, QATAR, SAUDI ARABIA, SPAIN, SYRIAN ARAB REPUBLIC

- Falconry, a living human heritage

### VIET NAM

- Gióng festival of Phù Đổng and Sóc temples



## 6. New UNESCO-assisted Global Geoparks

**CANADA** Stonehammer

**CHINA** Leye-Fengshan

**FINLAND** Rokua

**GREECE** Vikos-Aoos

**HUNGARY-SLOVAKIA** Novohrad – Nograd

**ITALY** Cilento and Vallo di Diano

**ITALY** Tuscan Mining Park

**JAPAN** San'in Kaigan

**REPUBLIC OF KOREA** Jeju Island

**SPAIN** Basque Coast

**VIET NAM** Dong Van Karst Plateau

## 7. Condemnation of the murder of journalists

### AFGHANISTAN

- Faiz Mohammad Khan Sasoli
- Rupert Hamer
- Sayed Hamid Noor

### ANGOLA

- Alberto Graves Chakussanga

### BRAZIL

- Francisco Gomes de Medeiros

### BULGARIA

- Bobi Tsankov

### CAMEROON

- Ngota Ngota Germain

### CHINA

- Sun Hongjie

### DEMOCRATIC REPUBLIC OF THE CONGO

- Patient Chebeya Bankome

### GREECE

- Socrates Giolias

### HONDURAS

- Israel Zelaya Diaz
- Jorge Alberto Orellana
- José Bayardo Mairena
- Joseph Hernandez Ochoa
- Luis Antonio Chévez Hernández
- Luis Arturo Mondragón Morazán
- Manuel Juárez
- Nahúm Palacios Arteaga

### INDIA

- Hem Chandra Pandey
- Vijay Pratap Singh

### INDONESIA

- Ridwan Salamun

### IRAQ

- Mazen Mardan al-Baghdad
- Riad al-Saray
- Safaa al-Khayat
- Sardasht Osman
- Tahrir Kadhim Jawad

### LEBANON

- Assaf Abu Rahal

### MEXICO

- Evaristo Pacheco Solis
- Guillermo Alcaraz Trejo
- Hugo Alfredo Olivera Cartas
- José Luis Romero
- Juan Francisco Rodríguez Ríos
- Luis Carlos Santiago Orozco
- Marco Aurelio Martínez Tijerina
- María Elvira Hernández Galeana

### NEPAL

- Arun Singhaniya

### NEPAL

- Devi Prasad Dhital
- Jamim Shah

### PAKISTAN

- Abdul Hameed Hayata
- Abdul Wahab
- Altaf Chandio
- Ashiq Ali Mangi

- Ejazul Haq
- Ghulam Rasool Birhamani
- Misri Khan Orakzai
- Muhammad Khan Sasoli
- Mujeebur Rehman Saddiqui
- Pervez Khan

### PALESTINIAN AUTHORITY

- Cevdet Kılıçlar

### PHILIPPINES

- Desidario Camangyan
- Joselito Agustin
- Nestor Bedolido

### RUSSIAN FEDERATION

- Magomedvagif Sultanmagomedov
- Sayid Ibragimov
- Shamil Aliyev

### RWANDA

- Jean-Léonard Rugambage

### SOMALIA

- Barkhad Awale Adan
- Sheikh Nur Mohamed Abkey

### THAILAND

- Fabio Polenghi
- Hiroyuki Muramoto

### UGANDA

- Dickson Ssentongo
- Paul Kiggundu

## 8. Ratifications of conventions adopted under the auspices of UNESCO

### International Convention against Doping in Sport 2005

**NICARAGUA** 15/01/2010 *Accession*  
**KAZAKHSTAN** 08/02/2010 *Ratification*  
**ARMENIA** 17/02/2010 *Ratification*  
**SAN MARINO** 22/02/2010 *Accession*  
**EQUATORIAL GUINEA** 10/03/2010  
*Ratification*  
**PHILIPPINES** 17/03/2010 *Ratification*  
**IRAN (ISLAMIC REPUBLIC OF)** 23/03/2010  
*Accession*  
**MYANMAR** 31/03/2010 *Ratification*  
**RWANDA** 12/04/2010 *Ratification*  
**GUYANA** 06/05/2010 *Accession*  
**MARSHALL ISLANDS** 03/06/2010 *Accession*  
**COMOROS** 04/06/2010 *Ratification*  
**TONGA** 14/06/2010 *Ratification*  
**NEPAL** 15/06/2010 *Ratification*  
**ANTIGUA AND BARBUDA** 15/07/2010  
*Accession*  
**PAPUA NEW GUINEA** 06/09/2010 *Ratification*  
**DEMOCRATIC REPUBLIC OF THE CONGO**  
28/09/2010 *Ratification*  
**MALDIVES** 14/10/2010 *Ratification*  
**TURKMENISTAN** 03/11/2010 *Ratification*  
**FIJI** 17/11/2010 *Ratification*  
**SWAZILAND** 13/12/2010 *Ratification*

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

**HAITI** 08/02/2010 *Ratification*  
**AZERBAIJAN** 15/02/2010 *Accession*

**LESOTHO** 18/02/2010 *Accession*  
**UKRAINE** 10/03/2010 *Ratification*  
**MALAWI** 16/03/2010 *Accession*  
**REPUBLIC OF KOREA** 01/04/2010 *Ratification*  
**EQUATORIAL GUINEA** 17/06/2010 *Ratification*  
**TRINIDAD AND TOBAGO** 26/07/2010  
*Ratification*  
**CZECH REPUBLIC** 12/08/2010 *Accession*  
**HONDURAS** 31/08/2010 *Accession*  
**DEMOCRATIC REPUBLIC OF THE CONGO**  
28/09/2010 *Ratification*

### Convention for the Safeguarding of the Intangible Cultural Heritage 2003

**IRAQ** 06/01/2010 *Ratification*  
**FIJI** 19/01/2010 *Ratification*  
**TONGA** 26/01/2010 *Acceptance*  
**MALAWI** 16/03/2010 *Ratification*  
**BOTSWANA** 01/04/2010 *Acceptance*  
**NEPAL** 15/06/2010 *Ratification*  
**EQUATORIAL GUINEA** 17/06/2010 *Ratification*  
**SERBIA** 30/06/2010 *Ratification*  
**TRINIDAD AND TOBAGO** 22/07/2010  
*Ratification*  
**TAJKISTAN** 17/08/2010 *Ratification*  
**VANUATU** 22/09/2010 *Ratification*  
**JAMAICA** 27/09/2010 *Ratification*  
**DEMOCRATIC REPUBLIC OF THE CONGO**  
28/09/2010 *Ratification*  
**ERITREA** 07/10/2010 *Ratification*

### Convention on the Protection of the Underwater Cultural Heritage 2001

**ITALY** 08/01/2010 *Ratification*

**GABON** 01/02/2010 *Acceptance*  
**ARGENTINA** 19/07/2010 *Ratification*  
**HONDURAS** 23/07/2010 *Ratification*  
**TRINIDAD AND TOBAGO** 27/07/2010  
*Ratification*  
**DEMOCRATIC REPUBLIC OF THE CONGO**  
28/09/2010 *Ratification*  
**SAINT VINCENT AND THE GRENADINES**  
08/11/2010 *Ratification*

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

**EQUATORIAL GUINEA** 10/03/2010 *Ratification*

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

**HAITI** 08/02/2010 *Ratification*  
**EQUATORIAL GUINEA** 17/06/2010 *Ratification*

### Convention against Discrimination in Education 1960

**AFGHANISTAN** 25/01/2010 *Acceptance*  
**SEYCHELLES** 27/07/2010 *Acceptance*

### Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A to E and Protocol annexed 1950

**ARMENIA** 23/08/2010 *Acceptance*

# 9. Permanent Delegates who presented their credentials

## Africa

- CHAD** H. E. Mr Mahamat Saleh Adoum Djerou Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (12/2/2010)
- MALI** H. E. Mr Boubacar Sidiki Touré Ambassador Extraordinary and Plenipotentiary of the Republic of Mali to France, *Permanent Delegate* (5/10/2010)
- GHANA** H. E. Ms Geneviève Delali Tsegah Ambassador Extraordinary and Plenipotentiary of the Republic of Ghana to France, *Permanent Delegate* (8/10/2010)
- COMOROS** H. E. Mr Nizar Dalloul Ambassador, *Permanent Delegate* (18/10/2010)
- SOUTH AFRICA** H. E. Ms Dolana Msimang Ambassador Extraordinary and Plenipotentiary of South Africa to France, *Permanent Delegate* (25/10/2010)
- NAMIBIA** H. E. Ms Frieda Nangula Ithete Ambassador Extraordinary and Plenipotentiary of the Republic of Namibia to France, *Permanent Delegate* (23/12/2010)

## Arab States

- TUNISIA** H. E. Mr Mezri Haddad Ambassador, *Permanent Delegate* (6/1/2010)
- OMAN** H. E. Ms Madiha Bint Ahmed Al-Shaibaniya, *Permanent Delegate* (8/10/2010)

## Asia and the Pacific

- MONGOLIA** H. E. Mr Shukher Altangerel Ambassador Extraordinary and Plenipotentiary of Mongolia to France, *Permanent Delegate* (1/3/2010)

## REPUBLIC OF KOREA

H. E. Mr Jang Ki-won Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (5/3/2010)

**AUSTRALIA** Ms Gita Kamath *Permanent Delegate* (20/4/2010)

**BHUTAN** H. E. Mr Yeshey Dorji Ambassador Extraordinary and Plenipotentiary, Permanent Representative of the Kingdom of Bhutan to the United Nations Office in Geneva, *Permanent Delegate* (25/6/2010)

**INDIA** H. E. Mr Vinay Sheel Oberoi Ambassador, *Permanent Delegate* (1/9/2010)

**NEPAL** H. E. Mr Mohan Krishna Shrestha Ambassador Extraordinary and Plenipotentiary of Nepal to France, *Permanent Delegate* (1/9/2010)

**LAO PEOPLE'S DEMOCRATIC REPUBLIC** H. E. Mr Khouanta Phalivong Ambassador Extraordinary and Plenipotentiary of the Lao People's Democratic Republic to France, *Permanent Delegate* (16/9/2010)

**MALAYSIA** Mr Ali Ab. Ghani *Permanent Delegate* (17/9/2010)

**JAPAN** H. E. Mr Isao Kiso Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (4/10/2010)

**CAMBODIA** H. E. Mr Narang Nouth Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (8/10/2010)

## Europe and North America

**ICELAND** H. E. Mr Thórir Ibsen Ambassador Extraordinary and Plenipotentiary of Iceland to France, *Permanent Delegate* (6/1/2010)

**ITALY** H. E. Mr Maurizio Enrico Luigi Serra Ambassador, *Permanent Delegate* (15/1/2010)

**UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND** H. E. Mr Matthew Sudders Ambassador, *Permanent Delegate* (12/2/2010)

**ISRAEL** H. E. Mr Nimrod Barkan Ambassador, *Permanent Delegate* (16/2/2010)

**MONACO** H. E. Ms Yvette Lambin-Berti Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (3/3/2010)

**MALTA** H. E. Mr Raymond Bondin Ambassador, *Permanent Delegate* (9/7/2010)

**UKRAINE** H. E. Mr Oleksandr Kupchysbyn Ambassador Extraordinary and Plenipotentiary of Ukraine to France, *Permanent Delegate* (15/7/2010)

**BULGARIA** H. E. Mr Alexandre Savov Ambassador, *Permanent Delegate* (1/9/2010)

**CZECH REPUBLIC** H. E. Ms Halka Kaiserova Ambassador, *Permanent Delegate* (14/9/2010)

**POLAND** H. E. Mr Krzysztof Kocel Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (15/9/2010)

**CYPRUS** H. E. Mr Kornelios Korneliou Ambassador Extraordinary and Plenipotentiary of the Republic of Cyprus to France, *Permanent Delegate* (4/10/2010)

**GREECE** H. E. Mr Theodore M. Passas Ambassador, *Permanent Delegate* (8/11/2010)

**MONTENEGRO** H. E. Ms Irena Radovic Ambassador Extraordinary and Plenipotentiary of Montenegro to France, *Permanent Delegate* (9/11/2010)

**REPUBLIC OF MOLDOVA** H. E. Mr Oleg Serebrian Ambassador Extraordinary and Plenipotentiary of the Republic of Moldova to France, *Permanent Delegate* (19/11/2010)

**LATVIA** H. E. Ms Sanita Pavluta-Deslandes Ambassador Extraordinary and Plenipotentiary of Latvia to France, *Permanent Delegate* (16/12/2010)

**SLOVENIA** H. E. Ms Veronika Stabej Ambassador Extraordinary and Plenipotentiary of the Republic of Slovenia to France, *Permanent Delegate* (20/12/2010)

### Latin America and the Caribbean

**NICARAGUA** H. E. Mr Carlos Corea Lacayo Ambassador, *Permanent Delegate* (6/1/2010)

**CUBA** H. E. Ms María de los Angeles Flórez Prida Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (12/2/2010)

**DOMINICAN REPUBLIC** H. E. Ms Rosa Hernández C. de Grullon Ambassador, *Permanent Delegate* (13/4/2010)

**BAHAMAS** H.E. Mr Davidson Hepburn Ambassador, *Permanent Delegate* (20/4/2010)

**MEXICO** H. E. Mr Carlos de Icaza Ambassador Extraordinary and Plenipotentiary of Mexico to France, *Permanent Delegate* (21/4/2010)

**ECUADOR** H. E. Mr Lautaro Pozo Malo Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (3/6/2010)

**BOLIVIA (PLURINATIONAL STATE OF)** H. E. Mr Pablo César Groux Canedo Ambassador, *Permanent Delegate* (14/9/2010)

**CHILE** H. E. Mr Jorge Edwards Ambassador Extraordinary and Plenipotentiary of Chile to France, *Permanent Delegate* (15/9/2010)

**URUGUAY** H. E. Mr Omar Mesa Gonzalez Ambassador Extraordinary and Plenipotentiary of Uruguay to France, *Permanent Delegate* (6/10/2010)

**HONDURAS** H. E. Mr Alejandro Palma Ambassador, *Permanent Delegate* (8/10/2010)

**PERU** H. E. Mrs Cecilia Bakula Ambassador, *Permanent Delegate* (16/12/2010)

## 10. Selected periodicals and key titles

### Periodicals

**THE UNESCO COURIER** Published quarterly in Arabic, Chinese, English, French, Russian and Spanish

**PROSPECTS** Published quarterly in Arabic, Chinese, English, French and Spanish

**A WORLD OF SCIENCE** Published quarterly in Arabic, English, French, Russian and Spanish

**INTERNATIONAL SOCIAL SCIENCE JOURNAL** Published quarterly in English, French and Spanish

**DIVERSITIES** Formerly the International Journal on Multicultural Societies, published biannually in English

**MUSEUM INTERNATIONAL** Published quarterly in English, French, Chinese and Spanish (e-journal)

**WORLD HERITAGE** Published quarterly in English, French and Spanish

### Major UNESCO Reports and general reference works

**EDUCATION FOR ALL GLOBAL MONITORING REPORT 2010** – Reaching the Marginalized

**GLOBAL EDUCATION DIGEST 2010**

**UNESCO WORLD SOCIAL SCIENCES REPORT** – Knowledge Divides

**UNESCO SCIENCE REPORT 2010** – The Current Status of Science around the World

**ENGINEERING: Issues, Challenges and Opportunities for Development**

**CLIMATE CHANGE AND ARCTIC SUSTAINABLE DEVELOPMENT** (French edition)

**WATER AND PEACE FOR THE PEOPLE** – Possible Solutions to Water Disputes in the Middle East (Arabic edition)

**ATLAS OF THE WORLD'S LANGUAGES IN DANGER** (English, French and Spanish)

**UNESCO MAP OF THE WORLD'S LANGUAGES IN DANGER** (English, French and Spanish)

**2010-2011 WORLD HERITAGE MAP** (English, French and Spanish)

**GENERAL HISTORY OF AFRICA** (Portuguese edition) 8 volumes

**FREEDOM OF INFORMATION** – A Comparative Legal Survey (Chinese edition)

# 11. New Institutes and Centres under the auspices of UNESCO (category 2)

## Education

### PHILIPPINES

- South-East Asian Centre for Lifelong Learning for Sustainable Development (SEA-CLLSD)

### SYRIAN ARAB REPUBLIC

- Regional Centre for Early Childhood Care and Education in the Arab States, Damascus

## Natural Sciences

### DOMINICAN REPUBLIC

- Centre for the Sustainable Management of Water Resources in the Caribbean Island States, Santo Domingo

### FEDERATIVE REPUBLIC OF BRAZIL

- HidroEx – International Centre for Education, Capacity Building and Applied Research in Water, Frutal, State of Minas Gerais

### PORTUGAL

- International Centre for Coastal Ecohydrology

### UNITED STATES OF AMERICA

- International Center for Integrated Water Resources Management (ICIWaRM) hosted by the Institute for Water Resources (IWR) of the U.S. Army Corps of Engineers

## Social and Human Sciences

### CAPE VERDE

- West Africa Institute for International Research on Regional Integration and Social Transformations, Praia

## Culture

### BAHRAIN

- Arab Regional Centre for World Heritage (ARC-WH)

### BRAZIL

- Regional Heritage Management Training Centre

### BULGARIA

- Regional Centre for the Safeguarding of Intangible Cultural Heritage, Sofia

### BURKINA FASO

- Regional Centre for the Living Arts in Africa, Bobo-Dioulasso

### CHINA

- International Training Centre for Intangible Cultural Heritage in the Asia-Pacific Region

### ISLAMIC REPUBLIC OF IRAN

- Regional Research Centre for Safeguarding Intangible Cultural Heritage in West and Central Asia, Tehran

### JAPAN

- International Research Centre for Intangible Cultural Heritage in the Asia-Pacific Region

### MEXICO

- Regional World Heritage Institute, Zacatecas

### NIGERIA

- Centre for Black Culture and International Understanding (CBCIU), Osogbo, Osun State
- Institute for African Culture and International Understanding, Abeokuta, Ogun State

### REPUBLIC OF KOREA

- International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region

### RUSSIAN FEDERATION

- Moscow Regional Museum Centre, Moscow

### SOUTH AFRICA

- African World Heritage Fund (AWHF)

## 12. MDG Achievement Fund national programmes on culture and development

As Convenor of the MDG Achievement Fund Culture and Development Thematic Window, UNESCO implements 18 national programmes jointly with a dozen other UN bodies: UNDP, UNICEF, UNFPA, UNEP, UNIDO, UNWTO, UNHCR, UNIFEM, UNV, FAO, ILO, WHO. This unprecedented six-year initiative (2007–2012) will serve to demonstrate the vital contribution of culture to development at the national level and to speed progress towards achieving the Millennium Development Goals, notably poverty alleviation.

Funded with \$95 million provided by Spain, these programmes aim to foster social inclusion and poverty reduction by encouraging the inclusion of minorities and disadvantaged groups in social, political and cultural life, and by harnessing the tremendous potential of the cultural sectors for job creation, economic growth and poverty reduction.

**ALBANIA** Albania's Cultural Transformation: From Isolation to Participation

**BOSNIA AND HERZEGOVINA** Improving Cultural Understanding in Bosnia and Herzegovina

**CAMBODIA** Creative Industries Support Programme

**CHINA** The China Culture and Development Partnership Framework

**COSTA RICA** Intercultural Policies for Social Inclusion and Creating Opportunities.

**ECUADOR** Programme for Development and Cultural Diversity to Reduce Poverty and Promote Social Inclusion

**EGYPT** The Dahshur World Heritage Site Mobilization for Cultural Heritage for Community Development

**ETHIOPIA** Harnessing Diversity for Sustainable Development and Social Change

**HONDURAS** Creativity and Cultural Identity for Local Development

**MAURITANIA** Heritage, Tradition and Creativity at the Service of Sustainable Development in Mauritania.

**MOROCCO** Cultural Heritage and Creative Industries as Vectors of Development in Morocco

**MOZAMBIQUE** Strengthening Cultural and Creative Industries and Inclusive Policies in Mozambique

**NAMIBIA** Sustainable Cultural Tourism in Namibia

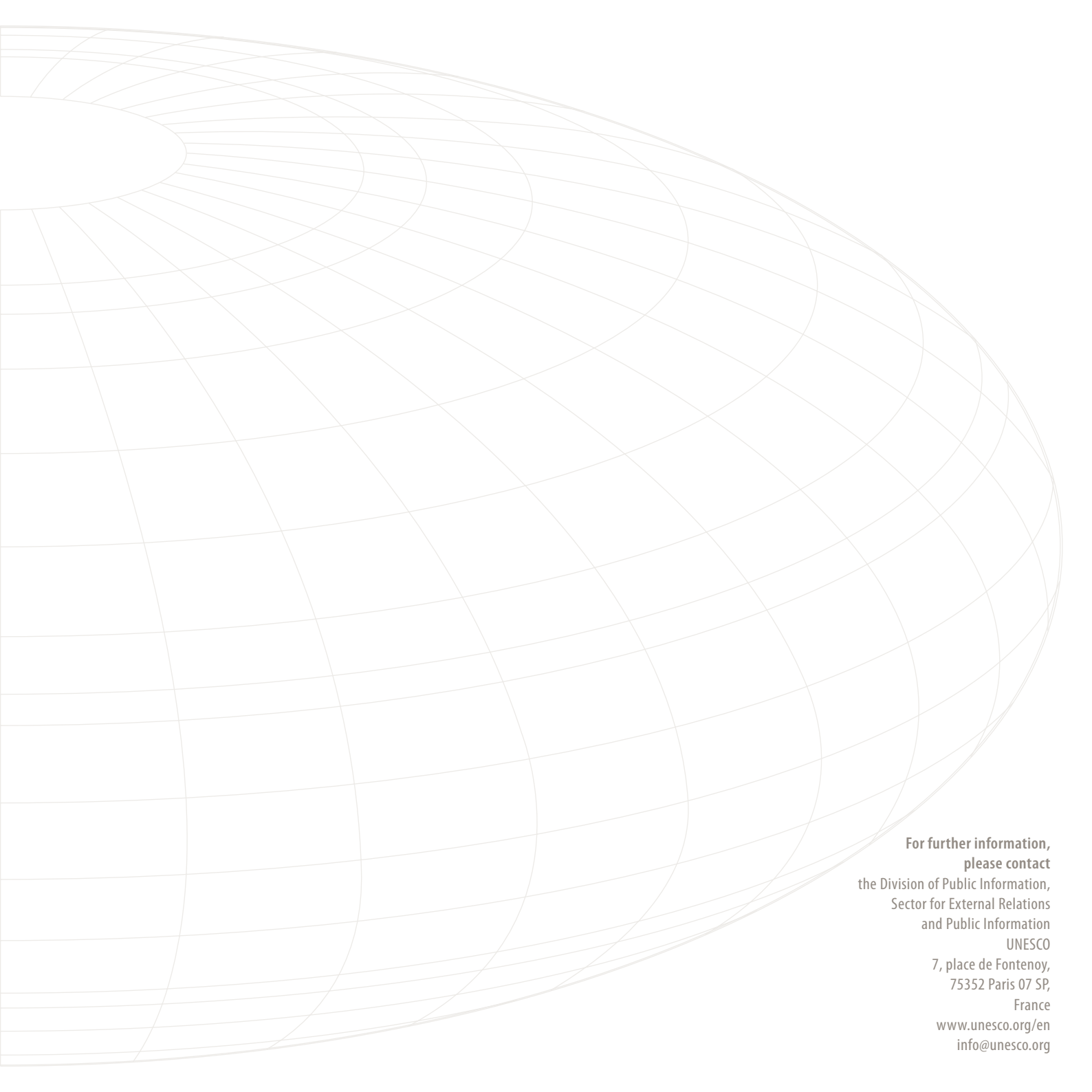
**NICARAGUA** Cultural Revitalization and Productive Creative Development on Nicaragua's Caribbean Coast

**PALESTINIAN TERRITORIES** Culture and Development in the occupied Palestinian Territory

**SENEGAL** Promoting Cultural Initiative and Industries

**TURKEY** Alliances for Culture Tourism (ACT) in Eastern Anatolia

**URUGUAY** Strengthening Cultural Industries and Improving Access to Cultural Goods and Services in Uruguay



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