



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Country Programming Document (UCPD)

REPUBLIC OF KAZAKHSTAN

2013-2014



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EXECUTIVE SUMMARY

The UNESCO (Almaty Office) Country Programming Document (UCPD) for Kazakhstan is designed to be linked with and complementary to the United Nations Development Assistance Framework (UNDAF) for Kazakhstan (2010-2015) the common framework for all UN Agencies operating in the country.

The UNDAF outlines three interlinked priorities for national development challenges to be addressed by the United Nations Country Team in Kazakhstan:

- Economic and social well-being for all
- Environmental sustainability
- Effective governance

The crosscutting themes of gender equality, human rights, improving quality of life for all, especially for vulnerable groups, environment and disaster risk reduction were selected to strengthen interventions in all three pillars, and as such are mainstreamed throughout the document.

The UCPD for the Republic of Kazakhstan (2013-2014), herein referred to as UCPD-Kazakhstan, is based on the current country analysis and priorities in the fields of education, natural sciences, social and human sciences, culture, communication and information, and HIV and AIDS prevention.

Efforts have been made to ensure that the UCPD-Kazakhstan is aligned with national priorities, including the Development Plan of the RK "Kazakhstan - 2030." In December 2012, President Nazarbayev announced a new country development strategy "Kazakhstan - 2050," that outlines the country's further plans for strengthening economic competitiveness. Kazakhstan's president has now stated the goal that the country will rank among the 30 most competitive countries globally; the new plan also focuses on bolstering the rule of law, eliminating corruption and ensuring a healthy, well-educated population.

SITUATION ANALYSIS

The Republic of Kazakhstan has enjoyed rapid economic growth in the years since its independence in 1991. It ranks as an upper middle income country as measured by World Bank indicators. GDP per capita has risen from US \$5,982 in 2000 to \$11,245 in 2011 and poverty levels have fallen from a high of 46.7 to 6.5 percent over the same period, according to Kazakhstan state figures.

The government has invested substantial financial resources into the National Oil Fund, worth an estimated more than \$53 billion in August 2012, according to the Republic of Kazakhstan Economic Development and Trade Ministry; the fund is expected to reach \$100 billion by 2015. Despite the recent worldwide economic downturn, Kazakhstan's substantial fossil fuel and mineral resources and vast areas of agricultural land, combined with effective management of oil revenues, the enhancement of human capital, and the diversification of the economy, have laid the basis for relative economic stability.

Kazakhstan has worked steadily to improve its standing in the global arena both economically and politically. Its achievements in this regard have been impressive. Kazakhstan held the chairship of the Organization for Security and Cooperation in Europe (OSCE) in 2010 and the Organization of the Islamic Conference in 2011. It has recently been announced that the World Expo 2017 will be held in Kazakhstan's capital, Astana, with the theme "Future Energy." According to the World Bank's "Doing Business Report", Kazakhstan moved up 11 places to the 47th in the world in 2012, showing strong progress in protecting investors and paying taxes

In terms of area, Kazakhstan is the largest country in Central Asia and ninth largest in the world. It is landlocked and bordered by China, the Kyrgyz Republic, Russia, Turkmenistan and Uzbekistan as well as the Aral Sea (now split into two bodies of water) and the Caspian Sea. The country is very sparsely populated. Its population was estimated at 16.56 million, according to World Bank data for 2011. The population consists of well over 100 nationalities, the two largest being Kazakh (63.1%) and Russian (23.7%), according to official state sources. The state language of the country is Kazakh, with Russian given equal status under the law. Currently, approximately 24 percent of the population is under the age of 15. This, along with the fact that that the population remains more than 40 percent rural and is spread out over a territory the size of Western Europe, poses a special challenge to the provision of education and other social services.

The country has already achieved some of the Millennium Development Goals (MDGs), such as poverty reduction (MDG1), access to primary education (MDG2), and gender parity in primary and secondary education (MDG3). It is now targeting more ambitious "MDG+" goals such as halving poverty in rural areas, ensuring universal secondary education, ensuring gender mainstreaming in national planning and budgeting, and increasing women's representation in legislative and economic bodies (UNDAF 2010-2015, p. 7). The challenges and overall goals in the field of development described below are of particular relevance for UNESCO's work in Kazakhstan.

Poverty. Despite rapid economic growth, poverty rates remain high. Statistics for 2011 show that poverty had been reduced to 6.5 of the population, with another 40 percent were at risk of falling into poverty in the event of economic shocks. Addressing the most extreme forms of poverty therefore requires policies and strategies tailored to "reach the unreached".



First ICT competition for girls ©UNESCO Almaty

Gender equality. Gender equality issues are becoming increasingly important in Kazakhstan. The MDG3 has been achieved in respect to gender parity in primary and secondary education. A Concept of “Gender Policy” has been adopted, and a Strategy and National Action Plan on Gender Equality for 2006-2016 is being implemented. The UNDP’s Human Development Report ranks Kazakhstan 56th out of 146 countries in its 2011 index. Women outlive men in the country 74 to 63 years, according to 2011 statistics. However, challenges remain with regard to political participation and educational attainment. Differences in the position of women and men in Kazakhstan are still significant. Women currently hold 24% of seats in parliament (2012) and two ministerial positions (Ministers of Health and Economic Integration, as of

early 2013).

There is gender inequality in the labour market and in the health sector as well. New priorities should include ensuring adoption and implementation of measures to increase the representation of women in legislative and executive bodies, implementing and monitoring measures to prevent and eliminate violence against women, and promoting sustainable gender mainstreaming strategies in national planning and budgeting.

Good **education** laws have built a strong foundation for the development of a national model of education; to this end in Kazakhstan new teaching and learning technologies and methodologies have been developed. Despite the financial crisis, education in Kazakhstan has continued to develop steadily in the past three years, turning gradually into one of human capital investment forms.

Education for All has been identified as the most important mechanism for social development, economic growth and market efficiency in Kazakhstan. Despite numerous measures undertaken under the State Programme of Education Development 2005-2010, the education system must be further improved in order to be more responsive to all learners, girls and boys alike, with a specific focus on those vulnerable to marginalization and exclusion. Remaining education challenges include both access and quality, the latter including curricula, textbooks, teacher qualifications, and learning achievement. Also, to improve the quality of education at all levels, a stronger emphasis needs to be placed on creating conditions for lifelong learning, with improved linkages between the formal and non-formal education systems.

Significant technical and financial support is required for institutional capacity building at national and local levels in education statistics, results-based planning, management, and budgeting in education. The National EFA Mid-Decade Assessment (MDA) raised issues about the qualitative monitoring and assessment of progress toward EFA goals; data collection and analysis concerning access to education for socially vulnerable groups (disabled, HIV affected, migrants, ethnic minority groups, child laborers, street children); the revision of curricula and national standards in relation to the life skills needed for sustainable development; school-based teacher professional development; professional expertise in regard to textbooks and teaching/learning materials; and ICT for quality education. Education finance policies and action plans are currently being revised to develop a national education strategy up to 2020 based on new education standards and competencies. The National Programme of Education Development 2011-2020 has been approved by the President in December 2010 with the main

focus on access and quality of education, development of institutional capacity in planning and managing educational services and results-oriented budgeting.

The Address of President N. Nazarbayev “Strategy of Kazakhstan – 2050” put forward new goals for education as an instrument to increase the country’s competitiveness on the global market. The document sets out bold educational targets, including preschool enrolment up to 100% by 2020, implementation of the 12-year education model, a rigid alignment of vocational and technical education with economic needs, and ensuring that higher education in the country conforms to international standards.

Kazakhstan’s educational system has seen a stable increase in the number of preschool education organizations and children attending them. But access to pre-school education is still limited. There are not enough kindergartens in the country. According to UNICEF’s MICS for 2010-2011 only 37% of children aged 3-4 attended pre-school, with considerable variation between urban (45.3%) and rural (29.4%). Pre-school education for 5-year olds is also relatively low, with only 41% of children attending pre-school at this age. This is despite the fact that the Law on Education (article 23) stipulates mandatory and free pre-school education for 5 and 6-year olds. This situation limits early learning for young children, as well as women’s ability to work, impacting their career opportunities

In 2012 Teacher Training Centres were established at the Nazarbayev Intellectual Schools and at the National In-service-Teacher Training Centre ‘Orleu,’ to improve the system of In-service teacher training. By the end of 2012 more than 581 educational establishments including secondary schools and colleges linked up to the E-learning project. By 2020, 90% of secondary schools will be involved in the project. Similarly, higher education the number of higher educational institutions in Kazakhstan has increased to 139.

Although remarkable progress in education has been achieved, serious challenges remain. The country faces social inequity issues and a declining overall educational quality. A traditional approach prevails in the understanding educational quality, focusing on the learning of narrow-disciplines. Life skills are not included into national standards among expected educational outcomes. Marginalized and disadvantaged groups continue to face obstacles. A lack of schools and teachers in rural areas (shortage of teachers of Kazakh, Russian and foreign languages, mathematics, physics and computer science with a total of 2,440 teaching vacancies), the failure to achieve universal access to good quality education, and the low relevance of education to the needs of the market continue to be serious problems. The priority measures that need to be undertaken by the government to achieve EFA and MDGs goals are connected with capacity development in education planning, management and performance-based budgeting, updating of educational content, integration of conceptual approaches of life skills, inclusiveness based on national priorities of sustainable development and lifelong learning. Income differences play a major role in further education after secondary school, though many more young women than men enrol in universities and colleges.

A number of weaknesses in the education system were revealed during National Consultations “Post 2015. The Future We Want” (May 2013), with a strong recommendation to reform the national education system from pre-school to high education, including education in technical colleges and vocational education, so that it is continuous, comprehensive and is in line with the changing labour market. A consultative meeting that involved a number of school teachers and administrators emphasized the need for education professionals to be trained in child safety, child protection and child rights. Participants reported on instances when children require psychological and emotional support and that schools today are not able to provide such support. They are concerned that the national education curriculum is lacking in many aspects that are essential in forming a positive mentality and responsible citizenship among children. As

the country moves towards development that is sustainable, it is hoped that the education system will integrate principles of sustainability, tolerance, respect to environment, basics of healthy lifestyle, respect to peers and elderly, among others.

Poor school facilities, especially in rural areas, heating of schools in rural areas remain a problem. Hygiene, including access to safe drinking water and appropriate sewage, require more attention, especially that MDG targets and hygiene for children should be treated as a priority. In addition, schools are suffering from a lack of extracurricular activities. Children are not able to engage in after-school clubs, as there is no budget allocated into supporting such initiatives.

Poor competencies of teaching and administrative personnel largely reflect education attainments. There are not enough qualified education professionals who are competent in delivering education programmes and working with children. It is not only about teachers being able to teach literacy, but also about using interactive methodology to motivate children to express and experiment. Qualified school managers (directors) and school administrators are also in shortage.

HIV and AIDS. Kazakhstan remains a country with low HIV prevalence. However, it was mentioned in 2012 UNAIDS Report on the Global AIDS Epidemic as one of nine countries where the number of people newly infected in 2011 was at least 25% higher than in 2001. As of December 1, 2012, the cumulative number of reported HIV cases reached 19,664. Sexual transmission of HIV first prevailed in 2011 and in 2012 it accounted for 57% of all newly reported HIV cases. In most cases (39.9% as of December 1, 2012) people get infected with HIV at the age 30-39. The proportion of women among newly reported HIV cases increased from 29.5% in 2007 to 42% as of December 1, 2012. According to the “National Report on Implementation of the Declaration of Commitment to Fight HIV/AIDS, 2010-2011” HIV is spreading primarily among key population groups: people who inject drugs (PWID), sex workers (SW), men who have sex with men (MSM), prisoners and sexual partners of drug users.

The HIV and AIDS issues have been integrated into a unified State Healthcare Development Program “Salamaty Kazakhstan” for 2011-2015 and focuses mainly on key affected populations without any provisions for HIV prevention in education sector. In the absence of a stand-alone obligatory subject on HIV prevention and sexual and reproductive health education these issues are very briefly addressed in compulsory subjects but are included in optional courses delivered at the discretion of school administration. Teachers generally lack capacity and motivation to apply interactive and life-skills based approaches to prevention education and encounter shortage of comprehensive teaching and learning materials on HIV and AIDS.

Though the national law prohibits discrimination against people living with HIV, schools have limited capacity to provide safe and enabling environment for HIV-positive learners in case their status becomes known. Media often reports about HIV in a biased manner, using value-laden terminology which contributes to stigmatization and discrimination of people living with or affected by HIV.



Natural Sciences. Kazakhstan has inherited some significant environmental disasters such as the spectacularly shrunken Aral Sea, problems related to nuclear weapons testing in Semipalatinsk, and extensive exploitation of natural resources such as oil in the Caspian Sea. Due to its geographical situation, Kazakhstan is also highly exposed to several types of natural hazards, including earthquakes, floods, droughts, landslides and mudflows. Remaining

challenges relate to improving the efficiency of energy use and limiting the environmental impact from industry and urban settlements. Kazakhstan pursues an active role in international cooperation, including in the area of environmental protection. The adoption of the Water Code in 2003 marked the country's move toward integrated water resources management. Transboundary issues in water management and protection are of crucial importance to Kazakhstan. Kazakhstan has a highly educated population and a well-trained, albeit ageing scientific community, but narrow thinking is common within disciplines, environmental monitoring activities are few in number, and access to information on the environment is limited.

Seven out of eight of Kazakhstan's major river basins are transboundary with neighbouring countries, and the main related source of friction is the competing water needs for hydropower development and irrigation/agriculture. The many remote parts of the country, with large areas outside the electricity distribution grid, and the inefficiency of fossil fuel use leave opportunities for the increased application of renewable energies.

Kazakhstan is also facing a number of **environmental** challenges, including industrial pollution, land degradation, the melting of the mountain glaciers, desertification, and continuing ecological problems at the former nuclear test site of the Semipalatinsk polygon, which threaten the livelihoods and standard of living of many Kazakhstanis.

In the area of **governance, human rights and civil society**, there remain weaknesses in the freedom and fairness of elections, access to justice and information, the protection and observance of human rights. Independence of the judiciary and media are problems, as is corruption at all levels of bureaucracy and the participation of civil society in policy processes. The Republic of Kazakhstan has ratified several core international human rights instruments (The International Covenant on Civil and Political Rights, The International Covenant on Economic, Social and Cultural Rights, Convention on the Elimination of All Forms of Racial Discrimination, Convention on the Elimination of All Forms of Discrimination against Women, Convention on the Rights of the Child, Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, International Convention for the Protection of All Persons from Enforced Disappearance). In addition, Kazakhstan in 2012 was elected as a member of the UN Human Rights Council. However, according to the UN High Commissioner of Human rights, it lags behind in fulfilling its obligations under various human rights mechanisms, including follow up of recommendations of the Universal Periodic Review (UPR), Treaty Bodies and Special Procedures.

While the country is developing a new national human rights action plan (2013-2020) in cooperation with the United Nations and other partners, there remain major obstacles to the achievement of international human rights standards. Mechanisms and processes for the representation and participation of civil society organizations (including all political parties, NGOs, trade unions, etc.) in the legislative process remain quite limited. While official statistics show approximately 5,000 NGOs registered in the country (including political parties), a very large number of these are government-organized (GONGOs) whose activities and funding are closely monitored by the government. As such, many NGO's rely on government support, which in turn affects their independence.

Labour migration. With the most dynamic economy in Central Asia and an abundance of oil and gas, Kazakhstan has been a magnet for labour migrants, especially from its less affluent Central Asian neighbours. Kazakhstan in recent years has ranked ninth in the world in numbers of labour migrants arriving to its borders. Some estimates claim that up to one million or more migrants currently work in the country, many without valid migration documents or labour contracts. The International Organization of Migration (IOM) estimates that about two thirds of labour migrants come from Uzbekistan, 25% from Kyrgyzstan and the remainder are from

Tajikistan, other CIS states as well as China and Turkey. An OSCE/UNESCO survey in 2007 showed that about 70% of migrants coming to Kazakhstan were men, though recent data show an increasing feminization of migration to the country, especially with Kyrgyz female migrants increasingly coming to Kazakhstan to take jobs in trade, service sectors, and as domestic help. The lack of a visa regime with Central Asian countries means that the numbers of migrants are difficult to track and makes them vulnerable to exploitation by employers. Moreover, internal migration within Kazakhstan is increasing as rural residents move to urban areas in search of work. Managing labour migration, protecting migrants' rights and educating them regarding their responsibilities are key development issues in Kazakhstan today.



Labour Migrant on the Move, Bishkek 2011 ©
American University of Central Asia

Kazakhstan's new migration law entered into force in August 2011. It shows some improvements in migrant protection, but has been criticized as being too broad, vague in some terminology and including many types of migrants within its scope. The law provides substantial rights and benefits to repatriated ethnic Kazakhs (oralmany) while leaving other categories vulnerable and excluded from certain basic services. Moreover, Kazakhstan has yet to sign the International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (1990).

While Kazakhstan's population is highly educated and skilled, financial and human resources needed to retrain and retool the skills of **researchers** are lacking. Most young people naturally are eager to take advantage of Kazakhstan's strong economy and dynamic growth, leading them to lucrative careers in business rather than in academia or the social sciences. At the same time, investment in upgrading social sciences methodologies and training new cadres is a slow process that requires substantial human and financial resources. Yet within this context, the demand for data and quality research is extremely high; governments, NGOs as well as development agencies are keen to learn more about social phenomena in Kazakhstan and the dynamics affecting development in current Kazakh society. To this end UNESCO has a unique opportunity to contribute to building capacity in research, improving methodologies, and contributing to positive social development policies.

As in other former Soviet republics, the **culture** sector of Kazakhstan suffered a drastic collapse of resources after 1991, with the number of cultural facilities sharply declining and the remaining ones facing ever poorer conditions. Supported by economic growth and a growing feeling of confidence and patriotism, financial resources provided for culture have increased from 8.8 billion tenge in 2005 to 37.7 billion in 2008, however dropping to 21,2 billion in 2010 (Strategic Plan of the Ministry of Culture and Information for 2011-2015). The legislative base is regularly updated (a new Law on Culture in 2006, amendments to the Law on the Protection and Use of Cultural Heritage in 2007, amendments to the Law on Culture in 2010); despite these, the Government acknowledges that infrastructure is poorly developed for culture. Low competitiveness of national cultural industries, unequal access to cultural services, lack of research on, development and promotion of cultural heritage; and a shortage of specialists and institutions in the cultural sphere.

The Kazakh government, aware of the challenges represented by the ethnic diversity of Kazakh society, has recognized the potential of culture for nation-building and the relevance of culture in economic, political and social life. The Ministry of Culture and Information strongly supported a cross-cutting approach to culture and its importance in the country's development; "culture" is widely included in the 2010-2015 UNDAF. Furthermore, the newly developed "National

Strategic Project for Cultural Heritage 2011-2015” aims to mobilize cultural heritage to foster patriotism and to support cultural diversity in Kazakhstan through financial, technical and legislative measures with the following main objectives: (i) research, conservation, restoration, documentation and promotion of tangible and intangible heritage elements through programmes Madeni and Rukhani Mura and links between cultural heritage and the growing tourism industry; (ii) access of population to cultural assets; and (iii) increase of competitiveness of national cultural industries.



Mausoleum of Khoja Ahmed Yasawi, Turkestan,
UNESCO World Heritage Site, ©UNESCO Almaty

Kazakhstan specifically elaborated a State Programme for Cultural Heritage in 2004-2009 as a set of comprehensive measures for the protection and promotion of heritage, tangible and intangible. This programme constitutes the roadmap of the Kazakh government in the field of culture but is largely focused on tangible heritage. This approach left other areas, such as traditional handicrafts, without government support and characterized by inadequate legislative and administrative frameworks, scarce resources, and a lack of technical expertise. The boom in new property construction accompanying recent economic growth has often translated into the under-protection of vernacular and residential architecture.

UNESCO protects cultural diversity as one of the roots of development, understood not simply in terms of economic growth but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence. From this development perspective, UNESCO protects and promotes natural and cultural heritage, both tangible and intangible, as an important element to social and economic stability, providing a basis for cultural and eco-tourism and offering possibilities to generate sustainable employment and livelihood in rural areas. Cultural and natural heritage is also a symbol of cultural and identity reconstruction. Following this approach and in line the country’s strategic priorities, potential socio-economic benefits of culture activities will be further stressed, particularly through cultural and natural heritage, arts and creativity.

Communication and Information. Kazakhstan’s press is relatively stable; however, many problems remain, including restrictive media legislation and practices and the safety of journalists. Many media outlets are state controlled. Contentious issues regarding media legislation include provisions concerning registration of the mass media and criminal libel, and the law of July ‘09 on the internet defines all internet sites as mass media which will allow media restrictions to apply to personal blogs as well. Because of the need to enhance conditions for the free flow of, and universal access to, information, the Government is considering a law on the freedom of information. In addition, there is a need to reform the curricula used to educate journalists and to upgrade journalist skills in specialized reporting on current development challenges, including reporting on sustainable development issues.

The UNESCO Communication and Information strategy in Kazakhstan targets governmental institutions, media outlets, and NGOs to build an inclusive knowledge society based on two principal priorities: fostering free, independent and pluralistic communication and universal access to information, and promoting innovative applications of ICTs for sustainable development. Also, being a member of the ongoing CCA/UNDAF strategic prioritisation process makes it possible for UNESCO to promote communication and information as useful links among programmes, areas, and sectors in which the UN is active.

PAST AND PRESENT COOPERATION

UNESCO's achievements and lessons learned in previous and current biennia through both regular programme and extra-budgetary activities provide a strong foundation for its work in Kazakhstan.

UNESCO Almaty attempts to strengthen the capacity of Government and local administrators to improve the quality and relevance of **education** service delivery. Technical assistance, capacity development, and analysis are provided to support the revision of education norms and standards and to improve the retraining system for teachers.

During the past and current biennia, the UNESCO Almaty education strategy has been committed to assisting the Ministry of Education in Kazakhstan in achieving national priority goals, supporting EFA strategies, and promoting quality education as a fundamental human right. The specific character of its education programmes was based on national and sub-regional priorities. Coordinating EFA partners through the Central Asian Education Forum and building and strengthening human resource capacity in education were achieved through national and sub-regional meetings and training programmes for decision-makers from Ministries of Education and other relevant organizations. This included programmes on HIV prevention, education for sustainable development and results-based planning and budgeting in education. UNESCO Almaty assistance in this area was strengthened through the provision of policy tools and analytical reports on global trends in education.

UNESCO uses multi-sectoral and cross-cutting themes to increase its impact on gender parity, poverty alleviation, sustainable development, and the promotion of universal values; it does this partly through establishing working groups, focal points, and networks in specific priority areas identified in the national education strategy (e.g., gender, literacy, life skills, HIV/AIDS, ECCE, non-formal education).

Within the current biennia and in correspondence with UNDAF 2010-2015 priorities UNESCO Almaty Education unit was involved in the following areas of cooperation:

- *Education policy planning and management*

UNESCO Almaty provided support in education policy formulation and sector wide planning. The priorities focused on the institutional capacity development of stakeholders in formulating inclusive education policy making, strategic planning and management. UNESCO at its General Conference introduced to Member States new International Standard Classification on Education (ISCED 2011). Almaty hosted a UIS Regional Workshop on education statistics where a newly revised ISCED 2011 was introduced for 12 CIS countries.

With regard to reviewing national education plans and programmes for sector-wide policy formulation and integration of recommendations for peace building and conflict prevention in national action plans and education development strategies, three capacity building workshops and training sessions were organized (September, October, November, 2012) for ministerial focal points and education professionals. National capacities were strengthened in the following thematic analyses: the role of education in conflict prevention and management: basic approaches in international practice, sector-wide education policy priorities and measures for conflict prevention and resolution, goals and priority lines of technical and financial support in post-conflict situations; regional experience in education for conflict prevention and fostering tolerance in society. Guidelines for policy makers on education services delivery focusing on vulnerable groups in post conflict situations were developed for follow up actions.

- *Education for Sustainable development (ESD)*

In the last biennium UNESCO Almaty focused on the objectives relevant to country priorities in the area of environmental sustainability to get prepared the educators to integrate national sustainability issues in education programmes and curricula. The activities enhanced efforts in education strategy and training programmes to address critical and urgent sustainable development challenges (climate change, sustainable lifestyles, biodiversity, water resources, natural disasters, food security, social vulnerability, etc). The action focused on developing appropriate teaching/learning resources, ESD materials to fill curricular gaps on global and national challenges. UNESCO Almaty in cooperation with the Regional Environmental Centre for Central and Eastern Europe and the Regional Environmental Centre for Central Asia in Almaty, OSCE, UNDP/GEF and business sector prepared, tested and disseminated the Green Pack Multi-Media materials on environmental protection and sustainable development issues among secondary schools teachers in Kazakhstan. The Green Pack consists of 25 educational modules on burning issues for Central Asia. Trainings for teachers of selected pilot schools on using and delivering these materials were conducted in all cluster member countries.

- *Development and implementation of comprehensive Technical and Vocational Education and Training(TVET) policy*

In the current macro-economic and financial environment investment in TVET is an instrument to accelerate and sustain economic recovery. Within this context and with the overarching objective of working towards “attaining quality education for all and lifelong learning” UNESCO Almaty strengthened its assistance to Member State to improve their TVET systems and practices. It was done so by promoting long-term solutions related to capacity development in TVET policy planning, financing and management. UNESCO Almaty and the Ministry of Education and Science organised in Astana in mid November 2011 Third International Forum “Professional Education and Business: Dialogue of Partners” to discuss burning issues of vocational education and life skills. UNESCO provided upstream policy advice focusing on the building of the capacities of national decision-makers and personnel of relevant institutions in new approaches to improving cost- effectiveness of resources, links to the labour market. Assistance was provided to undertake sub-sector policy analysis to develop comprehensive national TVET plans aligned with other parts of national education system. The programmatic interventions targeted vulnerable groups in secondary and post-secondary TVET.

For the 36 C/5 in view of the growing consensus on the importance of providing education in humanitarian crises to prevent, prepare and respond to emergencies, UNESCO Almaty held an international forum on post conflict education “Learning to Live Together” in June, 2012. The Forum provided an opportunity for policymakers, experts and practitioners to identify priority issues in different areas of post conflict education, establish a platform for networking, collaboration and seeking common solutions to problems arising in post conflict situations. The Forum developed and adopted recommendations on response strategies and for education policy, focusing on promotion of human rights, peace building, gender mainstreaming and social inclusion for vulnerable groups.

Forum Theme Groups were established on priority issues for professional networking on teaching/learning conflict management, gender mainstreaming, community participation and social inclusion. The Forum proposal to establish a Central Asian Resource Center as a platform for networking on education for conflict prevention was approved by the Eurasian Economic Integration Community Education Committee of the EURASEC Member States (December, 2012).

The Central Asian Resource Center establishment will facilitate knowledge exchange and enhance competencies to identify, share and apply good practices about effective teaching with focus on education for conflict prevention (curriculum, knowledge and skills update, subject-based competencies, teacher retraining,). Interdisciplinary and intersectoral teacher training programmes, teaching/learning materials will be developed with the integrated approach, “Learning to Live Together” as a cross-cutting theme applied to different levels of education.

The work of the Forum demonstrated good cooperation among many organizations from different regions including UNESCO, UN Women, Soros Foundation and organizations from the Asia and Pacific region. The collaboration and joint initiatives will ensure a holistic and sector-wide approach to promote quality education for sustainable peace and human development. Further technical support will be provided to integrate conflict prevention and peace building priorities into country strategic documents: Country Education Development Strategies (CEDs), PRSs, UNDAFs, CCAs to respond to the needs of disadvantaged and excluded. Post 2015 national consultations will be organized to bring perspectives of “Learning to Live Together” into the education policy agenda.



Regional forum on post conflict education “Learning to Live Together” Bishkek, Kyrgyz Republic, June, 2012
©UNESCO Almaty

- *HIV prevention education*

Every year, the number of people affected by the HIV epidemic is increasing in Kazakhstan by 13-15% and only 31.9% of young people can correctly identify the ways of HIV transmission and prevention (UNGASS Country Progress Report, 2012). To enhance country’s capacity for effective and sustainable education responses to HIV UNESCO Almaty continued to provide technical assistance to the Ministry of Education & Science for educators’ training and development and adaptation of teaching and learning materials related to HIV prevention education. An interactive electronic course “*Building knowledge about HIV and AIDS*” was made available for teachers’ pre- and in-service training and widely disseminated across the country. In cooperation with educational institutions, National AIDS Centre and Almaty city AIDS Centre a series of workshops for teachers were organised. As a result, 168 specialists from 63 education institutions improved skills to deliver good quality comprehensive HIV, STIs and drug use prevention education to about 2,400 adolescents and young people and motivate them to practice safer behaviour.

Recognizing the importance of HIV prevention among young key affected populations, UNESCO in partnership with National and Almaty City AIDS Centres trained over fifty four outreach workers from local NGOs who apply the knowledge gained to facilitate training sessions for out-of-school young people including those from key populations.

UNESCO Almaty also supported activities to end stigmatization and discrimination against people living with HIV. To promote tolerance and solidarity with PLHIV, UNESCO together with National AIDS Centre, UNAIDS, PF “AURORA” and other partners produced a series of nine documentaries “Hidden and Exposed: the Faces of HIV”. These documentaries together with an electronic version of a photo exhibition aimed on forming tolerant attitude towards PLHIV were

widely distributed among schools and NGOs to be used for formal and informal education of teachers, students, and parents, and awareness raising and sensitization of general public.

In 2012-2013 the UNESCO Almaty **Natural Sciences** unit strengthened water management and governance, supported knowledge transfer and capacity development in assessing water resources with an emphasis on arid/semi-arid zones, transboundary waters, and hydrological extremes (especially taking into account that the United Nations General Assembly declared 2013 as the United Nations International Year of Water Cooperation).

The 36th General Conference of UNESCO in October, 2010 endorsed the proposal to establish a Central Asian Regional Glaciological Centre under the auspices of UNESCO in Almaty, Kazakhstan. The centre will foster cooperation and improve scientific understanding of changes in glacier, snow and water resources in the region. The inauguration of the Center took place on 13 December 2012 in Almaty during the Conference "Eurasian Mountains' Cryosphere". The Conference and inauguration ceremony was attended by Ms Gretchen Kalonji, ADG/SC.

With the support of UNESCO MAB National Committee (re-established in May 2010) conducted works on development and preparation of nomination of Korgalzhin and Alakol biosphere reserves in the global network of biosphere reserves under UNESCO MAB Programme. This was the first attempt of Kazakhstan to be part of that network and be involved in that programme. By the present both reserves are included into WNBR: Korgalzhin in 2012, Alakol in 2013.



Korgalzhyn Biosphere Reserve: Dalmatian Pelican (*Pelecanus crispus*) ©Aleksey-Koshkin

Situated in the central part of the country covering parts of Akmola and Karaganda provinces, the Korgalzhin site is noted for its well preserved steppe ecosystem with complex freshwater and saline lakes making it also an important bird habitat. The proposed site was included in the list of World Network of Biosphere Reserves by the decision of MAB International Coordinating Council at its 24th session (9-13 July 2012 at UNESCO Headquarters). Three more nominations – Ak-Zhayik, Aksu-Zhabagly and Katon-Karagay – submitted for consideration in 2013.

UNESCO has supported training to scientists on communicating about climate change in Central Asia, allowing them to better convey their message to the public and decision-makers and support informed decision-making. Two sub-regional trainings were held in 2009 in cooperation with the Communication and Information sector. UNESCO in cooperation with UNDP and the National Committee of Kazakhstan for the International Hydrological Programme (IHP) organized a roundtable on transboundary waters in Almaty in March 2009 to mark World Water Day 2009 under the theme 'transboundary waters'. In March 2012, UNESCO Almaty in cooperation with UNDP organized a round table discussion dedicated to the World Water Day with more than 30 experts, specialists and students from different organizations and Universities (Institutes, UNDP, Ministry of Foreign Affairs of the Republic of Kazakhstan, IHP and MAB National Committees and others) participated in the round table. During the meeting the key messages of the 4th UN WWDR and results of the 6th World Water Forum (March 2012, Marseille, France) were presented.

UNESCO commissioned a Kazakhstani expert to review the potential use of **renewable energies** in Central Asia (Kazakhstan, Kyrgyzstan, Uzbekistan, and Tajikistan) and of the structure of the energy sector in the aforementioned countries. The potential for renewable energies such as mini hydro (as it is used for decentralized electrification of rural and remote

areas), solar, wind, biomass, geothermal (if any) and other alternative sources such as bio-energy in the countries were assessed via consultation with experts in governmental administration, universities, NGOs and private enterprises and reviewing the existing written project documentation. A questionnaire has been circulated to different groups, governmental administration/ministries, universities, NGOs and private enterprises. The review is available at UNESCO Almaty web-site.

UNESCO organized three workshops for the Internationally Shared (Transboundary) Aquifers Resources Management (ISARM) inventory jointly with OSCE in Kazakhstan in 2007, 2009 and 2011. To follow-up, national and regional partners will prepare an inventory of existing, known, and shared aquifer systems in Central Asia to promote awareness on the social, cultural and environmental values of shared aquifers. The collection of groundwater information is also a part of the organizers' contribution to UN Economic Commission for Europe's second assessment of the status of transboundary waters in the UN Economic Commission for Europe region. To follow-up, national and regional partners prepared an inventory of existing, known, and shared aquifer systems in Central Asia to promote awareness on the social, cultural and environmental values of shared aquifers. The collection of groundwater information is also a part of the organizers' contribution to UN Economic Commission for Europe's second assessment of the status of transboundary waters in the UN Economic Commission for Europe region. National Workshop on Pretashkent Aquifer Case Study in the frame of the project "Groundwater Resources Governance in Transboundary Aquifers" was organized in Almaty on 15-17 July 2013 to identify national priorities and needs that the project could address.

UNESCO works in Kazakhstan to promote quality **science education**. UNESCO facilitated a workshop on «The introduction of Integrated Water Resources Management (IWRM) in the curriculum of universities of Kazakhstan and Central Asia» held in Almaty in February 2009. The pilot course on integrated water resources management developed by the Center of Sustainable Development of Kazakhstan (CSD) and UNESCO was presented for discussion and consideration by Kazakhstan's Universities for use in teaching activities. Recommendations on introducing integrated water resources management into the curricula of universities of Kazakhstan and Central Asia were adopted. Al-Farabi Kazakh National University, Kazakh Economic University and Kazakh National Agro University will pilot the course supported by UNESCO through CSD. Specific curricula on IWRM with additional learning materials for three majors (natural sciences, economics and technical/engineering sciences) are to be developed.

For a decade now, UNESCO has been introducing the methodology for micro science into the education systems in different parts of the world through micro science kits - true mini-laboratories for safe and environmentally friendly school experiments. In Central Asia, UNESCO's related teaching and learning materials in chemistry have been / are being translated into Kazakh and Kyrgyz languages, are being adapted to the local curricula requirements, and have been piloted in a number of schools in both countries starting since 2009.



Tian-Shan glaciers ©UNESCO Almaty

An expert on **glacier monitoring** from Kazakhstan participated in the workshop on Glacier Mass Balance Measurement held in Yala Glacier Langtang Valley and Kathmandu, Nepal in April-May 2009. The course provided field-based first hand practical knowledge on hydro-meteorology and snow and glacier hydrology to the entry and mid-level functionaries from the countries of the Flow Regimes from International Experimental and Network Data programme in the Hindukush-Central Asia region. UNESCO Office in New Delhi organized

the project in collaboration with specialists on glacier monitoring.

UNESCO Almaty's activities in the area of **international migration** began in 2005 when UNESCO conducted the first research-based international conference on labour migration in Central Asia. Subsequently in 2006-7 UNESCO with OSCE cooperated on the first large scale survey of labour migrants, polling 1500 migrants in 15 regions of Kazakhstan.

In 2008-09, UNESCO Almaty's work in the area of international migration focused on regional migration agreements and migrants' rights. UNESCO supported harmonization of migration legislation in Central Asia through advisory services and awareness-raising on migration issues. In 2008-09 UNESCO consulted on a number of regional research projects directed at regional policies, including data and methodology sharing, assistance in coordinating migration activities between agencies, and assistance to NGOs working on migration projects. From 2008-2010 UNESCO Almaty assisted the American University of Central Asia (AUCA) to expand their Central Asia Migration Research Network up to more than 400 subscribers in over 40 countries. The network provides quality information and data-driven research on migration to relevant actors, especially policy-makers, throughout Central Asia and the Russian Federation.



Labour Migrants Learning about HIV Prevention, Almaty ©UNESCO Almaty

In terms of **migrants' rights and social inclusion**, UNESCO actively works with the UN Country Team to coordinate activities and provide consultative services on projects, especially regional activities and those containing research-policy linkages. In 2009 UNESCO partnered with UN Women and Kazakh research partners on a baseline survey on safety issues in Almaty city, including among 400 women and girl traders, most migrants from Central Asian countries. The merchants' safety study became part of the larger UN Women "Safe City, Almaty" project which UN Women is expanding to include the opening of the first public shelter in Almaty city, with funding and support from city government. The research found that in

several public markets, women traders felt vulnerable to street crime as well as harassment from clients and police alike. Most striking was that a full 25% of the migrants surveyed had no information about health issues, such as protection from diseases such as HIV and tuberculosis. As a follow-up activity UNESCO Almaty conducted a self-assessment outreach activity on HIV risk among more than 600 labour migrants working in the Almaty region. More than 800 migrants, half women, took part in the outreach activity, receiving important guidance and practical information on how to protect themselves.

In 2006-07 the UNESCO Almaty office launched sub-regional activities in the area of the **ethics of science and technology**. A working group was formed with the participation of bioethics practitioners from four Central Asian countries. In 2008 the Central Asia Bioethics Association (CABA) was formed, with Kazakhstan founders active in the secretariat of the association. The first international CABA conference was held in Astana in November, 2011.



Tamgaly Petroglyphs, Kazakhstan
©UNESCO Almaty

Kazakhstan remains committed to UNESCO's normative action in **culture** through efforts to increase the number of sites on the World Heritage List (there are currently three sites on the List and 11 sites on the Tentative List). However, Kazakhstan is not yet State Party to key conventions such as the 1970 Convention for the Prevention of Illicit Trafficking of Cultural Property and the 2005 Cultural Diversity Convention. In this normative area, UNESCO assists Kazakhstan in the implementation of the 1972 World Heritage Convention by continuing to provide support to the Central Asian Silk Roads Serial Nomination, the Central Asian Rock Art Serial Nomination and natural heritage nominations. This corresponds to Kazakhstan's State Programme for Cultural Heritage and can contribute to the development of tourism, generating income diversify in Kazakhstan.

UNESCO has been assisting Kazakhstan in the protection and revitalization of its rich and diversified cultural heritage. Silk Roads Serial and Transboundary World Heritage nomination was advanced through various consultation meetings

and geophysical survey documentation activities under the UNESCO/Japanese Funds-in-Trust Project. As the result, first Nomination of the Silk Roads: Initial Section and Network of Routes of Tina-Shan Corridor will be submitted by China, Kazakhstan and Kyrgyzstan in 2013.

Heritage is not limited to monuments and sites. In 2012 UNESCO Almaty launched a programme for strengthening national capacities for effective safeguarding of intangible cultural heritage in Kazakhstan supported by the Government of Norway. Trainings aim to help participants representing governments, academic institutions, civil society, communities and practitioners to gain a broad understanding of the Convention's principles and concepts and relate it to their own context.

Following the recognition of 2010 as the International Year for the Rapprochement of Cultures (UN General Assembly resolution 62/90) Kazakhstan initiated the proclamation of an International Decade for the Rapprochement of Cultures 2013-2022 (UNESCO General Conference draft resolution, 36 C/COM CLT/DR.1) demonstrating the beneficial effects of cultural diversity, recognizing the importance of exchanges between cultures, contributing to interreligious and intercultural dialogue and cooperation for peace worldwide.

UNESCO is implementing activities for protection of cultural diversity and its adaptability to the contemporary world through support to the UNESCO Chairs, Clubs and Federations, capacity-building in the field of applied arts and arts education by conducting a festival and publishing of the album of "Children are Painting the World: Central Asia".

In 2011 Kazakhstan's parliament approved a draft law "On Ratification of the Convention for Safeguarding Intangible Cultural Heritage." And in 2012 Kazakhstan became the party of Convention. Newly established National Committee for the Safeguarding of ICH elaborated the concept and programme for safeguarding of ICH to be discussed and accepted in 2012.

In the field of **traditional handicrafts**, UNESCO works with artisans and craft industries in order to set up quality standards, adapt products to national/regional/international markets and have

an impact on job creation for vulnerable populations, especially women and youth through the UNESCO/Korean Fund-in-Trust project for creative industries development in Kazakhstan (2011-2012). Promotion of cultural diversity and especially support of the crafts industry is an integral part of the UNDAFs of cluster countries for 2010-2015.

The two key pillars of UNESCO Almaty's **Communication and Information** unit were (1) "to enhance universal access to information and knowledge" and (2) "to foster pluralist and independent media and infostructure" in favour of the free flow of information.

In 2012-13, UNESCO Almaty sought to raise public awareness on the importance of free **access to information**; to generate political will to consider and implement the "right of access"; to enhance a culture for the "right of access" in government and civil society; and to improve the right-of-access management skills within selected government institutions. Dialogue has been on-going with the relevant authorities regarding international standards for access to information legislation; in this area cooperation has been close with UNDP.

Access to information through new communication and information technologies (ICT) is a powerful tool in social development. In this field UNESCO has harnessed free and open source software (FOSS) to create, store, disseminate and utilize educational and cultural information and knowledge. This programme explored how FOSS can help to scale up various development interventions while reducing the costs and other obligations attached to proprietary software.



Participants of Alma-Ata+20 International Conference on media pluralism ©UNESCO Almaty

UNESCO also provided training to a number of stakeholders on the basics of records management to improve access to, and the storing of, public domain information on-line. Several FOSS tools for governmental instructions were further popularized in the Kazakh language including the Greenstone Digital Library Software, the Museolog Software for museum professionals and Moodle for educators. Simultaneously UNESCO strengthened professional networks among partner institutions in the efficient use of these tools. The "How to Do" guidelines on FOSS for education, culture and improved access to information were also published.

UNESCO has also developed multilingual digital application to deliver cultural values via network of cultural institutions and its written heritage register.

Through the UNDP Human Rights project, UNESCO assisted the Akimat of Shymkent oblast to publish an online collection of local government information and produced and shared guidelines on the online distribution of government information. The national Digital Library on Human Rights has been distributed to libraries outside of major cities through a library network of the Ministry of culture and information.

Another aspect of access to information is information security. UNESCO/IPDC in collaboration with competent NGOs supported the training of journalists in 'safe computing, to do better their job in ensuring that their own information is secure.

Assistance for the CI's **media development** work was mobilized primarily through projects funded by the International Programme for the Development of Communication (IPDC). UNESCO facilitated a workshop for local journalists and UN agency staff for applying communication as an integral part of human development projects. Professionals studied a range of C4D techniques that focus on individual-level, community and social change. These included diffusion of innovations, social marketing, entertainment-education, media advocacy and social mobilization.

Capacity-building of media professionals was supported by peer-reviewing the Russian language version of the UNESCO model journalism curriculum and introducing it to several universities in Kazakhstan. The curriculum was developed as a contribution to the long-term and continuous need to revise and modernize journalism education programmes. Another key document translated and adapted for Central Asia was "Media as Partners for Sustainable Development – a Training and Resource Kit". The kit served as resource material both for university education and in several journalism training courses. It also contributed to ability of Kazakhstani media to report accurately and in a well-informed manner on sustainable development issues. This programme ran parallel with the inter-sectorial programme on training of scientists in effective communication of messages about climate change and sustainable development to decision-makers and the public at large.

The free flow of information and its corollary, the freedom of expression, has been UNESCO's constitutional mandate since the Organization's creation in 1945. In 60 years, this mandate has evolved and adapted to global, political, economic, and technological changes. The visible symbol for the 'free flow' is the annual celebration of 3 May as the United Nations World Press Freedom Day, which UNESCO has been marking in Kazakhstan since the Alma-Ata Declaration which put the independent and pluralist media on the Kazakhstan media development agenda. In Press Freedom field UNESCO has worked with a wide number of NGOs in the monitoring of violations of freedom of speech, including the building of media capacity for independent, pluralist, accurate and balanced reporting.

COOPERATION FRAMEWORK 2013-2014

The proposed cooperation framework for 2013-2014 biennium is fully aligned with UNESCO Mid-Term Strategy and with the broader goals and objectives of the internationally agreed development goals (IADGs), including the Millennium Development Goals (MDGs). The programme priorities for Kazakhstan are built on the principle of results-based programming, management, monitoring and reporting.

During 2013-2014 UNESCO Almaty will focus on further strengthening national capacities in **education** planning, management and curriculum development for secondary education in cluster countries. Analytical work will examine capacity development and training needs to meet education policy challenges.

Enhancement of national capacities and improvement of professional competencies in sector-wide policy-making will be provided through consultative meetings, sub-regional workshops and training programmes designed to focus on the needs of member-states. Technical support will be provided to strengthen education management information system (EMIS) for formulation evidence-based education policy. Policy dialogue will be organized with key partners concerning the remaining tasks to implement education reform. Technical support will be provided in revision of sector-wide teacher training policy planning and management. Legislative framework and quality assurance mechanisms will be set up to promote EFA goals.



Central Asia Symposium on ICT in Education in Almaty, January 28-30 2013. ©UNESCO Almaty

From 28-30 January 2013 the UNESCO Cluster Office in Almaty in cooperation with the UNESCO Asia-Pacific Regional Bureau for Education in Bangkok held a Central Asia Symposium on ICT in Education (CASIE) in Almaty, Republic of Kazakhstan with financial support from Government of Japan and in collaboration with Tokyo Institute of Technology (Tokyo Tech). The Symposium addressed two specific themes, but from a broader framework of ICT-in-Education policy: 1) ICT-enhanced policy formulation and management to support lifelong learning; and 2) innovative practices on open and

distance learning, including mobile and smart learning technologies, as well as use of free and open software (FOSS) and community-based ICT learning centers. The Symposium provided a venue for information-sharing on policies, practices and challenges in planning and implementing an ICT-supported lifelong learning environment, focusing on said specific themes. It also served as an opportunity for the Central Asian countries to lay the groundwork for building national capacity in the use of ICT in Education at all levels.

In view that education system is not responsive to current societal and economic emergency needs, in particular conflict prevention, the following activities have been carried out to address the education needs for conflict prevention and peace building: consultation meetings have been organized (May-October 2013) with national and international partners, CA focal points and theme groups to discuss education policy priorities for conflict prevention, peace building and commitments for implementation of the UNESCO Forum "Learning To Live Together" recommendations on conflict prevention education. National action plans were developed to conduct education policy review in accordance with Forum recommendations. Ministerial working groups have been established for curricula review to support education response to

conflict situations and peace building initiatives. Good practices on education issues in post conflict situation were analyzed and disseminated at the workshops for ministerial focal points in July, October 2013 (formal education); for CLCs managers in September 2013 (non-formal education).

In 2014 education policy needs will be further analyzed for development of response strategies and action plans on promotion of conflict prevention and peace building education within National Education Development strategies. The CA Resource Center on conflict prevention education and peace building will be operating as a platform for learning and sharing experiences with focus on knowledge and competencies exchange about effective teaching on conflict prevention and scaling up good practices.

National indicator framework will be developed to guide programming, monitoring and evaluation of achievements as to assist stakeholders in data collection, analysis and reporting mechanism. Interdisciplinary and intersectoral teacher training programmes, teaching/learning materials will be developed with integrated approach to Learning To Live Together as cross-cutting theme applied to different levels of education.

Thematic case studies and research will be finalized as long-term objectives to support enhancing synergies with sector-wide policy formulation focusing on global education initiatives (EFA, MDGs, UNLD, ESD).

UNESCO's work to ensure education sector's engagement in national response to **HIV epidemic** in Kazakhstan is first and foremost carried out through UBRAF (UNAIDS United Budget Results and Accountability Framework), driven by the demand to improve the quality and expand the scope of HIV prevention education and builds on past achievements, current opportunities and novel approaches.

In the current biennium, UNESCO Almaty structured its HIV programming in a way to:

- improve teachers' skills to deliver good quality comprehensive HIV prevention education;
- equip teachers and outreach workers with proven and modern approaches and tools for in- and out-of-school prevention education, including among young people of key affected populations;
- contribute to reduction of stigmatization and discrimination against people living with HIV through education and public sensitization.

In 2013, UNESCO produced booklets book with frequently asked questions for three target groups: young peer educators, outreach workers and volunteers who conduct prevention activities in people who inject drugs and sex workers. Forum-theatre approach was promoted in peer-led HIV prevention education to augment classroom based activities.

In 2014, UNESCO will continue activities aimed to: improve teachers' skills to deliver good quality comprehensive HIV prevention education; training of young volunteers from local NGOs to deliver sessions on prevention education, translation of the information booklets for outreach workers and young volunteers developed in 2013 from Russian into Kazakh and support activities on violence and HIV vulnerability, sexuality education conducted by UN Women and UNFPA.

As a cluster office, UNESCO Almaty also provides technical support in boosting HIV prevention education in Kyrgyzstan and Tajikistan.

In 2014 the UNESCO Almaty **Science** unit will continue to strengthen water management and governance, support knowledge transfer and capacity development in assessing water

resources with an emphasis on arid/semi-arid zones, transboundary waters, and hydrological extremes. UNESCO will work to improve regional cooperation and knowledge transfer on ecosystem services and advocate sustainable use of natural resources, submitting new nominations to WNBR, assess the impact of climate variability on specific ecosystems, especially in mountains, and build related capacity to use geospatial information.

The UNESCO **social sciences** strategy in Kazakhstan, as in the other cluster countries, focuses on two primary areas which are in line with the country's UNDAF and national priorities: social inclusion of labour migrants, and promoting human rights, tolerance and ethical development

In carrying out this strategy in Kazakhstan, UNESCO cooperates closely with UN agencies and local partners to implement activities using a human rights-based approach that focuses on empowering individuals to overcome development challenges.

With global environmental change becoming a priority for all member states, UNESCO for 2014 has made the social dimensions a priority within the social sciences. UNESCO Almaty will focus on migration as a result of environmental change, introducing this theme to stakeholders at the national level as well as in the Central Asia region. A case study will be presented on migration consequences of the Aral Sea disaster and a roundtable will be held to produce a plan of action and promote regional cooperation. Special attention will be paid to the role of women migrants as a vulnerable group and increasing percentage of migrants in Kazakhstan.

UNESCO Almaty will continue cooperation and providing technical expertise to the UN Women Sub-Regional Office for Eastern Europe and Central Asia in Almaty on expanding their Migration Media Network as well as their continued support for labour migration, including the rights of migrant domestic workers and migrant reproductive health rights, given that under Kazakhstan migration law, migrant women who are not citizens of Kazakhstan or repatriated ethnic Kazakhs (oral many) do not have access to free prenatal care or childbirth.

In the area of bioethics, UNESCO Almaty will support the regional work of the Central Asian Bioethics Association (CABA). The inaugural meeting of the CABA took place in partnership with UNESCO Almaty and with the support of the UNESCO National Commission of the Republic of Kazakhstan.

For **culture**, during 2013-2014 UNESCO Almaty will focus on promotion and protection of cultural diversity through the implementation of integrated operational and normative projects for preserving tangible and intangible heritage, developing and promoting traditional handicrafts, museums and intercultural dialogue.

In line with the Periodic Report for Asia 2011, UNESCO Almaty will increase the technical and institutional capacity of Central Asian specialists in managing their cultural heritage through training initiatives. As a follow-up to the serial nomination initiatives launched in 2005, UNESCO Almaty will continue to provide support to the process of serial nomination of cultural heritage sites: Silk Roads (through the UNESCO/Japanese Funds-in-Trust Project) and Central Asian Rock Art, as well as to the Western Tien-Shan natural heritage serial transboundary nomination.

The UNESCO Almaty and Tashkent offices, with generous support of the Government of Norway, will implement a project to strengthen national capacities for effective safeguarding of ICH in Central Asia. Three training workshops will be held on implementing community-based inventorying and inscription of ICH elements into the Urgent Safeguarding list. The primary focus of activities of this project will be at the national level, although for some of the workshops observers from neighbouring countries will be invited.

The rate of ratification of the 2005 Convention in Central Asian countries is very low. Only Tajikistan has ratified the Convention by 2012 and three (Kazakhstan, Kyrgyzstan and Uzbekistan) have not yet ratified. This low ratification rate reflects the general situation in the Asia-Pacific region where states, and in particular developing countries, do not fully understand the spirit of the Convention and its mechanisms. To respond to these significant needs, the Almaty office will contribute to developing a regional strategy to strengthen understanding of the Convention.

The project on “Creative industries development for the diversity of cultural expressions – strengthening the sustainability of crafts industry in Kazakhstan,” supported by the UNESCO/Korean Fund-in-Trust, will continue to set quality standards, raise international awareness, strengthen the potential for handicraft products and have an impact on job creation for vulnerable populations, especially women and youth.



Kazakh Traditional Ring, UNESCO Award of Excellence for Handicrafts, 2012

Following the instrumental role played for the celebration of 2010 as the International Year for the Rapprochement of Cultures (UNGA resolution 62/90), Kazakhstan strongly advocated for the adoption at UNESCO General Conference of resolution 36 C/40 (November 2011) and at the UNGA of resolution

67/104 (December 2012), both on the proclamation of an International Decade for the Rapprochement of Cultures 2013-2022, and for which UNESCO is designated lead agency for the United Nations System. In this capacity, UNESCO has launched in June 2013 a wide consultation among its Member States, the United Nations, Intergovernmental Organizations and Non-governmental Organization, to receive contributions for the elaboration of a Plan of Action for the decade.

On 23 August 2013, UNESCO Director-General, Irina Bokova, the Chairperson of the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO, Imangali Tasmagambetov and the Minister of Foreign Affairs of the Republic of Kazakhstan, Erlan Idrissov, officially launched the International Decade for the Rapprochement of Cultures in Astana, Kazakhstan, during the International Forum devoted to the Decade. This event was also attended by many international personalities from all regions, among them the High Representative of the UN Secretary-General for the Alliance of Civilisations, Ambassador Nassir Al-Nasser of Qatar, the Director-General of TURKSOY, Professor Candido Mendes of Brazil and Nobel Prize Laureate (1986) Wole Soyinka of Nigeria.

This decade shall provide a unique occasion to reaffirm the ideals of a plural humanity where cultural diversity and intercultural and interreligious dialogue are mutually reinforcing, and where international cooperation can be enhanced through education, the sciences, culture and communication and information, bringing about a real rapprochement of cultures and countries.

In 2013-14, the UNESCO **communication and information** programme will continue to focus on ‘enhancing universal access to information and knowledge’ and ‘fostering independent and pluralistic media and ‘infostructures’. To support these priorities, UNESCO Almaty from 8 to 9 October 2012 supported international conference celebrating the twentieth anniversary of the Declaration of Alma-Ata on Promoting Independent and Pluralistic Asian Media. In reflecting on the past twenty years and looking forward, recommendations for ensuring that a free and pluralistic press grow and flourish in Asia were developed with contributions from the

conference participants. The conference gathered more than 90 participants from more than 10 countries.

UNESCO Almaty in 2013-14 will build media capacity in Central Asia by mainstreaming gender issues in broadcast media and expanding journalistic safety and self-regulation. In addition, it will strengthen innovative ICT tools in Central Asia through promoting FOSS and Open Suite solutions with UNESCO's partners. UNESCO Almaty will work together with UNIC Almaty to support the creation of the "UN News" multilingual mobile applications for the general public.

PARTNERSHIP STRATEGY

Activities will be implemented through partnerships involving the Government of the Republic of Kazakhstan, UN Agencies, universities, civil society and, where appropriate, the private sector. Partnership with the United Nations Country Team in Kazakhstan ensures a cohesive approach to activities and the effective achievement of UNDAF outcomes to ensure their sustainability.

UNESCO Almaty's partnership strategy complements implementation of the UCPD and ensures the sustainability of its outcomes. The partnership strategy includes analysis of relevant UNDAF outcomes in relation to UNESCO programming (C/4 and C/5 documents), identification of potential partners, negotiations regarding funding and implementation of activities, as well as the actual implementation of projects, monitoring and evaluation of results achieved.

The UNESCO Almaty Office works in close collaboration with Government agencies (including the National Commission for UNESCO in the Republic of Kazakhstan, UNESCO Chairs, the Ministry of Education and Science, the Water Resources Committee under the Ministry of Agriculture, the State Agency on Environment Protection and Forestry, Ministry for Emergency Situations, Ministry of Culture and Information, Ministry of Labour and Social Development), governing bodies of intergovernmental and international programmes, UNESCO centers and chairs, NGOs and CBOs, media outlets, central and rural libraries.

UNESCO also pursues cooperation with non-governmental entities having specific expertise in key areas and that can support UNESCO in areas of its mandate, For example in science, Kazakhstan's National Committees for International Hydrological Programme (IHP) and the Man and the Biosphere programme; in culture, the Central Asian Crafts Support Association, the Association for Kazakhstan Biodiversity Conservation, the Institute of Archaeology, the Kazakh Scientific Research Institute on Problems of the Cultural Heritage of Nomads, Kazrestoration, the National Committee of ICOMOS Kazakhstan and the International Union for Conservation of Nature.

UNESCO Almaty has established close cooperation in Kazakhstan with UNICEF and other UN agencies to map the extent to which policy and practice support EFA, MDGs and UNDAF. Agencies are collaborating on analysis of national achievements and the progress of educational policies and strategies. Partnership building with UN agencies and other donors within the framework of EFA Global Plan of Action, UN Decades on ESD and Literacy, advocacy and raising awareness campaigns will be promoted for coordination of joint country case studies, research, analytical reports, education and communication materials. Cooperation with civil society, NGOs and youth organizations will be extended to enhance lifelong learning through literacy and non-formal education.

Partnering with international organizations and NGOs is important for UNESCO to leverage the expertise and capacities of national and international stakeholders and maximize the overall impact of UNESCO's activities. These partnerships serve as a catalyst for leveraging extra-budgetary funds and cost sharing to implement the UCPD beyond the UNESCO regular budget as well as facilitating policy/legal/institutional actions. Partnership with UN agencies will ensure effective achievement of the UNDAF Outcomes. UNESCO will also seek collaboration with bilateral and multilateral donors to attract additional resources necessary to attain UNDAF results and ensure their sustainability.

ANNEX I: UNDAF RESULTS MATRIX

| I. ECONOMIC AND SOCIAL WELL-BEING FOR ALL | | | |
|---|---|--|---|
| <p>NATIONAL PRIORITY: continued progress in the quality of life including in health, education, social protection and the assurance of human rights of Kazakhstan's people (National priority N4 "Health, Education and Well Being of Kazakhstan Citizens" as per Strategy "Kazakhstan-2030").</p> | | | |
| <p>UNDAF OUTCOME: by 2015, the population of Kazakhstan, and vulnerable groups in particular, will enjoy improved social, economic and health status.</p> | | | |
| Agency Outcomes | Outputs | Role of UN Agencies/Partners | Resource mobilization targets 2010-15 (USD) |
| <p>Agency Outcome 1</p> <p>Vulnerable groups, especially women, children, migrants, refugees, young and aged people, and people with disabilities have improved access to markets, goods, services and quality social safety nets¹.</p> | <p>Output 1.1.</p> <p>Policies and legislation are in place for provision of quality social services, with special emphasis on target vulnerable groups.</p> | <p>UNESCO will contribute to improved research, collection and analysis of data for policy-makers in the area of migration.</p> | <p>100,000</p> |

¹ The social safety net is a term used to describe a collection of services provided by the state, such as welfare, unemployment benefits, universal healthcare, homeless shelters, the minimum wage and sometimes subsidized services such as public transport, which prevents individuals from falling into poverty beyond a certain level.

| Agency Outcome 1 (cont.) | Outputs | Role of UN Agencies/Partners | Resource mobilization targets 2010-15 (USD) |
|---|---|--|---|
| | <p>Output 1.4. Economically at-risk populations, including rural dwellers, those living near the poverty line, the self-employed, women and youth, benefit from improved employment, including in the traditional crafts industry.</p> | <p>UNESCO will develop capacities of traditional crafts workers to strengthen the self-sustainability and competitiveness of the crafts sector by encouraging innovative approaches and new partnerships. Partnership: Ministry of Industry and Trade, National Commission for UNESCO and ISESCO, Ministry of Culture and Information, Ministry of Agriculture, National Commission on Women and Socio-Demographic Policy under the President, Assembly of People, local authorities, Central Asian Crafts Support Association, Entrepreneurship Development Fund “Damu”, NGOs, regional craft resource centres.</p> | 215,000 |
| | <p>Output 1.5. Vulnerable groups enjoy better quality of, and access to, inclusive and life skills-based education.</p> | <p>UNESCO will support the capacities of educators and provide technical assistance in planning and delivery of inclusive² and life-skills based education, including HIV and AIDS prevention and non-formal education. Partnership: Ministry of Labour and Social Protection, Ministry of Health, Ministry of Education and Science, Ministry of Culture and Information, Republican In-service Teacher Training Institute, National Commission on Women and Socio-Demographic Policy, Republican AIDS Centre, Community Learning Centres (CLC), National Commission for UNESCO and ISESCO.</p> | 450,000 |
| <p>Agency Outcome 3 Universal access to quality HIV/TB/STI and sexual reproductive health services is ensured to everyone in need, with special attention to vulnerable groups of population.</p> | <p>Output 3.2. Women, men, young people and children are equipped with quality information on prevention and risk reduction of STI/HIV/AIDS transmission and unwanted pregnancies.</p> | <p>UNESCO, UNAIDS and UNDPI will train journalists in accurate, non-labelling and well-informed reporting on HIV and AIDS. Partnership: Ministry of Health, Republican AIDS centre, National Commission on Women and Socio-Demographic Policy, the People Living With HIV/AIDS network, NGOs.</p> | 50,000 |

² Inclusive education is defined as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education” (UNESCO 2008).

II. ENVIRONMENTAL SUSTAINABILITY

NATIONAL PRIORITY: ensuring protection of natural ecosystems, rights of individuals, and interests of society in the event of anthropogenic and natural disasters.

UNDAF OUTCOME: by 2015, communities and national and local authorities use more effective mechanisms and partnerships that promote environmental sustainability and enable them to prepare for, respond to, and recover from natural and manmade disasters.

| Agency Outcomes | Outputs | Role of UN Agencies/Partners | Resource mobilization targets 2010-15 (USD) |
|--|---|--|---|
| Agency Outcome 1 Government, educators, communities, civil society and the academic community practice an integrated approach to sustainable development, and natural resources management in national and transboundary perspectives. | Output 1.3. Central and local actors acquire tools and methodologies for ecosystem-based assessment and management of biodiversity conservation and access to sustainable water services. | UNESCO will facilitate scientific and technical cooperation in national and transboundary waters. Partnership: Committee for Water Resources and Committee for Forestry and Hunting and Committee for Fisheries Management/Ministry of Agriculture, Ministry of Environment Protection, Basin councils, National Commission for UNESCO and ISESCO, Kazakhstan Geological Institute, Global Environment Fund (GEF), UNDP, World Bank, ADB, universities, International Fund for Saving the Aral Sea (IFAS), Interstate Coordination Water Commission (ICWC), Basin Water Organization "Syrdarya". | 75,000 |
| | Output 1.4. National partners have enhanced capacity to safeguard and protect national and transboundary natural and cultural heritage. | UNESCO will facilitate the safeguarding and protection of national and transboundary natural and cultural heritage. Partnership: National Commission for UNESCO and ISESCO, Ministry of Culture and Information, Ministry of Education and Science, Ministry of Tourism and Sports, Association on Kazakhstan Biodiversity Conservation, Institute of Archaeology of the National Academy of Sciences, Kazakh Scientific Research Institute on Problems of the Cultural Heritage of Nomads, Kazrestoration - National Committee of ICOMOS Kazakhstan, International Union for Conservation of Nature. | 215,000 |

| Agency Outcome 1 (cont.) | Outputs | Role of UN Agencies/Partners | Resource mobilization targets 2010-15 (USD) |
|--|--|--|---|
| | <p>Output 1.7. Educators and media have ability to -- and do -- include national sustainability issues in their work.</p> | <p>UNESCO will support IEC for sustainable development. Partnership: Ministry of Education and Science, Teacher Training Institutes, Community Learning Centres, UNESCO ASP network, media. Committee for Fisheries Management, Committee for Forestry and Hunting/ Ministry of Agriculture, Global Environment Fund (GEF), UNDP, World Bank, ADB, universities, technical and vocational training institutions in forestry.</p> | 140,000 |
| <p>Agency Outcome 2: The Government, industries and civil society take steps to adapt to climate change and mitigate its impact through energy efficiency measures and climate change adaptation policies</p> | <p>Output 2.1. Comprehensive national climate change strategies, with a focus on the most vulnerable economic sectors taking into account ecosystem vulnerability and adaptation to climate change needs, are developed and integrated into national development plans.</p> | <p>UNESCO will support networks of experts to acquire / strengthen necessary capacities to evaluate and study the impacts of climate variability in their respective fields, and communicate the results effectively. Partnership: Ministry of Environment Protection and associated bodies, National Commission for UNESCO and ISESCO, national committees and members of UNESCO international ST networks.</p> | 100,000 |

| | | | |
|---|--|---|--------|
| <p>Agency Outcome 3: National authorities and communities are better prepared for and respond to natural and man-made disasters.</p> | <p>Output 3.1. Government's capacity to prepare and respond to disaster at community level and to lead in and participate in international and regional disaster management partnerships is enhanced.</p> | <p>UNESCO will translate and adapt scientific and technical disaster risk reduction materials for Kazakhstan. Partnership: Ministry of Emergency Situations, local governments, other government institutions of Central Asian countries.</p> | 10,000 |
|---|--|---|--------|

III. EFFECTIVE GOVERNANCE

NATIONAL PRIORITY: establish an effective and up-to-date corps of civil servants and state-owned formations of Kazakhstan loyal to the cause they serve to and capable of acting as representatives of the people in achieving our priorities.

UNDAF OUTCOME: by 2015, state actors at all levels and civil society are more capable and accountable of ensuring the rights and needs of the population, particularly vulnerable groups.

| Agency Outcomes | Outputs | Role of UN Agencies/Partners | Resource mobilization targets 2010-15, USD |
|---|---|---|--|
| <p>Agency Outcome 1</p> <p>National institutions have better capacity for protection and promotion of human rights and ensuring access to justice for all.</p> | <p>Output 1.1. National legislation and law-enforcement instruments are brought in line with international standards.</p> | <p>UNESCO will support the improvement of the normative foundation for cultural rights and cultural diversity [through ratification and implementation of UNESCO Conventions of 1970, 2003 and 2005]. Partnership: Ministry of Interior/State Commission on Narcotic Drugs (Drug Control Agency), Ministry of Justice/Committee for Penitentiary System, Supreme Court, General Prosecutor's Office, State Customs, State Border Service, Law Academy, Academy of Internal Affairs, Academy for Criminal Justice, Human Rights Commission under the President of RK, Ministry of Labour and Social Protection, Parliament, National Commission for UNESCO and ISESCO.</p> | 75,000 |
| | <p>Output 1.2. The Human Rights Commission under the President and the Office of the Ombudsman have enhanced capacity to implement and monitor the Human Rights Action Plan.</p> | <p>UNDP and UNESCO will provide technical expertise and advisory services to the Human Rights Commission under the President including on access to information and media legislation. Partnership: Human Rights Commission under the President, Ministry of Culture and Information, international and national human rights NGOs and experts.</p> | 135,000 |

| Agency Outcomes | Outputs | Role of UN Agencies/Partners | Resource mobilization targets 2010-15, USD |
|---|---|---|--|
| <p>Agency Outcome 2 The Parliament, sub-national legislative bodies and civil society organizations enjoy effective dialogue and collaboration in policy-making, and elective and legislative processes.</p> | <p>Output 2.2. Information professionals, including media, have increased capacity to fulfil their mandates for improved access to information, dialogue and collaboration in policy-making.</p> | <p>UNESCO will support information and media professionals for improved access to information, dialogue and collaboration in policy-making. Partnership: information organizations including media and workers.</p> | <p>115,000</p> |

ANNEX II: UCPD RESULTS MATRIX

| UNESCO Sector | Name of Activity | Expected Result of Activity | Performance Indicators and Benchmarks | Available Resources (USD) | Implementing Partners |
|----------------------------------|--|--|---|---------------------------|---|
| Education | Promoting prevention education and reducing stigma on HIV and AIDS | Improved quality of education and access to inclusive education and essential life skills for vulnerable groups | 148 teachers trained on prevention education with provision of interactive e-course "Building knowledge about HIV and AIDS" and other video materials for reduction of stigmatization and discrimination of PLHIV and other key populations. | 64,000 | National and Almaty city AIDS Centres, National in-service teacher training institute, Crisis centre "Zabota", PF AURORA. |
| Social and Human Sciences | Environmental Change and Migration in the Aral Sea Region | Create a platform for discussion and policy on the effects of environmental change on migration in Central Asia | <ul style="list-style-type: none"> - Case Study on Environmental Migration in S. Kazakhstan disseminated and discussed among a wide range of stakeholders. - Network on environmental migration created in CA with members from at least four countries - Responsible media reporting on environmental migration (in at least three countries) | 30,000 | OSCE, UN Women, Center for the Study of Public Opinion, National Experts |
| Culture | Strengthening national capacities for effective safeguarding of intangible cultural heritage in Kazakhstan | Conduct three trainings on implementation of the Convention at the national level, community-based inventoring, as well as preparing nominations files | Critical mass of national capacity, both in government institutions and in civil society increased, so that sustainable framework for safeguarding intangible heritage and implementing the Convention to be established | 100,000 | National Commission of Kazakhstan for UNESCO and ISESCO, Kazakhstan National Federation of UNESCO Clubs |