



United Nations  
Educational, Scientific and  
Cultural Organization

# Executive Board

Hundred and ninety-first session

# 191 EX/4 Part I (A)

PARIS, 15 March 2013  
Original: English/French

Item 4 of the provisional agenda

## REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

### PART I (A)

#### SUMMARY

This report is intended to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference.

Part I of this document provides a comprehensive and analytical account of programme implementation in terms of the main results achieved during the first twelve months of the 2012-2013 biennium, corresponding to document 36 C/5. This Part contains three sections:

**Part I (A)** of the report contains an Executive Summary and focuses on strategic issues and contains the main achievements, challenges and lessons learned across the five Major Programmes, the UIS, the two global priorities Africa and Gender Equality, and the Programme-related and Corporate services.

**Part I (B)** of the document provides detailed information on progress achieved by expected result under each of the five Major Programmes and the UIS, including expected results pertaining to the two global priorities Africa and Gender Equality and the intersectoral platforms. Part I (B) is available online.

An **addendum** presenting major results achieved at country level as well as those related to field offices' participation in United Nations common country programming processes. This addendum is available online.

By its very nature, this document does not entail administrative or financial implications.

**Action expected of the Executive Board:** Proposed decision in paragraph 185.

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## EXECUTIVE SUMMARY

The present report summarizes the status of programme implementation for the 12-month period ending at the end of December 2012. It is divided in three parts: Part (A) focuses on strategic issues, including major achievements, measures taken to face the financial situation, and challenges and lessons learned; Part (B) focuses on the initial results registered under each of the 36 C/5 expected results; and the Addendum presenting field offices reports. During this period, financial resources were provided to programmes on the basis of quarterly allotments only.

Throughout 2012, the Organization continued to make **significant efforts to ensure programme delivery in a very challenging financial context**:

(1) Continued efforts were made to **rationalize the use of limited resources and to reduce costs** whenever possible, especially administrative costs. In particular:

- as of 31 December 2012, out of the total 311 vacant posts, 213 posts are frozen (out of which 135 posts at Headquarters);
- compared with 2010, the following budgets have been notably reduced: staff travel (-75%), consultants (-67%), furniture and equipment (-63%), participant's travel (-55%), contractual services (-53%) and temporary assistance (-42%).

The Organization compensated to a degree for these reductions through the **internal reorganization and redistribution of tasks and functions** carried out in all sectors and services. Internally, budget allocations were made every three months following extensive reviews of programme execution which have allowed a close monitoring of activities and related expenditures.

(2) The sharp budget restrictions have weighed heavily in many areas, preventing the Organization in 2012 from delivering as much as it could have under normal circumstances, in particular at the national level. As evidenced in the individual reports provided by Major Programmes (below), **while UNESCO was able to assert its leadership in core programme areas, the scope of UNESCO's activities under each expected result of document 36 C/5 has been significantly reduced compared with the range of activities originally foreseen**. Across the Organization, at and away from Headquarters, many activities have had to be delayed, postponed, or even cancelled. By way of illustration, as also reported below (as well as in document 191 EX/26):

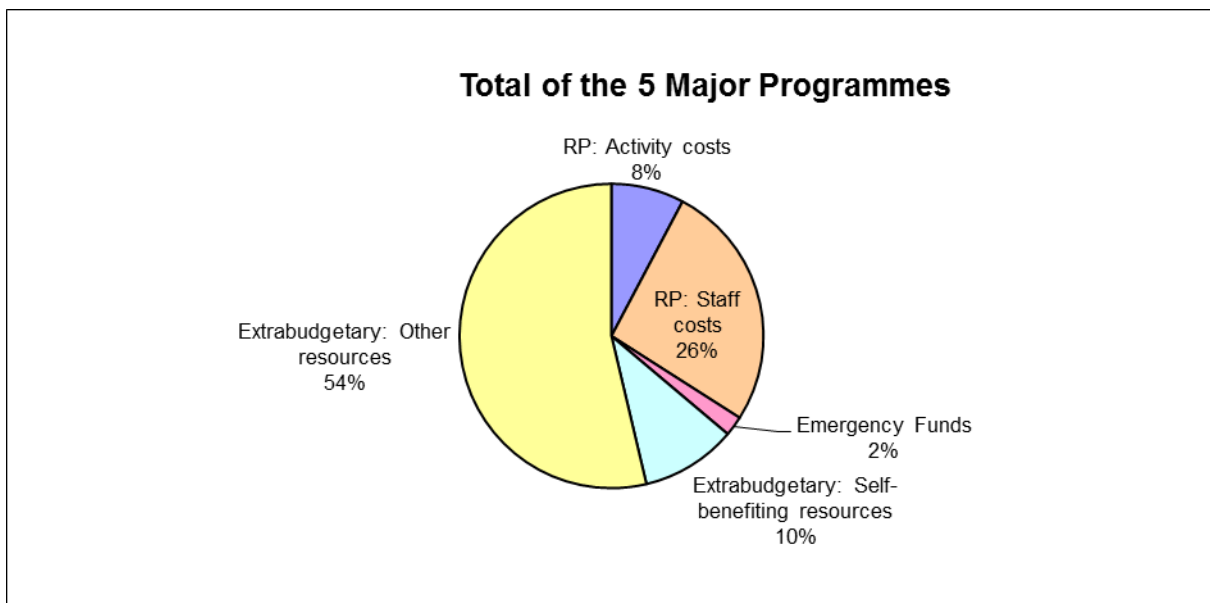
- Major Programme I was not able to support the Sector's 38 priority countries through the RP budget. 31 countries were given extrabudgetary funding. The remaining seven countries were recently provided with funding from the emergency funds, and thus implementation in these countries has only just started; similarly, all category 1 education institutes are facing major financial difficulties in covering their core funding expenses, including staff salaries on fixed term contracts.
- In Major Programme II, in the field of science policy, activities pertaining to Expected Result 10 (Peace-building enhanced through diplomacy and cooperation in the field of science) have remained unfunded. Similarly, IOC has seen its capacities sharply reduced with the loss of 5 positions.
- Uncertainty prevails over the Culture Sector's financial capacity to fulfill its obligations in respect of 12 of the 15 statutory meetings scheduled for 2013 under the conventions and the International Scientific Committee of the Slave Route Project
- Activities in the area of Free and Open Source Software (FOSS) had to be cut-down; the activities in the area of Media and Information Literacy were scaled-down although they benefitted from an extrabudgetary contribution; the activities of the Open Educational

Resources (OER) programme also suffered significantly with almost no RP funds, although fortunately, a series of extra-budgetary grants provided by the Hewlett Foundation permitted the programme to achieve all of its objectives.

In addition, significant efforts were made to **concentrate and focus** the programme, in compliance with the relevant Roadmap targets.<sup>1</sup>

(3) As already reported in document 190 EX/4, much of the progress towards the expected results described in this report was made possible through extrabudgetary resources. As indicated in the pie chart below (Figure 1), on average, extrabudgetary resources account for two-thirds of funding to UNESCO’s activities today (66%) compared with about one-half at the same period in 2010 (47%). All sectors, services and field units have worked to mobilize extrabudgetary resources and to develop partnerships, including with the private sector, in favor of UNESCO’s programme.

**Figure 1: Sources of funding for programme execution**



(4) For 2012, the house-wide execution rate of allotted funds stands at 92% (\$247 million against an allotment of \$267 million). For the five Major Programmes, the **programme implementation of allotted Regular Programme funds stands at 48%**, out of a time-lapse rate of 50%. This is largely due to the close monitoring of activities and to the practice of releasing funds if these are to be integrally spent during the relevant period.

The expenditure rate against the annual allotment for extrabudgetary projects of the five Major Programmes stands at 62%. While this is below the theoretical time-elapsed rate of 100%, it must be emphasized that it is based on the initial allotments made at the request of programme sectors at the beginning of the year. It is also recalled that, unlike with the regular programme, the implementation of extrabudgetary projects is not bound by the annual allotment and funds not spent within a calendar year are carried forward to the following year.

<sup>1</sup> Roadmap target 1 (which requires a 20% reduction by the end of 2012 in the total number of work plans) has almost been met (17% reduction for the five Major Programmes). Roadmap target 2 (“Reduce the number of work plans with minimal operational costs (with the exception of those benefitting from extrabudgetary funds) by 30% by end-2012”) has been attained and work is progressing to attain Roadmap target 3 (“The minimum budget level for a work plan shall be increased to \$25,000 to the extent practicable”).

**Figure 2: Expenditure rates of Major Programmes, 31 December 2012**

	<b>Regular budget</b>	<b>Emergency Fund</b>	<b>Extrabudgetary Resources</b>
	Rate of expenditure vis-à-vis \$527.9M	Rate of expenditure	Rate of expenditure
Education Sector (ED)	49.0%	14.1%	63.2%
Natural Sciences Sector (SC)	48.8%	29.0%	69.6%
Social and Human Sciences (SHS)	44.9%	65.8%	61.7%
Culture Sector (CLT)	48.9%	65.9%	55.0%
Communication and Information Sector (CI)	48.4%	62.7%	67.0%

(5) The qualitative analysis of programme implementation continues to show that Programme Sectors spend a relatively high percentage of resources to support Headquarters-based “**statutory**” activities – whether a Convention meeting, a meeting of the boards of intergovernmental programmes, a UNESCO Day, or the like. However, efforts have been stepped up in the second half of 2012 to try and mitigate this trend, in particular by mobilizing extrabudgetary funding for operational activities (which have benefitted globally from the Emergency Fund), as well as by reducing the high transaction costs incurred in the statutory areas, including through contributions received from Member States. Nevertheless, ensuring an adequate balance and interaction between statutory obligations and operational activities remains a challenge and an issue of long-term consequence for UNESCO, the two being very closely connected. As reported in particular by Major Programme IV (Culture), “statutory and operational activities are not two separate pillars but act as an integrated system engaging State Parties in national implementation of various mechanisms – capacity-building, institutional support, legislative and policy advice – based on a global agenda set up through statutory meetings. The durability of the Regular Programme funds allocated to the implementation of the conventions and the long-term capacity of the Sector to deliver on its normative platform and respond to emerging challenges are a source of concern.”

## PART A – STRATEGIC ASSESSMENT OF PROGRAMME EXECUTION

### MAJOR PROGRAMME I: EDUCATION

#### I. Major achievements

1. In preparation of the lead-up to 2015, UNESCO has organized consultations to **define the post-2015 education agenda** while assessing the progress towards achieving education for all (EFA). UNESCO is co-leading with UNICEF a thematic consultation on education as part of UNDG's efforts to catalyse a "global conversation" on a future development framework. UNESCO has proposed to closely link the consultations with existing EFA mechanisms such as the regional and global EFA meetings, as well as jointly moderate with UNICEF online discussions on specific education thematic areas. The post-2015 education agenda were discussed in the three regional EFA meetings<sup>2</sup> held since end of 2012 as well as in the meeting of the Collective Consultations of NGOs on EFA (Paris, 24-26 October 2012). The online consultations<sup>3</sup> are ongoing since 10 December 2012 gathering views from people around the world in order to build a collective vision on priorities for a post-2015 framework for education. The consultations are moderated by experts, including from UNESCO, and the first of the four consultations<sup>4</sup> attracted more than 4,500 views.

2. The **Global EFA meeting (GEM)** (Paris, 21-23 November 2012) brought together 46 countries including some 20 Ministers of Education, multilateral and bilateral organizations, civil society, private sector, research institutes and foundations to discuss the strategies to address EFA challenges and solicit commitments towards and beyond 2015. Based on the 2012 EFA Global Monitoring Report (GMR) and regional EFA reports prepared by UNESCO's Regional Bureaux for Education, the meeting reviewed progress towards achieving EFA and discussed concrete actions for a last "big push" to reach the EFA goals. In the concluding GEM Statement, participants agreed to a process to prepare the National EFA 2015 Reviews, and urged UNESCO to take leadership in global consultations on the post-2015 EFA agenda.

3. Global political attention has been given to education at the highest level. For the first time, the United Nations Secretary-General has declared education his global top priority and has launched the "Global Education First Initiative" (GEFI). The Secretary-General's first visit to UNESCO's Executive Board in October was an occasion to demonstrate his commitment and reinforce education as one of his highest priorities. UNESCO has been instrumental in supporting the development of the GEFI and will serve as its Secretariat.

4. **The right to education for Girls and Women** has been actively promoted. Within the framework of UNESCO's Global Partnership for Girls and Women's Education, a high-level advocacy event "Stand up for Malala – Girls' Education is a right" (Paris, 10 December 2012) was organized by UNESCO and the Government of Pakistan. It brought together some 20 eminent personalities from around the world who joined UNESCO in making a collective commitment to end discrimination against girls and to ensure respect for their right to education. The global attention to this event is demonstrated by the significant international and local media coverage, with about 500 articles issued in 35 countries. A Memorandum of Understanding was signed with the Ministry of Education of Pakistan, which pledged a contribution of US \$10 million to UNESCO's Malala Fund for Girls' Right to Education. Partnerships with **private partners** have been strengthened and are instrumental in mobilizing funds for large-scale projects specifically targeting girls and women.

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<sup>2</sup> Africa (South Africa, 16-20 October 2012); the Arab States (Egypt, 16-19 October 2012); and Latin America and the Caribbean (Mexico, 29- 30 January 2013). At the time of writing this document, the Asia and the Pacific regional meeting is scheduled to be held in Bangkok (28 February-1 March 2013).

<sup>3</sup> [www.worldwewant2015.org](http://www.worldwewant2015.org).

<sup>4</sup> The four thematic areas of the online consultations are: Equitable access to education; Quality of Learning; Global citizenship, skills and jobs; and Governance and financing for education.

In particular, UNESCO's partnership with Procter & Gamble has now been extended to eight European countries and a new agreement has been signed for US \$2.4 million for three years, from an initial funding of US \$750,000 covering 2 years, indicating the partner's trust in UNESCO's capacity to deliver results.

5. UNESCO is continuing to support its Member States to review their **education policies**. Among other countries, UNESCO supported the Government of Malaysia in conducting a national policy review which resulted in the draft Malaysia Education Blueprint (2013-2025) released in September 2012. In Myanmar, UNESCO is playing a key role in supporting the country's Comprehensive Education Sector Review and also supporting the reform of sub-sectors such as TVET, teachers and higher education. The Democratic Republic of the Congo raised \$100 million from Global Partnership for Education (GPE) on the basis of the country's national Education Sector Development Strategy developed with technical support using a UNESCO "family approach" with synergized expertise from Headquarters, field offices and IIEP.

6. The Education Sector has continued advocating for **literacy** at global and country levels. In order to urge Member States to provide the necessary attention to literacy, a high-level round table was organized (Paris, 6-7 September 2012) bringing together representatives from more than 40 countries where the illiteracy challenge is significant, including 36 countries of UNESCO's Literacy Initiative for Empowerment (LIFE). On this occasion, 35 Member States presented their national action plans to scale up their existing literacy programme and plans. UNESCO also supported Chad to mobilize \$47.2 million from the Global Partnership for Education (GPE) for 2013-2015, of which \$7 million will be dedicated to literacy and non-formal education sub-sector, teacher training and for national capacity development in education which will be implemented by UNESCO.

7. The Education Sector's work in the **priority countries**, mainly supported with extrabudgetary funding through the Capacity Development for EFA programme (CapEFA), is showing sustainable results and strong country ownership, as evidenced by the recently conducted external evaluation of the CapEFA programme. The evaluation demonstrates that this has been achieved through UNESCO's participatory approach in capacity development and high quality technical assistance.

8. The 2012 EFA **Global Monitoring Report (GMR)** drew global attention to key education issues related to youth and skills development. It was launched on 16 October 2012 in Paris and in a further 65 places around the world. The launches have been accompanied by overwhelming media interest in the findings and messages of the GMR. During the month of October, around 850 news articles were published in well over 70 countries, and in multiple languages. Moreover, evidence reported by the GMR helped shape the framework of the United Nations Secretary General's Global Education First Initiative.

#### **Intersectoral Platform: UNESCO's contribution to the fight against HIV and AIDS**

9. Following the February 2012 call for proposals under the Intersectoral Platform on HIV and AIDS, two activities were granted a budget of \$250,000 each for implementation in the current biennium. The platform activities share the objectives of (1) improving the quality and impact of Member States' responses to HIV and AIDS through strengthened technical support, and (2) improving HIV knowledge among young people as a key component of effective national responses to the epidemic. With the large majority of funds directed at regional and country levels, the activities contribute to UNESCO's deliverables under the C/4 and C/5 documents, as well as to the UNAIDS Unified Budget, Results and Accountability Framework (UBRAF).

10. The first activity, "Improve the quality and impact of Member States' responses to HIV and AIDS through effective programming for key populations", seeks to provide technical support to Member States for their work with young key populations. Over the course of 2012, headway has been made in planning four regional capacity-building workshops with Young Key Affected Populations (YKAPs), to be launched in 2013. An intersectoral workshop for UNESCO staff and

resource persons on Young Key Populations was organized at Headquarters (November 2012) to test training modules developed by the UNESCO Bangkok Office. Work is also under way to develop country and regional action plans and proposals using YKAP guidelines.

11. The second activity implemented in the context of this Intersectoral Platform is “the Virtual Classroom”, which uses an intersectoral approach combining expertise in communications, education, the sciences and culture to empower young people to protect themselves from HIV by strengthening their HIV and sexuality education related knowledge, skills and values. Partnerships have been identified with youth organizations and NGOs in Jamaica, China and Zimbabwe, who would host and implement these virtual classrooms. A review and planning meeting was held in December 2012, attended by representatives from all sectors, and from the Beijing, Harare, Kingston and Moscow field offices. A study on global trends in the use of ICT in education and health has been undertaken, as well as country research studies and focus-group discussions to assess the HIV education needs of young people in Jamaica, China and Zimbabwe.

### **Global Priority Africa**

12. During the first year of the biennium, activities in support of education priorities in Africa under Major Programme I have contributed to the following:

- At the request of the United Nations Economic Commission for Africa (UNECA), UNESCO took the lead in reviewing the African Union’s 2012 Millennium Development Goals (MDG) report on education;
- Support was provided for diagnostic studies in view of elaborating **teacher policies** and professional development plans. Six new countries (Congo, Guinea, Mauritania, Mozambique, Niger and Uganda) have started the process, in addition to the four countries (Benin, Burundi, Lesotho and Mali) which have completed their diagnosis. UNESCO is providing support to Burkina-Faso and Sierra Leone for the development and implementation of their teacher education policy. Preparations have started for the launch of the online training on ICT/Open Distance Learning in teacher education for master trainers from Cameroon, Gambia, Ghana, Liberia, Nigeria, Senegal and Sierra Leone;
- The second edition of the post-graduate training programme for **curriculum design and development** in English-speaking countries was launched with 47 applicants from Africa, Latin America and Europe, allowing further development of the institutional capacities of the Open University of Tanzania and the Tanzanian Institute for Education. Preparations are under way to launch a similar programme for French-speaking countries of the ECOWAS;
- 120 participants from ministries of higher education of French-speaking countries and regional organizations attended a conference organized in cooperation with the German academic exchange service (DAAD) and IIEP. A three-year programme with DAAD was agreed for capacity-building of francophone African universities and ministries of higher education in the area of governance and quality assurance of higher education;
- In the area of TVET regional qualification frameworks, the Inter-Agency Task Team (IATT) was formally endorsed during the 4th ECOWAS Ministers of Education meeting (Abuja, October 2012) and the roadmap on National/Regional Qualifications Frameworks (NQF/RQF) was unanimously validated by the 15 Member States of the sub-region. In the SADC, a concept note was developed on the objectives and modalities of the peer learning between SADC and the European Union on qualifications frameworks. Cooperation between Senegal and Chad is being established for the development of centres of excellence.



*Challenges and lessons learned*

13. Experience demonstrates that further inter sub-sectoral articulation (e.g. between TVET, quality assurance for higher education and teachers) would strengthen the holistic development of education.

14. Partnership-building is critical for enhancing cooperation, increasing coherence in development interventions and improving quality of results at country and subregional level, yet the involvement of different stakeholders in the execution of joint activities may cause delays in the implementation phases.

**Global Priority Gender Equality**

15. UNESCO promotes gender equality in education through advocacy, policy dialogue, research and capacity development, alongside a two-fold approach of gender mainstreaming and gender specific programming. During 2012, efforts were deployed to increase public awareness about gender equality in education through advocacy events, publications and other activities. UNESCO's interventions led to the following key achievements:

- Attracted significant media attention and were featured in traditional and social media (e.g. the high-level event “Stand Up for Malala – Girls’ education is a right” generated considerable media coverage with over 500 articles published in 35 countries and it was also covered by TV channels and social media);
- Stimulated policy dialogue (e.g. high-level panel discussions on the occasion of first anniversary of the UNESCO Global Partnership for Girls’ and Women’s Education, a side event during the 56th Session of the Commission on the Status of Women);
- Enhanced national capacities through training activities and material (e.g. the guide for mainstreaming gender in teacher training institutions);
- Reached out to a wide audience including politicians, decision- and policy-makers, specialists, NGOs, students and the general public and have contributed to strengthening commitment to education for girls and women (e.g. seminars organized in Lebanon were attended by Ministry of Education officials who are following up on UNESCO's recommendations on gender-sensitive training for teachers and textbook authors);
- Facilitated information and experience sharing on issues regarding girls’ and women’s education with evidence-based publications (e.g. the recently published advocacy report “From Access to Equality: Empowering Girls and Women through Literacy and Secondary Education”; the first UNESCO Atlas of Gender Equality in Education; the “Gender Equality, HIV and Education” booklet; the learning and training tool “Exploring Sustainable Development: A Multiple-Perspective Approach” including information on mainstreaming gender into teaching and learning).

16. Partnerships were broadened to include the private sector, United Nations agencies, NGOs and others. A new agreement was signed with Pakistan for a pledged amount of \$10 million; the partnership with Procter & Gamble was extended for an additional \$2.4 million while new agreements were also signed with UN Women and the Barefoot College. Partnerships are also ongoing with the Packard Foundation, GEMS Education, Nokia and Microsoft. Partnerships with the private sector have mobilized in total some \$7.4 million since 2011 enabling activities on promoting girls’ secondary education and women’s literacy in Africa. In Senegal, 4,000 girls and women benefitted from literacy classes in about seven out of the 14 regions of the country while 2,300 girls and women are benefitting from online training with the use of CDs, television, the Web, and the use of mobile phones. Also, more than 250 teachers, facilitators and other education

personnel were trained and are academically supporting about 300 young girls to prevent them from dropping out of school.

17. The Sector's capacity to mainstream gender in its activities, events, publications and other work is being reinforced. Work plans and publications proposals were reviewed to address gender equality issues, while the number of activities targeting women and girls increased. UNESCO initiated gender-specific initiatives in key areas of the sector (teachers, education laws and policies, literacy and TVET) and others with the preparation of education law and policy review guidelines, teacher training kits, policy briefs and enabling policy dialogue.

## **II. Responding to the financial situation**

### *(i) Cost efficiency measures*

18. The Sector continues to align extrabudgetary projects with regular programme activities for greater impact and reduced costs as much as possible. Compared to the last biennium, the number of regular programme activities has been reduced and grouped within subregional activities, in line with the field network reform, to allow for more focused and less costly implementation. The Sector is building partnerships with governments, NGOs, private institutions, and universities keen to implement activities on a cost-sharing basis. Efforts are made to replace missions with the use of technology and travel costs have been further reduced through missions sponsored by partner institutions. Temporary assistance has been curtailed, internal human resources are further capitalized for expertise, and alternative arrangements such as staff secondments from donor governments are sought. Finally, considerable efforts are made to limit the number of printed publications in favour of electronic distribution.

### *(ii) Resource mobilization*

19. Since the beginning of 2012, the Sector has mobilized more than \$50 million through extrabudgetary funding. The following are some examples of contributions, in addition to those indicated in the previous 190 EX/4: Pakistan (\$10 million for girls' education), China (\$8 million for teachers in Africa), CapEFA programme donors (\$6.8 million for priority countries), Sweden (\$6.8 million for sexuality education in Africa), European Union (€4.3 million for Syrian refugees), Educate a Child Initiative (\$3.9 million for out-of-school children in Iraq), Procter & Gamble (\$2.4 million for girls education), Samsung (\$1 million for Education for Sustainable Development in Viet Nam), and South Asia Foundation (\$1 million for girls' education). In addition, some \$1.2 million has been received from various donors and partners as additional appropriation.

20. Moreover, the Sector has received \$3.6 million from the Emergency Fund out of which \$2.1 million has been dedicated to supporting the seven priority countries (out of 38) that had yet to receive other extrabudgetary funding.

### *(iii) Building and strengthening partnerships*

21. The Sector has been strengthening existing and building new partnerships, not only in view of the current financial situation of the Organization but in recognition of the importance of the partnerships for achieving and sustaining results. Partnerships have been strengthened with non-traditional bilateral donors (Pakistan), the private sector (Procter & Gamble, Samsung) as well as UNESCO's Goodwill Ambassadors (late **Mahanjeet Singh**).

## **III. Challenges and lessons learned**

22. One of the key challenges for the Organization is to prepare for 2015 and beyond. UNESCO is making great efforts to maintain the momentum for global efforts for one "last push" to achieve EFA goals while at the same time, prepare solid grounds for a post-2015 education agenda. It is a challenge to coordinate and lead the various stakeholders involved in this effort, including

traditional EFA partners and others, in the competitive global development scene where several parallel small and big processes are ongoing. With more than 50 posts frozen since the beginning of the biennium (approximately 20% of ED posts) and a number of additional posts which will be frozen as personnel retire, efforts are deployed to maintain a high quality delivery to Member States. The Education Sector is currently undertaking targeted re-organization of its limited resources in order to maximize its capacity to provide scaled-up support to Member States to reach the EFA goals while also ensuring that education remains at the top of the global agenda for post-2015.

## **MAJOR PROGRAMME II: NATURAL SCIENCES**

### **I. Major achievements**

23. 2012 saw major science-related developments in the United Nations (UN) system and beyond: the outcomes of the United Nations Conference on Sustainable Development (UNCSD or Rio+20), the launch of “Future Earth: Research for Global Sustainability” and the formal establishment of the Intergovernmental Panel on Biodiversity and Ecosystem Services (IPBES). UNESCO was entrusted by the United Nations Secretary-General (SG) with providing the Secretariat for an international Scientific Advisory Board (SAB) to advise him and the United Nations system on science-related matters for sustainable development. This designation was the result of a wide consultation led by the Director-General, at the request of the SG, to advise him on the follow-up to the science-related recommendations of the report of the High-level Panel on Global Sustainability Resilient People, Resilient Planet: A Future Worth Choosing. One of the key functions of the SAB will be to promote cooperation on science-related issues for sustainable development between United Nations bodies, and with the international scientific community. Selection and planning of the SAB progressed and should be announced in 2013.

24. The UNCSD outcome document highlights the importance of building the capacity of developing countries, a core mandate of UNESCO’s Intergovernmental Oceanographic Commission (IOC), and emphasizes the need for cooperation in marine scientific research based on the IOC Guidelines for the transfer of marine technology. This results from IOC’s efforts to raise awareness on crucial issues concerning the ocean, including an official Ocean Event on the first day of Rio+20, and the co-chairing and co-organization with the Global Ocean Forum of the highly successful Oceans Day. The IOC-led interagency publication, A Blueprint for Ocean and Coastal Sustainability, (in collaboration with FAO, IMO and UNDP) was one of the main contributions on ocean issues at Rio+20, and provided a basis for the development of the Oceans Compact, an initiative of the SG to set out a strategic vision for the United Nations system to deliver on its ocean-related mandates in a more coherent and effective manner.

25. Similarly, the International Hydrological Programme (IHP) assisted in empowering Member States on freshwater within UNCSD outcomes, resulting in a good match between the water elements in the outcome document and the themes of IHP-VIII (2014-2021 “Water Security: Responses to Local, Regional, and Global Challenges”), adopted by the IHP Intergovernmental Council. IHP organized over 40 official sessions, side-events and regional events at the sixth World Water Forum (WWF6, Marseille, France, March 2012), UNCSD, and Stockholm World Water Week (August 2012). On the occasion of WWF6, UNESCO launched the fourth World Water Development Report: Managing Water under Uncertainty and Risk, coordinated by the World Water Assessment Programme hosted by UNESCO in Perugia, Italy. Other publications included two special HELP volumes documenting best practices in Integrated Water Resources Management, and two briefing notes on the Governance and the Legal Aspects of Groundwater, prepared in cooperation with FAO, IAH and the World Bank. An updated UNESCO/IGRAC Transboundary Aquifers of World Map was published and a data base for the Map “River and Groundwater Basins of the World” at scale 1: 50,000,000 was prepared. As a result of training at UNESCO-IHE and category 2 water centres, 1,250 African water professionals were trained. In 2012 a major achievement for the UNESCO-IHE was the successful completion of accreditation of the M.Sc. programme.

26. A set of science-related thematic recommendations to prepare for the implementation of a new global agenda after UNCSD were adopted on the occasion of the “Science, Technology and Innovation for Sustainable Development” Forum, organized immediately prior to UNCSD in Rio de Janeiro, in partnership with Brazilian authorities, ICSU and other partners. The Forum served to solidify the position of UNESCO as the leading organization for science in the United Nations system.

27. Future Earth, a bold new 10-year initiative on global environmental change research for sustainability, was launched by the Alliance for Global Sustainability, of which UNESCO is a member, during the Rio Forum. The design phase of Future Earth was completed with UNESCO participation, and its research plan takes into account the objectives of IPBES. UNESCO, in partnership with UNEP, FAO and UNDP, has been ensuring the interim secretariat of IPBES. UNESCO organized an experts meeting on a Conceptual Framework for IPBES (October 2012) and was assigned leadership for the Platform’s work on indigenous knowledge. UNESCO launched at UNCSD the book *Weathering Uncertainty: Traditional Knowledge for Climate Change Assessment and Adaptation*, as part of an inter-agency effort to reinforce observations and response strategies from vulnerable communities, including SIDS and indigenous peoples, in the IPCC’s Fifth Assessment Report.

28. The IOC’s Intergovernmental Coordination Group for the Indian Ocean Tsunami Warning System requested in November 2012 that the Regional Tsunami Service Providers of Australia, India and Indonesia assume full operational provision of regional tsunami services for the Indian Ocean Area of Responsibility from 31 March 2013. This marks a new era of regional cooperation for tsunami warning following seven years of development and preparation. For the Tsunami Early Warning and Mitigation System in the North-eastern Atlantic, the Mediterranean and connected seas, three Member States (Turkey, France and Greece) formally confirmed and announced in summer 2012 the operational status of their national tsunami watch centres and their ability to act as Candidate Tsunami Watch Providers, pending their accreditation. These institutions are able to provide watch services and alert messages to any Member State of the region upon request. Tsunami Wave Exercises and system communication test exercises were successfully carried out in all four regional tsunami warning regions.

29. The discovery at CERN’s Large Hadron Collider of the Higgs Boson was named breakthrough of the year 2012 by Science. The Abdus Salam International Centre for Theoretical Physics (ICTP) played an important role in the process as it participated for many years in the ATLAS experiment, which along with the CMS experiment, led to this discovery. ICTP signed an agreement in Abuja, Nigeria to develop and teach High Performance Computing to all graduate students in science and engineering departments. ICTP, CERN and SC are working with Nigeria on ICTs for science, library and journal access. The ICTP also celebrated the first decade of its Free Electronic Journals Delivery System and 10,000 hours of online course lectures in several languages.

30. In other developments, 20 new biosphere reserves were designated under the Man and the Biosphere programme in 2012 in 17 countries, including two new transboundary biosphere reserves. Two new water-related category 2 centres were endorsed by the Executive Board in 2012, the Centre for Water for Sustainable Development and Adaptation to Climate Change and the Regional Centre for Groundwater Management for Latin America and the Caribbean, while feasibility studies were undertaken for several others in water, engineering, earth sciences and disaster risk reduction. Two category 2 centres in the basic sciences launched their first activities, the International Institute for Biotechnology at the University of Nigeria in Nsukka, and the International Centre for Advanced Training and Research in Physics at Măgurele-Bucarest, Romania. Two significant UNESCO Chairs were established in 2012, in Science and Innovation Policies (National School of Political Studies and Public Administration, Bucharest, Romania) and in Climate Science and Policy (TERI University, New Delhi, India). TWAS awarded 78 postgraduate (Ph.D.) and 55 postdoc fellowships to young scientists from developing countries.

31. UNESCO hosted the first Disaster Risk Reduction retreat of the High Level Committee on Programme, focusing on the post-2015 and post-Hyogo Framework. Two aquifers, one in Ethiopia and one in Kenya, countries hit by the worst drought in 60 years in East Africa, were identified and drilling for water provision began.

32. African Ministers in charge of STI, Finance and Planning, and Education adopted the Nairobi Declaration on STI at the African Forum on “STI for Youth Employment, Human Capital Development and Inclusive Growth” (Nairobi, Kenya, April 2012); and UNESCO co-organized a Pacific SIDS STI policy and university networking dialogue (November 2012), which led to formation of a Pacific universities research network and initiated work towards a Pacific STI policy framework.

33. Iran, Israel, Jordan and Turkey formally pledged voluntary contributions of \$5 million each towards the construction of SESAME for 2012-2015. This puts SESAME well on track to commissioning the machine with four day-one beamlines in 2015. In May 2012 the Director-General visited the SESAME Centre in Jordan. The Communiqué signed during the visit drew attention to the key role of science in fostering solidarity and a culture of peace and in building a secure and prosperous future for the region.

### **Intersectoral Platform: UNESCO's Contribution to Climate Change Mitigation and Adaptation**

34. The Intersectoral Platform on Climate Change orchestrated the development of around 40 intersectoral project proposals and the subsequent selection process resulting in 10 truly interdisciplinary project proposals being recommended to the Director-General for funding (\$619,500 from the Regular Programme and \$577,000 from the Emergency Funds). Selected for their expected contributions to the implementation of the UNESCO Climate Change Initiative, and with special priority given to Africa, SIDS and gender equality, these 10 projects focus on: strengthening of the interdisciplinary climate change knowledge base; enhancing climate change education and public awareness; developing regional climate change adaptation fora; and establishing the Global Climate Change Field Observatory of UNESCO Sites (e.g. biosphere reserves and World Heritage sites). Through these projects, as well as through activities not funded directly through the Platform, cooperation with partner United Nations bodies has been reinforced, such as with the World Meteorological Organization in the context of the Global Framework for Climate Services.

35. The Climate Change Platform also assisted in coordinating UNESCO's contributions and public information activities at the UNFCCC COP 18 held in Doha, Qatar in November 2012. In terms of challenges, the Platform recognizes that the timing of the availability of funds for project activities will make it difficult for most of its projects to deliver on several of their expected results until mid-2013.

### **Intersectoral Platform: UNESCO's Contribution to the Mauritius Strategy for the further implementation of the 1994 Barbados Programme of Action for the Sustainable Development of Small Island Developing States (SIDS)**

36. Following the July 2012 approval by the Director-General of seven intersectoral projects under the SIDS Platform for a total of \$755,000, project activities were initiated with funds allocation in mid-September. Implementation of the projects is now under way, drawing on the full complement of UNESCO's expertise at Headquarters and in the field, and spanning all SIDS regions: the Pacific; the Caribbean; and the Atlantic, Indian Ocean, and South China Sea. Projects include “Islands of the Future”, an interregional effort at mobilizing the voice of SIDS youth in the lead-up to the Third International Conference on SIDS to be held in Samoa in 2014. UNDESA's SIDS Unit expressed interest in integrating this initiative into the wider United Nations system preparations for 2014. At the regional level, projects include the development of Open Education Resources (OER) in the Caribbean and the Pacific. In this context, work began on the

development of educational materials on traditional Pacific island ocean voyaging and navigation as an OER resource. Major regional events are currently in preparation for execution in early 2013, including support for the strengthening of Caribbean biosphere reserve networking, community development and sustainable tourism in East Timor, satellite mapping to develop SIDS-specific educational resources, and reinforcing networks of traditional medicinal practitioners in the Indian Ocean, with emphasis on women practitioners. For the latter project, final preparations are under way for a February 2013 meeting of traditional medical practitioners.

37. In addition to the seven projects approved under the SIDS Platform, other implemented activities with specific focus on SIDS include publication of the Sandwatch Manual in Spanish and Portuguese, and the expansion of SIDS engagement with UNESCO's cultural conventions and with the IOC. Continuous dialogue with UNDESA and the wider United Nations system was maintained throughout 2012, ensuring visibility and recognition of UNESCO's SIDS activities within the United Nations system.

### **Global Priority Africa**

38. In the natural sciences, the reinforcement of national capacities in science policy (Burundi, Central African Republic, Senegal and Togo) as well as of African institutions such as the African STI Observatory, was part of UNESCO's continued action in line with the implementation of the African Consolidated Plan of Action in science and technology (CPA). The Nairobi Forum on Science, Technology and Innovation held in Nairobi in April 2012, helped to place science, technology and innovation at the heart of the sustainable development process. UNESCO also participated in the fifth ordinary session of the African Ministerial Conference on Science and Technology (AMCOST) in November in Brazzaville, Congo where the implementation of CPA and AMCOST decisions were reviewed. ICTP has committed to develop and teach High Performance Computing to all graduate students in the physical sciences and engineering departments at the African University of Science and Technology in Abuja, Nigeria. The IOC Regional Office for Africa opened in March 2012 and subsequently held an IOCAFRIKA Sub Commission meeting and symposium. The water education curriculum was strengthened in several African countries, while sustainable management of water resources in Africa was addressed in meetings in Dar es Salam in April, and in Nairobi in May and October. Six women were trained as solar engineers in biosphere reserves in Rwanda and Benin. The African Drought Monitor was transferred to the appropriate regional centres for West and East Africa, i.e. the AGRHYMET centre in Niamey, Niger, and the IGAD Climate Prediction Centre, in Nairobi, Kenya, and training of experts began, to ensure drought information is provided to decision makers.

### **Global Priority Gender Equality**

39. The annual L'Oréal-UNESCO for Women in Science award went to five women scientists for their research in the life sciences and 15 young women were awarded International Fellowships for the excellence and feasibility of their proposed research projects and its potential impact on people's lives or the environment. International Women's Day was celebrated by events on women in engineering, in marine science and in the sciences more broadly. During UNCSD in June 2012, a side event on Women in Science for Sustainable Development encouraged discussion on the role of STI in facilitating viable solutions for human well-being, social inclusion and environmental sustainability. It also served to inspire young women to choose scientific careers which contribute to sustainable development. Strong networks of women in science and engineering have been supported. For example, the sixth Conference of the Association of African Women in Geosciences was held in April in Yaoundé, Cameroon to encourage the participation of women in Earth sciences and a UNESCO-supported workshop on African Women in Mathematics was held in Ouagadougou, Burkina Faso, in October 2012. The World Water Assessment Programme (WWAP) has been a leader in the United Nations system for gender mainstreaming through mainstreaming gender equality considerations into the fourth edition of the World Water Development Report which also contains a chapter dedicated to gender equality. WWAP, in collaboration with the Division for Gender Equality, organized a side event at the sixth World Water

Forum in Marseille in March 2012 and participated in the World Water Week activities in Stockholm related to gender equality. On 13 October 2012 UNESCO celebrated International Day for Disaster Reduction focused on the role of women and girls in reducing disasters risks. In order to promote the promotion of female role models for young women scientists, IOC organized a round of interviews with eminent women marine scientists from the United States of America, Italy, Mauritius, Canada and France, placed on the IOC website, and held a day-long tribute to marine biologist and writer Rachel Carson, and her seminal book, *Silent Spring*.

## II. Responding to the financial situation

40. To the extent possible, MP II has adopted a set of integrated measures such as: focusing on priorities and areas where UNESCO has clear lead roles; ensuring the delivery of services for statutory commitments with a reduced budget; mobilizing additional resources and partnerships in a more comprehensive approach; improving synergies between regular programme and extrabudgetary activities; using staff expertise more actively; starting new partnerships and improving resource mobilization expertise; and exploring delivery via UNESCO-affiliated institutes and centres (category 1 and 2), institutions and networks.

### (i) Programme delivery

41. The top funding priorities for MP II were activities benefiting Africa, and those implemented by field offices, as well as the statutory meetings of the international/intergovernmental science programmes (ISP): IBSP, IGCP, IHP, MAB, and IOC. In Africa, priority was accorded to organizing the African STI Forum and the African Ministerial Conference on Water Science, Policy and Management; addressing the drought in the Horn of Africa; prioritizing Emergency Fund requests and allocations from and for the region. The IOC Executive Council in June 2012 endorsed the IOC Priority Funding Plan for 2012-2013, containing programmatic choices focusing on core activities to ensure basic programme continuity for tsunami early warning systems, ocean observations, services and science, and integrated coastal management, while maintaining at affordable level the support to regional subsidiary bodies. MP II received \$4.1 million in Emergency Funds, which, along with activities implemented entirely by staff, enabled core action areas to continue. Four expected results (namely no. 10, 22, 23, 24) received no regular programme funds and one result (no. 10) has not attracted extrabudgetary funds. Consequently, progress towards their achievement has been rather slow.

### (ii) Cost efficiency and reduction of administrative costs

42. The organization of the statutory meetings of the ISP and IOC was possible due to the allocation of Emergency Funds and continuing efforts to reduce their costs. Such efforts helped also to ensure the success of the meetings and allowed the incorporation of their outcomes in current and future planning for MP II. Cost-cutting measures by the ISP and IOC include: reducing the number of Board Members (IBSP, IGCP); reducing UNESCO-financed travel (IHP, IOC, MAB); reducing the number of meeting days and focusing the agenda (all ISPs); avoiding the process of submitting draft resolutions during the session (IOC); limiting official languages (MAB); reducing the number and length of documents and eliminating paper copies in favour of electronic documents (IHP, IOC, MAB); and having Member States partially cover meeting costs (MAB). The number of no-cost missions, paid for by external partners, was increased substantially for most programmes.

### (iii) Mobilization of funds and partnerships

43. The Sector elaborated more than 137 CAP proposals and mobilized more than \$56 million in extrabudgetary resources during 2012. In view of its 50th anniversary in 2014, ICTP created an Institute Advancement Office which will run a major fundraising/endowment fund campaign. New agreements with bilateral and multilateral donors were concluded and others are being negotiated. Under Additional Appropriations, the Sector has mobilized over \$1.6 million. New partners include

Airbus, L. Hofmann-La Roche Ltd., the Institute of Electrical and Electronics Engineers, the American Society of Mechanical Engineers, Barefoot College and Nature Publishing.

### III. Challenges and lessons learned

44. The main challenges were the severely reduced regular programme funding, the reduced staff establishment due to post freezing following retirements, and difficulties in resource mobilization, in particular at the country level, as funds in general are allocated bilaterally and UNESCO is not eligible in such contexts. Another challenge is related to the need for long-term, continuous engagement in science policy advice and formulation, which was daunting under the current financial constraints. One of the lessons learnt is that the alignment of UNESCO activities with the strategic priorities of key stakeholders and donors remains crucial in order to identify common activities and thus improve conditions for successful resource mobilization.

## MAJOR PROGRAMME III: SOCIAL AND HUMAN SCIENCES

### I. Major achievements

45. In **bioethics**, building capacities to support the development of bodies, institutions and policies at the national level and promoting existing normative instruments in this field remained a priority in the first year of the current biennium, with a view to enabling developing countries to address the ethical challenges of science and technology. Notably, 10 National Bioethics Committees, seven of them in Africa, received technical assistance from UNESCO. Reflection on topical bioethical issues such as traditional medicine and its ethical implications and the principle of “non-discrimination and non-stigmatization” was further pursued during the 19th session of the International Bioethics Committee (IBC), the Joint Session of IBC and Intergovernmental Bioethics Committee (IGBC), and the Session of IGBC which were held at UNESCO Headquarters in Paris from 10-14 September 2012.

46. In **anti-doping in sport**, the number of States Parties rose from 165 to 173 in the first year of the biennium, making the International Convention against Doping in Sport the second most ratified of all UNESCO Conventions. The Conference of Parties approved the new list identifying the prohibited substances which came into force on 1 January 2013. Capacity-building in Member States was pursued through the 17 new projects amounting to \$350 000 which were approved under the fund for the elimination of doping in sport. The 2012 Plenary Session of the Intergovernmental Committee for Physical Education and Sport (CIGEPS) and the related meeting of its advisory body, the Permanent Consultative Council (PCC), were held from 17 to 19 April 2012 in Lausanne with support and full financing from the International Olympic Committee (IOC). The 8th IOC/UNESCO World Conference on Sport, Culture and Education, (Amsterdam, 25 to 27 November 2012), endorsed the need for political decisions on issues of governance and integrity of sport and called for reinforced values-based education and physical education in school curricula.

47. With regard to **youth**, the promotion and implementation of the **African Youth Strategy** is in progress, with a number of African Member States engaged in reviewing or developing their policies affecting youth. UNESCO also contributed to building capacities for youth civic engagement, leadership, social entrepreneurship and innovation in Zambia, Kenya, Burundi, Sierra Leone, Senegal and Ghana. In Central America, three new initiatives on **violence prevention** based on the Open Schools-Open Spaces programmes were initiated in Nicaragua, El Salvador, and Costa Rica, while the root causes of the recent youth movements in Latin America were examined during a Regional Seminar on Youth Movements, (Lima, Peru), the outcomes of which will feed into the forthcoming Forum of Ministers of Social Development of Latin America. In the Caribbean, seven new initiatives of the Youth Path project which builds capacities of youth in employability skills were completed in four countries: St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago and Jamaica. In the Iberoamerican region, a collaborative effort in the



promotion of policy formulation with OIJ and the UNDP resulted in the launch of the publication “20 Buenas Prácticas en Políticas Públicas de Juventud”. In the Arab States, action focused on the development of policies affecting youth in Lebanon and Morocco; and on democracy building and youth civic engagement, particularly through capacity-building of young women and men in Tunisia, Egypt and Morocco. In the Asia-Pacific region, support is provided to governments to review existing national youth policy, promote civic engagement by youth and assist in development of new national youth policies in Indonesia and Myanmar. In India, a new research project on internal migration and youth is developed, along with the identification of specific policy recommendations for better inclusion of young internal migrants in society, in particular young women.

48. MP III is continuing its country-level work to assess the inclusiveness of public policies, based on existing best practices, through targeted programmes developed in line with UNDAF outcomes related to **social inclusion** policies that contribute, whenever possible, to the follow up on the recommendations of the ministerial forums of social development held in Kingston (2010), El Salvador (2011) and Colombo (2011) and Trinidad and Tobago (2012). The Internal Migration in India Initiative (IMII), supported by the United Nations Country Team, was launched in order to support the social inclusion of migrants in the economic, social, political and cultural life of the country using a three-legged approach, combining research, policy and advocacy. This initiative is now an informal network of 200 researchers, NGO’s, policy-makers, United Nations agencies and key partners. In the framework of this initiative, UNESCO and UNICEF launched a publication in December 2012: *Policy Briefs: For a Better Inclusion of Internal Migrants in India, 2012*.

49. UNESCO jointly convened with CLACSO the 6th Latin American and Caribbean Conference on Social Sciences, which took place in Mexico City, from 6 to 9 November 2012, on the theme “The State of the Social Sciences in Latin America and the Caribbean”. Under the aegis of the MOST Programme, the conference gave the opportunity for several hundred specialists from Latin America and the Caribbean, as well as participants from other regions, to discuss key themes in contemporary social science, with particular emphasis on the political economy of globalization and the development of distinctive regional perspectives to understand contemporary social transformations. Progress towards the next *World Social Science Report*, which constitutes the core contribution to strengthening the social sciences knowledge base on global environmental change, is on track, and concrete activities to provide adaptation policy support are being implemented in the Caribbean, the Sahel and the Pacific. MP III is also contributing to the development of a comprehensive intersectoral agenda for sustainability science.

50. Celebration of **World Philosophy Day**, on 15 November 2012, was deliberately designed to ensure the contribution of philosophy to the development of global agendas on global environmental change by the choice of the theme “Future Generations”, reflecting both the 15th anniversary of the adoption by UNESCO of the Declaration on the Responsibilities of the Present Generations Towards Future Generations and the ethical and philosophical implications of the June 2012 United Nations Conference on Sustainable Development. At UNESCO Headquarters two round tables were organized (on responsibilities towards future generations and on youth, philosophy and future) and a series of side events, including philosophy cafés, workshops, devoted to innovative philosophical practices, master classes of philosophy teaching for children, philosophy books fair, two art exhibitions and music concert. One of the highlights of the 2013 World Philosophy Day was a special event entitled “UNESCO Capsule for Future Generations” in which a group of primary school children from the Paris region “buried” two metal cylinders, containing some 280 messages received from young people around the world and various objects symbolizing today’s communication tools. These cylinders are not to be opened before the same date in 2062. A wide range of activities was organized around the world to celebrate philosophy and to reflect on what is at stake in thinking seriously about future generations. Countries that informed UNESCO of their celebrations are Afghanistan, Australia, Belgium, Cambodia, Canada, Finland, Guatemala, India, Ireland, Italy, Jordan, Malta, Montenegro, Morocco, Portugal, Serbia, Spain, Turkey, United Kingdom, United States of America, Uruguay, and Uzbekistan.

51. With regard to **global priority Africa**, on the invitation of the government of Zambia, UNESCO, in partnership with the United Nations country team, is leading the review of the current policy on youth. UNESCO is also supporting policy revisions in Burundi, Côte d'Ivoire, Ghana, Liberia and Sierra Leone, with the participation of national authorities and other key stakeholders. Furthermore, capacity-building in bioethics has been pursued through the organization of training workshops for newly established National Bioethics Committees in Côte d'Ivoire, Gabon, Ghana, Guinea, Malawi, Chad, Togo and in Namibia (ethics teachers training).

52. The global priority **gender equality** has been mainstreamed in all MP III work plans, including in capacity-building activities in bioethics, the youth programme and in MOST priorities. In bioethics, due regard was paid to appropriate human-rights and gender equality frameworks and specific gender equality priority elements were introduced, including ensuring gender balance in the composition of national bioethics committees. In 2012, National Bioethics Committees addressed several topics explicitly dealing with gender equality during the training workshops organized by UNESCO. The Organization pursued its cooperation with the Regional Research and Documentation Centre on Women, Gender and Peace Building for the Great Lakes Region (Kinshasa, Democratic Republic of the Congo) particularly on topics such as women's participation in peace-building and post-conflict reconstruction and prevention of gender-based violence. With extrabudgetary funds from ONUFemmes, UNESCO is leading a joint project UNESCO-ONUFEMMES-CODESRIA on "Analyser le Mouvement Social Féminin et les Fondements des Violences Basés sur le Genre pour favoriser l'inclusion sociale et les Droits Humains des Femmes dans la Région Sahel." This project would result in two publications on gender-based violence and on the assessment of social women/feminist movements in Senegal, Gambia and Guinea Bissau. A regional forum "Gender Equality as a Millennium Value" (Moscow, 5-7 December 2012) established a platform for research-policy dialogues on gender equality in the context of the Millennium Development Goals (MDGs) and the post-2015 framework from global and regional perspectives. The Forum provided an opportunity to present UNESCO's work on the promotion of gender equality and women's empowerment to the partners from the post-Soviet Union countries.

## II. Responding to the financial situation

53. In the first year of the biennium, the 31% reduction in the work plan budget of MP III significantly affected the overall effectiveness of the programme. In implementing the 36 C/5 document, the Sector is putting more emphasis on interdisciplinary approaches to reflect the complexity of the issues being addressed by SHS. The Sector is focusing on implementing the relevant IEE recommendations and the Director-General's Roadmap in the quarterly revision of work plans, which will also take into account joint planning and joint delivery by the SHS thematic teams.

54. MP III is following intrasectoral and intersectoral working methods, integrating cross-cutting approaches in addition to the specific objectives and modalities of the three Main Lines of Action. The Intergovernmental Management of Social Transformations (MOST) Programme provides a mechanism for interdisciplinary work and strengthening of social science capacities and work on social inclusion, the social dimensions of global environmental change, youth and democracy. Cross-cutting implementation efforts focus in particular on the needs of Africa and on gender equality.

### *(i) Programme delivery*

55. While focusing on the four programme priority areas (bioethics, social inclusion, youth, and the social dimensions of global environmental change), MP III work plans were consolidated around ensuring the execution of statutory activities. Other priorities aligned with Governing Bodies decisions and capacity-building activities at the country level were principally funded from the Emergency Fund.

56. MP III has rationalized activities to reduce the number of work plans thereby achieving the relevant targets set in the Director-General's Roadmap. Zero budget activities have been retained only if linked to Emergency Fund allocations or if they can rely on in-kind contributions secured from partners (such as the International Olympics Committee (IOC), the Latin American Council of Social Sciences (CLACSO), the Latin American Faculty of Social Sciences (FLACSO), the Republic of Korea, Germany and Trinidad and Tobago UPDATE). These partnerships demonstrate the perceived value of the Sector's work and SHS's strategy for enhanced funds mobilization, which aims at building greater synergies with established networks in direct joint programme implementation.

57. Given the budget constraints, MP III abolished a D-1 post and froze 15 vacant posts resulting in a minimal budget for activities amounting to \$2.6 million. To supplement the Regular Programme, MP III received \$1,632,476 from the Emergency Fund for activities covering key areas such as capacity-building in bioethics support for national environmental adaptation policies and youth, which were mostly decentralized to the country level.

58. If the funding level remains the same, the Sector will not be able to fully meet the expected results approved for document 36 C/5 approved prior to the cash shortfall. In particular:

- The growing demand for capacity-building and training of national bioethics committees will not be fully met; this will affect the reach and depth of UNESCO's actions in bioethics, especially its effectiveness in needy constituencies.
- MP III will not be developing specific UNESCO indicators for the assessment of social inclusiveness of public policies.
- The national reviews of social science research systems have been put on hold.
- The Coalition of Cities against Discrimination and Racism will depend entirely on extrabudgetary funds.
- To ensure focus on key deliverables in global environmental change, a number of activities in environmental ethics and ethics of emerging technologies have been frozen.
- Different options are being considered to reduce the cost of the 8th Youth Forum which is an integral part of the 37th session of the General Conference. Ideas include shortening the duration of the Forum to three days, reducing the number of plenary sessions and introducing, where appropriate, more group work without simultaneous interpretation into six languages, and leveraging online technologies and media.
- The UNESCO Youth Forums Looking Beyond Disaster and UNESCO Youth Peace Ambassador Training Programmes in Asia-Pacific rely on extrabudgetary funds and charging costs to youth, which results in reduced participation from LDCs.

*(ii) Internal organization*

59. SHS consolidated its organizational design based on transversal teamwork, which is intended to improve flexibility in the allocation of human resources to the thematic teams delivering priority programmes.

*(iii) Cost efficiency and reduction of administrative costs*

60. Measures taken to enhance cost-efficiency and reduce administrative costs include a significantly streamlined publication plan, reduction in missions, and a general freeze on the hiring of temporary assistance, including consultants. Adjustments to statutory commitments have been

introduced, in consultation with Member States, such as austerity measures for the organization of IBC meetings, which have resulted in cost reductions and the financing of COMEST from extrabudgetary resources.

*(iv) Mobilization of funds and partnerships*

61. The Sector has pursued and reinforced its efforts to mobilize resources from sources outside the regular budget for the delivery of the programme. Over the first year, the Sector secured in-kind contributions amounting to \$754,204 through partners such as the International Olympics Committee (IOC), the Latin American Council of Social Sciences (CLACSO), the Latin American Faculty of Social Sciences (FLACSO), the Republic of Korea, Germany and Trinidad and Tobago. The Sector also benefitted from additional appropriations amounting to \$426,470. Under the CAP, \$43,608,274 was secured, mostly in Brazil. The self-benefiting projects in Brazil amounted to \$39million. SHS is leveraging on Brasilia's very successful experience in fundraising by exploring South-South cooperation, starting with Portuguese-speaking African countries.

### **III. Challenges and lessons learned**

62. One of the main challenges was due to budget reductions that affected the reach and depth of UNESCO's actions: (i) in the field of bioethics, especially the effectiveness to "break new ground" in needy constituencies and build capacities of national bioethics committees for which the demand is growing, (ii) on global environmental change where refocusing has proved detrimental to environmental ethics and (iii) for the sport programme. Significant efforts were made to realize efficiencies, particularly by negotiating budgets for training, to collaborate with in-country organizers to mobilize funds from local sources, employ in-kind alternatives, and build partnerships at both international and national levels.

63. Awareness on youth issues at national policy level needs to be addressed in a comprehensive and coordinated manner, engaging all ministries around an integrated policy framework on youth.

## **MAJOR PROGRAMME IV: CULTURE**

### **I. Major achievements**

64. The period covered by this report was marked by intense capacity-building activity undertaken at the country level under several of the cultural conventions, reaching out to all regions, with extrabudgetary support and allocations from the Emergency Fund. Thanks to the global capacity-building strategy implemented under the 2003 Convention and which benefitted 66 countries, Africa is the region with the greatest number of submissions (27% of the total) under the various mechanisms for the 2013 cycle. 41 countries are revising their policies and legislations and have strengthened their institutional infrastructure to better safeguard their intangible cultural heritage. Under the 1970 Convention, an ambitious capacity-building programme has been implemented in Africa, Latin America, the Caribbean and South-East Europe, benefiting 62 countries in total. This programme strengthened professional networks between site managers, decision-makers, police and customs officials. The pilot capacity-building programme undertaken in Africa under the 2005 Convention trained 32 policy specialists, thereby increasing African capacities to implement this key development instrument, while the International Fund for Cultural Diversity, through the 48 projects it financed in 36 developing countries, led to the adoption of new policies and measures supporting the local development of cultural and creative industries. Finally, under the 1972 Convention, 11 conservation projects have been undertaken in priority countries, Africa and SIDS, two regional capacity-building programmes are under implementation in the Arab States through the category 2 centre in Bahrain, and Africa, and more than 500 people have been trained through the Periodic Reporting Exercise and SIDS programme. The 40th anniversary of the Convention was celebrated through activities gathering more than 500 international heritage

experts from 60 countries and was concluded through the adoption of a “Kyoto Vision” setting the future of the Convention.

65. As regards post-conflict action in the field of culture, activities have been pursued in Egypt and Libya, and initiatives have been prepared for implementation in Syria as soon as the situation will allow. Concerning Mali, action has been taken to protect cultural property with support from the Emergency Fund<sup>5</sup>. This entailed the distribution of information materials to the Etat-Major of Mali and ECOWAS in order to facilitate its protection in the event of a military intervention, as well as to the police forces, humanitarian workers and civil society organizations. Capacity-building programmes to train forces on the prevention of illicit trafficking were conducted on the ground, with the mobilization of neighboring countries. In parallel, a programme for the emergency conservation of manuscripts in Timbuktu has been initiated<sup>6</sup>. Support from the World Heritage Fund<sup>7</sup> was provided to the Government of Mali for conservation efforts of the properties of Timbuktu and the Tomb of Askia inscribed on the List of World Heritage in Danger by the World Heritage Committee at its 36th session (St-Petersburg, Russian Federation). The Committee for the Protection of Cultural Property in the Event of Armed Conflict granted financial assistance<sup>8</sup> for emergency measures concerning museums’ collections, the Tomb of Askia and its associated sites. These concrete activities are undertaken with the full cooperation of the United Nations Resident Coordinator in Mali. They come in support to the implementation of United Nations resolutions 2071, 2056 and 2085 adopted by the Security Council in July, October and December respectively, which strongly condemned the destruction of cultural and religious sites and pillaging and urged all parties to take appropriate measures to ensure the protection of the World Heritage properties in Mali. The acknowledgement by the international community of the importance of heritage protection in the context of the Mali crisis through, notably, the adoption of these resolutions and the United Nations Secretary-General’s report on Mali, which refers to the destruction of cultural heritage, constitute an encouraging precedent of the recognition of the need to address cultural matters in crisis responses, resulting from UNESCO’s efforts. In parallel, the Secretariat maintains its contacts with the United Nations Special Envoy for Sahel to sensitize him to the importance of cultural heritage safeguarding, as well as with important institutional partners (United Nations, ECOWAS, African Union, and ISESCO). Damage assessment on affected cultural heritage, support in the reconstruction and rehabilitation of the affected properties, capacity-building activities in conservation for site managers and the local communities in Timbuktu and Gao will need to be carried out. It is therefore hoped that Member States will support the Special Fund<sup>9</sup> established by the Director-General at the request of the World Heritage Committee for that purpose, as per 190 EX/Decision 4 (II).

66. With regard to UNESCO’s action in the context of the United Nations, the Culture Sector has established the first ever online database analyzing culture entry points in UNDAF documents. The MDG-F online knowledge management tool has also been completed. Engagement in the global United Nations post-2015 agenda is actively pursued. The President of the General Assembly will host a thematic debate on culture for sustainable development on 12 June next. The suggestion by the Director-General to the Chairperson of the United-Nations Development Group to establish a UNDG Task Team on Culture and Development to encourage United Nations-wide reflection on the role of culture in development was accepted. As a preparation to the 2013 ECOSOC Annual Ministerial Review, the Culture Sector engaged in regional forums (African Union meetings of Ministers, Southeast European Ministerial Conference), which lead to the adoption of recommendations on the inclusion of culture in the ECOSOC reports and Annual Ministerial Review sessions.

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<sup>5</sup> \$140,000 allocated from the Emergency Fund.

<sup>6</sup> \$170,000 provided by Norway.

<sup>7</sup> \$70,000 allocated from the World Heritage Fund.

<sup>8</sup> \$40,500 allocated from the Fund for the Protection of Cultural Property in the Event of Armed Conflict (2nd Protocol).

<sup>9</sup> \$15,173 collected as of 15 January 2013 (Croatia, Mauritius and limited online contributions).

## **Global Priority Africa**

67. More than 55% of the emergency funds approved in 2012 have been dedicated to activities in support of Global Priority Africa, especially to capacity-building activities under the 1972 and 2005 Conventions. During the period under consideration, Africa has had the highest rate of ratification of the 2005 Convention. With regard to intangible cultural heritage, Africa had the highest number of nominations proposed for the 2013 cycle, as a result of the implementation of the global capacity-building strategy. Action has been taken to protect Mali's cultural heritage and prevent the illicit trafficking in cultural property; funding has been mobilized and cooperation mechanisms established to that effect. Mali acceded to the Second Protocol to the Hague Convention, which is an important development in the context of the ongoing conflict. The MDG-F Joint Programmes have contributed to integrating culture in national development policies in Ethiopia, Mozambique, Namibia, and Senegal. Initiatives in relation to the Action Plan for the International Decade for People of African Descent (2013-2022) have been launched. Efforts have been pursued to mobilize alternative sources of funding for the Pedagogical Use of the General History of Africa, a flagship programme under this Global Priority.

## **Global Priority Gender Equality**

68. The mainstreaming of gender equality in MP IV has been systematically pursued, especially in the framework of the implementation of the MDG Fund programmes and the principal culture Conventions, i.e. the 1972 World Heritage Convention, the 2003 Intangible Heritage Convention and the 2005 Convention for the Protection and Promotion of the Diversity of Cultural Expressions. Every effort has been made to attain a higher percentage of women participants/experts in meetings and workshops, and to involve women beneficiaries in activities in the areas of heritage, cultural tourism, cultural industries and creativity among others. The results obtained to date are encouraging. For example, in 2012, 11 women (versus seven men) were awarded a UNESCO-Aschberg Bursary for Artists.

69. A major challenge in this domain remains the general absence of quantitative data on gender-related issues. For this reason, "gender equality" has been selected as one of the seven dimensions of the UNESCO Culture for Development Indicator Suite (CDIS) currently under preparation as an operational tool of the 2005 Convention. Moreover, all indicators of the CDIS are disaggregated by sex and other key social variables in order to generate a comprehensive picture of the status of women and men in societies, economies and cultural life. To raise greater awareness among CLT staff on gender issues and ensure more efficient mainstreaming throughout the sector, a gender expert was seconded to the Culture Sector by the Government of Sweden for the first 5 months of 2012.

## **II. Responding to the financial situation**

### *(i) Programme delivery*

70. The Regular Programme implementation focused on the normative MLA 1 to 4. Allocations from the Emergency Fund for 2012 focused exclusively on core 36 C/5 programme priorities: the normative action, both statutory obligations and operational capacity-building programmes; Priority Africa, which was the focus of the capacity-building programmes undertaken under the conventions; and UNESCO's leadership within the United Nations System, notably through the preparation of the 2013 edition of the Creative Economy Report. Overall, 75% of the Emergency Funds granted during the reporting period supported activities directly related to the sector's normative action. This support enabled the Culture Sector to discharge all its mandatory statutory functions under the conventions, including all scheduled statutory meetings. However, while the Secretariats of the conventions are actively engaged in discussions with host countries with a view to obtain financial support to cover their costs, uncertainty prevails over the sector's financial capacity to fulfill its obligations in respect of 12 of the statutory meetings scheduled for 2013 under the conventions and the International Scientific Committee of the Slave Route Project.

*(ii) Cost efficiency and reduction of administrative costs*

71. In line with Target 16 of the Roadmap for the implementation of document 36 C/5, the Secretariat continued to seek measures to reduce costs associated with the governance of UNESCO's conventions. Substantial financial support was secured by the Secretariat from the host country of the 36th session of the World Heritage Committee in St Petersburg (Russian Federation). Hospitality, printing and interpretation costs have been significantly reduced for all the committee sessions held during the reporting period. The 7th session of the 2003 Committee and the 6th session of the 2005 Committee were reduced respectively by two days and half a day.

*(iii) Mobilization of funds and partnerships*

72. In line with the Target 9 of the Roadmap for the implementation of the 36 C/5, a total amount of approximately \$63 million have been mobilized during the period under consideration to reinforce the implementation of Major Programme IV. New partnerships with the Chinese private sector have also been signed. For instance, agreements for \$2 million were concluded with the Wanda Group as well as the Phoenix Satellite Television Holdings Limited respectively to provide support to the 2013 edition of the Creative Economy Report, the Creative Cities Network programme, the Hangzhou International Congress on the contribution of Culture to Sustainable Development taking place in May 2013, and to promote cultural heritage protection awareness, and in particular in conflict affected countries.

**III. Challenges and lessons learned**

73. Reporting and evaluation mechanisms established under the various conventions provide valuable insight on the effectiveness of their implementation at the national level. They are of particular importance to demonstrate that statutory and operational activities are not two separate pillars but act as an integrated system engaging State Parties in national implementation of various mechanisms – capacity-building, institutional support, legislative and policy advice – based on a global agenda set up through statutory meetings. The durability of the Regular Programme funds allocated to the implementation of the conventions and the long-term capacity of the Sector to deliver on its normative platform and respond to emerging challenges are a source of concern. The decision of the Parties to the 1970 Convention to establish an intergovernmental Committee will create additional budget constraints. This situation calls for greater programme concentration and clear prioritization in the forthcoming planning cycle so as to secure financial and staff resources dedicated to truly refocused programmes and be able to maintain UNESCO's comparative advantage and credibility.

**MAJOR PROGRAMME V: COMMUNICATION AND INFORMATION****I. Major achievements**

74. In the first 12 months of the biennium and at the time of budgetary constraints, the Sector has actively sought to raise extrabudgetary funds to complement the regular programme and help to attain the expected results.

75. The Sector continued to concentrate on specific priorities in line with the Independent External Evaluation through the work of its two divisions at Headquarters, while ensuring synergies with the field offices with emphasis on the two global priorities – Africa and Gender Equality. For the Regular Programme, the sector's programmatic focus has remained in line with 189 EX/15 Part 1 Add.

76. An enabling environment for **freedom of expression** as a necessary prerequisite for social transformation, democracy, economic development, and dialogue for a culture of peace and non-violence was at the centre of discussions during the World Press Freedom Day Conference in May

2012 in Tunis. The Carthage Declaration adopted by the delegates calls for respect of related internationally recognized legal, safety, ethical and professional standards and stresses the importance of ethics in journalism, as well as freedom of expression, press freedom, access to information and Internet connectivity as central to contemporary democracy, development and sustainable economic growth. Following the endorsement by the United Nations Chief Executives Board in April 2012 the of a United Nations Plan of Action on Safety of Journalists and the Issue of Impunity, a worldwide implementation strategy of the Plan was elaborated by United Nations agencies at the Second United Nations Inter-Agency Meeting on the Safety of Journalists which took place on 22 and 23 November 2012 in Vienna.

77. UNESCO's role on Internet governance issues, particularly as it concerns freedom of expression online has been further strengthened with a tangible contribution of its publication the *Global Survey on Internet Privacy and Freedom of Expression* launched at the Internet Governance Forum in Baku, Azerbaijan, and analyzing the correlation of privacy and freedom of expression online.

78. To further strengthen **free, independent and pluralistic media, civic participation and gender-responsive communication for sustainable development**, recommendations supported by 10 United Nations agency participants of the United Nations Inter-Agency Round Table on Communication for Development were presented at the 67th United Nations General Assembly. They underline the need to reinforce field level interventions through United Nations country teams and within the framework of UNDAFs. Community media policy, legislative and regulatory mapping and reviews were initiated in 45 countries, further highlighting the important contribution of UNESCO's work in community radio to promoting both development and diversity. Adaptation of the Media and Information Literacy (MIL) Curriculum has commenced in 10 countries. Nine universities within the UNITWIN/Chairs programme have been supported to promote MIL within their academic programme and university outreach further strengthening journalism education initiatives. Steps were taken to systematically integrate, at the implementation level, the Media Development Indicators with UNESCO's recently developed specialized instrument entitled the Gender-Sensitive Indicators for Media (GSIM) to ensure gender sensitivity in national media assessments and policy development.

79. UNESCO has continued to support Member States in empowering citizens through **universal access to knowledge and the preservation of information**, including documentary heritage. In the field of Open Educational Resources, the World OER Congress was organized in June 2012 in Paris. The World OER Congress marked the tenth anniversary of the introduction of the term "OER" by UNESCO and adopted the Paris OER Declaration which calls on Member States to embrace OERs in their educational policy and therefore enhance universal access to information and knowledge. Following the Congress, several Member States have launched preparations of OER policies or the development of in-house OER. In cooperation with the University of British Columbia and other NGO and industry partners, UNESCO organized the international conference "Memory of the World in the Digital Age: Digitization and Preservation" from 26 to 28 September 2012 in Vancouver, Canada, exploring the main issues affecting the digitization and preservation of digital documentary heritage. The conference outcome, the Vancouver Declaration, proposes specific recommendations to UNESCO, its Member States, professional stewardship associations and the private sector to ensure long-term access and trustworthy preservation of digitized and digitally born heritage. It urges the establishment of a roadmap outlining policies, technical and organizational solutions, as well as necessary partnerships of all stakeholders for digitization and digital preservation. The Vancouver Declaration will provide guidance to the Memory of the World Programme in its work on the preservation of digital heritage.

### **Global Priority Africa**

80. In support of Global Priority Africa, CI continues promoting freedom of expression, freedom of information and free, independent and pluralistic media in African Member States. Partnerships



with the African Commission on Human and Peoples' Rights' Rapporteur on Freedom of Expression and Access to Information are continuously being strengthened. African countries in conflict and post-conflict situations have been supported to develop the media to restore and consolidate democracy and sustainable peace. CI has intensified support work on the safety of journalists in African countries, including advocacy to decriminalize defamatory speech in favour of alternatives to imprisonment for libel. The sector continues to address the need to improve the quality of journalism in Africa through building the capacities of journalism education and training institutions. Africa has continued to be the priority region for IPDC in terms of the selection process of IPDC projects.

81. Furthermore, CI continues to work for citizen empowerment in the region through activities enhancing media and information literacy and promotion of community radio, particularly as regards youth and women and in the framework of an extrabudgetary project that will reach over 30 radio stations from six countries in the African region. Given the transformative effect of the ICT revolution and its potential to contribute to development processes, UNESCO remains committed to enhancing its work in this area in Africa, particularly as it concerns policy-making in support of open access strategies and capacity-building for ICTs in education. UNESCO has significantly advanced the West African Economic and Monetary Union (UEMOA) ICT Project to create a regional virtual library network in the eight UEMOA Member States. Significant global events such as the 2012 World Open Educational Resources (OER) Congress bring attention to the unique UNESCO concepts of ICT and OERs in Education to African policy-makers and decision-makers.

### **Global Priority Gender Equality**

82. The Sector continued to support Global Priority Gender Equality by maintaining a two-pronged approach in mainstreaming gender in all policies and programmes of its work. UNESCO continues to contribute to the achievement of MDG 3 and other MDGs through interventions addressing three dimensions of gender equality and women's empowerment; capabilities, access to resources and opportunities, and security. The application of gender-sensitive indicators for media, following their official endorsement by the IPDC council during its 28th session in March 2012, has been instrumental in supporting Member States to further develop gender-sensitive policies that ensure gender equality and women's empowerment in and through media of all forms, irrespective of the technology used. To further support Global Priority Gender, the IPDC has given particular attention to projects with a gender element. As it concerns national information policies, flagship activities such as the World OER Congress and the International Conference "The Memory of the World in the Digital age: Digitization and Preservation" ensured equal participation of women and the resulting Paris and Vancouver Declarations that outline roadmaps forward concerning OER and digital preservation contain a gender component. Lastly, an evaluation of CI workplans using a gender lens has been undertaken, and a gender component systematically ensured in regular and extrabudgetary programming.

## **II. Responding to the financial situation**

### *(i) Cost efficiency measures*

83. Where possible, resources and consultations have been carried out online to ensure participation on a global level with limited funds, as for example, with the Virtual Town Hall using Google Hangout at the beginning of World Press Freedom Day in Tunis and the 19th IFAP bureau meeting. To cope with budgetary constraints, missions undertaken were frequently at no cost to the Organization. Contributions in kind from the private sector have contributed to delivery of expected results.

### *(ii) Resource mobilization*

84. The sector currently has 291 ongoing extrabudgetary projects for a total allotment of \$38.7 million as at January 2013, of which 236 are IPDC ongoing projects (\$7,130,494). The sector

has also received emergency funds to the value of approximately \$1,118,180 for activities. More than \$10 million in extrabudgetary funding was raised to promote freedom of expression in the course of the year. Fundraising to ensure assistance and the promotion of media development in post-conflict countries and countries in transition has been particularly successful, underlining a clear recognition of UNESCO's reputation and comparative advantage in fostering pluralistic, free and independent media in post-conflict countries.

85. To address current limitations of human resources, the sector has been active in identifying extrabudgetary funding and secondments, including a P-4 Senior Project Officer to work in the section of freedom of expression and media development, a P-4 in the UNESCO antenna office in Tunis, a P-1/P-2 in the UNESCO Windhoek Office, and secondments from the Norwegian Refugee Council (NRC) to the UNESCO Monrovia Office and the UNESCO Myanmar Office.

*(iii) Building and strengthening partnerships*

86. The development and further strengthening of partnerships with the public and private sector has remained a priority. Joint implementation with the private sector, National Commissions, NGOs, United Nations agencies and networks including UNESCO Chairs and category 2 centres, was undertaken and has facilitated reaching programmed benchmarks. Particular attention was paid to ensuring a multiplier effect as it concerns training and capacity-building exercises. Numerous and substantial contributions in-kind came from more than 45 partners who brought delegates to World Press Freedom Day, the "Media World After Wikileaks and News of the World," the Digital Preservation conference, and the 2nd United Nations Inter-Agency conference on the Safety of Journalists.

### **III. Challenges and lessons learned**

87. The widespread use of information and communication technologies and the development of knowledge-based economies increasingly affect people in all parts of the world. This requires the rethinking of long-established policies and the development of proposals for new approaches to further building inclusive knowledge societies. Although many activities initiated during the first twelve months of the biennium in the framework of the Information for All Programme have been designed to meet the needs of Member States in this regard, further support is necessary.

88. Progress towards the achievement of the expected results in some areas could not be made due to both lack of budget and related frozen posts. The stronger presence of CI staff in the field, foreseen by the end of 2013, is essential for implementation of key activities such as the coordination of the United Nations Plan of Action on Safety of Journalists and the Issue of Impunity.

## **UNESCO INSTITUTE FOR STATISTICS (UIS)**

### **I. Major achievements**

89. UIS has updated its international education database according to schedule and has made several improvements in terms of its quality. In particular, response rates have been very high for its new regional data collections about schooling conditions in Africa and adult education in Latin America and the Caribbean. The quality of education finance data has also been improved due to a capacity-building project, which now includes Francophone and Anglophone African countries and selected countries in Asia and Latin America. UIS is also helping countries and partners to implement the newly revised International Standard Classification of Education (ISCED). In addition, UIS and the Brookings Institution have created an international task force on **learning outcomes** to inform debates on the post-2015 education development agenda.

90. To celebrate the International Women's Day, UIS released the *World Atlas of Gender Equality in Education* in collaboration with the Education Sector. The 2012 edition of the Global

Education Digest presents a wide range of indicators to better identify the millions of children falling through the cracks in education systems and leaving school, often without being able to read or write. The report is complemented by an online tool allowing users to visualize repetition and dropout rates by grade in the region and country of their choice.

91. In addition, the UIS has launched a new series of e-Atlases to reach broader audiences while reducing the costs of print publications. Four editions are currently available, featuring data on: out-of-school children; global trends in R&D (including women in science); and gender disparities in education; and the supply and demand for teachers. Work continues also on the development of new surveys on: innovation; the use of information and communication technologies; and the economic contribution of culture.

## **II. Challenges**

92. The Institute has reduced its expected expenditure for 2012 and 2013 by implementing a series of cost-efficient measures. UIS is actively seeking new sources of funding while reinforcing relations with current donors. It must be stressed that the Institute's "capital" depends entirely on the confidence and trust of our users. However, maintaining high level of quality delivery is becoming more challenging with only 80% of resources, and consequently, UIS may be forced to further reduce certain activities to ensure sufficient level of resources for its core services.

## **COORDINATION AND MONITORING OF ACTION TO BENEFIT AFRICA**

### **I. Major achievements**

93. In preparing the 2014-2021 operational strategy for Africa, the Africa Department consulted the African Union Commission (AUC), the New Partnership for Africa's Development (NEPAD), the Regional Economic Communities (RECs), the United Nations Economic Commission for Africa (ECA) and agencies of the United Nations system in Addis Ababa, experts, African specialized institutions and Africa's development partners. It also consulted the regional and/or electoral groups at UNESCO and the Secretariat at Headquarters and in the field. As a result, the draft strategy rests on the African Union's vision, identifies current and emerging challenges that must be taken up on the continent and sets strategic objectives within the purview of the Organization's overarching objectives and the major fields of action for Africa during the period covered by the Medium-Term Strategy.

94. In the last six months, all major programmes continued to focus strongly on "global priority Africa" in carrying out their activities and projects, budgetary constraints notwithstanding.

95. A substantial part of their allocations from the emergency fund and of the extrabudgetary funds raised was therefore apportioned, as a priority, for the conduct of activities in Africa.

96. Moreover, the activities conducted were in line with the African Union's decisions and policy frameworks and with the Organization's commitments in those regards and in its fields of competence. Most activities in all sectors were linked to human and institutional capacity building.

97. On that basis, UNESCO's action focused generally on (i) assistance for science-policy design and development, (ii) the implementation of the African Union Consolidated Plan of Action for Science and Technology, (iii) the implementation of the recommendations adopted at the conference on science, technology and innovation (STI), held in Nairobi, and at the African ministerial conference on STI, (iv) the implementation of standard-setting documents in the field of culture, (v) the promotion of Africa's cultural and natural heritage and development of expertise, (vi) sustainable management of the environment, biodiversity and natural resources, (vii) socio-professional integration of young Africans and their participation in the preservation of peace and in development, and (viii) the strengthening of education systems through teacher training, the

promotion of quality education and use of information and communication technology (ICT) for distance education.

98. Lastly, gender topics and issues were addressed through programme mainstreaming.

## **II. Lessons learned, challenges and prospects**

99. Budgetary constraints again constituted the main challenge that arose in the last six months, and future activities would gain if more partners were mobilized in Africa and for Africa, as in UNESCO's cooperation with the West African Economic and Monetary Union (WAEMU), Nigeria and Angola.

100. Such an approach, fervently desired by the African delegations, should be prepared and supported by an appropriate communication strategy. Furthermore, those activities should be implemented under new policy frameworks such as (i) field network reform in Africa, (ii) the operational strategy for global priority Africa and (iii) the new programming cycle.

### **Intersectoral platform on priority Africa and its implementation by UNESCO**

101. The intersectoral platform on priority Africa has a portfolio of 31 projects designed and developed by intersectoral teams involving all UNESCO offices and institutes in Africa. After intersectoral assessment, 11 projects were approved by the Programme Management Committee (PMC) and by the Director-General. Total project funding amounted to \$1,196,666. Strategic coordination is placed under the authority of the Assistant Director-General for the Africa Department (ADG/AFR) and is effected by the Africa Department which ensures, in particular, that initiatives and activities are relevant to 36 C/5 priorities and to the overall implementation of global priority Africa. In order to ensure consistency and facilitate monitoring, the projects were undertaken by centre of interest, by level of complementarity and under main lines of action monitored and coordinated sectorally by programme specialists who were project focal points at Headquarters. Operational activities under way in the field under the supervision and guidance of team leaders are supported by substantive technical and financial partnerships.

102. The specific objectives of ongoing activities are to:

- (i) strengthen the content of education and capacity of education systems in relation to education for peace and conflict prevention, with specific emphasis on action in sub-Saharan Africa;
- (ii) promote regional integration in Africa through concerted, sustainable management of cross-border renewable natural resources and cultural and scientific cooperation in biosphere reserves and sites protected under the World Heritage Convention;
- (iii) strengthen the capacity of African countries to use the drought monitor as an operational tool for near real-time monitoring and seasonal forecasting;
- (iv) create a UNESCO hydro open source software platform in the field of water management and develop e-learning tools;
- (v) build on the UNESCO Model Curricula for Journalism Education;
- (vi) promote cross-border African languages through the translation of materials produced and their diffusion by audio-visual supports, media as well as by using cross-border languages courses;
- (vii) promote the use of ICTs and mobile learning and capitalize on intangible heritage to promote the link between culture, education, technology and sustainable development;

- (viii) build skills for young women and men to engage in social entrepreneurship and promote a culture of peace in Africa. Lessons learned, challenges and prospects

### **Lessons learned, challenges and prospects**

103. Intersectoral cooperation between Headquarters and the field was particularly fruitful and beneficial. In particular, it contributed to the sharing of experiential data (successes and failures), while strengthening team spirit. Extrabudgetary fundraising activities, in particular regard to African funds, should be targeted better in future.

## **COORDINATION AND MONITORING OF ACTION TO BENEFIT GENDER EQUALITY**

### **I. Overall Strategic Assessment**

104. In this reporting period, UNESCO has continued to implement its Priority Gender Equality through policy advice and dialogue; high-level advocacy; capacity development; coordination and networking; establishing and maintaining partnerships as well through the implementation of gender-specific and gender mainstreamed initiatives at the field level.<sup>10</sup> In these efforts, the Organization continuously draws lessons from its mechanisms and modalities and adapts and adopts a range of new initiatives and strategies, which are replicated by other United Nations agencies.

105. An independent external evaluation of Priority Gender Equality, coordinated and managed by IOS, started in November 2012. This evaluation includes three components: (i) a participatory gender audit (PGA) carried out by the International Labour Organization at no cost for UNESCO – the ILO team completed its work at UNESCO and is in the process of finalizing the report for submission to IOS; (ii) an external evaluation (not covering the elements already covered by the PGA and funded through extrabudgetary resources from Sweden), is under way by a Swedish consultant recruited and managed by IOS; and (iii) a meta-evaluation of previous relevant evaluations carried out by IOS. A consolidated evaluation report is being submitted to the 191st session of the Executive Board by IOS.

106. An internal assessment by the Division for Gender Equality (ODG/GE) indicates that the implementation of Priority Gender Equality has been more effective in (i) mainstreaming of gender equality considerations into overall policy and strategic frameworks and documents – including the next medium-term strategy – with concrete substantive input provided by ODG/GE; (ii) advocacy and policy dialogue at all levels by integrating gender equality into UNESCO's key events as well as through gender-specific programme initiatives; (iii) enhancing staff and organizational capacity through dedicated gender equality trainings and reviews of organizational processes.

107. UNESCO actions in support of women's empowerment and gender equality at the field level are multi-faceted and produce positive results, but they continue being under-documented and under-reported.

108. Externally, UNESCO has continued to engage proactively and effectively with the United Nations system, and in particular with UN Women, culminating in the signing of a Letter of Cooperation by the Heads of both agencies in May 2012 to outline the specific areas of synergy. Furthermore, partnerships with academic, policy-making and civil society networks have continued to be developed and reinforced through collaboration in all UNESCO domains.

### **II. Responding to the financial situation**

109. *Programme delivery* – In the current financial situation of the Organisation, progress on implementing Priority Gender Equality has largely been achieved through the mobilization of

<sup>10</sup> See also highlights of programme delivery and achievements in 191 EX/4 Part I (B) online.

extrabudgetary funds for gender-specific initiatives. Efforts are made to ensure that resources in programme sectors – regular budget and extrabudgetary – are focused on achieving maximum impact, and in the Secretariat on creating sustainable structures and capacity for advancing gender equality. As the work of ODG/GE, the central unit responsible for coordination and monitoring of this priority in the Secretariat, is based mainly on the expertise of its staff, it has been possible to mitigate against the significant loss of regular budget by training and working with short and longer-term interns and avoiding the employment of temporary staff/consultants. Furthermore, ODG/GE has continued to use virtual participation in inter-agency and other meetings, has kept travel to the basic minimum and has stopped all publications until further notice.

110. *Mobilization of funds* – UNESCO has responded to the challenges posed by the current financial situation of the Organization by seeking external funding from wider sources. While efforts to raise funds for gender-specific programmes such as the Global Partnership for Girls' and Women's Education, L'Oréal-UNESCO Women in Science Programme, Gender Sensitive Media Indicators have continued with successful results, funds have also been secured from the Japanese Funds In Trust (JFIT), and the European Commission's European Instrument on Democracy and Human Rights (EIDHR) mechanism for initiatives at the country level coordinated by ODG/GE and implemented in collaboration with field offices and local partners.

### **III. Challenges and lessons learned**

111. Gender Equality has only been a global priority for UNESCO since 2008, and the first Gender Equality Action Plan, 2008-2013 (GEAP I) is currently being implemented. As Annex B shows, UNESCO's efforts are having impact, and concrete and clear results at the country level, and within the Secretariat, are being achieved.

112. On the substantive side, gender mainstreaming has emerged as the most promising strategy for promoting gender equality in UNESCO's work. However, this strategy is not always fully comprehended. Gender-specific initiatives, intended to address areas/policy gaps where there are significant gender inequalities - by focusing on women's and men's social, political and economic empowerment and on transforming norms of masculinity and femininity – are sometimes regarded as sufficient for implementing UNESCO's priority gender equality.

113. Moreover, strong commitments to gender equality as a principle do not always translate optimally into effective action at other stages of programming, i.e. planning, budgetary allocation, implementation, monitoring/reporting and evaluation. In addition, the level of commitment to gender equality varies among Member States and donors of extrabudgetary funds, who have different interpretations of what constitutes empowerment and gender equality and hence of the ways in which this priority should be pursued.

114. The allocation of adequate and regular funds is of course a critical condition for effective and sustainable results. While tracking financial resources allocated to support the implementation of priority gender equality is not possible with the existing budgetary systems in place at UNESCO, the analyses of work plans and estimates of budgetary allocations by ODG/GE indicate minimal budget allocations by programme sectors to gender equality – ranging from 5% to 20%.

115. Related to the challenge of inadequate financial resources is the issue of gender equality expertise available at UNESCO. Although ODG/GE has been fully staffed for 10 months in this reporting period as of March 2012 – with 5 professional staff led by a Director and supported by one GS – UNESCO's central unit responsible for gender equality is still one of the smallest groups in the United Nations system. In Headquarters, field offices and the institutes, the improved gender focal point network continues to provide back-up to the efforts of ODG/GE. However, given the fact that members of this network are not gender equality specialists per se but are professional staff with expertise in other areas and an interest in gender equality limits their contributions and effectiveness. Furthermore, it would be highly desirable to have full time GE advisors in regional

bureaux in the decentralization process to reinforce UNESCO's actions in favor of women's empowerment and gender equality at the field level.

116. Last, but not least, a significant challenge for work on promoting women's empowerment and gender equality is lack of reliable, consistent and systematic sex-disaggregated data in several UNESCO domains.

### **INTERNAL OVERSIGHT**

117. Over the last 12 months, the Internal Oversight Service (IOS) successfully implemented a comprehensive work programme covering internal audit, evaluation and investigation. IOS also delivered a number of management support and advisory services to the Organization, *inter alia*, facilitating the follow-up to the Independent External Evaluation of UNESCO (IEE). The programme of work also focused on assisting UNESCO to respond to the financial situation by identifying areas for increased efficiency, effectiveness, cost savings and value-for-money.

118. To this end, the major highlights of the IOS work programme were engagements covering UNESCO Chairs, UNESCO prizes, category 1 and 2 institutes and centres, special accounts, cost recovery, and Priority Africa. More details are provided in 191 EX/Part I (B).

119. Key challenges and lessons learned during the implementation period included:

- The need for more periodic assessments of the purpose and programme alignment of partnerships, more systematic evaluation of large-scale extrabudgetary projects for the purposes of learning and results reporting, and a better integration of the results reporting of Category 1 Institutes into UNESCO's RBM framework. An ongoing project which addresses these challenges is an inventory and quality assurance of extrabudgetary projects. Its purpose is to develop a diagnostic overview of the landscape of evaluations of extrabudgetary projects and elements of improved guidance material;
- Rigorous approaches for evaluating normative and standard setting work is also recognized as a key challenge by the United Nations system as a whole. In this regard, IOS is collaborating with the United Nations Evaluation Group (UNEG) on the development of a Handbook for the Evaluation of Normative Work to focus on methodological issues. Furthermore, IOS has recently launched an evaluation of its normative work in the Culture Sector;
- The significant reduction in the IOS activity budget is being partly mitigated by successful efforts to attract extrabudgetary resources, for example by funding the evaluations of the Global Priority, Gender Equality, and normative work in the Culture Sector.

### **INTERNATIONAL STANDARDS AND LEGAL AFFAIRS**

120. During the first 12 months of the current biennium (2012-2013), the Office of International Standards and Legal Affairs (LA) continued to focus on the protection of UNESCO's interests and coordination of the monitoring of the Organization's standard-setting instruments. The Office defended the Organization's interests (providing protection against any unauthorized use of its name and logo and all unjustified legal claims, recalling the privileges and immunities of the Organization, etc.) and continued to provide ongoing legal assistance to the sectors and field offices, in particular to verify and improve a broad range of draft agreements/contracts to be entered into by the Organization. Moreover, the Office provided legal support to the corporate services, in particular to the Bureau of Human Resources Management (HRM) in the drafting of Administrative Circulars and its opinions in matters of disputes with staff members.

121. Furthermore, LA took an active part in the work of the intergovernmental bodies in charge of the implementation of conventions that have recently entered into force, such as the conventions of

1970, 1972, 2003 and 2005, while providing extensive legal advice to the secretariats of other conventions. In terms of coordinating standard-setting activities, the Office continued to ensure, in the context of the first aspect of the terms of reference of the Committee on Conventions and Recommendations (CR), implementation of the new monitoring procedures adopted in 2007 by the Executive Board (applying to the conventions of 1960, 1970 and 1989 and to the 11 recommendations identified as a priority by the General Conference in 2007).

122. In addition, the Office continued to provide numerous legal opinions, at the 189th and 190th sessions of the Executive Board, and prepared several documents for the Board in the context of the work of its CR Committee. In conclusion, LA has dealt with several requests for legal opinions in a context of insufficient human resources, while maintaining at a satisfactory level the quality of legal opinions and legal services provided by the Office.

## **FIELD OFFICE IMPLEMENTATION OF DECENTRALIZED PROGRAMMES**

Over the reporting period, BFC achieved results in the following areas:

### *(i) Decentralization reform*

123. The Bureau of Field Coordination continued to coordinate the overall reform of UNESCO's field presence, ensuring that field offices have the best possible interface with Headquarters sectors and programme-related and corporate services, particularly in the areas of planning and implementation. Following the Executive Board decisions the implementation has focused on sub-Saharan Africa. The financial limitations have to a large degree been balanced by funds allocated for the field reform from the Emergency Fund and the implementation of the reform is on track according to the decisions taken by the Executive Board.

124. In close cooperation with Africa Department, BSP, BFM and HRM a full plan has been developed for the full reform implementation in Africa, including staffing plans for all offices (multi-sectoral regional offices and national offices). Implementation has been completed for West Africa Sahel with the regional office located in Dakar and with the office in Bamako transformed from a cluster office to a national office, as well as for East Africa with the regional office located in Nairobi and the office in Dar-as-Salam transformed from a cluster office to a national office for Tanzania. Furthermore a new national office has been established in South Sudan (Juba), which is fully operational.

125. The establishment of the new national office in Cote d'Ivoire (Abidjan) has been negotiated with the local authorities. Plans for the Administrative Support Platform in Addis Ababa have been prepared, but implementation has been postponed to early 2013 in the context of the ongoing AO reform at Headquarters.

126. Consultations with all relevant parties have been conducted in regard to simplifying the existing reporting lines and enhancing the delegation of authority and accountability to Directors and Heads of field offices corresponding to the decisions of the Executive Board.

127. In order to ensure best possible cost/benefit and efficiency ratio for the individual field offices, host country agreements have been analysed and when appropriate renegotiated.

### *(ii) Backstopping field offices*

128. BFC is the main interface in communication with and between Headquarters and field offices. While the monitoring of the operational budgets of field offices has been passed on to BFM as part of the overall reform of the financial services, BFC has in close cooperation with BFM contributed to improving the management and administration of these funds. Together with ERI and MSS/BKI, BFC has also worked for enhanced information platforms and communication structures, which allow for better contact and a higher visibility of UNESCO's activities in the field. On many



occasions BFC has been instrumental in securing the right level of contact between Headquarters and the field office in order to ensure sufficient backstopping.

129. Being in charge of the performance assessment of all Directors and Heads of field offices, BFC maintains a very close contact with these colleagues and is leading the process for recruiting new Directors and Heads when needed.

*(iii) Improving safety and security of personnel and premises*

130. Achievement of the results related to field security, and in particular that associated with acceptable level of security, is directly linked with availability of financial resources as security requirements in the field are met by deployment of measures/equipment/services which enable safe working and living conditions. Consequently the major challenge and achievement in the course of 2012 was an effective advocacy for maintaining sufficient level of funding to preserve a sustainable level of security environment and respond effectively to security emergencies. It needs to be highlighted again that presence in the field implies incompressible security costs. Funding of security costs under extrabudgetary projects remains a significant challenge with a persistent tendency of subsidization of security needs from the regular programme budget. Kabul Office and Tripoli project office are the rare examples of offices where extrabudgetary funds have significantly (fully in case of Tripoli) contributed towards security needs.

*(iv) Coordinating response to post-crisis situations*

131. BFC continued to coordinate UNESCO's response to the needs of crisis-affected countries. Much of this support was provided through the post-conflict and post-disaster (PCPD) intersectoral platform mechanism, for which BFC serves as secretariat, and whose achievements are separately outlined below. In addition to these achievements, over the reporting period UNESCO particularly focused on the Middle East and North Africa (MENA) region. The support to these transition countries was sustained and enhanced, and field presence was strengthened with the opening of two project offices, in Tripoli (Libya) and Tunis (Tunisia). BFC also provided strategic guidance and assistance to a number of field offices to support their active engagement in joint United Nations responses.

132. With regard to United Nations inter-agency relations, BFC continued to serve as a coordinating focal point in support of field and liaison offices for UNESCO's participation in the Executive Committee for Humanitarian Affairs (ECHA); the Department of Peacekeeping Operations; and in Post-Conflict/Post-Disaster Needs Assessments (PCNA/PDNA) through the United Nations Development Group. The Organization regularly participates in Multi-Donor Trust Funds for humanitarian and transition countries, including the South Sudan Common Humanitarian Fund and Iraq Trust Funds, as well as the "Conflict Resolution & Peace building" thematic window of the MDG Achievement Fund, where \$5.6 million in allocations are being implemented by UNESCO in Brazil, Chile, Costa Rica, Guatemala, Haiti, Lebanon, the former Yugoslav Republic of Macedonia, Mexico, and Panama.

**Intersectoral Platform: UNESCO's support in post-conflict and post-disaster situations**

133. The Intersectoral Platform for countries in post-conflict and post-disaster (PCPD) situations supports a strategic and coherent response to post-crisis humanitarian situations, disaster risk mitigation, peace building and political transitions.

134. The PCPD Intersectoral Platform has convened on a monthly average basis, with a major focus in 2012 on political transformations and emergency crisis response in the MENA region; disaster risk reduction capacity in relation to floods and drought; support to PCPD project antennas and new national offices; as well as on intersectoral project development.

135. Following a review of 43 project submissions from 27 Field Offices, the PCPD Intersectoral Platform is coordinating projects with eight field units (Accra, Hanoi, Islamabad, Juba, Nairobi, New Delhi, Tunis and Windhoek), through the allocation of US\$ 505,000 in Regular Programme and \$435,000 in approved Emergency Funds. An additional \$100,000 was approved as a Standby Fund for new PCPD emergencies, and has been deployed to date for Gaza and Somalia.

136. During 2012, the PCPD Intersectoral Platform – through its secretariat in BFC – has provided funding and core logistical support to the PCPD project antennas in Gaza, Myanmar, Somalia, Tripoli, Tunis, as well as for PCPD project development and the establishment of the new national offices in South Sudan and Côte d'Ivoire. The PCPD Intersectoral Platform secretariat also coordinated support to offices including in Afghanistan, Congo-Brazzaville, Cote d'Ivoire, the Democratic Republic of Congo, Haiti, Iraq, Pakistan, as well as the MENA and Horn of Africa regions.

137. Although there appears to be broad support among Member States for a further strengthening of UNESCO's specialized role in post-crisis response, the secretariat should continue to strategically deploy scarce regular and emergency funds in order to catalyse additional extrabudgetary support, while building further credibility among donors and within United Nations Country Teams.

**Safeguarding of cultural heritage, including libraries and collections of ancient manuscripts and preservation of socio-educational institutions in northern Mali (Follow-up to 190 EX/Decision 4 (II))**

138. Action has been taken to protect cultural property of Mali with support from the Emergency Fund. This entailed the distribution of information materials to the Etat-Major of Mali and ECOWAS in order to facilitate its protection in the event of a military intervention, as well as to the police forces, humanitarian workers and civil society organizations. Capacity-building programmes to train forces on the prevention of illicit trafficking were conducted on the ground, with the mobilization of neighbouring countries. In parallel, a programme for the emergency conservation of manuscripts in Timbuktu has been initiated. Support from the World Heritage Fund was provided to the Government of Mali for conservation efforts of the properties of Timbuktu and the Tomb of Askia inscribed on the List of World Heritage in Danger by the World Heritage Committee at its 36th session (St-Petersburg, Russian Federation). The Committee for the Protection of Cultural Property in the Event of Armed Conflict granted financial assistance for emergency measures concerning museums' collections, the Tomb of Askia and its associated sites. These concrete activities are undertaken with the full cooperation of the United Nations Resident Coordinator in Mali. They come in support to the implementation of United Nations resolutions 2071, 2056 and 2085 adopted by the Security Council in July, October and December 2012 respectively, which strongly condemned the destruction of cultural and religious sites and pillaging and urged all parties to take appropriate measures to ensure the protection of the World Heritage properties in Mali. The acknowledgement by the international community of the importance of heritage protection in the context of the Mali crisis through, notably, the adoption of these resolutions and the United Nations Secretary-General's report on Mali, which refers to the destruction of cultural heritage, constitute an encouraging precedent of the recognition of the need to address cultural matters in crisis responses, resulting from UNESCO's efforts. In parallel, the Secretariat maintains its contacts with the United Nations Special Envoy for Sahel to sensitize him to the importance of cultural heritage safeguarding, as well as with important institutional partners (United Nations, ECOWAS, African Union, and ISESCO). Damage assessment on affected cultural heritage, support in the reconstruction and rehabilitation of the affected properties, capacity-building activities in conservation for site managers and the local communities in Timbuktu and Gao will need to be carried out. It is therefore hoped that Member States will support the Special Fund established by the Director-General at the request of the World Heritage Committee for that purpose, as per 190 EX/Dec.4 (II).

## STRATEGIC PLANNING, PROGRAMME MONITORING AND BUDGET PREPARATION

### *Programme implementation*

139. Periodic work plan reviews: In response to the financial constraint, and pursuant to the Director-General's Ivory Note of 8 December 2011, requesting all sectors/bureaux/offices to prepare work plans for 2012-2013 reflecting an average reduction of 29% in the Approved Budget, BSP provided guidance and backstopping to all sectors and units for the revision and fine-tuning of the work plans. At the end of January 2012, BSP conducted a thorough review of the work plans and formulated recommendations to the Director-General for their validation and the release of funds on a provisional basis. Budgetary allocations were made on a three-month basis until June 2012 and on a quarterly basis from there on, to maximize the use of UNESCO's resources and its focus on core programme priorities. Throughout the whole year, BSP continued to monitor closely the revision of the work plans, working with the sectors and services to ensure that the following programmatic principles are applied:

- sharpen focus and enhance effectiveness in programme delivery to meet expected results;
- respond fully to the Global Priorities, Africa and Gender Equality and to the needs of the priority groups;
- give priority to field delivery and meet statutory requirements;
- ensure full alignment with the RBM approach;
- enhance complementarity and alignment of extrabudgetary resources to regular programme priorities.

140. The periodic work plans review exercise helped achieve promising results, as shown in the reports prepared by BSP in cooperation with the sectors and concerned services on measures taken and their impact (e.g. 189 EX/4 and 190 EX/4) and on the progress made towards achieving the eighteen roadmap targets (e.g. 190 EX/34).

141. **Mobilization of extrabudgetary resources** has always played an important role in strengthening the impact and reach of UNESCO's programmes. This had become even more urgent at a time of a significant reduction in regular programme funding. BSP had doubled its efforts to expand UNESCO's donor base and help raising additional resources to the **Emergency Multi-donor Fund**, established in November 2011. BSP issued the brochure "UNESCO's thematic programmes and targets for resource mobilization in 2012-2013" which provides a thematic overview of the Organization's mobilization objectives for the biennium. UNESCO's overall strategic framework for partnership was consolidated and presented to Members of the Executive Board as UNESCO's first comprehensive partnership strategy (190 EX/21). As at 31 December 2012, \$364 million were mobilized to strengthen UNESCO's regular programme, including \$68 million in contributions and pledges to the Emergency Fund.

142. UNESCO also continued to explore opportunities for enhancing cooperation with the private sector. Existing **private sector partnerships** have been further expanded and scaled up during the past year with nearly \$30 million mobilized. A series of major private sector partnerships initiated in 2011 were expanded and included Procter & Gamble on Girls and Women Education and new funding opportunities with partners from Brazil, China, Republic of Korea and the United Arab Emirates. The year 2012 was also marked by the strengthening of UNESCO's partnership with the European Union with the signature of a new MOU and close engagement with the Global Partnership for Education (GPE) hosted by the World Bank. United Nations system support to UNESCO's operational activities in development and humanitarian assistance remained relatively steady with \$15 million mobilized.

### **Preparation of Draft Medium-Term Strategy for 2014-2019 (37 C/4) and the Draft Programme and Budget for 2014-2015 (37 C/5)**

143. In accordance with the General Conference 36 C/Resolution 1 and 36 C/Resolution 112, BSP launched the preparation of the preliminary proposals concerning 37 C/4 and 37 C/5 as of January 2012: The questionnaires were dispatched on time and all replies analyzed and synthesized (190 EX/19 Parts I B and C); five regional DG consultations with Member States and National Commissions were conducted, in cooperation with ERI (190 EX/19 Part I A). On the basis of these, BSP prepared the Director-General's preliminary proposals concerning documents 37 C/4 and 37 C/5, document 190 EX/19 and submitted it to the Executive Board for consideration at its 190th session. In line with 190 EX/Decision 19, BSP launched the preparation of draft documents 37 C/4 and 37 C/5 and helped organize a series of consultation meetings with Member States related to UNESCO's possible role in a number of key thematic areas: "empowering youth for peace and sustainable development"; "social inclusion, social transformations, social innovation"; "science and technologies for knowledge societies" and "freshwater". Deliberations have also fed into the fully-fledged draft documents 37 C/4 and 37 C/5 for consideration by the Executive board at its 191st session (Spring 2013).

### **Strategic repositioning of the Organization**

144. United Nations reform and system-wide coherence efforts: In a period where the United Nations development system is consolidating and taking forward the achievements made in the recent years through efforts of **system-wide coherence**, UNESCO continued to be an active participant in the United Nations system coordination mechanisms at global/inter-agency level, including in the Chief Executives Board (CEB) and its three subsidiary bodies – HLCP, HLCM and UNDG. UNESCO (co-)led in particular the following:

- Under the chairmanship of UNESCO (ADG/BSP in his function as Vice-Chair of UNDG), a UNDG inter-agency review has been undertaken on the future cost-sharing arrangements for the funding of the Resident Coordinator system. The review, whose recommendations are now brought to the CEB, serves as a reference to the QCPR, and aims at ensuring fair and predictable funding of this important pillar of United joint action at regional and country levels.
- UNESCO has chaired and provided oversight with the Steering Committee of the "Expanded Funding Window" for Delivering as One (DaO), which has been the single most important pooled fund mechanism in supporting One Funds at country-level. In this context, UNESCO also co-leads a system-wide reflection on how this support fund can be most effectively endowed by donors in the future.
- As member of a UNDG High-Level Group designated to formulate "standard operational procedures" (SOPs) for countries opting to implement DaO, UNESCO has been involved in developing these tools, and has been co-leading the work in the area of harmonized business operations. The development of SOPs is an important step in further scaling up the increased coherence, relevance, effectiveness and efficiency of the United Nations development system achieved through DaO. The SOPs may serve as a building block for a "second generation of DaO", as called for in the United Nations Secretary-General's Five Year Action Agenda.

145. At the regional and country levels, BSP continued to support UNESCO's involvement in Regional UNDG Teams and United Nations Country Teams (UNCTs), including through the provision of dedicated support funds from the 2% allocation for building UNESCO country-level capacities. Moreover, BSP continued providing guidance and support to field offices in the preparation of the UNESCO Country Programming Documents, in view of achieving the Road Map Target 5.

146. BSP coordinated the preparatory process for the Organization's participation in the **Rio+20** Conference by, *inter alia*, ensuring intersectoral cooperation and providing backstopping to the programme sectors on the substantial, political and logistical preparations. At the Rio+20 Conference, a number of UNESCO publications were launched and distributed: "*Healthy Ocean, healthy people*"; "*Working towards a Balanced and Inclusive Green Economy*," and "*From Green Economies to Green Societies*." All UNESCO events were highly attended and ensured UNESCO's visibility during the conference. The Rio+20 Outcome Document endorsed many UNESCO's proposals for the global commitment to sustainable development. In addition, UNESCO was entrusted by the Secretary-General to host the secretariat of his Scientific Advisory Board (SAB). BSP, together with SC and SHS, facilitated the process of establishing the SAB. BSP has tracked all political follow-up processes to Rio+20 and contributed to several reports by the Secretary-General such as on the *High Level Political Forum* and on *Mainstreaming Sustainable Development in the UN System*.

147. BSP acts as the focal point for UNESCO to ensure active involvement in and contribution to all important mechanisms and groups engaged in the **post-2015 development** preparation processes at the global/inter-agency levels, e.g. the United Nations System Task Team (UNTT) on the Post-2015 United Nations Development Agenda; the UNDG MDG Task Force; UNDG Task Force on Culture and Development as well as the Inter-agency and Expert Group on MDG Indicators (IAEG). BSP has successfully coordinated UNESCO's contribution to the UNTT Report "Realizing the Future We Want for All", which was issued in June 2012, and has been since serving as the reference for all system-wide consultations and debates on the post-2015 development agenda (see 191 EX/6 for further details on the various related processes).

148. In addition, since November 2012, BSP has been leading an internal Steering Committee for the preparations of UNESCO's input to and positioning in the post-2015 development agenda. The first meeting of the Steering Committee was held early November 2012 and brought together staff from programme sectors (both Headquarters and field office), institutes and central services. The various exchanges helped forge consensus on the strategic contribution expected of UNESCO, and the importance of education, the sciences, culture, and communication and information as critical and strategic drivers for a comprehensive development agenda.

149. Foresight: The outcomes of the cutting-edge series of **Future Forums** that included substantive discussions among policy-makers and stakeholders yielded contributions to the Rio+20 process and the formulation of the C/4 and C/5. The potential leadership role of UNESCO in building a foresight culture and foresight capacities at the international level has been highlighted in the implementation of the Foresight Programme's collaborative activities with Member States, programme sectors, field offices and various partners, including the Rockefeller Foundation, the European Union, think tanks and NGOs.

### **Intersectoral Platform for a Culture of Peace and Non-Violence**

150. The implementation of the intersectoral and interdisciplinary Programme of Action for a Culture of Peace and Non-Violence is moving ahead in line with its objectives. The 17 projects pre-selected under the dedicated Intersectoral Platform were approved for funding by the Director-General, with a global envelope of \$1,246,964, composed as follows: \$364,464 coming from Regular Programme, of which Additional Appropriation of \$24,964, and \$882,500 from Emergency Funds. Project teams in Headquarters and field offices have started implementation in late October 2012. BSP has succeeded in the mobilization of all UNESCO's areas of competence toward the realization of the objectives of this Programme of Action through an intersectoral approach. Cooperation has been strengthened among field offices and programme sectors, as well as among intersectoral platforms related to Priority Africa, post-conflict and post-disaster and culture of peace.

151. Activities under 10 extrabudgetary flagship projects funded by the Kingdom of Saudi Arabia in support of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and

Dialogue”, and the Danish-funded project on “Building competences to develop policies and programmes for intercultural dialogue respectful of human rights” have continued and are on track. Further additional resources were mobilized, namely under the United Nations Counter Terrorism Initiative Task Force (UN-CTITF). A UNESCO project on “Countering the Appeal of Terrorism in Nigeria through Education and Dialogue” has started in this context. Thanks to a financial contribution from Kazakhstan, a High Level Debate on "Sustainable Peace for a Sustainable Future" was organized by UNESCO at the United Nations in New York to mark the International Day for Peace (21 September 2012).<sup>11</sup> Recommendations that emerged, together with thoughts from other relevant forums such as the 3rd High Panel for Peace and Dialogue among Cultures (19 November 2012, UNESCO Paris), are further considered to help charting a way forward to enhance dialogue, mutual understanding and the rapprochement of cultures for a lasting peace within the next C/4 and C/5.

152. The follow-up to the General Conference 36 C/Resolution 40 on the “Proclamation of an international decade for the rapprochement of cultures (2013-2022) was ensured. The 67th UNGA proclaimed the decade in its resolution A/RES/67/104 entitled “Promotion of interreligious and intercultural dialogue, understanding and cooperation for peace” and designated UNESCO as lead agency.

## **EXTERNAL RELATIONS AND PUBLIC INFORMATION**

153. The Sector has been directly involved in the organization of 45 official visits of the Director-General to Member States and helped prepare the visits at Headquarters of six Heads of State, two Heads of Governments and of the United Nations Secretary-General.

154. In order to increase the exchange of information with Member States, a total of 14 Consultation and Information Meetings for Permanent Delegates have been organized in 2012 on priority issues of the C/4 and C/5. Furthermore, ERI has organized two orientation seminars for newly appointed Permanent Delegates to UNESCO which benefitted 34 new Ambassadors.

155. In cooperation with BSP, ERI organized the five regional consultations of the Director-General with Member States and National Commissions on the preparation of the Draft Medium-Term Strategy for 2014-2021 (37 C/4) and the Draft Programme and Budget for 2014-2017 (37 C/5). A total of 154 Member States and their National Commissions took part in it.

156. The 1st meeting of the open-ended tripartite working group composed of the Permanent Delegations, the National Commissions and the UNESCO Secretariat, took place on 19 October 2012 at UNESCO Headquarters in the presence of 146 participants from 98 Member States.

157. The reclassification of all NGO partners led to an increased number of organizations benefiting from the associate status (63 instead of 22) and a greater geographic diversification in this core group. The International Conference of NGOs, met in December 2012 with the participation of 129 NGOs and around 300 participants. According to the new Directives, NGOs having their headquarters in different regions of the world have been elected within the 10 members of the NGO-UNESCO Liaison Committee.

158. As of 21 December, the DG has approved 378 Participation programme requests for the total amount of \$8,091,278 including the Emergency assistance, which represents 67% of the overall appropriation for the PP for 2012-2013. Priority Africa was well taken into account and the African countries obtained some \$3 million – 25% of the appropriation. A total of 262 Fellowships were awarded by the Fellowships Section over the period January – December 2012 through Regular Programme and extrabudgetary funds for a total value of \$3,750,593.

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<sup>11</sup> The proceedings of the meeting are available online at: <http://www.unesco.org/new/en/bureau-of-strategic-planning/themes/culture-of-peace-and-non-violence/events/high-level-debate-on-culture-of-peace/>

159. A new integrated web platform was launched in beta version early in October 2012 to bring together UNESCO.org (for the general public), UNESCO.int (for Member States and other UNESCO stakeholders) and UNESCOCOMMUNITY (for UNESCO staff).

160. UNESCO social media in Arabic, Russian and Spanish are the most developed among all United Nations specialized agencies, and among the top five within the entire United Nations system.

161. Compared to the previous biennium, there has been a reduction in the number of proposed publications for 2012-2013 by roughly 44% – 452 publications compared to 805 proposed for 2010-2011. The Publications Board has discussed further reduction of costs by introducing cost recovery for distribution of publications, currently distributed for free, and “print-on-demand” practices to reduce print runs.

## **Recent decisions and activities of the United Nations system of relevance to the work of UNESCO that have been adopted or have taken place since the 189th session of the Board**

### **67th Session of the General Assembly**

162. UNESCO participated in the main segment of the sixty-seventh session of the General Assembly held in New York from 13 September to 24 December 2012, under the chairmanship of H.E. Mr Vuk Jeremic of Serbia.

163. The peaceful settlement of disputes, the rule of law, the promotion of sustainable development, humanitarian assistance, disarmament, crime prevention and combating terrorism were key areas of focus of the Assembly this year. Palestine’s admission as non-Member Observer State as well as the situation in Syria also dominated the debates of this session.

164. The Director-General participated in the High-Level Segment of the General Assembly (20-27 September) and took part in several meetings and events on a broad range of issues including education in conflict-affected environments, education and human rights for religious tolerance, sustainable development network, and the broadband commission for digital development.

165. The Director-General also participated in the launch of the new Global Education First Initiative (GEFI) of the United Nations Secretary-General on 26 September, for which she has been designated as the Executive Secretary of its Steering Committee, with the participation of several heads of States and Governments, Ministers, United Nations agencies and civil society high-level representatives, as well as the United Nations Special Envoy for Global Education, Mr Gordon Brown.

166. A special High Level Debate on the Culture of Peace and Non-Violence was organized by UNESCO in the margins of the Assembly, with the participation of the United Nations Secretary-General, the President of the General Assembly, the Minister of Culture of Kazakhstan, and the former President of the Dominican Republic. The opening addresses were followed by a debate between prominent intellectuals and peace advocates.

167. As in previous years, UNESCO has presented substantive reports to the Assembly on agenda items for which the Organization has a specific mandate or responsibility. The following reports were submitted and examined at this session:

- Report on “Follow-up to the Declaration and Programme of Action on a Culture of Peace”;
- Report on “Return or Restitution of Cultural Property to the countries of origin”;
- Report on “Communication for development programmes in the United Nations system”.

168. The Assembly has adopted so far the following resolutions which make a reference to UNESCO's programmes and/or assign specific action(s) to the Organization:

- **Second United Nations Decade for the Eradication of Poverty (2008-2017)** (res. 67/224). By this resolution, the Assembly emphasizes that education and training are among the critical factors in empowering those living in poverty and “recognizes the role of UNESCO in coordinating the Education for All partners and in promoting the development of sector-wide education policies by, inter alia, elaborating pedagogical tools for grass-roots organizations and policymakers”.
- **Human Rights and extreme poverty** (res. 67/164). The Assembly “reaffirms the critical role of both formal and informal education in the achievement of poverty eradication and other development goals as envisaged in the Millennium Declaration, in particular basic education and training for eradicating illiteracy, and efforts towards expanded secondary and higher education as well as vocational education and technical training, especially for girls and women [...], and in this context reaffirms the Dakar Framework for Action adopted at the World Education Forum on 28 April 2000,<sup>16</sup> and recognizes the importance of UNESCO's strategy for the eradication of poverty, especially extreme poverty, in supporting the Education for All programmes as a tool to achieve the Millennium Development Goal of universal primary education by 2015”.
- **Education for democracy** (res. 67/18). The Assembly strongly “encourages Member States to integrate education for democracy, along with civic education and human rights education, into national education standards” and “invites United Nations agencies, funds and programmes, including [...] UNESCO, to provide appropriate expertise and resources for the development of relevant educational programmes and materials for democracy”.
- **Follow-up to the Declaration and Programme of Action on a Culture of Peace** (res. 67/106). The Assembly “commends UNESCO, for which the promotion of a culture of peace is the expression of its fundamental mandate, for further strengthening the activities it has undertaken to promote a culture of peace” and “welcomes the high-level debate organized by UNESCO at the United Nations to mark the observance of the International Day of Peace on 21 September 2012”. It also “stresses the role of UNESCO in mobilizing all relevant stakeholders within and outside the United Nations system in support of cultural diversity, intercultural dialogue and a culture of peace [...]” and “welcomes the decision, taken on 10 November 2011, by the General Conference of UNESCO to proclaim 30 April as International Jazz Day, and calls upon Member States to participate actively in the celebration of International Jazz Day in order to develop and increase intercultural exchanges and understanding between cultures for the purpose of mutual comprehension and tolerance”. Furthermore, the resolution “requests the President of the General Assembly to consider convening a high-level forum, as appropriate and within existing resources, devoted to the implementation of the Programme of Action on a Culture of Peace on the occasion of the anniversary of the adoption of the Programme of Action, on or around 13 September”.
- **Promotion of interreligious and intercultural dialogue, understanding and cooperation for peace** (res. 67/104). In this resolution, the Assembly “welcomes the adoption by the General Conference of UNESCO at its thirty-sixth session of resolution 40, entitled “Proclamation of an international decade for the rapprochement of cultures (2013-2022), and decides to “proclaim(s) the period 2013-2022 as the International Decade for the Rapprochement of Cultures and [...] invites UNESCO in this context to be the lead agency in the United Nations system”.
- **Freedom of religion or belief** (res. 67/179). The Assembly “stresses the importance of a continued and strengthened dialogue in all its forms, including among and within religions or beliefs, and with broader participation, including of women, to promote greater tolerance, respect and mutual understanding, and welcomes different initiatives in this regard, including the Alliance of Civilizations initiative and the programmes led by UNESCO”.



- ***Permanent memorial to and remembrance of the victims of slavery and the transatlantic slave trade*** (res. 67/108). By this resolution, the Assembly recalls ‘that the permanent memorial initiative complements the work being done at UNESCO on the Slave Route Project, including its commemorative activities’ and “notes with appreciation the commitment of UNESCO to the permanent memorial initiative [...]. The Assembly also reiterates its request [...] for Member States to develop, in accordance with their national legislation, educational programmes, including through school curricula, designed to educate and inculcate in future generations an understanding of the lessons, history and consequences of slavery and the slave trade [...]”.
- ***Return or restitution of cultural property to the countries of origin*** (res. 67/80). By this resolution, the Assembly “recognizes the leading role of UNESCO in combating trafficking in cultural property, and encourages the Organization to continue to provide leadership and expertise in protecting cultural property to other international bodies, including the United Nations Office on Drugs and Crime and the International Criminal Police Organization (INTERPOL)” and “commends UNESCO and the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation on the work they have accomplished, in particular through the promotion of bilateral negotiations, for the return or restitution of cultural property, [...], as well as for the reduction of illicit traffic in cultural property and the dissemination of information and tools to the public, institutions, Member States and others, and encourages the continuation of such endeavours”. The Assembly also “notes with appreciation the first meeting of the Special Committee to review the practical operation of the Convention on Stolen or Illegally Exported Cultural Objects, held at the headquarters of UNESCO on 19 June 2012”.
- ***Information and communication technologies for development*** (res. 67/195). The Assembly takes note of the “Broadband targets for 2015”, which set targets and make recommendations for making broadband policy universal and for increasing affordability and uptake in support of internationally agreed development goals, including the Millennium Development Goals, and acknowledge the report of the Broadband Commission, entitled “The state of broadband 2012: achieving digital inclusion for all”, which provides the first-ever country-by-country evaluation of those targets and the state of broadband deployment worldwide”. The Assembly also takes note that “the promotion, affirmation and preservation of diverse cultural identities and languages, as reflected in relevant agreed United Nations documents, including the Universal Declaration on Cultural Diversity of UNESCO will further enrich the information society”.
- ***Questions relating to information*** (res. 67/124 A-B), the Assembly requests that full support be provided to the UNESCO International Programme for the Development of Communication (IPDC) which should support both public and private media and “encourages continued collaboration between the United Nations Department of Public Information and UNESCO in the promotion of culture and in the fields of education and communication, bridging the existing gap between the developed and the developing countries”.
- ***Oceans and the law of the sea*** (res. 67/78). The Assembly “takes note with appreciation of the progress made by the Intergovernmental Oceanographic Commission (IOC) and Member States towards the establishment of regional and national tsunami warning and mitigation systems [...]” and “stresses the importance of increasing the scientific understanding of the oceans-atmosphere interface, including through participation in ocean observing programmes and geographic information systems, such as the Global Ocean Observing System, sponsored by the IOC, UNEP, WMO and the International Council for Science, particularly considering their role in monitoring and forecasting climate change and variability and in the establishment and operation of tsunami warning systems”.. It also “welcomes the decision by the forty-fifth session of the Executive Council of the Intergovernmental Oceanographic Commission, held in Paris from 26 to 28 June 2012 that

the Advisory Body of Experts will continue its work focused on priorities as tasked by the IOC governing bodies in line with the terms of reference, mobilizing extrabudgetary resources when necessary”.

- ***Sport as a means to promote education, health, development and peace*** (res. 67/17). The Assembly recognizes the important role played by the International Convention against Doping in Sport in harmonizing the actions taken by Governments in the fight against doping in sport, which are complementary to those undertaken by the sporting movement under the World Anti-Doping Code of the World Anti-Doping Agency, and “urges Member States that have not yet done so to consider signing, ratifying and acceding to the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities and the International Convention against Doping in Sport”.
- ***University for Peace*** (res. 67/111). The Assembly “notes with appreciation the vigorous actions taken by the Secretary-General, in consultation with the Director-General of UNESCO and with the encouragement and support of the Government of Costa Rica, to revitalize the University”.

### **Substantive Session of the Economic and Social Council (ECOSOC)**

169. The Economic and Social Council (ECOSOC) held its substantive session from 2 to 27 July 2012 under the Presidency of Milos Koterec, Ambassador, Permanent Representative of Slovakia to the United Nations. The Annual Ministerial Review (AMR) of the high-level segment (2-9 July 2012) was dedicated this year to “Promoting productive capacity, employment and decent work to eradicate poverty in the context of inclusive, sustainable and equitable economic growth at all levels for achieving the MDGs”.

170. UNESCO was represented at the session and participated in its preparation contributing to several Secretary-General’s reports and taking part in the debates. It co-organized with ILO a high-level segment ministerial breakfast on “Building Skills for Green Economies and Societies” (9 July) with the participation of the President of ECOSOC, ADG/ED, and the Director of Skills and Employability Department of ILO among others. The breakfast meeting was a follow-up to the Third International Congress on Technical and Vocational Education and Training (TVET), and the United Nations Conference on Sustainable Development (Rio+20). It brought together different stakeholders in an effort to draw global attention to the need to transform educational systems, vocational training and skills to achieve low-carbon, climate-resilient development.

171. The Ministerial Declaration (E/2012/L.10) unanimously adopted at the end of the ECOSOC high-level segment is of importance to the work of the Organization:

- In the Preamble, the Ministers and heads of delegations “recall the holding by UNESCO of the Third International Congress on Technical and Vocational Education and Training, held in Shanghai, China, from 13 to 16 May 2012”.
- The Declaration recognizes the need to design education and training programmes that improve employability and individual capacities through skills development.
- It “urges States and, as appropriate, the relevant entities of the United Nations system [...] as well as civil society, the private sector, employer organizations, trade unions, media and other relevant actors to continue to develop and strengthen policies, strategies and programmes to enhance the employability of women and youth and to ensure their access to full and productive employment and decent work, including by improving access to formal and non-formal education, skills development and vocational training, lifelong learning and retraining, long-distance education, including in information and communications technology and entrepreneurial skills, particularly in developing countries, including with a view to supporting women’s economic empowerment in the different stages of their lives”.

- It also reaffirms the importance of the Dakar Framework for Action on Education for All, and reaffirms the commitments to, by 2015, ensure complete, free and compulsory primary education of good quality and access to such education and to achieve gender equality in education, and resolve to strengthen policies aimed at ensuring full and equal access to education at all levels through lifelong learning, including adult and long-distance education and training, and at adopting, promoting and attaining the goals of universal and equitable access to quality education, in particular for women and girls”.

172. In addition, the following resolutions which are of relevance for the work of UNESCO or assign specific action to it were adopted during the ECOSOC substantive session:

- ***The role of the United Nations system in implementing the internationally agreed goals and commitments in regard to education*** (res. 2012/2). The Council “urges the United Nations system to support national efforts to improve the quality of education, so that recognized and measurable learning outcomes can be achieved by all, especially in literacy, numeracy and essential life skills” and calls upon them “to support the efforts of countries to counter the portrayal of stereotyped roles of women and men that can restrain educational choices at all levels of education”. It urges the relevant United Nations entities working in the education, health and food sectors, within their respective mandates, to seek synergies in order to enhance enrolment, retention, participation and achievement of girls and boys at school and maximize interventions to the benefit of children” and encourages them to strengthen their collaboration with the international financial institutions working in the economic and educational fields in order to advance, as appropriate, technical and vocational training, higher education, access to and participation in the workforce and the promotion of entrepreneurship among youth. Furthermore, the Council “encourages appropriate consideration of education in the processes devoted to the definition of the post-2015 United Nations development agenda”.
- ***Poverty eradication*** (res. 2012/9). The Council “reaffirms the critical role of both formal and non-formal education in the achievement of poverty eradication and other development goals as envisaged in the United Nations Millennium Declaration and in this context recalls the Dakar Framework for Action, adopted at the World Education Forum in 2000”.
- ***Assessment of the progress made in the implementation of and follow-up to the outcomes of the World Summit on the Information Society*** (res. 2012/5). The Council “notes with satisfaction the holding in Geneva from 14 to 18 May 2012 of the World Summit on the Information Society Forum 2012, organized by ITU, UNESCO, UNCTAD and UNDP as a multi-stakeholder platform for the implementation of the outcomes of the World Summit and to facilitate the implementation of the World Summit action lines”. The Council also recognizes the enabling role of information and communications technologies for achieving the Millennium Development Goals, and reiterates the importance of the contribution of the World Summit process to the achievement of the Goals.
- ***Science and technology for development*** (res. 2012/6).
- ***Genetic privacy and non-discrimination*** (res. 2012/20).
- ***Programme of Action for the Least Developed Countries for the Decade 2011–2020*** (res. 2012/26).

## HUMAN RESOURCES MANAGEMENT

173. During the period under consideration, the Bureau of Human Resources Management (HRM) pursued the priority actions outlined in the Action Plan of the HR Management Strategy for 2011-2016. As reported in the first progress report on the implementation of the HR Strategy (190 EX/5 Part IV), some of the activities listed in the Action Plan have been paced in line with the financial resources available.

174. Work during this period focused on the streamlining and development of IT tools and the related review and updating of HR policies and processes.

- Implementation of the new E-recruitment system (July 2012) to streamline advertisements, identification of pools of qualified candidates, the monitoring of service delivered and in particular, the objective of reducing the time to complete the recruitment process (targeted to 180 days);
- Roster to collect CVs of experts/consultants and support staff integrated in the new e-recruitment system thus eliminating a 'stand-alone' system which was no longer effective for its original purpose;
- A web-based tool/mechanism is under development to address priorities activities outlined in the Action Plan of the HR Strategy including Succession Planning, Career Development, Performance Management and Competency-Assessment. All these initiatives are being reviewed and developed in collaboration with staff/managers; and also to ensure that there is integration amongst these activities such as mobility, planning and recruitment;
- E-learning platform purchased to provide accessibility to all learning materials already produced and still relevant for staff at Headquarters and in the field.
- HRM, with technical support from MSS/BKI, continues to review its administrative processes with a view to streamlining and automating the most frequent/labour-intensive/paper oriented processes in order to eliminate the latter;
- HRM realigned with a view to exploiting economy of scale principles and to align its structure to support the objectives of the HR Strategy;
- Development and launching of a new HRM website in collaboration with ERI/DPI, a first step towards meeting the communication/transparency objective, as detailed in the HR Strategy;
- Development of a fixed-term contractual tool in line with ICSC's Contractual Framework guidelines to maintain the flexibility required in the implementation of extrabudgetary activities; the Project Appointment.

175. In addition and in line with best practices under budgetary restrictions, a Voluntary Mutual Separation Programme was launched with an effective date of separation as at 31 January 2012. 45 staff left the Organization under this Programme.

## **FINANCIAL MANAGEMENT**

176. BFM's responsibilities are: the strengthening of financial management through strategic advice on risk; monitoring and analytical reporting of performance; improving management and internal controls through the development and monitoring of policies; provision of accounting services; and the preparation of IPSAS compliant financial statements for external audit and to report to Member States. Despite the restriction of resources and the increased workload relating to reporting, forecasting and controls over recruitment, temporary assistance and travel, BFM delivered its core responsibilities in each area.

177. The budget ceiling set for BFM was 23% lower than originally approved 36 C/5 and 41% lower than the 35 C/5. Currently BFM forecast is 5% above the ceiling set by the Director-General. BFM accelerated its structural realignment and investment in process reviews and automation in order to reduce the administrative burden and cost.

178. BFM redesigned its structure to better reflect three core areas: Reporting and Monitoring; Financial and Accounting Services; and Policy and Compliance – streamlining units and consolidating teams that need to work together and removing operational duplications. This led to

the suspension of two professional posts (one P2 and one P3), the redesigning of one professional post (P5), the abolishment of six general staff posts and a comparative transfer of one professional (P4) to MSS and one general staff post (G5) to ERI.

### **Challenges**

179. Availability and retention of human resources remain a concern, particularly in providing the appropriate level of support to field offices where there are significant gaps in Administrative Offices. Challenges are: maintaining service levels, particularly response times; balancing investment in process/policy reviews against day to day work; and providing career and capacity development.

## **MANAGEMENT OF SUPPORT SERVICES**

180. The mission of the Sector for Management for Support Services (MSS) is to provide the information technology, conferences, languages, facilities management and procurement services that are needed to backstop the day-to-day operations of UNESCO.

181. Throughout 2012 and under the roadmap targets launched by the Director-General for the implementation of the 36 C/5, the Sector suspended over 90% of its vacancies. Furthermore, the Sector has constantly been reviewing its internal processes to streamline and modernize procedures, increase efficiency and reduce costs.

182. Other than the reduction in staff costs, temporary assistance and overtime expenditures were also reduced and a number of service contracts renegotiated to lower fees. Further efficiencies were identified and set for action in the context of the Administrative Reform Initiative (TASCO), and new management arrangements for office space at Headquarters and for the restaurant services were launched.

183. A strategic vision for knowledge and information management was elaborated in 2012 and a governance and decision-making process for investments in this field was put in place. A number of IT projects aimed at reducing transaction costs and enhance overall effectiveness were implemented by the sector in 2012 and for which the requisite funds were secured through the Emergency Fund.

184. In an effort to redress off-scheduled situations in 2013 and beyond, as well as to sustain in the longer term MSS major achievements and the initiatives engaged, the sector initiated in the later part of 2012 a restructuring programme that was set for the Director-General's approval.

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### **Proposed decision**

185. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling recommendation 13 of 33 C/Resolution 92, and 33 C/Resolution 78, in which the General Conference requested the Executive Board to report to it at each session on the implementation of the current Programme and Budget (C/5), together with the results achieved in the previous biennium (C/3),
2. Also recalling 34 C/Resolution 89 inviting the Executive Board to have a wider and more strategic assessment of the performance of the programmes, including the EX/4 document, by expressing its views progressively during the biennium through explicit

decisions on the performance of individual programmes at the main-line-of-action (MLA) level,

3. Recalling 190 EX/Decision 4,
4. Having examined document 191 EX/4 Part I,
5. Thanks the Director-General for her presentation of the key achievements, challenges and lessons learned, and the response under each of the five major programmes to the financial situation;
6. Expresses its satisfaction with the improved and harmonized structure of the EX/4 report and the inclusion of a summary assessment on progress achieved in the implementation of each the two global priorities, Africa and gender equality;
7. Notes with satisfaction the measures taken to ensure programme delivery despite significant budgetary cuts;
8. Invites the Director-General to continue her efforts to ensure the efficient implementation of the programme;
9. Requests the Director-General to report to it at its 192st session on the progress made towards the achievement of 36 C/5 expected results.



United Nations  
Educational, Scientific and  
Cultural Organization

# Executive Board

Hundred and ninety-first session

# 191 EX/4 Part I (B)

PARIS, 15 March 2013  
Original: English

Item 4 of the provisional agenda

## REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

### PART I (B)

#### SUMMARY

This report is intended to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference.

Part I of this document provides a comprehensive and analytical account of programme implementation in terms of the main results achieved during the first twelve months of the 2012-2013 biennium, corresponding to document 36 C/5. This Part contains three sections:

**Part I (A)** of the report contains an Executive Summary and focuses on strategic issues and contains the main achievements, challenges and lessons learned across the five Major Programmes, the UIS, the two global priorities Africa and Gender Equality, and the programme-related and corporate services.

**Part I (B)** of the document provides detailed information on progress achieved by expected result under each of the five Major Programmes and the UIS, including expected results pertaining to the two global priorities Africa and Gender Equality and the intersectoral platforms. Part I (B) is available online.

An **addendum** presenting major results achieved at country level as well as those related to field offices' participation in United Nations common country programming processes. This addendum is available online.

By its very nature, this document does not entail administrative or financial implications.

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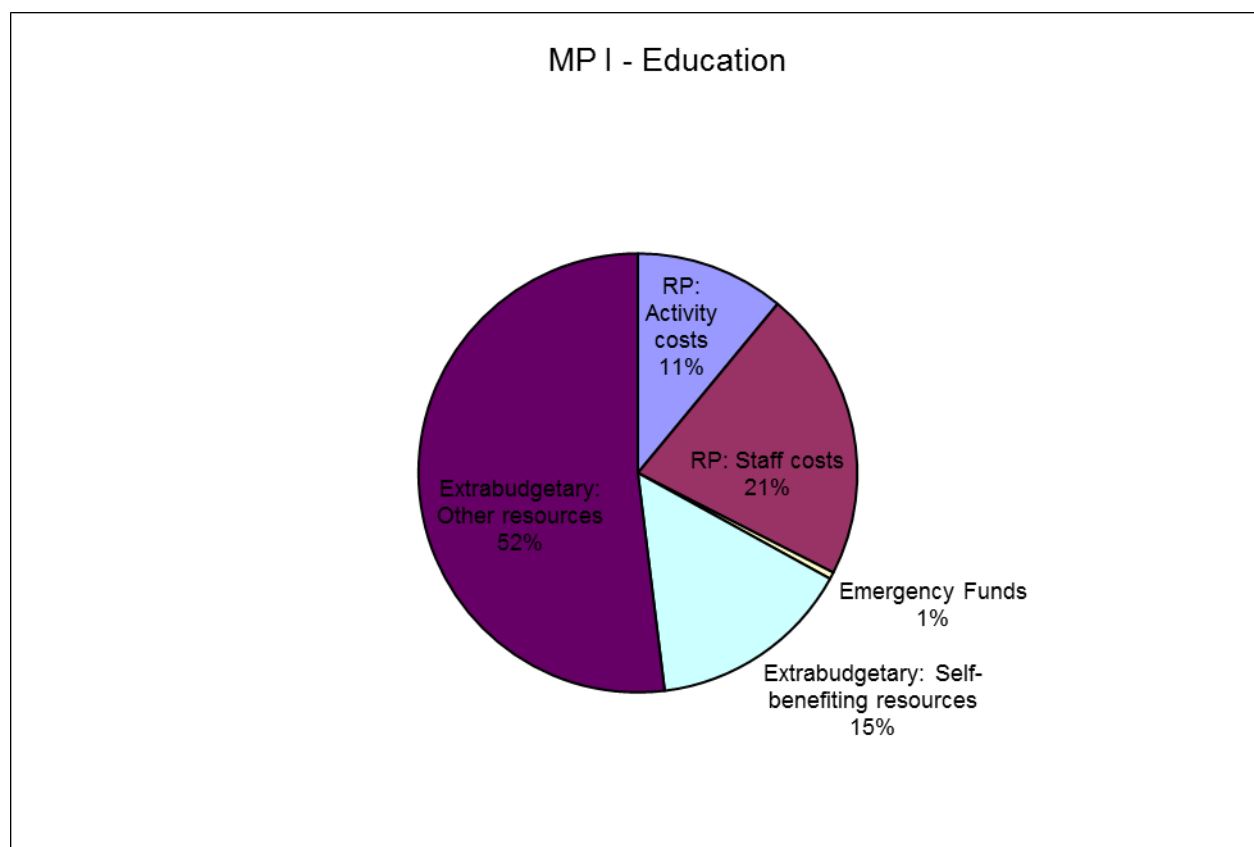
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## PART A – PROGRESS ACHIEVED BY EXPECTED RESULT

### MAJOR PROGRAMME I: EDUCATION

#### Breakdown of the expenditure incurred over the 12 months by category of funds



#### MLA 1: Accelerating progress towards Education for All (EFA), in particular at the country level

#### ***Expected result 1: National capacities strengthened for policy formulation and planning focusing on promoting the right to quality education and gender equality, and drawing on information and communication technologies***

Education policy review and capacity development for education planning and management:

- UNESCO supported countries to develop their education management information systems (EMIS), in particular in Africa; support for data production and action frameworks for sub-sectors (e.g. TVET, higher education) in Senegal; in Zimbabwe, 93 ministry staff trained on data collection and analysis; in 11 Southern African countries, roadmaps for national action plans for sector-wide EMIS developed; for ten Central African countries, a common strategy and capacity development plan developed for EMIS and annual statistical abstracts.
- UNESCO supported Kenya in carrying out their Education for All End Decade Assessment (2001-2010), which formed the basis for major legal and policy frameworks such as the Basic Education Bill (Dec 2012), the Vision 2030 Medium Term Plan, and National Education Sector Support Programme.

- Institutional network of training centres in educational planning and management is being established in the Arab region with training workshops in Jordan, UAE and Yemen.
- Education sector analysis including the development of simulation models are completed in Benin, Burundi, Comoros, Gabon, Sao Tome and Sierra Leone.
- Knowledge sharing and networking on education policy and planning is strengthened (e.g. the e-Platform on National Education Systems and Policies in Asia-Pacific; the e-network of Education Planners and policy makers in the Caribbean region).

Support to the implementation of innovative programmes in ICT in education:

- UNESCO, in close cooperation with Intel, organized the 3rd Asia-Pacific Ministerial Forum on ICT in Education (Bangkok, 9-11 Sept, 2012). Five Member States (Antigua, Barbuda, Trinidad, Tobago, Maldives and Malaysia) supported in developing ICT in education policies and implementation of innovative ICT programmes.
- UNESCO developed the capacities of teacher educators to integrate ICT into school teaching and learning in five Member states (Bangladesh, Democratic People's Republic of Korea, Malaysia, Uzbekistan and Viet Nam).

Support in disaster risk education needs assessment and planning for reconstruction:

- UNESCO has supported the response to new and on-going emergencies in eight countries (Congo, Egypt, Lebanon, Jordan, Liberia, Libya, Syria and Yemen).
- UNESCO is strengthening the quality education through the use of the Inter-Agency Network for Education in Emergencies (INEE) standards in Egypt. Some 500 policy-makers and technical staff of MoE have received training.
- UNESCO is actively engaged in the INEE Steering Group and the development of its strategic planning. UNESCO co-chairs the sub-Working Group on applications of the INEE Minimum Standards and hosts the INEE Knowledge Management and Information Manager.

***Expected result 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes***

Advocacy & policy dialogue:

- Advocacy events were organized at global, regional and national levels. The high-level international round table on literacy (Paris, 6-7 Sept, 2012) brought together 200 participants, including 14 Ministers or Vice Ministers of Education to identify ways of scaling up efforts and discuss the post-2015 vision and action. 35 countries have submitted their national action plan to scale-up their existing literacy programmes and plans.
- National literacy campaigns were launched (e.g. Egypt, Iraq) and policy materials were developed (e.g. handbook on lifelong learning in Vietnam).
- Literacy Assessment and Monitoring Programme (LAMP) has completed the assessments of its work in four countries (Jordan, Mongolia, Palestine, and Paraguay). A report is expected within the first half of 2013. This will contribute to informing international and national policy-making.
- A regional workshop for Africa was held (Cape Verde, Nov 2012) on the follow-up to the International Conference on Adult Education (CONFINTEA VI) and a Global Report on Adult Learning and Education (GRALE) is expected to be launched in early 2013.

- Progress was made towards the UNLD final evaluation (e.g. consultations held with Member States and development partners to collect and compile information and to define plans and actions for post-2015).

Technical support and capacity building to scale-up national literacy programmes:

- UNESCO focused on 13 priority countries<sup>1</sup> to create an environment and conditions conducive to the delivery of quality literacy and non-formal education programmes. In Chad, the national three-year medium-term (2012-2015) education sector action plan and budget includes literacy and non-formal education as a priority; in Togo, UNESCO helped the government to design literacy and NFE learning and teaching materials aiming at youth and adults and have completed a set of training modules for literacy and NFE teachers and facilitators; and in Mozambique, in line with the country's Strategy of Adult Literacy and Learning (2010-2015), UNESCO supports the country to develop their capacity to scale-up literacy and improve the quality of initial and in-service training of facilitators as one of Literacy Initiative for Empowerment (LIFE) countries.
- Literacy and non-formal education (NFE) national frameworks were developed (e.g. the Literacy and NFE Strategy in Lebanon; the draft NFE policy in Lao PDR; the Pedagogy of Adult Learning Guidelines in Indonesia).
- Knowledge-sharing is promoted: the Literacy Enhancement Arab Programme (LEAP) was developed as a platform for sharing experiences and developing joint programmes in the Arab States; and the Observatory for Youth and Adult Education in Latin America will be launched in January 2013.
- Common priorities were identified in the Andean Region in consultation with Ministries of Education (e.g. the need to incorporate inter-cultural and gender approaches in education policy and to systematize the results of literacy programmes, sharing progress, impact and lessons learned among the countries in the region).

***Expected result 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues***

Support to teacher training and professional development:

- Support was provided for Member States to carry out diagnostic studies in view of elaborating teacher policies and professional development plans, in particular in Africa. In addition to the four countries<sup>2</sup> which completed their diagnosis, six new countries<sup>3</sup> have started the process. In Burkina-Faso and Sierra Leone, UNESCO is assisting the countries to develop and implement their teacher education policy.
- In Asia-Pacific, a report on gaps in pre-service teacher education from the perspective of inclusive education was developed with case studies from China, Nepal, Lao PDR and Thailand. UNESCO has developed the second phase of the Regional Strategy on Teachers in Latin America and the Caribbean. A new initiative on "Enhancing Teacher Policy and Practice in the Arab States" has been launched. Gender equality was identified as a major pillar for developing a common regional Teacher Policy Framework.

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<sup>1</sup> Bangladesh, Cambodia, Chad, Mauritania, Mozambique, Nepal, Papua New Guinea, Rwanda, Senegal, South Sudan, Timor-Leste, Togo and Yemen.

<sup>2</sup> Benin, Burundi, Lesotho and Mali.

<sup>3</sup> Guinea Conakry, Congo, Mauritania, Mozambique, Niger and Uganda.

Application of ICT innovations to enhance quality of teaching:

- In Asia-Pacific, training modules and examples of problem based learning (PBL) using ICTs have been disseminated and awareness has been raised on the ICT-Competency Framework for Teachers among Member States.
- In Africa, preparation for the online training on ICT/Open Distance Learning in teacher education for master trainers from Cameroon, Gambia, Ghana, Liberia, Nigeria, Senegal and Sierra Leone has started.

Institutional capacity development for teacher training institutions:

- A tool for Mainstreaming Gender in Teacher Training Institutions is being developed with support from experts from various regions to ensure relevance and cultural sensitivity.
- In Asia-Pacific, an e-course is being developed to enable policy planners and teachers to understand and address gender equality issues in education. In Burkina Faso, 30 teacher trainers were trained on teacher training, design and implementation of curricula.
- UNESCO supported the training of teachers and school principals for Syrian refugee students in Lebanon in cooperation with INEE and other partners.

***Expected result 4: Capacities in Member States strengthened and comprehensive and evidence-based policies for technical and vocational education and training developed, and assistance provided for their implementation***

Policy advice provided and national capacities developed:

- UNESCO provided direct policy support to around 20 countries including policy reviews in El Salvador, Cambodia, Lao PDR and Zanzibar (United Republic of Tanzania). Capacity development programmes implemented in six priority countries<sup>4</sup>. In this process, UNESCO is paying special attention to the inclusion of girls in TVET programmes and their transition from school to work.
- UNESCO-UNEVOC is engaged in capacity development and supports UNEVOC centres in five priority countries (Afghanistan, Cambodia, Lao PDR, Myanmar and South Sudan). It supported the Afghan National Development Strategy and the establishment of the Afghan National Technical and Vocational Research Centre. South Sudan is supported to help former combatants to integrate into mainstream society.

Conceptual clarification and improvement in the monitoring of TVET:

- The Third International Congress on TVET contributed towards the conceptualization of the multiple roles of TVET. Discussions took place on “Skills measurement and monitoring”. Further to the discussion on revising the TVET normative instruments during the Congress, revision is ongoing and a report will be submitted to the 191st session of the Executive Board.
- A meeting was convened post-TVET Congress on “Beyond 2015: Perspectives for the role of TVET and skills development” by UNESCO and Network for Policy Research, Review and Advice on Education and Training (NORRAG) to clarify concepts such “skills”, “technical and vocational skills development”, and “training”. A report of the Inter-agency Group on TVET Indicators is prepared and will be piloted in two countries.

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<sup>4</sup> Afghanistan, Benin, Côte d'Ivoire, Liberia, Madagascar and Malawi.

Clearing house functions and informing the global TVET debate:

- Knowledge sharing and peer learning approaches promoted at regional level: review of the TVET and labour market information systems in Latin America; integration of entrepreneurship skills in Arab Region; transition from school to work and the vocationalization of secondary education in the Asia-Pacific region; and qualifications frameworks in West African region (ECOWAS).
- A study “Policies and Practices on TVET Teachers and Instructors in the Arab Region” is being conducted with 10 countries of the region.
- UNESCO-UNEVOC has facilitated thematic debates on topics such as “Greening TVET”, “TVET teachers” and “ICTs and TVET”. The profiles of 186 UNEVOC Centres have been updated as part of the revitalization of the UNEVOC Network.

## **MLA 2: Building quality inclusive education system**

***Expected result 5: Basic education, including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality***

Support to Early Childhood Care and Education (ECCE):

- To date, 29 countries worldwide have submitted a progress report on ECCE following the World Conference on ECCE (2010). To promote holistic and comprehensive ECCE, a community-based parenting education programme was implemented in seven Asia-Pacific countries; in Africa, under the ADEA Working Group on ECCE, UNESCO produced ECCE policy support guide and indicators; and in the LAC region, innovative education experiences in ECCE were systematized and disseminated through the Innovemos website.
- UNESCO hosted the Annual Consultation of the Consultative Group on ECCD (Paris, 14-16 November 2012) and strengthened its engagement in the global partnership on ECCE.

Improving the quality of education:

- The General Education Quality Diagnosis/Analysis and Monitoring Framework (GEQAF) was made available online in four languages. Piloting was conducted in Gabon, India and South Africa. Consultations with eight countries are underway for piloting in 2013.
- The second edition of the Postgraduate Diploma in Curriculum Design and Development was launched (Nov 2012) with 47 students from 11 countries. This programme has become well-known beyond Africa, and includes trainees from Arab States, Latin America and the Caribbean and North America.
- In the area of secondary education, a study was carried out on policy options for improving secondary education financing in Asia and the Pacific. In Africa partnership was forged with the Islamic Development Bank for the development of a teacher training curriculum in math and science for girls in Niger.

Promotion of education for inclusion and equity:

- Global events were organized to promote education for inclusion: 2012 UNESCO/Emir of Kuwait Prize for the Promotion of Quality of Education for Persons with Intellectual Disability; an International Conference on ‘Global Commitments towards Inclusive Development of Persons with Disabilities’ co-organized with the Indian Association of

Rehabilitation Professionals brought together 200 professionals from 10 countries; and a special event was organized by ED and CI sector on the International Day for Persons with Disabilities (3 December 2012) which highlighted the activities that promote the rights of persons with disabilities.

- UNESCO is co-leading the Education Working Group of the Global Partnership for Children with Disabilities launched during the 5th Conference of State Parties to the Convention on the Rights of People with Disabilities (New York, 12-14 September 2012).
- In Latin America, the Regional Education Information System on Disabled Students (SIRIED) responds to a great need for collecting reliable information for policy orientation and fund allocation. Five countries are participating in the project.

***Expected result 6: Capacities in Member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision***

Promoting policy dialogue and sharing good practices for policy formulation and reform:

- UNESCO provided policy advice and technical support to Afghanistan, Cambodia, Haiti, Sudan, South Sudan, and Senegal. In West African countries, an information management system of higher education institute is elaborated. In East and Central Africa, a road map for the creation of Centres of Excellence in technology within Higher Education Institutions is developed. In the Arab States, a system assessment exercise was carried out for countries of the Maghreb and an action plan is under preparation with a focus on quality assurance and orientation towards the labour market.
- UNESCO is providing technical support to the initiative “Inclusion in Higher Education in Chile” led by Universidad de Santiago de Chile as well as to the preparation of the Second Caribbean Conference on Higher Education which will focus on Science Technology and Innovation, quality assurance, access and equity, relevance, policies.

Developing institutional capacity and relevance of higher education programmes:

- In partnership with the German academic exchange service (DAAD), a conference was held on Strengthening Regional Cooperation in Quality Assurance in West and Central Africa (Dakar, 14-17 November 2012).
- An outline of the curriculum of the programme on gender and transformative leadership in African universities was elaborated by gender specialists from the Universities of Ghana, the Gambia and Liberia in close collaboration with Rutgers University, FAWE, ECOWAS and Action Aid International. UNESCO and Rutgers University are coordinating and providing technical support of the elaboration of the curriculum.
- UNESCO organized an Asia-Pacific Regional Workshop on Public-Private Partnerships in higher education and TVET and youth employment (Bangkok, 30-31 July 2012).

Support to the development of quality assurance (QA) systems and accountability tools:

- An external evaluation of the first phase of the Global Initiative for Quality Assurance Capacity (GIQAC) project (2007-2012) was conducted to assess the quality of the main outputs and outcomes. The evaluation recommended continued support for quality assurance in higher education and for UNESCO to develop a programmatic strategic plan. The main findings have served as the basis to enhance the project's relevance and shape the features of the second phase of the project.

- As part of the phase II of GIQAC, two projects have started: in the Caribbean region, country core groups of the Caribbean Area Network for Quality Assurance in Tertiary Education are being reinforced with the support of the Republic of Korea; in Africa (with support from France), the work plan is being prepared to ensure the sustainability of the regional Quality assurance network; coordinate the activities of different quality assurance initiatives which already exist in Africa and provide them with a platform for shared learning experiences; and train a critical mass of quality assurance specialists and peer reviewers at African universities.

Promotion and monitoring of normative instruments:

- Concerning the regional and inter-regional Conventions and Recommendations in Higher Education, further consultations have taken place concerning subsequent revisions to the subsidiary text to the Lisbon Convention on the use of Quality Frameworks in the recognition process; two States confirmed their intention to ratify the Asia-Pacific Convention in 2013; and preparations are under way for the 20th Joint Meeting of the ENIC/NARIC Networks and the Lisbon Convention Committee.
- A feasibility study on a Global Convention for the Recognition of Qualifications concerning Higher Education has been finalized. The Study also includes the summaries of the regional inputs prepared by the respective regional experts.

Enabling knowledge sharing and networking:

- The Portal of Recognized Higher Education Institutions provides detailed information on 42 countries (as of Nov 2012). Since 2011, 25 countries have joined the Portal, nominated their Focal Point, and/or submitted their country information.
- Regarding the management of UNITWIN/UNESCO Chairs Programme, UNESCO inter-sectoral committee for UNITWIN has been reactivated and an action plan for the implementation of IOS recommendations on the UNITWIN/UNESCO Chairs Programme was developed. In 2012, 25 new UNESCO Chairs were established in priority areas; agreements of 10 Chairs and Networks were renewed, and 15 new Chairs have been appointed.

**MLA 3: Supporting education system response to contemporary challenges for sustainable development and a culture of peace and non-violence**

***Expected result 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development (ESD), including climate change education and education for disaster preparedness and risk reduction, into educational policies, and development plans and programmes***

Integrating a holistic vision of ESD into educational policies and programmes through advocacy, coordination and monitoring of the UN Decade of ESD:

- UNESCO's advocacy and coordination efforts have raised an increasing interest in ESD both at international and country level. Evidence of this includes references to ESD in the preparations of and the outcome document of Rio+20, where UNESCO facilitated a one-UN voice on ESD, as chair of the Interagency Committee for DESD.
- A further indicator is the large demand and positive feedback for UNESCO's ESD materials, both through the second publication of a series of three DESD reports and through UNESCO's website, which remained among the top five websites consulted on the education portal during the reporting period. UNESCO work with media professionals on ESD at the country level has also contributed to raising the visibility of ESD.

- As evidenced by information requests, interest in the post-DESD preparations, which UNESCO has launched in the reporting period, is growing, as is interest in the UNESCO World Conference on ESD (Japan, 2014), whose preparations are well underway.

Support to Member States on Climate Change Education for Sustainable Development (CCESD) and Disaster Risk Reduction (DRR) has been significantly enhanced:

- Positive feedback from beneficiaries was received on UNESCO's country level capacity building on CCESD and DRR, needs assessment surveys, recommendations on how to integrate CCESD into teacher education and curricula, support to media professionals to enhance ESD beyond formal education, and the mobilization of ASPnet schools.
- New partners have been mobilized and a large number of beneficiaries reached. Examples include 103,000 students in Guatemala developed graduation projects on ESD; 2,000 teachers in Latin America trained in ESD; 40 policy makers in Nepal trained in DRR; sustainable school activities expanded in China and Indonesia; policy-makers from 14 Western African countries trained; setting up of a DESD Task Force in Angola; support to teacher educators in the Arab region.
- An online UNESCO Climate Change Education clearing-house, and complementary regional databases, has facilitated knowledge and experience sharing regarding good practices on climate change and ESD.
- As the greening TVET agenda is becoming increasingly important, UNESCO ensured that ESD had a presence at the World Congress on TVET (Shanghai, May 2012). Furthermore, a tool is being developed to support TVET institutions in the SADC sub-region on "greening TVET".
- Together with United Nations partners, UNESCO supported the integration of education into UN Climate Change Conference (COP 18, Qatar). The Doha Work Programme on Article 6 of the United Nations Framework Convention on Climate Change, to which UNESCO contributed, provides an important basis for future CCESD work.

Biodiversity was addressed through ESD:

- An International Biodiversity Learning Workshop (Paris, May 2012) was organized by UNESCO in cooperation with the Secretariat of the Convention of Biological Diversity, targeting in particular ASPnet teachers/coordinators from six countries, NGOs and United Nations partners. It led to commitments of follow-up activities, including teacher training workshops and the development of learning materials.
- UNESCO promoted ESD during the 11th Convention on Biological Diversity Conference of Parties in Hyderabad (India). UNESCO contributed to raising the profile of ESD and its role in providing pathways for achieving the first Aichi target on Biodiversity<sup>5</sup>. UNESCO and other agencies, produced an outcome document which was presented to the Executive Secretary of the Convention on Biological Diversity.

***Expected result 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights***

Capacity development for effective and sustainable education responses to HIV:

<sup>5</sup> First Aichi target on Biodiversity: to ensure that 'by 2020 at the latest, people [be] aware of the values of biodiversity and the steps they can take to conserve and use it sustainably'.



- EMIS staff were trained and supported to use and analyse HIV-sensitive indicators in national education monitoring and evaluation (M&E) systems in seven countries. In Zimbabwe, more than 2,000 EMIS personnel and other education officers were trained on data collection and analysis. UNESCO, UNICEF and the SADC Secretariat co-convened an international technical validation and dissemination planning meeting of the Global M&E Framework for Comprehensive Education Responses to HIV and AIDS.
- UNESCO has provided technical support to Ministries of Education in 75 countries to strengthen the role of the education sector in the national HIV response. The HIV workplace policy formulated for East and Southern Africa (ESA) was adapted to the needs of West and Central Africa (WCA) and finalized with ILO and UNDP. In Uzbekistan, UNESCO contributed to the assessment of the National Strategic Programme on HIV (2007-2011) and integration of HIV prevention education in the next cycle of national programme (2012-2016).

#### Strengthening comprehensive HIV and sexuality education (CSE):

- With UNAIDS, UNESCO is working in ESA to mobilize political commitment and intensified action to provide good quality HIV and sexuality education and youth-friendly services in 21 countries. A diagnostic report on state of education and services has been commissioned.
- Support was provided to Member States to strengthen CSE curricula and improve implementation through teacher training: 105 curriculum developers from 17 countries in ESA were trained; the Philippines used UNESCO's International Technical Guidance on Sexuality Education in the development of their new K-12 curricula; in Lesotho, the Reproductive Health and HIV/AIDS Life Skills Course Book was developed to train 200 life skills teachers in 403 (20%) schools; over 300 educators were trained in Central Asian countries; and teacher training was supported in 4 countries in Latin America.

#### Advancing gender equality and protecting human rights:

- UNESCO supported the activities of the high-level task force for women, girls, gender equality and HIV for ESA and developed a programme aimed at reducing gender-based violence in South African schools using mobile gaming technology.
- In Asia-Pacific UNESCO supported the needs of young key affected populations (YKAP). In Myanmar, UNESCO worked with UNAIDS, the Ministry of Health and other local partners to identify HIV risk and vulnerabilities among young minorities. The UNESCO/UNICEF/UNFPA YKAP short course was revised and a course was held in Asia for 12 countries.
- UNESCO published Good Policy and Practice in HIV and Health Education, "Education Sector Responses to Homophobic Bullying".<sup>6</sup> UNESCO supported the first colloquium on homophobic bullying in the education sector in South Africa, and initiated studies in Chile, Guatemala, Peru, Thailand and Viet Nam. In China, a survey undertaken amongst participants at a workshop on homophobic bullying (Beijing, Nov 2012) showed that half of the teachers have already made efforts to incorporate the topic in their work.

#### ***Expected result 9: Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity, integrated into education policies, plan and programmes***

Support for policies and curriculum for education for global citizenship, peace and human rights:

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<sup>6</sup> <http://unesdoc.unesco.org/images/0021/002164/216493e.pdf>.

- UNESCO is working in Africa to foster education for peace: in Kenya, to support the Ministry of Education in their national efforts to develop a peace education impact assessment tool; in South Sudan to review their curriculum for the inclusion of peace education as part of broader life skills programme; for 15 West African Countries, a Reference Manual on peace, human rights and citizenship education has been developed and “trainers of trainers” have been trained.
- Within the a programme on Culture of Dialogue and Peace, supported by Saudi Arabia, a toolkit to review textbooks and other teaching resources to address negative stereotypes and promote mutual understanding, respect and tolerance is being developed.
- In Central Asia, UNESCO organized a forum on post-conflict education (June 2012) which made recommendations for national response strategies and education focusing on teaching and learning on human rights, peace building and gender responsive education.
- In close cooperation with OHCHR, UNESCO promotes the World Programme for Human Rights Education (WPHRE). The two organizations have developed a self-assessment tool for governments on human rights education in primary and secondary schools.

Providing guidance and tools on issues such as discrimination and school violence:

- UNESCO cooperates with OSCE/ODIHR and Council of Europe on the “Guidelines for Educators on Countering Intolerance and Discrimination against Muslims”. Three events (Vienna, September 2012; Paris, November 2012; and Moscow, March 2013) have been jointly organized involving education policy-makers, teachers and educators and NGOs fighting discrimination.
- The first regional consultation on Holocaust education in sub-Saharan Africa (South Africa, Sept 2012) was held with participation from 14 countries. A new partnership has been forged with the Office of the Special Adviser on Genocide prevention.
- UNESCO, together with Brazil and the United States, has developed guidelines for policy makers and educational professionals to address racial, ethnic and xenophobic discrimination. In Chile, 90 schools have developed their improvement plan within the framework of project on “Education for Coexistence and Peace in Latin America”.
- In Lebanon, a national study was conducted in gender-based violence at schools and universities and its recommendations were presented to education ministry officials.

Promotion of ASPnet in underserved regions:

- 516 new member schools have been registered since the beginning of 2012 and the celebration of the 60th anniversary of ASPnet (Rep. of Korea, September 2013) is being prepared. An online collaborative platform “ASPnet in Action” has been developed to provide educational resources for teachers and young people on biodiversity.

#### **MLA 4: Reinforcing leadership for Education for All (EFA) through advocacy, partnerships and monitoring**

***Expected result 10: Political and financial commitment mobilized at the global, regional and national levels towards the achievement of EFA and monitoring mechanisms of EFA strengthened<sup>7</sup>***

<sup>7</sup>

The below report addresses 190 EX/Dec.7 (I and II) which requested a report on (1) advocacy for EFA and (2) assessment of the coordination of the EFA process.

EFA coordination and advocacy at regional level:

- Four regional EFA consultation meetings<sup>8</sup> were organized with a coherent approach to discuss: (1) accelerating EFA progress; (2) innovative approaches that have shown results in reaching EFA goals; (3) development of national EFA acceleration outlines; (4) national EFA reviews; and (5) education for the future and the post-2015 development agenda. All meetings are prepared with a UNESCO ‘family approach’ between different units of Headquarters, regional bureaux, field offices and institutes such as IICBA. The regional reports of Africa and Arab States were presented to the Global EFA Meeting (Paris, 21-23 November 2012).
- The EFA Regional Meeting in Africa (South Africa, 16-19 Oct. 2012) was attended by 35 countries. Country-level information on status of EFA, acceleration priorities and post-2015 provided through responses to a questionnaire distributed before the meeting as well as 27 country briefs facilitated the discussions.
- EFA Arab regional forum (Egypt, 15-16 October 2012), attended by 17 countries, encouraged countries to plan and implement the national EFA assessments and to set the post-2015 agenda. The main outcomes of the forum focused on the launch of the EFA assessment and brought initial indications for the post-2015 agenda.
- UNESCO prepared an analytical report on the State of the Education in Latin American and the Caribbean to be presented at the high-level Ministerial Regional Education Project for Latin America and the Caribbean (EPT/PRELAC) Intergovernmental Committee meeting (México, 29-30Jan 2013).

EFA coordination and advocacy at global level:

- The Global EFA Meeting (GEM) consisted of a Senior Officials’ Meeting and a High-Level Ministerial Meeting. It brought together around 240 representatives of Member States, EFA convening agencies, civil society, the private sector, research institutes and foundations. 47 countries represented their respective regions and 25 delegations were headed by a Minister or a Vice Minister.
- UNESCO regional groups nominated eight countries<sup>9</sup> to represent their region at the 2012 and 2013 GEM. The selection process has strengthened the countries’ and regions’ engagement and ownership of the EFA process. As a result of the Minister’s participation in the GEM, Ukraine will host the first-ever regional EFA meeting in Eastern Europe in 2013.
- The GEM Statement adopted by the Ministerial meeting called for a last big push to achieve EFA by 2015, agreed to a process to prepare the National EFA 2015 Reviews, and urged UNESCO to take leadership in global consultations on the post-2015 EFA agenda.
- The Ninth E-9 Ministerial Review Meeting (New Delhi, 9-10 November 2012) focused on “Inclusive, Relevant and Quality Education for All”. Participants identified key areas for E-9 cooperation and discussed UNESCO’s GEQAF as a tool to map major challenges and constraints to the equitable delivery of quality education for all. Ministers renewed their commitment and cooperation to achieve EFA and to strengthen technical cooperation between their countries. The meeting also marked the hand-over of the Presidency from Nigeria to India for the biennium. Pakistan will take over the presidency after India and will host the 2014 Ministerial Review Meeting.

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<sup>8</sup> The regional meeting of the Asia and the Pacific is to be held in Bangkok (28 February-1 March 2013).

<sup>9</sup> Some regions nominated more than eight countries.

- The Sixth Meeting of UNESCO's Collective Consultation of NGOs on EFA (CCNGO/EFA) (Paris, 24-26 October 2012) was attended by about 110 participants representing national, regional and international CCNGO/EFA members. The final statement "Pushing EFA Through 2015" calls for a last "big push" to achieve EFA by 2015 and makes a number of recommendations regarding the post-2015 agenda. The document has contributed to the E-9 meeting (see below) and the GEM.

#### Preparation of the post-2015 development agenda:

- UNESCO and UNICEF are co-leading the global Education consultation, in the broader framework of UN-led consultations on the development agenda post-2015. It is closely interlinked with the EFA process and consultations on the post-2015 education agenda. Consultations on the future education agenda have taken place in the regional EFA meetings (see above.) During the GEM, a side-event dialogue on education in the post-2015 development agenda was facilitated by the co-leads.
- An education online platform and ensuing e-discussions were launched in December 2012. Running through to March 2013, and leveraging technology and social media tools to engage participants from all around the world, the moderated e-discussions cover 4 specific areas: (1) Equitable Access to Education (2) Quality of Learning; (3) Global Citizenship, Skills and Jobs; (4) Governance and Financing of Education.
- A Global Education Meeting will be held (Dakar, 18-19 March, 2013) to provide a face-to-face dialogue opportunity for key stakeholders. At this meeting, the results of the on-going consultations (regional consultations, e-discussions, review of existing literature and resources) and draft recommendations will be discussed with decision makers from government and other key education stakeholders. It is expected that key recommendations will be defined and taken forward in the global discussions to follow over the next two years.

#### Creating synergies with global initiatives:

- The major development in advocacy for EFA was the launch of the UN Secretary General's Global Education First Initiative (GEFI). UNESCO played an important part in preparing the initiative and seconded a staff to the UNSG's office. The DG is the Executive Secretary of the initiative's High Level Steering Committee. UNESCO is responsible for the content and vision of the initiative which is a very positive opportunity to strengthen EFA advocacy by involving heads of state and world leaders in the work for providing quality education to all. The initiative has received much attention and has been debated and positively received e.g. by the Executive Board, the GEM and the EFA Steering Committee.

#### ***Expected result 11: Global and national commitment to education for girls and women strengthened through advocacy and appropriate multi-stakeholder partnerships which are in conformity with the objectives of the Organization***

#### Partnerships strengthened and funds mobilized for girls' and women's education:

- Within the framework of UNESCO's Global Partnership for Girls' and Women's Education, the partnership with Procter & Gamble was extended for an additional \$2.4 million while partnerships are on-going with the Packard Foundation, GEMS Education and Nokia. \$7.4 million have been mobilized in total since 2011 to promote literacy and secondary education for girls and women in Africa (Ethiopia, Kenya, Lesotho, Senegal, Tanzania). In 2012, new partnerships were established with Pakistan, UN Women and the Barefoot College.

- UNESCO collaborates with numerous partners at regional and national level including United Nations Girls' Education Initiative (UNGEI), UN Adolescent Girls Task Force and Center for the Advancement of Girls CAG.

Advocacy and awareness raised on the importance of girls' and women's education:

- UNESCO organized two global events in the second half of the year and produced publications to raise awareness of policy-makers and the general public on the issue:
  - The event "Stand up for Malala – Girls' Education is a right" (Paris, 10 Dec 2012) was co-organized by UNESCO and the Government of Pakistan as a tribute to Malala Yousafzai and in support for girls' right to education. It brought together some 20 eminent personalities<sup>10</sup> who advocated for girls' right to education. The event attracted significant media coverage and presence in social media – about 500 articles were issued in 35 countries. The Malala Fund for Girls' Right to Education was established with a pledged contribution of \$10 million from Pakistan. A public forum and numerous other awareness raising activities were also held in Pakistan.
  - Launch of the report "From Access to Equality: Empowering Girls and Women through Literacy and Gender Equality" during the Global EFA Meeting (Paris, 21 November 2012). The report was developed in order to raise awareness about two neglected policy areas – girls' secondary education and women's literacy.
- In Asia-Pacific, UNESCO organized the event "Connecting Girls: Inspiring Futures through Physical Education and Sport" and issued an advocacy brief on the topic; and, the e-newsletter "Gender Wire", highlighting current gender trends and issues. In collaboration with UNGEI, UNESCO is co-authoring a discussion paper on gender and disability and is producing a report on the low performance of boys in four Asian countries.

Gender Mainstreaming /Gender Specific Programming

- The Sector's work plans and forthcoming publications were reviewed from a gender lens to mainstream gender and highlight gender equality considerations. Programmes were initiated specifically addressing gender equality concerns in key areas such as education laws and policies, TVET, literacy, and teachers.

***Expected result 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education***

Rethinking Education in a changing world:

UNESCO is preparing to revisit UNESCO's landmark publications "Learning: The treasure within" (known as the Delors report) and a Senior Expert Group has been established to this end, with the United Nations Secretary-General's Special Adviser on Post-2015 Development Planning, Amina Mohamed designated as chair. Preparations are under way for the first meeting of this senior expert group (Paris, 12-14 February 2013). An Occasional Paper of the Education Sector has been prepared to facilitate the reflection – "Learning: The Treasure Within – Assessing the influence of the Delors report".

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<sup>10</sup> Including the President of Pakistan, French Prime Minister, Minister of Foreign Affairs of United Arab Emirates, former President of Finland, Executive Director of UN Women, religious leaders, United Nations officials, and others.

Contributing to shaping the post-2015 international education agenda:

- In Asia-Pacific region, two high-level experts meeting were organized throughout the year, supported by National Commissions of Japan and the Republic of Korea. The outcome document of the first consultation (Bangkok, 9-11 May 2012) is published online<sup>11</sup> and the outcome document of the second consultation (Bangkok, 26-28 November 2012) is being finalized. In view of taking an inclusive approach, UNESCO requested young people from the Asia-Pacific region to make films on their thoughts and ideas on the kind of learning needed to provide them with the skills in an increasingly connected and constantly changing world. The winning video was shown at the November meeting.

Research Papers and Think Pieces:

- UNESCO Occasional Papers published online in 2012:
  - The Challenges of Creativity.
  - Beyond the conceptual maze: The notion of quality in education.
  - Desire and Doubt: Drivers of creativity and rationality.
  - Revisiting Learning – The Treasure Within: Assessing the influence of the 1996 Delors Report.
  - UNESCO Education Sector think piece for the post-2015 United Nations Task Force entitled “Education and Skills for Equitable and Sustainable Development Beyond 2015” was published on UNESCO and UNDP/DESA websites.

### **Challenges and lessons learnt for Major Programme I:**

- UNESCO’s “family approach” with institutes has allowed for greater technical support according to evolving needs of countries and cooperation. This type of approach will be further strengthened.
- Coordination with other United Nations agencies, national and local counterparts are valuable. However, the process can be challenging as it is time-consuming and complex.
- Partnerships with the private sector were catalytic in the implementation of large-scale interventions at country level, specifically targeting girls and women..
- The comprehensive “package” approach in support for policy development including quality data, sector analysis, simulation modelling and capacity development in planning has provided greater coherence in UNESCO’s support. This adds value to UNESCO’s in-country support as well as enabling national capacities to be developed across all planning stages.
- The thematic focus of climate change, disaster risk reduction and biodiversity has helped to position ESD higher on the agenda of countries to move away from purely environmental issues to a more complex and holistic vision and approach to ESD. Creative and easy-to-understand messages regarding the relevance of ESD need to be further developed.
- Due to the financial situation, all category 1 education institutes are facing major financial difficulties in their core funding, including to cover staff salaries on fixed term contracts.

<sup>11</sup> [http://www.unescobkk.org/fileadmin/user\\_upload/epr/Images/Summary\\_Outcomes-Post\\_2015\\_FINAL.pdf](http://www.unescobkk.org/fileadmin/user_upload/epr/Images/Summary_Outcomes-Post_2015_FINAL.pdf).

- Austerity measures have resulted in restrictions on travel, hiring of consultants and other temporary staff which slows down swift execution of programmes
- The fact that 48 posts are frozen is also dramatically hampering execution and the Organization's capacity to respond to immediate demands

**Cost-effectiveness/efficiency measures for Major Programme I**

Global and local partnership with international organizations, United Nations agencies and the private sector have generated financial resources as well as enabled better coordinated interventions at the country level.

Better coordination including well-planned joint missions between Headquarters, field offices and institutes has improved cost effectiveness.

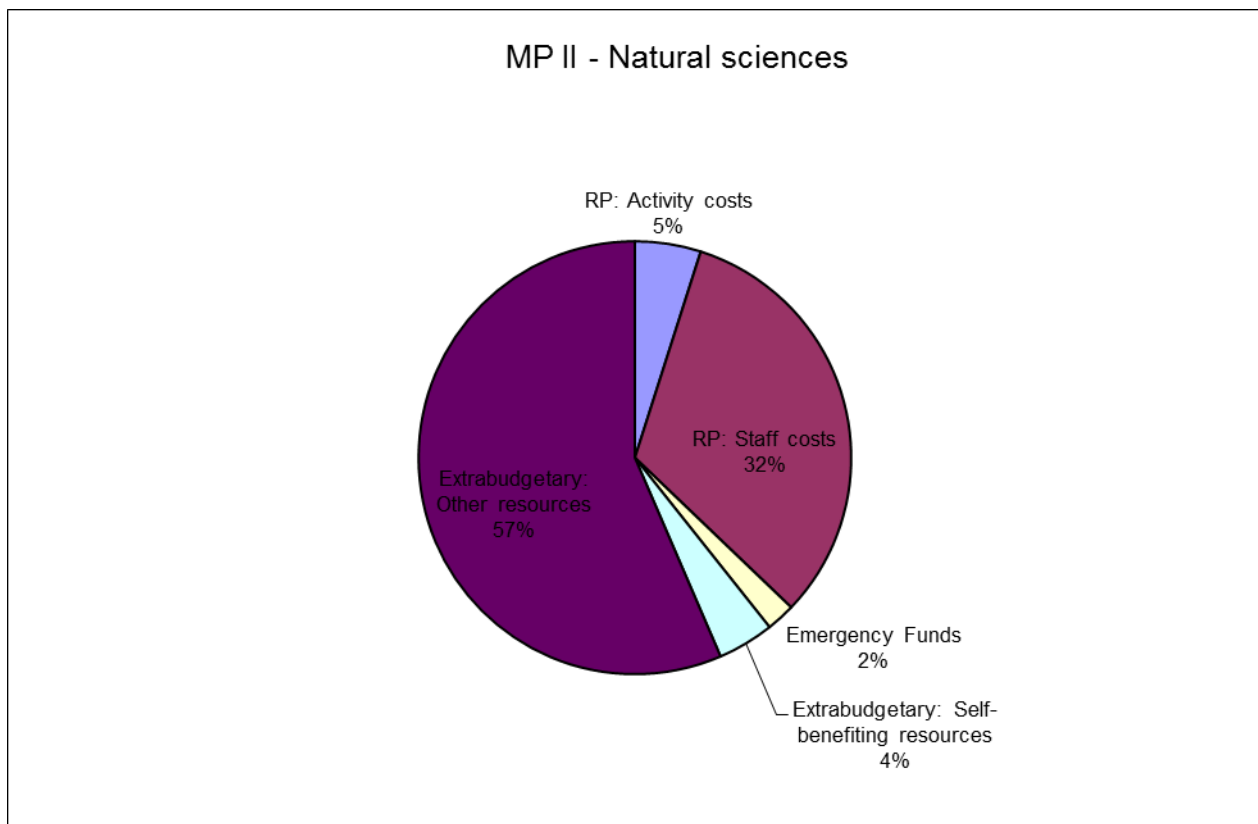
Gender was mainstreamed in key activities with minimum additional financial costs.

Events were organized on the occasion of key international celebrations, taking opportunity of the presence of existing participants to minimize travel costs.

Online documentation has reduced distribution costs and allows expanded access for a greater number of countries and institutions.

## MAJOR PROGRAMME II: NATURAL SCIENCES

### Breakdown of the expenditure incurred over the 12 months by category of funds



#### MLA 1: Promoting STI policies and access to knowledge

##### ***Expected Result 1: Strengthened and self-driven national STI systems and policies developed***

The expected results meet the benchmarks with support from extrabudgetary resources mainly for projects at national level, with focus on Africa as global priority region for UNESCO. Botswana, Burundi, Cape Verde, Central African Republic, Democratic Republic of the Congo, Malawi, Namibia, Nigeria, Republic of Congo, Senegal, Swaziland, Tanzania and Zimbabwe have received UNESCO's support for the development of STI policies and strategies and are following UNESCO's guidelines and recommendations. Two new project proposals have been developed and have received confirmation for funding (Togo and Western Balkan countries). A STI policy Chair (Romania) and new policy research groups have been created in the University of Zimbabwe and the Nelson Mandela African Institute of S&T in Tanzania. Capacity-building was the main focus of the activities led under this expected result, including a series of training workshops on tools to design and analyse the impact of science, engineering, technology and innovation policies and policy instruments, within the framework of GO-SPIN and STIGAP. The first sub-regional workshop took place in Harare 7-8 November 2012. Furthermore, an STI policy training course on the concepts of design, implementation and evaluation of policies in the SADC countries was organized, in collaboration with the Department of Science and Technology of South Africa and the Southern African Development Community (SADC) Secretariat from 1 to 5 October 2012, in Pretoria, South Africa and was attended by representatives from ministries in charge of STI from 11 countries in the SADC region.

At a regional level, STI policy development and implementation, as well as initiatives in STI indicators and impact of STI activities were promoted at conferences including the African Forum



on STI in Nairobi, AMCOST V, and the South East European Ministerial Round Table for STI. The latter was convened in Sarajevo, Bosnia and Herzegovina on 22-23 November 2012. The high level Ministerial discussions lead to the adoption of a declaration with a coherent roadmap of science priorities at both national and regional levels and the enhancement of a science-policy-society interface based upon equity, inclusion, participation and sharing of knowledge. This joint declaration will be a means of mobilizing STI for peace and sustainable development. It also highlighted UNESCO's role as a catalyst and neutral broker in the SEE region in continuing to support and encourage the further development and implementation of effective regional research policies and infrastructure and collaborative networks for qualitative science communication.

The main challenge remains in responding to national requests with restricted resources considering that the development of science policy and reform programmes and organizing training to reduce the lack of capacities in this field are costly exercises. As mentioned in earlier reporting, a viable solution to face this last challenge is to ensure the development of sustainable training programmes in STI policies in universities and educational institutions. Consultations for partnerships in this area are ongoing with institutions such as UNU-Merit, ISTIC, OECD, WIPO and WTO.

***Expected Result 2: Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators***

Important partnerships such as with the World Technopolis Association (WTA), International Network of Small and Medium Enterprises (INSME), ISTIC, Honey Bee Foundation and other partners have enabled the Organization to achieve several important results in this thematic area. A series of training workshop on science parks and technology business incubators governance have been successfully conducted in 2012: (i) international training workshop in Daejeon, Republic of Korea, 14-16 November 2012; (ii) East and South-East Europe regional training workshop in Gliwice, Poland, from 10 to 12 September 2012; and (iii) Indonesian national training workshop in Jakarta from 19-21 November 2012. An international training workshop on "Managing the innovation economy – Challenges and opportunities for SMEs" was also organized in Daejeon, Republic of Korea on 25 May 2012. UNESCO, in cooperation with the Malaysian Innovation Foundation and the Malaysian Ministry of Science, Technology and Innovation, has also organized an International Symposium on "Accelerating Innovation in Developing Countries" in Kuala Lumpur, Malaysia, 3-5 November 2012. In cooperation with ISTIC, UNESCO also organized a Training Workshop on "Technopreneurship for South Countries, held in Penang", Malaysia from 15-19 October 2012. UNESCO has also supported the organization of the International Conference on "Creativity and Innovation at Grassroots" (ICCIG), 3-5 December 2012 in Tianjin, China, and 7-8 December 2012 in Ahmadabad, India.

In Congo, support is provided for the creation of a technopole and advisory missions for the development of science parks are under discussion with authorities in The Gambia and Niger.

Extrabudgetary funds, including from the Republic of Korea and the Spanish Fund for capacity-building, contributed to results described above.

***Expected Result 3: Global STI monitoring strengthened through improved monitoring, assessments and information sharing.***

Despite the difficulties of mobilizing resources for the implementation of these two main initiatives, STIGAP and Go-SPIN, activities have been implemented to meet the benchmarks, notably related to capacity-building. New proposals were developed and submitted to additional donors and partnerships are under negotiation with agencies working in the field of monitoring, assessments and indicators (ERAWATCH, AIISTI, ASTI etc.).

To promote evidence based STI policy-making, particularly to strengthen the dissemination of STI policy data and information, UNESCO has supported the establishment of the International

Research and Training Centre for S&T Strategy (CISTRAT) in Beijing, China, as a category 2 centre under the auspices of UNESCO. The focus of the Centre falls on conducting research, offering professional training, providing policy advice, facilitating technology transfers and promoting international cooperation and exchanges in STI policy. The Centre was officially launched on 24 September 2012. CISTRAT organized the first international training workshop on Science and technology strategy formulation, held in Beijing, 11-29 September 2012. Within the same framework, UNESCO organized a two-day workshop in Harare (Zimbabwe) on 6-8 November 2012 to introduce countries in the region to a new survey to be used for the development of the Global Observatory of STI Policy Instruments (GO-SPIN).

**MLA 2: Building capacities in the basic sciences, including through the International Basic Sciences Programme (IBSP), in engineering and for the use of renewable energy**

***Expected Result 4: Innovative interdisciplinary science and engineering curricula developed, including in such fields as renewable energy***

Science education was reinforced through activities aimed at improving teacher capacities to adopt new approaches to knowledge transmission, and revision of teaching curricula. As such, a project planning meeting was held to propose teaching material development and capacity-building activities in the Maldives. Relevant sections of the National Curriculum Framework and science textbooks of grades four to six in the Maldives were also analyzed and reviewed to develop a framework of the “educational material”. The proposal of new curricula in science teaching also placed emphasis on new areas of science such as nanotechnology for all college science majors prepared through UNESCO Cairo Office which was accepted by the Future University in Khartoum, Sudan (started in fall 2012). It is being considered by the Supreme Council of Universities in Cairo, Egypt for a pilot demonstration and assessment, as is a curriculum for a higher industrial diploma in nanotechnology, delivered to the Egyptian Ministry of Higher Education for approval and use. Building regional linkages between academic institutions has also provided the basis for strengthening and improving science teaching. In this context, academic consortia have been developed in five countries in the Asia and Pacific Region involving 21 institutions to handle the on-site operation of the UNESCO Biotechnology School in Asia. Some national governments participated in student support.

Engineering was given greater emphasis through the action of the UNESCO Engineering Initiative. Emphasis was given to evaluation of the status of engineering globally and the Organization actively participated in several high-level meetings aimed at addressing the issue of the "Needs and Numbers" in engineering in Africa. Higher education systems and restructuring of engineering curriculum were given high priority. These issues were discussed with universities in six countries. Accreditation of universities has also been discussed with different partners including WFEO and IEEE. Further, UNESCO worked with IEEE, WFEO, the American Society of Mechanical Engineers (ASME) and other partners to determine the possibility of developing international accreditation standards for engineering needs. Consultations were carried out for the establishment of a Chair for Women in Engineering (Korea) aimed at strengthening the role of women in engineering, and a further Chair in Engineering (Uruguay). These along with the newly established Chair in Engineering in Israel will support entrepreneurship training for engineers. A feasibility study was undertaken for a proposed category 2 centre at Aalborg University in Denmark on Problem Based Learning and Sustainability in Engineering and Science Education. A feasibility study was also undertaken for a proposed category 2 centre under the Chinese Academy of Engineering on International Knowledge Center for Engineering, Science and Technology.

Efforts continued to support capacity building and the exchange of information and best practices in renewable energy and energy efficiency including organization of Summer schools (Kuala Lumpur, Malaysia), organized with the support of (COMSAT) and preparatory work for the organization of an African Solar School to be held in Bamako, Mali. To address the exchange of scientific knowledge and best practices, the publication of the quarterly Energy Bulletin is furthered

by the International Sustainable Energy Development Centre (ISED), a UNESCO Category 2 Centre based in Moscow, Russian Federation.

***Expected Result 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances***

The Science Education Cross-cutting thematic unit's coordinated approach to interdisciplinary science teaching and curricula development made progress through activities currently in progress with IBSP, ICTP and the Education Sector, with support of the private sector, extrabudgetary funds and funding from concerned Member States. The role and use of ICTs and mobile technology in promoting and teaching science was enhanced through activities developed in partnership with the private sector. Tools such as Facebook have been effectively used such as the site established under UNESCO Montevideo Office's "Educacion en Ciencias". Promotion of microscience teaching methodologies was strengthened. In Sudan the number of pilot schools using UNESCO's microscience approach increased from 15 to 34. The success and accessibility of this technology was evident in its use in post-disaster and post-conflict situations; in this context training workshops were organized in Haiti, Congo Brazzaville and Cote d'Ivoire. Further the promotion of hands-on, problem solving approaches to teaching science was continued through two teacher training workshops (Tunisia, Armenia) on active learning in optics and photonics (ALOP).

Networking provided the basis for knowledge sharing and strengthening of regional capacity. The Capacity and Networking Project (CANP 2012) workshop in mathematics and didactics (August 2012) in San Jose, Costa Rica was supported. The Mathematics Education Network of Central America and the Caribbean was created during this event. This was important in promoting collaboration and bringing together specialists for strengthening education in mathematics. IBSP in a collaboration with CIMPA and the African Mathematical Union, a Workshop on African Women in Mathematics was organized in Ouagadougou, Burkina Faso (October 2012). The panel identified factors hindering the promotion of women in mathematics; as well as solutions to overcome this. The South-Eastern European Regional Network on Phytochemistry (PhytoChemNet) was expanded to include experts from six other countries in the region.

Collaboration with private partners has provided crucial support for development of engineering activities. A number have been developed with IEEE, WFEO, Airbus, and ASME as well as EWB and ICE to achieve the requests of the partners. Collaboration with Intel and Microsoft has also ensured that technology advances can be coupled with hands-on teaching of engineering. Collaboration with La Roche Hoffman has resulted in support for the start-up phase of the World Library of Science (WLoS).

The eighth meeting of the IBSP Scientific Board was held at UNESCO (November 2012) providing inputs and recommendations on the future IBSP strategy and actions, including support for the organization Human Variome Project (HVP) fourth Biennial meeting at UNESCO (June, 2012). The IBSP is facilitating the involvement of Member States, scientific unions and research centres in this to develop national and regional networks to promote transfer and sharing of scientific information and build capacity for management and use of human genetic data. In order to build indigenous capacity for research through centres of excellence, an Agreement was signed between UNESCO and the Federal Republic of Nigeria for the establishment of the International Centre for Biotechnology as a Category 2 Centre in Nsukka, Nigeria, (October 2012) and with the government of Romania, for the International Centre for Advanced Training and Research in Physics in Magurele-Bucharest (November 2012).

Iran, Israel, Jordan and Turkey signed formal statements committing themselves to provide US \$5 million each for SESAME's capital investment over the four years 2012-2015; this puts SESAME well on track to commissioning the machine with four day-one beamlines in 2015. The 10th Users' Meeting was held (November 2012) bringing together 120 participants from the region and Africa. UNESCO supported three international events on renewable energy, the "International

Biomass Conference and Exhibition”; the “World Renewable Energy Congress”; and the “Photovoltaic Solar Energy Conference and Exhibition”.

***Expected Result 6: Member States' capacities strengthened to develop models for enhancing student research leadership and career mentoring for young researchers, through university networks and professional societies, in particular for developing countries***

With the objective of promoting the popularization of science among youth and to stimulate critical thinking, UNESCO encouraged the organisation of science competitions such as the UNESCO Intel Science Competition - Arab World 2012, a pan-Arab science competition organized by Intel Corporation, the United Arab Emirates Ministry of Education, under the Patronage of UNESCO (December 2012, UAE). More than 120 students from 10 Arab countries participated in this event. The Director-General nominated Dr Hayat Sindi, from Saudi Arabia as UNESCO Goodwill Ambassador for Sciences (October 2012) to inspire girls to consider science careers. Further, the UNESCO Engineering Initiative (UEI) and Earth Science Education in Africa Initiative launched a competition for creative young African innovators from engineering and the earth science to propose concrete new solutions to major environmental challenges facing sustainable development in their communities. Developing collaboration with private partnerships has provided critical support for engineering activity development. In this context a new partnership with Airbus will aim to stimulate innovative thinking among young students in aeronautical engineering on ways to improve flying in the future, through a Fly Your Ideas Competition to be run closely by Airbus and UEI. Within the Regional Centre for Biotechnology in India (category 2 centre) a programme of Young Investigator Awards mentorship programme for outstanding young Ph.D scientists in the region was launched to promote innovative research in topical areas of biotechnology.

The interdisciplinary approach to engineering applications was emphasized through UEI working closely with the Division of Water Sciences in the preparatory phase for the International Year of Water Cooperation 2013, the activities of which will include a global project on water engineering for students around the world. The UEI is also working with Engineers Without Borders (EWB), United Kingdom to develop projects for rural areas in Africa and other developing countries to work on infrastructure development. In renewable energy, efforts continued to support capacity building and promote energy policies as well as the exchange of information and best practices in renewable energy and energy efficiency. In this context, the “fifth South East Asian Summer School on Renewable Energy” was organised in Malaysia with support of ISESCO and COMSAT and a regional school on sustainable energy governance in designated sites organised jointly with UNDP in Dubrovnik.

**MLA 3: Mobilizing broad-based participation in STI**

***Expected Result 7: Public awareness of science, technology and engineering raised and STI policy agendas developed with civil society, including women and youth***

This expected result was affected by the lack of funds, but as in other areas, partnerships were very important to achieve some sound results. That is particularly true for science communication-related indicators. Due to UNESCO's participation in the scientific committee for the Journées Hurbert Curien 2012, “Science Communication: International Perspectives, Issues and Strategies”, its scope was expanded to international level and it was a strong success. This was cost effective given that the only inputs were staff time and UNESCO patronage, yet the event reached a large influential audience in science communication and achieved good press coverage. Contacts were made that will enable future work by the sector in this area, and a new topic, “how to evaluate and assess communication tool successes”, was found to be a gap that could be filled by UNESCO once funding permits.

On gender and youth UNESCO was able to involve its networks and to raise gender and youth in the STI arena in several meetings, with the impact of mainstreaming gender and youth in science policy design, implementation and evaluation. The main challenge is to get funds to organize a specific conference at a larger scale on gender and youth. The Organization is planning to hold an international conference on youth in Rio de Janeiro just prior the World Science Forum in November 2013, in partnership with the Brazilian Academy of Science and other Brazilian Institutions.

***Expected Result 8: Local and indigenous knowledge-driven sustainable development policies and actions developed, and appropriate support provided for implementation at global, regional and local levels***

A highlight is the selection of the LINKS programme to lead the development of the traditional knowledge stream under the newly formed Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES). In this context, an information document, "Consideration of initial elements: recognizing indigenous and local knowledge and building synergies with science", was produced for the First Plenary of IPBES, January 2013. In the collaboration with the Mayangna people of the Bosawas Biosphere Reserve, Nicaragua, the outputs contribute to reinforce the transmission of indigenous knowledge by increasing awareness of and interest in the importance of Mayangna knowledge amongst Mayangna students, teachers and community leaders. Community meetings provided an opportunity for Mayangna community leaders to discuss the importance of mother-language education and to consider indigenous knowledge that is in danger of being lost. The pedagogical materials are popular with the students and teachers alike, with reports of high engagement and motivation on their part.

The LINKS programme, in its capacity as UNESCO focal point for engaging with indigenous peoples, made progress on developing a house-wide policy to guide UNESCO's work with indigenous peoples, including coordinating, with Santiago de Chile Office, a regional LAC meeting. UNESCO was represented at the United Nations Permanent Forum on Indigenous Issues, making interventions on the progress made under World Heritage, on a policy on engaging with indigenous peoples, and on projects that contribute to implementing the United Nations Declaration on the Rights of Indigenous Peoples. UNESCO-LINKS activities in the Climate Frontlines project profiled very prominently in the international arena the importance of indigenous knowledge and community-based approaches in international policies and innovation strategies relating to the science-policy interface, sustainable development, climate change and biodiversity use and conservation. The inclusion of a plenary session on indigenous knowledge and science at the UNESCO-ICSU Science Forum in Rio, in the run-up to Rio+20, is in itself an important indicator of the current prominence of this issue in international debates on sustainable development. Through the launch of the UNESCO-UNU book "Weathering Uncertainty" on indigenous knowledge and climate change assessment and adaptation, UNESCO made an important, timely and highly visible contribution to IPCC's ongoing process to develop its Fifth Assessment Report.

***Expected Result 9: Vulnerabilities of Small Island Developing States (SIDS) addressed through science policy, practice and education***

Contributions were made towards the United Nations-wide interagency coordination towards implementation of the Mauritius Strategy through the UNDESA-based SIDS Inter-Agency Consultative Group (IACG). UNESCO's active participation in this forum contributed to the high visibility of UNESCO's SIDS programmes at Rio+20 in June. Highlights included a presentation of Sandwatch at UNESCO's official side event on Oceans, while the University Consortium of Small Island States – a UNESCO UNITWIN Network – hosted an SD-Learning event on disaster risk reduction in SIDS. Through the SIDS Intersectoral Platform's regularly contributions towards the IACG, UNESCO posters, video and information relating to oceans, disaster risk reduction and culture in SIDS was provided to UNDESA exhibition on SIDS at Rio+20 organized by UNDESA.

Implementation of activities relied to a large extent on the development of strategic partnerships as well as extrabudgetary resources. Supported by an Emergency Fund element and targeting the development of a Pacific SIDS Science, Technology and Innovation Policy Framework, a broad Pacific island sub-regional partnership was established by UNESCO, linking institutions, individuals and projects that share an interest in promoting the development of appropriate policy and planning frameworks for STI in the Pacific. Taking its point of departure from a 1987 high-level symposium organized by UNESCO and SPEC (precursor of the Pacific Islands Forum Secretariat), the partnership organized in November is the first major subregional Pacific science, technology and innovation discussion in decades.

Progress on the Sandwatch and Climate Frontlines projects was made possible by on-going funding from the Government of Denmark, allowing the publication of Spanish and Portuguese language second editions of the Sandwatch manual. These publications have substantially extended the reach of the Sandwatch programme in particular to the Lusophone community of countries with new programmes being established in Mozambique and Cape Verde. It has also allowed the incorporation of the new edition's climate change activities into well-established national Sandwatch programmes such as that of the Dominican Republic. Also of key significance for Sandwatch's contribution to global climate change monitoring was the progress made on the development of the global Sandwatch database.

Under the Youth Visioning for Island Living programme, a new round of youth-led and implemented projects under the overall theme of HIV-AIDS awareness are under elaboration with funding from UBRAF, with projects already under way in Jamaica and Mauritius. A Youth Visioning project on climate change in Samoa was concluded.

***Expected Result 10: Peace-building enhanced through diplomacy and cooperation in the field of science.***

Science Diplomacy is becoming a very important part of UNESCO work at international level. Good examples of that capacity can be seen in our involvement of engaging in common conversation scientists, governments and the private sector during Rio+20 and also during the preparatory phase of this Conference. To follow up on this, UNESCO is organizing an international meeting in 2013. This meeting will also contribute to the preparation of ECOSOC 2013 and for the discussions for the post-2015 Agenda.

The challenge was the mobilization of partners that could support some of the meetings that took place before and during Rio+20. We were able to fundraise so that important keynote speakers could participate in UNESCO's round-tables and conferences.

**MLA 4: UNESCO Intergovernmental Oceanographic Commission (IOC): strengthening IOC with a view to improving governance and fostering intergovernmental cooperation to manage and protect oceans and coastal zones for the benefit of its Member States**

***Expected Result 11: Effective end-to-end early warning systems for tsunamis and other sea-level-related hazards, established by Member States at national and regional levels, including disaster preparedness and mitigation measures***

After IOTWS Regional Tsunami Service Provider (RTSP) operations commenced on 12 October 2011, the RTSPs of Australia, India and Indonesia started providing primary tsunami advisory services to the National Tsunami Warning Centres of the Indian Ocean region and issued their first ocean-wide bulletins on 11 April 2012. The Tsunami Information Center in the North-eastern Atlantic, the Mediterranean and connected seas has produced several tsunami awareness products and documents are now being translated to Arabic, French, Greek, Portuguese and Turkish. The 7th Session of the Intergovernmental Coordination Group for the Tsunami and Other Coastal Hazards Warning System for the Caribbean and Adjacent Regions (ICG/CARIBE EWS-VII) was held in Willemstad, Curacao, from 2-4 April 2012. Significant progress has been achieved

in sea level monitoring, with 38 sea level stations available for tsunami monitoring purposes by April 2012, compared to only 19 in 2009. Seismic monitoring has also improved significantly with over 100 stations delivering real time data for tsunami monitoring. The Pacific Tsunami Warning and Mitigation System (PTWS) introduced new experimental tsunami forecast products as part of the basin-wide exercise PacWave11, which included maps indicating the level(s) of threat for each country. The IOTWS has started the work on a compilation document on Good Practices in Warning Dissemination. The IOTWS held a series of capacity building workshops to assist National Tsunami Warning Centres and Disaster Management Offices to develop Standard Operating Procedures (SOPs) for tsunami warning and emergency responses, including the media training modules.

More than 20 brochures and school manuals have been produced by the DIPECHO projects, the International Tsunami Information Center (ITIC) and the Jakarta Tsunami Information Centre (JTIC) in several languages. More than 10 training sessions involving teachers were delivered in Ecuador, Colombia, Chile, Peru, Nicaragua, Haiti, Indonesia and the Philippines. Anguilla (United Kingdom) became the first international TsunamiReady<sup>®</sup> non USA recognized community, through a pilot initiative lead by IOC and NOAA. Under the UNDP-IOC funded project Enhancing Resilience to Reduce Vulnerability in the Caribbean (ERC) work plans for 2012, a five-year business plan and the terms of reference for the Board of the Caribbean Tsunami Information Centre (CTIC) have been developed and approved by the 7th Session of ICG/CARIBE-EWS (Willemstad, Curaçao, 2-4 April 2012).

Almost one year after this devastating event UNESCO/IOC co-organized with Japan and the United Nations University the international symposium on 'The Great East Japan Tsunami' on 11 March 2011 and 'Tsunami Warning Systems: Policy Perspectives' (Tokyo, Japan, 16-17 February 2012), to examine the lessons learned from the disaster, consider its policy implications, the importance of preparedness and identify improvements for tsunami warning systems, the role of the mass media and international cooperation. The symposium was attended by 290 physical and social scientists, warning system operators, emergency and response managers, planners, journalists, policy- and decision makers. The symposium was opened by His Imperial Highness Crown Prince Naruhito, Ms Irina Bokova, Director-General of UNESCO, and Dr Konrad Osterwalder, Rector of United Nations University. Thanks to the Emergency Fund, the planned hazard assessments for the Indian Ocean and the Caribbean will go ahead at a reduced budget levels. A hazard assessment workshop for the Indian Ocean is now planned for March 2013 in Sri Lanka.

***Expected Result 12: Member States' understanding of ocean environment, and related processes in the global climate improved, and skills and national capacities developed for adaptation to climate change impacts***

The International Ocean Carbon Coordination Project, co-sponsored by UNESCO IOC, organized and co-sponsored the "International Workshop to Develop an Ocean Acidification Observing Network of Ship Surveys, Moorings, Floats and Gliders" at the University of Washington, 26-28 June 2012. The focus of this workshop was to design a methodological and global ocean acidification observing network to delineate the physical-chemical processes controlling the acidification of the oceans and its large-scale biological impacts (changes in productivity, nutrient distributions, etc.).

IOC has led a number of UN-Oceans organizations involved in the ocean and collaborated at the UNFCCC/COP17 in organizing a side event on ocean acidification. More recently, IOC led a session on ocean acidification in the conference 'Planet under Pressure' (London, United Kingdom, 26 March 2012). The partnership aims at raising the awareness of the biogeochemical stresses exerted on the ocean mainly by acidification, but also by loss of oxygen and temperature rise.

The IOC was a co-convener of the 2nd International Symposium on the Effects of Climate Change in the World's Ocean (Yeosu, Korea, 15-19 May 2012). The main conclusions of this Symposium

were reported at the STI Forum organized by ICSU together with ISSC and UNESCO in conjunction with UNCSD Rio+20.

The 3rd International Symposium “Oceans in a High CO<sub>2</sub> World” (Monterey, California, United States of America, 24-28 September 2012), co-organized by the IOC, SCOR and IGBP was attended by a total of 528 scientists from 34 countries (58 female speakers).

***Expected Result 13: Capacities of Member States in ocean sciences and services improved in order to monitor, assess and manage marine resources***

IOC is actively engaged in United Nations Regular Process through the provision of scientific and technical support to the United Nations Group of Experts, the organization of Regular Process Regional Workshops, and the development of a clearing house mechanism, together with UNEP. In addition, IOC was involved in the constitution of a pool of experts, to which IOC Member States have been invited to designate national experts. IOC is the lead agency in support of GESAMP Working Group on “Sources, Fate and Effects of Micro-plastics in the Environment – A Global Assessment” which is funded from extrabudgetary sources (PlasticsEurope). The inception meeting was held at IOC Headquarters in Paris, France on 13-15 March 2012.

The work plan of the IOC Intergovernmental Panel on Harmful Algal Blooms (IPHAB), including the IOC-SCOR research programme GEOHAB, has been implemented within the limits of the reduced budget. The two IPHAB Task Teams on Biotoxins and Algal Taxonomy, two working groups co-sponsored with ICES (International Council for the Exploration of the Sea), and the four regional IOC HAB groups have met or worked by correspondence to fulfill their terms of reference. A joint IOC-ICES-PICES (North Pacific Marine Science Organization) conference on HABs and Climate Change is being prepared, and preparation have been initiated for an international workshop with industry partners to identify research needs and solutions in relation to HABs and their potential impacts on desalination of seawater. GEOHAB is in a productive period leading up to a synthesis conference in 2013. With the support of Republic of Korea, through the Yeosu Organizing Committee, a regional GEOHAB project was launched in May 2012 in South-East Asia with a focus on ciguatera and other toxic benthic HAB events. A GEOHAB Open Science Meeting was held on HABs in stratified environments on 29-31 May 2012 and another on HABs in Fjords and Coastal Embayments in Victoria, B.C., Canada on 29-31 May 2012, both to review state of the art and focus international research efforts. Capacity development (CD) activities have been implemented with extrabudgetary funds and in-kind contributions through the IOC Science and Communication Centre on Harmful Algae (IOC SCC). With the support of the Government of Flanders (Belgium), the “Harmful Algal Information System” has been upgraded to better serve both data providers and end users.

Ocean Data and Information Networks (ODINs) in Africa, Caribbean, Indian Ocean, Western Pacific, Pacific Small Islands and Eastern Europe suffered from lack of funds in 2012. In terms of global activities, the substantial support provided by the Government of Flanders (directly to the IOC Project Office for IODE in Oostende and through the Flanders-UNESCO Trust Fund for Science) enabled IODE to maintain its expert meeting and training programme through 2012. Further training activities will depend upon the success of these resource mobilization efforts. The marine biodiversity component of IODE (OBIS) is especially vulnerable now as this activity depended heavily on US support.

***Expected Result 14: Capacities of Member States to protect and sustainably use oceans and coastal zones developed***

The first session of the IOC Sub-Commission for Africa and the Adjacent Island States (IOCAFRICA) was held in May 2012 in Nairobi, Kenya with the generous support of the Government of Korea. More than 55 participants representing 22 Member States and other organizations and programmes attended the session. The session adopted resolutions and recommendations focusing on development of the IOC Africa Strategic Plan, strengthening of the



Sub Commission, capacity development, and the Work Plan for the 2012-2013 biennium. The ninth Session of IOC Sub-Commission for the Western Pacific (WESTPAC) took place in Busan, Republic of Korea, 9-12 May 2012. The Sub-Commission adopted its Programme and Budget for its next intersessional period, totalling \$2.5 million from extrabudgetary support with the inclusion of a newly established WESTPAC Project on the Air-Sea Interaction in the Kuroshio Extension and its Climate Impact, and two WESTPAC Working Groups respectively on Mapping Harmful Jellyfish, and Marine Renewable Energy Technology Development in the Western Pacific; decided to plan a series of commemorative activities in 2014 in celebration of the 25th Anniversary of the Sub-Commission. The Sub-Commission for the Caribbean and Adjacent Regions (IOCARIBE), in cooperation with the Barbados Coastal Zone Management Unit (CZMU), co-organized a Caribbean Regional Workshop on Integrated Coastal Area Management (ICAM) for the English Speaking Caribbean States in Bridgetown, Barbados, on 16-18 March 2012. The meeting was attended by 22 participants representing Antigua and Barbuda, Barbados, Curacao, Grenada, Guyana, Jamaica, Saint Lucia and Trinidad and Tobago. The main objective of the meeting was to assist Member States in developing their own capacity to manage coastal areas and to conduct a national assessment for capacity building. The meeting updated the ICAM management plan for the Caribbean Small islands, including the agreement to conduct national assessments of capacity, science and technology and governance structures collated into a regional assessment. The Barbados Coastal Planning System and the Barbados Coastal Zone Management Plan were presented to developers attending the meeting. The group agreed to complete a 10-year project document with a five-year Implementation Plan to be coordinated jointly with IOC.

Through Resolution XXV-9, the 26th Session of the Assembly endorsed the revised plan for a new activity focusing on integrated coastal research and coastal eutrophication and linking nutrient sources to coastal ecosystem effects and management in particular; an IOC Nutrients and Coastal Impacts Research Programme (N-CIRP). A key component in the implementation strategy is a three-year Joint UNEP-IOC GEF Project 'Global foundations for reducing nutrient enrichment and oxygen depletion from land based pollution' which was launched in March 2012. The Project will deliver a strong global partnership on nutrient management; quantitative modeling approaches for nutrient loadings and their impacts in coastal waters at the global, regional and local scales; development of a policy toolbox; and execution of a nutrient reduction pilot project in the Manila Bay watershed in The Philippines and Chilika Lake in India. On the request of the IOC Assembly, a Plan of action describing IOC/ICAM regional and global implementation based on the inputs received by IOC Regional Subsidiary Bodies was prepared (IOC/INF-1295).

**MLA 5: Freshwater systems under stress and societal responses, incorporating the work of the International Hydrological Programme (IHP) and the World Water Assessment Programme (WWAP)**

***Expected Result 15: Member States supported in building technical and institutional capacities, and policies and mechanisms improved for adaptation to global changes to river basins at the national, regional and global levels, on the basis of scientific knowledge***

The results achieved in the first year of the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks. Several teleconference sessions were organized to discuss ISI activities. Interim synthesis report was revised. Programme linkages were developed. An inception workshop was organized in May 2012 to discuss glacier retreat and impacts on water resources in the Andes. It gathered over 40 experts from IHP and MAB networks as well as social scientists, and decision-makers from governments of the region. Programme partnership was developed with on-going funded projects undertaken by other agencies. The workshop also benefitted from good press coverage. The EU Drought Dialogue Forum (pan-EU DDF) will be linked up with the International Drought Initiative and the High Level Meeting on National Drought Policy (HMNDP) of WMO and UNCCD and other United Nations organizations. Other results included the modified Nile Forecast System as the main tool of converting the climate change scenarios to water budget scenarios.

The financial constraints have impacted the ability to deliver some of the activities planned to Member States. However, active collaboration with National IHP Committees and category 2 water centres has helped to mitigate this. The success of some programmes depends entirely on the commitment of the partners. Several cost efficiency measures were introduced. While extrabudgetary resources were successfully raised, remaining challenges include the reduced level of seed funds to raise additional resources and the feasibility of continuing such external support to operate activities under some IHP programmes.

***Expected Result 16: The World's freshwater resources assessed, notably through the United Nations World Water Development Report, and Member States supported in strengthening policies for water governance, including of shared waters***

Overall, results obtained include strengthened governance and coordination on water; improved knowledge on water resources at the global level; and improved cooperation between IHP (both at Headquarters and at Regional Offices), WWAP, UNESCO-IHE and category 2 centres and UNESCO Chairs. The fourth World Water Development Report was published, launched and disseminated. The twentieth session of the IHP Council and respective Bureaux took place. In particular, the IHP Council approved a total of eight resolutions on the future of IHP, including the IHP-VIII strategic plan, various initiatives and centre proposals. IHP organized over 40 official sessions, side-events and regional events at the sixth World Water Forum (Marseille, France, March 2012), UNCSD (Brazil, June 2012), and Stockholm World Water Week (August 2012). In the context of water cooperation, through a number of activities (training seminars, capacity building/ enhancement events, regional consultations, international conferences), IHP brought its target audiences together and allowed them to: (a) increase and exchange their knowledge and experiences in the field of transboundary water management; (b) learn lessons from past practices and disseminate successful methodologies for the management of shared water resources; (c) exchange data and information related to shared water resources bodies (groundwater bodies more specifically); and (d) build networks of experts and decision makers who will work together in following real-life scenarios. IHP coordinated at the World Water Forum 2012 the Priority for Action 1.5. "Contribute to Cooperation and Peace through Water". The Conference on Traditional Knowledge for Water Resources Management (TKWRM) was held in Iran, February 2012. It also contributed to enhance Member State capacities related to TKWRM and made progress regarding institutional arrangements of the International Qanats Club.

Several cost effectiveness and efficiency measures were introduced, including a reduced duration of the IHP Council (from five to six days to four days); the intermediary session of the IHP Bureau took place just before the Council at no direct cost to UNESCO; reduced number and length of IHP Council and Bureau documents, including final report; the temporary cancellation of the Kovacs Colloquium, which normally precedes the Council and is a scientifically important event; participation at key international events via extrabudgetary funds; collaboration with category 2 centres and international associations to reduce costs. Some of these measures present challenges. For instance the reduced four-day format of the IHP Council implied a very condensed agenda, reducing detailed discussions on several items.

***Expected Result 17: Effective water and sediment management strengthened through improved knowledge base and scientifically sound policy guidance for urban areas, arid and semi-arid zones and groundwater resources and aquifer systems***

Results include: increased capacity of engineers and scientists in water resources management; improved knowledge on sedimentation and erosion on large river basins around the world under the International Sediment Initiative; increased capacity on water management in arid and semi-arid regions under Asian G-WADI Network; improved knowledge via publication of special issue for G-WADI in Journal "Sciences in Cold and Arid Regions", Asian Hydro-geological Maps and Transboundary Aquifer map for Asia. The G-WADI website continued to disseminate web based information and was supported by a category 2 centre. G-WADI geoserver, which provides near

real time satellite precipitation estimation, is updated and supported by partners. Africa G-WADI group discussed water resources needs in the region.

The financial situation led to the increased reliance on partners and preference for the execution of low or no cost activities. Cooperation with partners at regional and international have been initiated or strengthened. Synergies with on-going extrabudgetary project activities are being evaluated, as well as possibilities to leverage additional extrabudgetary funds.

***Expected Result 18: Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues.***

Best practices in water education at all levels to deliver sustainable development objectives have been developed. A global synthesis of water education was developed by experts from all regions. The curricula tools were successfully piloted by UNESCO Field Offices in several Member States and served as a basis for the workshop in Cape Verde. Within the scope of this activity, IHP co-organized with Project WET Foundation an official session at the sixth World Water Forum (WWF6) and side events with ED for the launching of the ESD Multiple Perspective Tool, with the 2012 International Year of Chemistry for the closing of the Global Water Experiment, and with IOC and MultiOne Attitude Foundation for the Race for Water. In addition, IHP has worked with the PanAfrican Parliament of the African Union to foster the status of water education in the African region by working with the Parliament Commissions in charge of Education, Water and Gender.

Two training workshops on IWRM were organized in Africa. In other regions, a training course on Integrated Flood Analysis System in collaboration with ICHARM (Japan) and IMHEN (Vietnam) was organized in Hanoi, Vietnam in June 2012. Events organized within “Volga Day-2012” were attended by local authorities. The seminar in Nizhny Novgorod, held within the International Great Rivers Forum, was attended by the representative of the Ministry of Natural Resources and Ecology of the Russian Federation. Information was disseminated on IHP’s involvement in major and high-visibility events, particularly the WWF6, the twentieth session of the IHP Intergovernmental Council and UNCSD. Various news items and highlights on other events organized with partner organizations as well as just-released IHP publications were posted online. More than 1,300 movies/videos are now available online on thewaterchannel.tv.

Lack of seed funds for the preparations of teaching materials for K-12 water education may delay the process related to the expected result. Due to the on-going financial situation, the UNESCO Water e-Newsletter was suspended in January 2012.

**MLA 6: Enabling the application of ecological and earth sciences to sustainability, including through the Man and the Biosphere (MAB) Programme and the International Geoscience Programme (IGCP)**

***ER 19: Use of biosphere reserves as research and learning platforms for sustainable development broadened, and implementation of the MAB Programme strengthened, including through enhanced exchange of best practices with regional and global networks***

Despite the difficult financial situation affecting UNESCO in 2012, the Statutory Meetings of the MAB Programme have been held. The 18th Meeting of the International Advisory Committee for Biosphere Reserves (IACBR) was held from 24 April 2012 at UNESCO Headquarters. Members of the IACBR made pertinent recommendations on the approval of new BR and on the periodic reviews submitted concerning existing biosphere reserves. Moreover, the IACBR made recommendations on other relevant issues such as on the desirability of creating a new category of MAB Study/Support Sites, nominations for the Michel Batisse Prize for Environmental Management, and the final evaluation of the Madrid Action Plan for Biosphere Reserves. The recommendations of the IACBR were considered by the MAB International Coordinating Council (ICC) at its 24th session held from 9 to 13 July 2012 at UNESCO Headquarters, with the participation of a very large number of elected and observer delegations. Main results included: 20

new biosphere reserves (including two transboundary biosphere reserves) were included in the World Network of Biosphere Reserves bringing the total number of BR within the WNBR to 610 in 117 countries. Moreover, 33 periodic review reports on existing biosphere reserves emanating from 21 countries have been examined and recommendations thereon have been formulated.

Two meetings of the World Network of Island and Coastal Biosphere Reserves took place in Menorca (Spain, February 2012) and in Jeju (Republic of Korea, September 2012). One meeting of the Amazonian BR Network took place in Leticia, Colombia, December 2012. An international workshop on sustainable management of drylands was held in La Paz, Bolivia, November 2012. It did not prove possible to raise external funds for the Internet clearing house for BR managers, which would be instrumental in bringing MAB's ability to share lessons learned in these unique sites to a new level.

***Expected Result 20: Earth Sciences research, education and capacity-building for sustainable development enhanced, with a particular focus on Africa***

The 40th anniversary celebrations of the IGCP in February provided a platform not only for celebrating the achievements of the past 40 years but also an opportunity for looking forward to the continuing development of the Programme. A structured discussion on the future of the IGCP with a panel of international experts concentrated on how to increase the societal relevance of the IGCP and on how to further increase participation of geoscientists from the developing world, notably Africa. The meeting was made possible by financial contributions from the International Union of Geological Sciences (IUGS) and the National Committee for the IGCP from Australia. The 40 years of IGCP were commemorated with the publishing of the book, "Tales Set in Stone". Discussions continued at the International Geological Congress in Brisbane, Australia with the new executive committee of IUGS on ways to increase the societal relevance of the IGCP.

To advance the development of the Global Geoparks Network (GGN), and as part of ongoing consultations with Member States, several meetings were held including dialogue with external Geopark experts and with representatives of over 60 Geoparks in the GGN in September. These meetings have assisted in the identification of options available for developing the links between UNESCO and the GGN. As a result a document was submitted and discussed at the 190th Executive Board on ways to formalize the relationship between UNESCO and the GGN through the creation of an official UNESCO Geoparks Initiative. Extensive networking with UNESCO regional bureaux have been aimed at ensuring that the Bureaux remain fully informed about these developments, allowing them to act as focal points for regional Geopark development in those key areas. At the GGN Bureau Meeting in September, six new members were admitted to the GGN from Austria, China, France, Hungary, Indonesia and Spain.

***Expected Result 21: Sustainable and equitable use of biodiversity and ecosystem services strengthened in collaboration with key United Nations institutions and agencies and regional reference centres***

The results achieved in the first year of the biennium contributed to the timely progress on the expected result, considering the related performance indicators and benchmarks.

Despite no regular programme funding, the UNESCO Biodiversity Initiative (UBI) made excellent progress thanks to successful fund-raising, as well as Emergency Funds. A dedicated website and a brochure were produced. Programmatically, a very pragmatic approach has been followed, to utilize UNESCO's affiliation with the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) to draw the attention of donor countries and organizations to UNESCO's support to the full operationalization of the Platform. This has also allowed to mobilize expertise and the human resources of colleagues from many Sectors, who have contributed on a part-time basis to substantive work in relation to IPBES through the UBI cross-cutting thematic unit located in SC. Main achievements are: the development of guidelines on the recognition of traditional and indigenous knowledge by IPBES with SC's LINKS programme; joint work on marine

biodiversity (criteria for ecologically and biologically sensitive areas, the contribution of marine biogeographic information to the UNESCO biodiversity kit, and the contribution of ocean observations to IPBES) with IOC; promoting assessments of biodiversity and ecosystem services within the MAB Programme; preliminary reflections on revitalizing the biodiversity component of the Ecohydrology Programme with SC/HYD; preliminary work on synergies with biotechnology-related work of IBSP; initial work with SHS on integrating the social dimension of global change in the work of IPBES; collaboration with ED/ESD on materials including the Multiple Perspective Approaches to Biodiversity Education learning tool prepared as a collaboration between UNESCO and DESD demonstrating leadership within the United Nations on biodiversity education; and preliminary reflections on the contribution of biodiversity to disasters reduction.

In relation to the MAB biodiversity and ecosystem services related activities, thanks to the existing UNESCO extra-budgetary funded project "Sustainable Management of Marginal Drylands", studies on dryland management have continued in Bolivia, Burkina Faso, China, Egypt, India, Iran, Jordan, Pakistan, Tunisia. UNESCO has facilitated information exchange on Global Change Observatories among Sierra Nevada BR (Spain) and Huascarán BR (Peru) as a result of the former UNESCO GLOCHAMORE project. Moreover, UNESCO has organized a session on Climate Change Impacts in Mountains at the London conference "Planet under Pressure". Jointly with IHP, the MAB Secretariat organized a regional workshop on the impacts of glacial melt in the Andes in Peru (May 2012). Due to the lack of RP funding, it was not possible to produce any pilot studies on mountains as had been planned originally. An international workshop on sustainable management of marginal drylands was held in La Paz, Bolivia in November 2012, funded solely through extra-budgetary resources.

***Expected Result 22: Biosphere reserves and natural World Heritage sites integrated, in collaboration with UN-REDD, the clean development mechanism (CDM – Art. 12 of the Kyoto Protocol) and similar climate change mitigation and adaptation financing mechanisms***

Efforts in the first year of the biennium have not contributed yet to the timely progress on the expected result. A joint table outlining similarities and differences between natural world heritage sites, biosphere reserves, Geoparks and Ramsar (wetland) sites have been worked out which will be published as a hard-copy brochure in early 2013. Once finalized, the same table will then also be published on the Internet among the different websites for World Heritage, Biosphere Reserves, Geoparks and Ramsar sites.

The financial crisis affected the Regular Programme budget for this activity, which was entirely cut. Fundraising so far is slow in part because the new specific modalities that exist, such as the REDD Fund, have a complex process which is not yet entirely finalized. UNESCO is positioning itself to take advantage of these new funding sources in future.

***Expected Result 23: Management of natural and cultural World Heritage sites, biosphere reserves and priority ecosystems of the MAB Programme enhanced through a network of space science and space technology partners***

Largely as a consequence of limited availability of financial resources, but also due to international policy uncertainty linked to the Kyoto protocol under the UNFCCC and the status of REDD and REDD+ within the UNFCCC process, efforts in the first year of the biennium have not yet resulted in the full achievement of this expected result. However, important results were achieved by the UNESCO Jakarta office in promoting the inclusion of UNESCO sites in the multimillion dollar support programme from Norway to REDD+ initiatives and policies in Indonesia. Efforts have also been pursued for the establishment of partnerships with carbon market actors to the benefit of UNESCO sites in their REDD+ activities. An online survey undertaken to gather information on ongoing and possible future REDD+ project activities in UNESCO sites, the results of which should be available shortly. A joint table outlining similarities and differences between natural World Heritage sites, biosphere reserves, Geoparks and Ramsar (wetland) sites have been worked out which will be published as a hard-copy brochure in early 2013. Once finalized, the same table will

then also be published on the Internet among the different websites for World Heritage, Biosphere Reserves, Geoparks and Ramsar sites. In view of the financial crisis affecting the Regular Programme budget for this activity, several project proposals have been prepared and submitted to prospective funding agencies.

***Expected Result 24: Knowledge base and policies for renewable energy, in particular solar energy and energy efficiency and sustainable use promoted for the purpose of sustainable development, also targeting resident communities in biosphere reserves as beneficiaries of the solutions found***

Awareness raising through UNESCO's contributions, patronage and support to the International Year of Sustainable Energy For All 2012 was a major focus during the 2012. A round table Conference on "Sustainable Energy For All" was organised in Moscow with support of the Russian Ministry of Energy as a contribution to the Year. A high-level conference on "Energy, Water and Climate Change – Building Bridges" was organised under UNESCO auspices by DESY to address progress in science, technology and innovation as instruments to help in finding sustainable solutions in energy and water. UNESCO participated in the High-Level segment of the United Nations Global South-South Development Expo 2012 organized within the 2012 IYSEA. Support was provided to the "Third World Renewable Energy Congress".

Innovative training in solar engineering was provided at Barefoot College to six women from two African biosphere reserves, who then began work to provide solar electrification to their villages, as the start of a larger, longer-term project. The Barefoot College approach to provide solar energy by empowering women in rural communities is a very powerful, innovative experience that has been implemented in Volcano Biosphere Reserve in Rwanda and in Pendjari Biosphere Reserve in Benin. The training methodology is currently entirely oral and based on picture books without text. In Rwanda development is now underway for context-based training materials in local languages.

A renewable energy strategy was formulated for Togo.

**MLA 7: Natural disaster risk reduction and mitigation**

***Expected Result 25: Natural disaster and climate change resilience, disaster risk assessment, and impact mitigation enhanced, and targeted scientific assistance delivered, including through participation in United Nations common country approaches***

UNESCO pursued the strengthening of networks and partnerships for the study of natural hazards and for risk reduction in the framework of the United Nations International Strategy for Disaster Reduction (ISDR). UNESCO's multidisciplinary and intersectoral approaches to the problem of natural hazards have yielded positive results, notably in the field of education and disaster resilience, knowledge, including local and traditional knowledge in DRR and climate change adaptation, preservation of cultural sites and overall capacity-building. The Organization's role in building capacities for mitigation of natural disasters through advocacy, networking, partnerships and institutional and policy support has been confirmed through UNESCO's participation in high-level intergovernmental and inter-agency fora (Rio+20, IDRC Davos, ASIAN Ministerial conference on DRR and others) and by hosting the first retreat on DRR of the United Nations High Level Committee on Programme, from 19 to 20 November 2012 at UNESCO's Headquarters in Paris.

***Expected Result 26: Scientific knowledge base and adaptation capacity of Member States in respect of water hazards at regional and country levels improved***

National capacity on hydro-hazards was enhanced through a training course on flood modelling, inundation mapping, Integrated Water Resources Management (IWRM) and flood forecasting for 50 participants from Namibia, representing regional councils, ministries, the University of Namibia and the Polytechnic Institute of Namibia. Support was provided on flood management through the development of a roadmap for disaster risk management, involving participants of the training

course. The roadmap, covering the following topics: education and capacity building, development of a knowledge platform (hydro-meteorological data, GIS mapping and flood modelling) and integrated disaster risk management, will be developed into an action plan through the Deputy Prime Minister's Office of Namibia.

The African Drought Monitor has been successfully implemented in Niger at the Regional Centre in AGRHYMET. Training on the Drought Monitor was organized in cooperation with the UNESCO IHP, Princeton University and the Climate Prediction and Application Centre (ICPAC) from Kenya. In total 24 participants from Burkina Faso, Chad, Kenya, Mali, Niger, Senegal and Tanzania including resource persons attended the training course. Princeton University provided the software for the training course and distributed training material to the participants. The training material will be further developed and it is planned to provide translation into local languages. The Drought Monitor will be further developed and it is envisaged to implement the drought monitor in South Africa.

### **UNESCO-IHE Institute for Water Education**

#### ***Expected Result 1: Sustainable development enhanced through water education and training, primarily in developing countries***

UNESCO-IHE continues to experience great demand for water education in the South as evidenced by the number of applications to its short courses and MSc programmes and number of education projects in which the Institute is involved. The Institute has started working towards the development and implementation of a quality assurance system for joint MSc and PhD education and increasing its open courseware in order to reach more participants.

In 2012 a major achievement for the Institute was the successful completion of the MSc programmes accreditation. In the class of 2012-2014, UNESCO-IHE has welcomed a record number of MSc students: over 200 participants.

#### ***Expected Result 2: Research capacity in the water sector increased, focusing on MDG-related topics and primarily aimed at solving problems in developing countries***

The Institute's research activities has focused on and contributed towards the knowledge base focusing on MDG-related topics and is primarily aimed at solving problems in developing countries. Some highlights are: the UNESCO-IHE Partnership Research Fund (UPaRF) provided €8.5 million in funding for 75 collaborative research projects involving 75 partner institutes from 37 countries; the Delft Urban Water research platform was set up by researchers from Delft University of Technology, UNESCO-IHE, Deltares and the KWR Water Cycle Research Institute. Eight post-docs were involved in the Post-Doctoral Research programme on Adaptation to Climate Change (PRoACC) in the Mekong River Basin, South-East Asia; the EC-funded SWITCH action research programme of €21.3 million was successfully completed in 2012, and involved 33 partners from 15 countries working together for five years to create innovative, scientific, technological and socioeconomic solutions that can be replicated around the world; the EU-funded project KULTURisk, a €4.4 million collaborative project, coordinated by UNESCO-IHE, aims to develop a culture of risk prevention through a knowledge-based approach that assesses the socioeconomic benefits of risk prevention techniques.

#### ***Expected Result 3: Capacity to support local water-related organizations increased***

In 2012, UNESCO-IHE continued to be heavily involved in the capacity development of water institutions in the South, including universities, research centres, and in-house centres of ministries and other government institutions. After a thorough analysis of the organization, including needs assessments for human and other resources, the Institute implements activities such as staff development, curriculum design, research and development (R&D) support, upgrading facilities,

educational training, and enhancing managerial systems and skills. The Institute continues to be highly successful in project acquisition through a variety of different donors worldwide.

A number of training courses were launched in 2012 as part of the programme to develop the capacity of the recently established UNESCO Category 2 Centre, HidroEx International Centre for Education, Capacity Building and Applied Research in Water, which was established in Frut, Brazil. Seven new NICHE projects were included in the UNESCO-IHE portfolio: two in Bangladesh, two in Vietnam, one in Rwanda, and one in Egypt, respectively. Work on the training and capacity building component of UN-HABITAT's Lake Victoria Water and Sanitation Initiative continued throughout 2012 and was completed in December. The capacity development project for The Netherlands and Western Balkans Environmental Network (NEWEN), aimed at improving the environmental situation in the Western Balkan, was successfully completed in 2012.

UNESCO-IHE successfully delivered 22 courses within the H2020 Capacity-Building/Mediterranean Environment Programme (ENP MEP H2020) as part of the Horizon 2020 programme and aims to enhance capacity to address pollution problems in the Mediterranean Sea at technical, institutional and societal levels.

### **Abdus Salam International Centre for Theoretical Physics (ICTP)**

#### ***Expected Result 1: Science, technology and innovation (STI) policies implemented, related capacities built, excellence promoted and regional collaboration in developing countries supported***

The new agreement with the Technological University of Panama paves the way for scientific exchange programmes for students and faculty and the coordination of joint conferences and workshops, amongst other activities. The agreement with the International Astronomical Union is expected to lead to a new diploma programme to train African scientists to work at the SKA. Progress is made and it seems possible to sign an agreement with the University of Trieste for a Master's program in medical physics. A collaboration agreement between ICTP and SISSA is signed, under which an international Master's in HPC for Science and Technology will be designed, start-up is foreseen in the autumn 2013. Under an agreement with the University of Science and Technology in Abuja, Nigeria, ICTP will develop and teach HPC/HPC application related courses to all graduate students of the five main departments (mathematics, computer science, petroleum engineering, theoretical physics, materials science. With the support from the International Science Programme of the University of Uppsala Sweden, ICTP is organizing a Ph.D. fellowship at the University of Trieste for a staff from Addis Ababa University, to enforce the HPC team of the M.Sc. program at the Addis Ababa University.

The Joint Laurea Magistralis in Physics of the University of Trieste has five students enrolled. The Joint ICTP/Collegio Carlo Alberto Program in Economics, in Turin, has two students enrolled via ICTP. The International Master's in Physics of Complex Systems has two students enrolled via ICTP, and the Joint Ph.D. in Environmental Fluid Mechanics has 14 students. The efforts to create ICTP branch institutes are progressing; ICTP will have cooperation agreements with the branch institutes that formally are created for the purpose by local counterpart institutes. The ICTP branch in São Paulo in Brazil is already organizing scientific training activities. Preparations for signing agreements of cooperation with research institutions in Mexico and Turkey are on-going and there is strong interest at highest levels in China and Indonesia for similar initiatives. These are indications that the training capacity of ICTP outside Trieste will increase significantly in the years to come. The capacity in Trieste is to a large degree fully expended.

ICTP in partnership with the Office of Astronomy for Development (a project of the International Astronomical Union) has launched a call for proposals for a suite of global activities aimed at using astronomy to stimulate high quality education and research at university level.



***Expected Result 2: Access increased to scientific knowledge for scientists and science educators, especially from developing countries***

Through a recently signed contract with the European Commission for “Training and Preliminary Backbone Infrastructure Development” within air transport and satellite service applications in Africa, training of scientists in Africa in Global Navigation Satellite System implementation, management and testing will be implemented in 2013.

In the new research area of Quantitative Biology, the following activities benefitted 54 participants from 18 countries: School on machine learning with applications to large datasets in biology; Workshop in physical virology, gathering scientists from different disciplines to discuss the recent advances in the understanding of viruses by combining perspectives from structural biology, genomics, epidemiology and evolution; Winter School on quantitative systems biology, designed to respond to the strong need, especially at the Ph.D. and postdoctoral level for providing physicists with a broad exposure to quantitative problems in the study of living systems. .

Energy is another new research area at ICTP who contributed, inter alia, to the celebration of the 2012 International Year of Sustainable Energy for All. An article “Sustainable Energy: How Quantum Chemistry can help” was published in Europhysics News. One activity held: School on numerical methods for materials science related to renewable energy applications. ICTP is a partner in a local initiative on research on renewable energy “Regional Centre for Renewable Energy”, together with SISSA, University of Trieste, University of Udine, ELETTRA Synchrotron, CNR-IOM; however, these efforts have not been progressing as expected.

In its efforts to develop a substantial systematic and coherent programme for on-line access to scientific information and to its library, ICTP has prepared edited video coverage of the Basic Diploma programme; a portal will be launched in early 2013. ICTP continues to upload videos and recordings to both the iTunes U and the ICTP.TV. ICTP has over 10,000 hours of recordings available on-line, one hour of recording costing less than a cup of coffee.

ICTP's Free Electronic Journals Delivery System (eJDS) celebrated 10 years of existence. ICTP has agreements with some of the world's leading scientific publishers, enabling scientists who live and work in least-developed or low-income countries to receive current scientific literature from more than 800 journals. At end 2012, eJDS has 4,161 registered users from 142 countries. ICTP supervises the technicalities behind and gives advice and editorial services for the African Review of Physics, a peer-reviewed and online international e-Journal: [www.aphysrev.org](http://www.aphysrev.org).

Eleven students are enrolled in the new Joint ICTP/SISSA Ph.D. programme, against the benchmark of eight. ICTP organized in 2012 a total of 75 activities of which 56 were in Trieste. Upon ICTP's initiative, the Union of Central American and Caribbean Universities has approved the creation of a Ph.D. in mathematics and physics.

***Expected Result: Programmes on natural disaster risk reduction and mitigation and the impacts of climate change on water resources, food production and health offered, with the needs of end-user groups identified and addressed***

Computational sciences, specifically high performance computing (HPC), is a new research priority identified in ICTP's five-year strategic plan. HPC is also at the basis of various in-house research activities, in particular regarding climate modelling and computational materials science. The programme is going well; the HPC cluster has been expanded several times during the year and now has almost 2,000 cores and more than 25 teraflops. An agreement has been signed with SISSA to start a Master/Ph.D. in HPC. ICTP has now a specialist team of four full-time experts working on research enabling, hardware accelerators, and parallel programming. Seven advanced schools have been organized at ICTP and elsewhere. Agreement signed in Abuja/Nigeria to develop and teach HPC/HPC application related courses to all graduate students of the mathematics, computer science, petroleum engineering, theoretical physics, materials science

departments. Weekly lectures on HPC topics started at ICTP. One of the most important plans for future developments of ICTP's HPC initiative is the creation of a joint Ph.D. programme in HPC together with the International School for Advanced Studies (SISSA) in Trieste.

A study by the Earth Systems Physics group should contribute to more accurate local rain monitoring in the near future. This ICTP study is the first to focus on the sensitivities of cloud and precipitation sensors at the regional scale. The study, titled "Using CloudSat cloud retrievals to differentiate satellite-derived rainfall products over West Africa", will validate seasonal forecasts over West Africa. Another activity, AfriCARP, has as its focus the improved accessibility to numerical weather prediction and seasonal forecast products in Africa. Initial progress on both activities has been according to the plan.

## **Intersectoral Platform on UNESCO's contribution to climate change mitigation and adaptation**

### ***Expected Result 1: Interdisciplinary climate change knowledge base strengthened***

The Global Framework for Climate Services (GFCS) is well positioned to become an important endeavour for climate change knowledge-based service delivery in the coming years. Spearheaded by WMO, UNESCO has successfully mobilized several of its programmes and Platform projects with the view of assisting in the design and implementation of the GFCS. Several of the 10 projects funded through the Climate Change Platform are or will contribute towards science capacity development in Member States, including in Africa and SIDS.

### ***Expected Result 2: Information for and resilience to the impacts of climate change of vulnerable Member States, their environment and local communities enhanced through the Climate Change Adaptation Forum***

Following discussions with WMO, the UNESCO Climate Change Adaptation Forum will draw on the existing regional climate outlook fora organized by WMO, by adding UNESCO stakeholders and content to the discussions. The UNESCO Climate Change Adaptation Forum will then have regional nodes and contribute to assist UNESCO's Member States as well as the GFCS process. Preparations are under way for the first regional adaptation forum for the Caribbean to be held in Jamaica in March 2013.

While primarily contributing to expected result number 1, the project on "Climate Change Impacts in Major Mountainous Regions of the World: Multidisciplinary Network for Adaptation Strategies (Africa, Asia, Latin America, and Europe)" will also contribute to the establishment of Adaptation Forum focusing on key mountain areas of the world.

### ***Expected Result 3: Climate change education and public awareness for sustainable development strengthened in Member States***

Five platform funded activities contribute to the progress on this ER:

- (a) "Climate Change Education for Sustainable Development in African SIDS and coastal regions: building excellence through teacher education" that focus on two main areas of action: (1) extending the achievements of the current Sandwatch project through dedicated action in support of the consolidation and global roll-out of the Sandwatch Database as a globally distributed "citizen science" climate change monitoring, exchange and education tool; and (2) the development of teachers' capacity to introduce climate change across the curriculum through UNESCO's Climate Change in the Classroom course for secondary teachers.

- (b) “Community understanding of climate change and downscaling the science of climate change to community-level adaptation”. Literature review has been completed and country selection under discussion, proposing to focus on only three countries. Focus groups for survey are also being refined. The survey is expected to be conducted early 2013, finalizing partnership with University of Melbourne.
- (c) “Creation of the Subregional Centre for Training on Climate Change Leadership”. Formalization of partnership agreements with numerous institutions and new members and sponsors in LAC is in process, as follows: Inter-American Institute for Global Change Research (IAI) (confirmed); Ibero-American General Secretariat (SEGIB) (confirmed); International Development Research Centre (IDRC) (in negotiation); Organization of Ibero-American States (OEI) (in negotiation); World Resources Institute (WRI) (in negotiation); Climate and Development Knowledge Network (CDKN) (in negotiation).

***Expected Result 4: Global climate change field observatory of UNESCO sites expanded***

Good progress was made to establish an observatory on the sustainable use and applications of renewable energy sources in UNESCO Sites. Preparatory work was done to promote energy efficiency and use of renewable energy in a selected number of UNESCO sites that could serve as global climate change field observatory sites as well as models of Sustainable Energy Communities. A kick-off meeting was organised with identified partners for the project implementation and a strategy with defined milestones and timeline was defined for the project which will be entitled “Renewable Energy Futures for UNESCO Sites” (RENFORUS). Concurrently, an information brochure on the project objectives and expected outcome have been finalised for broad distribution including to UNESCO sites focal points.

To make progress in the identification of best practices in biosphere reserves, information on existing projects and initiatives has been uploaded to the Biosphere Smart platform. Some 80 examples have been included as a good preliminary reference. Similar cases have also been identified for World Heritage sites. A questionnaire was developed for the identification of best-practices and reference cases. The questionnaire together with a first compilation of existing practices and case studies to serve as a reference in a short background document will be distributed to all focal points in UNESCO sites concerned. Collaboration with the Global Sustainable Electricity Partnership (that includes the 13 largest electricity companies) was initiated.

**Intersectoral Platform on UNESCO's Contribution to the Mauritius Strategy for the further implementation of the 1994 Barbados Programme of Action for the Sustainable Development of Small Island Developing States (SIDS)**

***Expected Result 1: Resilience of communities reinforced in SIDS, with particular reference to climate change adaptation and natural disaster preparedness, through evidence-based policies, education and capacity development and the mobilization of civil society***

In spite of the current severe funding constraints, considerable progress was made towards addressing vulnerabilities of SIDS through science policy, practice and education during the first 12 months of the biennium, particularly within the framework of the global Sandwatch and Climate Frontlines programmes, as well as through UNESCO's strategic contributions to the wider United Nations system's support for implementation under the Mauritius Strategy. With support from the Government of Denmark, the Sandwatch manual was published Spanish (May 2012) and Portuguese (November 2012) and widely distributed, with capacity-building for teacher educators in African SIDS to follow in 2013. The global Sandwatch database was trialled in preparation for full-scale launch and training events to take place later in 2013. Also with Danish support, UNESCO spearheaded inputs to IPCC's Fifth Assessment Report on the role of traditional knowledge for climate change adaptation in vulnerable communities including SIDS with the launch

of the inter-agency publication “Weathering Uncertainty” – containing a dedicated small islands section – at the Rio+20 STI Forum.

The expansion of SIDS participation in existing UNESCO natural disaster preparedness and early warning programmes was advanced through IOC. The 7th Session of the Intergovernmental Coordination Group for the Tsunami and Other Coastal Hazards Warning System for the Caribbean and Adjacent Regions (ICG/CARIBE EWS-VII) was held in Willemstad, Curacao, on 2-4 April 2012. Significant progress has been achieved in the Caribbean in the area of sea level monitoring, with 38 sea level stations available for tsunami monitoring purposes by April 2012, compared to only 19 in 2009. Seismic monitoring has also improved significantly with over 100 stations delivering real time data for tsunami monitoring. The Pacific Tsunami Warning and Mitigation System (PTWS), it is focusing on the development of new experimental tsunami forecast products were introduced as part of the basin-wide exercise PacWave11, which included maps indicating the level(s) of threat for each country.

***Expected Result 2: SIDS efforts towards sustainable development supported through the safeguarding and reinforcement of island cultural and natural heritage, including local and indigenous knowledge and practices***

While SIDS Platform project work plans have been revised to take into account the shorter period of time available for implementation, preparation for key events has been undertaken. Under the project “Supporting Traditional Medicinal Knowledge in the Indian Ocean SIDS”, initial contacts with government bodies, scientists, researchers, institutes and organizations throughout have been made in the Indian Ocean region. A group of practitioners, representing every country in the region, will participate in the first project planning meeting, to be held in the Seychelles from 4-6 February 2013. This meeting will enable traditional medical practitioners in all Indian Ocean SIDS and Madagascar to exchange good practice and to plan for future activities to support knowledge transmission, to participate in policy dialogue and to develop best practice guidelines, including ethical guidelines. To assist communication across the region, the book “Savoirs des Femmes: médecine traditionnelle et nature-Maurice, Reunion, Rodrigues” is being translated into English. This book provides insight into the specific knowledge and roles of women traditional medicinal practitioners in the region.

Under the project “Reinforcing Pacific Island Languages and Traditional Knowledge through Open Educational Resources (OER)”, work was commenced in November 2012 on the first of four new sets of UNESCO publications to be re-released as open educational resources. Training activities, seminars, and other advocacy events will commence when the openly-licensed publications have been released in 2013. These training sessions will allow an active use of the openly-licensed UNESCO OERs by teachers.

***Expected Result 3: Capacity built in SIDS for the development and implementation of policies and practices that reinforce educational, economic and livelihood opportunities for island youth, both women and men, with particular reference to ESD, TVET, STI, media and information, and cultural industries***

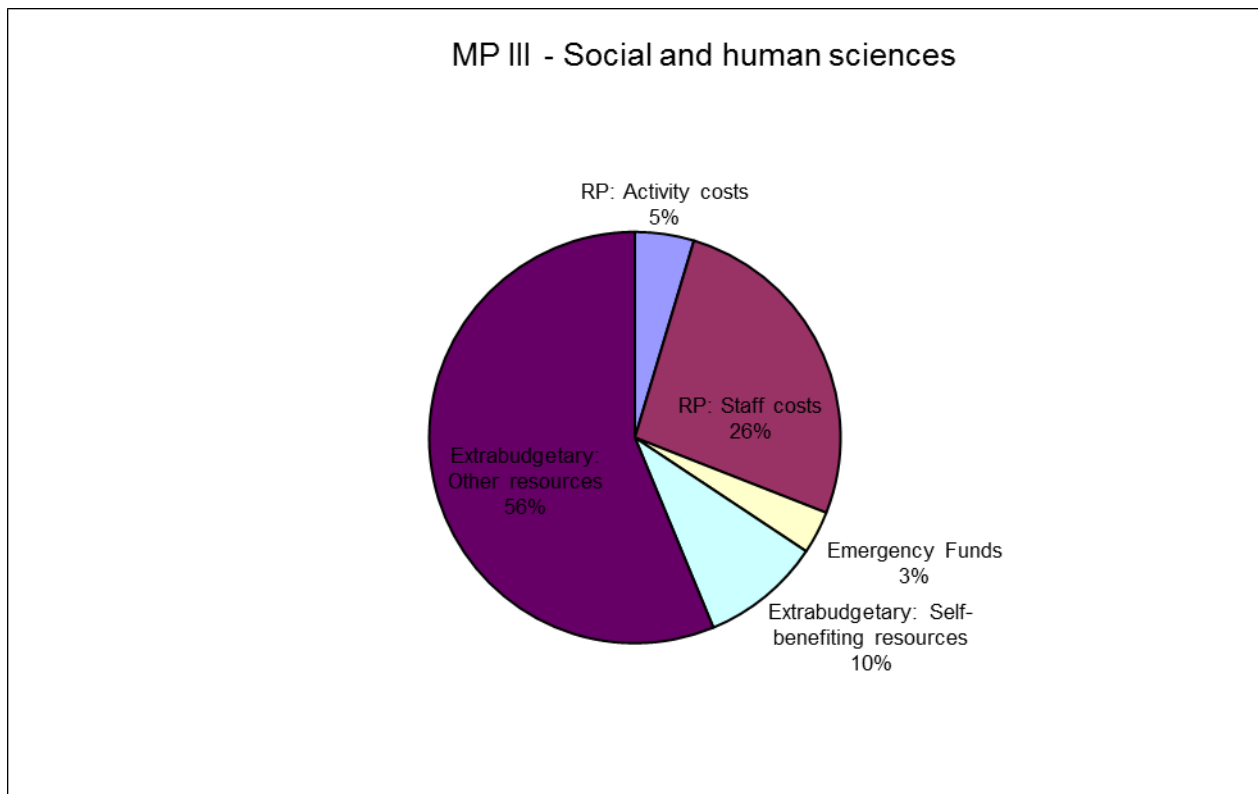
In collaboration with Pacific and European partners, UNESCO co-organized a Pacific islands university networking and science policy dialogue in Suva, Fiji, November 2012. The event led to the establishment of the Pacific Islands University Research Network, as well as to the identification of key elements and priorities for a future Pacific science, technology and innovation policy framework.

Under the Youth Visioning for Island Living programme, a new round of youth-led and implemented projects under the overall theme of HIV-AIDS awareness are under elaboration with funding from UBRAF, with projects in mid-implementation in Jamaica and Mauritius.

In the context of the project “Enhancing Open Suite Strategies in Caribbean SIDS”, four countries (Saint Vincent and Grenadines, Dominica and Grenada and Antigua) have been identified to receive technical assistance from UNESCO for the development of Open Education Resources policies. A consultation on Open Access for Scientific Research will be organized from 5 to 8 March 2013 in Kingston, Jamaica with participants from Latin America and the Caribbean. Two experts have been engaged to prepare a report on the state of the art with and prospects for integrating open access elements in existing national information frameworks and strategies as well as in national development programs in the 17 Caribbean countries.

## MAJOR PROGRAMME III: SOCIAL AND HUMAN SCIENCES

### Breakdown of the expenditure incurred over the 12 months by category of funds



#### MLA 1: Supporting Member States in the development of policies and advocacy in the ethics of science and technology, especially bioethics

##### ***Expected Result 1: Capacity of Member States enhanced at national level to identify and address bioethical challenges with due regard to appropriate human rights and gender equality frameworks***

All the performance indicators were reached and often surpassed. In terms of Capacity-building and impact, 10 countries, 8 of them from Africa, received assistance from UNESCO for their National Bioethics Committees. The improvement of the quality of Ethics Teaching was an objective for the Ethics Teachers Trainings (ETTC) organized in four different countries. Indirectly, many other countries benefited from these trainings by having their nationals as participants and beneficiaries. For instance, the ETTC in Windhoek, Namibia, featured participants from Nigeria, Kenya, South Africa, and Tanzania. Priority Africa was explicitly made prominent in the planning and execution of activities - 8 of the trainings were organized in Africa to assist newly-established NBCs; and 2 new NBCs in Africa were established, and supported with technical assistance.

#### **Supporting the establishment of national bioethics committees**

- UNESCO supported the establishment of two new National Bioethics Committees (NBCs) in Chad and Oman. Argentina and Malaysia finalized their respective MOUs under this project. Technical assistance on bioethics and research ethics was provided to five national bodies (NBCs of Colombia, Ecuador, Trinidad and Tobago, and Uruguay; Ministry of Health of Peru; as well as to the National University of Colombia). One training session (the second of a series of three) was completed for the Togolese NBC to enhance its capacity to develop an action plan for its work. Seven other training workshops for NBCs (in Cote d'Ivoire, Gabon, Ghana, Guinea) were undertaken, using the Emergency Funds. Thanks to cost

saving measures by beneficiary countries one more country (Malawi) was added to the plan for 2012 under the Emergency Fund, with the possibility of expanding it to Chad. The second training session for the NBC took place in El Salvador.

### **Providing ethics education**

- Under the Ethics Education Programme (EEP), three training workshops for ethics teachers (Azerbaijan, Croatia and Namibia) were completed during the second half of 2012, also using the Emergency Fund decentralized to the Field. Pilot testing of the UNESCO Bioethics Core Curriculum is under discussion or already being implemented with universities in Argentina, Costa Rica and Uruguay and consultations are ongoing with the Ministry of Education of Argentina to introduce it in every medical school in the country; similar consultation will soon start with the World Medical Association for medical schools worldwide. So far, over 200 students from 20 countries in LAC region have been trained under the Ethics Education Programme.

### **Promoting existing instruments in the field of bioethics**

- The International Bioethics Committee of UNESCO (IBC) has also started its reflection on Article 11 of the Universal Declaration on Bioethics and Human Rights (2005), regarding the principle of Non-Discrimination and Non-Stigmatization, with a view to preparing a policy report by the end of 2013. Reflection on topical bioethical issues such as traditional medicine and its ethical implications and the principle of "non-discrimination and non-stigmatization" was further pursued during the 19th session of the International Bioethics Committee (IBC), the Joint Session of IBC and Intergovernmental Bioethics Committee (IGBC), and the Session of IGBC which were held at UNESCO Headquarters in Paris from 10-14 September 2012. Within the United Nations system, UNESCO maintains its pivotal position in coordinating inter-agency efforts in Bioethics through carrying out its function as the Secretariat of the United Nations Inter-agency Committee on Bioethics.

### ***Expected Result 2: Promotion and implementation of the International Convention against Doping in Sport ensured***

#### **Promotion of the Convention**

- The number of States Parties rose from 165 to 173 during the first year of the biennium, making the International Convention against Doping in Sport the second most ratified of all UNESCO Conventions. The Conference of Parties approved the new list identifying the prohibited substances which came into force on 1 January 2013. The national reporting to monitor compliance has also improved with the submission of 104 national reports through the ADLogic system. (Sixty-six countries are being requested to update on ADLogic). UNESCO completed discussions with WADA and the Council of Europe on options for harmonizing the monitoring systems for the International Convention against Doping in Sport, the World Anti-Doping Code and the Anti-Doping Convention 1989 (Resolution 2CP/5.2, item 6 of the Conference of Parties).
- The 2012 Plenary Session of the Intergovernmental Committee for Physical Education and Sport (CIGEPS) and the related meeting of its advisory body, the Permanent Consultative Council (PCC), were held from 17 to 19 April 2012 in Lausanne with support and full financing from the International Olympic Committee (IOC). Azerbaijan will host and finance the organization of an exceptional extra-ordinary session in Baku, 13 to 15 March 2013 in preparation for the fifth Ministerial Conference of Ministers and Senior Officials responsible for Physical Education and Sport (MINEPS V) to be held in May 2013 in Berlin. A milestone in the lead-up to MINEPS was the 8<sup>th</sup> IOC/ UNESCO World Conference on Sport, Culture and Education, (Amsterdam, 25 to 27 November 2012) which endorsed the need for political

decisions on issues of governance and integrity of sport and called for reinforced values-based education and physical education in school curricula.

### **Capacity-building in Member States**

- Seventeen new projects, amounting to \$350,000, were approved by the Approval Committee of the Fund for the Elimination of Doping in Sport. The national projects include preventative education programmes, the development of specific anti-doping legislation, and activities which help build the anti-doping capacity of least-developed or low-income countries. A total of 80 projects, worth over \$1.3 million, have received financial support since the establishment of the Fund in 2008.
- A second phase of the research project on legislation against the trafficking of prohibited substances conducted in partnership with the World Anti-Doping Agency (WADA) and Loughborough University was completed. The project examined the application of existing legislation by UNESCO Member States and to identify the various legislative frameworks established around the world.

### **Awareness-raising and communication on anti-doping**

- The UNESCO Anti-Doping and Sport Programme joined the Council of Europe, WADA and the French Ministry of Sport in the co-organization of the international conference, “The pharmaceutical industry and the fight against doping: new partnerships for clean sport” held in Paris on 12 November 2012.
- Several communication initiatives were developed in the lead-up to the London 2012 Olympic Games. The world avant-premiere of the documentary “The War on Doping”, produced by the Swedish company Matiné Film and Television, with the support of UNESCO, was organized at Headquarters on 7 June 2012, gathering together key stakeholders of the world anti-doping movement. A media kit, providing a comprehensive overview of UNESCO’s action in the field of anti-doping, was elaborated. The comic book “Rattus Holmes and the case of spoilsports”, co-produced by UNESCO and the Edge group for the Beijing 2008 Olympic Games, was updated for the 2012 Games.

### **Challenges and lessons learned**

- The growing demand for capacity-building and training of national bioethics committees cannot be fully met due to budget reductions; this is affecting the reach and depth of UNESCO’s actions in bioethics, especially its effectiveness to “break new ground” in needy constituencies.
- Significant efforts were made to find efficiencies, particularly in negotiating budgets for training, and to collaborate with in-country organizers to mobilize funds from local sources. The IBC has also taken steps to reduce the operational costs of its sessions and working groups. There has been more effort on fundraising with various institutions and governmental entities by individual IBC members.
- Partnerships at the international level are being mobilized to enable the programme to deliver the expected results. Ways for previously trained stakeholders to share their experience in a systematic way should be designed, developed and decentralized.
- Funds have been allocated from the Emergency Fund for the capacity-building activities and considerable savings have been budgeted in order to maximize its use.



**MLA 2: Promoting a culture of peace and non-violence through action pertaining to human rights, democracy, reconciliation, dialogue and philosophy and including all political and social partners, in particular youth**

***Expected Result 3: Understanding improved of the implications of social inclusion for the promotion of a culture of peace, integrating human rights and democratic principles***

- Efforts focused on developing initiatives targeting youth as key actors in promoting democratic interactions and social cohesion, especially through the Intersectoral Platform on the Culture of Peace.
- In Brazil, six forums on a culture of peace were hosted in São Paulo, bringing together specialists and well-known academics to discuss their own visions and ideas on how to foster ethics, solidarity and a culture of peace. So far, 97 monthly forums on a Culture of Peace have been held since the São Paulo Culture of Peace Committee was created by UNESCO in 2000. Speakers are often eminent specialists in their respective fields and speak as volunteers. These forums have an average audience of 300 people, many of them youth leaders, social entrepreneurs or human rights militants.
- Archbishop Emeritus Desmond Tutu from South Africa was the laureate of the 2012 UNESCO/Bilbao Prize for the Promotion of a Culture of Human Rights. The Director-General awarded the Prize at UNESCO's Paris Headquarters on 10 December, Human Rights Day, in the presence of the Mayor of Bilbao, Iñaki Azkuna.
- In the area of philosophy and human sciences, the second World Humanities Forum was successfully organized in Busan, Republic of Korea, from 1 to 3 November 2012. On the basis of mutually beneficial cooperation in 2011-12, discussions are in progress to establish a formal agreement to support future strengthening of the humanities, in line with 187 EX/Decision 45. Celebration of World Philosophy Day, on 15 November 2012, was deliberately designed to ensure the contribution of philosophy to development of global agendas on global environmental change by the choice of the theme "Future Generations", reflecting both the 15th anniversary of the adoption by UNESCO of the Declaration on the Responsibilities of the Present Generations Towards Future Generations and the ethical and philosophical implications of the June 2012 United Nations Conference on Sustainable Development. In this connection, a headline event took place in University of San Carlos of Guatemala on "Thinking a Sustainable World for All", in relation with the 3rd Central American Philosophy Congress. The 2nd International Forum on "Philosophy in High School: Teaching training and democratic citizenship" was held in September 2012 in Mexico City. Furthermore, in collaboration with the International Network of Women Philosophers, the second issue of the online International Women Philosophers Journal, focusing on the Arab Spring, will be published in early 2013.

***Expected Result 4: Social change conducive to peace and non-violence promoted through youth-led social innovation and engagement of young women and men in their communities***

**Promotion and implementation of the African Youth Strategy**

- **Fostering the development of policies and frameworks to address youth issues:** Five countries – Burundi, Ghana, Liberia, Sierra Leone and Zambia – have already initiated development and/or review processes of their national policies on youth. Two national youth policy review processes were undertaken (Burundi and Liberia). Four regional workshops were organized in the provinces of Ngozi, Gitega, Rutana and Bujumbura-Mairie (Burundi) which made possible the completion of the orientations of the national policy on youth further to an in-depth analysis of the situation of youth in Burundi. Three national policy development/reviews were initiated (Ghana, Sierra Leone and Zambia). In the two latter

countries, in close partnership with youth organizations and other key stakeholders, including United Nations agencies at the country level, steps have been taken to promote youth civic participation in the political process, with specific emphasis on mobilizing youth for positive, peaceful non-violent elections, consistent with Global Objective 3 of the UNESCO Strategy on African Youth.

- In terms of South-South cooperation and following the success of UNESCO's "Open Schools" programme in Brazil and Central America, the Ministry of Education and the Brazilian Cooperation Agency (ABC) - in cooperation with the Amizade (Friendship) NGO in Guinea-Bissau and in partnership with the Gol de Letra Foundation - built a public school, in an extremely socially vulnerable community of 40,000 people, among them children and youth. The school offers not only formal education, but also provides the local community with specific training and capacity building in entrepreneurship, education, culture, communication and sport, which enables youth to engage in their societies.

### **Creating opportunities for youth to engage as partners for development and peace in their communities**

- In line with the African Youth Strategy, UNESCO contributed to building capacities for youth civic engagement, leadership, social entrepreneurship and innovation in Zambia, Kenya, Burundi, Liberia, Sierra Leone, Senegal and Ghana.
- A national policy on youth was adopted within the framework of the joint United Nations (UNESCO, UNICEF, UNDP, ILO and UNFPA) project on "Youth Empowerment and Participation in Lebanon", during a conference on 1 December 2012 in the presence of national multi-stakeholders and international partners. The Conference reviewed the participatory process applied for the development of the policy and was the opportunity to present the key policy recommendations and the steps to ensure the implementation of the new youth policy.
- A training course on youth citizenship was organized in Tozeur, Tunisia on 17 and 18 March 2012 targeting two groups of young women aged 18 to 24, (students and out of school ). This session had a high level of participation and made possible important interaction between trainers and participants. The success of this session relied largely on the active involvement of concerned parties in its preparation and on drawing on the lessons learnt from past sessions. A similar experience was carried out in Kasserine (Tunisia) on 12 and 13 June 2012, in cooperation with the Tunisian National Commission on the theme "culture and citizenship".
- Two capacity-building sessions were supported in Ghana and Sierra Leone, designed to promote positive youth participation in electoral processes.
- Linking to the recommendations of the 7th UNESCO Youth Forum related to sustainability, UNESCO partnered with the initiatives of the students of the Institut d'Etudes Politiques, Paris (Sciences Po) on "Paris+20 and MyCity+20". This is an example of an interdisciplinary approach, where the work on global environmental change targets youth initiatives. The results of the Paris+20 initiative were channeled to the French delegation for the Rio+20 Summit. The students from Sciences Po shared the concept with other students around the world thereby launching "MyCity+20", by which other cities were invited to follow the Paris example: Mumbai+20, New York+20, Dhaka+20, Kathmandu+20, Mexico+20, São Paulo+20, etc. UNESCO hosted sessions for the Paris+20 event and endorsed the overall concept of the "My City+20" initiative.
- The Fourth Group of the Youth Peace Ambassadors met in Hiroshima, Japan, from 24 to 31 March 2012 and issued 44 action plans in different domains: e.g. peace education,

sports. This initiative enabled 44 young women and men to become peace builders in their community.

- In Brazil, UNESCO trained over 100 youth leaders in the cities of Vitoria and Contagem in the scope of the **UN joint programme** “Security with Citizenship: Preventing Violence and Strengthening Citizenship with a Focus on Children, Adolescents and Youths in Vulnerable Conditions in Brazilian Communities”. The project, funded by the MDG-F fund, is a joint initiative of UNESCO, UNDP, ILO, UN-Habitat, UNODC and UNICEF to reduce violence, particularly among youth, in three Brazilian municipalities selected in partnership with the Ministry of Justice. UNESCO is responsible for capacity-building initiatives on conflict resolution and youth mobilization. In Vitoria and Contagem, where activities promoted by UNESCO had already been held, young volunteers were mobilized to renovate public spaces (sport courts, public gardens, etc.) and organize local gatherings in order to reinforce the feeling of belonging and care among the inhabitants of particularly deprived neighborhoods.

### **Challenges/lessons learned**

Limited resources to fully apply UNESCO’s holistic approach to youth development and civic engagement

Complexity of youth issues and of responses to them at national level. There is some lack of awareness that youth issues at national policy level should not be addressed in silos (by line ministries) but in a comprehensive and coordinated manner engaging all ministries around an integrated policy framework on youth. In many cases, youth issues are addressed independently by different ministries in the same country.

**MLA3: Supporting Member States in responding to social transformations by building and strengthening national research systems and promoting social science knowledge networks and research capacities**

***Expected Result 5: Improved capacities and awareness in Member States and at the international level for developing, implementing and monitoring policies that promote social inclusion of all groups in society, especially youth, women, migrants and people with disabilities***

### **MOST programme - Social inclusion**

In the field of social inclusion, an initiative focusing on assessing the inclusiveness of public policies is being developed along with a methodology on how to implement participatory and multi-stakeholders policy reviews. This work will assist Member States in following up on the recommendations related to social inclusion of the ministerial fora for social development held during the last biennium and the UNDAF outcomes on social inclusion policies. This effort will be coordinated with UN agencies in order to maximize resources. A number of partners have been contacted for possible collaboration, such as MIPLEX in the field of migration policies, FLACSO and CLACSO for the comparative analysis of social inclusion policies.

UNESCO’s Director-General chaired the Global Migration Group principals’ meeting that took place during the CEB meeting in Geneva in April, which discussed the preparation for the High-Level Dialogue in 2013 and the evaluation of GMG. UNESCO and UNODC were tasked with the preparation of the GMG review report, in coordination with all United Nations entities of GMG. UNESCO was involved with UNICEF and other agencies in the preparation of a publication for the GFMD meeting in Mauritius with specific input on migration, youth and education.

The 5th MOST Summer School was conducted in May 2012, in coordination with CLACSO and allowed the participation of 60 students from different countries in the region. Furthermore, the

MOST Online Policy Tool was upgraded during the first year of biennium. Renamed “MOST Tool CLIC” (“Connecting Local and International Contents”) and developed with the Knowledge Media Institute of the Open University, United Kingdom, the new CLIC portal is based on a semantic web facility. The latter retrieves, assembles and compares semantically close contents drawn on open source repositories from different locations. The Tool facilitates online peer review, helps identify research partners working on related problems; and guides decision-makers by uncovering the full range of assumptions leading to specific social research results.

The publication contract for the online journal *Diversities* (on Migration) has been renewed, as the partner (Max Planck Institut Göttingen) has agreed to do further work on a no-cost basis.

In the framework of the preparation of the MOST IGC meeting of 2013, UNESCO has been putting emphasis on the follow-up to the recommendations of Ministerial Fora of Social Development held in the last biennium in Kingston (2010), El Salvador and Colombo (2011).

### **Physical education and sport**

A worldwide survey on school physical education was carried out to provide an overview of the situation of physical education in schools across the world. The evidence-based data will inform the development of benchmark indicators on Quality Physical Education (QPE) in schools and Quality Physical Education Teacher Training (QPETT) in provider institutions as well as a School Physical Education Basic Needs Model.

Significant advances were made on the occasion of the 2012 Plenary Session of CIGEPS and the meeting of its advisory body, the Permanent Consultative Council (PCC), held from 17 to 19 April 2012 in Lausanne, Switzerland, with support from the International Olympics Committee. This served as a unique platform to unite stakeholders from Member States and the sport movement and bring different expertise and perspectives to bear on the substantive work of the programme: CIGEPS approved work in progress concerning the development of benchmark indicators on Quality Physical Education (QPE) in schools and Quality Physical Education Teacher Training (QPETT), as well as the study on the socio-economic benefits of public investment in physical education and sports.

The fifth Ministerial Conference of Ministers and Senior Officials responsible for Physical Education and Sport (MINEPS V) will be held in May 2013 in Berlin. Several Member States pledged to host expert preparatory meetings to develop the content for the programme commissions for three themes: Social inclusion, where access to sport is a fundamental right for all; Promoting public investment in physical education and sport; and preserving the integrity of sport. Azerbaijan also offered to host an extraordinary session of CIGEPS in March 2013 to validate the inputs to be presented to participants at MINEPS V.

With a view to mobilizing the transformative potential of sport, key programme partnerships have been consolidated - notably with the IOC - in the holding of the 8th World Conference on Sport, Education and Culture which took place in Amsterdam, the Netherlands, in November 2012; the development and implementation of the Olympic Values Education Programme; and the launch of a new youth initiative - with European Athletics in the organization of the 2012 Young Leaders Forum held during the Championships in Helsinki in June with the participation of 60 youth leaders; and with TAFISA through the launch of the first VIPS (Volunteer Initiative for Peace through Sport) workshop, held in Tanzania in April 2012. Moreover, a number of communication and visibility activities have been initiated including a more focused use of UNESCO Champions for Sport. The Gala Match organized in Algeria by the Goodwill Ambassador Rabah Madjer mobilized funds for youth programmes in Africa. The partnership with European Athletics resulted in UNESCO's name and brand being carried on mainstream European television for the duration of the Championship.

***Expected Result 6: International agendas on global environmental change informed and national policy responses enhanced by emphasis on its inherently social and human dimensions, drawing on the contributions of the social and human sciences***

In the area of ethics, the work of COMEST has been delayed by resource constraints, in particular in Africa, but was relaunched at the Extraordinary Session in July 2012. Core medium-term outputs remain achievable. In science ethics, in response to 190 EX/Decision 24 Part IV, work is in progress to consider issues relevant to possible revision of the 1974 Recommendation on the Status of Scientific Researchers. Environmental ethics has also benefited from improved synergies with philosophy and the humanities, notably through a series of events focusing on "narratives of change", including a workshop and a round table in the context of the second World Humanities Forum and a side event at UNFCCC COP-18 (Doha, Qatar, 6 December 2012). Environmental ethics has also benefited from improved synergies with philosophy and the humanities, notably through a series of events focusing on "narratives of change", including a workshop and a round table in the context of the second World Humanities Forum and a side event at UNFCCC COP-18 (Doha, Qatar, 6 December 2012). The commitment to proactive dissemination of the programme and its objectives contributes directly to the agenda-setting that is central to the C/5 in the area of global environmental change.

Concerning the strengthening of the social sciences knowledge base, progress towards the World Social Science Report, which constitutes the core output, is satisfactory. On the basis of responses to the call for papers issued in June 2012 and of additional commissioned material, the detailed content of the report is in the process of development. The ISSC-led Global Change Design Project has also been successfully completed. In addition to feeding in to the WSSR, the Project will lead in 2013 to an ambitious integrated research programme, set within the Future Earth initiative, to strengthen social science on environmental change. SHS is strongly involved in the development of the programme, which will contribute directly to agenda-setting and further enhance the knowledge base by mobilizing specific external funding over a 10-year period.

UNESCO jointly convened with CLACSO the 6th Latin American and Caribbean Conference on Social Sciences, which took place in Mexico City, from 6 to 9 November 2012, on the theme "The State of the Social Sciences in Latin America and the Caribbean". Under the aegis of the MOST Programme, the conference gave several hundred specialists from Latin America and the Caribbean, as well as participants from other regions, the opportunity to discuss key themes in contemporary social science, with particular emphasis on the political economy of globalization and the development of distinctive regional perspectives to understand contemporary social transformations. UNESCO was actively involved in the substance of the conference, particularly in relation to the two thematic pillars of the MOST Programme – social inclusion and global environmental change – each of which was addressed by several sessions. UNESCO also participated in discussions on social policies, on South-South cooperation, on youth, on human rights, on open access publishing in the social sciences and on ethics of science and technology. The conference was a significant contribution to affirming MOST as a focus for social science activities at national and regional level.

Support for national adaptation policies has entered the implementation phase thanks to resources mobilized through the intersectoral platforms and Emergency Fund, with a targeted focus on the Caribbean, the Sahel, Central Asia and the Pacific. Tangible results are scheduled for the first semester of 2013.

Major results are thus on the way to being achieved, in particular with respect to setting agendas for the social science contribution to integrated science on sustainable development, thanks notably to a strategic and productive partnership with the ISSC, which builds on the Rio+20 outcomes. This result is in turn closely related to the C/4 insofar as environmental change is one of the central social and ethical challenges to which contemporary societies need to respond on the basis of a rigorous knowledge base and strongly rooted ethical principles, as recognized explicitly by the Intergovernmental Council of the MOST Programme. However, the ability to extend results

beyond small-scale pilots depends critically on fundraising, with respect to which major ongoing efforts are called for.

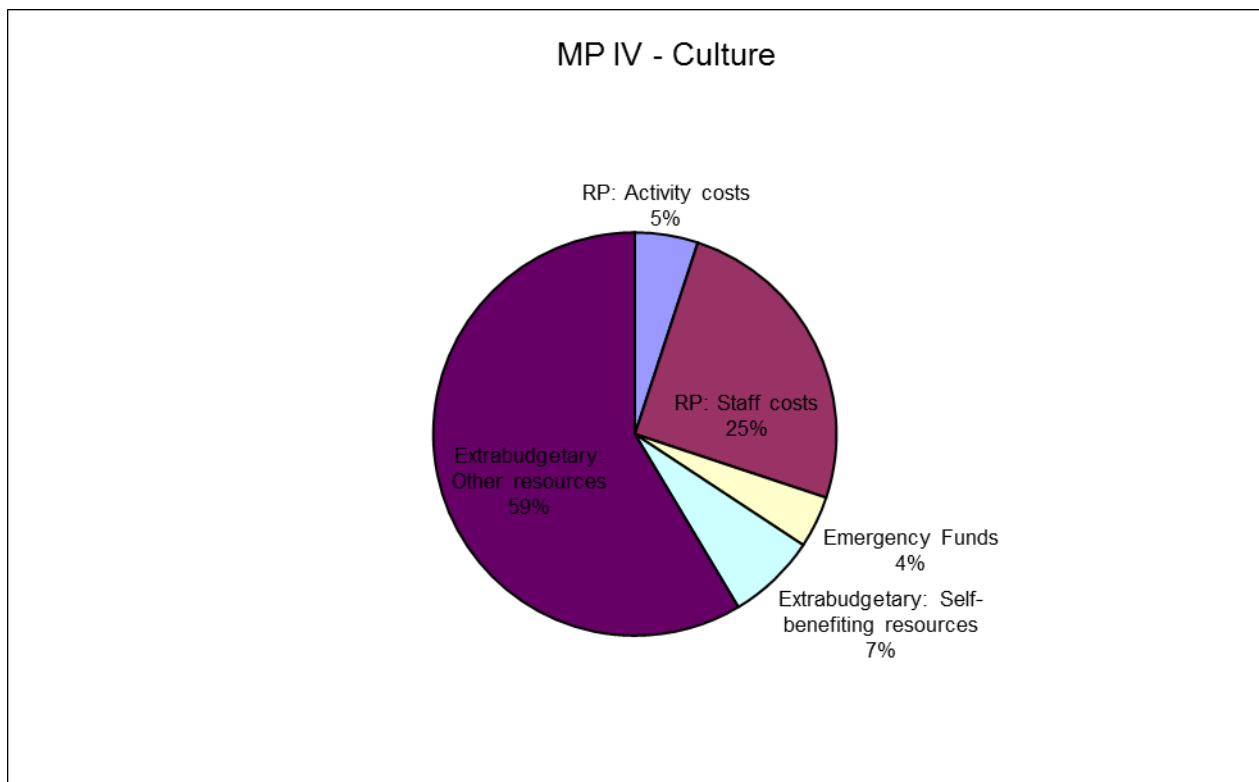
### **Challenges and lessons learned**

Despite severe resource constraints, activities on global environmental change have maintained the path towards key medium-term outputs, while also ensuring significant activities throughout 2012. Refocusing has proved detrimental to activities in certain areas, particularly environmental ethics, but successful efforts to raise external resources and to build partnerships are enhancing capacity in ways that show significant promise. Furthermore, activities in ethics of science and technology implemented under global environmental change (such as science ethics) have been maintained and show significant potential for development. Tangible synergies have been established between philosophy and the humanities and the ethical, social science and policy questions around the social and human dimensions of the environment.

For the sport programme, the challenges for programme implementation remain related to a lack of human resources and regular programme funds. Efforts are being made to raise the necessary funds to support regular programme activities through extrabudgetary sources. To this end, \$30,000 has been raised since the beginning of the year to support human resourcing and programme implementation. Additionally, options are being sought to employ in-kind alternatives.

## MAJOR PROGRAMME IV: CULTURE

### Breakdown of the expenditure incurred over the 12 months by category of funds



#### MLA 1: Protecting and conserving cultural and nature heritage through the effective implementation of the 1972 Convention

After a year of celebratory activities around the world (more than 80 events organized in 41 States Parties), a meeting hosted by the Government of Japan in November 2012 concluded the World Heritage Convention's 40th Anniversary and launched the "Kyoto Vision", underscoring the contribution of a people-centred conservation approach to sustainable development as the best guarantee for ensuring long-term protection of the Outstanding Universal Value of World Heritage sites. The challenges related to conservation in war/conflict situations were highlighted in Mali, Syria, and the Democratic Republic of Congo. Despite the prevailing financial constraints, UNESCO provided expertise and support, including from the Emergency Fund in the case of Mali. The Russian Federation, as host-country of the 36th session of the World Heritage Committee, provided significant additional funding to this event, while Qatar financed interpretation in Arabic and Spanish. The Category 2 Centres were also encouraged to finance certain activities, as in the case of Bahrain hosting and funding the Regional meeting of World Heritage Focal Points for the Arab region in December 2012.

#### ***Expected Result 1: The 1972 World Heritage Convention effectively implemented***

- The 36th ordinary session of the World Heritage Committee was held in St. Petersburg from 24 June to 6 July 2012. For the first time, all documents were made available to the general public at the time of their distribution to States Parties, and the session was webcast live, thereby enhancing transparency.
- On 19 June 2012, Singapore ratified the Convention and became its 190th State Party.

- 26 Tentative Lists were revised in 2012 and 6 States Parties submitted their first Tentative Lists (Rwanda, Sierra Leone, Palestine, Bhutan, Antigua & Barbuda and St. Vincent and the Grenadines).
- In October 2012, the Director-General convened a meeting of States Parties and Advisory Bodies to facilitate dialogue and enhance communication and transparency in all processes of the Convention. This initiative led to concrete proposals regarding the efficiency of the rules and procedures for implementing the Convention, the reinforcement of its credibility as well as the enhancement of a transparent and efficient dialogue and cooperation.
- Within the framework of the experimental “Upstream Process”, 7 States Parties are currently experiencing new forms of support and guidance, in order to reduce problems encountered during the nomination process.
- The number of visitors on the World Heritage Centre website in 2012 increased by 23.5% as compared to 2011.
- Moreover; a comprehensive database on the state of conservation of World Heritage properties since 1979 has been launched to facilitate well-informed and consistent decision-making, analyse the threats affecting the properties and help identify the best mitigation measures.

***Expected Result 2: Contribution of World Heritage properties to sustainable development enhanced***

- In the context of the 40th anniversary theme “World Heritage and sustainable development: the role of local communities”, the Historic Town of Vigan in the Philippines was recognized as the best example of successful heritage conservation benefitting local communities out of a total of 28 examples submitted by States Parties.
- A collection of 26 case studies entitled “World Heritage – Benefits Beyond Borders” was published in English in November 2012, placing emphasis on a holistic view, linking World Heritage to the role played by local communities in its management and protection, as well as to issues of ecosystem sustainability and linguistic and cultural diversity.
- The new World Heritage and Sustainable Tourism Programme was adopted by the Committee at its 36th session.
- A comprehensive study on “Historic cities in development: keys for understanding and action” featuring 40 examples of best practices in urban development was made available online in December 2012, with a view to encouraging World Heritage cities to share good practices.
- A draft “Climate Change Adaptation Field Guide for Natural World Heritage Site Managers” was completed. It is currently being field tested at 4 different World Heritage sites to collect feedback from end-users in order to finalize it in the most useful way for the target user group.
- Through the 2 youth fora held in June 2012 (Spain and Russian Federation), and the 5th edition of the “World Heritage Volunteers Project: Património Voluntary Action”, 1,000 young people from more than 40 countries gathered to preserve 40 World Heritage sites and raise awareness amongst local communities about their heritage. The 1st Asia Regional Forum of Site Managers and Youth NGOs (Seoul, Republic of Korea, 26-30 August 2012) helped to integrate sustainable local community/youth projects into World Heritage concerns and planning.



***Expected Result 3: cultural and natural heritage protection and promotion strengthened, especially in Africa, in post-conflict and post-disaster situations, in small island developing States (SIDS) and least developed countries (LDCs)***

- The state of conservation of 140 World Heritage sites was assessed. 11 conservation projects were undertaken at World Heritage properties in Danger in priority countries, Africa and SIDS.
- The World Heritage Committee established a Special Fund to support Mali's efforts to safeguard the World Heritage properties affected by the armed conflict in the North of the country (by 15 January 2013, \$15,173 had been mobilized). An emergency appeal for the Okapi Wildlife Reserve raised funds with which to restart the functioning of the Park, and help the guards and families, who were victims of the armed attack of June 2012. The role of UNESCO, both in terms of expertise and mobilization, in the preservation of heritage at risk, in war (Mali, Syria, Democratic Republic of the Congo), or post-conflict situations (Libya), or in natural disaster contexts (Italy), has been highlighted throughout the year by a large number of articles in the international press.
- The World Heritage Centre has been working closely with the Advisory Bodies, category 2 centres and regional institutions to prepare long term programmes for capacity-building. In 2012, more than 500 people were trained, especially within the framework of the SIDS programme and the Periodic Reporting Exercise.
- Seven out of the nine recommendations made by the External Auditor in the Evaluation of the Partnerships' Initiative (November 2011) were implemented. Two partnerships have been extended. One new partnership was concluded, and others are under preparation.

***MLA 2: Enhancing the protection of cultural property and fighting against traffic in cultural property through the effective implementation of the 1954, 1970 and 2001 Conventions***

Challenges related to the implementation of the 1954 (including its two Protocols), 1970 and 2001 Conventions include the provision of effective assistance – in the fight against illicit trafficking in cultural property and its protection – to countries in crisis, conflict or post-conflict situations (e. g. Libya, Syria, Mali), the necessity of providing proper governance to the 1970 Convention, in particular in view of the recent creation of two institutional mechanisms (Meeting of States Parties to be convened every two years, and annual eighteen-Member Subsidiary Committee of the Meeting of the States Parties), as well as the need to increase the ratification rate of the Second Protocol to the Hague Convention and of the 2001 Convention. To enhance cost-effectiveness, the Secretariat launched fund-raising initiatives with public and private donors for the organization of statutory meetings, training sessions and awareness-raising events. Consultations are being pursued with the organizers of capacity-building meetings in order to obtain coverage of travel and associated costs for UNESCO representatives. Italy seconded a senior police officer to reinforce the Secretariat of the 1970 Convention.

***Expected Result 4: Protection of cultural properties through the effective implementation of the 1954 Convention and its two Protocols enhanced***

- Three Member States (Angola; Benin and Palestine) became party to the 1954 Hague Convention, two (Benin and Palestine) to the 1954 (First) Protocol and for (Benin, Mali, Palestine and Poland) to the 1999 Second Protocol.
- The Secretariat provided assistance to the Malian authorities to facilitate their accession to the Second Protocol to the Hague Convention, and to assist in the submission of their request for financial assistance from the Fund for the Protection of Cultural Property in the Event of Armed Conflict. This was granted by the seventh meeting of the Committee (Headquarters, 20-21 December 2012) with the amount of \$40,500.

- Finally, the Secretariat assisted in the implementation of the Hague Convention in recent conflicts in Syria and Mali through the application of the Standard Plan of Action developed to protect cultural property in such situations.

***Expected Result 5: Effective implementation of the 2001 Convention encouraged and international cooperation for the preservation of the underwater cultural heritage increased***

- The third meeting of the Scientific and Technical Advisory Body took place on 19 April 2012 and resulted in the adoption of recommendations strengthening the protection of the underwater cultural heritage.
- The Working Group on the draft Operational Guidelines for the implementation of the 2001 Convention met in September 2012 and improved the draft in several aspects (e. g. new Chapter on the logo of the 2001 Convention).
- Two regional training workshops (Cuba – March 2012 and Jamaica – November 2012) and two regional awareness-raising meetings (Cambodia – May 2012 and Bahrain – October 2012) were held and contributed, among others, to strengthen national capacities and raise awareness.
- A manual on the Annex of the Convention (available in English, French and Spanish both on-line and in a hard copy) has been finalized, as contains a training component on how to organize a foundation course.

***Expected Result 6: Implementation of the 1970 Convention made effective and reinforced, and measures enabling the fight against the illicit import, export and transfer of ownership of cultural property strengthened***

- Three Member States became party to the Convention (Kazakhstan, Palestine and Swaziland).
- In addition to the second Meeting of the Parties (20-21 June 2012) and the 18th session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation (22 June 2012), a series of eleven training programmes on the fight against the illicit traffic in cultural property was launched in Western and Southern Africa, the Andean region and South America, Europe, the Gulf region, and in South East Europe.
- UNESCO provided support to UNIDROIT in the organization of its “First Meeting of the Special Committee to review the practical operation of the 1995 UNIDROIT” on 19 June 2012, and continues to strongly encourage the ratification of the UNIDROIT Convention. One State (Colombia) became party to the UNIDROIT Convention in 2012.
- An exhibition at Headquarters (June 2012) of stolen and retrieved cultural objects co-organized with the Italian Carabinieri raised awareness among the public.
- The Second Meeting of the Parties to the 1970 Convention established two institutional mechanisms: a Meeting of States Parties every two years, and an eighteen-Member Subsidiary Committee to convene annually in order to improve the governance and implementation of this Convention. By 190 EX/Decision 43, the Executive Board authorized the Director-General to convene in the first half of 2013 an Extraordinary Meeting of States Parties to the 1970 Convention, charged notably with electing the members of the Subsidiary Committee, and to convene the first meeting of the Subsidiary Committee.

### **MLA 3: Safeguarding the intangible cultural heritage through the effective implementation of the 2003 Convention**

The effects of the Convention at the local level are beginning to show, for instance through the periodic reports of States Parties on their national implementation. Extrabudgetary funding permitted considerable progress in the implementation of the global capacity-building strategy, although these resources are not sufficient to meet increasing expectations from Member States. The decision of the General Assembly not to authorize using 10% of the Intangible Cultural Heritage Fund to support the statutory functions of the Convention is a challenge for the delivery capacity, and other solutions are being explored. The knowledge management system continues to depend entirely on extrabudgetary resources. The future success of the Convention thus depends on the possibility for its States Parties of ensuring that extrabudgetary funds continue to be made available to supplement human resources. The Secretariat continued its cost-reduction measures. On-line evaluation of nomination files by the Subsidiary Body and Consultative Body represents a substantial reduction in staff time. Secondment arrangements help fill critical human resource gaps, although these are all scheduled to conclude at different points during 2013.

#### ***Expected Result 7: Safeguarding of the intangible cultural heritage enhanced through the effective implementation of the 2003 Convention and Expected Result 8: The role of the governing bodies of the 2003 Convention strengthened, particularly through the effective organization of the statutory meetings***

- The governance of the Convention continues to mature. Six new States Parties were recorded during the reporting period. The first semester of 2012 included the 4th session of the General Assembly and 4th extraordinary session of the Committee, a meeting of the 7th intergovernmental Committee Bureau and a joint meeting of the Subsidiary Body and Consultative Body. The second semester comprised five category II meetings (meeting of the Subsidiary Body, meeting of the Consultative Body, open-ended working group, seventh session of the Committee and meeting of its Bureau) as well as two electronic consultations of the Bureau.
- The General Assembly adopted important amendments to the Operational Directives: an annual ceiling of files will be set during each Committee session for the next two cycles. While striving to examine at least one nomination per submitting State, the Committee will give priority to countries having no elements inscribed, best safeguarding practices selected, or international assistance granted, and to nominations for the Urgent Safeguarding List. The Representative List will not benefit during its evaluation process from the recommendations of non-governmental organizations and independent experts, as is the case for the other mechanisms, since the General Assembly left evaluation in the hands of the Subsidiary Body composed of six Committee members.
- The seventh session of the Committee, with more than 800 participants, was the largest ever. Civil society participation in governance meetings continued to grow. In addition to inscribing elements, awarding international assistance and examining periodic reports, the Committee began reflection on governance issues including revisions to several provisions of the Operational Directives that will be examined at its eighth session. 10 of 13 recommendations (77%) made by the Subsidiary Body were reversed by the Committee during the reporting period (whereas in 2011 the Committee did not reverse any of the recommendations of the Subsidiary Body).
- The present biennium shows a marked increase in States Parties being pro-active concerning international assistance, with more than 50 such requests currently being processed for examination in 2012 or possible examination in 2013. There is also increased interest in the Urgent Safeguarding List shown in the 2013 nominations, and in the number of States submitting nominations, proposals or requests for the first time. For the 2013 cycle,

the impact of the global capacity-building strategy is apparent from the fact that the Africa region is first in terms of number of submitting States.

- The Secretariat continues to devote great attention to supporting category 2 centres so that they might in the future contribute to the Organization's Programme.

***Expected Result 9: The national safeguarding capacities of Member States in particular of developing countries, strengthened***

- The comprehensive global strategy for strengthening national capacities for safeguarding intangible heritage continues to bear important fruit around three axes: (i) creation of training curricula and materials, (ii) establishment and training of a network of expert facilitators and (iii) delivery of capacity-building services to beneficiary stakeholders.
- During 2012, capacity-building activities were underway in more than 65 States worldwide, undertaken by UNESCO's network of field offices, in cooperation with national counterparts. Each beneficiary State receives a custom-designed complement of activities, including needs assessments, training workshops, and policy consultations, over the course of 24 to 36 months. Donor interest continues to be strong, with important new contributions from several Member States.
- The drawing up and updating of curriculum materials and training resources has been continued. Through effective mobilization of considerable extrabudgetary resources, these materials are being made available in English, French, Spanish, Portuguese, Arabic, Russian and other languages.
- The statutory obligations have also been met with regard to publishing the Urgent Safeguarding List, Representative List and Register of Best Practices. The Convention's website has seen a marked increase in the number of pages available and several new tools introduced (online meeting registration and interactive calendar).

**MLA 4: Sustaining and promoting the diversity of cultural expressions through the effective implementation of the 2005 Convention**

The drastic reduction of Regular Programme funds for activities in the present biennium was partly compensated by reinforcing the human resources of the Secretariat. Allocations from the Emergency Fund allowed the Secretariat to implement the pilot training programme in Africa and the knowledge management work until the end of 2012. Africa is the region with the highest rate of ratification and the greatest number of requests for support in developing and implementing policies and actions to strengthen cultural and creative industries. Extra-budgetary funds permitted the implementation of the technical assistance programme (EU funding), the development of the 'Culture and Development Indicators Suite', the implementation of the operational project of the 'Global Alliance for Cultural Diversity', the development of the "Diversity Kit for Youth" and the production of awareness-raising materials over the same period (Government of Spain funding).

***Expected Result 10: The 2005 Convention effectively implemented and Expected Result 11: Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels***

- Since the beginning of 2012, five States have ratified the Convention (Angola, Central African Republic, Indonesia, Rwanda, and the United Arab Emirates), bringing the total number of Parties to 125. The sixth session of the Intergovernmental Committee was held in December 2012 in a cost-effective manner through the reduction of paper, photocopying and mailing costs.

- With respect to the pilot training programme in Africa, activities focused on training key Convention stakeholders through workshops, identifying a new generation of local experts and strengthening their expertise (32 specialists from 25 African countries were selected through a competitive selection process and received training), and developing an information sharing tool “The 2005 Convention in Africa” launched in June 2012 as an online platform (hyperlink available in SISTER).
- Through the UNESCO/EU funded project “Expert Facility to Strengthen the System of Governance for Culture in Developing Countries”, technical assistance was extended to 13 countries (Barbados, the City of Buenos Aires, Burkina Faso, Cambodia, the Democratic Republic of the Congo, Haiti, Honduras, Kenya, Malawi, Mauritius, Niger, the Seychelles and Viet Nam) to support the establishment of legal and institutional frameworks for the development of national culture sectors, and to introduce policies that address the role of culture in social and economic development, particularly through cultural industries.
- The pilot phase of the International Fund for Cultural Diversity (IFCD) ended in June 2012 during which three calls for projects (2010, 2011, 2012) resulted in project applications amounting to \$35 million, submitted by Parties and NGOs from 70 developing countries. At the end of the pilot phase, the IFCD had obtained \$5.5 million in voluntary contributions and provided support for 48 projects in 36 developing countries. The 2012 IOS evaluation of the pilot phase found that the IFCD is a highly relevant and unique mechanism contributing to the implementation of the Convention. In conformity with decisions taken by the Conference of Parties and the Committee, a three-phased communication and fundraising strategy was adopted by the Committee at its sixth session.
- In 2012, 48 quadrennial periodic reports were for the first time submitted by Parties, analyzed by the Secretariat prepared and examined, along with good practices selected by international experts, by the Committee at its sixth session.

***Expected Result 12: Information and best practices on the protection and promotion of the diversity of cultural expressions identified, disseminated and shared with States Parties to the 2005 Convention***

- In the absence of extrabudgetary funding, the Secretariat undertook a few activities in 2012 designed to lay the ground work for a future knowledge-management system, including the development of three new web platforms for the IFCD, the Quadrennial periodic reports and the implementation of Article 21 (hyperlinks available in SISTER).

***Expected Result 13: The role of culture in sustainable development fostered through creative and cultural industries and initiatives that encourage joint projects to promote cultural innovation, production and exchange as vectors of growth***

- With support of the Spanish Government, the Secretariat continued the implementation of the “Culture for Development Indicator Suite” (CDIS) project, which promotes a more comprehensive approach to the inclusion of culture in development strategies as well as cultural policies for development. The CDIS project has received significant media coverage and has been implemented in collaboration with UNESCO field offices.
- The Secretariat has been advancing on the 2013 edition of the UNESCO-UNDP Creative Economy Report that will feature the implementation of the culture and development agenda at the local level. The findings of this report are intended to inform international debates on culture in the post 2015 Sustainable Development Agenda.

## **MLA 5: Promoting the role of culture in development at global, regional and national levels**

Progress towards expected results under this MLA is largely dependent on extrabudgetary funding. Although many activities could not be implemented as planned (notably handicrafts, cities, books and languages), progress has been made with regard to demonstrating the role of culture in sustainable development. By establishing and leading cooperation mechanisms (UN Development Group Task Force on Culture and Development, coordination of the UN secretary General's reports on Culture and Development), or showcasing and disseminating, through knowledge management tools, data on impact at the country level, UNESCO has intensified its efforts to promote the importance of integrating culture in international sustainable development policies and operations. However, a strong engagement by Members States will be essential for success in this challenging area.

### ***Expected Result 14: Approaches to culture and development clarified in order to guide and assist Member States in devising inclusive development policies***

- Following the preparation of written contributions, and the collection of data and case studies to support advocacy efforts on the role of culture for development, the Culture Sector created a website that addresses culture's contribution to key sustainable development issues with facts, figures and case studies, and provides Member States with detailed information on the results of the MDG Achievement Fund on Culture and Development.

### ***Expected Result 15: The role of culture in sustainable development better integrated into international development policies and within United Nations common country programming exercises in order to reinforce social inclusion and community cohesion, human development and economic growth***

- A Task Team on Culture and Development chaired by UNESCO has been established under the United Nations Development Group (UNDG). Launched in November 2012, the Task Team will operate until end of 2013. Its objectives include the implementation of the United Nations General Assembly Resolutions on culture and development, facilitating the exchange of experiences and data with a view to supporting a United Nations-wide comprehensive reflection on the impact of culture on sustainable development, both at the global and country levels, and the assessment of resources available within the United Nations system to support culture and development programmes, strategies, statistics and indicators, at global, regional and country levels.
- UNESCO has been designated to lead the culture chapters of the United Nations Secretary General's report to the 2013 ECOSOC Annual Ministerial Review dedicated to "Science, technology and innovation, and the potential of culture, for promoting sustainable development and achieving the Millennium Development Goals".
- Preparations are ongoing for the International Congress entitled "Culture: Key to Sustainable Development" to be held in Hangzhou, China, from 15 to 17 May 2013 with the support of the Chinese Government.
- The Analytical Overview of culture in UNDAFs indicates that culture entries in UNDAFs linked to social and economic development account for 55% of the total, 18% relate to governance, 17% to sustainable development and to 10% to human rights and the rule of law.
- The knowledge management results of the MDG-F Culture and Development Joint Programmes show that these programmes have had a significant institutional impact by enhancing legal and policy frameworks, notably through the elaboration of 11 laws along with 6 bylaws and recommendations.

- A questionnaire was sent to 200 youth led NGOs based in Nigeria for the creation of a Community-Based Advocacy tool on HIV/AIDS. A workshop on “Strengthening youth and youth-led NGOs involvement with Family life and HIV Education” in Nigeria using culturally appropriate strategies was held in Abuja, Nigeria (6-7 December 2012) and convened youth NGOs involved in HIV and AIDS.
- Following the contribution to the 11th session of the United Nations Permanent Forum on Indigenous Issues in May 2012, the World Heritage Centre participated in an international conference on “World Heritage and indigenous peoples”, in Denmark, in September 2012. The report of the conference was disseminated at the World Heritage Convention’s 40th anniversary closing event in Kyoto, Japan, in November 2012 (hyperlink to the report available through SISTER).
- The World Heritage Centre contributed to the promotion of a human-rights based approach in the implementation of the 1972 World Heritage Convention through a scientific symposium and two workshops gathering various experts, the United Nations Special Rapporteur on Cultural Rights, representatives of the Advisory Bodies and of indigenous peoples. The results will inform the preparation of a policy for the integration of a sustainable development perspective in the processes of the World Heritage Convention, as requested by the World Heritage Committee at its 36th session.

***Expected Result 16: Contributions of cities to sustainable development enhanced***

- Support was provided by relevant Field Offices through extrabudgetary funding, to facilitate the elaboration of candidatures to the Creative Cities Network from Brazzaville, Dakar, Lubumbashi, Kampala, Ouagadougou and Zahlé (Lebanon). The identification of extrabudgetary resources to ensure the development of the Network has been actively pursued, and the feedback is encouraging.

***Expected Result 17: Activities in the fields of books, translation and crafts promoted***

- Awareness-raising and training activities for young artists and artisans were conducted in Kazakhstan, Uzbekistan, Mongolia, Vietnam and Laos, and 18 Aschberg Bursaries promoting the mobility of young artists worldwide were granted in 2012 to artists from all regions of the world. Ceramists from Gabon, Tunisia and Morocco went to Jingdezhen, China to participate in capacity-building programmes in the context of a project aiming to promote the mobility of artists. The partnership signed with the Foundation Culture & Diversité enabled 4 students (Chili, India, Lebanon, Mali) to receive fellowships in French institutions and 5 French (4 girls 1 boy) students to acquire experience in Argentina, Burkina-Faso and Vietnam.
- The first meeting of the Administrative Council of the International Fund for the Promotion of Culture (IFPC) took place on 9 July 2012, appointed its Chair and approved its internal regulations. The IFPC is scheduled to enter its operational phase in Spring 2013.
- The number of countries participating in the Index Translationum has risen to 151 (with data collected from Africa for the first time). During 2012, some 130,000 new records were added to the database.
- World Book Capital City has continued to attract great interest, in particular in regions which had been under represented. In July 2012 the Selection Committee designated the city of Port Harcourt (Nigeria) as World Book Capital 2014 as the first African city receiving this distinction.

***Expected Result 18: Social, economic and educational roles of museums as vectors of sustainable development and intercultural dialogue promoted and capacity-building in this area strengthened, in particular developing countries***

- The conclusions of the high-level international meeting on the role of museums, organized in Rio de Janeiro in July 2012, were presented to the 190th session of the Executive Board, which requested UNESCO to prepare an independent preliminary study on the subject, to be presented at its 191st Session.
- Five new staff members (3 men and 2 women) have been recruited for the Manuscripts Conservation Centre in Jerusalem with support from the UNESCO/Norwegian Funds-in-Trust.
- UNESCO contributed to the rehabilitation of the National Museum of Sudan through staff training.
- The assessment of the National Museum of Egyptian Civilizations was completed in August 2012 and underlined the critical need for the Egyptian authorities to fully engage in its completion with UNESCO's technical assistance. Several options for the gradual completion of the project have been provided.
- The sub-regional Exhibition “Our Common Heritage: Exploring World Heritage Sites of Cambodia, Laos and Viet Nam” was inaugurated in two museums in Cambodia and Vietnam.

***Expected Result 19: Indigenous and endangered languages promoted and protected***

- Progress towards this result depends on the availability of extrabudgetary funds as no Regular Programme funds have been earmarked in the 36 C/5. Fund-raising efforts are being deployed and proposals submitted to Governments and Foundations. However, as yet no funds have been identified.

***MLA 6: Promoting intercultural dialogue, social cohesion and a culture of peace and non-violence***

Many of the activities under this MLA are dependent on the availability of extrabudgetary funding (notably Heritage and Dialogue, the Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal project, Arabia Plan, DREAM Centres). However, allocations from the Emergency Fund enabled the implementation of some activities, in particular the Slave Route and the Pedagogical Use of the General History of Africa projects. With the support of South-East European countries and of the Intersectoral Platform for a Culture of Peace and Non-Violence, it was also possible to undertake certain activities under the “Culture: a Bridge to Development” initiative, boosting dialogue, exchanges and transnational cooperation among regional experts and cultural practitioners.

***Expected Result 20: Heritage promoted as a vector of dialogue, cooperation and mutual understanding, especially in post-conflict countries as a specific component of broader initiatives to promote innovative and creative approaches to culture as a bridge to sustainable social, economic and human development***

- The four Regional Centres of Excellence for Cultural Heritage in South East Europe in the field of underwater cultural heritage (Zadar, Croatia), intangible cultural heritage (Sofia, Bulgaria), cultural heritage digitization (Skopje, Former Yugoslav Republic of Macedonia) and cultural heritage restoration (Tirana, Albania) are functioning, strengthening the regional networks of experts and enhancing transnational cooperation, thereby promoting dialogue at the professional level as well as regional integration.



- In the context of the initiative “Culture: A Bridge to Development”, a first sub-regional “Balkan Bridges Speak” event was organized in Edirne, Turkey (24-25 November 2012). Round tables were organized on the implementation of the 2005 and 1970 Conventions and on the Historic Urban Landscape Recommendation, promoting exchanges on issues of common interests among intellectual writers from the region, government officials, local authorities, experts and the private sector.
- Within the framework of the Intersectoral Platform for a Culture of Peace and Non Violence, under the auspices of the initiative “Culture: a Bridge to Development”, and in line with efforts to foster Holocaust education and intercultural understanding in South-East Europe, the rehabilitation of the “Ex-Yugoslav” Pavilion at the State Museum Auschwitz-Birkenau has been launched through the creation of a steering committee, composed notably of all the former Yugoslav Republics, the adoption of a Declaration expressing their commitment to this endeavour, and the elaboration of a common strategy.

***Expected Result 21: Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes***

- The publication of the last volume of the General History of the Caribbean (Vol. IV), and the Volume III of the Different Aspects of Islamic Culture, enriched the historical knowledge developed within the framework of UNESCO’s General and Regional Histories. Promotional events organized in the field (Kingston, Jamaica) for the launch of the last volume of the General History of the Caribbean generated further awareness.
- A comparative review of some volumes of the History of Humanity, the Different Aspects of Islamic Culture, the History of Civilizations of Central Asia and the General History of Africa was launched to promote intercultural dialogue.
- Pedagogical contents were developed through the Pedagogical Use of the General History of Africa project for different age groups in African schools and are currently being examined by the Scientific Committee of the project for validation.

***Expected Result 22: Knowledge of the slave trade, slavery and the African diaspora enhanced***

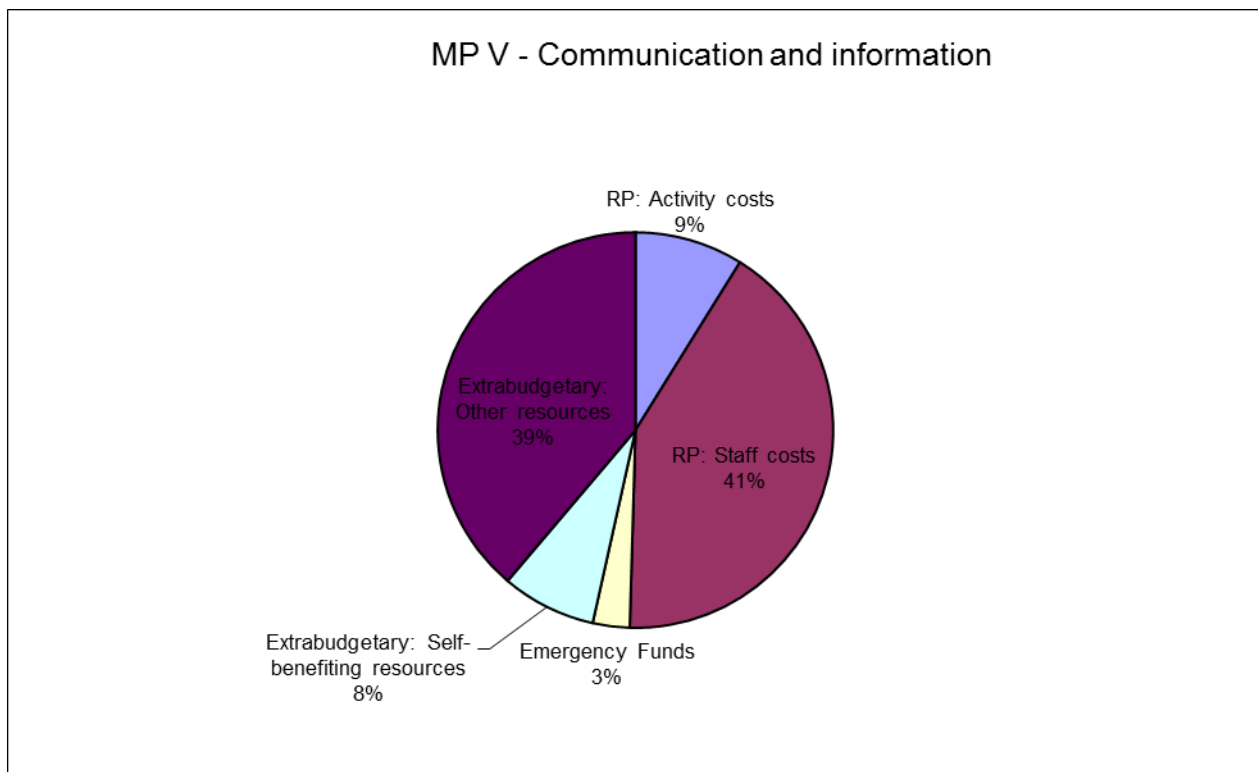
- Pursuing the use of audiovisual channels to raise awareness of the slave trade and slavery, a new film entitled “Slave Route: The Soul of Resistance”, accompanied by a pedagogical booklet targeting youth was produced in French and English and broadcasted on television. The film was also screened in different countries to young audiences and extensively debated. The English version will be promoted by jazz artist Marcus Miller. 2000 DVD copies in English and French are being produced.
- Following the meeting of the international Scientific Committee for the Slave Route project held in Calabar, Nigeria, in March 2012, a new Research Network was created on the slave trade and slavery in the Mediterranean, Middle East and Indian Ocean to facilitate information sharing and cooperation between scholars from these regions.
- New partnerships were established with leading institutions in different countries such as Brock University (Canada), Palmares Cultural Foundation (Brazil), University of Chicago (USA), the Slavery Museum (Qatar), with a view to implementing joint activities within the framework of the Decade for People of African Descent (2013-2023).
- On the occasion of the international seminar on the management of itineraries of memory held in Brasilia, Brazil in August 2012, the first international Network of managers of sites of memory related to the slave trade and slavery was created to facilitate exchanges of experience and information.

***Expected Result 23: Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally, nationally and regionally***

- The Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal project met with growing interest, as evidenced in the number of requests for patronage and support of the Organization in the context of various celebrations and commemorative events organized for the three poets.
- The various materials developed in the framework of the Silk Road project are being explored and made accessible to the large public through the creation of a Silk Road Online Platform, thanks to extrabudgetary funds from Kazakhstan and Germany.
- The first edition of International Arts Education Week was celebrated on 23 May 2012 at UNESCO Headquarters.

## MAJOR PROGRAMME V: COMMUNICATION AND INFORMATION

### Breakdown of the expenditure incurred over the 12 months by category of funds



#### MLA 1: Promoting an enabling environment for freedom of expression in order to foster development, democracy, and dialogue for a culture of peace and non-violence

***Expected Result 1: Freedom of expression, freedom of information and freedom of the press more broadly promoted and integrated into policies in Member States, related internationally recognized legal, safety, ethical and professional standards respected, the safety of media professionals enhanced, and the combat against impunity strengthened***

- In order to promote freedom of expression, freedom of information and press freedom, the World Press Freedom Day (WPF) international conference was successfully conducted in Tunis, Tunisia (3-5 May). The Carthage Declaration, one of the major outcomes of the WPF Conference, promotes the respect of related internationally recognized legal, safety, ethical and professional standards. It furthermore notes that the combination of freedom of expression, press freedom, access to information and Internet connectivity is central to contemporary democracy, development and sustainable economic growth.
- International campaigns and capacity-building initiatives to enhance the safety of media professionals and strengthen the combat against impunity were undertaken. UNESCO contributions to the Universal Periodic Review (UPR) were reflected in the final report in the 13th Session of the UPR review process (21 May-4 June 2012). A worldwide implementation strategy of the United Nations Plan of Action on Safety of Journalists and the Issue of Impunity was elaborated by United Nations agencies during the Second UN Inter-Agency Meeting on the Safety of Journalists and the Issue of Impunity (22 and 23 November 2012, Vienna). The implementation of the United Nations plan will be launched in 2013 at the national level.

- UNESCO's role on Internet governance and freedom of expression online has been further strengthened, with a tangible contribution of its publications, including the *Global Survey on Internet Privacy and Freedom of Expression* launched at the Internet Governance Forum in Baku, Azerbaijan (November 2012) and covering the issues of privacy and freedom of expression online. This publication informs and assists the global community and Member States on internet-related policy making. UNESCO provided assistance to the development of policies and regulatory frameworks conducive to freedom of expression as it concerns both on- and off-line media in more than ten countries and provided support and made comments on draft legislation in three countries.

***Expected Result 2: The role of media enhanced to contribute to a culture of peace and democratic governance***

- The impact of communication and media in fostering dialogue, cultural self-expression, mutual understanding, peace and reconciliation has been further strengthened through the development of an e-course on communication as a tool to promote dialogue and exchange with the support of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue." The e-course encourages users, in particular youth, to build case studies based on their own life experiences and local aspects related to issues of freedom of expression.
- Journalists have been further trained on the application of best practices in election reporting and investigative journalism. Extrabudgetary funding has been raised for training in media coverage during elections in Jordan, Egypt and Tunisia.
- Participation in the Inter-Agency Coordination Mechanism for United Nations Electoral Assistance (ICMEA), and the mainstreaming of media and electoral reporting issues into discussions has further confirmed UNESCO's role in capacity building in this domain. The launch of the publication "Global Casebook of Investigative Journalism," which serves as a complement to "Story-Based Inquiry: A Manual for Investigative Journalists" has contributed to capacity-building efforts.

***Expected Result 3: Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction, and provide humanitarian information***

- Support to post conflict countries and countries in transition has been provided mainly through extrabudgetary funding. Fundraising to ensure assistance and the promotion of media independence in this domain has been successful (\$10 million), underlining recognition of UNESCO's comparative advantage in fostering pluralistic, free and independent media in post-conflict countries.
- Special attention has been given to the MENA region. Finland has approved a project to support media development in Egypt, Libya, Morocco, Syria, Tunisia and Yemen with an amount of \$2,860,000. The Swedish International Development Cooperation Agency "SIDA" has approved a total amount of \$2,800,000 to reinforce media capacity-building in Egypt, Jordan, Lebanon, Libya, Morocco, South Sudan, Syria, Tunisia, and Yemen. In this framework, UNESCO has launched a radio broadcasting project in Jordan for Syrian refugees and the capacities of community radio and rural multimedia community centres has been reinforced and the quality of training in disaster risk-reduction and humanitarian information dissemination ensured.
- In the framework of a UNESCO MoU, the Danish International Development Agency "DANIDA", has approved a project on strengthening capacity for the development of freedom of expression, free media and the safety of journalists in the Mano River Countries, including Cote d'Ivoire, Liberia and Sierra Leone.

- With Canal France International, UNESCO has implemented a series of key activities to foster dialogue and reconciliation and to support media's role in democracy in Côte d'Ivoire, Libya, Myanmar, Palestine, and South Sudan.

**MLA 2: Strengthening free, independent and pluralistic media, civic participation and gender-responsive communication for sustainable development**

***Expected Result 4: Member States supported in the development of free, independent and pluralistic media, reflecting the diversity of society***

- The 56th Bureau of the Council of the International Programme for the Development of Communication (IPDC) was organized at UNESCO Headquarters in Paris from 22 to 24 February 2012. From a total of 103 projects proposals considered, and in order to foster the further development of free, independent, and pluralistic media, the IPDC Bureau approved 85 projects in 62 developing countries for a total amount of \$2,170,180. Currently in implementation, 33 projects are in Africa, 21 in Asia and the Pacific, 18 in Latin America and the Caribbean, and 12 in the Arab region with one interregional project.
- Assessments of national media landscapes based on the UNESCO Media Development Indicators (MDIs) have been completed or are near completion in four countries and are ongoing in another seven. In addition, community media policy, legislative and regulatory mapping and reviews are ongoing in 45 countries.
- Recommendations supported by 10 UN agency participants of the United Nations Inter-Agency Round Table on Communication for Development, carried out in New Delhi, India, were presented at the 67th United Nations General Assembly and underlined the need to reinforce field level interventions through United Nations country teams and within the framework of UNDAFs. To further enhance collaboration between United Nations agencies in communication for development, eight capacity-building workshops have been carried out for 32 local radio stations in Sub-Saharan African countries on managing and reporting humanitarian and disaster risk information. Eleven countries recognized community radio and nine applied sustainability measures, further highlighting the important contribution of community radio to promoting both development and diversity.
- In order to ensure uptake by Public Service Broadcasters of the Gender Sensitive Indicators for Media and encourage civic participation and gender-responsive communication for sustainable development, partnerships have been established with the African Union of Broadcasters, Caribbean Broadcasting Union, OTI (Organización de Telecomunicaciones Iberoamericanas), Asia Pacific Broadcasting, and COPEAM (Permanent Conference of the Mediterranean Audiovisual Operators) to adapt and pilot the Gender Sensitive Indicators for Media, leading to the articulation of relevant policies and strategies in more than 20 broadcasters and as many countries.

***Expected Result 5: Capacities of media training and journalism educational institutions strengthened to reach the established criteria of excellence in training as regards journalists' investigative skills and gender equality perspectives in media***

- In addition to 16 countries taking steps to adapt the UNESCO Model Curricula for Journalism Education in order to improve the quality of journalism education, nine other countries are following suit. UNESCO has partnered with top journalism experts to develop specialized syllabi for journalism education. A publication tentatively entitled "Model Curriculum for Journalism Education: A Compendium of New Syllabi" will be available in 2013. An Africa-regional Preparatory Commission for the WJEC on teaching journalistic specialisms in Africa, supported by OSISA in partnership with UNESCO, will build capacity around science journalism.

- Building on last year's similar workshop for West Africa, UNESCO worked with its partners the United Nations Economic Commission for Africa (UNECA) and the African Union to co-host a training workshop in September 2012 under the theme "Making Science and Technology Information More Accessible for Africa's Development," with over 60 science and technology journalists from various East African countries, exposing them to the findings of the results of the 2011 UNESCO study on science journalism in Africa.

***Expected Result 6: Media and Information Literacy (MIL) enhanced to enable citizens to make full use of their right to freedom of expression and information, taking into account the access and needs of both women and men***

- In close collaboration with UNESCO Field Offices, adaptation of the MIL Curriculum has commenced in 11 countries. When completed, more than 20 teacher training institutions will have adapted and piloted the MIL Curriculum.
- Citizens' media groups have been actively advocating for MIL as a way to increase the quality of media. The capacity of at least 10 citizens' media groups are being strengthened to promote MIL and intercultural dialogue taking into account the access and needs of both men and women. A network is being established through cooperation with the University of Cairo and the UNESCO/UNAOA MILID Network, IFLA and IFJ. In addition, nine universities within the UNITWIN/Chairs programme have been supported to promote MIL within their academic programme and university outreach.
- UNESCO's guidelines on user generated content (UGC) have been translated into four languages and adapted to regional contexts. This has been well received at a number of broadcasting General Assemblies. The broadcast associations ABU, ASBU, CIRTEF, and URTI are actively promoting the application of the UGC standards amongst their members.

**MLA 3: Supporting Member States in empowering citizens through universal access to knowledge and the preservation of information, including documentary heritage**

***Expected Result 7: The impact of activities in the fields of education, sciences and culture enhanced through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources (OER)) and innovative ICTs***

- To enhance the quality of and access to education, user-friendly tools for the implementation of the ICT CFT have been developed. The completion of the UNESCO/Commonwealth Of Learning (COL) ICT CFT Toolkit, which focuses on supporting Member States in contextualizing the ICT CFT to national needs and developing teacher training materials by harnessing OER, has been instrumental in reinforcing partnerships with key regional and international players such as ICDE, COL and Sloan Consortium as well as the Category 2 Regional Centre for ICT in Manama, Bahrain. Data collection of ICT indicators in the Arab States region was completed during this period and has been submitted to UIS.
- UNESCO's online applications and training platforms are being increasingly used for the development and sharing of e-learning policies, tools and materials. The update of the Open Training Platform has been completed. The platform is now linking to 3,500 resources.
- In the field of Open Educational Resources, significant progress was made in a very short span of time. The World OER Congress confirmed UNESCO's position in the field of OERs. The resulting adoption of the Paris OER Declaration calls on Member States to embrace OERs in their educational policy and therefore enhance universal access to information and knowledge.

- Implementing the Open Access to scientific information strategy, adopted by the 36th General Conference, the Sector has released the “Policy Guidelines for the Promotion and Development of Open Access”. The release of the guidelines has improved awareness about Open Access around the world, and contributed to the development of a number of national open access policies as well as growth of Open Access journals and repositories. Recently the Chamber of Deputies of Argentina passed a law in support of Open Access.

***Expected Result 8: World’s documentary heritage protected and digitized, capacities of Member States strengthened to that effect, preservation and digitization strategies and principles adopted and archives and libraries reinforced as centres of education, and learning and information***

- In cooperation with the University of British Columbia and many other partners, UNESCO organized an international conference “Memory of the World in the Digital Age: Digitization and Preservation” from 26 to 28 September 2012 in Vancouver, Canada. The conference explored the main issues affecting the digitization and preservation of digital documentary heritage. It resulted with the adoption of the UNESCO/UBC Vancouver Declaration which proposes specific recommendations to UNESCO, its Member States, professional stewardship associations and the private sector, and urges the establishment of a roadmap proposing solutions, agreements and policies for implementation by all stakeholders. The roadmap will ensure long-term access and trustworthy preservation of digitized and digitally born heritage.
- An experts' from 50 countries meeting hosted by Poland in May 2012 resulted in the formulation of detailed recommendations needed to strengthen the Memory of the World Programme to ensure that it maintains its role in protecting the documentary heritage of humanity as a source of knowledge. The 5th UNESCO Memory of the World Regional Committee for the Asia and the Pacific (MOWCAP) meeting was hosted from 14 to 16 May 2012 by the Thai National MoW Committee and Thai National Commission for UNESCO in Bangkok. This meeting attracted some 61 participants from 20 countries and focused on the role of National MoW Committees. The 20th anniversary of the Memory of the World Programme was celebrated with several activities that helped to raise the profile of documentary heritage preservation. Concrete outcomes and results include the preparation and publication of the Memory of the World book “The Treasures that Record our History from 1700 BC to the Present Day” which has been well received by professionals.

***Expected Result 9: Member States enabled to implement the World Summit on the Information Society (WSIS) outcomes and develop gender-sensitive policy frameworks for universal access to information and for bridging the digital divide***

- The international and national outreach of the Information for All Programme (IFAP) has been further enhanced. Recently, both Argentina and the Republic of Korea undertook activities aimed at reviving their National IFAP Committees. National IFAP Committees were established in four countries. Furthermore, the IFAP international conference “Media and Information Literacy for Knowledge Societies” was successfully organized by the Russian National IFAP Committee in June 2012 and contributed to Committee members' capacity-building and enhanced participants' ability to more effectively promote and develop activities related to IFAP's Information Literacy priorities in their respective countries.
- The issue of information accessibility of disadvantaged and minority groups was broadly addressed. The findings of the UNESCO report on accessible ICTs for students with disabilities was presented at the WSIS Forum 2012 (May). UNESCO also contributed to the preparation of the United Nations Report of the General Assembly resolutions 65/186 and 66/229, further contributing to the implementation and progress made as it concerns disadvantaged groups.

- To further foster multilingualism in cyberspace, the joint study “The economic aspects of local content creation and local Internet infrastructure” was published together with ISOC and OECD. The recently published UNESCO supported publication “Net.LANG. Towards the Multilingual Cyberspace” also contributed to the promotion of the UNESCO 2003 Recommendation concerning the promotion and use of multilingualism and universal access to cyberspace. Furthermore, UNESCO, together with EURid, developed a new world report entitled “World Report on International Domain Names (IDN) Deployment – 2012” which analyses the impact of internationalized domain names on multilingualism in cyberspace.
- UNESCO, together with ITU, UNDP and UNCTAD, co-organized the WSIS Forum 2012 in Geneva, Switzerland from 14 to 18 May 2012. In cooperation with key ICT actors such as ISOC, OECD and Council of Europe, UNESCO organized six Action Lines facilitation meetings on issues relating to access to knowledge, e-learning, e-science, cultural and linguistic diversity, media and the ethical dimension of the information society. In addition, UNESCO participated actively in the 7th Internet Governance Forum (IGF) in Baku, Azerbaijan (November 2012) and ensured that matters of key concern to UNESCO, such as Internet openness, encompassing freedom of expression, interoperability and diversity, were addressed.



## UNESCO INSTITUTE FOR STATISTICS (UIS)

### MLA 1: Development of education indicators and promotion of data use and analysis

#### ***Expected Result 1: More relevant and timely education statistics and indicators produced***

- New indicators about early grade learning and teacher flows in sub-Saharan Africa were prepared and disseminated.
- Regional indicators on school conditions in sub-Saharan Africa were analysed and disseminated via several outputs (report, data visualizations, etc.).
- Regional indicators on adult education and literacy programmes in Latin America and the Caribbean were analysed and disseminated via several outputs.
- The UIS initiative to improve the production and use of education finance data was extended to Anglophone countries in sub-Saharan Africa and introduced in Latin America (Ecuador, Guatemala and Nicaragua) and Asia (Bangladesh and Nepal).
- New literacy data from household surveys were added to the UIS database and the coverage of educational attainment indicators was improved achieving programmed benchmarks

#### ***Expected Result 2: Appropriate methodologies and standards in the field of education statistics developed, maintained and refined***

- Through individual meetings with countries at **four** regional workshops and work of the UIS regional and cluster advisors, ISCED2011 training and re-mappings of national education structures according to the international classification were carried out in about 80 countries.
- The first draft of the revised ISCED fields of study classification was reviewed by the Expert Group and prepared for a global consultation (to be launched in early 2013). The aim is to submit a final version for adoption by the 37th session of UNESCO's General Conference (November 2013).
- The UIS developed a pilot questionnaire to map national TVET provision which will be tested in nine countries.
- The UIS provided technical inputs for the draft conceptual framework for internationally comparable skills indicators in collaboration with the European Training Foundation and OECD. The UIS facilitated the consultation of the draft framework with representatives of several low-income countries, including Bangladesh, Benin, Haiti and Malawi.
- Within the framework of the UIS/UNICEF Out-of-school initiative, the UIS works closely with 26 Member States providing methodological and analytical assistance. In total, this initiative will lead to the production of 33 studies: 26 national studies and seven regional studies (Central and Eastern Europe / the Commonwealth of Independent States, East Asia and the Pacific, Eastern and Southern Africa, Latin America and the Caribbean, Middle East and North Africa, South Asia, and West and Central Africa). The first regional study – for Latin America and the Caribbean – was published in August 2012.

***Expected Result 3: Capacities of national statisticians strengthened in the production and use of national and comparative education data***

- Four **regional** training workshops were organized for education planners and policymakers from East Asia, South and West Asia, Arab States, South and East Africa. In total, nearly 120 statisticians from 60 countries received the UIS training which focused on: ISCED 2011; UIS instruments for education finance data; as well as discussion of regional data needs.
- The UIS has started revision of its national data quality assessment tools. Until this revision is completed no new assessments can be carried out.
- Two assessments conducted towards the end of the previous biennium were officially endorsed this year (by Botswana and Malawi) and two others are ready for validation by the countries (Mauritius and Namibia).

***Expected Result 4: Use and analysis of education statistics promoted***

- As planned, the UIS released education data on the website in January, May and October and the Global Education Digest 2012. The last release involved an extensive review of raw data and indicators, especially in light of the new financial indicators provided by the World Bank and International Monetary Fund.
- The UIS data and metadata were widely used for UNESCO publications and initiatives (Education for All Global Monitoring Report 2012, upcoming reports on gender disparities and technical and vocational education and training, gender meetings, International Literacy Day, World Teachers' Day, etc.) as well as by external partners (the World Bank for the World Development Indicators database and for the World Bank EdStats database; UNICEF for the State of the World's Children report; UNDP for the Human Development Report).
- The UIS contributed data to regional agencies for their publications, including the Association for the Development of Education in Africa, the United Nations Economic and Social Commission for Asia and the Pacific, Asian Development Bank and the Summit of the Americas.
- The UIS programmed a series of new indicators (adjusted net enrolment rate, total net enrolment rate, out-of-school rate for children of primary and lower secondary age) in the UIS database for the measurement of school participation.
- In addition, traditional data dissemination tools, such as factsheets, to improve access to data, infographics (in English, French and Spanish), 7 different types of interactive data visualization tools and three interactive E-Atlases available in English, French and Spanish and covering gender, out-of-school children, and teachers, were produced.

**MLA 2: Development of international statistics on education outcomes**

***Expected Result 5: Data on the distribution of literacy skills produced by more Member States and information used to design and implement education policies and programmes***

- The UIS is preparing to release LAMP data for the first four countries in early 2013.
- Due to resource constraints it will not be possible to expand the LAMP programme, although current commitments to the Member States will be met.

***Expected Result 6: Methodologies for the assessment and monitoring of literacy developed, refined and implemented***

- No work was conducted in 2012 due to financial constraints.

***Expected Result 7: A framework to undertake comparative analysis and international monitoring of progress in learning outcomes established***

- The UIS in collaboration with the Centre for Universal Education (CUE) of the Brookings Institution convened the international Learning Metrics Task Force to build consensus on learning outcomes among the global education community. Based on recommendations of technical working groups and input from broad global consultations, the task force aims to make recommendations to help countries and international organizations measure and improve learning outcomes for children and youth worldwide. The project is in full implementation with the aim to have the final recommendations available by the end of 2013.
- The UIS reached an agreement with global and regional partners (GPE, IEA, LLECE, PASEC and SACMEQ) to link all three regional assessments to PIRLS, and to each other through PIRLS, during the next PIRLS cycle ending in 2016. This would put approximately 90 countries on a comparable scale for the measurement of reading towards the end of primary schools across all regions.
- The work on creating an international catalogue of student assessment initiatives could not be continued in 2012 due to resource issues.

***MLA 3: Development of international statistics on science and technology (S&T); communication and information; and culture***

***Expected Result 8: Timely statistical information, and analysis on research and development and innovation statistics made available to Member States***

- R&D survey was launched in June 2012 as scheduled. Preparations are under way for launching the Innovation survey in June 2013.
- Training workshop on science, technology and innovation indicators was organized by UNESCO, UIS and the African Union. In addition the UIS conducted technical assistance workshops in three regions of Vietnam, and a workshop for Gulf countries, complemented by a one day workshop in the UAE;
- New eAtlas on R&D data, including data on women in higher education, was released in June 2012. In addition, fact sheets with the results of the R&D data collection and on women in science as well as the analysis of the pilot innovation data collection have been updated and released on the UIS website. Work has started on a report on higher education and STI in Asia.

***Expected Result 9: New S&T methodological tools made available to Member States***

- Consultation process to improve UIS guidelines on S&T data collection activities has been launched generating active response from the Member States.
- Qatar, Oman and the UAE have requested UIS support regarding their national R&D surveys. Some assistance has already been provided.
- Work is ongoing with Vietnam in carrying out an R&D survey, which will be followed by assistance in carrying out an innovation survey.

- Ecuador has received technical assistance in carrying out an innovation survey.

***Expected Result 10: Data on information and communication technologies (ICT) in education are collected in regional modules and made available in the UIS database.***

- A workshop on ICT in education statistics in September 2012 was attended by 26 Asian countries, as well as Kenya, Oman, Colombia and Dominica.
- ICT in education questionnaire was sent to 26 Asian countries. Response rates will be assessed later in the data collection cycle.
- A report on ICT in education in Latin America and the Caribbean has been published, and a report on ICT in education in five Arab States is close to completion.

***Expected Result 11: New statistical information on print, broadcast and online media is made available through the UIS database***

- The global survey of media statistics was launched according to the schedule in 2012. Data processing is ongoing at this stage. It is expected that the benchmark will be attained.
- Due to budgetary constraints, the activities for 2013 have been put on hold.

***Expected Result 12: Capacities of national statisticians strengthened in the production of cultural statistics and the use of new methodological tools facilitating application of the 2009 UNESCO Framework for Culture Statistics***

- Two handbooks – on the measurement of cultural participation and the economic contribution of cultural industries – were produced and disseminated to stakeholders.
- The work on a new handbook on festivals has started.
- One regional workshop was carried out for 13 countries in South and East Asia, and four national workshops (Mongolia, South Africa, Senegal, Serbia), training in total almost 200 stakeholders.

***Expected Result 13: More data on feature films and another culture topic are available in the UIS database***

- The global survey on feature film statistics was launched as scheduled in July 2012. Response rates will be assessed later in the data collection cycle.
- Methodological work is underway to develop a new survey on cultural employment. A cultural employment metadata questionnaire was developed and sent to selected countries in late 2012 as part of the test data phase of the project. A full global metadata collection is expected to take place in the 1st part of 2013.

**MLA 4: Reinforcement of cross-cutting statistical activities**

***Expected Result 14: Quality of data produced by the UIS improved and constantly monitored***

- In 2012, the UIS introduced several initiatives to improve the timeliness and efficiency of data production, while maintaining the same staffing levels. The result is that over 600 questionnaires were processed and timeliness objectives were surpassed for all surveys. The average processing time for questionnaires was reduced from 2.4 months in 2011 to less than 1.4 months in 2012.

- As the data collections become more complex, it will be necessary to improve the UIS collection and processing systems in order to maintain and increase our capacity to deliver high quality data. Work started in 2012 to define these needs so that new systems can be delivered by 2015.

***Expected Result 15: UIS data-users given easier and more efficient access to the UIS data through the redesigned online Data Centre***

- Several data visualizations have been released on the UIS website;
- A release calendar announcing public release data of UIS Statistics is now available on the UIS website;
- Agreements were signed and their implementation began with OECD and the World Bank to improve the accessibility and visibility of UIS data.
- Work continued to make the revamped UIS Data Centre available online in 2013.
- The number of visits and unique visitors to the UIS website has increased by about 10% since September 2011. The number of subscribers to the UIS email alert service has increased by 35%, primary due to an outreach campaign targeted at national statistical offices, which are a key audience for the Institute.

**Global Priority Africa**

- One of the greatest challenges lies in promoting national use of UIS data for effective policy-making in sub-Saharan Africa. To this end, the UIS has established its most important field presence in regional and cluster offices across the continent. African countries are also given the priority in terms of training opportunities and relevant policy issues are clearly addressed in all UIS publications. To improve data quality and dissemination across the region, the UIS has undertaken the following initiatives:
- Regional data collection on teaching and school conditions<sup>12</sup>;
- Data quality assessments and ISCED mappings;
- Regional and national training workshops on data collection in the fields of education, science and culture (to name a few the South and East Africa Education Workshop in Addis in which 20 countries participated; the STI workshop in collaboration with the African Union in Cape Town in with about 40 countries participated; a national workshop on cultural statistics in Senegal)
- Expansion of UIS initiative to improve the production and use of education finance data.

In addition, the UIS continues to maintain its regional presence in Africa assisting Member States through its team based in Dakar with cluster advisors in Dar-es-Salaam, Nairobi, and Yaoundé.

**Global Priority Gender Equality<sup>13</sup>**

Guided by the Gender Equality Action Plan for 2008-2013, the UIS continues to ensure that, where possible, all data and indicators disseminated are disaggregated by sex or by a gender parity index. Examples of the priority given to gender equality include:

<sup>12</sup> In collaboration with the African Union.

<sup>13</sup> See further details under the Section on Coordination and monitoring of action to benefit Gender Equality.

- All publications include relevant gender analysis;
- New series of electronic atlases specifically focus on gender disparities in education;
- Gender issues related to out-of-school children and women in science.

## **COORDINATION AND MONITORING OF ACTION TO BENEFIT AFRICA**

### **Education Sector**

#### **Key achievements**

- (1) Support provided for the AU's Second Decade for Education Plan of Action
  - Upon request from the United Nations Economic Commission for Africa, UNESCO took the lead in reviewing the African Union's 2012 Millennium Development Goals (MDG) report on education. The report, which is now available, was conducted with a UNESCO 'family approach' between BRED, Addis Ababa Liaison Office, IICBA, UIS and Headquarters.
- (2) Assistance provided for countries to adopt quality education framework on teachers, competency-based curriculum and learning outcomes
  - Support was provided for diagnostic studies in view of elaborating teacher policies and professional development plans. Six new countries (Guinea Conakry, Congo, Mauritania, Mozambique, Niger and Uganda) have started the process, in addition to the four countries (Benin, Burundi, Lesotho and Mali) which completed their diagnosis. In Burkina-Faso and Sierra Leone, UNESCO is assisting the countries to develop and implement their teacher education policy. Preparation for the online training on ICT/Open Distance Learning in teacher education for master trainers from Cameroon, Gambia, Ghana, Liberia, Nigeria, Senegal and Sierra Leone has started.
  - The second edition of the post graduate training programme for curriculum design and development in Anglophone countries was launched with 47 applicants from Africa, Latin America and Europe. This further developed the institutional capacities of the Open University of Tanzania and the Tanzanian Institute for Education. Preparations are underway to launch a similar programme for Francophone countries of ECOWAS.
  - 120 participants from Ministries of Higher Education of francophone countries and regional Organizations attended a conference organized in cooperation with the German academic exchange service (DAAD) and IIEP. A three year programme with DAAD was agreed for capacity building of francophone African universities and Ministries of Higher Education in the area of governance and quality assurance of higher education.
- (3) Support for the definition and adoption of TVET Regional Qualification Frameworks
  - The Inter Agency Task Team (IATT) was formally endorsed during the 4th ECOWAS Ministers of Education meeting (Abuja, Oct 2012) and the roadmap on National/Regional Qualifications Frameworks (NQF/RQF) was unanimously validated by the 15 Member States of the sub-region. In SADC, a concept note was developed on the objectives and modalities of the peer learning between SADC and the European Union on qualifications frameworks. Cooperation between Senegal and Chad is being established for the development of Centres of Excellence.

- The Head of State of Burkina-Faso brought the attention of the African Union, the highest political organ of the continent, on the need for increased response for the investment on skills development and youth employment.

#### **Challenges and lessons learnt:**

- Partnership building is critical yet it is time consuming. The involvement of different stakeholders in the execution of joint activities often delays the implementation process, but increases coherency in development interventions and improves quality of results at country and subregional level.
- Further inter sub-sectoral articulation (e.g. between TVET, quality assurance for higher education and teachers) would strengthen holistic development of education.

#### **Natural Sciences Sector**

##### ***Expected result 1: National capacities strengthened to design, implement, reform and evaluate science policy in line with the implementation of the African CPA, including support to the establishment of the African STI Observatory and establishing two new AVC centres***

With support from extrabudgetary resources, UNESCO's intervention focused on work at country level, in particular with African countries that are included in the Capacity-Building project funded by the Government of Spain. Consultations have resulted in setting the priority activities in STI policy for Burundi, Cape Verde, Central African Republic, Democratic Republic of the Congo, Namibia, Nigeria, Senegal and Tanzania and the development of project proposals. Other key output was the "Nairobi Declaration" by which ministers in charge of STI in Africa committed to strengthen scientific research in Africa through the promotion of scientific networks and collaborative research at the national, regional and intra-regional levels. It also announced further support to higher educational institutions including funding mechanisms to generate knowledge and develop entrepreneurship. Key outputs are the development of methodologies for the monitoring and revision of the STI policy systems and the recommendations provided for STI policy formulation and review in selected countries in Africa. Finally, UNESCO participated to the fifth ordinary session of the African Ministerial Conference on Science and Technology (AMCOST V) in November 2012 in Brazzaville, Congo. The meeting discussed the strategies and reports on the implementation of Africa's Science and Technology Consolidated Plan of Action (CPA), implementation of the African Union Summit and AMCOST Decisions.

##### ***Expected result 2: Education capacity development and research in the sciences and engineering strengthened through networking, partnerships, collaborative research and training***

ICTP held regional training activities in Cote d'Ivoire, Ghana, Kenya, Senegal, South Africa, Tanzania, supported five affiliated centres in Egypt, Benin, Senegal, Ghana, Cameroon, and supported 18 scientific meetings in Africa during 2012. ICTP has received a major contract from the European Commission for "Training and Preliminary Backbone Infrastructure Development" within air transport and satellite service applications in Africa. It aims at training scientists in Africa in Global Navigation Satellite System implementation, management and testing. ICTP continues to play an advisory role with the Nigerian National Assembly to improve the country's science and technology policies. The Centre is collaborating in masters programs in High Performance Computing (HPC) at African universities, supervises the editorial services for the African Review of Physics, a peer-reviewed and on-line international e-Journal. ICTP co-coordinates with the Johannes Kepler University in Linz, Austria, the scientific network ANSOLE to foster training and research in solar energy in Africa.

The IAP, the global network of science academies hosted by TWAS, is increasingly working at the regional level through the IAP Affiliated Regional Networks, including the Network of African Science Academies, which in 2012 granted membership status to the Ethiopian Academy of Sciences. The IAP works to strengthen the role that science plays in society including through South-South and North-South cooperation.

***Expected result 3: Policy dialogue enhanced between IOC Secretariat and African national and regional institutions and stakeholders; resources mobilized in support of African institutions and programmes in ocean observation and data and information exchange, sea level monitoring, vulnerability mapping and integrated coastal area management, and climate change adaptation***

The IOC Regional Office for Africa commenced operations in March 2012, with the appointment of an IOC Coordinator for Africa. The first session of the IOC Sub Commission for Africa and the Adjacent Island States held 2-3 May 2012 in Nairobi, Kenya (55 participants representing 22 Member States and other organizations/programmes), approved the work plan for 2012-2013, and elements of the Strategic Plan were endorsed. Republic of Korea government funded the organization of the session and a symposium on development of coastal observations held in Benin in August 2012. Development of national coastal atlases, marine biodiversity database, and institutional library catalogues and e-repositories continued with support from ODINAFRICA. The project on Adaptation to Climate Change in West Africa was completed with pilot projects implemented in Cape Verde, The Gambia, Guinea Bissau, Mauritania and Senegal. A project on Enhancing oceanography capacity in Western Africa has been approved for funding by Spain. The comprehensive capacity assessment initiative is on-going. Collaboration was established or strengthened with other organizations/projects such as the African LME projects, the secretariats of the Abidjan and Nairobi Conventions of the UNEP Regional Seas programme, WIOMSA and ICPAC ensured optimal utilization while implementing projects that address common concerns.

***Expected result 4: Freshwater resources assessed, and technical cooperation provided for strengthening water governance, including of shared waters and management***

Several initiatives and capacity-building activities in support to informed decision-making for sustainable management of water resources have been carried out in Africa. They include the Africa Water Cycle Coordination Initiative launched in Libreville in February 2012; training workshop on the UNESCO IWRM Guidelines at River Basin Level; 2nd Workshop on ISARM for central Africa countries leading to the improvement of the identification and characterization of transboundary aquifers of the region and to the preparation of an Action Plan for ISARM activities within the region.

The Water component of school and university curricula has been reinforced especially in Cape Verde, Angola, Mozambique and São Tomé and Príncipe. A water education for schools network has been established following the water education workshop held in Cape Verde 7-9 May 2012.

Several meetings were organized in collaboration with partners including for instance the conference on Water science, policy and governance in Africa and the 4th regional meeting of IHP national committees of Sub-Saharan Africa, held from 23-27 April 2012 in Dar es Salaam; the Africa regional consultation on Groundwater governance held in Nairobi 29-31 May 2012 organized in partnership with AMCOW and the Government of Kenya; in October, a conference on Sustainable management of water resources in Africa with a focus on water quality issues was jointly organized by UNESCO, DAAD and University of Maseno in Kenya. In the current financial situation, for all these activities, partnership was critical.

High resolution groundwater survey has been completed for Jijiga region in Ethiopia leading to the identification of an important aquifer system, and for Turkana region in Kenya.



Feasibility study for the African centre on global change and water resources research hosted by the University of Kuwa Zulu Natal in South Africa has been conducted and related documents will be submitted to the next Executive Board.

***Expected result 5: Renewable energy policies and knowledge base promoted***

In renewable energy efforts continued to enhance the knowledge base and exchange of best practices and promote the related energy policies. Training of six women from Rwanda (4) and Benin (2) in Tilonia, India was supported by Indian Government; and in Rwanda, funds have been granted to help the trainees implement in country-activities upon their return under the One UN framework. The organisation of the fourth session of African Solar School to be held in 2013 was initiated and will benefit from the support of ISESCO, TICA and other regional institutions. Under ISESCO support, a “Strategy for the development of renewable energy in Togo” was formulated. Concurrently, project proposals for the organisation of two regional high level experts meetings as well as a Solar Electrification of Rural Schools initiative in Sub-Saharan African countries that includes a capacity building component were developed and submitted for funding.

***Expected result 6: Resilience of communities reinforced, with particular reference to climate change adaptation and natural disaster preparedness***

Three new biosphere reserves have been approved in Africa (Senegal, São Tomé and Príncipe and Ethiopia) where sustainable development approaches will be implemented addressing climate change issues in many cases. A project to support the establishment of a transboundary biosphere reserve between Gabon, Congo and Cameroun has been approved under emergency funds. This project is located in the Congo Basin where forest conservation for REDD+ is a key element for addressing climate change impacts. The Sustainable Management of Lake Bosomtwe in the Ashanti Region of Ghana also addresses climate change through its focus on sustainable water management and landscape management for conservation in the basin.

In Namibia training was provided on water hazard mapping and forecasting, which should lead to an action plan through the Deputy Prime Minister's Office. The African Drought Monitor was successfully implemented in Niger at the Regional Centre in AGRHYMET. Training on the African Drought Monitor was organized for 24 participants from Burkina Faso, Chad, Kenya, Mali, Niger, Senegal and Tanzania.

The IGCP programme is currently supporting a continental-scale project aiming at gathering knowledge on seismic active zones in Africa in the view of improving the preparedness and mitigation to earthquakes; two others IGCP projects are evaluating the health and environmental impacts of mining activities in Sub-Saharan African countries, with focus on abandoned mines; the objective is to provide science-based advises to governments on mitigation measures.

**Culture Sector**

***African heritage and cultural expressions better safeguarded and promoted in Member States***

- 44% of the World Heritage Fund International Assistance requests approved in 2012 are from the Africa region. The Regional Programme for Africa was approved by the 36th session of the World Heritage Committee, and will improve management effectiveness through targeted capacity-building workshops, field projects and knowledge-sharing to address issues at both cultural (“Africa 2020”) and natural (“Africa Nature”) World Heritage sites.
- The Intangible Cultural Heritage Convention had capacity-building activities underway in 26 African States, and projects under preparation in 14 others. Tangible effects were visible from the increased participation of African States Parties in the Convention’s international

mechanisms, with 5 States having their periodic reports examined in 2012, 6 nominations to the Urgent Safeguarding List (of which 4 were inscribed), 2 nominations to the Representative List (of which 1 was inscribed) and 7 requests for International Assistance (of which 2 were approved). For the 2013 cycle, 7 periodic reports and 14 nominations or requests were submitted and processed during 2012.

- 30 Museum professionals in Anglophone Sub-Saharan African countries have been trained in documentation and inventories.
- 26 projects from 17 African countries have been funded by the International Fund for Cultural Diversity (IFCD) under the 2005 Convention. These projects have a strong potential for exerting structural impact on cultural policies and industries. In the second half of 2012, support from the Emergency Fund facilitated the launch of a Pilot Capacity-Building Programme in Africa. This continent enjoyed the highest rate of ratification and the greatest number of requests for support in developing and implementing policies and actions to strengthen the cultural and creative industries in a sustainable manner.
- With the support of Spain, the “Bureau Export de la Musique Africaine” (BEMA) was assisted in the design of a fundraising and partnerships strategy. With support from the Republic of Korea, a cultural industries’ incubator is being established in Ouagadougou to strengthen the music sector in Burkina Faso.
- The four MDG-F Joint Programmes on Culture and Development implemented in Africa (Ethiopia, Mozambique, Namibia and Senegal), with a total budget of \$22,500 million, have achieved concrete results, also with regard to the development of knowledge bases on cultural and natural heritage as well as cultural expressions through inclusive and community-driven processes such as mapping and inventorying exercises. The projects promoted traditional and indigenous knowledge on environment conservation and health-related issues. Priority was given to improving capacities to safeguard and manage cultural and natural heritage by building individual capacities and strengthening the culture sector through enhanced legal and regulatory frameworks, in line with international commitments. For example, in Senegal the programme has benefited 5,960 national civil servants and enhanced capacities related to heritage and natural resources management, as well as copyright. The programme contributed to the inscription of 2 sites on the World Heritage List of the Saloum Delta in 2011, and the Bassari, Fula and Bedik Cultural Landscapes in 2012, which has intensified intense work with national authorities on management plans.

#### ***Culture mainstreamed across Africa in national development policies inclusive of gender equality***

- The MDG-F Joint Programmes on Culture and Development implemented in Africa addressed gender disparities by mainstreaming gender in the promotion and protection of cultural heritage resources in Namibia, developing an integrated model to mainstream gender in development planning in Mozambique, and fighting gender-based violence in 33 communities in Senegal through mechanisms involving administrative, political and religious authorities along with capacity building workshops and human rights training for 100 local women and 60 women leaders.

#### ***Knowledge of Africa and the contribution of its diaspora increased***

- Representatives of the African Diaspora were associated to the preparation of the pedagogical contents of the General History of Africa Project for primary and secondary schools. Collaboration with the African Union Commission was reinforced in this regard through decisions taken at the Conference of Ministers of Education of the African Union held in Abuja, Nigeria, in April 2012. Other African stakeholders (publishers, artists,

journalists and civil society) were also associated to the implementation of this pan-African initiative.

- In collaboration with African partners (such as the Centre for Black African Arts and Civilizations), the Slave Route Project started the preparation of initiatives in relation to the Action Plan for the International Decade for People of African Descent (2013-2022) to be proclaimed by the United Nations General Assembly.

### **Communication and Information Sector**

#### ***Expected Result 1: A free, independent and pluralistic media landscape fostered by Member States to benefit democracy and sustainable development***

- The 56th meeting of the IPDC Bureau approved 84 projects, 33 of which were in support of Africa, with a total amount of \$724,350, representing 33.5%, cutting across community media, electoral and human rights reporting, journalism education (including science reporting) and journalists' safety, and building on existing media development efforts several countries. Many of the 33 project proposals submitted to the IPDC indicate a perceived linkage between media and democratic and sustainable development issues. By December 2012, a total of 49 projects from Africa, out of a global total of 107 such projects, had been submitted for consideration by the forthcoming 57th IPDC Bureau, indicating a continuing priority to projects in the region.
- Through a \$4.5 million project funded by the Swedish International Development Cooperation Agency "SIDA," implementation has begun with training of staff at 30 community radio stations in Africa, to use new media and mobile phones to improve their broadcasts. The project will foster public interest in journalism in the local public by building the capacities of local radios to make programmes and acquire the editorial know-how to handle local news and foster media pluralism.

#### ***Expected Result 2: Learning and teaching processes enhanced through ICT content and applications***

- In order to assist Member States in developing strategies for using ICTs in knowledge acquisition and sharing in Africa, UNESCO has produced several knowledge products such as the ICT Competency Framework for Teachers and the Guidelines for the use of OER in Higher Education. These products are available and have been translated in French for Francophone African Member States.
- In partnership with the Commonwealth of Learning (COL) and in the lead-up to the 2012 World OER Congress, an Africa OER Forum was organized in Pretoria, South Africa from 28 - 29 March 2012. A total of 52 OER practitioners and policy-makers including the Vice-Ministers of Education of South Africa and Kenya took part. At the World OER Congress held at UNESCO Headquarters in June 2012, representatives from 16 African Member States were present. The Hon. Lee Ocran, Minister of Education of Ghana, provided the keynote address. The OER Africa NGO was a full UNESCO partner co-organizing the Open Seminar & Exhibition of the Congress.
- Extra-budgetary funding has been secured for "The Role of Women in African History," an e-learning tool in support of ICTs and Culture that will be a complementary part of Phase II of the Pedagogical Use of the General History of Africa. The project will expand and disseminate knowledge of the role of women in African history to counter prejudices and stereotypes in the framework of The Pedagogical use of The General History of Africa and develop ICT tools for knowledge acquisition and sharing that encourage the general education and ICT capacity of young women in the African region.

- UNESCO participated in the 1st Africa Forum on Science, Technology and Innovation in Nairobi, Kenya from 1 to 3 April 2012 presenting the UNESCO Open Access (OA) Strategy including the Global Open Access Portal (GOAP) to increase access to scientific information in the region.

***Expected Result 3: Media and information literacy enhanced to facilitate civic participation in development processes***

- Further adaptation of the model curricula for journalism education has led to several media training institutions offering high-quality training programmes as it concerns journalism and development. The African Democracy Institute (Idasa) completed an assessment on how HIV and AIDS, as well as other development issues, are featured in journalism curricula at four academic institutions in South Africa. Commissioned by UNESCO and implemented by Idasa's Governance and AIDS Programme (Idasa-GAP), the assessment explored the way in which journalism teaching prepares students for covering development challenges like HIV and AIDS. In this regard,
- Several UNESCO-designated potential centres of excellence in African journalism education have incorporated science reporting into their journalism curricula. A key milestone in capacity-building was the co-hosting by UNESCO, the United Nations Economic Commission for Africa (UNECA) and the African Union of a workshop in Addis Ababa in September 2012, focusing on science and technology communication and targeting 60 science journalists, journalism educators, policymakers and other stakeholders in East Africa. The focus on Africa is also evident in the strategic partnerships that are being forged in favour of the potential centres of excellence with the Open Society Institute for Southern Africa.

**COORDINATION AND MONITORING OF ACTION TO BENEFIT GENDER EQUALITY**

***Expected Result 1<sup>14</sup> – Gender equality and women's empowerment promoted in all UNESCO programmes at all stages of the programme design, implementation and monitoring and evaluation through gender mainstreaming and gender specific programming ensuring compliance with the strategic orientations and the programming frameworks and priorities set by the governing bodies, actions/results identified in GEAP I as well as with the Director-General's directives.***

A self-assessment by ODG/GE demonstrates that overall policy and strategic framework is the area with the strongest effort to implement Priority GE with the systematic integration of GE considerations in most policies and strategic frameworks and documents. Throughout 2012, ODG/GE, participated in policy making and programme development processes by providing input into the consultation processes for the development of 37 C/4 and 37 C/5. To contribute to reflections on 37 C/4 within the Secretariat, the Division prepared three think-pieces (i) population dynamics for the next 20 years; (ii) linkages between gender equality and sustainable development; (iii) linkages between gender equality and sustainable peace.

On the programme side, ODG/GE participated in and provided guidance for the inclusion of a gender equality perspective in key programmatic areas such as the Global Partnership for Girls' and Women's Education, UNESCO strategy for mobile learning, for teacher training, gender sensitive media indicators, development of a report on gender and culture, etc. Technical support was also provided for the revision and evaluation of initiatives under all Intersectoral Platforms - including the discussions for the elaboration of UNESCO policy on engaging with indigenous peoples – and for the evaluation of proposals submitted to the Participation Programme. The Division is an *ex officio* member of the UNESCO Publication Board and it prepared the Publication

<sup>14</sup> Expected results as identified in 36 C/5.

Board's "Gender Guidelines for Publications" intended to help those engaged in preparing/editing/commissioning publications to regularly and systematically take gender equality considerations into account.

Starting in 2011 and continuing into 2012, the Division has been working closely with the World Water Assessment Programme and other United Nations agencies to develop gender sensitive indicators and sex-disaggregated data on access to, use of and control over water. Gender equality considerations have been successfully mainstreamed in the 2012 edition of the World Water Development Report (WWDR 4), launched in Marseille in March 2012 with the only side event on water and GE organized by UNESCO.

Throughout 2012, ODG/GE organized and/or coordinated a number of high-level events in collaboration with programme sectors, delegations and external partners for awareness raising and advocacy. Key among those are:

- Events for International Women's Day – including two Conferences on (i) women engineers and (ii) trafficking in women; a side event on the education of rural girls and women during the 56th Session of the Commission on the Status of Women (New York, February 2012) as well as a number of cultural events;
- The first anniversary celebration of the Global Partnership was organized at the UNESCO headquarters on 25th May 2012, with high level panelists and guests. This event led to support for expanding the projects already funded by the private sector and generated interest from new private sector partners. A new partnership has been established with Barefoot College. The projects implemented in Senegal, Tanzania, Kenya, Ethiopia and Lesotho are already providing positive results. For example, in Ethiopia some 900 disadvantaged girls are supported in completing secondary education through mentoring and the involvement of the entire community. A project in Senegal is reaching 40,000 young girls and women with literacy classes; 163 classes have opened and 200 teachers and facilitators have been trained on using ICT. A comprehensive monitoring framework has been developed by the Division to undertake monitoring of the Global Partnership projects with ED.
- On 20 November 2012, UNESCO organized the world premiere screening of the documentary-film "Lili's Journey: Stories of Women's Social and Economic Empowerment in the 21st Century". Written and directed by Laetitia Belmadani, "Lili's Journey" presented the intertwined stories of women and men on the subject of women's empowerment and gender equality for the achievement of all of the United Nations Millennium Development Goals (MDGs).
- To mark the International Day for the Elimination of Violence against Women (25 November), a conference entitled "Trafficking of women: exploring effective policies and mechanisms to prevent it through education" was organized by the Delegation of the Kingdom of the Netherlands to UNESCO and ODG/GE in collaboration with all programme sectors.
- Under the auspices of UNESCO and in cooperation with the Institute Destrée, an international conference was organized on 3 and 4 December 2012 at UNESCO Headquarters on "Millennia 2015 – Women Actors of Development for the Global Challenges". The conference, attended by around 200 participants, explored strategies that would lead to more equality and solidarity within the framework of new models of development. The conference adopted an Action Plan for women's empowerment.
- High-level event "Stand Up for Malala – Girls' education is a right" on 10 December 2012 with the participation of the President of Pakistan, Prime Minister of France, UN Women Executive Head and former President of Chile Michelle Bachelet, former President of

Finland Tarja Halonen, among others, generated considerable media coverage with over 500 articles published in 35 countries and it was also covered by television channels and social media. A new agreement was signed with Pakistan for a pledged amount of \$10 million for girls' education.

On the **monitoring** side, ODG/GE analyses all of the workplans in SISTER to identify trends and progress in order to provide recommendations for improvement. Starting in 2013, ODG/GE will conduct more in-depth monitoring of gender specific and gender mainstreamed projects through a methodology that includes site visits and participatory consultations with all stakeholders, especially beneficiaries.

As for **evaluations**, ODG/GE will continue to forge closer collaboration with IOS to ensure that all evaluations conducted/managed by IOS include a very clear and strong gender equality component to assess progress in the implementation of Priority Gender Equality in all programmes, based on the relevant UNEG guidelines. IOS has started the coordination of an external evaluation of the implementation of Priority Gender Equality in November 2012. The results of this evaluation will be presented to the 191st session of the Executive Board.

***Expected Result 2 – Requisite staff and institutional capacities built for gender mainstreamed and gender specific programming, advocacy and policy advice.***

To enhance organizational capacity, the Division has continued to strengthen and reinforce the organization-wide network of Gender Focal Points (GFPs), which was improved in 2011, across Headquarters, field offices and institutes. The training of 75 GFPs in November 2011 has already shown concrete results in the improved implementation strategies, indicators and expected results visible in many workplans across sectors. Coordination and communication between HQ, Field Offices and Institutes have also been improved through the operational gender focal point network. Mandatory gender mainstreaming training has now been provided to all programme sectors at Headquarters (the last one provided to SHS staff in January 2012), and to numerous field offices, institutes, National Commissions, as well as to staff of other United Nations agencies. Training for outside partners is also being implemented, with a first training provided to the International Bioethics Committee (IBC) in September 2012. This training was judged highly useful by the IBC members.

New mechanisms have been created to offer technical support in gender mainstreaming to UNESCO staff. One such mechanism is "Gender Equality Clinics", offering individual and tailored support to staff in mainstreaming gender equality into their programming, implementation, monitoring and evaluation activities. Ten sessions have taken place in 2012, involving colleagues from Headquarters, field offices and institutes. The support is provided face-to-face, by email or via video conference and telephone in order to adapt to the needs of the concerned colleagues and limit costs to the Organization. Results of these clinics have been very positive with improved planning and implementation of activities for gender equality.

During the second trimester of 2012, the Division also launched a GE Seminar Series. These informal seminars aim to offer learning opportunities on recent developments linked with gender equality or relevant work from other entities. The sessions are organized with a view to maximize horizontal exchanges and dialogue, and video/teleconference facilities are used to encourage the participation of Field Office colleagues. The three sessions organized in this first half of the year focused on "Mainstreaming Gender Equality in Work Plans", "RIO+20: Outcomes from a Gender Equality Perspective", and "Social Institutions and Gender Index (SIGI)" with the participation of OECD colleagues.

In collaboration with MSS, ODG/GE is involved in the review of all administrative manuals and documents for gender inclusive language. An intersectoral working group has been set up to continue this work that started in late 2012.

***Expected Result 3 - UNESCO's strategic contribution to the UN inter-agency cooperation in the area of gender equality and the empowerment of women articulated and integrated at the global, regional and country levels***

In this reporting period, UNESCO has continued to engage proactively and effectively with the UN system, and in particular with UN Women, culminating in the signing of a Letter of Cooperation by the Heads of both agencies in May 2012 to outline the specific areas of synergy. In collaboration with UN Women, UNESCO has successfully advocated for the integration of gender equality perspectives into Rio+20 and the post-2015 reflections and agenda. UNESCO is actively contributing to the "System-wide Action Plan for implementation of the CEB Policy on gender equality and the empowerment of women" (SWAP) and the work of the United Nations Development Group (UNDG) Task Team on Gender Equality on the preparation of the Gender Equality Marker system that tracks and reports on allocations and expenditures for gender equality and women's and girls' empowerment with agreed upon parameters and standards inside the UN system. In addition, UNESCO is represented in several UN working groups and task forces on women's empowerment and gender equality, including the Standing Group on Women, Peace and Security, Working Group on Rural Women, and co-chairs, with UNDP, the Inter Agency Task Force on Gender and Climate Change which follows up on the Rio+20.

UNESCO's "Capacity Development and Training in Gender Mainstreaming Programme" and its on-line interactive eLearning tool are used as the basis for the development of the UN system-wide basic training in gender equality. The World Food Programme (WFP) has asked UNESCO to adapt this training programme and implement it for their senior management and field offices with full financial coverage.

***Expected Result 4 - Member States support and undertake initiatives in favor of gender equality and the empowerment of women***

ODG/GE, in collaboration with relevant sectors and field offices, is focusing its support to Member States on two main issues: prevention of sexual and gender-based violence (SGBV), and women's participation and leadership in UNESCO domains. Activities in these areas are implemented in collaboration with other UN agencies and research and civil society networks. Several pilot programmes have been launched, including an innovative programme in the Democratic Republic of the Congo (DRC) to work with universities and engage male students as ambassadors for the prevention of SGBV. This programme has involved the production and validation of new teaching modules on gender equality and violence prevention which are now being taught in universities in the North and South Kivu Regions. Lessons learned from the pilot project in DRC are also used to inform the planning of a project to develop teaching and training courses on women's political participation and prevention of sexual and gender-based violence in Madagascar in cooperation with the higher education sector in that country.

In West Africa, a programme is launched in collaboration with Rutgers University, African university partners and UNESCO's BREDA office to provide training for women's transformative political leadership. This training is also developed for women in the Arab Region, especially in countries undergoing democratic transitions, starting with Egypt and Tunisia.

Work is underway, since February 2012, to adapt UNESCO Gender Equality training modules for universities and large private sector companies in Turkey in collaboration with Koc University in Turkey. This latter initiative is expected to result in an on-going financial contribution to the Division for other activities.

***Expected Result 5 - New partnerships with various stakeholders, including the private sector to promote gender equality and the empowerment of women established and implemented***

Partnerships with academic, policy-making and civil society networks have continued to be developed and reinforced, in particular through the establishment and development of a series of regional and international gender equality research and documentation centres as centres of excellence for research and teaching on gender equality, and as centres for collection and diffusion of documentation and resources through virtual networks and libraries. In this area and in the first half of 2012, UNESCO's work with the Regional Research and Documentation Centre on Women, Gender and Peace Building for the Great Lakes Region in Kinshasa focused on defining a Plan of Action for the Centre, and to establish budgets for the final six months of 2012 and for all of 2013. UNESCO also supported Member States of the Great Lakes Region in establishing their National Associate Centres through planning meetings with Ministries concerned, and training for the establishment of virtual libraries.

For the Palestinian Women's Research and Documentation Centre (PWRDC) in Ramallah, UNESCO worked with the Palestinian Authority and the Norwegian Representative Office in Palestine to carry out an evaluation of the Centre. The evaluation report has led to a decision to restructure the Centre, and UNESCO is involved in elaborating a new strategic plan to ensure that PWRDC responds to local needs in terms of research and documentation, and support for gender equality programming within Palestine and in the Arab Region.

Considerable progress has also been achieved with regard to the establishment of the first regional Centre on the Elimination of Female Genital Mutilation/Cutting in Nairobi, in collaboration with the Government of Kenya, WHO and UNFPA.

An extrabudgetary programme on training for the advancement of women's rights in Madagascar (funded by the European Commission) was launched in December 2012. Partnerships are being developed with universities and higher education institutions across Madagascar, and consultations have taken place with civil society organisations to identify regional locations and targets for community based training. This project forms part of a range of projects coordinated by ODG/GE to develop training for elimination of gender-based violence and promotion of women's political participation.

### **Education Sector**

UNESCO promotes gender equality in education through advocacy, policy dialogue, research and capacity building through the twofold approach of gender mainstreaming and gender specific programming. Global and national commitment to education for girls and women were strengthened through advocacy and appropriate multi-stakeholder partnerships which are in conformity with the objectives of the Organization.

UNESCO organized high-level events and produced publications aiming at raising awareness and sensitizing decision- and policy-makers and the general public about the importance of gender equality in education. Six global events were organized:

- 'Stand up for Malala – Girls' Education is a right' (10 December UNESCO HQ). This high-level advocacy event was co-organized by UNESCO and the Government of Pakistan as a tribute to Malala Yousafzai and in support of girls' right to education. It brought together around 20 eminent personalities (including the President of Pakistan, French Prime Minister, Minister of Foreign Affairs of UAE, former President of Finland, Executive Director of UN Women, religious leaders, UN officials, and others) who advocated for girls' right to education. The UN Secretary-General, the US Secretary of State, and the Vice-President of the European Commission sent video messages of support. A message from Malala was delivered and students gave their messages in support of Malala and girls' right to education. Moderated by Zeinab Badawi from the BBC, the event attracted significant media coverage and presence in social media - about 500 articles were issued in 35 countries.



- The Malala Fund for Girls' Right to Education was established with a pledged contribution of \$10 million from Pakistan. A public forum and numerous other awareness raising activities were also held in Pakistan.
- Launch of the report 'From Access to Equality: Empowering Girls and Women through Literacy and Gender Equality' during the Global EFA Meeting (21 November, UNESCO HQ). The report was developed within the framework of the UNESCO Global Partnership for Girls' and Women's Education in order to raise awareness about two neglected policy areas - girls' secondary education and women's literacy.
- Other events included the first anniversary of the UNESCO Global Partnership for Girls' and Women's Education (25 May, UNESCO HQ); the 3rd International Congress on TVET with a special session on women and TVET (13-16 May, Shanghai); the launch of the UNESCO World Atlas of Gender Equality in Education (8 March, UNESCO HQs). In Asia-Pacific, UNESCO organized the event 'Connecting Girls: Inspiring Futures through Physical Education and Sport' and issued an advocacy brief on the topic; and, the monthly e-newsletter 'Gender Wire', highlighting current gender trends and issues. In collaboration with UNGEI, UNESCO is co-authoring a discussion paper on gender and disability and is producing a report on the low performance of boys in four Asian countries.

Partnerships were broadened to include the private sector, UN agencies, NGOs and others. A new agreement was signed with Pakistan for a pledged amount of \$10 million; the partnership with Procter & Gamble was extended for an additional \$2.4 million while new agreements were also signed with UN Women and the Barefoot College. Partnerships are also on-going with the Packard Foundation, GEMS Education, Nokia, and Microsoft. Partnerships with the private sector have mobilized in total some \$7.4 million since 2011 enabling activities promoting girls' secondary education and women's literacy in Africa. In Senegal, 4,000 girls and women benefitted from literacy classes in about 7 out of the 14 regions of the country while 2,300 girls and women are benefitting from online training with the use of CDs, TV, the Web, and the use of mobile phones. Also, more than 250 teachers, facilitators and other education personnel were trained and are academically supporting about 300 young girls to prevent them from dropping out of school. In promoting girls' education globally, UNESCO collaborates with numerous other partners at regional and national level including UNGEI, UNAGTF and CAG and others.

The Sector's capacity to mainstream gender in its activities, events, publications and other work is being reinforced. Workplans and publications were reviewed to address gender equality issues while the number of activities targeting women and girls increased. UNESCO initiated gender-specific initiatives in key areas of the sector (teachers, education laws and policies, literacy, TVET) and others with the preparation of education law and policy review guidelines, teacher training kits, policy briefs and enabling policy dialogue.

***Expected Result 1<sup>15</sup> – National capacities strengthened in designing and managing literacy policies and programmes targeting women and girls:***

- UNESCO's work on literacy naturally focuses on women and girls who constitute the majority of the world's illiterate population.
- UNESCO mobilized 42 countries with critical literacy challenges (including LIFE, E-9 and other priority countries accounting for almost 85% of the world's 775 million illiterate adults) in order to increase their commitment to accelerate literacy provision (e.g. review of National Literacy Action Plans of 35 countries with severe literacy challenges was initiated to ensure they are of good quality, relevant and gender-sensitive).

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<sup>15</sup> Expected results as identified in the Gender Equality Action Plan, 2008-2013.

- UNESCO secured high political support for literacy and NFE resulting in major progress at country level (e.g. Bangladesh took steps to develop a NFE Act and to integrate NFE-MIS in the central EMIS of the Ministry of Education, Lao PDR developed a draft NFE policy).
- Large-scale literacy programmes were implemented (e.g. the Programme for Literacy Enhancement in Afghanistan, providing reading material and training to neo-literate young girls and boys, scaling up literacy and developing post-literacy programmes for girls and women in Morocco).
- Various events gave visibility to effective literacy practices and helped strengthen commitment and efforts to promote literate environments, especially for women and girls (e.g. the High-Level International Round Table on Literacy (Sep. 2012) bringing together 200 participants, including 14 Ministers and Vice-ministers of Education).
- Technical assistance was provided to policy-makers, literacy facilitators and media personnel to support the development of national strategies, training material, etc.
- Evidence-based publications were prepared (e.g. two volumes on "Emerging Trends in Literacy" analyzing good policies and practices on literacy in Latin America and emphasizing female literacy, *'Removing Gender Barrier to Literacy' in Asia*).

***Expected Result 2 Teachers better trained in gender-sensitive teaching and learning approaches:***

- A tool for Mainstreaming Gender in Teacher Training Institutions is being developed with support from experts from various regions to ensure relevance and cultural sensitivity.
- In Africa, gender-sensitive training was provided for teachers of science and mathematics to increase access and advancement of girls and women in these areas.
- In Asia-Pacific, an e-course is being developed to enable policy planners and teachers to understand and address gender equality issues in education.
- In the Arab Region, gender equality was identified as a major pillar for developing a common regional Teacher Policy Framework.

***Expected Result 3 - Quality of secondary education enhanced to expand equal access and retention:***

- UNESCO's activities in the area of basic education (from ECCE to secondary education), especially in Africa, pursued the implementation of the priority by giving particular attention to the use of gender-sensitive language in material and publications, gender balance in meeting participants, as well as proactively linking the activities to gender-specific programming efforts of the organizations.
- Targeted programmes on increasing and sustaining girls' access to secondary education were implemented (e.g. a gender-transformative and leadership curriculum outline was developed for ECOWAS English-speaking countries; strategies were developed to reinforce girls' access to secondary and higher education in Ethiopia).
- National capacities were developed and awareness was raised on the importance of policies and programmes targeting women and girls (e.g. teacher training curriculum for Math and Sciences to increase girls' access to these subjects in Niger was developed in collaboration with the Islamic Development Bank, e-training courses on gender equality in education for policy-makers in Asia were initiated).

- Gender equality was promoted through advocacy and policy dialogue (e.g. new research into the gendered dimensions of learning and occupational achievement was initiated in partnership with the Korean Women's Development Institute).

***Expected Result 4 - TVET policies to ensure skills acquisition for employment for girls and boys:***

- Regional and country thematic studies on gender mainstreaming in TVET were undertaken in Tanzania and in Arab Gulf countries.
- In providing upstream policy advice and capacity building in a number of countries, UNESCO is paying special attention to gender equality issues and particularly to the inclusion of girls in national TVET programmes and their transition from school to work.
- A special session on women and TVET during the 3<sup>rd</sup> International Congress on TVET (May 2012, Shanghai) was organized.

***Expected Result 5 - National capacities strengthened to prepare and manage education sector plans and policies that are gender-sensitive and assure equitable access to education:***

- A study was undertaken in order to generate knowledge and information about mainstreaming gender policies in education at country level in Andean countries.
- With the overall aim of identifying and addressing gender gaps in national education laws and policies, draft education law and policy review guidelines, with a focus on human rights provisions for gender equality, were developed and will be pilot-tested in Myanmar, within the current Comprehensive Education Sector Review.
- Nine case studies on using mobile technologies to support literacy for women and girls were developed and two regional expert meetings on mobile learning for the empowerment of women and young girls were organized in Africa and Asia.

***Expected Result 6 - Education systems responses to HIV and AIDS are gender-sensitive:***

- A booklet on 'Gender Equality, HIV and Education' was published supporting UNESCO's advocacy efforts and technical support to Member States.
- Capacities were developed through training workshops (e.g. in Myanmar and Cambodia, the training of trainers programme "Connections: Empowering Women to talk about sexual and reproductive health", a workshop on alphabetization, HIV and gender was held in Senegal.)
- Raising awareness about homophobia and promoting research and outreach on men who have sex with men (MSM) (e.g. strengthening capacities to respond to homophobic bullying in China, Cambodia, Thailand and Vietnam. The Beijing Teacher Workshop on Homophobic Bullying was held and a survey undertaken amongst participants showed that half of the teachers had already made efforts to incorporate the topic in their work).

**Additional Expected Results:<sup>16</sup>****Education for sustainable development (ESD), including climate change education (CCE) and education for disaster preparedness and risk reduction (EDPRR)**

- Gender equality is an important consideration in designing CCE programmes. Gender equality considerations were mainstreamed in the design and implementation of activities, especially at the country level where programmes focused on disadvantaged groups, especially girls and women, in order to strengthen their resilience to the negative impacts of climate change (e.g. 'Targeting the needs of the vulnerable', including girls and women, is one of four thematic areas of an experts meeting on climate change education in Africa, under preparation).
- Gender equality considerations were mainstreamed in a number of publications on ESD (e.g. the learning and training tool 'Exploring Sustainable Development: a Multiple-Perspective Approach', currently being pilot-tested, which includes a chapter on mainstreaming gender in teaching and learning; the tool 'Towards a Learning Culture of Safety and Resilience: Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum', and others).

**Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity**

- A toolkit on revision/adaptation of curricula, school textbooks and other learning materials to remove cultural, religious and gender biased stereotypes was developed within the framework of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue". Curriculum developers and textbooks authors in Lebanon and Iraq were trained on mainstreaming gender in school textbooks and curricula.
- School-related gender-based violence (SRGBV) is a major human rights issue and UNESCO has undertaken relevant work to address and prevent the phenomenon in a number of countries (e.g. in Lebanon, a national study on SRGBV was completed and recommendations based on the findings were presented to education ministry officials; in DRC, a research methodology on sexual violence was developed and students and junior researchers were trained in its use. The results of the study were made available to the Ministry of Gender, Child and Family and key partners).
- UNESCO also worked on domestic violence against women (e.g. in China, a handbook on anti-domestic violence for community and social workers was prepared and advocacy was undertaken among policy-makers and legislators; a functioning Domestic Violence Prevention and Response Model was established in 3 pilot counties in Asia-Pacific region and capacities of local governments, key stakeholders and social workers were developed/improved to protect women against domestic violence).

**Cost-effectiveness/efficiency measures:**

- Most of the projects/events were implemented with extra-budgetary funds using no or minimum funds from the regular programme.
- Events were organized on the occasion of key international celebrations, taking opportunity of the presence of existing participants to minimize travel costs.

<sup>16</sup> These results are not in GEAP or 36 C/5 but the sector undertook activities in these areas and achieved the results listed.

- Gender equality considerations were incorporated into key planned activities with minimum additional financial costs.

#### **Challenges and lessons learnt:**

- Partnerships with the private sector were catalytic in the implementation of large scale interventions at country level, specifically targeting girls and women. Cooperation and partnerships are an essential part of the sector's work, and many important initiatives are underway in the field.
- The use of different media, such as radio, proved to have a great role to play in raising the awareness of the community towards the value of girls' education and other social and cultural barriers.
- Challenges encountered in our efforts to develop gender- responsive, inclusive and high quality basic education in the Member States include (i) lack of awareness and political commitment, (ii) inadequate financial resources, (iii) competing development priorities, (iv) limited institutional capacity, and (v) lack of trained personnel.
- Coordination with other UN agencies and national/local counterparts, although valuable, is also challenging as it can be time consuming and complex.
- Limited financial resources restricted the scale and impact of activities.
- There is a need for further developing staff capacity to promote gender equality in education and capitalize on good practices/success stories.

#### **Natural Sciences Sector**

The annual L'Oréal-UNESCO for Women in Science award went to five women scientists for their research in the life sciences and 15 young women were awarded International Fellowships for the excellence and feasibility of their proposed research projects and its potential impact on people's lives or the environment. International Women's Day was celebrated by events on women in engineering, in marine science and in the sciences more broadly. During UNCSD in June 2012, a side event on Women in Science for Sustainable Development encouraged discussion on the role of STI in facilitating viable solutions for human well-being, social inclusion and environmental sustainability. It also served to inspire young women to choose scientific careers which contribute to sustainable development. Strong networks of women in science and engineering have been supported. For example, the sixth Conference of the Association of African Women in Geosciences was held in April in Yaoundé, Cameroon to encourage the participation of women in Earth sciences and a UNESCO-supported workshop on African Women in Mathematics was held in Ouagadougou, Burkina Faso, in October 2012.

The World Water Assessment Programme (WWAP) has positioned itself as a leader in the UN system for gender mainstreaming through mainstreaming gender equality considerations into the fourth edition of the World Water Development Report which also contains a chapter dedicated to gender equality. WWAP, in collaboration with the Division for Gender Equality, organized a side event at the sixth World Water Forum in Marseille in March 2012 and participated in the World Water Week activities in Stockholm related to gender equality. On 13 October 2012, UNESCO celebrated International Day for Disaster Reduction which focused on the role of women and girls in reducing disasters risks. In order to promote female role models for young women scientists, IOC organized a round of interviews with eminent women marine scientists from the United States of America, Italy, Mauritius, Canada and France, which were placed on the IOC website, and held a day-long tribute to marine biologist and writer Rachel Carson, and her seminal book, *Silent Spring*.

***Expected Result 1 –Women included in sciences promoted activities, women scientists promoted as role models and young women scientists supported***

The main results have been the mainstreaming of gender in science policy design, implementation and evaluation. The first indicator was fully met, with several events focused on women in science as role models. In October 2012 the Director-General nominated Dr. Hayat Sindi from Saudi Arabia as UNESCO Goodwill Ambassador for Sciences with the aim that she inspire girls to undertake science careers. A special event to honour the 50th anniversary of Rachel Carson's epoch-changing book, *Silent Spring*, was held in December 2012, hosted by IOC. Carson herself was presented as having inspired a generation of girls to study science, particularly oceanography. A capacity building workshop on strategies for the promotion of women in science and technology in Africa, which included participation in the UNESCO/L'Oreal Fellowships award ceremony for excellence in science, took place in Johannesburg, South Africa, in collaboration with the African Network of Scientific and Technological Institutions and the L'Oreal Foundation.

The second indicator met with less success due entirely to the financial situation, but a report on the status of women in R&D institutions in Tanzania was completed. The main challenge is to obtain funds to organize a specific conference on women and science at a larger scale.

***Expected Result - 2: Awareness of the key role of women as holders and transmitters of indigenous and local knowledge raised.***

Due to the financial situation, originally planned activities have been delayed. Women's role in local knowledge concerning water governance will be addressed by the UNESCO Chair on Water, Gender and Governance in Santo Domingo, Dominican Republic, which was endorsed. Once formally in place, the chair will enlarge the network of water and gender Chairs in the region and worldwide.

***Expected Result 3 - Gender equality issues incorporated in the WWDR4***

This expected result was fully accomplished in the first year of the biennium. The discussion on gender indicators has been brought together with on-going planning elsewhere in the Sector so as to strengthen future planned work on gender indicators and policy instruments. A "policy brief", based on Chapter 35 of the WWDR4, 'Water and Gender', was published in August 2012. WWAP event "Water Resources and Gender Equality: What is the link?" held at World Water Forum, Marseille, March 2012. A Gender Focal Point seminar was held at the University of Turin in May 2012. During Stockholm World Water Week August 2012 a fund-raising strategy for sex-disaggregated indicators was proposed to the AMCOW gender representatives. Finally, WWAP presented a lecture to African Department Students, on 27 November 2012 on gender mainstreaming, the role of gender policies, and the importance of sex-disaggregated data for indicators.

***Expected Result 4 - Gender-responsive approaches for sustainable development, including renewable energy and biodiversity conservation, fostered.***

The number of outputs has met biennium minimum and more events are planned, but due to lack of funding the scope has been scaled back. A UNESCO-supported workshop undertaken in collaboration with the African Mathematical Union and CIMPA on African Women in Mathematics held in Ouagadougou, Burkina Faso, in October 2012 was attended by over 70 African mathematicians, including 40 women. The panel identified factors hindering the promotion of women in mathematics; as well as solutions to overcome them. One suggestion is the creation of a UNESCO Chair on women and mathematics to improve the current situation. UNESCO took advantage of parallel sessions of a planned MENASOL conference to organize a Women and Renewable Energy Seminar to discuss the increased participation of women and youth. Nine women scientists out of 21 participants took part in a workshop on "Enhancing Science and Technology for better development of biosphere reserves" which was organized in Tunis, Tunisia

in November 2012. UNESCO's participation in the interim secretariat for IPBES was directly responsible for gender equality being made one of the requirements for the membership of the Multidisciplinary Expert Panel for IPBES.

***Expected Result 5 - Gender-responsive approaches to disaster risk reduction promoted.***

UNESCO continued to encourage advocacy for the integration of gender equality approaches in disaster risk reduction including through celebration of the International Day for Disaster Reduction, this year focused on the role of women and girls in reducing disaster risks. The participation of women scientist has been promoted by UNESCO in order to give further visibility to women scientist in national, regional and international institutions concerned with disaster risk reduction, such as national geological and seismological institutions, universities, and disaster risk reduction local authorities. IOC set benchmarks for participation by women in one TEWS activity (Caribbean). Approximately twenty women senior scientists from the Extended Mediterranean Region participated in the International workshop on Seismicity and Earthquake Engineering, in the framework of the programme for Reducing Earthquake Losses in the Extended Mediterranean Region (RELEMR).

**Social and Human Sciences Sector**

The global priority **gender equality** has been mainstreamed in all MP III work plans, including in capacity-building activities in bioethics, the youth programme and in MOST priorities – social inclusion and social dimensions of global environment change.

In bioethics, due regard was paid to appropriate human-rights and gender equality frameworks and specific gender equality priority elements were introduced, including ensuring gender balance in the composition of national bioethics committees. In 2012, National Bioethics Committees addressed several topics explicitly dealing with gender equality during the training workshops organized by UNESCO.

The Organization pursued its cooperation with the Regional Research and Documentation Centre on Women, Gender and Peace Building for the Great Lakes Region (Kinshasa, Democratic Republic of the Congo) particularly on topics such as women's participation in peace-building and post-conflict reconstruction and prevention of gender-based violence.

With extrabudgetary funds from UN Women, UNESCO is leading a joint project UNESCO-UN Women-CODESRIA on « Analyser le Mouvement Social Féminin et les Fondements des Violences Basés sur le Genre pour favoriser l'inclusion sociale et les Droits Humains des Femmes dans la Région Sahel ». This project would result in two publications on Gender-based violence and on the assessment of social women's/feminist movements in Senegal, Gambia and Guinea Bissau.

A Regional Forum "Gender Equality as a Millennium Value" (Moscow, 5-7 December 2012) established a platform for research-policy dialogue on gender equality in the context of the Millennium Development Goals (MDGs) and the post-2015 framework from global and regional perspectives. The Forum provided an opportunity to present UNESCO's work on the promotion of gender equality and women's empowerment to the partners from the Post-Soviet countries.

**Culture Sector**

The mainstreaming of gender equality considerations in MP IV has been systematically pursued, especially in the framework of the implementation of the MDG Fund programmes and the principal culture conventions, i.e., the 1972 World Heritage Convention, the 2003 Intangible Heritage Convention and the 2005 Convention for the Protection and Promotion of the Diversity of Cultural Expressions. Every effort has been made to attain a higher percentage of women participants/experts in meetings and workshops, and to involve women beneficiaries in activities in the areas of heritage, cultural tourism, cultural industries and creativity among others. The results

obtained to date are encouraging. For example, in 2012, 11 women (versus 7 men) were awarded a UNESCO-Aschberg Bursary for Artists.

A major challenge in this domain remains the general absence of quantitative data on gender-related issues. For this reason, 'gender equality' has been selected as one of the seven dimensions of the UNESCO Culture for Development Indicator Suite (CDIS) under elaboration by the Culture Sector as an operational tool of the 2005 Convention. Moreover, all indicators of the CDIS are disaggregated by sex and other key social variables in order to generate a comprehensive picture of the status of women and men in the societies, economies and cultural life of countries.

***Expected Result 1 - Involvement of women in the conservation and management of tangible and intangible cultural heritage increased.***

The overall participation of women in World Heritage training workshops as trainers/experts has been approximately 43%.

In the area of intangible cultural heritage, every effort has been made to achieve gender parity among the beneficiaries of the "human resource strengthening" in Member States within the framework of the global capacity-building strategy. 40% of the 77 trainers are women.

5 newly recruited staff members of the Manuscript Center and the Islamic Museum of the Haram al Sharif in Jerusalem, out of a total of 14, are women.

25% of the participants selected to complete a course on museum inventories and documentation in Sub Saharan Africa were women. This represents a significant increase from previous training courses for museum professionals in Africa which have generally been attended almost exclusively by men.

***Expected result 2 - Culturally appropriate and gender-responsive policies and actions at country level designed and implemented***

Significant progress was made in the participation and involvement of women in the capacity-building initiatives in the area of cultural policies and cultural industries. A [Pool of Experts](#) in the field of cultural policy and governance was established in the framework of the EU-funded technical assistance project, with women representing 50% of the selected experts. In the framework of the 2005 Convention's pilot training programme in Africa 32 specialists from 25 African countries were selected through a competitive selection process (200 applications received) to receive training on policy approaches to cultural and creative industries development as well as on Convention mechanisms such as quadrennial periodic reporting. Approximately 40% of the selected specialists are women.

Following the revision of the application forms for projects submitted to the International Fund for Cultural Diversity (IFCD) to include gender equality-related, the number of gender-sensitive and gender-responsive applications increased from 16% in 2010 to 43% in 2012.

A special 'learning unit' on gender equality issues that would aim to give due recognition to the contributions of African women to Africa's history and development has been approved by the Scientific Committee for the Pedagogical Use of the General History of Africa project.

***Expected Result 3 - Indigenous women's movement and faith-based organizations engaged in reconciliation and peace-building initiatives***

The Culture Sector has contributed substantially to the overall UNESCO report to the 11<sup>th</sup> session of the UN Permanent Forum on Indigenous Issues (UNPFII) 7-18 May 2012. A special issue of



World Heritage has been devoted entirely to indigenous peoples (n° 62, 2012, available online) featuring an insightful interview with Dr Myrna Cunningham from Nicaragua.

Several MDG-F Joint Programmes targeted highly marginalized groups, notably indigenous peoples. The JPs in Ecuador and Nicaragua aimed to strength public policies and building capacities for indigenous communities in those countries,

***Expected Result 4- Policy-making informed by a report on Gender and Culture promoting gender equality in the field of culture***

The Report on Gender and Culture, foreseen in the 36C/5, will be a pilot publication in a future UNESCO series on gender and the various domains of the Organization's competence, targets decision-makers, civil society organizations and cultural professionals. The Report will be the first comprehensive study of policies, measures and activities undertaken by governments, civil society as well as UNESCO and the international development community to ensure that women and men enjoy equal access and opportunities to create, benefit from and take part in cultural life. As such, it will provide a solid research and statistical benchmark and serve as both an advocacy toolkit and a set of guidelines to inform policy making among Member States and guide future UNESCO policy in this area.

A working group has been established within CLT to pilot the project in close collaboration with the Division for Gender Equality. A consultant specialized in gender equality has been contracted to undertake the initial research for a period of two-months in early 2013. The expected publication date is late 2013, however additional extrabudgetary funds must be secured to meet this deadline.

**Communication and Information Sector**

In the first twelve months of the biennium, the Sector continued to support Global Priority Gender Equality by maintaining a two-pronged approach in mainstreaming gender in all policies and programmes of its work and by implementing gender specific initiatives. UNESCO continues to contribute to the achievement of MDG 3 and other MDGs through interventions addressing three dimensions of gender equality and women's empowerment; capabilities, access to resources and opportunities, and security.

***Expected Result 1- Member States supported in the application of gender-sensitive indicators for media (GSIM)***

Member States were supported in the application of gender-sensitive media development indicators (MDIs). National assessments that include gender equality in media operations based on the UNESCO MDIs were launched in 13 countries and steps taken to systematically integrate MDIs at the implementation level with UNESCO recently developed specialized GSIM instrument.

The international debate on gender and media during the 28th session of the International Programme for the Development of Communication (IPDC) Council on 23 March 2012 mobilized key stakeholders and the GIM Initiative was officially endorsed by the IPDC Council. The meeting brought together speakers from key stakeholder organizations including the International Women's Media Federation, the International Federation of Journalists, the African Media Initiative, and the Asia Pacific Broadcasting Union.

The annual Women Make the News (WMN) online policy advocacy initiative was organized under the theme Rural women's access to media and information to stimulate knowledge exchange on the importance of policies in favour of access to media and information in rural communities, particularly for women, as well as highlight good practices in this regard undertaken by public service broadcasters, commercial and community media, and NGOs.

Organizations from over 40 countries promoted the WMN 2012 theme and debated the topic leading to greater awareness and action on gender equality in media including use of the UNESCO global online policy debate as leverage to promote their own local activities. This includes 9 of the 13 major broadcasting unions and associations and a number of international partners who also mobilized their membership. At least 20 local community radio stations particularly from Africa and Asia contributed stories on the online WMN policy advocacy platform.

***Expected Result 2 - National information policies formulated and implemented in a gender inclusive manner***

UNESCO worked to ensure that national information policies were formulated in a gender-inclusive manner both in policy process and content. The Open Educational Resources (OER) Declaration, the major outcome of the 2012 World OER Congress (Paris, 20-22 June), provided recommendations to Member States on a gender equal perspectives in promoting and using OER to widen access to education. Adoption of Open Access (OA) enabling policies through the gender mainstreamed policy guidelines, which is the flagship publication for the Sector's capacity building activities in the area of OA, was encouraged.

Gender balanced participation was ensured at the International Conference "The Memory of the World in the Digital age: Digitization and Preservation" (Vancouver, 26-28 September). The UNESCO/UBC Vancouver Declaration, a main outcome of the conference, encourages the formulation of policies and strategies for digital preservation and digitization and the development of national strategies in the area of digitization and digital preservation with a clear gender sensitive perspective. In this regard, it is expected that women and men will be part of the efforts for preservation of collective memory and knowledge in libraries and archives on an equal basis.

At the Internet Governance Forum in Azerbaijan (November 2012), gender sensitive participation was ensured in the panels organized. In the field of information and ethics, training workshops in 3 African countries are being organized with gender balanced participation. Gender specific sessions for the WSIS +10 Review meeting in February 2013 have been planned.

In the area of gender and free and open source software (FOSS), capacity-building has been ensured through the online community on Gender and FOSS, which is continuously growing.

***Expected Result 3 - UNESCO-supported training programmes offered on an equal basis to men and women.***

UNESCO continued to be engaged in mainstreaming gender in national and institutional policy frameworks and curricular standards and ensuring UNESCO-supported training programmes are offered on an equal basis to men and women.

Gender Links (GL), in partnership with UNESCO, ran a four-day inception workshop with journalism and media educators from 8 Southern African institutions on mainstreaming gender in journalism and media education and training curricula.

In Dar-Es-Salaam, UNESCO assumed a lead role in the application of community media as a vehicle for empowering rural women and enhancing gender equality on local levels for sustainable community development. In collaboration with UN Women, UNESCO pioneered the use of solar and dynamo radio set technology to bridge information access gaps for women in rural areas. UNESCO launched the development and dissemination of a Gender Code of Practice for Community Media, while spearheading programmes to train and empower female media practitioners at all levels.

Concerning the safety of journalists, and female journalists in particular the IPDC has given particular attention to projects with a gender element. In this regard, six projects have been approved in countries including Liberia, Zimbabwe, Colombia and Palestine targeting specifically

women. In addition, a regional project for a Pan-African Conference on Journalist Safety and Tackling Impunity that will give specific attention to gender dimensions was also approved in the framework of the Programme.

Nearly half of the sessions in celebration of World Press Freedom Day in Tunis, Tunisia, were chaired by women and the opening keynote speaker was Mrs Tawakkol Karman, the 2011 Nobel Peace Prize Laureate, who was also the youngest and first Arab woman to be conferred the Prize.

Extrabudgetary funding has been secured for “The Role of Women in African History,” an e-learning tool in support of ICTs and Culture that will be a complementary part of Phase II of the Pedagogical Use of the General History of Africa. The project will expand and disseminate knowledge of the role of women in African history to counter prejudices and stereotypes in the framework of The Pedagogical use of The General History of Africa and develop ICT tools for knowledge acquisition and sharing that encourage the general education and ICT capacity of young women in the African region.

Challenges and lessons learned include the continued need to raise awareness about the role, the specific needs and the benefits for women and girls when using, accessing and developing technologies. To the extent possible, strategic partnerships have been secured with stakeholders working on promoting gender equality in the media. Existing networks working to promote gender equality have been further mobilized to partner with UNESCO to ensure strategic and optimal delivery and ownership on a local level despite current budgetary restraints.

Despite the limited financial resources available, and to ensure *cost-effectiveness and efficiency measures*, UNESCO focused on offering policy advice to partners in Morocco, China, India, and the Caribbean geared towards ensuring take-up and application of the GSIM. Challenges encountered in supporting Member States in the application of GSIM include the fact that it is difficult to measure the impact of advocacy work. Despite this challenge, UNESCO continues to push and cooperate with media organizations globally to keep gender equality in and through media on the international agenda.

### **UNESCO Institute for Statistics (UIS)**

All UIS statistics are disaggregated according to sex, to the extent possible, and gender-based indicators are systematically integrated into UIS data collections in order to better monitor trends in the fields of education, science and technology, culture and communication. Specific examples of this focus on gender equality include:

- UIS database on education statistics is the leading source of information used to monitor trends in women’s and girls’ education and literacy;
- All UIS statistical publications and papers include gender analysis and specific reports are also produced, such as the World Atlas on Gender Equality in Education and the related eAtlas, which will be updated on an annual basis;
- Expanded use of household survey data in order to examine the correlations in education and literacy between gender, household wealth and location;
- Household survey data are also used to better identify girls out of school through the global initiative launched by the UIS and UNICEF;
- Development of new regional indicators that examine classroom conditions facing girls in sub-Saharan Africa (e.g. access to separate bathrooms, availability of female teachers, etc.);

- Development of new regional indicators that identify women's participation in adult education and literacy programmes in Latin America and the Caribbean;
- UIS database on science and technology data includes specific indicators on the role of women in research and development and new indicators are being developed to reflect their role in the innovation process in countries at all stages development;

The list above provides an overview of UIS efforts to produce a wide range of gender-based indicators. In addition, the UIS works closely with national statisticians to improve the quality of these data at the national and international levels through training workshops. Issues related to gender equality are specifically integrated into the development of new classifications and frameworks, such as the Framework for Cultural Statistics.

The main challenge for UIS efforts in this area arises from the limitations of national statistical offices. Many countries, especially with limited resources, do not provide the sex-disaggregated statistics required to calculate cross-nationally comparable indicators. The UIS works closely with national statisticians and partners (including regional and international organizations) to improve the availability and quality of these data. However, it is important to recognize the substantial increase in resources required to introduce new data collections and standards at that national and international levels.



United Nations  
Educational, Scientific and  
Cultural Organization

**Executive Board**  
Hundred and ninety-first session

**191 EX/4 Part I**  
**Add. Rev.**

PARIS, 11 April 2013  
Original: English/French

Item 4 of the provisional agenda

**REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION  
OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE**

**ADDENDUM**

**SUMMARY**

This addendum presents analytical reports from field offices on the impact of the Organization at country-level, highlighting major results achieved during 2012 including contributions to the UN Country Teams' (UNCTs) activities and common country programming exercises.

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## AFRICA

### UNESCO Office in Abuja

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1. Nigeria launched its National Economic Empowerment and Development Strategy (NEEDS) in 2004.<sup>1</sup> The country has now articulated a vision for its long-term development in a document called Vision 20:2020. Adopted in 2010, Vision 20:2020 envisages Nigeria becoming one of the world's largest 20 economies by 2020, with a specific GDP target of USD 900 billion and a per-capita income target of USD 4000 by that year. The long-term plan is being implemented through a series of medium-term plans, the first of which is the National Implementation Plan (NIP) 2010-2013. Building on the Vision and the NIP, President Jonathan launched the Transformation Agenda in 2011. These three documents constitute the core of the country's national development planning and management framework. The development response of the UN Country team is to align UNDAF II and III (2009-2012) and (2014-2017) respectively with the country's national development policies and priorities. UNESCO's programmes and activities underpin Nigeria's development efforts in UNESCO's field of competences.

2. Few countries on the continent encapsulate the wide breadth of the opportunities and the depth of challenges as Nigeria does. In addition to being Africa's most populous nation, and one of its most resource-rich, Nigeria has also been one of the continent's fastest-growing economies over the past decade as structural reforms, bolstered by improving institutions, and deepening political stability, begin to manifest. Yet, Nigeria is confronted with an equally complex array of challenges—the negotiation of which will be a pivotal barometer for the country's ability to seize nascent opportunities and live up to its extraordinary potential.

#### ***Key achievements in 2012 and lessons learnt***

3. **Education** - The main focus of engagement of UNESCO Abuja and the Federal Ministry of Education during the period under review was the self-benefitting literacy project "Revitalizing Adult and Youth Literacy in Nigeria". 2012 saw the development of a National Strategic Framework for Adult and Youth Literacy, a road map that will guide the development and delivery of literacy programmes in the country.

4. Significant levels of advocacy and sensitization on the project using the electronic and print media as well as information sessions have resulted in raising not only the literacy profile among the general public, but also the appreciation by the stakeholders of their respective roles in the implementation of the project. As part of the celebration of the International Literacy Decade (ILD) in September 2012 a roundtable conference was held on literacy and cultivating peace, extensively covered by the press. In October and November 2012 briefing meetings were held with directors of State Agencies for Mass Education of all 37 States of the Federation on their roles in the literacy project.

5. **Challenges** - Despite a commitment to Universal Basic Education (UBE), access to early childhood education remains very low, becoming both a cause and effect of inequalities and low learning outcomes. Other challenges include poor infrastructure, low level of funding, inadequate number of qualified teachers, withdrawal of pupils from schools, curriculum irrelevance, and religious and cultural biases hindering school enrolment.

6. **Science Sector** - The sector was involved in the implementation of two Emergency Fund (EF) project activities in 2012. The first project activity on "Strengthening National Institutional Capacity and Human Resources for application of Science, Technology and Innovation (STI) policies for Sustainable Development" strengthened the capacity of UNDAF

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<sup>1</sup> Many States had a similar instrument, the State Economic Empowerment and Development Strategy (SEEDS).



States to develop their STI Policies and Roadmaps for effective STI policy implementation. The second project activity strengthened the capacity of UNESCO IHP and MAB National Committee members to play active roles and contribute meaningfully to national issues that relate to water, biodiversity and environmental management and participate effectively in regional and international meetings.

7. The main lessons learned were: the willingness of major partners and stakeholders to participate in a joint UNESCO programming exercise in Nigeria; most States are eager to harness the national Science, Technology and Innovation systems for sustainable development; lack of skills and knowledge concerning emerging environmental issues have increased the interests of national authority to invest in regional and global water governance, environment management and biosphere conservation.

8. **Culture** - The sector implemented two major activities in 2012. The first focused on strengthening the Implementation of the 1972 World Heritage Convention in Nigeria. The Office commemorated the 40<sup>th</sup> anniversary of the Convention through a Stakeholders' Workshop which sensitized Cultural Managers, heritage conservationists, the international community and the media on the importance of local communities in heritage preservation and sustainable development. The activity also reinforced the importance of digital documentation of heritage and archives, for preservation, among documentation experts.

9. Countering the Appeal of Terrorism in Nigeria through Inter-cultural Dialogue and Education (UN-CTITF/UNESCO) was another project undertaken by the Culture Sector in late 2012. Project activity included the development of training modules and other tools to be used by facilitators in town hall and expert meetings to be implemented in 2013. A second extra budgetary project approved in 2012 will be funded and implemented in 2013 is on *Safeguarding the Intangible Cultural Heritage of Nigeria* (a JFIT project).

10. **Communication and Information** - In 2012, three Regular Programme and two extra budgetary projects were implemented. The regular programme projects were 'Support for freedom of expression and access to information in Nigeria'; 'Supporting community radio programme in the use of cultural communication tools in creating awareness for women on area of priority in two rural communities' and 'Reinforcement of Archives, Libraries and Museums as centres of education and learning'. The two extra-budgetary projects were 'Curriculum development and harmonization workshop for capacity building for UNESCO centres of excellence (University of Lagos) and centres of reference in Nigeria (University of Ibadan and Lagos State Polytechnic)'

11. The CI activities included: awareness raising concerning freedom of expression and public access to information; community radio content development on HIV/AIDS prevention with the participation of rural women, improving awareness among women, independent radio/TV producers and script writers.

12. **Intersectoral activities** - The UBRAF extra budgetary project activity on "Mainstreaming HIV & AIDS Education into Formal and Non-Formal Education System in Nigeria" was jointly implemented by the Education, Science, Culture and Communication and Information sectors.

13. In 2012, the major results achieved included awareness raised on gender equality and human rights concerning social and cultural practices that impede access to sexual and reproductive health education and services in local and urban communities; capacity of community leaders, especially women and youths built to address traditional, religious and cultural issues surrounding HIV & AIDS prevention, treatment and care; training modules focusing on HIV & AIDS sexuality education developed and used by electronic media; and production of material to be included in plots/storylines for soaps/home video.

**14. UN Joint programming and programmes** - The UN Country Team (UNCT) Nigeria together with the Federal and State Governments has commenced the process of developing the third United Nations Development Assistance Framework (UNDAF III) covering the period 2014-2017. UNESCO Abuja has actively participated in the UNCT Nigeria activities and in 2012 participated in four UN joint programmes: HIV & AIDS Youth Forum in Nigeria; MGD Gender and Women's empowerment and Integrated Management Information Systems (EMIs). The Office is expected to lead UNCT's action on education in the next UNDAF III. The Office was also the Secretariat of the Donors' Education Forum that meets once a month. Until August 2012, UNESCO Abuja occupied the vice chair of the Operations Management Team (OMT) of UNCT and contributed to bring more transparency and efficiency in the budgeting and reporting mechanisms of the Common Services, Dispensary and Security .

**15. On the security front**, the Boko Haram sect remains the most destabilizing and worrisome threat to the United Nations Organization especially in the North and North Eastern States. In 2012, Boko Haram instilled widespread insecurity across Nigeria and has increased tensions among ethno-religious groups in the country. The aftermath of Boko Haram attacks against Christian churches in certain cases have led to violent civil unrest that have obliged the Designated Official (DO) to implement risk avoidance measures to ensure the safety and security of UN personnel.

## **UNESCO Office in Accra**

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In order to achieve tangible results with limited resources, most of the activities of the Accra Office have been conceived and undertaken in a clustered approach during 2012-2013. Key activities and achievements are presented below by sector.

### **Communication and Information**

The main focus of the UNESCO Accra Cluster Office in the domain of Communication and Information (CI) was on standard setting, through capacity-building and support for developing legislation and regulation of media development. The action comprised support to electoral processes in cluster countries with the main goal of contributing to peaceful electoral processes. The main highlights per country are as follows:

**Ghana:** 2012 was election year in Ghana and a key concern in the country and within the international community was the need for the electoral period to be peaceful and to enhance the development of a democratic culture in the country. Through the 'One UN' approach, the UNCT set up a sub-group, chaired by a UNESCO, on communications for peace to engage with various stakeholders. A number of activities undertaken culminated, among others, in the Kumasi Declaration on Peaceful Elections which was signed by all Presidential Aspirants in the presence of all major leaders from across the political spectrum in Ghana;

The Africa University College of Communications (AUCC), which is a UNESCO potential centre of excellence in Journalism Education, produced a module focusing on gender in media. The plan is to include this in all its training programmes. The module was developed over a period of eight months and pilot tested on two groups of students. It is aligned with the Gender Sensitive Indicators for Media (GSIM), and will now be compulsory for AUCC courses.

**Sierra Leone:** UNESCO is working with an NGO (The Society for Knowledge Management) and other stakeholders to revise the Archives Law of 1965. A major stakeholders' workshop was held in Freetown towards the end of 2012 to start a process of sensitization of key policy-makers. A draft new law has been produced but will need more consultations before it

can be enacted by Parliament. When passed, the law will provide a good basis for the enactment of the Freedom of Information Law;

2012 was an election year in Sierra Leone. UNESCO funded the Independent Radio Network to train its members on election reporting, with an emphasis on conflict sensitivity. Also, a regular weekly programme concerning election updates was aired for three months prior to elections to ensure violence-free electoral proceedings.

UNESCO supported the Sierra Leone Association of Journalists (SLAJ) to organize a host of national events to commemorate World Press Freedom Day. Consultations and negotiations focused on some of the country's laws that put into question the extent of freedom of expression,

**Cote d'Ivoire:** UNESCO working together with International Media Support (IMS, Denmark) and the Media Foundation for West Africa started a major media development programme involving national stakeholders. The starting point was enacting a code of ethics for the media in order to address the problems in balanced and fair reporting, which had been observed during the civil war and post-election period. This was followed by an assessment of media development indicators (MDI) which was successfully conducted. Following the MDI, the Government and other stakeholders have established a Media Development Committee, whose priorities have been advised by the MDI Report.

**Liberia:** With funding from DANIDA, UNESCO implemented a major project in Liberia on freedom of the media. The project focused on supporting the sustainability of media institutions. Seven major media outlets were trained in business planning and online journalism; and ten monthly media and business meetings were held which boosted the interactions between these two sectors in order to ensure media sustainability;

UNESCO also supported the capacity development of Liberia Broadcasting Services (LBS) enabling them to start TV broadcasting in August 2012. UNESCO's aim is for LBS to achieve editorial independence, an objective supported through a draft law currently under review;

The Accra Office organized a regional conference for the Mano River states Sierra Leone and Côte d'Ivoire as part of World Press Freedom Day in May 2012. The conference brought together about 150 media professionals and mass communications students over a 3-day period to discuss freedom of information and of the press. Officials from Sierra Leone and Liberia announced new measures to further the observance of freedom of information and the press in their respective countries. Some of the announced measures, such as the Table Mountain Declaration, were officially signed in July 2012. Various journalists were awarded prizes for their work in 2011. Liberian and Sierra Leonean journalists and officials exchanged knowledge and good practices about new media freedom measures by their government while assessing progress.

**Togo:** UNESCO conducted the assessment of media development through the Media Development Indicators (MDI) for Togo. The report, which will be launched during World Press Freedom Day 2013, showed that the country was faced with big challenges concerning press freedom.

## **Education**

- (a) Support to the development of policies and implementation of quality **literacy programmes** within the framework of UNLD in the cluster countries:
- Literacy and non-formal education promoted through the celebration of the International Literacy Days (**Cote d'Ivoire, Ghana, Liberia and Sierra Leone**). In Ghana, a walk for peace that gathered about 200 persons was organized in the streets of Accra;

- in **Cote d'Ivoire**: Within the framework of contributing to the restoration of social cohesion and the instauration of peace, support was provided to the *Service Autonome de l'Alphabetisation et de l'Education Non Formelle* (SAAENF) to organize functional literacy programmes targeting 600 young girls aged 15 to 25 years old. The beneficiary regions were Guiglo, Toulepleu and San Pedro.

#### Capacity development in **Togo**:

- Modular capacity building workshop in planning for 10 national LNFE trainers;
- Two-week modular capacity building in monitoring and evaluation of LNFE programmes for 2 staff of National Directorate of LNFE;
- UIS/Dakar technical support through Bamako Office for a five-day capacity building workshop on the development of NFE indicators and the SIM-NFE questionnaires including the practical development of NFE indicators and questionnaires;
- Preparation of data collection activities: testing of tools, training of managers and data collection staff, development of the collection list and collection follow up documents. The activity led to the update of the list operators intervening in the field of LNFE;
- One-month data collection in two pilot regions and data entering and capacity building for data analysis;
- Data analysis and SIM-NFE reports production including policy recommendations and the printing and dissemination of reports. A first draft of the statistical report to be finalized soon;
- Three-day capacity building workshop for 30 people on social mobilization and Non Formal Education. Formulation of a mobilization plan was carried out;
- Seven day initiation sessions for inspectors and pedagogical counsellors of formal education (management piloting of the NFED methods and techniques)
- A six-day workshop to elaborate a guide for literacy teachers. Sharing and improvement of first draft done;
- Twenty-one days modular capacity building for the conception and development of didactic support in NFED for 2 staff of National Directorate of LNFE;
- Capitalization of the SIM-NFE phase test and elaboration of generalization strategies.

#### **Challenges/lessons learnt**

- Insufficient institutional capacities: continuation of the capacity building programme of Government and NGOs institutions.
- Insufficiency of funds geared toward the sub-sector versus the needs identified in Education Sector Plan (PSE): mobilization of funds on the Government budget and additional funds.
- Complexity of the concept of Continuing Literacy Center adopted by the PSE: how to formulate development plan including its experimentation and effective deployment
- Postponement of some planned activities due to the staff shortages

#### **(b) Support to the revitalization of TVET in the cluster countries**

The 2012 EFA Global Monitoring Report (GMR) was launched in Accra, **Ghana** by UNESCO in partnership with the United Kingdom Department for International Development (DFID) and the Ghana Ministry of Education (MoE). The event brought together over 130 key stakeholders engaged in promoting the right to quality education. They included development partners, government agencies, teachers, civil society groups, NGOs, researchers and young people. Over 35 representatives of the media attended and gave the event wide publicity. The presenter of the report was Professor Kwame Akyampong, the lead consultant on the elaboration of the report document.

In **Benin**, continued support was provided to the NGO Adjalala Horizon 2000 for capacity-building and training in the areas of functional literacy, skills and competencies in household management for 120 young girls and young mothers in order to facilitate their social

reinsertion and autonomy. Eight modules on home economics, civic and moral education and functional literacy were elaborated and validated during a workshop that was attended by about 30 people. The purpose is to equip the beneficiaries in the areas of functional literacy, skills and competencies in household management in order to facilitate their social reinsertion and autonomy.

Within the framework of the Capacity Building Programme for Education For All (CapEFA), UNESCO Accra in cooperation with TVET/BREDA and HQ undertook a joint assessment mission to Cotonou, **Benin** followed by a second joint mission to finalize the workplan of the CapEFA programme.

In **Liberia**, a CapEFA capacity strengthening in the field of TVET is ongoing. The assessment will lead to designing of a capacity development programme for the TVET subsector in the country.

*The following results were achieved:*

- Strengthening of synergy with the partners and governmental actors through the organization of two meeting sessions between UNESCO and ILO, information sharing meetings and/or sensitization with partners in education (UNDP, Embassy of Denmark in its capacity of head of the education group in TVET) with key actors (*Ministere de l'Enseignement Secondaire, de la Formation Technique et Professionnelle , de la Reconvesion et l'Insertion des Jeunes, Fonds de Developpement de la Formation Professionnelle Continue et de l'Apprentissage and the Observatoire de l'Emploi et de la Formation*);
- A common understanding of concept of capacity building for all (CapEFA) through a meeting on sharing, exchanges and dialogue with all involved partners in TVET;
- Organization of the assessment workshop for 30 participants on the sub-sector of TVET: through dialogues/debates with partners and actors, group works, choice of priority actions and finalization of the work plan;
- Organization of a three day workshop for 20 participants representing the four groups (on Concertation framework; Sectoral approach, System of Information/Statistics and indicators on the supply and demand on competencies and training engineering) to finalize their work plans and report on them in the new CapEFA template.

**Cote d'Ivoire:** Within the framework of the CapEFA) UNESCO Accra in cooperation with BREDA, UIS, IIEP, the Pole de Dakar has provided technical assistance to implement a capacity-building programme for national institutions of 6 ministries (Culture and Francophonie, National Education, Higher Education and Scientific Research, Vocational Education and Professional Training, Family, Women and Social Affairs, Youth, Sport and Urban Health). The following results were achieved with the technical support of UNESCO entities, and in cooperation with the beneficiary Ministries:

- Sensitization workshop for the benefit of 100 participants on the development of entrepreneurship teaching within the sub-sector of TVET;
- Inter-ministerial (6 ministries) workshop to validate the needs assessment of the curricula and elaboration of policy recommendations, strategies and techniques for the development of curricula;
- Capacity-building workshops for 17 inspectors and 23 trainers in teaching and training in entrepreneurship in the professional training centers of the TVET Ministry;
- Capacity-building workshop on 17 referring professional branches of the public and private sectors in the development of operational repertoire of training specialties and the development of pilot curriculum for the professional branch;

- Elaboration (by 30 experts and supervisors) and validation (by 70 participants) workshops of the procedural manuals on TVET and the implementation strategy for the process on Competency Based Approach (APC) as adapted to the socio cultural and economic Ivorian context.
- Setting up of an operational inter-ministerial coordination for the education/training sector institutions;
- National workshop on the involvement of local communities and training institutions of the TVET ministry in the initiatives and strategies of the socio-professional insertion and sustainability strategy for the benefit of 40 participants;
- National validation workshop of the procedural manuals on TVET and the implementation strategy for the process on Competency Based Approach (APC) as adapted to the socio cultural and economic Ivorian context for the benefit of 70 participants from the main ministry, private sector and partners.

(c) **Sector-wide support** to the Ministry of Education for institutional and national capacity development.

In **Cote d'Ivoire**, through Japanese Funds In-Trust, support was provided to the *Direction des Concours et Examens* (DECO) to develop capacities of 30 persons who work on the numerical archiving of DECO, especially on the use of new functionalities that allow automatic search of candidates from a pre-established identified index.

### **Social and Human Sciences**

In the first year of the 2012-13 biennium, SHS interventions in the area of youth development have impacted two areas, namely; support for national youth policy development and/or review in UNESCO member states; and promoting youth civic engagement in the political processes at the national level. Both of these are objectives of the UNESCO Strategy on African Youth, the framework within which specific interventions were located in 2012.

In **Ghana**, UNESCO's support for a peace pact (known as Kumasi Declaration) on the prevention of electoral violence, particularly among youth and signed by the presidential candidates ahead of 2012 elections, was of high strategic value. UNESCO pro-activeness in identifying the opportunity and working closely with all relevant stakeholders throughout the process was crucial to the outcome. In **Sierra Leone**, a similar intervention by UNESCO, providing support to civil society, led to a commitment (*communiqué*) by all relevant stakeholders, including youth groups and security agencies, to "violence-free elections" ahead of national elections in November 2012.

On the policy development and/or review front, UNESCO's support for national youth policy development and review in **Ghana, Liberia and Sierra Leone**, is of high strategic value in that through these interventions, the Organization is gradually being recognized as a major actor in youth development at the national level. It further opened opportunities to strengthen collaboration with sister UN agencies, especially in the context of UNDAFs.

### **UNESCO Office in Addis Ababa**

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16. The year 2012 marked a major transition in Ethiopia due to the change in the leadership. The immediate transitional period after the late Prime Minister Meles Zenawi's passing in August was peaceful and by mid-September then-Deputy Prime Minister Hailemariam Desalegn officially took over the prime minister post. Ethiopian economy has grown at an average rate of 11 percent in the last few years and the government expects this trend to continue. The social sector also demonstrated continuous improvement. The human development index (HDI) reached 0.363 in 2011 witnessing a 32 percent increase over the

last decade. This is mainly due to significant public investment in expanding education and health services as well as physical infrastructure. Ethiopia is on track to achieve most of the 8 Millennium Development Goals. According to the national MDG report, among the three goals that are lagging behind (gender equality, maternal mortality and environmental sustainability), only the one on maternal mortality is currently at risk of not being achieved. Ethiopia's youth employment rate is 27 percent (African Economic Outlook 2012) - uneducated youth account for a significant proportion of the total unemployed youth population.

### **UNESCO'S ACTION AND IMPACT**

17. **Education:** UNESCO support was provided in line with the Five Years Education Sector Development Programme (ESPD IV). Cap-EFA Ethiopia Programme II has contributed to fostering the institutional organizational capacities of the Federal Ministry of Education and regions. Competencies on designing and deployment of Monitoring and Evaluation (M&E) framework for the implementation of the ESPD IV at the regional education bureaus and Universities have been strengthened. Teacher Management Information System has been developed and tested in selected pilot districts of 7 regions. Another area of support is the "Crowd Sourcing Girls Education Project" which operates in six secondary schools of two regions. The project aims at contributing to sustainable gender equality through improving girls' learning and achievement in secondary schools. Key issues such as early sex experience, teenage pregnancy, unsafe shelter or living space for rural girls and unsafe school learning environment were identified and discussed. Mainstreaming of HIV/AIDS activities in education programmes (higher learning institutions and schools) were facilitated in five regions. A study was conducted to assess comprehensive HIV prevention, care and support response in the higher education institutions; Good practices were collected in order to identify what approaches work best and why; Assessment was conducted to incorporate sexuality education in pre-service teacher education curriculum.

18. **Culture:** Promoting Culture as a pillar for development has been the main objective of the joint UN MDG-programme on "Harnessing Diversity for Sustainable Development and Social Change", which has been implemented at the federal level by the Ministry of Culture and six regional Bureaus of Culture and Tourism. This programme (finalized in December 2012), has achieved significant results and its impact on the development of local cultural resources has been considerable as testified by the beneficiaries themselves (women and young people from the poorest regions): Skill training on design, quality control, accounting and basic computer were provided for 800 handicraft producers and artists in six regions and at the federal level; most of the trainees organized themselves into associations and some were already able to start their own business: four Living Cultural Resource Centers were established in four regions and are now used as training and selling outlets.

19. **Natural Sciences:** UNESCO has been leading the efforts at national level for sound groundwater resources management in the country, having established baselines on the status of the resource and prepared tools, such as GIS databases and hydro geological maps for science based decision making. Following the ground work, which was supported by DFID and Belgium (Government of Flanders), further funds were provided by DFID to prepare capacity building activities, ensuring that the tools can be utilized effectively and that the resources will be managed in a sustainable manner. The project has been promoted from its initial phase by having a very successful partnership with both the Regional and Federal Government and by ensuring that they drive the process while UNESCO provided technical guidance and expertise. The ownership of the project by the Ethiopian Government ensures the success of the project and its sustainability.

20. **Communication and Information:** UNESCO jointly with the Government Office for Communication Affairs, The Ethiopian Journalist Union, the Horn of African press Institute and international partners celebrated the World Press Freedom Day (theme "New Voices:

media Freedom Helping to Transform Societies). Participants from All Media houses participated actively to the debate. In collaboration with the Federation of African Journalists and African Union Commission, a conference on the safety of journalists and the issue of impunity was organized by UNESCO aiming at devising a common strategy on the safety of journalists and the fight against impunity. At the end of the Conference, participants adopted a Continental Plan of Action on Safety of Journalist and Combating Impunity.

### **UNESCO'S CONTRIBUTION TO UNCT**

21. The UNCT has made a significant progress in taking forward the common programming process from the UNDAF and UNDAF Action Plan, by producing two additional tools in 2012: the Programme Monitoring Framework (PMF) and the UNDAF Monitoring and Evaluation (M&E) Plan. This was a major milestone for the UN-Government cooperation. UNESCO has been leading the UN Inter Agency Programme Team (IAPT), which was responsible for the elaboration of the aforementioned tools.

22. The HACT Working Group has also commenced the HACT micro-assessment process for the new UNDAF cycle and the assessments of 192 Implementing Partners is ongoing.

23. The One Voice element of the Delivering as One has also been significantly enhanced, through the UN Communication Group (UNCG) led by UNESCO – until August 2012. The new UN brand was officially launched in June 2012 with high-level government and donor participation. In addition, the UNCG developed the UNDAF Communication Strategy, which provides guidance to the overall communication efforts in relation to the UNDAF implementation.

24. Another important initiative is the support to the post-2015 national consultation process in Ethiopia. A national task team, which consists of the government representatives, CSO representatives, a private sector stakeholder and UN agencies, was established in September 2012. The launch of the consultation was held on 22 November 2012 in the northern city of Bahir Dar. and attended by High-level officials . Seven out of the six consultations were concluded by mid-December 2012 and the team is now preparing for the final national consultation, scheduled to be held in Addis Ababa in February 2013. UNESCO has been part of the process by providing technical inputs to the preparation of the background documents.

### **Challenges**

25. The major challenges of the implementation of Cap-EFA programme II are the delay of approval by the relevant ministries of the action plans and the overall turnover of national experts at all levels.

26. Issues related to HIV/AIDS remain culturally sensitive and good practices to prevent the spread of the disease through education especially in remote areas are very seldom. One big challenge still remains: develop a comprehensive curriculum and pedagogical practices which takes into account the issue of HIV/AIDS from both the point of view of teaching and human rights.

27. The culture sector has a serious human capacity problem both at the Federal and Regional level which has an impact on the efficient and timely implementation of projects.

28. For the preparation of the World Press Freedom Day celebration one of the most important challenges was insuring balanced representations from all local media associations.



## UNESCO Office in Brazzaville

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29. En 2012, en tant que chef de file de la composante Education, l'UNESCO a pris activement part aux exercices de programmation conjointe, notamment lors de la revue à mi-parcours de l'UNDAF 2009-2013 et de la préparation de l'UNDAF 2014-2018. Outre le volet Education, l'UNESCO participe aussi de façon active dans la programmation des autres secteurs, tels que : la culture, les sciences et la communication et de l'information dont il assure la présidence du groupe thématique groupe Communication.

30. **Education** : l'UNESCO joue un rôle de coordination au niveau du groupe thématique Education en République du Congo dans le cadre de l'UNDAF. L'UNESCO est point focal pour le mécanisme du Partenariat Mondial pour l'Education -PME.

31. L'année 2012 a été marquée et perturbée par la catastrophe du 4 mars suite à l'explosion des dépôts d'armes et de munitions de Mpila. Le Bureau a assuré, dans le cadre de la réponse globale du SNU à cette catastrophe, la coordination des activités dans le domaine de l'éducation d'assistance d'urgence. Dans ce cadre le Bureau a mis en œuvre le projet « Appui Psychosocial aux Elèves Affectés par la Catastrophe de Brazzaville à travers la Formation des Enseignants en République du Congo », qui a permis de former 442 enseignants et autres personnels éducatifs sur la prise en charge psychosociale en milieu scolaire, la Culture de la paix, et l'Education en situation d'urgence (Brazzaville, 18-28 septembre 2012), financé par des fonds CERF (180.000 dollars US) ; Par ailleurs, une aide d'urgence de 50.000 dollars US, le montant maximum prévu au titre de l'aide d'urgence a été accordée au Congo et a permis l'acquisition des manuels scolaires de mathématiques, de chimie, de physique, de sciences de la vie et de la terre, ainsi que deux ordinateurs et des équipements de bureautique.

32. Dans le cadre des fonds du programme régulier, le Bureau a appuyé le MEPSA et en particulier l'Institut National de Recherche et d'Action Pédagogique (INRAP) dans l'élaboration du Guide des enseignants sur l'éducation inclusive.

33. A travers le projet sous-régional « *Programme pilote de formation à distance utilisant les TIC, des enseignants du primaire, du secondaire, et des écoles normales à la prévention au VIH et sida dans la zone CEMAC* » (financement japonais), le pays a pu se doter d'outils pédagogique le CD-ROM interactif, et des émissions radiophoniques préparées pour une diffusion destinée aux enseignants d'abord et au public récepteur en dernier essor. Le personnel de la chaîne d'encadrement pédagogique des 12 départements du Congo a été formé sur les deux modalités suivantes : formation au didacticiel et formation sur les émissions radiophoniques; Dotation en matériel audio-visuel (TV et Radio manivelle) aux 3 Ecoles Normales des Instituteurs (Dolisie, Brazzaville, Owando), et à l'Institut National de Recherche et d'Action Pédagogique (INRAP).

34. Lancement de la phase 2 du Projet « Amélioration du système de formation des enseignants en République du Congo » (fonds espagnol). Dans ce cadre, l'UNESCO va contribuer à l'amélioration des infrastructures (travaux de peinture et sécurisation de la salle micro-enseignement) de l'Ecole Normale Supérieure (ENS); l'acquisition du matériel informatique pour la salle multimédia de l'ENS ; le renforcement des capacités du personnel enseignant et administratif de l'Université Marien Ngouabi sur les TICE et dans le cadre de la réforme Licence Master et Doctorat (LMD).

35. **En Culture**, dans le cadre de la mise en œuvre de la Convention de 1972, le Bureau a initié une stratégie de mobilisation des partenaires d'aide au développement (Système des Nations Unies, ambassades, société civile, etc.) sur le développement de la culture au Congo. C'est à ce titre qu'avait été organisée en février 2012, la rencontre des partenaires sur le site culturel « Domaine royal de Mbé ». Le Bureau appuie la Direction générale du

Patrimoine dans les différents exercices grâce notamment à un financement dans le cadre de la convention France –UNESCO. Le Bureau a entrepris des démarches auprès de la société pétrolière TOTAL & EP CONGO pour l'appui aux activités de sauvegarde et de valorisation du patrimoine culturel dans le département du Kouilou et en particulier du site de l'« Ancien port d'embarquement des esclaves de Loango » (Réhabilitation du Musée Mâ Loango). Le Congo a eu son premier site inscrit sur la liste du Patrimoine mondial de l'UNESCO à savoir le site transfrontalier du Tri-national de la Shanga avec le parc de Nouabalé Ndoki au Congo Le plaidoyer mené par le Bureau auprès des autorités, a conduit le Gouvernement à ratifier en juillet 2012, la Convention de 2003 sur la sauvegarde du Patrimoine Culturel Immatériel. Dans ce cadre, Brazzaville a abrité en novembre 2012 un séminaire sous-régional pour les jeunes sur le PCI.

36. Dans le cadre de la mise en œuvre de la Convention de 2005, les activités suivantes : (i) contribution à la deuxième édition du Marché des Arts et Spectacles du Pool (MASPO). Cette initiative s'inscrit dans le cadre de la promotion et de la sauvegarde des expressions culturelles et de la créativité culturelle dans le département du Pool en particulier, et au Congo en général ainsi que la consolidation des acquis de paix au niveau national. Les principales activités (Exposition des œuvres d'art, concerts de musique, conférence-débats, etc.), ont été organisées autour du thème principal « Revalorisons notre culture pour un réel développement socio-économique; (ii) Appui technique et financier à l'organisation de la première exposition guidée sur le Patrimoine audio-visuel du Congo et d'ailleurs à Kinkala du 13 au 16 août 2012. Organisée par l'Association « Maison culturelle Biso Na Biso », cette exposition avait mis l'accent sur les archives audio-musicales qui ont marqué l'histoire du Congo, mais aussi celle des autres pays ; (iii) Célébration de la Journée mondiale de la diversité culturelle pour le dialogue et le développement (21 mai 2012), en partenariat avec le Ministère de la Culture et des Arts par l'organisation à Brazzaville d'une session de mobilisation des décideurs et différents partenaires d'aide au développement (Ambassades, agences du système des Nations Unies, société civile, etc.).

37. **En Sciences**, le Bureau assiste actuellement le gouvernement pour la deuxième phase du projet de renforcement des capacités en politiques scientifiques :(i) Financé sur fonds espagnols, la deuxième phase du projet de renforcement des capacités en politiques scientifiques du Congo intégrera un programme global de relance de la recherche et de l'innovation et l'étude de faisabilité et du modèle d'incubation à mettre en place, ainsi que les domaines porteurs et les spécialités à intégrer dans le projet de technopole de Pointe Noire ; (ii) Appui à la 5<sup>e</sup> session ordinaire de la Conférence des Ministres sur la science et la technologie (AMCOSTV), organisée à Brazza, du 12 au 14 novembre 2012.

38. Dans le domaine de la **communication et de l'information** : Le Bureau a contribué à l'organisation des activités majeures ci-après : (i). Poursuite de l'exercice d'élaboration de modules thématiques de formation (développement durable, éducation, bonne gouvernance, santé de la reproduction et VIH/SIDA) au Département des Sciences et Techniques de la Communication (STC) de l'Université Marien Ngouabi de Brazzaville ; (ii) Accompagner la mise en place de l'Institut Supérieur de l'Information et de la Communication (ISIC) qui bénéficie notamment d'un financement du PIDC. Cet Institut supérieur de formation va permettre à la République du Congo de se doter d'un espace de formation et de perfectionnement des journalistes et autres professionnels de la Communication et de l'Information dans des domaines variés et spécialisés ; (iii) Célébration de la première édition de la journée mondiale de la radio, 13 février 2012. Cet événement avait permis de sensibiliser l'opinion nationale sur l'importance et le rôle de la radio dans la diffusion et la diversification de l'information. Célébration de la journée de la liberté de la presse à Brazzaville et Pointe Noire avec le Réseau panafricain des journalistes (RPJ) ; (iv) Contribution à la formation aux Droits de l'Homme et au reportage en période électorale des journalistes, des rédacteurs en chef et directeurs de l'information ou de publication des médias congolais à la veille des élections législatives en collaboration avec le Centre des Nations Unies pour les Droits de l'Homme et la Démocratie en Afrique Centrale.

## UNESCO Office in Bujumbura

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39. Le Burundi vient de fêter le cinquantième anniversaire de son indépendance le 1er Juillet 2012. C'est un pays en sortie de crise tourné vers le développement. A partir de la Vision 2025, un Cadre Stratégique de Lutte contre la Pauvreté et de Relance Economique CSLP II 2<sup>ème</sup> génération 2012-2016 a été élaboré afin de répondre aux nouveaux défis et enjeux conformément à l'évaluation de la mise en œuvre du CSLP I. Tout le Système des Nations Unies a contribué au processus participatif et inclusif d'élaboration de cet outil de planification du Gouvernement.

### **PRINCIPALES REALISATIONS :**

40. **Education (ED) :** Conception et mise en œuvre du projet de renforcement des capacités pour l'atteinte des objectifs de l'EPT depuis 2010, poursuivi en 2012. Deux des cinq étapes ont été franchies au cours de l'année 2012 : évaluation de la question enseignante et des capacités institutionnelles et organisationnelles du système éducatif, puis mise en œuvre des activités suggérées par les résultats de l'étude. Un plan d'action de renforcement des capacités, centré sur la formation et la gestion des enseignants a été réalisé, comprenant : (1) des activités qui concourent à la clarification et au renforcement du statut de la profession ; (2) des activités de formation des acteurs de la formation et de la gestion des enseignants et (3) des activités de renforcement des capacités opérationnelles des structures chargées de la formation et de la gestion du personnel enseignant.

41. **Sciences Humaines et Sociales (SHS) :** Appui au Burundi pour accompagner des transformations sociales, à travers la promotion de la démocratie et du développement durable en vue de consolider une culture de paix et de la non-violence. Il s'est agit notamment du renforcement des capacités des jeunes pour une participation active au processus de consolidation de la paix et une insertion socio-économique réussie pour faire participer la jeunesse burundaise à la cohésion sociale au niveau communautaire. Le droit à l'éducation a été également assuré à 3.153 enfants vulnérables qui ont bénéficié de fournitures scolaires, d'un suivi pédagogique et de 6 activités génératrices de revenus en faveur des associations partenaires et des groupements de familles tutrices grâce à un don de 50.000 dollars US de la Première Dame du Cameroun, Son Excellence Mme Chantal Biya, Ambassadrice de Bonne Volonté de l'UNESCO. Un projet inter agence UNFPA – UNESCO a permis un appui au Ministère de la Jeunesse, des Sports et de la Culture pour l'élaboration d'une Politique Nationale de la Jeunesse alignée sur la Charte Africaine de la Jeunesse et la Stratégie de l'UNESCO pour la Jeunesse en Afrique.

42. **Culture (CLT) :** Formation de plus d'une centaine de partenaires nationaux sur le contenu de la Convention de 2005 et l'élaboration des Rapports périodiques ainsi que sur le Fonds International sur la Diversité Culturelle (FIDC). Le premier Rapport périodique est en cours de finalisation. De plus, le Burundi a renforcé les capacités d'une soixantaine de participants représentant les professionnels de la culture, les Ministères concernés, les journalistes et les enseignants d'universités sur le binôme Culture et Développement.

43. **Activités Intersectorielles : SHS et CLT :** Mise en œuvre du projet « Strengthening the empowerment of young women and men and their engagement particularly in democratic processes in order to promote intercultural dialogue and social cohesion ». **ED et SHS :** Etude sur l'état des lieux et l'impact du VIH/SIDA sur le secteur de l'enseignement formel et non formel au Burundi qui a servi de base pour l'élaboration en cours de la Politique sectorielle sur le VIH/SIDA et l'Education Sexuelle avec l'appui technique et financier de l'UNESCO sur fonds UBRAF/ONUSIDA.

44. **Priorité Egalité des Genres :** L'UNESCO, ONU femmes, PNUD, UNFPA et ONUSIDA font partie des partenaires qui accompagnent le Ministère de la Solidarité Nationale, des Droits de la Personne Humaine et du Genre dans le processus d'élaboration

d'un Plan d'Action pour la mise en œuvre de la Résolution 1325 du Conseil de Sécurité des Nations Unies.

### **UNCT/UNDAF**

45. Alignement du UNDAF 2010-2014 au CSLP II afin d'accroître la conformité du SNU à la Déclaration de Paris et à la Politique Nationale de l'Aide Publique au Développement adoptée en Novembre 2011 par le Gouvernement du Burundi. L'UNDAF 2012-2016 se focalise sur trois des quatre axes du CSLP II pour lesquels les Nations Unies ont un avantage comparatif. L'UNESCO contribue principalement à l'Axe 3 : Amélioration des taux d'accès et de la qualité des services de base et renforcement du socle de la protection sociale. Responsabilités de co lead du L'UNESCO codirige le Groupe Intégré Communication et est membre du Groupe Intégré suivi&évaluation de l'UNDAF.

### **DEFIS**

46. Difficultés de mobilisation des ressources financières au niveau local alors que les fonds des Programmes Réguliers dans tous les Secteurs sont assez modestes en dehors du Projet CapEFA. Le renforcement du bureau en ressources humaines serait nécessaire.

### **UNESCO Office in Dakar**

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47. The present report presents highlights of the support provided to the countries that fall under the purview of UNESCO Multisectoral Regional Office of Dakar. During 2012, the Dakar Office slowly expanded its support to two additional countries: Niger and Burkina Faso.

48. In education, support was provided through a regional approach to optimize the use of the limited resources: training sessions were organized by language groups, and several countries participated, which, besides reducing the costs of training, also allowed for increased exchange of experiences between participants from different countries. In this context, collaboration with ECOWAS has demonstrated the role of regional structures in aligning country positions on, for example, education for peace and TVET.

49. Cost-effectiveness was also achieved through increased synergies between regular programme and extra budgetary resources which have amplified the scope of countries and participants that benefited from capacity-building exercises. Technical and financial partnerships between the Dakar Office, UNESCO Institutes, UN agencies and other partners such as universities, private sector and NGOs have allowed strengthening the impact of UNESCO's support.

50. In terms of human resources, the capacity of the Office has been enhanced with an additional programme specialist for Culture –within the context of the piloting of the Field reform in Africa. This will increase the Office support to the cluster countries in the follow-up of the 2005 Convention, as well as in the development of the creative industry domains. In the field of Communication and Information, lack of an international programme specialist has constrained the work, particularly in the first half of 2012.

51. In terms of external communication and knowledge management, important efforts were made to increase the visibility of UNESCO Dakar's activities. A strategy for the biennium was devised to tackle the challenges facing the Office and gain experience to leverage COM/KM activities to other UNESCO Offices in Africa, as part of the Africa field reform.

52. The UNESCO Dakar website was streamlined with HQ and launched in January 2012 in English and French. More than 100 news articles were published and 14 thematic pages produced. The number of pages viewed increased by 300% during 2012. All major activities

received media coverage, 15 exhibitions were organized and an annual report 2011 produced. A network of communication focal point in the national commissions of cluster offices was established. Knowledge sharing sessions were organized with the participation of internal and external audiences.

## **BURKINA FASO**

53. Education: In the field of educational planning, support is being provided for the elaboration of the education sector plan which is financed by the Global Partnership for Education (GPE). In literacy, a capacity-building programme for training institutions has been set up which consists in transforming these institutions to enable them to embrace the vision of the Basic Education African Programme (BEAP). Technical support was provided to the national team to implement the RAMAA project (survey, development of tools, fund raising, etc.). A framework for bilingual curriculum has been developed.

54. The CapEFA project on teachers, whose implementation strategy focused on ownership and leadership by the country itself, was elaborated and launched. Four thematic committees were created and have initiated the preparation of the intervention of the CapEFA for 2013.

55. Upstream policy support was provided at national level, linking up with the sub-regional integration and partnership development processes within the context of the Inter Agency Task Team (IATT) framework on TVET. The capacity of fifty (50) experts from the Ministry in charge of TVET was reinforced regarding policy reform in Qualification Frameworks. In this context, Burkina Faso participated in the sub-regional survey and its results were validated by the country during the ECOWAS Ministerial Meeting in October 2012.

56. Burkina is expected to benefit from the *Post-graduate diploma in curriculum design and development* programme launched in 2012 for French-speaking countries. Three country representatives participated in the consultation and planning meeting for the development of the outline of the training programme and the translation of the resource pack into French. Dialogue on the Basic Education African Programme (BEAP) was initiated regarding the institutional capacity strengthening on curriculum development. Experts from the Ministry of Higher Education and Rectors of Burkina Faso's universities benefited from training in governance and quality assurance in higher education at sub-regional level.

57. Trainers of trainers and curriculum developers were trained in the use of the *Reference Manual on Education for Peace, Citizenship and Human Rights* and in the integration of conflicts and disasters prevention in education policies. As climate change and environment challenges are high priorities in Burkina Faso, UNESCO is expected to support the country for adaptation and attenuation strategies and actions. MoE is committed to include those contents into the curriculum.

58. Two representatives of the teacher union and the HIV-positive teachers' network in Burkina Faso were trained on the HIV workplace policy for educators during a regional workshop. The HIV workplace policy for educators (initially prepared in East and Southern Africa) was adapted to the needs of West and Central African countries, including Burkina Faso. Training was organized with basket-funding from the World Bank, ILO, UNAIDS, PCD and UNESCO. In addition, EI and MOE Ghana contributed in kind. Follow-up at country level is a challenge and requires UNESCO and ILO collaboration. In collaboration with the MoE in Burkina Faso, UNESCO also supported the finalization of pedagogical modules to ensure the integration of sexuality education in the curriculum.

59. An EFA Country Profile was elaborated and validated by the country, within the context of the EFA Regional Meeting in Johannesburg (October 2012). The participants of Burkina Faso were updated on the *Education First* Initiative and the process for the definition of the

Education Post 2015 agenda. The MoE used the country profile to indicate the country priorities for an EFA acceleration framework, as well as the priorities post 2015.

60. **Communication:** A needs assessment was undertaken, the purpose of which was to inform the design of UNESCO's support to the country in 2013 and beyond. In addition, a media information literacy workshop for teachers training was organised, benefiting 30 persons.

### **UNCT/UNDAF Collaboration**

61. The HIV and AIDS workplace policy was drafted in collaboration with ILO and UNDP. UNESCO signed up to assist with the communication plan of the UNDAF, as well as contribute to the gaps in the new development plan of the Government.

### **CAPE VERDE**

62. **Education:** Cape Verde is one of the countries selected to participate in the initiative for the monitoring of students' achievement at local level. During 2012, interviews, students' results and the outcomes of various evaluations conducted in 2011 were analyzed in order to prepare an index of school performance. A report was drafted and an indicator of schools' performance taking into account the way students are graded was proposed. The findings of this activity were used to feed the methodological guide of this initiative.

63. Technical assistance was provided for the development of a simulation model to guide the development of the strategic framework of ECCE. The findings are to be translated into policy and curriculum reviews during 2013.

64. The UIL, UNESCO Dakar and the Government of Cape Verde have jointly organized the follow-up of CONFINTEA 6 meeting in Africa. A road map was drawn, including mapping of African countries priorities. Financial support was provided for the development of the post-graduate diploma on literacy and adult education, being developed in collaboration with the UNESCO Brasilia Office and the Brazilian authorities in a South-South collaboration framework for the Portuguese-speaking African countries (PALOP).

65. Upstream policy support was provided at national level, linking up with the sub-regional integration and partnership development processes within the context of the Inter Agency Task Team (IATT) framework. The capacity of fifty (50) experts from the Ministry in charge of TVET was reinforced regarding policy reform in Qualification Frameworks. In this context, Cape Verde participated in the sub-regional survey and its results were validated by the country during the ECOWAS Ministerial Meeting in October 2012.

66. Twenty (20) trainers of trainers and curriculum developers were trained in the use of the *Reference Manual on Education for Peace, Citizenship and Human Rights* and in the integration of conflicts and disasters prevention thematic in education policies. MoE is committed to include those contents into the curriculum. As climate change and environment challenges are high priority in Cape Verde, UNESCO is expected to support the country for adaptation and attenuation strategies and actions. UNESCO is awaiting the approval of the donor for a project extension to support with the follow-up programme.

67. Twenty-five officials of the MoE were trained on integration of sexuality education into curricula and twenty-five trainers trained on the use of participatory teaching methods for sexuality. Thirty government officials from the education and health sector as well as NGOs activists were trained in socio-culturally appropriate comprehensive sexuality education using contextualized, locally appropriate content. Sexuality education in Cape Verde was analysed with UNESCO's Sexuality Education Review and Analysis Tool (SERAT) and gaps and needs were identified.

68. An EFA Country Profile was elaborated and validated by the country, within the context of the participation at the EFA Regional Meeting in Johannesburg (October 2012). The MoE has indicated their country priorities for an EFA acceleration framework, as well as the post-2015 priorities.

69. **Culture:** A pilot activity for the institutional development of CNAD Mindelo (Centro Nacional de artesanato e de Design) was launched, based on South-South cooperation for adaptation of the successful model of CEDARTE (Mozambique). Due to reform implementation and internal changes of portfolios, 2012 has been a year of transition and UNESCO's Technical Assistance during this period was limited.

70. **Communication and Information:** A needs assessment at country level was undertaken to inform the design of the UNESCO support to the country in 2013 and beyond. A Cape Verdean participant was sponsored to participate in the Pan-African Congress of Community Radios held in Mozambique.

71. **Natural Sciences:** The improvement of the VHF radio coverage on Santiago Island after the installation of 2 VHF radios has helped to raise awareness of the population. A new model of municipal emergency plan including all natural disaster risks has been elaborated. The emergency plans of the three municipalities of the Fogo Island were updated and a special emergency plan for volcanic eruption was elaborated for the Fogo Island where an active Vulcan threatens the surrounding population.

72. Further, some ten national institutions had expressed interest in being included in the new IHP National Committee. The internal rules were drafted.

#### ***UNCT/UNDAF Collaboration***

73. UNESCO participated in the 3 working groups of the UNDAF and contributed in the joint planning and reporting exercises. Upon request of the UNDP unit in the Joint Office, UNESCO facilitated the identification of a 'Culture Industries' expert to assist in the development of the Tourism Plan of Cape Verde. A UNFPA staff of the Joint Office participated in the UNESCO-organized trainings on sexuality education, which strengthens the spirit of Delivering as One (DaO).

#### ***GAMBIA***

74. **Education:** The SAMES training, a Masters course in Sectoral Analysis and Management of the Education System, delivered by the University of the Gambia with the support of UNESCO (Pôle de Dakar) was launched in English and is benefiting 17 officials from the Gambia. The foundation for the development of core capacities of English-speaking African countries in education planning and management are hence in place. The challenge now is to expand the training to other countries.

75. Gambia was selected to benefit from extra budgetary support from the Emergency Fund, for the improvement of its policy framework. The project was launched and is expected to be finalized in 2013. Technical support was provided to the national team to implement the RAMAA project (survey, development of tools, fund raising). A framework for bilingual curriculum has been developed.

76. Upstream policy support was provided at national level, linking up with the sub-regional integration and partnership development processes within the context of the Inter Agency Task Team (IATT) framework. The capacity of fifty experts from the Ministry in charge of TVET was reinforced regarding policy reform in Qualification Frameworks. In this context, Gambia participated in the sub-regional survey and its results were validated by the country during the ECOWAS Ministerial Meeting in October 2012.

77. The second batch of the *Post-graduate diploma for curriculum design and development* for English-speaking countries was launched (November 2012) and three Gambians have enrolled.

78. Focus was given on governance and quality assurance. Experts from the Ministry of Higher Education and Rectors of Gambian universities benefited from training at sub-regional level in governance and quality assurance in higher education. The capacities of three researchers from the University of the Gambia were strengthened for the elaboration of the gender and transformative leadership curriculum. The Gambia is in charge of the development of one of the modules.

79. Two representatives of the MoE and the HIV-positive teachers' network were trained on HIV and technical assistance was provided for the HIV workplace policy formulation. An HIV workplace policy for educators (initially prepared in East and Southern Africa) was adapted to meet the needs of West and Central African countries and disseminated in the Gambia.

80. Case studies on good practices for promoting girls' education in secondary education in the Gambia were carried out.

81. An EFA Country Profile was elaborated and validated by the country, within the context of the participation at the EFA Regional Meeting in Johannesburg (October 2012). The Gambian participant was updated on the *Education First* Initiative and on the process for the definition of the Education Post 2015 agenda. The Country profile indicates the country priorities for an EFA acceleration framework as well as the priorities post 2015.

82. **Culture:** An indicative list of national heritage sites was finalized, which will facilitate the Gambia's application for inscription of its sites in the World Heritage List.

83. **Communication:** a needs assessment at country level was undertaken. This will inform the design of the UNESCO support to the country in 2013 and beyond.

#### **UNCT/UNDAF Collaboration**

84. UNESCO Dakar Office participated in one of the Gambia UNCT meeting, which included training on DaO organized by the Resident Coordinator and UNDP. Further participation is hampered by being a non-resident Agency and lacking the means to attend the meetings regularly.

#### **GUINEA-BISSAU**

85. **The UNESCO Institute of Statistics (UIS)** Unit in UNESCO Dakar provided support on education statistics (through a system diagnostic) before the political situation turned unstable. It was planned to develop an action plan for developing the statistical routine system with financial support from UNICEF. Discussion on revitalizing the initiative is currently underway.

86. **Education:** Support was provided to the Government of Guinea-Bissau through an IFIT- (Italian Funds-in-Trust) funded project that focuses on teachers. After the closure of the first phase, an agreement was reached with the national authorities to carry out a full diagnostic of teacher issues using the TTISSA methodological guide. Due to political changes, the project staff was only able to conclude the finalization of the manuals. In November 2012, discussions for the further continuation of the project started with the education authorities and key partners such as UNICEF, including the positioning of the programme within the recently approved GPE programme. The absence of a focal point in



the country hampers UNESCO's positioning at national level and has contributed to the absence of UNESCO in the approved GPE.

87. Seventeen education planners, trainers of trainers and curriculum developers benefited from training in Education for peace, citizenship and human rights and in the integration of conflicts and disasters prevention contents in education policies. The training took place in Mindelo (Cape Verde). The important number of professionals trained was achieved due to the combination of resources from the RP and the UEMOA Peace Education EXB project. In addition, resources were optimized by the adoption of a regional training modality, benefiting all Portuguese-speaking countries.

88. Two Officials from the National Aids Council (NAC) and the National Institute of Research (INEP) were sensitized on the application of socio-cultural approaches to HIV and AIDS, through participation in a training programme in Cape Verde. As a result, NAC and UNESCO are currently drafting a programme for technical support to Guinea-Bissau in that area with funding being mobilized by the national authorities. In addition, a workshop to support teachers living with HIV (TLHIV) was attended by twenty-five participants and resulted in the creation of an association of TLHIV.

89. Upstream policy support was provided at national level, linking up with the sub-regional integration and partnership development processes within the context of the Inter Agency Task Team (IATT) framework. The capacity of 50 experts from the Ministry in charge of TVET was reinforced regarding policy reform in Qualification Frameworks. In this context, Guinea-Bissau participated in the sub-regional survey and its results were validated by the country during the ECOWAS Ministerial Meeting in October 2012.

90. Other planned activities for Guinea-Bissau were postponed (e.g. literacy) due to the unstable political situation in the country.

91. An EFA Country Profile was elaborated and validated by the country, within the context of the participation at the EFA Regional Meeting in Johannesburg (October 2012). The participant of Guinea-Bissau was updated on the *Education First* Initiative and on the process for the definition of the Education Post 2015 agenda. The Country profile indicates the country priorities for an EFA acceleration framework, as well as the priorities post 2015.

92. **Culture:** An exhibition at Amilcar Cabral's House was organized and a campaign for the collection of objects on his life was launched.

93. **Social and Human Sciences:** The studies on female social movements linked to the fight against gender-based violence (GBV) and on the socio-cultural factors that are conducive to GBV were finalized in 2012. The results were shared and validated by a broad range of Guinean governmental and non-governmental organizations. This activity was a result of joint efforts between UNESCO, UN Women and CODESRIA. The validation workshop was organized by the National Commission of UNESCO. Support from the Education Coordination reduced interpretations costs and enabled a strong participation and appropriation of the study results by the national organizations.

#### ***UNCT/UNDAF collaboration***

94. As UNESCO is focal point for Guinea-Bissau within the Regional UNDG, UNESCO Dakar coordinated the technical support to the UNCT on behalf of the Regional Peer Support Group (PSG/QSA) interagency mechanism. This resulted in the finalization of the UNDAF 2013-2017 document in particular the Action Plan road map. Due to the unstable political situation, most agencies did not succeed in implementing the Plan, hence the extension of the current UNDAF for another year. The Resident Coordinator's performance for 2012 was carried out with the participation of the Director of UNESCO Dakar.

**NIGER**

95. **Education:** Nine Officials from Niger benefited from the Masters course in Sectoral Analysis and Management of the Education System, of which five graduated. The TTISSA diagnostic study was launched but the MoE opted not to carry out the diagnosis. Instead an audit of contract teachers was initiated. The UNESCO Dakar planning team and the Pôle de Dakar have initiated exchanges to work to accompany the finalization of the Country Plan and the submission of a request to the GPE in 2013. Support for the elaboration of the GPE was initiated.

96. Technical support was provided to the national team to implement the RAMAA project (survey, development of tools, fund raising...). A framework for bilingual curriculum was developed.

97. The CapEFA project on teachers, whose implementation strategy focuses on ownership and leadership by the country itself, was elaborated and launched. Four thematic committees were created and have initiated the preparation of the intervention of the CapEFA for 2013.

98. Upstream policy support was provided at national level, linking up with the sub-regional integration and partnership development processes within the context of the Inter Agency Task Team (IATT) framework. The capacity of fifty (50) experts from the Ministry in charge of TVET was reinforced regarding policy reform in Qualification Frameworks. In this context, Niger participated in the sub-regional survey and its results were validated by the country during the ECOWAS Ministerial Meeting in October 2012.

99. Niger is expected to benefit from the *Post-graduate Diploma in curriculum design and development* programme launched in 2012 for French-speaking countries. The preparatory work for the development of the training programme was done and the resource pack was translated into French. Three country representatives participated in the consultation and planning process.

100. A project was developed by UNESCO and the Islamic Development Bank (IDB) for enhancing female students' competence in mathematics, science and technology in secondary education.

101. In the field of higher education, experts from the Ministry of Higher Education and Rector's of Niger's universities benefited from training in governance and quality assurance in higher education at the sub-regional level.

102. Three country representatives have participated in a regional workshop organized in Accra on the dissemination of the adapted HIV workplace policy (April 2012).

103. An EFA Country Profile was elaborated and disseminated at the highest level of the MoE. The EFA country profile was used in the exchanges with the government and technical and financial partners.

104. **Culture:** An assessment of the training needs of cultural actors in Niger is now available, which will be incorporated into the implementation of the National Plan for Culture, the decentralization process and the mobilization of funds for cultural activities. A capacity-building plan targeting government officials working in the "Agence de Promotion des Entreprises et des Industries Culturelles (APEIC)", the "Centre National de la Cinématographie", as well as trainers in Niger's eight provinces was designed and discussed with the Donor Coordination Group in July and November 2012.

**105. Social and Human Sciences:** The process of assessing social inclusiveness in public policies was concluded.

#### ***UNCT/UNDAF collaboration***

106. UNESCO has worked with the MoE and the Local Education Group and an agreement was reached that UNESCO would support the further finalization of the education sector plan, the operational plan, as well as the formulation of GPE programme activities, in particular in three areas: a) expansion of the basic education cycle; b) EFA acceleration; and c) teachers.

### **SENEGAL**

107. **Education:** The information system and education management (EMIS) was completed, with the incorporation of early childhood, primary and secondary education, TVET, literacy and non-formal education and higher education. The process has strengthened national capacities in EMIS and has also led to the production of tools to improve data collection, processing and analysis. In the same dynamic, the Pôle de Dakar in close collaboration with the University Cheikh Anta Diop, continues to offer a distance education course, namely a Master course in the planning and management of education system. This has strengthened the institutional capacities of the University which now provides a platform for the development of African French-speaking countries' capacities in planning and education management.

108. Support was provided to an initiative that monitors students' achievements at local level. In 2012 focus was on analyzing the interviews and students' results collected in 2011. A report was written on how monitoring of students achievements is conducted in the education system and an indicator of schools' performance that takes into account the way students are graded was proposed. A qualitative study on 15 schools in Dakar' suburbs was conducted to demonstrate the differences between schools' performances, that helped to develop a methodology and interview guide that can be used in the future to answer these questions. The findings in Senegal were used to feed the methodological guide of this new initiative.

109. Modules of functional literacy in nutritional techniques were developed and translated into 8 local languages and facilitators were trained in the field. 150 literacy classrooms were opened and radio programmes for raising awareness on food supply and nutrition were broadcasted through community radios.

110. The Literacy Project for Girls and Women (*Projet d'Alphabétisation des Jeunes Filles et Femmes - PAJEF*), financed by Procter & Gamble, was officially launched in January 2012 for a duration of 24 months. The PAJEF aims at improving the access to 40.000 women and girls in quality literacy programmes through to the use of ICT in national languages and in French. 260 classes were opened within the framework of the programme for approximately 3.000 illiterate women learners. PAJEF also allowed the support of around 1.000 girls of elementary schools having learning difficulties. 3,000 women learners have initiated literacy classes through ICT, mainly using mobile phones.

111. Technical support was provided to national team to implement the RAMAA project (survey, development of tools, fund raising). A framework for bilingual curriculum was also developed.

112. Support was given to the in-service training and qualification of free-lance teachers in primary education, through the improvement of ten training modules.

113. Upstream policy support was provided at national level, linking up with the sub-regional integration and partnership development processes within the context of the Inter Agency

Task Team (IATT) framework. The capacity of 50 experts from the Ministry in charge of TVET was reinforced regarding policy reform in Qualification Frameworks. In this context, Senegal participated in the sub-regional survey and its results were validated by the country during the ECOWAS Ministerial Meeting in October 2012. An analysis for the development of non-formal TVET by Mobile Training Mobile Units was undertaken through South-South cooperation with Côte d'Ivoire. Support for the mobilization of partners for youth employment (through the Inter Agencies Task Team, IATT), and South-South cooperation with Chad for the development centres of excellence was given. Moreover, methodological and analytical notes were shared (including a report on the status of the TVET system), as well as a review of experiences of restructured learning.

114. Six students are expected to benefit from the *Post-graduate diploma in curriculum design and development* programme launched in 2012 for French-speaking countries. The preparatory work for the development of the training programme was done and the resource pack was translated into French. Three country representatives participated in the consultation and planning process.

115. The institutional capacity of the Directorate of Higher Education from Ministry of Higher Education was reinforced through the establishment of the National Authority for Quality Assurance in Higher Education in Senegal. A database of higher education institutions in Senegal was established and guidelines for foreign students were developed. The capacities of four higher education specialists (Vice Chancellors and Deans) were strengthened with regard to governance and quality assurance in higher education.

116. The process of introducing education for peace, citizenship and human right in teacher training curricula and learning materials was initiated in Senegal, as part of a larger project in ECOWAS countries. Fifteen national experts (education planners, trainers of trainers and curriculum developers) were trained on the use of the *Reference Manual on Education for Peace, Citizenship and Human Rights*.

117. A capacity-building programme targeting primarily women was undertaken (1 training organized, 10 literacy facilitators trained, 14 literacy sessions on gender and HIV, 225 women trained, 100 small group discussions on HIV, STI and gender organised, 500 vulnerable women and girls reached). A study based on the Sexuality Education Review and Analysis Tool (SERAT) was concluded. This has enhanced coordination between NGOs, UN agencies and national authorities resulting in the establishment of a coalition of partners for the integration of comprehensive sexuality education in school curricula. Awareness was raised regarding gender-based violence in schools and mechanisms of surveillance (supervision) were developed. The Sexuality Education Review and Analysis Tool (SERAT) was applied to analyze primary and secondary school curricula, identifying strengths and weaknesses of mandatory sexuality education in light of indicators on gender, HIV, adolescent pregnancy and gender violence.

118. An EFA Country Profile was elaborated and validated by the country, within the context of the participation at the EFA Regional Meeting in Johannesburg. The participants (2) were updated on the *Education First* Initiative and the process for the definition of the Education Post 2015 agenda. The Senegalese Country Profile was used as the basis for the indication of the country's priorities for an EFA acceleration framework, as well as the priorities post 2015. The launch of the GMR 2012 Report focusing on youth and work was launched in Dakar on 29 October during a round table jointly organized by the National Commission of Senegal and UNESCO Dakar. The launch was covered in all major Senegalese media.

119. **Natural Sciences:** The conditions of wildlife in the Dorcas and Dama Mohor gazelles enclosure within the Gueumbel Special Wildlife Reserve (central area of Delta du Fleuve Senegal Biosphere Reserve) have improved and the disturbance caused by the visitors were reduced through the construction of two miradors. Watering of the gazelles has also

improved through extension of water lines to the water troughs. A 4 km long section of the Langue de Barbarie National Park's Beach (central area of Delta du Fleuve Senegal Biosphere Reserve) has been cleaned and all village chiefs around the Park took part in the discussions with the representatives of the Direction of National Parks in Senegal and other local actors on the negative impact on the surrounding ecosystems and associated activities (fishery, eco-tourism,...) of the breach created in the Langue de Barbarie in 2003 to decrease the water level in Saint-Louis.

**120. Social and Human Sciences:** The assessment of the impact of environmental changes in migration patterns has been launched. The process of assessing social inclusiveness in public policies was concluded. The national study for the promotion of cultural rights in Senegal was validated including the recommendations of the policy brief.

**121. Culture:** As part of the co-ordination of the 2005 Convention Pilot Capacity-Building Programme in Africa, an African pool of experts was established and online and workshop training sessions were organized. This led to the development of a knowledge-sharing platform. Overall, the activity has contributed to increasing local technical expertise and capacities on the 2005 Convention and has served as a benchmark to inform future technical assistance policy interventions in the region.

122. In addition Senegal hosted and participated in a sub-regional workshop on illicit trafficking of cultural products (1970 Convention) in September 2012, gathering forty professionals from 15 countries in the sub-region. Training focused on the implementation of relevant international and national legislations. This resulted in the launch of a programme at regional level to implement a joint strategy against illicit traffic that is proving very useful in the context of the current situation in Mali.

123. Support was also provided to increase public knowledge and awareness of the various museums in Senegal and particularly on the history of Senegalese infantry soldiers during World War II. The Directorate of Museums campaign for the collection of works of art in the area of Saint Louis has enriched the collections of the Senegal Research and Documentation Centre in Saint Louis. A catalog of items was produced.

124. As a means to promote intangible heritage and cross-cultural dialogue, a seminar on "Interreligious Dialogue and Spiritual Traditions" was held in Dakar in December 2012, and a study on "Cultural values of Muslim brotherhoods in Senegal" was published. The creative industries in Senegal were supported through capacity building of a theater company. Moreover, a promotional DVD was produced.

125. Through the program MDG-F on the Culture and the Development, the region of the Delta of Saloum and the Bassari country were registered as World Heritage Sites in respectively 2011 and 2012. This has increased the perception at the international level of the cultural wealth that these two regions represent. Cultural activities connected to ecotourism were promoted and local artists and operators were trained on diverse themes (laws on copyright, professional, marketing rules, etc.). Local artists were also organized in associations and the construction of two "cultural centres" for the expression of the cultural diversity of the two regions progressed. The "Great Ballet Bassari" was produced. Support is also being provided to the Municipality of Dakar to present the candidature to join the UNESCO Creative Cities Network.

**126. Communication and Information:** A workshop on gender-based violence was organized for 31 Community Multimedia Centers (CMCs). A CMC national network was created to stimulate the exchange of information and skills. A Community radio using IPDC funds was established in the Mbona region.

### **UNCT/UNDAF Collaboration**

127. The JUNTA (HIV and AIDS) collaboration chaired by UNESCO until May 2012 had a positive impact in terms of coordination among UN agencies, and between UN agencies and national authorities. In terms of collaboration with the UNCT, a workshop to adapt an HIV workplace policy to the education sector in West and Central Africa was organized with basket-funding from the World Bank, ILO, UNAIDS, PCD and UNESCO. In addition, EI and MOE Ghana contributed in kind. The policy was drafted in consultation with PLHIV, MoEs and teacher unions and finalized together with ILO and UNPD. At UNCT level, UNESCO is participating actively in the formulation of joint programmes and is present in 4 groups. On TVET, the institutionalization of the IATT and replication at country level with the UNCT/UNDAF have been validated by about ninety (90) TVET experts and representatives of Education Ministers of the 15 countries of the ECOWAS sub-region during the 4th ECOWAS meeting of Experts and Ministers of Education. In Senegal, UN joint programmes are under development and validation for fund-raising.

### **UNESCO Office in Dar-Es-Salaam<sup>2</sup>**

#### **UNITED REPUBLIC OF TANZANIA (TANZANIA MAINLAND AND ZANZIBAR)**

##### **Contributions to the UNCT activities and common country programming exercises**

128. United Republic of Tanzania is a One UN pilot country. UNESCO's participation within the UNCT and common country programming is enhanced as a result of the practices adopted for implementing the UNDAF 2011-2015 in the country. UNESCO is represented in several UN technical, programmatic, and management/operational working groups. It leads the Education Programme Working Group, comprised of UNICEF and WFP. During 2012, UNESCO acted as chair of the UN Communications Group and deputy chair of the newly formed Programme & Operation Management Team. The Office is actively involved in planning, monitoring & evaluation; gender; and human rights working groups. UNESCO has been successful in integrating culture into the work of the UNCT through the establishment of a working group on culture and development facilitated by UNESCO. UNESCO will be looking to strengthen relationships and develop joint actions with WFP, UNICEF, ILO, UNFPA and UNDP in 2013 in support of its work with adolescent girls, teachers, TVET/entrepreneurship, community radios and culture.

129. **Education:** Capacities to carry out evidence based policy and planning at the Ministries of Education and Vocational Training in Mainland and Zanzibar have been enhanced through the elaboration of a capacity development plan for monitoring and evaluation. This plan will be implemented over three years with continued support from UNESCO Dar and IIEP, and will contribute to improved monitoring and evaluation across the education sector. Mainland Monitoring and Evaluation (M&E) specialists were supported in developing the first draft of a sector-wide M&E framework, a tool to improve quality of education in the country. Mainland and Zanzibar ministries initiated processes to develop and implement a literacy survey and EFA assessment. A policy option report is being drafted for Zanzibar after two successful Review Missions were conducted to assess the 2005 VET policy. UNESCO supported Mainland and Zanzibar to adapt a toolkit for Creating Inclusive and Learning Friendly Environments in Schools. Through a programme to target at risk adolescent girls dropping out due to pregnancy or early marriage, safe spaces have been developed at 15 pilot schools on Mainland Tanzania and Zanzibar, with schools officials and

<sup>2</sup> During 2012, UNESCO Dar was the cluster office for Mauritius, Madagascar, Comoros, and Seychelles. Inputs for these countries can be found below as separate chapters. From January 2013, these islands now fall under the management of UNESCO Nairobi office.

students benefiting from trainings on how to manage and sustain these groups. Teachers have enhanced skills to use Micro-Science Kits to improve teaching and learning of science subjects at 180 pilot secondary schools. An understanding of gender issues in the Tanzania Mainland TVET sub-sector was enhanced through a gender analysis of the sector carried out by UNESCO. The report will be used to inform the new TVET and employment policies being developed in the country.

**130. Natural Sciences:** National development in the United Republic of Tanzania continued to benefit from focused and pertinent activities that enhanced the contributions of Science, Technology and Innovation (STI) to national socio-economic growth and development through the work of the Science Sector in Dar es Salaam. Two universities (the Nelson Mandela African Institute of Science & Technology and the University of Dar es Salaam) have set up a program for the training of future managers of the national STI system by starting training on STI systems management, young graduates and those desiring to pursue their education to the postgraduate levels. Special programmes on innovation and entrepreneurship were also implemented for the productive sector and Research and Development (R&D) Institutions. Tanzanian women working in science, technology and innovation have started advocacy work aimed at increasing women participation in STI and contribution to national development. The support provided by the Dar es Salaam Office to women in science in Tanzania has motivated attention towards the education of girls in science-related subjects in schools. Moreover, UNESCO Dar es Salaam Office supported the Tanzania Academy of Sciences to publish a Book about successful Tanzanian Scientists who will serve as role models to aspiring young and women scientists in the country. The Government expressed desire to have 10 more sites in the country enlisted into the World Network of Biosphere Reserves (WNBR) with 8 on the Mainland and 2 on the Island of Zanzibar. A new training Manual with added gender and cultural dimensions has been developed with the support of the Dar es Salaam Office.

**131. Culture:** Tanzania's recent ratification of the 2003 convention has created entry points for UNESCO to support the safeguarding of Intangible Cultural Heritage. UNESCO supported the knowledge enhancement of cultural experts to develop nomination files for intangible cultural heritage with community support and involvement. To ensure that Intangible Cultural Heritage safeguard measures are mainstreamed or integrated into sustainable economic growth, a four year road map was developed. World heritage sites managers and staff working on the tentative list nominations are now better able to improve the management of world heritage properties in a sustainable manner with the active participation of the communities and stakeholders concerned with the properties. A study on cultural and creative industries was produced providing inputs to the development of a national strategy and action plan aimed at promoting Cultural Diversity and in particular Cultural and Creative industries in Tanzania.

**132. Communication and Information:** Three new community radio stations were established in Tanzania in 2012 with the intention of promoting economic development, gender equality, women empowerment and democratic discourse to 260,000 Tanzanians. Work on the minimum standards curriculum for journalism education in Tanzania was completed. The curriculum will cover level four –certificate in Journalism, Level 5 Advanced certificate in Journalism and Level 6, Diploma in Journalism. The curriculum has been accredited by the National Accreditation Council for Technical Education and has been rolled out to 10 Journalism schools in Tanzania. 135 Tutors from the 10 accredited schools of journalism trained on the delivery of the new curriculum.

**133. UNESCO Institute for Statistics:** As part of the UIS statistical capacity building support, Mainland Tanzania and Zanzibar have collected, analyzed and reported timely internationally comparable statistics on culture and education. UIS has supported the compilation of statistics on film after several years of non-reporting, and built national

capacity in the collection, analysis and use of education statistics. In particular, in Mainland Tanzania, UIS supports the annual review of national data collection instruments aimed at expanding the scope of national indicators which are subsequently included in international reports such as annual Global Monitoring Report (GMR) among others. Improving the quality of national education statistics data has been a continual process with the successful continual of recommendations' implementation identified through UIS data quality assessment framework activity. In Zanzibar, in an effort to harmonize the Island's data with Mainland Tanzania, and subsequently to produce internationally comparable statistics, UIS supports the development of education statistics indicators to generate Zanzibar's statistical abstract. National statisticians from Mainland Tanzania have been trained on international methodologies that will result in reporting of internationally comparable statistics on culture and education, In particular, the framework for cultural statistics and in preparation for the implementation of the revised international standard classification of education, ISCED 2011, which was approved by UNESCO governing bodies in late 2012, national statisticians have been trained on the new methodology which will result in better capturing the nature and scope of technical and vocational and higher education statistics from Tanzania. Efforts are underway to bring Tanzania on board to participate in the international working group on media statistics.

### **Challenges**

- Centralized statistics on STI remains an obstacle to realize the compilation of comprehensive information on R&D and STI activities in Tanzania. Resources to develop a national statistical information system on Science Technology and Innovation are limited.
- Over-commitment by the government Implementing Partners creates delays in following up activities.
- Delays in funds disbursement through the government exchequer system leads to delays in implementation.
- In the culture sector a major challenge is how to maintain the outstanding universal value in the Natural, Mixed and Cultural Sites of Tanzania World Heritage while a number of tourism and developmental pressures have recently given rise to concerns over the preservation and sustainable management of those sites.

### **Lessons learned**

- Greater coordination is needed among all UN agencies involved with education, particularly those that are not in the education programme working group, such as with ILO and UNIDO (in the areas of entrepreneurship)
- Advocacy for the use of data for decision making should not only be institutionalized, but timely reporting of statistics should be a coordinated effort between existing data producing institutions.

## **COMOROS**

### **Contributions to the UNCT activities and common country programming exercises**

134. **Education:** Due to the many challenges faced by the Education system in Comoros especially in relation to achieving the EFA goals, UNESCO supported the Government of Comoros to elaborate the Education Sector Analysis (RESEN- *Rapport d'Etats d'un Système Educatif National*). UNESCO, in collaboration with UNICEF also provided support for the elaboration of simulation models up to 2020 that provide scenarios to address identified problems, translating each choice of strategic objectives for the development of the whole sector taking into account quality, equity and efficiency of budget revenues on one hand and expenditure on the other hand. In addition to these important studies, UNESCO played an active role to support the government in the preparation of all required documentation to be eligible to get assistance from the Global Partnership for Education. In this context UNESCO



developed a project to enhance capacities of civil society organizations (CSOs) and national education authorities in the provision of functional literacy for girls and women. The project got funding from the Australian Government. In 2012, only a rapid situation analysis has been done.

135. **UIS:** As part of the UIS statistical capacity building support to countries, Comoros has collected, analyzed and reported timely internationally comparable statistics on education. National statisticians have been trained on new UIS methodologies resulting in submission of statistics on several pending academic years, including more recent timely statistics. In an effort to sensitize national higher education providers on international reporting requirements, site visits to all national tertiary and higher education institutions in Comoros have been conducted. UIS has continually fostered partnerships with resident agencies, in particular UNICEF, which has resulted in joint efforts to understand the coverage of national statistics, and to ensure that data coverage reported at the international level (in particular in flagship reports such as the Global Monitoring Report, GMR,) are as comprehensive as possible. UIS relationship with resident partners in Comoros has played a key role in supporting the assessment of the coverage of data reported in recently new regional initiatives, in particular, the Africa Regional Module which supports one of several objectives of the African Union's Second Decade of Education. Efforts are underway to bring Tanzania on board to participate in the international working group on media statistics.

136. **Culture:** Policy makers and culture staff have greater awareness of the importance of Intangible Cultural Heritage and how to promote its safeguarding for sustainable development. In 2012, the Comoros cabinet approved the ratification of the Intangible Cultural Heritage convention. Members of Parliament have received a draft law that will allow the president of Comoros to ratify the 2003 convention.

### ***Lessons learned***

Fostering partnerships with existing resident agencies in Comoros on an on-going basis is necessary to ensure that Comoros is not left out of international reporting and that the quality of available data is acceptable.

### ***Challenges***

- The relevance of data collection on STI and R&D is not well articulated in national strategic plans associated with the national strategy for the development of statistics (NSDS), which in Comoros, would be a suitable pre-requisite to advocate for funding. The implementation rates of the current strategy for the development of statistics in other "priority domains" that have been identified by the government have so far been protracted.
- Due to the extremely nascent stages of collection and reporting on statistics on culture in Comoros, reliable statistics on the sector are not guaranteed.

## **MAURITIUS**

### ***Contributions to the UNCT activities and common country programming exercises***

137. **Education:** The SITAN for ESD 2011 was instrumental in mobilizing funding from the Japanese in Trust Fund devoted to Climate Change Education for Sustainable Development (CCESD), and undertaking capacity building during year 2012. Moreover Mauritius has been selected as case study for CCESD at global level by HQ and the UNESCO Africa CCESD experts' meeting will be held in Mauritius beginning of 2013. All of that has brought the Government of Mauritius to integrate UNESCO CCESD project within the Maurice Ile Durable strategy for education sector, ensuring sustainability. Another important advancement has been the upgrade of Mauritius to Inter-Country Quality Node for ESD in

South Saharan Africa. The support of UNESCO (Dar es salaam and Dakar Offices) and partnership with UNDP have been instrumental in this regard.

138. **UIS:** As part of the UIS statistical capacity building support to countries, Mauritius has collected, analyzed and reported timely internationally comparable statistics on Culture, Communication and Education. Mauritius accepted to join the international working group on media statistics and subsequently reported timely national broadcasting statistics in 2012. Mauritius continues to demonstrate positive initiatives to collect national statistics on culture. Mauritius volunteered to participate in the UIS pilot study on instructional time in education, and as such has been very instrumental in informing the development of new UIS data collection instruments in this area in the near future. Improving the quality of national education statistics data has been a continual process with the successful continual implementation of recommendations identified through UIS data quality assessment framework activity. Mauritius has a well-organized system to collect adequate education statistics however data analysis needs to be strengthened. National statisticians have been trained on UIS methodologies that will result in reporting of internationally comparable statistics on education. In particular, national statisticians have been trained on the new international standard classification of education, International Standard Classification of Education (ISCED) 2011 methodology.

### ***Lessons learned***

- In Mauritius, getting support from senior management within the different sectors responsible for data production is crucial to ensure that advocacy for national harmonized data reporting results in comprehensive data coverage at the international level.
- UNESCO has been able to maximize achievements by 1) being strategic (working with framework ESD, permitting to cover various themes; align with national strategy MID), 2) being proactive in partnerships (with government and agencies, notably UNDP) and 3) focus on concrete outcomes (little funding availability, look at high-impact interventions as well as sustainability through partnerships).

### ***Challenges***

- Delays in reporting on research and development and science technology and innovation are linked to a lack of statistical information system on the sector.
- Due to the nascent stages of collection and reporting on statistics on science technology and innovation, and research and development in Mauritius, reliable statistics on the sector are not guaranteed.

## **SEYCHELLES**

139. **UIS:** As part of the UIS statistical capacity building support to countries, Seychelles has collected, analysed and reported timely internationally comparable statistics on Culture, Communication and Education. Seychelles accepted to join the international working group on media statistics and subsequently reported timely national broadcasting statistics in 2012. Seychelles initiated the collection and reporting of statistics on culture and has committed budget to realise these efforts. National statisticians having received training on the UNESCO framework for cultural statistics have further disseminated the methodology to national stakeholders which could be adopted at the regional level as a best practice. With support from the UIS, the Seychelles Qualification Authority (SQA) compiled information on all educational programmes based on the International Standard Classification of Education (ISCED) following a site visit to the national Qualifications Authority (SQA). National statisticians have been trained on UIS methodologies that will result in reporting of internationally comparable statistics on education: In particular, national statisticians have

been trained on the new international standard classification of education, ISCED 2011 methodology.

### **Lessons learned**

In Seychelles, there is an urgent need for national focal points to disseminate relevant training material following UIS training on relevant methodologies. This is intended to ensure that all national stakeholders are aware of data demands to facilitate reporting on a timely basis.

### **Challenges**

Delays in reporting on research and development and science technology and innovation are linked to a lack of statistical information system on the sector.

## **MADAGASCAR**

140. **Education:** The first phase of the CapEFA/TVET project came to a successful conclusion in March 2012 with the finalization and dissemination of two studies: (1) Feasibility study on the establishment of a network of agricultural and rural training institutions; and (2) Situation analysis of out-of-school rural youth and their training needs. The studies provided the baseline for the second phase of the project. As a result of the participatory and close consultative processes used in building consensus around the findings and prioritization of activities, national ownership and leadership, harmonization with initiatives of other development partners, and partnerships were established in the first phase. IFAD is contributing USD 150,000 to the CapEFA project. CapEFA was designed to complement IFAD funded 10-year programme called FORMAPROD (*Programme de Formation Professionnelle et d'Amélioration de la Productivité Agricole*), which started in December 2012. The mechanisms, structures and programmes to be developed and established under CapEFA are foreseen to be scaled up through FORMAPROD.

141. **UIS:** As part of the UIS statistical capacity building support to countries, Madagascar has collected, analysed and reported timely internationally comparable statistics on Education and Science. In particular, UIS has supported Madagascar to develop a technical and vocational (TVET) management information system resulting in harmonised national reporting on TVET. Madagascar has made considerable efforts to collect and report on statistics on Research and development (R&D) at the international level through UIS Questionnaire.

142. **Communication and Information:** Media stakeholders advocated for Press freedom through activity supported by UNESCO. This activity was held in collaboration with the UN system through the Communication Group as well as the participation of the Minister of Communication

### **Challenges**

- To further immerse the national level, recognition translated in terms of actual allocation of more resources, the need to develop the skills of school youth in the country's development and the establishment of sustainable social peace
- Due to the nascent stages of collection and reporting on statistics on culture in Madagascar, reliable statistics on the sector are not guaranteed.

## **SMALL ISLANDS DEVELOPING STATES (COMOROS, MADAGASCAR, MAURITIUS AND SEYCHELLES)**

### **Enhancing capacities of Indian Ocean SIDS in integrating world heritage site management**

143. **the Culture Sector** has contributed to the effective implementation of the world heritage convention in enhancing capacities of Indian Ocean SIDS and in integrating world heritage site management with sustainable development of local communities. Specific national and regional capacity needs and assets were identified and expressed with a special focus on the key challenges of SIDS and the sustainable development of local communities. Awareness was raised on the importance of inclusive site management, and the benefits of involving communities at all stages and in various ways.

144. An Action Plan was developed. Addressing the identified capacity needs, it aims at: strengthening Indian Ocean SIDS in linking World Heritage site management with the sustainable development of communities; targeting specific SIDS challenges through improved approaches to natural and cultural World Heritage site management; and benefiting international cooperation and exchange within African, Indian Ocean, Caribbean and the Pacific SIDS.

### **Indian Ocean Commission Culture Strategy**

145. UNESCO supports the Indian Ocean Commission for the finalizing of a regional Culture Strategy. All members States (Comoros, Madagascar, Mauritius and Seychelles), have jointly developed this Strategy. The draft IOC Culture Strategy, including Recommendations for Action, is ready to go through political validation at the Meeting of Ministers in January 2013 in the Seychelles. The Culture Strategy aims at improving coordination and cooperation in the region in the field of culture and heritage, including cultural tourism. It aims also at supporting the development of national policies, legal and institutional frameworks and intends to promote the role of culture in education. It fosters cultural industries and their contribution to economic and social regional development; promotes the linkages between culture, sustainable development and the fight against the adverse effects of climate change; and intends to strengthen a regional identity.

## **Bureau de l'UNESCO à Kinshasa**

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146. L'UNESCO, à travers les diverses interventions de son Bureau de Kinshasa, a permis des avancées significatives en 2012, dans les domaines de l'éducation, de la conservation du Patrimoine mondial et de la communication et de l'information.

### **Education**

147. Grace aux activités menées dans le cadre de l'Initiative TTISSA, le Ministère de l'Enseignement Primaire Secondaire et Professionnel (EPSP) dispose désormais de documents politiques et stratégiques nécessaires qui font l'analyse diagnostique de la question enseignante, tracent des orientations et définissent une politique pour revaloriser la fonction enseignante. Par ailleurs, la mise en œuvre du sous-programme 2.2 du Plan intérimaire de l'éducation de la RDC qui porte sur la revalorisation de la fonction enseignante, est réalisée.

148. Dans le cadre du Programme Stabilisation et Reconstruction mis en place par le Système des Nations Unies (STAREC), de nombreux projets conçus et mis en œuvre se sont concentrés sur les conséquences des violences sexuelles et sur l'appui médical et psychosocial nécessaire à fournir aux victimes et les solutions proposées ont été essentiellement de type judiciaire.

149. Le projet mis en œuvre par l'UNESCO consistait à mener une recherche-action impliquant les universitaires congolais/es sur les différentes perceptions et motivations des violences sexuelles. Cela a permis de fournir une base scientifique susceptible de nourrir une stratégie de lutte contre les violences sexuelles intégrée dans les curricula scolaires et universitaires.

150. Dans le cadre du Programme CapEFA, le diagnostic du partenariat dans le secteur de l'éducation a été réalisé et une proposition de charte a fait l'objet d'un atelier de partage avec l'ensemble des acteurs du système (ministères, société civile, syndicats, ONG, PTF, secteur privé). Le Comité de Concertation a décidé de la valider.

151. Dans le même sillage, les capacités des acteurs et responsables du secteur de l'éducation ont été renforcées tant pour la maîtrise des enjeux que pour la gestion axée sur les résultats afin de favoriser l'atteinte des objectifs du Programme intérimaire de l'éducation et du Partenariat Mondial pour l'Education (PME).

152. Avec l'appui du Programme, le processus de décentralisation du Système d'information pour la gestion de l'éducation (SIGE) s'est poursuivi dans la province du Katanga. Ainsi les informaticiens, le Chef d'antenne de planification provincial et le Coordonnateur provincial de la Cellule Technique Provinciale des Statistiques de l'Education (CTPSE), ont été formés aux techniques de traitement des données statistiques. Les données du Katanga pour 2010-2011 sont disponibles et les résultats des analyses sont inclus dans le tableau de bord et les annuaires statistiques provinciaux de 2010 -2011.

153. Un plan de communication en faveur de l'Education Pour Tous a été mis en œuvre : Dans le cadre Unifié du Budget, des Résultats et des Responsabilités (UBRAF) de l'ONUSIDA, les résultats suivants ont été atteints :

- L'analyse des différents programmes d'enseignement dans le cadre de l'éducation à la vie, qui comporte aussi la dimension d'éducation sexuelle, a permis de dégager les concordances et les discordances entre les programmes eux-mêmes d'une part et entre les programmes et les principes directeurs internationaux d'autre part ;
- Deux programmes d'éducation à la vie pour le primaire et le secondaire comportant une importante dimension de l'éducation sexuelle, sont ont été élaborés et validés.

### **Programme du Centre du Patrimoine Mondial**

154. L'UNESCO à travers le Centre du Patrimoine Mondial a poursuivi les efforts pour renforcer l'intégrité et promouvoir la valeur universelle exceptionnelle des sites du patrimoine mondial en RDC notamment dans le cadre de la mise en œuvre de la Déclaration de Kinshasa (janvier 2011)

155. Au niveau des sites où des activités de terrain sont financées, des résultats positifs ont été obtenus, notamment au Parc National de Kahuzi-Biega où des poursuites judiciaires ont été engagées contre les fermiers qui occupent illégalement une partie du parc.

156. Au niveau national les activités de « diplomatie de la conservation » ont été poursuivies avec des bons résultats en termes d'appui au gouvernement et de plaidoyer auprès de la communauté internationale de Kinshasa.

## Communication et Information

157. Dans le cadre de son programme régulier, l'UNESCO a exécuté un programme axé sur la formation professionnelle et le soutien aux institutions de formation en journalisme et communication. Ainsi 4 institutions de formation en journalisme et 78 professionnels des médias de Kinshasa ont vu leurs capacités renforcées sur le journalisme d'investigation.

158. Dans le cadre du programme d'appui à la mise en place d'une législation sur les médias communautaires en RDC, une étude a été initiée sur les problématiques d'une législation en faveur des médias communautaires et associatives.

159. En décembre 2012, une étude a également été initiée visant à déterminer les progrès réalisés dans l'enseignement du journalisme au Département des sciences de l'information et de la communication de l'université de Lubumbashi et au Centre universitaire pour la paix de Bukavu. Cette étude donnera lieu à la définition d'un plan stratégique d'appui au renforcement des capacités institutionnelles de ces deux formations universitaires.

160. Le programme sur la promotion des possibilités d'accès aux technologies de l'information et de la communication et de l'internet au service du développement a été mis en œuvre en faveur des femmes dans les médias.

161. Enfin, l'UNESCO, avec l'appui de l'Agence Suédoise d'aide au Développement International (SIDA en Anglais), exécute un projet sur une période de trois ans intitulé « Appui aux radios locales en Technologies de l'Information et de la Communication (TIC) » au bénéfice de 4 stations de radios situées en République Démocratique du Congo. Le projet vise l'amélioration de la qualité de la programmation et de diffusion de ces radios locales par l'intégration effective et l'usage des TIC, le renforcement des capacités de chaque radio en matière de traitement local de l'information sur des questions de développement et en engageant la participation des personnes pauvres dans des discussions sur des sujets liés à leur quotidien et leur développement.

## UNESCO Office in Harare

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162. The **Education Sector's** major achievements included the completion of national assessments of the quality of each of the four cluster countries' EMIS using the Data Quality Assessment Framework (DQAF). In **Zimbabwe**, following the release of the DQAF report, the Ministry of Education, Sport, Arts and Culture (MoESAC) developed an EMIS Road map for 2011–2015 with a bid to address some of the critical challenges and strengthen the EMIS system in Zimbabwe.

163. TVET systems were strengthened in **Botswana, Malawi** and **Zambia** through CapEFA and BEAR projects. At SADC level, a technical committee on TVET was established and endorsed by the Regional Strategic Framework on TVET by the Ministers responsible for Education and Training.

164. In **Zimbabwe**, technical support was provided to MoESAC in the various platforms in support of quality education and alternative ways of learning. This included support in the review of the Education Medium Term Plan (EMTP) for 2011–2015. In **Malawi**, the intervention of mainstreaming of Child Friendly Schools principles was completed by the dissemination of the handbook which was developed in 2011 for teacher trainees.

165. In **Malawi**, continuous support was accorded in the monitoring of the Joint Programme on accelerating the rights of Adolescent Girls. UNESCO supported the mentoring of girls in science and mathematics subjects through girls' science camps, provision of science kits to disadvantaged schools and sensitising teachers to the use of the science kits.

166. In **Zimbabwe**, UNESCO supported the implementation of affirmative action measures with respect to education and employment in the civil services through participation in the activities of the UN Gender Thematic group. UNESCO also supported the development of the Accelerated Action Plan for the MDGs Acceleration Framework (MAF), as a Technical Expert Working Group member.

167. Advocacy for the right to Early Childhood Development was strengthened through the commemoration of the Global EFA Week in **Zambia** and **Zimbabwe** as the theme for 2012. This effort was further reinforced in **Zimbabwe** through support in the procurement of ECD learning materials for a disadvantaged rural school in the southern part of Zimbabwe. Commemoration of the International Literacy Day was also supported in **Botswana, Malawi, Zambia** and **Zimbabwe** while the World Teachers Day commemoration was supported in **Malawi, Zambia** and **Zimbabwe**.

168. UNESCO Harare Cluster Office recruited National Professional Officers for HIV and Education based in Gaborone and Lilongwe, respectively, to support the education sector's response to HIV and AIDS in these countries. This is in addition to the national experts already recruited for **Zambia** and **Zimbabwe**. The strategy of engaging national experts to support the education sector response is evidence-informed and has received favourable reviews in evaluations.

169. Monitoring and evaluation of Education Sector HIV & AIDS responses through EMIS was strengthened. This involved capacity building of EMIS personnel and upgrading the ICT infrastructure for the Ministry of Education to capture relevant HIV and AIDS data to enhance the education sector's ability to effectively collect data and use evidence to improve its HIV and AIDS interventions. In **Zimbabwe**, a total of 2,168 national, provincial and district level EMIS personnel, including cluster school heads, District Education Officers and Provincial Education Officers were trained on data collection and analysis following the revision of the data collection tool (School Census Form).

170. A regional pool of trainers to build the capacity of education sector curriculum developers and other key stakeholders to effectively integrate sexuality education into the curriculum was also created.

171. The major results in the area of the **Natural Sciences** in 2012 included the revision of **Zimbabwe** and **Botswana's** Science, Technology and Innovation Policies following UNESCO support in 2010-2012. The University of Zimbabwe was also selected as the partner Institute of Manchester Business School to jointly facilitate the SADC training on STI Policy that will be implemented from September 2012 to August 2013.

172. Following regional training in Cape Town on Aquifer Recharge (AR) (2009), an awareness/capacity building programme (2011-2012) on AR in **Botswana** as a climate change adaptation and water security technology was taken up by the **Botswana** Government who have subsequently developed a pilot project that will be implemented with SIDA funding in 2013-2014. The development of a proposal since 2009 by Harare and Windhoek offices and HYD with partners in South Africa, Botswana and Namibia has also led to Swiss Development Corporation funding for a detailed study of the Stampriet aquifer, shared by these countries.

173. **Culture**: With the technical support of UNESCO Harare, **Botswana** finalized and submitted the nomination dossier for the Okavango to the World Heritage Centre for possible inscription on the World Heritage List. In **Zimbabwe**, technical assistance was provided to the National Museums and Monuments of Zimbabwe in the drafting of Great Zimbabwe World Heritage Site Management Plan. A Draft Site Management Plan was developed and will continue to be beefed up as wider consultations are held.

174. Through several training workshops, capacities for implementing the 2003 Convention in **Botswana, Malawi, Zambia and Zimbabwe** were enhanced. One of Botswana's ICH elements (Earthenware pottery-making skills) was successfully inscribed on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding.

175. A cluster workshop on the 2005 Convention held in Harare raised cluster countries' awareness about the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions particularly on how to access international assistance. An organization from **Zimbabwe** (Nhimbe Trust) successfully applied for funding from the International Cultural Diversity Fund for promoting cultural industries in urban areas. With UNESCO's support **Zimbabwe** also undertook a cultural statistics survey to determine the arts and culture's contribution to the economy.

176. After workshops on the fight against illicit trafficking of cultural goods, **Botswana** initiated the process of ratifying the 1970 Convention on the Means of Prohibiting and Preventing Illicit, Import, Export and Transfer of Ownership of Cultural Property.

177. **Communication and Information:** UNESCO supported national events in **Botswana** on press freedom and continues to drive awareness-raising events and debates on freedom of expression. This action was further reinforced by an IPDC project which focused on campaigns for the enactment of the freedom of information bill. Training activities have contributed to upgrading journalists' skills and to building capacities for the creation of digital repositories and preservation.

178. In **Malawi**, UNESCO promoted free expression through interventions such as national World Press Freedom Day commemorations and an IPDC project on enacting an Access to Information bill. These activities have contributed to country-wide campaigns which led to the in repealing in May 2012, by the Malawi National Assembly, of Section 46 of the Penal Code which permitted the Government to ban media outlets.

179. UNESCO has also contributed to the growth of the community radio sector by establishing two additional community radios in Usisya and Nsanje Chikwawa.

180. Training support has contributed to skills training of journalists in Malawi, in various areas including: human rights and gender reporting, multimedia journalism, gender-sensitive reporting as well as upgraded broadcast.

181. In **Zambia**, national World Press Freedom Day commemorations have served as platforms for community radios and civil society at large to raise awareness about freedom of expression, the need to reform media laws and promote the safety of journalists.

The contribution of UNESCO to the development of community radio is evident. IPDC supported the establishment of a new community radio in Kwenje, and currently with funding from the Swedish International Development Agency (SIDA), significant support is being provided to local radios to improve their sustainability as well as the quality of their programmes in terms of relevance to local issues and gender-sensitivity.

182. The Information for All Programme (IFAP) facilitated the establishment and training of the **Zambian National IFAP Committee**, which should enhance visibility of IFAP activities in the country.

183. In **Zimbabwe**, the media landscape is highly polarized which does not create a conducive environment for media reforms and capacity building of media institutions and media professionals. Civil society organizations as well as government institutions have been supported to organize national World Press Freedom commemorations to address the country's pressing media reform agenda. A draft National Constitution, which is a result of a negotiation process among the current parties in government, has been completed and a national referendum is expected to approve it in March 2013. UNESCO has contributed to



the development of a national code of ethics by the Zimbabwe Journalists Association, which would supersede the current one developed and enforced by the statutory media regulator.

184. IPDC continues to be a key supporter of curricula review in journalism schools (e.g. Harare Polytechnic and the Journalism and Media Studies Department at the National University of Science and Technology), gender mainstreaming in media and specialized media training for educators and practitioners.

### ***UNCT Joint programming and cooperation***

185. As a member of the UN Country Teams in the four cluster countries, expert and strategic advice in meetings and activities continued to prevail under UNESCO's leadership.

**Malawi:** Briefing and bilateral discussions were held with the Malawi UN Resident Coordinator, who was updated on issues related to UNESCO recruitment in Malawi and NRA matters.

186. **Botswana:** A courtesy meeting with the Botswana UN Resident Coordinator was held in April 2012 where discussions featured on UNESCO's areas of competence and its contribution to the UNDAF as an NRA. UNESCO's support in Botswana has been strengthened by the physical presence of a National Programme Officer for HIV & AIDS who is housed in the UN Offices. There is need for the UN agencies to continually work and deliver together in support of the Government of Botswana.

187. **Zambia:** A close relationship was maintained with the UN Resident Co-ordinator. Follow-up on Education, HIV and AIDS and Communication and Information activities such as the community radios and TVET BEAR was made.

188. **Zimbabwe:** UNCT programming has focused on strengthening integration and coherence of the UN in Zimbabwe, the increase of ZUNDAF contributions to the achievement of the country's development objectives as well as the improvement of communicating results to better position UNCT in Zimbabwe. Through the Nyanga II (2012) Compact, UNCT in Zimbabwe committed to accelerate the realisation of priorities spelt out in the MTP and MDGs. UNESCO Harare has participated in the various mechanisms agreed upon to ensure this acceleration.

### **UNESCO Office in Nairobi**

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189. This is a report on activities in the countries of the Nairobi regional multi-sectoral office for the period 2012. At the beginning of 2012, the Nairobi office covered eight countries: Burundi, Djibouti, Eritrea, Kenya, Rwanda, Somalia, South Sudan and Uganda. With the field reform, Nairobi office became the Nairobi multi-sectoral regional office covering now thirteen countries adding the following countries: Comoros, Madagascar, Seychelles, Mauritius, Tanzania and Ethiopia. Activities for Ethiopia, Tanzania and South Sudan are directly implemented from the national offices of Addis, Dar Es Salaam and Juba with Burundi belonging now to the Yaoundé multi-sectoral regional office. Also the report for Indian Ocean countries joining the Nairobi following the field reform will be covered by Dar Es Salaam office which implemented activities for almost all 2012 for these countries.

190. UNESCO Nairobi Office participated in UN Country Team activities in all the other countries. The office has designated focal points for UNCT activities in every country to enable it to follow the numerous meetings that are convened by the team. The Nairobi Office used the PEER Coordinator and project offices in Somalia to participate in UN activities in that country. In addition, the organization implemented various programme activities (regular and extra-budgetary) in its fields of competence in all the countries under its responsibility. Below is a report on each country with particular emphasis on major activities, UNCT

activities, UNDAF process and salient trends and development. For the new countries of the Nairobi office, activities were conducted under Dar Es Salaam office in 2012.

## **DJIBOUTI**

### ***UN involvement***

191. With the presence of UNESCO antenna office in Djibouti, the office has been fully involved in the process of the preparation of the Djibouti UNDAF 2013-2017.

### ***Main activities and impacts***

192. As one of **Education** sector's 18 Priority Countries, special support from Emergency Fund was provided, which will focus on teacher development and management. Implementation will commence in 2013.

193. In **culture**, the participation of the Director of Culture at the workshop on "Implementation of the 2003 Convention on Safeguarding Intangible Cultural Heritage at national level" and the knowledge gained with this occasion should facilitate putting the safeguarding intangible cultural heritage and implementation of the 2003 Convention at the national agenda. Within the context of the 1972 Convention, Djibouti received international assistance from the World Heritage Fund for the elaboration of a Tentative List for Djibouti.

## **ERITREA**

### ***UN involvement***

194. In 2012, Eritrea commenced re-engagement with the UN. As such, UNESCO's participation in CCA/UNDAF might be expected in 2013. UNESCO does not have an antenna in Eritrea, therefore the involvement of the office in the CCA/AUNDAF will be coordinated from Nairobi in close collaboration with the UNESCO National Commission of Eritrea.

### ***Main activities and impacts***

195. In **education**, the activities of the office are fully aligned to Eritrea's education sector strategic plan. There are two programmatic priority areas in Eritrea: sector wide monitoring and evaluation, and literacy development (Eritrea is a LIFE country). For the former, ongoing technical support was offered to undertake a national assessment of EFA. In the area of literacy, as one of 18 Priority Countries of the Education Sector, Eritrea was benefitted from allocations from the Emergency Fund, and a workplan was developed and approved, ready for implementation in 2013.

196. In **culture**, the participation of the Director of Culture from the Ministry in charge of culture at the workshop on "Implementation of the 2003 Convention on Safeguarding Intangible Cultural Heritage at national level" and the knowledge gained should facilitate putting the safeguarding intangible cultural heritage and implementation of the 2003 Convention at the national agenda. Capacity was also built on World Heritage Nomination with Eritrea presenting two draft nomination dossiers (Quaito Cultural Landscape and Asmara Old Town) which are now being fine-tuned.

**KENYA*****UN involvement***

197. As resident agency, UNESCO has been involved in the different activities of UN country team including UNCT, UNON common services, UNDAF and joint programmes. UNESCO has been an active participant in the two Joint Working Programmes of the UNCT in Kenya namely: Gender Equality and Women's Empowerment and Joint Team on HIV and AIDS. As a member of the UNCT Gender Working Group, UNESCO was involved in the preparation of the UN Kenya Gender Joint Programme Document and Work plan. The work plan was later funded by the Government of Norway. Through the funds mobilized within the Joint Work Plan on Gender Equality and Women's empowerment, UNESCO has been able to support the development of a gender in STI policy for Kenya, train women groups from arid and semi-arid regions of the country on rain water harvesting for sustainable livelihood and also generate information on alternative dispute resolution mechanisms to inform the country's new Constitution. UNESCO also received funds from the Joint Work plan to support the establishment of a National Gender Research and Documentation Centre

198. Through the Joint Work Plan for HIV and AIDS for Kenya, UNESCO managed to mobilize funds to support its activities that are aimed at supporting and enhancing the education sector response to HIV and AIDS in the country (Kenya). UNESCO has also been able to support an HIV impact assessment study on the education sector as well as to generate strategic information on HIV and culture to inform policy decisions and strategic planning for future interventions.

UNESCO joined a UN working group in education to support Government of Kenya's next five-year Medium Term Plan (2013-2017) and developed a technical paper together with UNICEF and other key UN agencies with education mandate. This work is expected to be more substantial in the early months of 2013.

***Main activities and impacts***

199. In **Education**, activities implemented were in line with UNESS and fully aligned to the new constitutional provision of education, i.e. the right of every child to free, compulsory basic education and the right of young people to education and training. UNESCO's programme focused on one overarching priority (sector wide monitoring and evaluation) and three thematic priorities (literacy, HIV and AIDS prevention education, and quality education through education for peace). Major achievements included:

- Kenya EFA national assessment finalized and released
- Review of four major legal and policy documents: Basic Education Bill, 2012, Policy Framework for Education and Training, Medium Term Strategic Plan for Education and Training for 2003-2007 for Vision 2030, and National Education Sector Support Programme for 2003-2007
- Revised Education Sector Policy on HIV and AIDS and a Handbook on HIV Mainstreaming Guidelines for Universities produced
- An Education for Peace Policy drafted
- Assessment of the education expenditures framework initiated

200. The promulgation of the Constitution 2010 ushered in major transformations of the education sector in 2011. This resulted in the passing by Parliament of the Basic Education Bill, 2012, and the new Policy Framework for Education and Training. The new five-year Education Programme will be finalized in early 2013. The country will continue to undertake devolution, which requires major capacity development of country-level directors and officers as they are responsible for interpretation of the Bill and implementation of the new education programme at the country-level. As the new government is to be elected in March 2013, new Department of Education (that possibly combines three currently existing Ministries of Education, Higher Education, Science and Technology, and Youth Affairs and Sports) will be

installed in mid-2013, which may slow down implementation process of UNESCO's programme during 2013, due to structural and personnel changes.

201. In **Culture**, Kenya's human resource capacity to implement various international cultural conventions has been strengthened through national policy review and strategies and various conferences, workshops and meetings including a training workshop on "strengthening capacities of African Universities in intangible cultural heritage", a regional workshop on "Implementation of the 2003 Convention on Safeguarding Intangible Cultural Heritage at national level" and a training workshop on "Cultural property protection and the fight against its illicit traffic". The UNESCO office has been implementing two projects in Kenya: "Safeguarding Traditional Food ways of Two Communities in Kenya", which is supported through the JFIT; and "Safeguarding the traditions and practices associated to the Kayas in the sacred forests of the Mijikenda", which is being financed through Intangible Heritage Fund. These activities have contributed to increase awareness of the 2003 Convention at national level and enhanced human resources capacity for Kenya in the implementation of the 2003 Convention.

202. In **Communication and Information**, UNESCO contributed to the capacity-building of 40 journalists from mainstream and community media in Kenya. The training that took place from 22 and 23 October 2012 in cooperation with the BBC Media Action and the Canada High Commission in Nakuru focused on media ethics, election reporting and audience-led reporting and sensitized journalists on the importance of respecting ethical and professional standards. Building on previous initiatives to support Potential Centers of Excellence in Journalism Education, UNESCO supported Daystar University to draft a new curriculum for journalism education in order to bring out the potential of media systems to foster democracy, dialogue and development. Community media's role in development was also reinforced through the up scaling and strengthening of youth in East Africa, including Kenya, to advocate and combat HIV and AIDS. The impact of activities in the fields of education and culture was enhanced through innovative use of ICTs in promoting multilingualism in cyberspace by developing a Kiswahili ICT wiki. Activities also mainstream gender in the application of ICTs, as a study on women and cybercrime in Kenya is supported by UNESCO.

203. In **Science**, following the horn of Africa drought crisis in 2011, UNESCO has been implementing the national component of the regional project on Strengthening capacity to combat Drought and Famine in the Horn of Africa: Tapping groundwater resources for emergency water supply. A high resolution groundwater survey using WATEX (Water Exploration) technology was conducted for the Turkana region for an area of 36 000 km<sup>2</sup> leading to the identification of five major deep aquifers and various shallow aquifers. This is a major discovery which will contribute to address one of the priorities of Kenya vision 2030 for providing secured water to the arid and semi-arid of that part of Kenya where water scarcity is an important issue. The different groundwater potential map and groundwater recharge map produced, will guide different stakeholders to easily identify where to drill, leading definitively to the improvement of the rate of successful boreholes and reducing substantially the cost for drilling boreholes in the area. Other studies on groundwater for emergency situation and adaptation strategies have been conducted and disseminated.

204. UNESCO continues to partner with Government of Kenya in capacity building and policy advice in review/formulation in science, technology and innovation (STI) and gender equity. UNESCO in partnership with ILRI-BeCA Hub trained Kenya Bio-scientists including mid-career female scientists in Genomics and Bioinformatics in Kenya in August, 2012.

205. UNESCO in partnership with the African Development Bank (AfDB), African Union Commission (AUC), UNECA, ADEA and the Government of Kenya have organized in Nairobi the 1<sup>st</sup> African Ministerial Conference on Science, Technology and Innovation for Youth employment, Human Capital Development and Inclusive Growth. The forum was attended by over forty (40) countries from Africa, including, Europe, North America and Asia. One of the

main outcomes of the conference was a Ministerial Declaration from Ministers of Education, Science and Technology, Finance and Planning to guide Africa's development agenda. In particular African Ministers pledge to strive together to: *enhance the linkage between (STEM) Education and Labour Markets in Africa, by implementing specific actions at the national and regional levels; strengthen Scientific Research in Africa by promoting and increasing investment in collaborative research; Harness STI for Sustainable development; and put in place adequate mechanisms, to facilitate knowledge production and technology transfer.*

206. The secretariat for the newly established IOC Sub Commission for Africa and the Adjacent Island States commenced operations in March 2012, with the appointment and posting of an IOC Coordinator for Africa. The first session of the Sub Commission was held from 2-3 May 2012 in Nairobi, Kenya with 22 Member States represented. Kenya seconded an expert for an initial period of one year, commencing September 2012, to assist with the development and implementation of the Sub Commission's programmes. IOC together with the IGAD Climate Prediction and Application Centre (ICPAC) and the Western Indian Ocean Marine Sciences Association sponsored a special session on the Marine and Coastal sector during the Climate Outlook Forum for the Greater Horn of Africa region.

## **UGANDA**

### ***UN involvement***

207. Uganda is implementing UNDAF 2010-2014. In August this year UNCT carried out a Mid Term review and Annual Review in which UNESCO participated and contributed. The review has highlighted the need to refocus and as a result the UN in Uganda has developed UNDAF 2013-2014 with several thematic areas. Each thematic area had developed a strategy that will form the basis of the future interventions in Uganda. UNESCO's strategy will be reinforced by focal points who will participate in the debates and follow-up actions. As an NRA Agency, UNESCO's has been to follow through the various communications, and contribute as requested. UNESCO continues to be an active member of the UN Joint Programme on AIDS and took a lead role in strengthening education sector response to HIV and AIDS by focusing on upstream interventions, such as policy, strategic planning, curriculum and capacity development.

### ***Main activities and results achieved***

208. In **Education**, UNESCO's activities are fully aligned to Uganda's Education Sector Strategic Plan and identified in the UNESS. There are three programmatic priority areas: sector wide monitoring and evaluation, improvement of the quality of education through education for peace, and teacher management and development through teacher diagnostic study. A new Cap EFA project will be starting soon. UNESCO has initiated the country's first-ever national assessment of EFA and has finalized the HIV and AIDS education strategic plan.

209. In the field of **culture**, the participation of the Director of Culture from the Ministry in charge of culture at the workshop on "Implementation of the 2003 Convention on Safeguarding Intangible Cultural Heritage at national level" and the knowledge gained should facilitate putting the safeguarding intangible cultural heritage and implementation of the 2003 Convention at the national agenda. Within the context of the 1972 Convention, with financial assistance from Japan, UNESCO is providing technical and financial assistance for the reconstruction of the Tombs of Buganda Kings at Kasubi, which is on the "World Heritage List in Danger". Capacity was enhanced on World Heritage Nomination with Uganda presenting two draft nomination dossiers which are now being refined. Within the context of the Creative Cities Network of UNESCO, elaboration of a nomination file for the City of Kampala to the Creative Cities Network as a City of Literature is in progress.

210. In **Communication and Information**, Uganda has been supported in the development of free independent and pluralist media, reflecting the diversity of the society. The media landscape in Uganda is being assessed using the Media Development Indicators and a first consultative meeting was organized by the University of Makerere on the subject on 15 November 2012. The Makerere University, a Potential Centre of Excellence in Journalism Education was further supported in drafting a new curriculum for journalism education.

UNESCO contributed towards the reinforcement of community media capacities in Uganda to foster quality programming, pluralism, diversity and information for sustainable development. An assessment of Community Multimedia Centers was carried out in order to provide a framework supporting the community media in the country. As a follow-up, selected community radio stations' capacities were reinforced through the up scaling and strengthening of youth involvement in East Africa, including Uganda, to advocate and combat HIV and AIDS. The activity was carried out jointly between the UNESCO Office in Dar-es-Salaam and the UNESCO Office in Nairobi which contributed to enhance synergies in supporting community media in East Africa. Community radio editors and producers were also targeted in a separate training to build skills in digital radio programme production. In Northern Uganda the opportunities offered by the media, including new social media, as a vehicle for reconciliation, tolerance and intercultural understanding is being explored in encouraging interactive Community Media for a Culture of Peace and Non-violence. A draft toolkit for reporting on peace and reconciliation in Northern Uganda is under preparation.

## **RWANDA**

### ***UN involvement and Major developments***

211. UNESCO is Non Resident Agency (NRA) in Rwanda, but has an liaison antenna for the involvement of UNESCO within UNCT activities in the country. UNESCO has mobilized necessary funding to support the different related One UN activities in Rwanda in the area of Education, Science and Culture. UNESCO has been involved in the preparation of the upcoming Rwanda UNDAF 2013-2017 which is aligned to the second Rwanda medium term programme ERDPS.

212. UNESCO is a key member of the One UN Education Theme Group and has taken a lead role since 2008 in Outcome 3 subgroup 3 under Achievements (i.e. quality education). In this capacity, apart from coordinating the work of the sub-group comprising five UN agencies (UNICEF, UNIDO, UNFPA, WHO and UNESCO), UNESCO was the lead agency for two joint programmes with UNICEF: teacher management and development, and monitoring of learning achievements.

### ***Main activities and results achieved***

213. In **Education** UNESCO's activities were fully integrated into the CAP EFA 2012 and in line with Rwanda Education Sector Strategic Plan that contributes towards achievement of Vision 2020. The programme focused on literacy, improvement of the quality of education through teacher management and development, and monitoring of learning achievements. The major achievements include finalization of the first learning achievement report, finalization of the Adult Education Policy and Strategic Plan, and undertaking of the first collection of literacy data.

214. In **Culture**, the participation of the Director of Culture from the Ministry in charge of culture at the workshops on "Implementation of the 2003 Convention on Safeguarding Intangible Cultural Heritage at national level" and "strengthening capacities of African Universities in intangible cultural heritage" and the knowledge gained should facilitate putting the safeguarding intangible cultural heritage and implementation of the 2003 Convention at the national agenda. Within the context of the One UN in Rwanda and contributing to the Agaseke Project, UNESCO is implementing a project which is aimed at supporting women in

underprivileged communities in Kigali City, training them in textile weaving for income generation and preservation of traditional weaving skills.

215. In the area of **Natural Sciences**, UNESCO has been implementing the joint interventions on supporting the creation of a centre of excellence in biodiversity in partnership with UNECA. UNESCO has been supporting the National IHP committee for the implementation of the activities on assessment of water resources within the context of climate change. UNESCO provided technical and policy advice to the Rwanda Development Board in 2012 concerning the follow up activities on Promoting Industry–Academia Relationship and Entrepreneurship. The objective of this support was to offer an opportunity for stakeholders, comprising university leaders, policy makers, development partners, researchers and the private sector in East Africa to deliberate on how to exploit African's science technology and innovation to make it more relevant to national and regional economic growth; as well as providing youth with necessary soft and hard skills and tools to meet the dynamic needs of the private sector.

216. In **Communication and Information**, Rwanda has been supported through IPDC Projects in the development of free, independent and pluralist media, reflecting the diversity of the society in the country. The Rwandan Peace and Democracy Journalists Network has been supported in training for 25 journalists from different media houses on issues relating to democracy, good governance and peace in September 2012 in Kigali. Thirty women radio journalists have also been trained in Kigali in the design and production of radio programmes on girls education, adolescent and reproductive health for women, poverty eradication, violence against women and children and the role of women in decision-making bodies. The activity was carried out in cooperation with the Catholic University, School of Journalism, and Ministry in charge of information together with Rwanda National Commission for UNESCO. Community media's role for the development in Rwanda was reinforced through the up scaling and strengthening of youth involvement in East Africa, including Rwanda, to advocate and combat HIV and AIDS.

## **SOMALIA**

### ***Major development and UN involvement***

217. With the President, Cabinet and Parliament of the new Somalia National Government (SNG) now well established following the conclusion of the transition process in 2012, the operating environment in Somalia has transformed dramatically from January 2012; both national and international partners now privilege programming to strengthen early recovery and resilience. Further, the UN Secretary-General ordered a Strategic Review of UN presence/operations in Somalia in the 4<sup>th</sup> Quarter of 2012; its findings will inform a UN Security Council Resolution in early 2013 that will provide guidance for greater country-based UN effort with a clear view to national ownership. To meet the challenges and opportunities, UNESCO will build on its increased sectoral participation in UN frameworks in 2012, using its UCPD and UNESS programming documents to ensure the coverage of its mandate.

218. While at the start of 2012 the Organization was only present in coordinating bodies as a member of the Education Sector/Cluster, between Feb-August 2012 UNESCO became chair of the UN Youth Group, co-chair (with USA) of the Media Support Group, and Secretariat for the Environment Group, led by UNDP/UNEP. The Organization has also found significant donor and national support to create a Culture Support Group in 2013.

219. Further, the Programme for Education in Emergencies and Reconstruction (PEER) Coordinator is the designated UNCT Representative to the UN Information Group and has been called upon in 2012 by the Resident Coordinator's Office to function as Resident/Humanitarian Coordinator and Designated Official (Somalia) *ad interim*. This

broadening of UNESCO's involvement/leadership in UN planning processes has not only increased appreciation of UNESCO's added value among sister agencies and widened the scope for partnership, but it is also expected to result in new fund mobilization and programming in 2013.

### ***Main activities and results achieved***

220. While the financial situation has left the Organization without presence on the ground in the country since end March 2012, close collaboration with Regional Office and the new emphasis on a programme approach in Somalia using the UNESS and UCPD has nonetheless allowed PEER to expand the scope of UNESCO's engagement.

221. In 2012, PEER and the UNESCO specialist in Regional Office jointly drafted a 2013-2015 UCPD for the country.

222. In **Education**, in consultation with the then Transitional Federal Government's Ministry of Education, Somali Education Cluster Group and PEER, UNESCO developed its first UNESS for Somalia in 2012 that identified three areas of comparative advantage: sector-wide policy and planning; quality improvement through teachers; and literacy and non-formal education. As one of ED sector's 18 Priority Countries, special support from Emergency Fund has been provided, which will focus on sector-wide policy and planning. The implementation will commence in 2013. Partnership was developed with UNICEF Somalia in order that the UN could form a joint assistance framework to support long-term reconstruction and development of the country.

223. In **culture**, the participation of the Director of Culture from the Ministry in charge of culture at the workshop on "Implementation of the 2003 Convention on Safeguarding Intangible Cultural Heritage at national level", and the knowledge gained should facilitate putting the safeguarding intangible cultural heritage and implementation of the 2003 Convention at the national agenda.

224. In **Communication and Information**, UNESCO is playing a key role as co-chair of the Somalia Media Support Group in advocating for a free, independent and pluralist media, reflecting the diversity of the society. The Somalia Media Support Strategy was drafted and endorsed by international stakeholders focusing on a system of regulation conducive to freedom of expression, professional capacity building for the media and capacity building for audience responsive media. Community media has also being supported to foster quality programming, pluralism, diversity and information for sustainable development. Humanitarian information flow has been strengthened in Somalia and among Somali displaced communities in support to the setting up of a community radio station in the Dadaab Refugee Camp. Women in Somalia have also been supported to set up a community radio station in Mogadishu.

225. In **science**, UNESCO is the Secretariat for the Environment Group, led by UNDP/UNEP. Following the Horn of Africa drought crisis in 2011, UNESCO has been implementing the national component of the regional project on strengthening capacity to combat Drought and Famine in the Horn of Africa: Tapping groundwater resources for emergency water supply. UNESCO partnered with FAO for the implementation of the different activities essentially on studies on groundwater for emergency situation and adaptation strategies to climate change and capacity building. UNESCO in partnership with UNDP presented a joint paper delivered at the Second Istanbul Conference on Preparing Somalia's future Goals for 2015, which was attended by the UN Secretary General and other bi-lateral and multi-lateral development partners.



## UNESCO Office in Windhoek

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### ANGOLA

226. Angola continues to make significant progress in economic and political terms, with exceptionally high rates of reconstruction. The country celebrated the tenth anniversary of the signing of the Peace Accord in April 2012 and went on to hold successful Presidential and Parliamentary elections in November. The country is keen to play a stronger role in matters of peace building in Africa, drawing from its own experience. There is marked evidence that the country is aware of its developmental challenges and is addressing these in a focussed manner. Developments in this regard include the request for an enhanced cooperation programme between Angola and UNESCO, following an official visit by the UNESCO Director General. The drafting of the said enhanced cooperation programme has been on-going in the second half of 2012 and is expected to be officially launched in 2013.

#### **Key achievements**

227. **Education (ED):** Angola continues to implement the Master Plan for Teacher Education (*Plano Mestre de Formação de Professores em Angola*) which sets eight target areas for action in the period of 2008 to 2015. UNESCO continues to work with Angola guided by the said plan. Results induced so far include: (i) Finalization of the National Qualification Framework for Teachers; whose harmonization with Higher Education is going to be strengthened in 2013. (ii) Completion of the ESD needs assessment and commencement of the development of a national ESD strategy; and (iii) the INFQ implemented initiative on 'Girls in Science', aimed at showing how to overcome stereotypes and preconceptions that hamper girls' enrolment and interest in scientific studies.

228. The HIV, TB and Malaria Education Sector National Strategic Plan was reviewed and validated and publication will take place in the first quarter of 2013. Eight modules of the Teachers Training Manual on Reproductive Health, Sexuality Education and Life Skills were developed, and their validation, dissemination and roll out are to take place during the first quarter of 2013.

229. **Natural Sciences (SC):** The year saw Angola's increased awareness of the regional perspective of the annual floods in Namibia. Agreement has been reached to address the flood issues in Namibia with the participation of the regional neighbours including Angola. Also during the year Angola made public her intention in developing a Centre of Excellence for Science. UNESCO plans to accompany Angola in this initiative.

230. **Culture (CLT):** Groundwork for the ratification of the 1954, 2001, 2003 and 2005 Conventions have been on-going in 2012. The activities in this regard have already set the basis for successful implementation of the said Conventions. Angola is thus positioning itself to fully benefit from the safeguarding of intangible heritage as well as prevention and combating the illicit traffic of cultural objects. The preparation of the World Heritage nomination file for the site of M'banza Kongo has been on-going during the year with specific activities such as: a more comprehensive archaeological research as well as preparation of the site's cartographic documentation.

231. **Communication and Information (CI):** Continuing from work on Open Access that was on-going in 2011, Regional Information Society Action Plans have been adapted in 3 regions in Angola aimed at strengthening information policies and strategies, reinforce information access centres and improve access to diversified information and knowledge to empower rural communities. Support has also been provided on reinforcing rural school Libraries in Angola as they are important access points to resources in rural areas.

232. **Multi-sectoral initiatives:** Within the context of the Capacity Development for Education for All (CapEFA) assessment in Angola, and as a joint CI and ED undertaking, UNESCO is applying the ICT Competency Framework for Teachers to assist governmental institutions to assess the current situation, raise awareness and build capacity with regards to defining national ICT competency standards.

#### ***UNCT and common country programming:***

233. The UN system's interventions under the current UNDAF (2009-2013), extended until 2014, focussed on capacity development and advocacy, the cornerstone of the UN programmes within the UNDAF.

234. Angola is one of the 50 countries identified for undertaking national consultations on the post-2015 Agenda. In the second semester of 2012 the UNCT launched this exercise, to be concluded by March 2013, meant to facilitate an inclusive national consultation process where all stakeholders' views are part of the post-2015 development agenda in Angola.

235. In education, the good collaboration with UNICEF continues, with joint support to important policy initiatives of the Government and the Education Steering Committee meetings were held regularly (10 meetings in 2012), coordinating intervention in the education sector, sharing experiences between government, UN and CSO.

#### ***Challenges***

236. Difficulties exist to engage fully as a Non Resident Agency (NRA) in joint planning and programming processes, beyond UNDAF review and reporting. Due to the 2012 elections, availability of implementing partners, approval of strategic documents by the Government was delayed. Some change of leadership and management following the elections; however these have not particularly affected the sectors more relevant to UNESCO's work.

### **LESOTHO**

237. The New National Strategic Development Plan (NSDP) covering the period 2012 – 2016 provided the framework via which the government addresses current challenges. The NSDP covers four priorities: (i) accelerate shared and sustainable economic growth, ensure employment creation, and protect the vulnerable; (ii) address the HIV/AIDS epidemic; (iii) foster good governance to improve public sector delivery; and (iv) improve the quality of life by promoting human development. UNESCO together with other UN agencies cooperated with the government in the development of the NSDP. A major milestone during 2012 was the successful free and fair parliamentary election, ushering in continued peace and stability. The challenges of unemployment and low human development are however still a reality in Lesotho.

#### ***Key Achievements***

238. **Education (ED):** The year saw the first steps of curriculum reviews and a review of the teacher policy following the completion of an extensive comprehensive diagnostic study of the situation of teachers (reported on in the 184 EX/4 Addendum).

239. An ICT in Education Action Plan was developed for Lesotho College of Education (LCE). A strategy to guide establishment of the ICT Hub in the new Library Building was developed as well as the design of a sustainable and stable hosting solution for a Learning Management System (Moodle). A Student Portal and a Digital Library Management System were launched. Implementation of a pilot to develop e-learning courses for LCE, harnessing OER as appropriate is in progress. Identified staff members of LCE were enrolled in the Commonwealth Certificate for Teacher ICT Integration (CCFTI).

240. For the National University of Lesotho (NUL), Faculty of Education, the design of a sustainable and stable hosting solution for a Learning Management System (Moodle) was initiated and the implementation of a pilot to develop e-learning courses for the Faculty, harnessing OER as appropriate was launched.

241. The “Teacher Organization Responding to HIV and AIDS in Lesotho” (TOREHA-Les) as well as the network of young people living with HIV, Young Positive Generation of Lesotho (YPGOL) continues to function well. The revision of Life Skills Education Curriculum to incorporate comprehensive sexuality education, development of Life Skills, sexual and reproductive health and HIV and AIDS education manual in the pre-service teacher training curriculum with LCE were undertaken guided by the Education Sector Policy on HIV and AIDS.

242. The Lesotho RCE in ESD was acknowledged by UNU-IAS, with the support of UNESCO and SADC-REEP, and it is housed at NUL. The Constitution of the Environment and Sustainability Education Network of Lesotho was endorsed, thereby providing an operational framework to the Lesotho DESD Task Team.

243. **Natural Sciences (SC):** In its effort in contributing to the global progress of Africa adopting open software and making ICT accessible to all, UNESCO launched the Hydro Free and/or Open-source software Platform of Experts (HOPE). HOPE provides an alternative to commercial specialized engineering software in the field of hydrology (e.g. Water resources, rivers and groundwater; water modeling, wastewater treatment). Most software applications are not affordable for low and middle-income economies. Lesotho is actively participating in the development of this programme and will draw immediate benefits in improving relevant engineering curricula in the country.

244. **Culture (CLT):** UNESCO extended support to Lesotho in assessing the current situation of the Department of Culture (DoC) in the Ministry of Tourism, Environment and Culture (MTEC) at the request of the Honourable Minister. Suggestions were provided for improvement on specific issues related to programming, implementation and Monitoring and Evaluation (M&E). The process of reinforcing the application of the normative frameworks based on UNESCO Cultural Conventions continues. In 2012 it focused on the 1970 Convention dedicated to prevention and combating the illicit traffic of cultural goods. Lesotho representatives of the MTEC and the law-enforcement agencies participated in the sub-regional coordination initiatives, aimed at reinforcing national system of prevention of cultural goods illicit traffic.

245. **Communication and Information (CI):** Journalists who were trained in election reporting in 2011 performed well in their reporting during the 2012 parliamentary elections. The Mafeteng Community Radio Station was established in Mafeteng, Lesotho. This was through the International Programme for Communication Development (IPDC). This is a milestone as this is the first and only community radio station in the country. Within the framework of the Swedish International Development Agency (SIDA) funded project, 28 volunteers were trained to provide quality radio programming at the Mafeteng Community Radio Station. The radio station undertook a needs assessment and also carried out a survey on the listeners’ habits of the community in Mafeteng.

246. **Multi-sectoral initiatives:** With regard to capacity building and linked to UNESCO’s activities of the education sector, the office has provided support to the development of institutional policy guideline for network of higher education institutions in order to make scientific information available through the Open Access Repository.

### ***UNCT and common country programming***

247. 2012 marked the transition from the current (2008-2012) to the new UNDAF (2012-2016). UNESCO continues to contribute to the new UNDAF outcomes: (i) UNDAF Outcome 1: Capacity strengthened to sustain universal access to HIV prevention, treatment, care and support, and impact mitigation (ED); (ii) UNDAF Outcome 2: Improved and expanded equitable access to quality basic health, education and social welfare services for all (ED, CI); (iii) UNDAF Outcome 3: Increased employment, household security; and (iv) enhance national resources and environmental management (CLT, SC). UNESCO fully participates in the UNDAF (2013-2017) programming as well as yearly work planning, closely aligned to the development of the new National Strategic Development Plan as described above.

### ***Challenges***

248. There is a new team in place in Lesotho following the parliamentary elections. This presented UNESCO with the need for focusing on developing and strengthening the cooperation with the new leadership in UNESCO's areas of competence. The new leaders include new Ministers in the Ministries of Education and Culture; and also a new Secretary-General of the Lesotho National Commission. The transition is progressing smoothly.

## **NAMIBIA**

249. Namibia continued to be politically stable and succeeded in addressing the ills brought about by the world-wide economic problems, including reduced revenues from SACU. The country was reclassified as an upper middle income country. Notable country achievements in 2012 included the completion of a new National Development Plan (NDP-4) covering the years 2013 – 2017; reduction of the GINI coefficient from 0.74 to 0.54; and strengthening of government's commitments to providing free primary education. Youth unemployment continues to be a major challenge facing the country.

### ***Key Achievements***

250. **Education (ED):** The Education and Training Sector Improvement Programme (ETSIP 2005-2020), whose first phase will be ending in 2013, continues to be an overall framework for educational development in the country. 2012 saw the completion of the UIS led Data Quality Assessment Framework, officially validated by the Ministry of Education and whose recommendations will constitute the basis for the development of an action plan for data quality improvement. Moreover, the minimum standards for ECCE centres were developed, pilot tested and officially launched during the celebration of the EFA Global Action Week; learning and teaching support materials on HIV and AIDS (supported by the EDUCAIDS programme) was adopted; and the National Task Force on School Health established.

251. ODL and ICT in education policies were reviewed by the Ministry of Education supported by UNESCO in collaboration with the Commonwealth of Learning (COL). This was based on the MIL survey and with special focus on teachers' professional development. An Environmental Education (EE) course for out-of-school youth using mobile technology has been developed by the Polytechnic of Namibia (PoN) with UNESCO support and a first intake of students has already benefited from the course.

252. In addition, decisions to further resourced free primary education were taken by the Ministry of Education, following a UNESCO supported study, which analysed the issue of free education and made relevant recommendations.

253. **Natural Sciences (SC):** In the aftermath of the devastating floods in 2011 in, UNESCO supported the Namibian Authorities to identify the overall types of collaborative UNESCO programmes to enhance Namibia's capacity to forecast, manage, and mitigate flood disasters. A workshop held in May 2012, in Windhoek in May 2012 led to the preparation of a

roadmap for flood management based on a comprehensive capacity building programme for all levels: national, regional and local. The Office of the Prime Minister has subsequently constituted a steering committee to guide the implementation of the roadmap. Implementation commenced in December 2012, and the official launch will be in the early part of 2013. Namibia is also progressing well with the establishment and functioning of the National Research Council. Agreement has been reached for UNESCO to accompany Namibia in the further development of the Council, following mission from the Science Policy Division from UNESCO Paris in September 2012. Work in this regard will continue in 2013.

**254. Social and Human Sciences (SHS):** Major achievements in the SHS sector included the successful completion of the MDG-F joint programme in Gender Equality. UNESCO delivered its part in this programme. Through the programme Namibia was able to review various policies with respect to their gender-specific contents, and revisions and updates adopted. Vulnerable youths were also trained in various skills for income generation. A particularly successful aspect of UNESCO's contribution in the MDG-F Gender Equality joint programme is that several of the participants in the livelihood and skills training proceeded to launch their own income generation activities.

**255. Culture (CLT):** Namibia achieved significant progress in the development of inventories of intangible cultural heritage (ICH). For instance, some 150 individuals from 9 different communities throughout Namibia participated in the ICH identification, inventorying and safeguarding related activities. The country also successfully completed and submitted a World Heritage (WH) nomination file for the Southern Namib Sand Sea. Implementation of the MDG-F joint programme in cultural tourism continued at the ten selected pilot sites with mixed progress. Similar to the Gender joint programme several tangible benefits have already occurred. The actual achievement of the programme will however be reported on after the end of programme evaluation scheduled for early 2013.

**256. Communication and Information (CI):** Namibia is consolidating the Namibian Community Radio Network within the IPDC framework. Effective Community Media structures and policies have been put in place. Through AFRICA-UK: Journalism Education Exchange Network programme, the Polytechnic of Namibia has continued to strengthen its position as one of UNESCO's potential centre of excellence offering high quality journalism education to aspiring and working journalists. There are particular emphasis with regard to the fields of Gender in the Media, and Journalism and Communication Technology in the country

**257. Priority Gender Equality:** The Gender Theme Group of the UNCT continued to be very active in ensuring that gender issues are mainstreamed in UNCT programming. UNCT programming continues to make appropriate use of the 'Gender Score Card'. Mention has already been made of the MDG-F Gender joint programme which was completed in the course of 2012. The evaluation of this programme was also completed. The overall assessment was that the programme was successful in not only raising awareness of gender equality issues, but also instrumental in getting several gender policies revised and updated. The programme itself emphasized gender equality in its interventions; for instance there was complete gender balance among the participants in the skills training for income generation.

#### ***UNCT and common country programming***

**258.** The UNESCO Windhoek office continued its full engagement in the work of the Namibian UNCT. The Director of the UNESCO Windhoek completed the interim appointment as the interim UN Resident Coordinator in Namibia in January 2012. UNESCO was also designated the convener for the Institutional Environment and Monitoring and Evaluation Pillar for the development of the new UNDAF.

## **Challenges**

259. Shortage of staff continues to plague the office. With the field network reform, education and culture staff in UNESCO Windhoek were in charge of coordinating programming in the southern Africa Region in addition to work in the cluster. The CI Advisor was reassigned to Nairobi.

## **SOUTH AFRICA**

260. South Africa continued being the economic leader in the Southern Africa region, and in Africa as a whole. The country continued to host major international events, and 2012 saw the holding of the Africa launch of the education for All (EFA) Global Monitoring Report in SOWETO; and the African Celebrations of the 40<sup>th</sup> Anniversary of the World Heritage Convention in Johannesburg. The year also saw the publication of the Country's National Development Plan, designed to guide the implementation of development initiatives for the next five years. Major developments in the country include the launch of an extensive infrastructure development programme, which is expected to address the serious youth unemployment problem. Extensive opportunities for increased cooperation between South Africa and Angola continue to exist.

## **Key achievements**

261. **Education (ED):** The Government, civil society, and the private sector continue to fully embrace the call for Education for All (EFA), and are spearheading initiatives in EFA. The African launch of the 2012 edition of the EFA Global Monitoring Report 'Youth and Skills – putting education to work' was hosted by the Department of Basic Education, in the presence of the Special Adviser to the UN Secretary General on Post -2015; and with the participation of Government and civil society representatives from the whole region. The African Regional EFA Coordination Meeting was held back to back with the GMR Launch, with the support of important partners and saw the representation from Ministries of Education of Sub-Saharan countries and their key regional partners in the field of education. The meeting reviewed the current status of EFA in the region and the EFA coordination mechanisms for Sub-Saharan Africa and recommended ways for strengthening those; contributed to the elaboration of an EFA National, Regional, Global Acceleration Strategies and Frameworks 2013-2015; made recommendations for the Post 2015 Education Development Agenda.

262. The application process for the RCE establishment for the Gauteng node (South Africa) has been launch and led by the University of South Africa (UNISA) in partnership with UNESCO and SADC-REEP. Efforts have been initiated to address the importance of reporting the science of climate change in consultative fora organized in collaboration with the Tshwane University of Technology (TUT) and the Applied Centre for Climate and Earth Systems Science (ACCESS). Main objective is to appreciate key risks to Southern Africa, national and regional response strategies, and on how best to communicate the science and the national response to the general public.

263. UNESCO in collaboration with its national implementation partner for the South Africa Climate Change Education for Sustainable Development (CCESD) programme, the South African National Biodiversity Institute (SANBI) has initiated the adaptation of generic materials such as the in-service teacher training course, curriculum modules on CCESD and others to the contexts and needs of South Africa.

264. **Natural Sciences (SC):** The FETWATER programme continues to be a major cooperation initiative between South Africa and UNESCO. Phase III of the programme was approved during the year with the official launch scheduled for 2013. The capacity building initiative in Science, Technology and Innovation Policies for the SADC Region, that was under discussion in 2011 became a reality in 2012 South Africa together with Australia funded the programme for training government officials from all SADC countries in STI policy

formulation and implementation. The programme continues in 2013. Work is on-going for the establishment of either a Category I or Category II Centre dealing with Natural Resources and Climate Change. Here also major progress is expected to be made in 2013.

**265. Social and Human Sciences (SHS):** A direct consequence of the successful activities under the African Coalition of Cities against Racism and Discrimination has been the launch of a multi-sectoral initiative for a comprehensive advocacy strategy to address issues of social cohesion, tolerance, hate crimes, racism, discrimination and xenophobia. The strategies are tailor made for specific audiences so as to maximise on the effectiveness of delivery of information and to allow for a large scale audience. The Strategy is for: Reorienting teacher education for the integration of values, citizenship and human rights.

**266. Culture (CLT):** South African experts participated in the sub-regional activities dedicated to the prevention and combating the illicit traffic of cultural goods by bringing the invaluable SA expertise and examples in cooperation between the national culture sector and law enforcement agencies. Strong and continuous cooperation with the African World Heritage Fund (AWHF) brought forward several initiatives on strengthening of human resources in the field of World heritage (WH) conservation and management (training courses on WH nominations e.g.) as well as conferences and workshops dedicated to the relationship between WH sites and the mining sector as part of the activities dedicated to the 40<sup>th</sup> anniversary of the WH Convention.

**267. Communication and Information (CI):** Five radios stations, namely: Atlantis FM, Bush Radio, Jozi FM, Riverside Radio and Valley FM have been participating in the UNESCO- SIDA funded project on empowering local radios with ICT's, human and technical support. Two other community radio stations (Alex FM and Kasie FM) have commenced the production and airing programmes on peace building that address the immigration challenges. These programmes are intended to educate South African local communities to understand the reasons behind the presence of foreign nationals in the country and acknowledge that they can co-exist. This is also to reduce issues such as the xenophobic deaths which happen in local communities, in informal settlements and townships.

### ***UNCT and common country programming***

268. The work on re-defining and focusing the cooperation between South Africa and the United Nations was intensified in 2012 with the completion of the United Nations Strategic Cooperation Framework (UN-GoSA SCF). This redefinition was recommended by the 2009 UNEG Country Led Evaluation on the UN work in South Africa. The agreed-upon areas of cooperation are: (i) Inclusive growth and decent work; (ii) Sustainable development; (iii) Human capabilities; and (iv) Governance and participation. The strategic document is expected to be signed in the early part of 2013, and the corresponding results Matrices completed. UNESCO is in dialogue with the sister agencies and national counterparts in defining UNESCO's participation in the various clusters of cooperation.

### ***Challenges***

269. The major challenge faced by UNESCO in South Africa continues to be that of being a non-resident agency. UNESCO does not always participate in UNCT initiatives call at short notice. The challenge of not having a substantive Secretary-General of the National Commission has been partly overcome with the appointment of an Acting Secretary General. The process of recruiting a substantive Secretary General was on-going in 2012.

## **SWAZILAND**

270. Swaziland continues to feel the reduction in revenues from the Southern African Custom Union (SACU) as a result of the worldwide financial crisis. There were strikes by teachers and nurses during the year. The efforts of the government at addressing the crisis

were visibly yielding results by the end of 2012. In fact a positive demonstration was given during the meeting of the International Teachers Task Force in Windhoek, Namibia (November 2012); when Swaziland pledged to financially support some aspects of the Task Force's work. The improving environment was favourable to the implementation of several UNESCO-Swaziland cooperation initiatives.

### **Key Achievements**

271. **Education (ED):** Within the framework of UNESCO support to EMIS capacity development in the SADC region, Swaziland conducted a Data Quality Assessment Framework whose recommendations were officially validated and will constitute the basis for the development of an action plan to strengthen EMIS and capacity in data collection and use.

272. The Education Sector policy is now in place. Curriculum review undertaken responds to the Education Sector Policy. It allows the learner to complete primary education using the modular approach which is presented in five levels. After completing the modules or levels the learner can write a primary exit examination that will allow him or her to register with secondary education or can enrol with the vocational section of the Institution. A reorientation into the non-formal approach to teaching and learning is emphasized in the aligned curriculum. The non-formal primary education curriculum has five levels as opposed to the seven grades in formal primary school. The volunteer teachers will, receive orientation in the approaches and levels in a two weeks training.

273. The country has adopted comprehensive education sector responses to HIV/AIDS through the formulation of the National Education Policy with provisions pertaining to HIV/AIDS mainstreaming, the establishment of an Education Sector Workplace Programme on HIV/AIDS, and the introduction of a new subject on Guidance and Counselling in the school curriculum. The National AIDS Council has developed national quality standards for the delivery of age-specific HIV prevention programmes among young people. Education for Sustainable Development (ESD) is now an integral part of Swaziland's Education and Training sector policy.

274. **Natural Sciences (SC):** Following up from the comprehensive Swaziland's Science, Technology and Innovation Policy Review completed in 2011, the country proceeded in 2012 to launch work for the establishment of an appropriate Research Council. UNESCO will accompany Swaziland in this endeavour in 2013.

275. **Culture (CLT):** In October 2012, Swaziland ratified 1970, 2003 and 2005 Conventions as a direct result of a successful process of consultations with the Swazi Parliament conducted by the Windhoek office. A JFIT financed fund-in-trust project for the development of a parental manual for promoting positive parenting and use of culture in addressing the HIV and AIDS pandemic was successfully initiated in February 2012.

276. **Communication and Information (CI):** The Media Complaints Commission has been launched and progress is being made in its work. To improve access to information in the country, UNESCO supported the reinforcement of a network of libraries and information access centres. These include the National Library, University Library and Parliamentary Library and the Swaziland Development Information Centre (SDIC) which are centres of education and learning.

### **UNCT and common country programming**

277. Work continued with the implementation of the UNDAF (2011 – 2015). UNESCO continues to engage with the UNCT in Swaziland. Contributions were made to the outcome pertaining to strengthened and intensified multi-sectoral response to HIV and AIDS (Outcome 1) through the EDUCAIDS and Culture Sector activities. Outcome 4 pertaining to



improved access to basic social services especially for vulnerable/ disadvantaged groups was also addressed through interventions in the Education Sector.

### **Challenges**

278. UNESCO faced challenges in participating efficiently in joint UN initiatives in the country due to its non-resident status in Swaziland. The effects of this are however reduced via the strong cooperation with the National Commission of Swaziland as well as specific areas of cooperation with the UN Country Team. The fiscal problems continue to pose challenges for programme funding and delivery. UNESCO (Windhoek Office) tries to mitigate the challenge by systematically including Swazi participants in any of the sub-regional initiatives, thus maintaining a satisfactory level of continuity in the relevant sectors.

## **UNESCO Office in Yaoundé**

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### **CAMEROUN**

#### **Education**

##### **Principales réalisations :**

. **Stratégie sectorielle de l'Éducation et Processus PME :** L'UNESCO et l'UNICEF assurent le rôle de co-Chef de file des Partenaires Techniques et Financiers dans le processus d'élaboration de la stratégie sectorielle de l'éducation du Cameroun et de préparation du dossier à soumettre au financement du fonds PME (53 millions USD) en Août 2013.

. **Alphabétisation et Education Non Formelle :** Le Bureau apporte son appui technique et financier dans le processus d'élaboration d'une politique nationale de développement de l'Alphabétisation et de l'Education Non Formelle au Cameroun. Le diagnostic de la situation incluant les aspects de collecte et de traitement des données du sous-secteur, à intégrer dans le Système d'information et de Gestion de l'Éducation (SIGE) a été validé en décembre 2012 par les Autorités nationales.

. **Éducation inclusive :** Appui technique et financier, en étroite collaboration avec la Chaire UNESCO de Buea, aux Ministères de l'Éducation et des Affaires sociales, dans l'élaboration et la validation des Termes de Référence et du protocole d'étude diagnostic sur la situation de l'éducation inclusive au Cameroun.

. **Santé de la reproduction / VIH et Sida :** Après le développement des didacticiels d'autoformation, le Bureau a aidé techniquement et financièrement le pays, avec les appuis financiers du Gouvernement Japonais, de l'OFID et d'ONUSIDA, à produire des émissions radiophoniques de formation des enseignants et à renforcer les capacités des autorités administratives et pédagogiques pour l'opérationnalisation de l'autoformation des enseignants. Les dites formations sont en cours dans le pays.

##### **Leçons apprises / Défis :**

Le rôle de Chef de file des partenaires techniques et financiers (PTF) dans le processus du PME est rendu difficile par le fait que les fonds alloués par le PME pour soutenir des activités placées sous la supervision du Chef de file, sont versés à la Banque Mondiale qui exécute directement les dépenses y compris la contractualisation des Consultants. La Banque n'ayant pas trouvé de mécanismes pour reverser les fonds à l'UNESCO ni à l'UNICEF. Cette question devra faire l'objet d'échanges avec le PME pour éviter la confusion dans les rôles et fonctions des PTF.

## Sciences

### *Principales réalisations :*

**Appui au Centre d'Excellence en Micro sciences (CEM) de Yaoundé** (coopération ED/SC) : Par cette activité, le Bureau a appuyé le CEM de Yaoundé en vue de la constitution d'un dossier de demande de transformation en un Institut/Centre de Catégorie II de l'UNESCO. Un état des lieux exhaustif du CEM par consultation et lors d'un séminaire réunissant une vingtaine d'experts est en cours, pour identifier les forces et les faiblesses du Centre et arrêter une Feuille de route consensuelle. Cet exercice a bénéficié d'une bonne collaboration intersectorielle dans des conditions budgétaires difficiles (4000 US\$) qui n'ont pas permis d'atteindre tous les résultats.. **Formation des journalistes et animateurs des radios communautaires du Cameroun sur le Changement climatique** (coopération CI/SC) :

Dans le cadre du Programme d'approche intégrée et globale d'adaptation aux changements climatiques (PACC) du Cameroun, en collaboration avec le PNUD, les secteurs SC et CI ont renforcé les capacités des journalistes (une vingtaine) et animateurs de radios communautaires (environ 25) en matière d'adaptation aux effets néfastes des changements climatiques. L'activité a été organisée sous forme de séminaires/ateliers de formation des journalistes des principaux organes de la presse écrite et audio-visuelle et des animateurs des radios communautaires choisis en fonction des 5 zones agro écologiques du Cameroun. Un suivi des activités sur le terrain a permis de donner un appui de proximité à 10 radios communautaires en prenant en compte les spécificités locales pour une plus grande résilience.

### *Leçons apprises / Défis :*

Les COMNAT des 3 pays du Cluster réunis à Yaoundé en septembre 2011 ainsi que les experts de l'éducation de la Communauté des Etats de l'Afrique Centrale (CEEAC) réunis à Douala en 2012 ont montré leur intérêt en faveur de la création d'un Centre régional qui serait un Institut de catégorie II de l'UNESCO dans le domaine des micro sciences. Un des défis majeurs reste cependant l'engagement des politiques de l'espace CEEAC en faveur de cette initiative.

En ce qui concerne la formation des journalistes et des animateurs de radios communautaires au Changements climatiques le déficit de données à jour sur les changements climatiques ainsi que l'accès à des documents sectoriels/ pays sur le thème constituent des défis à relever (Projet Changement climatique et ESD). En règle générale, le secteur science souffre ici comme ailleurs d'un déficit de financement des activités en faveur de la science tant au niveau des PTF que des pays eux-mêmes. Le lancement d'un appel pressant aux décideurs et aux PTF en faveur de la science pour le continent africain serait une initiative salutaire.

## Culture

### *Principales réalisations :*

**. Célébration du 40ème anniversaire de la Convention de 1972** : Dans le cadre de l'appui à la réalisation de l'état des lieux des sites du patrimoine mondial, des négociations ont été entreprises auprès du ministère de tutelle, le Ministère des Arts et de la Culture, en vue de l'organisation d'un atelier de réflexion sur la « Revalorisation des priorités d'inscription des sites culturels du Cameroun sur la Liste du patrimoine mondial ».

**. Promotion des expressions artisanales, dans le cadre de la prise en compte de la Culture dans le développement durable :**

Les réalisations majeures dans ce cadre sont : d'une part l'organisation par le Ministère des Petites et Moyennes Entreprises, de l'Economie Sociale et de l'Artisanat des « Journées

portes ouvertes de l'artisanat de la Région du Centre du Cameroun », et d'autre part la tenue d'un Atelier de formation des jeunes dans les métiers du cinéma, en appui à la célébration de la 16ème édition du festival international ECRANS NOIRS.

#### ***Leçons apprises / Défis :***

Cette activité avait pour ambition de faire l'état des lieux des sites culturels du Cameroun en vue de multiplier les propositions d'inscription des sites du Cameroun sur la liste du patrimoine mondial. Le Ministère n'a pas réagi à la proposition de l'UNESCO pour la mise en œuvre de l'activité.

Les campagnes de sensibilisation /promotion de la convention de 2005 à travers des formations destinées aux artisans et aux jeunes ont permis une meilleure prise en compte de la culture dans le développement durable.

#### **Communication/Information**

##### ***Principales réalisations :***

. **Projet des Radios communautaires du Programme Villages du Millénaire du Cameroun (PMVC) :** Dans le cadre du Programme Villages du Millénaire du Cameroun, deux radios communautaires ont été installées à Maroua 1er (Extrême Nord) et Meyomessi (Sud). La stratégie utilisée a consisté à mobiliser les communautés autour du Programme "Village du Millénaire", mettre en place les comités de gestion, acheter des équipements de production, de diffusion, ainsi que les équipements de télé-centres, former les gestionnaires, animateurs et techniciens, appuyer la production des premières émissions. Au total, les deux radios communautaires ont été installées et diffusent sur un rayon de 70 km. Une équipe a été formée à la production et la diffusion des émissions pendant un an, sur les OMD, le Document de Stratégie pour la Croissance et l'Emploi (DSCE) et la Décentralisation. La stratégie de communication et information du Programme a également été mise en œuvre (bulletin mensuel, semestriel, plaquette, panneaux, affichette).

En outre, dans le cadre de la mobilisation des ressources extrabudgétaires, le Secteur CI a développé un projet d'Appui au Développement local à travers les radios communautaires (5 802 550\$). Ce projet vise le développement des communautés à travers les médias locaux et la réduction de la pauvreté à travers des émissions de radio spécifiquement adaptées au développement local, en cohérence avec le DSCE, qui prône un accès élargi à l'information et aux connaissances pertinentes, ainsi que l'amélioration de l'environnement de la liberté d'expression.

#### ***Leçons apprises / Défis :***

L'expertise de l'UNESCO dans le développement des projets d'implantation des radios communautaires est reconnue ; les actions entreprises en 2012 ont permis à l'UNESCO d'occuper une place centrale dans la mise en œuvre du projet conjoint des Agences des Nations Unies intitulé « village du millénaire ».

## **REPUBLIQUE CENTRAFRICAINE**

### **Education**

#### ***Principales réalisations***

. **Stratégie sectorielle de l'Education et Processus PME :** L'UNESCO assure le rôle de Chef de file des Partenaires Techniques et Financiers (PTF) dans le processus d'élaboration de la stratégie sectorielle de l'éducation de la RCA et de préparation du dossier à soumettre au financement du fonds PME ( 19 millions USD).

. **Santé de la reproduction / VIH et Sida :** Appui technique et financier au développement des didacticiels d'autoformation et des émissions radiophoniques de formation des

enseignants, grâce aux apports financiers du Gouvernement Japonais et d'ONUSIDA. Les formations sont en cours dans le pays.

. **Education à la paix** : Grâce aux Peace Bulding Funds (PBF), l'UNESCO a apporté son appui au développement des outils pédagogiques de formation des enseignants (didacticiels d'autoformation et émissions radiophoniques). Les formations seront lancées après l'amélioration de la situation socio-politique dans le pays.

### ***Leçons apprises / Défis***

Le rôle de Chef de file des PTF dans le processus du PME est rendu difficile par le fait que les fonds alloués par le PME pour soutenir des activités placées sous la supervision du Chef de file, sont versés à la Banque Mondiale qui exécute directement les dépenses y compris la contractualisation des Consultants. La Banque n'ayant pas trouvé de mécanismes pour reverser les fonds à l'UNESCO ni à l'UNICEF. Cette question devra faire l'objet d'échanges avec le PME pour éviter la confusion dans les rôles et fonctions des PTF.

L'utilisation des TIC, notamment les émissions radiophoniques dans le cadre de la formation des enseignants, sur des thématiques aussi sensibles que le VIH et l'éducation à la paix, permet non seulement de toucher un plus grand nombre d'enseignants, mais également de porter l'information au-delà de la cible. Une approche très favorable à une sensibilisation de masse auprès de la population.

## **Culture**

### ***Principales réalisations***

. **Célébration du 40ème anniversaire de la Convention de 1972** : Les autorités gouvernementales ont marqué leur accord de principe sur la proposition d'organisation d'une évaluation de l'état de conservation du site de Manovo Gounda St Floris. Deux départements ministériels se sont impliqués.

. **Promotion des expressions artisanales, dans le cadre de la prise en compte de la Culture dans le développement durable** : Le Ministère de la Culture a organisé une exposition pour la promotion des Expressions artisanale de la République Centrafricaine et le Secteur a appuyé l'édition et la diffusion de supports CD et de contes contribuant ainsi à la promotion du rôle de la culture dans le développement durable grâce aux industries créatives et culturelles.

### **Leçons apprises et défis :**

Les campagnes de sensibilisation /promotion de la convention de 2005 à travers des expositions sur les expressions artisanales ont permis une meilleure prise en compte des industries culturelles dans le cadre de la prise en compte de la Culture dans le développement durable.

## **Communication/Information**

### ***Principales réalisations***

. **Projets des Radios communautaires pour la réconciliation nationale et le dialogue intra- et intercommunautaire** : Dans le cadre du renforcement du processus de réconciliation nationale et l'instauration d'une culture de la paix, l'UNESCO a réalisé l'installation des Radios Communautaires à Kaga-Bandoro, (Nana-Gribizi), Sam-Ouandja (Haute-Kotto) et Bossangoa financée par le Fonds de Consolidation de la paix. La stratégie déployée est la suivante : mettre en place des comités de gestion, acheter des équipements de production et de diffusion, former les gestionnaires, animateurs et techniciens, appuyer la production des premières émissions. Les émissions sont davantage axées sur la promotion du dialogue entre les communautés de base, l'esprit de tolérance et la consolidation de la

cohésion sociale pour une réelle prise de conscience des questions liées à la culture de la paix et au développement socio-économique de ce pays.

### **Leçons apprises / Défis**

En RCA, une grande attente est exprimée par les autorités nationales sur le rôle des radios communautaires dans la lutte contre la pauvreté et l'avènement d'une société plus pacifique. Le défi majeur est de continuer à mobiliser tous les partenaires de terrain susceptibles d'aider à la bonne utilisation de cet outil dans la résolution des conflits que traverse ce pays.

## **TCHAD**

### **Education**

#### **Stratégie sectorielle de l'Education et Processus PME :**

L'UNESCO a apporté son appui technique et financier : au système de production des données statistiques grâce à l'intervention de son Institut de statistique (ISU), à l'élaboration de la Stratégie Intérimaire Pour l'Education et l'Alphabétisation (SIPEA), au modèle de simulation avec l'intervention de l'IPE et à la formulation du programme soumis au financement du PME. Une allocation de 47,2 millions USD a été accordée au Tchad par le conseil d'administration du PME, en novembre 2012. L'UNESCO et l'UNICEF ont été désignées pour assurer la gestion du programme à mettre en œuvre de 2013 à 2015. 7 millions USD seront exécutés par l'UNESCO pour les actions en faveur de l'Alphabétisation et de l'Education non formelle, de la formation des enseignants, du renforcement des capacités nationales dans le pilotage du système éducatif et de la formulation d'un Programme Décennal de Développement de l'Education et d'Alphabétisation (PDDEA).

Alphabétisation et Education non formelle : Dans le cadre du CapEFA, l'UNESCO a accompagné techniquement et financièrement le pays dans l'élaboration d'un diagnostic de la situation, de l'évaluation de la politique nationale de développement du sous-secteur et des besoins en renforcement des capacités institutionnelles, pédagogiques et organisationnelles ainsi que dans l'élaboration d'un plan d'action en cours de mise en œuvre. De plus, de nouveaux programmes, guides et manuels d'alphabétisation et d'éducation non formelle ont été élaborés et disponibles en Français, Arabe et dans cinq langues nationales pilotes.

Système d'Information pour la Gestion de l'Education (SIGE) : Avec les appuis techniques de l'ISU et financiers du CapEFA, une Plate-forme interministérielle de production des statistiques de l'éducation, a été créée, équipée et inaugurée en mars 2012 par la Directrice Générale de l'UNESCO. Cette Plate-Forme favorisera la saisie des données collectées et une bonne consolidation pour la production d'un annuaire prenant en compte l'ensemble des sous-secteurs de l'éducation y compris l'alphabétisation et l'éducation non formelle.

Santé de la reproduction / VIH et Sida : Appui technique et financier au développement des didacticiels d'autoformation et des émissions radiophoniques de formation des enseignants, grâce aux apports financiers du Gouvernement Japonais et d'ONUSIDA. Le lancement des formations est prévu en janvier 2013.

Formation des enseignants : L'appui de l'UNESCO a permis, grâce aux apports financiers du Gouvernement Japonais, d'assurer la réactualisation et l'expérimentation des programmes de formation des formateurs dans les écoles normales d'instituteurs/trices et au Centre national des curricula (CNC).

Enseignement et Formation Techniques et professionnels : L'UNESCO a organisé conjointement avec le Gouvernement et les Agences des NU des missions de terrain ayant débouché non seulement sur l'élaboration d'un programme conjoint d'appui à l'insertion des jeunes déscolarisés et non scolarisés des zones affectées par les conflits armés à l'Est du

Tchad, mais également sur un rapport diagnostic pour la redynamisation opérationnelle de ce sous-secteur.

### ***Leçons apprises / Défis***

L'utilisation d'une partie des fonds capEFA pour permettre à l'équipe UNESCO de participer techniquement et financièrement au processus du PME, a permis à l'Organisation de garder le rôle de Leadership auprès du Gouvernement et aux côtés des autres partenaires techniques et financiers (PTF). Le cas du Tchad est une bonne illustration de ce processus. La pertinence de l'approche capEFA ainsi que la consistance de son enveloppe, permettent à l'UNESCO d'obtenir des résultats appréciés et soulignés comme tels dans le rapport d'évaluation de novembre 2012.

## **Culture**

### ***Principales réalisations***

Réunion d'experts sur le dossier de Zakouma et sur la gestion et la conservation du Lac Tchad : La stratégie en trois points a permis : d'évaluer l'état d'avancement de la préparation du dossier de nomination du Parc ZAKOUMA, d'analyser la gestion et la conservation du Lac Tchad, et notamment le rôle que les communautés de pêcheurs pourraient y jouer de finaliser la demande d'assistance internationale relative au Parc National de ZAKOUMA en intégrant les observations de l'IUCN et de l'ICOMOS.

A l'initiative du Ministère de la Culture et de l'environnement et à la suite d'une réunion d'experts sur le dossier de Zakouma et la gestion et la conservation du Lac Tchad, une gestion "sur mesure" et plus efficace des sites a été effectuée.

Promotion des expressions artisanales, dans le cadre de la prise en compte de la Culture dans le développement durable : Le Ministère de la Culture du Tchad a organisé des "Journées de sensibilisation et de promotion des expressions artisanales dans le cadre de la prise en compte de la Culture dans le développement du Tchad".

## **Communication/Information**

### ***Principales réalisations***

Formation des formateurs du Département de Journalisme de l'Université de Ndjama : A travers le Programme International pour le Développement de la Communication, le Bureau a octroyé des bourses d'études à deux formateurs de l'Université de N'Djama pendant un an à l'école doctorale de l'ESSTIC de Yaoundé. Les enseignements reçus ont suivi le modèle de formation en journalisme de l'UNESCO. L'ESSTIC a par ailleurs conduit une mission à N'Djama dans le but d'encourager un échange d'expérience avec l'Université pour améliorer la qualité de la formation des journalistes.

Développement local à travers les médias communautaires : Le Secteur CI a développé un projet d'un montant de **1 254 887\$**. L'objectif de ce projet est la réduction de la pauvreté à travers les médias locaux grâce à des émissions de radio relatives au développement local, tel que préconisé par le Programme de Stratégie de Réduction de la Pauvreté (PSRP).

### ***Leçons apprises / Défis***

Une demande forte a été exprimée en faveur de la promotion des échanges académiques entre Ndjama et Yaoundé dans le cadre de la formation des professionnels des médias.

## **SOUS-REGIONAL**

### **Education**

Appui à l'Enseignement Supérieur : L'UNESCO apporte son appui technique et financier aux Etats de l'Afrique Centrale, depuis juillet 2010, pour la création de Pôles d'Excellence

Technologiques Universitaires (PETU) dans l'espace CEEAC. Une requête de financement a été élaborée par le Bureau de Yaoundé en collaboration avec les pays bénéficiaires et transmise au Secrétariat de la CEEAC pour soumission à la Banque Africaine de Développement (BAD). Le financement attendu de la BAD permettra d'accélérer le processus de l'évaluation des institutions candidates pour abriter les futurs pôles d'excellence. Il permettra également de réaliser une étude de faisabilité et d'élaborer un projet chiffré à soumettre au financement des pays et des Partenaires Techniques et Financiers.

Harmonisation des Systèmes d'Information pour la Gestion de l'Education (SIGE) dans la sous-région CEEAC : En collaboration avec la BAD, l'ADEA (Association for the development of Education in Africa) et le Secrétariat de la CEEAC, l'UNESCO, avec une forte implication de l'ISU, accompagne techniquement et financièrement les pays dans un processus d'harmonisation et de renforcement des systèmes de production régulière de qualité, des statistiques de l'éducation. A termes, au-delà des annuaires nationaux, il sera également produit un annuaire consolidé au plan régional, contribuant à la production par l'Union Africaine d'un annuaire continental. Une requête de financement est en cours d'examen auprès de la BAD.

Santé de la reproduction / VIH et Sida : Après l'harmonisation des politiques et stratégies d'intégration des aspects de santé de la reproduction y compris le VIH et sida, dans les curricula du Primaire, Secondaire et Ecoles de formation des Maîtres, l'UNESCO a poursuivi ses appuis techniques et financiers aux pays de la CEMAC (Cameroun, Congo Brazzaville, Gabon, Guinée Equatoriale, République Centrafricaine et Tchad). A ce jour, les six pays disposent d'outils pédagogiques de formation (didacticiels d'autoformation, émissions radiophoniques de formation, manuels et guides). Les formations ont démarré au Cameroun, Congo Brazzaville, Gabon et République Centrafricaine. Ce projet est soutenu financièrement par le Gouvernement Japonais et l'ONUSIDA.

Formation des enseignants : Un atelier réunissant les dix pays de l'Afrique Centrale, a été organisé à Douala (Cameroun) en novembre 2012, en étroite collaboration technique et financière avec l'UNESCO-IICBA pour analyser les programmes de formation des enseignants du primaire et ceux de Mathématiques, sciences et technologie (MST) du 1<sup>er</sup> cycle du secondaire.. Un guide d'analyse consensuel pour la formation des enseignants du primaire et un guide pour la formation des enseignants de MST du secondaire ont été élaborés qui permettront à chaque équipe Etat de poursuivre le travail à son niveau.

Développement du partenariat pour l'amélioration de l'accès des jeunes aux TIC dans le cadre de leur insertion socio-économique : Le projet vise essentiellement : la mise en place de Conseils Nationaux des Jeunes (CNJ) dans les pays membres de la CEEAC qui n'en disposent pas, l'évaluation des besoins en renforcement des capacités des structures en charge de l'insertion des jeunes et des CNJ, l'élaboration et la production de plans d'action nationaux et d'un plan d'action régional, la production d'outils pédagogiques de formation utilisant les TIC adaptés aux possibilités d'emploi et d'insertion socio-économique des jeunes, l'élaboration d'un plan d'action chiffré pour le renforcement des capacités, la création d'une Chaire UNESCO sur le développement des compétences entrepreneuriales chez les jeunes et les femmes à travers les TIC, et enfin le suivi-évaluation des CNJ de la région. Au Cameroun, pays porteur du projet, un comité multi partenarial a été mis en place sous le leadership du gouvernement.

Education à la citoyenneté et promotion de la culture de la paix pour la coexistence pacifique dans les communautés et les écoles des pays de la zone CEEAC : L'objectif du projet est de rendre effective, à travers les curricula et outils pédagogiques (manuels, guides), l'éducation à la citoyenneté (droit de l'homme, paix, dialogue interculturel) au niveau des écoles primaires, secondaires et normales dans les pays de la CEEAC. Il vise également le

renforcement des capacités des Jeunes Pairs éducateurs dans l'éducation à la citoyenneté en milieux scolaire et extrascolaire.

Un rapport d'analyse de la situation relative à la prise en compte de ces aspects dans les politiques et programmes d'éducation des pays de la CEEAC et à la prévention des risques de conflits et de catastrophes naturelles a été publié..

### **Science et Education**

Changements climatiques et Education en vue du Développement Durable dans les pays de la CEEAC : (Fonds d'urgence) : La stratégie mise en place par les Secteurs concernés Education et Sciences s'articule en quatre points : (i) état des lieux détaillé pour chaque pays; (ii) activités de renforcement de capacités des acteurs clés, et (iii) activités de révision des curricula du primaire et du secondaire afin de prendre en compte l'ESD et le changement climatique (iv) validation, vulgarisation et diffusion des nouveaux curricula. Le déficit de données à jour sur les changements climatiques ainsi que l'accès à des documents sectoriels/ pays sur le thème constituent des défis à relever pour la suite du processus.

### **Culture**

Participation des jeunes et des femmes à l'action publique liée au dialogue : La stratégie adoptée commence par un état des lieux dans chacun des pays bénéficiaires, afin d'évaluer la prise en compte des aspects de citoyenneté dans les activités culturelles (Paix, Droits de l'homme, Dialogue interculturel).

Forum de la Jeunesse d'Afrique Centrale pour la sauvegarde du Patrimoine culturel immatériel : Le Forum sous régional pour la sauvegarde du Patrimoine Culturel Immatériel a eu lieu du 19 au 23 Novembre 2012 à Brazzaville. Les principales activités visaient à attirer l'attention des jeunes sur leur rôle significatif dans la sauvegarde du patrimoine culturel immatériel tout en renforçant leurs connaissances et capacités dans ce domaine (Congo, Tchad, RCA). Le Forum doit être suivi de l'organisation d'un atelier national de restitution dans chaque pays concerné.

L'activité a reçu un écho très favorable auprès des jeunes et leur a permis d'acquérir des connaissances sur les mécanismes de la mise en œuvre de la Convention de 2003.

### ***Leçons apprises / Défis au plan régional***

L'approche régionale devra être encouragée et renforcée. Elle permet non seulement de réaliser des économies d'échelle dans le financement des activités des pays, mais également de renforcer la coopération Sud-Sud, d'harmoniser les visions des pays engagés de concert, tout en apportant une contribution dans le processus d'intégration régionale.

### **UNCT / PROGRAMMES CONJOINTS**

Le Bureau participe activement aux travaux organisés avec les autres Représentants des Agences du système des Nations Unies, au Cameroun, Tchad et en République Centrafricaine. Comme c'est souvent le cas, ces rencontres traitent des questions liées à la sécurité, aux politiques, stratégies et programmes de coopération avec le pays, etc. Les trois pays couverts par le Bureau de Yaoundé, ont mis en place, un cadre UNDAF autour duquel les Spécialistes de programmes travaillent sur les aspects de planification, de mise en œuvre et de suivi/évaluation des activités en étroite coopération avec les Départements ministériels impliqués. Cette Plate-forme favorise un esprit d'interventions conjointes des Agences dans le pays. Peuvent être cités, à titre d'exemple, le rôle de co-chef de file des Partenaires Techniques et Financiers de l'Education qu'assurent l'UNESCO et l'UNICEF au Cameroun ; le projet conjoint sur la consolidation de la paix en République Centrafricaine (UNESCO-UNHCR-UNICEF) ; l'UNESCO et l'UNICEF, comme Entités d'exécution d'un projet au Tchad,



financé par le PME à hauteur de 47,2 millions USD dans le cadre de la mise en œuvre de la Stratégie Intérimaire Pour l'Education et l'Alphabétisation (2013-2015).

***Leçons apprises / Défis***

Amener les Agences à la formulation et à la mise en œuvre de programmes et projets conjoints, reste un résultat très difficile à atteindre. L'UNESCO dont un des rôles, dans le cadre de ses mandats, est de mobiliser les partenaires, devra néanmoins poursuivre les efforts pour convaincre de la nécessité pour les Agences des NU, de mieux coordonner les actions sur le terrain par une planification conjointe, une étroite collaboration dans l'exécution des activités sur le terrain ainsi qu'un suivi et des revues conjointes des activités.

## ARAB STATES

### UNESCO Office in Amman

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279. Despite being classified as an upper middle income country, Jordan is facing a number of developmental challenges: scarcity of natural water resources and energy; low economic participation rate of youth and women, a high annual population growth rate and a young population,<sup>3</sup> and a large number of urban refugees.

280. The political upheaval that swept the Arab region has had a significant impact on Jordan, taking the form of economic shocks as well as inspiring domestic demands for stronger citizen voice, greater accountability and improvements in living conditions. Since the outbreak of the Syrian crisis in March 2011, the number of Syrians seeking refuge in Jordan has been constantly growing to a current estimate of 250,000, with only half of them registered with UNHCR.

#### **Overall achievements**

281. At the beginning of 2012, the Office had funds of \$3.5 million for mainly extra-budgetary projects. Over the year, the Office raised an additional \$7.5 million of new extra-budgetary funding from private and bilateral donors for projects that are being undertaken between 2012 and 2015.

282. Focused on improving the quality of education in Jordan, the **Education** Sector supported the Ministry of Education (MoE) in building its staff's capacity in educational planning and management; reviewing existing education policy monitoring and evaluation infrastructures and mechanisms; and mapping the characteristics of out-of-school children. The Sector provided higher education scholarships to 25 marginalized Jordanian and Iraqi youths; and non-formal education opportunities to children in Bedouin communities that have a high school drop-out rate. Jointly with the Communication and Information Sector, it delivered a comprehensive youth-focused mass media campaign on HIV-AIDS. And jointly with the Culture Sector, it undertook curricula mapping of all references to cultural heritage sites and museums, and produced a heritage education resource kit for the MoE. In response to the on-going Syrian crisis, the Sector has enhanced the Government's capacity to identify the needs of displaced Syrians and to develop the capacity of MoE staff, school principals, teachers and supervisors on teaching strategies in emergency situations.

283. **Natural Sciences:** Through the extra-budgetary MDG-Achievement Fund, capacities, policies, planning skills and knowledge of national stakeholders were developed to address climate change, biodiversity and water management. A series of tools on disaster risk reduction such as teaching safe behaviour, ensuring preparedness at schools and public awareness-raising were piloted; while better water resource management was promoted through a series of teacher training workshops and a student-targeted cartoon competition. The campaign to combat the excessive use of plastic bags increased consumer awareness and introduced environmentally friendlier packing at participating supermarkets, attracted more than 10,500 individuals on its Facebook page and encouraged debate on this environmental challenge. The Sector concluded its 2.5-year support to the Government of Jordan in developing a medium-term results-based Master Plan for Science, Technology and Innovation for the period of 2012-2016. In coordination with the Ministry of Water and Irrigation, the Sector also hosted the third regional consultation workshop for Arab countries as part of the "Groundwater Governance: a Global Framework for Country Action" initiative.

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<sup>3</sup> According to World Bank Oct 2012 data, Jordan's population growth rate is 2.19% (global rate is 1.15%) with 38% of the population under the age of 14. According to CIA Factbook, official unemployment rate stands at 12.3% (2011 est.) while youth unemployment (ages 15-24) stands at 27% (22.6% male, 45.9% female) (2009).

In **Culture**, the monitoring and management of World Heritage sites were strengthened through UNESCO's on-going technical support to national authorities in strategy formulation. The Sector concluded its mapping and mitigation of natural and man-made project with the publication of "Risk Management Methodology at Heritage sites – case study of Petra". The Sector began implementing its 3-year Siq Stability project aimed at ensuring the safety of the Siq as the main entrance to Petra. National capacities in Museum Management were improved through a series of museum seminars, while training was provided to site managers to help them in their management of WH and other historical sites.

284. **Communication and Information:** Youth, civil society and decision makers have a better understanding on the importance of press freedom as a result of the annual press freedom campaign, a high-level panel discussion and a public celebration event to mark World Press Freedom Day. The Sector also worked to build the capacity of young citizen journalists in underserved communities to enhance their ability to use media as a platform to express their views and initiate dialogue. Funds were mobilized to assist Syrian refugees in Jordan by training young Syrians to produce a bi-weekly radio program that provided displaced Syrians with information on essential services and psychosocial support. Funds were also raised to support journalists and the media in election coverage for the 2013 parliamentary elections.

### **Challenges**

- Funding opportunities are limited and mainly focuses on humanitarian interventions. The immediate need to support Syrian refugees in Jordan has further confirmed this trend;
- Insufficient human resources. The lack of international programme specialists in three out of four sectors has made it more difficult to raise funds and provide guidance and technical advice. Moreover, this could jeopardize the sustainability of programmes;
- Governmental approval of extra-budgetary projects is slow, affecting the implementation of projects. Project approval by the National Commission created an additional layer, which sometimes caused delays. Moreover, as per a recent decision of the Government of Jordan to combat corruption, all extra-budgetary projects need to be approved by the Council of Ministers.

### ***Involvement in United Nations joint programming and programmes***

285. UNESCO is an active member of the UNCT and supports all UNCT activities and common country programming exercises. UNESCO Amman Office was a member of the UNDAF 2013-2017 Steering Committee, the UNDAF Technical Support Group, and chaired the Environment Group for the UNDAF roll-out process. It is currently co-chairing with UNFPA the UNDAF youth work group. From January 2010 until January 2012, the Office chaired the UN Communication Group, which provided a unified platform for dealing with common communication and media of the United Nations in Jordan.

286. UNESCO Amman Office is one of the four UN agencies participating in the only joint UN programme in Jordan, 'Climate change adaptation: adaptation to climate change to sustain Jordan's MDG achievement'. The Office has also taken the lead on the education component of joint UN DRR projects in Jordan. Furthermore, the Office is an active member of the UNHCR-led Jordan-Syria Task Force and the Education Working Group. Finally, the Office is also part of the Donor-Lender working group for water, education and elections.

## UNESCO Office in Beirut

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### LEBANON

287. Since the end of civil strife in 1990, Lebanon has achieved considerable progress on many human and economic indicators. However, the country has known the extreme political polarization in recent years and its disastrous consequences in tensions including armed conflicts in different regions of the country as well as stagnation in social and economic growth. Lebanon is recognized as a medium-income and a medium-human development country but faces several challenges in the political, economic, social and human development contexts. Since the beginning of the crisis in Syria, the flow of displaced persons to Lebanon are increasing and estimated to reach at least to 300,000 by June 2013.

#### **Key achievements**

288. **Education:** The quality of education in Lebanon has been improved. UNESCO focused on supporting Lebanon's Education Strategy and its emphasis on quality education. In the context of a gender equality project funded by Italy, UNESCO worked with the Government to produce a national strategy for literacy in Lebanon which takes into account the gender component and stresses gender equality in adult education. This included the development of literacy strategy and content, approaches to curriculum development; and teaching-learning material. UNESCO also worked with the government to complete the revision of public school textbooks and provide training to eliminate gender stereotypes.

289. The Ministry of Education (MoE) has had its capacity increased to manage issues related to school related gender base violence (SRGBV), through national policy work and programme recommendations. The MoE has begun tackling the issue of school drop-outs with UNESCO's support. In the context of the Back to School Initiative in Lebanon financed by AGFUND, UNESCO promoted the reinsertion of school drop-outs, researched the legislation and policy to develop recommendations well as the creation of accelerated and intensified curriculum in partnership with relevant governmental stakeholders. Finally, the capacity of Lebanese MoE was increased through participation in a number of regional workshops on teacher policy frameworks and a strategic meeting of the Regional EFA Forum.

290. **Social and human sciences:** Social and human sciences Sector focused on supporting empowerment and social inclusion of youth in Lebanon by managing UN joint support to the national youth policy endorsement in Lebanon in close coordination with the Ministry of Youth and Sports and the national youth forum. Priority was given to enhance the role of civil society organizations in the democratic process in Lebanon. UNESCO's holistic interventions on capacity development and advocacy contributed not only to the official endorsement of the policy by creating a political visibility and momentum among key leaders but also created a wide national consensus on youth social inclusion issues among school teachers, civil society organizations, universities, high schools, media professionals and researchers. Lessons and good practices of the youth policy formulation were documented in a film to be disseminated online among policy makers and youth in the region and in the world. In the area of global climate change, Beirut office is establishing a regional network of experts to analyze the social impact of the global climate change. Beirut office continued its technical support to the establishment of the International Center of Human Sciences (ICHS, Byblos) as a category 2 Center.

291. **Culture:** National capacities were enhanced in urban development while protecting cultural heritage. The Office continued its technical support in urban revitalizations and regeneration of historic districts in Sidon (Lebanon) in collaboration with the municipality of

Sidon and Hariri Foundation. For the protection of cultural heritage, a group of regional experts gathered in collaboration with the French Research Institute, advised policy makers on the approaches and relation with the local population in the time of crises. The office supported the municipality of Tyre in beautifying its heritage and surrounding sites in collaboration with the hotelier group, residents and artists. UNESCO supported the Ministry of Culture in building its capacity in the implementation of UNESCO's Convention for the Safeguarding of the Intangible Cultural Heritage (ICH) by identifying and documenting as well as the safeguarding measures. Policy dialogue initiated jointly with Science Sector on natural risks and protection of heritage sites.

292. **Communication and Information:** Freedom of expression and access to information has been promoted in Lebanon. UNESCO strengthened media capacities through training and support to pluralistic media communication for sustainable development. The capacity development opportunities were provided to young regional TV producers and Lebanese journalists. The World Press Freedom Day was celebrated in Lebanon together with media professionals, academia and partners. A specific focus was given to the new media. As part of IPDC, the Office supported national efforts in producing a code of ethics in Lebanon, and training for watchdog journalism. With regards to the evolving Syrian context and increasing Syrian refugees in Lebanon, UNESCO is establishing a new school library.

### ***Involvement in United Nations joint programming and programmes***

293. UNESCO is an active member of the UNCT and supported all UNCT activities and common country programming exercises in Lebanon. The UNCT in Lebanon went through a mid-term review of the UNDAF (2010-2014). UNESCO's work contributes to deliver all five outcomes: governance, human rights, social disparities, gender and environment.

294. A national Youth Policy was developed and launched. UNESCO, as the managing agent for the UN joint project on the national youth policy in Lebanon coordinated UN efforts on behalf of 5 funding agencies (UNESCO, UNICEF, UNDP, UNFPA and ILO) to support the national partners to prepare and endorse the national youth policy.

295. Involvement in the Response to the **Syrian Refugee crisis** in Lebanon: UNESCO is an active member of the Education Working Group (EWG) for Syrian displaced. As a member of this group, UNESCO has developed a combination of upstream (INEE training and needs assessment support) and downstream activities (school training and support) designed to develop the capacities of Government officials and teachers while also providing contextualized support to schools demonstrating a holistic approach catering to Syrian and Lebanese children's needs. The emphasis is on the targeting of both Syrian and Lebanese children keeping in mind the need to forge a peaceful environment conducive to psycho-social support and learning for everyone affected. Government trainers have received training in International Network for Education in Emergencies (INEE) Minimum Standards which was launched by UNESCO and is becoming an ongoing training effort with a broad partnership of EWG members. UNESCO is also working on the Joint Needs Assessment with the EWG.

296. UNESCO is leading EWG Task Force on accelerated learning and is working with UNICEF, Save the Children, and the Ministry of Education, to develop an appropriate program to be used by all partners for both Lebanese and Syrian students in need of an accelerated education to integrate the public school system. UNESCO and the Center for Educational Research and Development (CRDP in its French acronym) have joined efforts in surveying schools, TVET Training Centres, and NGOs to provide education and training opportunities for the Syrian displaced students.

297. Capacities have been increased through training to Community Learning Centres (CLC) and local communities to provide adult education, emergency education and

protection in the Bekaa and North Lebanon. UNESCO identified and hired a Syrian Hakawati, or shadow puppet artist, to develop and deliver plays to Syrian and Lebanese children across Lebanese schools promoting peace and education.

## **SYRIA**

298. Since March 2011, activities in Syria have been suspended due to security concerns. The UNDAF was suspended and the UN staff evacuated in fall 2012. Until the situation stabilizes, all attention is directed towards monitoring the flight and conditions of Syrian nationals to neighboring countries and providing support in host countries. UNESCO Beirut maintains contact with Ministry counterparts to monitor the situation as best possible and remains in close contact with the UNCT.

299. Despite this, Syrian officials are invited to regional activities and therefore benefit from capacity development efforts at the regional level, including the Regional Workshop on Entrepreneurship Education in the Arab Region (Manama, Kingdom of Bahrain, 10-12 December 2012). Syrian nationals also participated in a **Training of young TV producers**: wherein they acquired technical skills on documentary production based on international standards and quality programming. This was done with BBC Arabic as part of a joint programme "My Generation".

### **Regional**

300. As the Regional Bureau for Education in the Arab Region, Beirut Office is leading a number of regional initiatives and partnerships. Activities are aimed at enhancing capacities of national partners in educational planning and teacher training, as well as basic education, literacy, ECCE and TVET.

301. Significant cooperation continued with UNRWA at the regional and national levels, most notably in developing monitoring and evaluation tools and skills.

## **UNESCO Office in Cairo**

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302. The year 2012 was a period of democratic transition and tension between Islamists and Modernists, marked by street demonstrations and violence. Frequent political reshuffles have adversely affected government action and efficiency. As a result, UNESCO programme implementation was slowed down.

### **Key achievements**

303. In **Education**, a number of projects have been implemented during the year 2012 with specific focus on literacy, Education for All (EFA), early childhood care and education (ECCE), and education in emergencies and transitional periods. Literacy and lifelong learning have been advanced and promoted in the framework of the National Campaign for Literacy and the Renaissance of Egypt 2012 – 2020, aimed at achieving EFA goal 4 by 2015. Capacities of the Egyptian and Libyan Ministry of Education have been developed in the field of education in emergencies and disaster risk reduction and enabled to respond to the needs and challenges of quality education in the transitional period. Quality and inclusion in the area of early childhood care and education (ECCE) programs and practices was improved in **Egypt, Sudan and Yemen** within the framework of activities of three model ECCE centers established in the respective countries. Capacity-building of staff of the model ECCE center in **Sudan** was developed. Activities in the aforementioned fields are closely aligned with the priorities of other UN agencies such as UNICEF, UNDP, WFP and UNHCR, thereby creating a window of opportunity for future cooperation and joint programming, in particular in the

area of emergency education with UNHCR, the area of literacy and adult education with UNDP and WFP, and the area of early childhood with UNICEF.

304. In the Natural Sciences sector, the Office contributed to stronger academia-research-productive sector partnerships to leverage and develop industry through identifying the right partners and the development of networks at the national and the regional levels. A total of 6 universities initiated the process of adopting the newly developed nano-sciences curricula for a Higher Industrial diploma, and 4 universities have requested to be part of the Minor degree programme in a number of sciences majors; Increased regional awareness in 5 Member States around renewable energy and sustainable development at no cost to UNESCO by utilizing several regional and international conferences undertaken by other organizations;. Contributed to building regional capacities in Techno-preneurship; Innovative RE technologies for Water Desalination; RE Technologies for development of Biosphere reserves; interlinking Science, Technology and innovation in the different economic sectors towards knowledge based economies; Increased women and youth participation in STI and their contribution to sustainable development through side seminars in two S&T events.

305. The Office contributed to stronger academia-research-productive sector partnerships to leverage and develop industry through identifying the right partners and the development of networks at the national and the regional levels. A total of 6 universities initiated the process of adopting the newly developed nano-sciences curricula for a Higher Industrial diploma, and 4 universities have requested to be part of the Minor degree program in a number of sciences majors; Regional awareness in **5 Member States** around renewable energy and sustainable development at no cost to UNESCO was increased by utilizing several regional and international conferences undertaken by other organizations; UNESCO Cairo also contributed to building regional capacities in Techno-preneurship, innovative RE technologies for Water Desalination, RE Technologies for development of Biosphere reserves, and interlinking science, technology and innovation in the different economic sectors towards knowledge based economies; Through side seminars in 2 S&T events, women and youth participation increased; The Office conducted awareness raising and capacity building activities with Biosphere Managers in regard to the concept of the Green Economy; In the framework of the Man and the Biosphere (MAB) Programme, the nomination file for the establishment of the first National Geopark site in the region was prepared and the UNESCO Global Geopark Network initiative was promoted.

306. At the national level, policies for water governance were strengthened through enhancing the experience exchange and cooperation between the Egyptian and other Arab countries national commissions. The knowledge base of water resources management for the legislators (parliamentarians and consultative council members) is currently being improved through providing capacity building tool and guidelines. This proved that water governance improvement is an effective way for better water resources management. At the regional level, integrated water resources management policies and strategies in the Arab region improved with special focus on developing tools, applications, research projects, capacity building and networking for strengthening policies for water management.

307. **Social and Human Sciences:** The capacity of young people in rural and urban areas in Egypt to better understand the human rights and democracy concepts had been enhanced through a series of human rights workshops. Recognition of international principles on human rights focusing on youth had been enhanced through promotion of African Youth Charter and a research on existing national youth policies in Egypt. The Office supported the "Bioethics Network on Women's Issues in the Arab Region" which has received over 100 individual and institutional members from 14 countries.

308. **Culture:** Through a number of capacity-building activities and a long-standing advocacy campaign, UNESCO Cairo contributed to the establishment of the World Heritage Committee by the Ministry of Antiquities with wide invitation of stakeholders representing

other Ministries and Governorates where the Egyptian World Heritage Sites are located. The Office also supported the establishment of a Committee at the Ministry of Culture for the 2003 and 2005 Conventions as Boards that will advocate for the implementation of those Conventions at the highest international standard. The Office contributed to the establishment of the National Archive for the Intangible Heritage of Egypt under the umbrella of the Ministry of Culture. The reinforcement of the national capacities for the implementation of the 2003 Convention was closely followed by UNESCO through different training projects and activities. This resulted in the mobilization of the Ministry of Culture and its institutions such as the Culture Development Fund and the Atlas for Folklores, as well as the civil society, for the preparation of nomination files of Egyptian elements for different lists of the 2003 Convention.

309. **Communication and Information:** The Report entitled “Full Assessment of Media Development in Egypt” has been developed to strengthen an environment that is conducive for freedom of expression and reform of media-related legislation. Stakeholder capacity is strengthened by developing media ethics and media self-regulatory systems as well as ICT based pilots for upcoming access of information legislation in Egypt. Through the training of 40 Egyptian journalists to report on elections well as strengthening higher education media related curriculum, capacities of media training institutions and journalism education were strengthened. Potential UN cooperation is foreseen through the project proposal “Promoting Freedom of Expression and Quality Reporting in Egypt” which was submitted to the UNRC office for review and evaluation.

#### ***UN Joint Programming in Egypt (UN Cooperation)***

310. Within the UN joint programme of Climate Change Risk Management in Egypt and jointly with UNDP and UNEP, institutional and stakeholder capacities of the Ministry of Water Resources and Irrigation of Egypt have been improved and governmental strategy developed in the area of climate change risk assessment, management and adaptation.

### **UNESCO Office in Doha**

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311. The economies of the GCC countries (Qatar, Bahrain, Kuwait, Oman, Saudi Arabia and UAE) are stable, unlike the two other countries in the cluster, Yemen and Bahrain. The political upheaval that swept the Arab region had significant impact on Yemen and Bahrain, and small-scale demonstrations were noticed throughout the GCC.

Population growth is very high and rapid, and this is inevitably inter-connected with environmental concerns and food security. Participation of women in the GCC has increased over the years, with some female members having official positions in politics, the public sector, and more visibility in the media. The youth is also increasingly participating and their role is highlighted in Government planning documents. Women education has been boosted by the GCC authorities in the last 20 years, and the public opinion is that women in the GCC have a higher average education level, in comparison with men.

#### ***Cooperation with the UN***

312. The UNESCO Doha Office is represented in the UNCTs of the countries covered in the cluster and maintains close coordination with the Resident Coordinators of Bahrain, Saudi Arabia, and the UAE. It maintains cooperation with the OHCHR Regional Training Centre in Doha in particular in the field of communication. Partnership for ad hoc activities were also developed with UNCTAD, UN COP 18, United Nations University, IFAD, UNEP, UNICEF, WB, as well as partnerships with regional UNEVOC Centers and UIS.



### **Challenges and lessons learned**

313. Since January 2012, the Office has been facing a challenging staffing situation constrained its delivery capacity. Also, the possibility of raising significant extrabudgetary funds from the GCC countries has not been fully explored by the Office.

#### *Lessons learned:*

- Establishing positive and trustful relations with the key counterparts in the cluster countries proved to be successful and contributed towards strengthening national expertise;
- Early planning and coordination with the counterparts during the planning process increased the efficiency of the activities and their impact, in particular when working with the National Commissions;
- Developing synergies and cross- sectoral cooperation within the UNESCO Doha Office proved to be beneficial opportunities and should be developed further.

## **QATAR**

### **Key achievements**

314. In **Education**, collaboration was enhanced with the Qatar Foundation and the Office of Her Highness Sheikha Mozah of Qatar, with increased UNESCO presence and visibility at the World Innovation Summit in Education (WISE). Furthermore, within the framework of the 'Educate a Child Initiative' of Sheikha Mozah, UNESCO Doha office prepared a Proposal on 'Reaching out to out- of- School Children' in Yemen. The UNESCO Doha Office also prepared a project proposal for the Qatar National Research Fund on a Research Project for the Post 2015 Education Policy Planning in the GCC.

315. The UNESCO Doha Education Policy Dialogues 2012 consisted of three seminars attended by representatives from the Qatari Ministry of Education, the Qatar University, the Qatar Foundation and other partners with the following themes: "Confronting the Shadow Education System: What Government Policies for What Private Tutoring" (March 2012); "How to optimize instruction in the Arabic script for beginning readers" (presented in cooperation with the Global Partnership for Education (Jan 2012)); and "UNESCO Education Priorities 2012-2013" (April 2012).

Cooperation was enhanced with the "Al-Bairaq World", a Qatari University that implements a multi-dimensional extra-curricular project for high school students enabling them to discover research opportunities in research environments, thus attracting them to the world of science. It promotes a culture of scientific research among young generations of Qatari society.

316. Other relevant ED activities include the celebration of World Teachers Day which was hosted by H.E. Sheikha Hind bint Hamad bin Khalifa Al-Thani; participation in the special forum on the advancement of the Arabic language initiative by HH Sheikha Moza bint Nasser; activities for awareness-raising on Education for Sustainable Development, e.g. participation at the UN Environmental Summit COP 18 in Qatar, and collaboration with the Supreme Council of Education in Qatar to develop an evaluation design for quality education in independent schools in Qatar.

317. In the area of **Natural Sciences**, the Office successfully partnered with the Qatar National Food Security Programme (QNFSP) to organize the water and ecosystem component of the Dry Lands which brought together FAO, WFP and UNESCO. The Office participated at the International Conference on Food Security (November 2012). UNESCO assisted in organizing the Water-Ecosystem-Food-Security-Nexus.

318. Following a proposal initiated by UNESCO Doha, and a small scale and pilot model developed with the Mourjan Marinas Company and the Lusail Real Estate Company, a

successful project on floating mangroves for carbon sequestration was set up which aims to establish an “*International Mangrove Research and Development Centre*”. The development of a larger proto-type is currently being planned between UNESCO Doha, QEERI, Conservation International and Qatar Foundation International.

319. UNESCO assisted in the formation of the Qatar Sustainability Network QSN, an NGO that develops partnerships with different entities to advance the culture of research, science and sustainability.

320. ‘The Inland Sea’ (Khor Al Udayd) is being discussed as a potential Biosphere Reserve, a Global Geopark, and as a Natural Heritage Site. The General Directorate for Nature Reserves (GDNR) is working with UNESCO Doha, as well as the Qatar Museums Authority (QMA) and Qatar Gas. A national committee has been set-up after the UN-COP 18, and the partnership with UNESCO Doha has been officialized. The UNESCO Doha office has been advocating for the development of a management plan for the Al-Reem Biosphere Reserve, which was added to the list in 2007.

321. UNESCO Doha developed a master-plan for the Qatar Foundation (QF), with the financial assistance from Maersk Oil to set up the Quranic Botanic Garden. QF has since turned it into a Quranic Garden project, not including the botanical education, research and conservation. A COP-18 side event, the lecture on the “Flora and vegetation of Qatar in the context of the Quranic Botanic Garden” was organized by the Office in November 2012 that gave UNESCO new visibility and momentum to re-invigorate this project.

322. During the UN COP-18 Environmental and Climate Change Summit the UNESCO Doha Office served as a supporter of the Qatar Sustainability Network launched during the Summit, set up a booth with materials and slide shows during a side event called eco-Q, organized public lectures and field trips, and undertook publicity initiatives such as the “Green Pages” in the Gulf Times.

323. UNESCO Doha has received an additional appropriation from the Pergola Green House Company (private sector), to assist them with the collection of all indigenous plant species of Qatar, for production for Qatar Foundation.

324. In the **Culture** Sector, UNESCO Doha and HQs prepared proposals following Her Highness Sheikha Mozah Office’s expression of interest to increase collaboration with UNESCO in the field of Culture. The wide range of themes include: Support for the UNESCO Culture for Development Indicator Suite, Creative Economy and Development, Combating illicit trafficking in the Arab region, Support for the Convention on Underwater Cultural Heritage, development of Heritage Education activities. Proposals for Yemen and Sudan were also submitted. The Office also undertook advocacy activities for the 2001 Convention on the Protection of the Underwater Cultural Heritage. Support was also contributed by UNESCO Doha to the training of the regional ICCROM ATHAR course.

325. In **Communication and Information**, the Office supported an Extrabudgetary project for promotion of the role of libraries and information literacy (Procter & Gamble Gulf) that aimed to enhance the library system by promoting ICTs within schools. Preparations for a project with Al Jazeera Training Center for Media and Information Literacy are underway.

326. **UNESCO Institute for Statistics:** The UIS statistical advisor provided technical assistance for both the Supreme Education Council and the Statistics Authority (QSA) in Education and Culture Statistics, which resulted in enabling the QSA to publish the first culture statistics report. The Advisor works closely with the subject matter programs at UNESCO Doha office and the Regional Center for Educational Planning (RCEP) in Sharja, UAE. Three training courses were delivered on education statistics for Yemen, UAE, and Oman through the CAP-EFA project.

327. Other activities in Qatar benefiting **Iraq**: Within the framework agreement signed between UNESCO's former DG and Her Highness Sheikha Mozah Office (HHO) to support education in Iraq, four projects are being implemented (US\$ 23.8 million) since 2010. A number of capacity-building activities for Iraq took place in Doha in collaboration with HHO and Qatari partner institutions. UNESCO ensured the participation of Qatari experts in order to enhance cooperation and exchange of knowledge, know-how and best practices, namely with the Supreme Education Council, RAND Institute, ROTA, Qatar University, Texas A&M, Omar Bin Al Khatab School, and Al Bayan School. Field visits in education institutions were also organized for Iraqi trainees. Finally, a new project agreement is being signed with HHO to support out-of-school children in Iraq within HHO's initiative "Educate a child".

## **SAUDI ARABIA**

### ***Key achievements***

328. **Education**: At the request of the Ministry of Education, UNESCO Doha and UNESCO Beirut provided technical assistance for the projections of the needs for teachers in the next decade at all levels from pre-primary to secondary education at the national and local levels. A simulation model has been developed and adapted to the Saudi Arabia education system structure. In collaboration with the Regional Center for Educational Planning (RCEP), UNESCO Doha started a dialogue with Saudi Arabia to explore the possibility of conducting a study to develop National Education Accounts in the country.

329. In collaboration with UNESCO ED-HQ, UNESCO Doha and UNESCO Beirut are working on the establishment of the Regional Center for Quality & Excellence in K-12 Education, Riyadh, KSA (RCQE) as a Category 2 Centre under the auspices of UNESCO. UIL and UNESCO Doha organized a capacity-building workshop for executives on adult education for women, as requested by the Saudi Arabian Team at the RCEP Seminar.

330. **Communication and Information**: UNESCO Doha implements the Procter & Gamble Gulf project for the promotion of the role of libraries and information literacy aimed to enhance the library system by providing school children access to different sources of information and knowledge, encourage reading and research among students and teachers, and promote ICTs within schools. Three schools have been selected through the NatCom to benefit from this project.

331. **UNESCO Institute for Statistics**: The UIS Statistical Advisor provided technical assistance to the Ministry of Education, Ministry of Higher Education, and the National Statistics Office.

### ***Challenges and lessons learned***

332. Since collaboration with Saudi Arabia has been conducted mostly through the NatCom, the strengthening of ties with local institutions in all fields of competence of UNESCO is further needed.

## **UNITED ARAB EMIRATES**

### ***Key achievements***

333. In the **Education** Sector, UNESCO Doha provided institutional support to the Regional Center for Education Planning (RCEP) (Sharjah, UAE) for strengthening national capacity in educational policy, planning and data analysis in Oman, UAE and Yemen, as part of the CAP-EFA for Planning Project. A sub-regional Consultation on National Education Accounts was organized in Sharjah, UAE.

334. **Natural Sciences:** UNESCO Doha mobilized a total of US\$ 40,000 via additional appropriation from Ford Middle East to support their Environment & Conservation Grants, with a view to enhancing environmental initiatives in the region.

335. **Communication and Information:** three schools have been selected to benefit from the Procter & Gamble-funded project on the promotion of the role of libraries and information literacy.

336. **UNESCO Institute for Statistics:** The UIS statistical advisor provided technical assistance for the Ministry of Education, Ministry of Higher Education, and the National Statistics Office, which contributed to the improvement of the quality of country statistics.

#### ***Cooperation with the UN***

337. UNESCO Doha office is closely liaising with the RCO in the UAE to discuss the role of the UN in the region.

#### ***Challenges and lessons learned***

338. The relationship with the NatCom UAE shall be further enforced and synergies developed. In the field of culture the strong ties of UNESCO with ADACH shall be further enforced at field level.

### **KUWAIT**

#### ***Key achievements***

339. **Education:** Within the framework of the joint co-operation between UNESCO Office in Doha, AGFUND and Ministry of Education-Kuwait, and the signed Memorandum of Understanding between UNESCO and AGFUND to expand and develop the Child and Motherhood Centre Kuwait, UNESCO Doha office supported the Childhood and Motherhood Regional Center in Kuwait through the Kuwait National Commission for UNESCO (the contractor) in the organization and implementation of the Regional Workshop on the Development of Kindergarten Teacher Skills in Preparing the Learning Environment (November 2012).

340. **Natural Sciences:** As a follow-up activity of the “Better Building Initiative”, The Big Tree Society aims to utilize science and engineering to improve our cities and human habitats. In cooperation with Boubyan Bank, 134 schools have registered and approximately 50 projects have been submitted.

341. **Communication and Information:** two schools have been selected by the NatCom to benefit from the Procter & Gamble-funded project on the promotion of the role of libraries and information literacy.

#### ***Challenges and lessons learned***

342. Cooperation with Kuwait Natcom is very satisfactory. More activities could be devised with the local authorities and stakeholders, including the setting up of heritage projects.

### **BAHRAIN**

#### ***Key achievements***

343. **Education:** The UNESCO Beirut and Doha offices, in collaboration with UNEVOC, organized the Regional Workshop on Entrepreneurship Education in the Arab States (Manama, Bahrain, November 2012). The workshop provided a forum for exchange of experiences between specialists and experts in the institutions and ministries of education, to

review the curricula and teachers training guidelines/models developed in the region, as well as develop mechanisms for cooperation and coordination between institutions and relevant ministries.

344. The Education Minister and Director of IBE Geneva signed an agreement to develop Bahrain's human rights syllabi and train curricula specialists. Both partners are also collaborating in the area of Inclusive Education.

345. In the area of **Culture**, a regional workshop on the promotion of Underwater Cultural Heritage took place in Manama in 2012, where a large interest was seen from the GCC countries to ratify the Convention and start activities in its framework. The Office strengthened cooperation with the Cat 2 Centre for World Heritage established in Bahrain, which resulted in an increased interaction and exchange of ideas for potential initiatives and activities.

346. **Communication and Information:** two schools have been selected by the NatCom to benefit from the Procter & Gamble-funded project on the promotion of the role of libraries and information literacy.

347. **UNESCO Institute for Statistics:** The UIS statistical advisor provided technical assistance for the Ministry of Education and the National Statistics Office, the result of which is the improvement of the quality of country statistics. The Advisor participated as a key expert in the Global Experts Meeting on e-government organized by the Bahrain E-government Authority.

#### ***Cooperation with the UN***

348. UNESCO Doha is cooperating with the RCO in Bahrain to devise a UN plan of assistance for the country.

#### ***Challenges and lessons learned***

349. The recent political developments in Bahrain is providing an opportunity to strengthen the Office's relations and support in developing programs of civic education, human right education and freedom of expression.

### **OMAN**

#### ***Key achievements***

350. In the area of **Education**, a Regional Expert Meeting for the Arab States entitled "Building Skills for Work and Life" was organized in Muscat (March 2012) wherein the findings of the two TVET studies carried out by UNESCO Doha were presented, discussions on gender equality in TVET and entrepreneurship education were conducted, and a number of recommendations regarding the Arab States' contribution to the Third International Congress on TVET were put forward. Foreseen activities in 2013 include a workshop on the adaptation of the General Education Quality Analysis/Diagnosis Framework (GEQAF) and in-country technical support and assistance on the CAPNAM Assessment.

351. Strong relations have been built with the MoE for the development of ASPnet activities in the country at regional level and beyond. Oman is ready to host in 2013 a regional event commemorating the 60<sup>th</sup> anniversary of the ASP network.

352. **UNESCO Institute for Statistics:** The UIS statistical advisor provided technical assistance for the Ministry of Education, Ministry of Higher Education, and the National Statistics Office, the result of which is the improvement of the quality of country statistics. A

training course on education statistics was delivered to Oman by the Advisor through the CAP-EFA project in cooperation with the RCEP.

### ***Challenges and lessons learned***

353. With limited funds from the regular programmes, the challenge of conducting activities in Oman can be addressed by providing additional appropriations and funds.

## **YEMEN**

### ***Key achievements***

354. **Education:** UNESCO Doha coordinates the implementation of the extrabudgetary project Cap EFA for Literacy in Yemen. The Office facilitated the coordination and provided technical advice to strengthen education to support the transition in Yemen through sector-wide support for reforms in basic, secondary, technical and vocational, and higher education.

355. The Office has provided support in the preparation of a project proposal for out-of-school children in line with the “Educate a Child Initiative” of Sheikha Mozah. The Office is also collaborating with the World Bank’s BEDP II and the preparation of a GPE proposal in Yemen. Support was also extended to reform the process of planning and teaching TVET, Higher Education, Science and Technology, and Educational Planning.

356. **Culture:** UNESCO Doha prepared proposals focused on reviewing and updating of the National Development Strategy in Yemen, previously developed by UNESCO, as well as a proposal for the site management of the World Heritage Site of Socotra.

357. **Communication and Information:** UNESCO Doha contributed to the shipment of more than 300 used personal computers and accessories donated by Qatar partners to the Yemen Ministry of Education, which will be distributed in schools.

358. **UNESCO Institute for Statistics:** A training course on education statistics was provided to the Ministry of Education in cooperation with CAP-EFA and RCEP.

### ***Cooperation with the UN***

359. UNESCO, through the CAP-EFA and its participation in interagency working groups for education, is trying to establish a presence in the country.

### ***Challenges and lessons learned***

360. The UNESCO Doha Office has been successful in ensuring the participation of Yemeni stakeholders and experts in relevant events, networks and activities, despite the limited funds and the current unstable security situation in the country.

361. UNESCO's support shall continue, especially in light of the substantial progress that has already been made in building the capacity and the political will of stakeholders to implement activities, especially within the CapEFA for Literacy programme. Alternative modalities of working with Yemeni stakeholders outside the country shall be further explored to keep the momentum going and strengthen further support. The political turmoil and security concerns in Yemen are expected to last long; it is therefore crucial to adapt UNESCO's programmes to this complex situation.

## UNESCO Office in Iraq

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### **Key achievements**

362. **Education:** The UNESCO Iraq Office, together with UNICEF and the World Bank, provided guidance and technical expertise to the elaboration of the National Education Strategy which was developed by a committee of education experts and advisors within the Ministries of Education and Higher Education in Baghdad and Erbil. Developed through a series of nationwide consultations since 2008, the Strategy was officially launched in December 2012. Building on the work conducted under the National Education Strategy and the Iraq Public Sector Modernization project, the Education sector Road Map Phase I provides a framework for appropriate public administration modernization measures of MoE and MoHESR to strengthen education service delivery in Iraq, by taking appropriate actions in a broad spectrum of functional domains at central, regional, provincial, district and school based delivery service levels.

363. Following the approval of the National Literacy Law and the completion of the National Literacy Strategy in 2011, UNESCO Iraq Office with the Government of Iraq launched in September 2012 a National Literacy Campaign targeting 2.5 million illiterates by 2015. UNESCO Iraq also provided technical support for the establishment of the National Literacy Agency, and prepared a National Literacy Strategy that was endorsed by the Ministry of Education. Additionally, UNESCO established 120 Community Learning Centres (CLCs) which now enrol more than 8000 vulnerable illiterates. A Memorandum of Understanding (MOU) was also signed with the Ministry of Education in March 2012, ensuring the sustainability of the established Centres.

364. In June 2012, UNESCO Iraq completed the assessment of math and science textbooks for grades 4, 8 and 11, according to the international standards and using content analysis approach. Under the "Curriculum Development" project supported by the Office of Her Highness Sheikha Mozah Bint Nasser, First Lady of Qatar, a team of eight Iraqi experts had worked together with six UNESCO international experts on finalizing the evaluation using eight sets of standards.

365. After building the capacities of around 100 trainers and 150 teachers in developing online courses, production of advanced online modules, and the launch of the Avicenna Virtual Campus Portal and the Virtual Library, UNESCO Iraq Office and the Ministry of Higher Education and Scientific Research (MoHESR) announced the inauguration of the Avicenna Learning Centre in Baghdad University, and Salaheddin University in Erbil. Developing e-learning through the Avicenna project is an opportunity for Iraq to rapidly catch up on the many developments of modern course delivery.

366. In regard to enhancing the capacity of teachers, UNESCO developed 12 teacher training packages in Math, Chemistry, Biology and Physics for grades 10, 11, and 12 together with a practical training guide for teacher. UNESCO trained 8000 teachers on the new packages. Moreover a draft teacher training strategy was developed. Finally the teacher training website has been upgraded and activated in November 2012.

367. UNESCO and the Kurdistan Regional Government (KRG) government achieved a major breakthrough under the framework of the project *"Improving quality of technical and vocational education and training in Kurdistan region"*, as tangible results were reached towards strengthening the partnership between TVET and the private sector. In a multi-stakeholder workshop, UNESCO introduced a model for an "Agreement of Collaboration" to be endorsed by private firms and educational institutions. Additionally, UNESCO sponsored a cooperation agreement between three companies active in the field of car maintenance – Toyota, Audi - Porshes, and Skoda; and TVET centres, allowing enrolled students to benefit from an indispensable field expertise. Two television spots on two major broadcasters in

Kurdistan were developed to raise awareness about TVET courses in the region, and offer a chance for individuals to register immediately for entrepreneurship courses.

368. **Natural Sciences:** UNESCO has been contributing to the development of a long-term water management strategy that includes measures to account for and mitigate the risk of drought. The project is the first to be funded by the UN Development Assistance Framework (UNDAF) fund, and it is implemented jointly with UNDP. UNESCO organized a study tour for Iraqi experts in November 2012 to visit research centres, training institutions and governmental bodies specialized in drought monitoring and management in Kenya. Furthermore, UNESCO, the UN Assistant Mission for Iraq (UNAMI) and the KRG organized a technical workshop on Drought In September 2012.

369. **Culture:** Under the title "Erbil Citadel Revitalization Project – Two Years of Achievements (2010 – 2012)", the High Commission for Erbil Citadel Revitalization (HCECR) and UNESCO organized in June 2012 a special event inside the historic Citadel to celebrate the second anniversary of launching the second phase of the "Erbil Citadel Revitalization Project", and present the finalization of a number of the project's activities.

370. In 2012, the first phase of the "Sulaymaniyah Museum's Modernization" project was completed. UNESCO collaborated with the Iraq Trust Fund, the Department of Antiquities in the KRG and the First Lady of Iraq, H.E Hero Ibrahim Ahmed.

371. UNESCO Iraq Office, in close collaboration with the United Nations Environment Programme (UNEP) launched the project "World Heritage inscription process as a tool to enhance natural and cultural management of the Iraqi Marshlands", with the aim to protect this special site. The two agencies, together with the International Union for the Conservation of Nature (IUCN), organized the "First Drafting Workshop for the World Heritage Nomination File of the Iraqi Marshlands".

372. UNESCO, with support of the First Lady of Iraq - Hero Ibrahim Ahmed - organized a workshop for Iraqi Journalists entitled *Exploring Culture through Journalism*, with the aim to raise awareness on the cultural heritage issues in Iraq, while providing training on technical reporting.

373. **Social and Human Sciences:** During the celebration of Iraqi National Day, 14 July 2012, UNESCO gathered with representatives from civil society organizations, media professionals, academics, government officials from the Ministry of Human Rights, and representatives from the KRG and Parliament, to announce the creation of the Iraqi Federation of Human Rights Defenders. Implemented by UNESCO, UNOPS and UNAMI Human Right Office, and funded by the European Union through the UNDG Iraq Trust Fund, the "Protection of media professionals, human rights defenders and members of the academic community in Iraq" project proved to be another pioneering initiative that consolidates the core values and principles of the Republic.

374. **Communication and Information:** UNESCO held in collaboration with the Human Rights Office of the United Nations Assistance Mission for Iraq (UNAMI) and the Iraqi parliamentary Human Rights Committee, more than 10 follow-up conferences throughout 2012 in different Iraqi provinces, following the 2011 Conference "Freedom of Expression is a Human Right". These conferences served to widen the discussions on the draft law on Freedom of Expression (FOE) and raise the awareness of those working in the media profession,

375. UNESCO Iraq, in collaboration with Hart Security Australia, UNOPS and UNAMI Human Rights Office, conducted security training seminars from April to June 2012 bringing together 240 academics, journalists and human rights defenders in Basra, Erbil and Baghdad. Under the European Union funded project "*Protection of media professionals, human rights*



*defenders and members of the academic community in Iraq*”, these training workshops enabled participants to cope with the daily risks encountered during the course of their work.

376. Upon embarking on the project of *“Training on Media Coverage during the electoral process”*, UNESCO implemented a set of activities aiming to build the capacities of 700 Iraqi journalists in addition to the Iraqi Communications and Media Commission (CMC) staff the key authority in terms of regulating and developing the Communications and Media sectors in Iraq.

377. In February 2012, UNESCO participated in a follow-up conference for Iraqi bloggers in Sulaymaniyah. The conference was dedicated to Iraqi and Arab bloggers as well as activists in the field of law and media.

378. On 3 May 2012 in occasion of the World Press Freedom Day, UNESCO launched the newly developed Journalism Curricula. The proposed curriculum aims to reform the structure of formal education, and develop the technical and academic aspects of journalism in Iraq. The new curricula is translated to Arabic/ Kurdish and distributed to Media faculties in Iraq to be used in the year 2013.

### **Challenges**

379. Iraq presents one of the most challenging operating environments for any UN operation due primarily to security constraints on the ground in addition to the political context. Therefore, accomplishing the objectives of UNESCO’s programmes in Iraq remains contingent on overcoming a number of risks and operational constraints. The summary listed below primarily relates to four main factors: (i) continuing physical insecurity (ii) government stability (iii) the lack of reliable data and information, and (iv) ministry and government beneficiaries retention after trainings.

- High turnover of Ministers and ministry officials resulting in change of work plans and priorities with each new administration, and of staff, many of whom have already undertaken trainings, leading to difficulties in making progress;
- Delayed implementation by counterparts of their assigned duties which in some cases are a prerequisite for UNESCO to implement its components and activities;
- Obstacles for in-country monitoring of the actual delivery and utilization of the inputs procured (supplies, equipment, meetings);
- Security risks and concerns impeding timely delivery of supplies and equipment and hindering access to project sights;
- Difficulty for some participants to attend meetings, conferences, and workshops due to their inability to reach the airport, cancelled flights or curfews. In many instances, events had to be deferred or cancelled;
- Logistically, entry ports present difficulties and often complicate delivery of supplies and goods;
- Personnel concerns include the restriction in movements of both international and national staff.

### **Lessons learned**

380. Adapting to the Iraqi context has been challenging considering that the Office’s programme and activities have been managed from Amman due to security concerns; the Office has been constantly forced to update its own operational methods. During the past five years working through remote operational modalities, it is evident that for a tangible change to take place, implementing partners must be more present on the ground to participate effectively and communicate directly with the beneficiaries through both design and implementation phases of the projects. Therefore, UNESCO has worked to strengthen its field presence with regular missions of international staff to engage communities and authorities at different levels of projects implementation.

381. Ensuring the sustainability of acquired knowledge and skills and its application in an orderly manner, capacity building should also be oriented to target both intermediate level stakeholders and decision makers. Otherwise, the Organization may witness discrepancies between very knowledgeable experts on one side, and decision makers who show a very low level of awareness on these issues of concern on the other. This can eventually have a negative impact on the outcome of UNESCO's interventions, particularly if a certain area is considered less important and is thus erased from the political agenda. The Office increasingly involves medium-level and, when possible, upper-level decision makers in its training programmes and activities. The constant information sharing and updates in coordination with Iraqi experts has proved a useful tool to advocate for the adoption of international standards in line with national priorities.

### ***Collaboration with the UNCT***

382. The Iraq Office continues its full engagement to the UNCT by participating to joint activities and contributing to joint programmes developed within the framework of the 2011-2014 UN Development Assistance Framework (UNDAF) and coordinated through Priority Working Groups (PWGs). The PWGs are composed of project managers and lead UNDAF implementation/programming in a coherent manner and in alignment with implementation strategies of other development partners, mainstream crosscutting themes. They are also in charge of monitoring, reviewing and evaluating activities from all participating agencies.

383. UNESCO is represented in all PWGs and co-chairs with UNICEF the Education working group. UNESCO is also a member of the UNCT Gender Task Force, the UNCT Advocacy Working Group and the Inter-Agency Information and Analysis Unit, a centralized unit which houses all information on UNCT programming and conducts sector wide research on cross-cutting sectoral issues such as gender and water. In addition, UNESCO is member of the UNDAF Fund Committee, with wide engagement across all areas of its mandate in Iraq.

### **UNESCO Office in Rabat**

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384. Les diverses stratégies et initiatives nationales de développement, les objectifs stratégiques adoptés par la Conférence générale de l'UNESCO (C/5 et autres, les priorités nationales issues des Bilans Communs de Pays (BCP) et sur lesquelles se sont basées les Cadres d'Assistance des Nations Unies au Développement (UNDAFs) sont à l'origine de la programmation du Bureau de Rabat. Les secteurs ont été pleinement impliqués dans le processus d'élaboration des dits documents couvrant la période 2012-2013.

385. Les informations relatives à l'action du Bureau figurent dans les parties ci-dessous présentées par pays couvert. Les projets et actions menés par le Bureau répondent directement ou indirectement aux objectifs des UNDAFs des pays couverts et mettent l'accent sur les grandes priorités des secteurs et du C/5 et notamment en ce qui concerne la dimension Genre.

### **Implication du Bureau dans les travaux de l'Equipe de pays**

386. Le Bureau de Rabat a développé une stratégie active en vue du positionnement de l'UNESCO au sein du SNU concrétisé par :

- une approche participative adoptée tout au long du processus d'élaboration des BCP et UNDAF Maroc, Mauritanie et Tunisie ;
- une culture d'analyse et de réflexion stratégique ;
- la mise en place d'espaces de travail collaboratifs solides et pérennes entre les différents acteurs concernés ;

- la création d'instances de décision, de suivi, d'évaluation et de pilotage ;
- la mise en place d'activités novatrices en appui aux stratégies nationales ;
- l'appropriation nationale et au niveau des ONGs de la majorité d'activités entreprises ;
- la mise en place d'une plateforme de dialogue entre la société civile et les institutions nationales et autres partenaires ;
- la participation active aux travaux des groupes thématiques issus des groupes d'effet UNDAF ;
- représentation permanente au sein des groupes de travail suivi –évaluation et communication.

**Certains défis :**

- La difficulté pour le Bureau de Rabat d'avoir une implication du même niveau dans tous les pays couverts. La contribution de l'UNESCO aux différents travaux et exercices de l'UNCT est spécifique à chacun des pays couverts. Cette spécificité dépend de la dynamique de l'Equipe de pays et du degré d'implication et d'intégration des Agences non résidentes dans les différents travaux et programmation conjointe. Dans la majorité des cas, ce degré reste tributaire et dicté par la personnalité du Coordonnateur Résident et le dynamisme de son équipe chargée de la Coordination. De telles considérations générales ont largement conditionné la nature et le niveau de la contribution de notre Bureau notamment dans les travaux de l'UNCT en Algérie. Depuis un certain temps, la situation s'est nettement améliorée grâce notamment au grand appui aux collègues au sein du Bureau de la coordination ;
- Certaines difficultés de coordination vu le grand nombre de partenaires impliqués dans la mise en œuvre des programmes conjoints ;
- La lourdeur du reporting des programmes conjoints ;
- La non disponibilité de fonds permettant de contribuer à des actions conjointes au même titre que les autres Agences UN.

**MAROC**

387. Au Maroc, le leadership de l'UNESCO au sein de l'équipe pays du SNU sort renforcé, en particulier dans le domaine de la « **Culture et développement** » et de la réduction de la vulnérabilité et des inégalités dues au genre. L'UNESCO, grâce à son expérience de collaboration conjointe avec d'autres agences du SNU, a assuré le rôle de chef de file des cinq agences du SNU participant au Programme conjoint « Le patrimoine culturel et les industries créatives comme vecteur de développement au Maroc » et a co-présidé le Comité de gestion du dit Programme.

388. Par ailleurs, le Bureau de Rabat s'était investi depuis plusieurs années aux cotés de ses partenaires nationaux dans le processus UNDAF Maroc. Ces efforts qui s'étaient appuyés sur les réalisations du programme conjoint « Culture et développement au Maroc », et le « Programme multisectoriel de lutte contre les violences fondées sur le genre par l'autonomisation des femmes et des filles au Maroc », ont été notamment couronnés par l'intégration de la culture et son potentiel de développement dans le document de l'UNDAF Maroc 2012-2016, plus précisément dans le cadre de la coopération pour le développement socio économique et la réduction de la vulnérabilité et des inégalités liées au genre.

389. C'est ainsi qu'un cadre stratégique novateur, des mécanismes juridiques et règlementaires et des outils de préservation, de gestion et de valorisation du patrimoine culturel ont été mis en place. Cela a contribué efficacement à la mise en place d'une stratégie nationale de préservation, de gestion et de mise en valeur du patrimoine culturel

marocain reconnaissant et intégrant les atouts du patrimoine culturel dans le développement économique et social et renforçant les compétences des professionnels du patrimoine culturel en les formant et en les dotant de nouveaux outils permettant une meilleure préservation et gestion du patrimoine culturel dont un système d'inventaire aux standards internationaux, un web SIG, un portail du patrimoine culturel, un projet de révision de la loi sur le patrimoine et un système de gestion des trésors humains vivants.

390. Ont également été mises en œuvre des approches de développement des industries culturelles et créatives dans l'objectif de favoriser l'amélioration des conditions de vie des populations bénéficiaires et particulièrement les femmes et les jeunes. Ainsi, des approches innovantes ont été expérimentées dans les secteurs du livre, de la musique et de la danse. En outre, deux circuits de tourisme culturel reposant sur la valorisation des ressources culturelles locales et un centre d'interprétation visant la valorisation du site archéologique de Volubilis, bien inscrit sur la Liste du patrimoine mondial, sont mis en place.

391. Dans le domaine de **l'éducation**, Le Bureau a fixé sa stratégie d'appui dans les différents domaines qui couvrent l'ensemble du secteur éducation : du préscolaire à l'enseignement supérieur en passant par la formation professionnelle. De nombreux projets, activités, événements et initiatives ont été exécutés ou en cours dans les différents pays de la sous-région. Tous ces projets sont indispensables pour les pays que ce soit dans le domaine de la planification, de l'alphabétisation, du renforcement de la l'employabilité des sortants du tertiaire ou de la vision stratégique de la formation professionnelle pour aider les jeunes dans leur développement et mieux les préparer à intégrer le monde professionnel.

392. Le développement de l'éducation est principalement basé sur une vision stratégique, sectorielle et inclusive. C'est la raison pour laquelle le Bureau de Rabat a toujours œuvré pour mettre en place et renforcer les structures de formations nationales ou sous-régionales existantes dans le domaine de la formation des planificateurs. Différents projets ont été réalisés à cet effet dont le dernier en date étant dans le cadre du CapEFA. Ce projet a été prolongé jusqu'à 2013, à travers un plan d'action pour le renforcement des compétences des planificateurs et gestionnaires de l'éducation et de la formation. Pour l'année 2012, plusieurs activités ont été développées notamment: i) L'appui au Centre d'Orientation et de Planification de l'Education (COPE). Cet appui se fait en collaboration avec d'autres partenaires, notamment l'Institut International de Planification de l'Education (IIPE); ii) L'analyse des besoins en formation dans le domaine de la planification et la gestion de l'éducation a été l'objet d'un séminaire réunissant les responsables de planification de quatre pays couverts avec l'appui de l'ISESCO ; iii) et l'Elaboration d'un Référentiel de Compétences pour les Planificateurs et Gestionnaires de l'Education sur la base de l'évaluation de la situation des besoins en formation pour cette catégorie de personnels.

393. Dans le domaine de l'alphabétisation, le projet « Alphabétisation fonctionnelle et formation professionnelle » vise l'alphabétisation de 69.000 personnes actives dans les secteurs d'activités de l'artisanat, l'agriculture et les pêches maritimes au Maroc. Le projet s'inscrit dans le cadre plus global du Millenium Challenge Corporation (MCC/Maroc) ; il est géré par l'Agence de Partenariat pour le Progrès (APP), agence gouvernementale sous l'autorité du Premier Ministre. L'APP et l'UNESCO ont signé un accord de don en date du 08 octobre 2010, par lequel l'APP met à la disposition de l'UNESCO Rabat un budget de 750.000 dollars US pour assurer les axes d'accompagnement susmentionnés, cet accord a été suivi par un avenant en date de 27 juin 2012, par lequel l'APP met à disposition de l'UNESCO un budget additionnel de 680.190 dollars US pour assurer les axes d'appui susmentionnés.

394. "Promouvoir l'éducation pour la santé, l'éducation à la sexualité et la prévention du VIH et des conduites addictives ainsi que le non violence auprès des jeunes au Maghreb UBRAF 2012-2013" : Ce projet s'inscrit dans la continuité du projet UBW « Education au VIH/SIDA et Formation des Enseignants au Maghreb, modules de formation des

enseignants du secondaire en formation initiale » 2010-2011. Il vise à offrir une approche plus globale des phénomènes à risque auxquels les jeunes maghrébins sont confrontés de nos jours. La démarche de l'UNESCO dans ce cadre ambitionne à promouvoir au sein des établissements scolaires mais plus généralement au sein des espaces fréquentés par les jeunes l'Education pour la Santé dans l'objectif de permettre aux jeunes générations d'adopter des comportements favorables à leur santé et à leur bien-être. Des thématiques telles que la prévention des conduites addictives, l'Education à la non-violence et l'Education à la sexualité sont retenues comme prioritaires dans ce projet.

395. Des propositions claires, à l'échelle du Maghreb, pour promouvoir l'éducation pour la santé des jeunes, notamment :

- Publier les actes de la rencontre afin de partager avec le plus grand nombre les échanges et réflexions ;
- Mener à l'échelle de chaque pays des enquêtes, des études afin de collecter les informations ;
- enfin, des stratégies d'actions pourront être proposées avec les Ministère de l'Education, de la Jeunesse et de la Santé pour concevoir une politique de prévention pour les jeunes.

396. Le Bureau de Rabat poursuit son engagement pour accompagner la dynamique de renforcement des réformes de l'enseignement supérieur dans la région du Maghreb, cet accompagnement s'inscrit dans la dynamique du Bureau régional de Beyrouth et celle du siège de l'Organisation (Conférence de Paris, Juillet 2009).

397. L'analyse de la situation pour le Maroc a été réalisée et a permis d'explorer les priorités pour l'amélioration de l'enseignement supérieur ainsi le plan d'action en partenariat avec le ministère de l'Education Nationale. L'Algérie et la Tunisie partagent, mutatis mutandis, la même situation. Les actions qui seront mises en place au Maroc seront adaptées lors d'un séminaire technique, aux autres pays de la région. Le cas du Maroc sera donc un cas pilote avec des ajustements pour les autres pays.

398. Dans le domaine des **sciences humaines et sociales**, l'action du Bureau de Rabat se concentre sur les axes prioritaires suivants: la jeunesse/démocratie, l'inclusion sociale, l'égalité de genre et le dialogue philosophique.

399. Lancé en mai 2008, le programme « Programme multisectoriel de lutte contre les violences fondées sur le genre par l'autonomisation des femmes et des filles au Maroc » a été clôturé en juin 2012. Ce programme vise à contribuer au résultat UNDAF pour la période 2007- 2012 relatif à l'atteinte de « progrès significatifs en matière d'égalité de genre, de protection des droits des femmes et des filles et de participation à la vie publique, politique, économique, sociale et culturelle ». Dans un contexte national marqué par de profondes réformes, le programme est venu en soutien aux efforts nationaux visant à promouvoir les droits fondamentaux des femmes et des filles et s'est inscrit dans le cadre de l'Initiative Nationale pour le Développement Humain (INDH). Il a porté spécifiquement sur la prévention et la protection des femmes et des filles de toutes formes de violences. Les actions de l'UNESCO se sont concentrées sur trois axes : i) amélioration de la chaîne de prise en charge des femmes victimes de violences (renforcement des capacités des ONG féminines en matière d'autonomisation psychosociale et économique des femmes victimes de violence ; ii) sensibilisation et renforcement des capacités des médias sur les droits humains des femmes ; iii) L'appui à la mise en place d'une stratégie nationale de communication en matière de lutte contre les violences basées sur le genre. Les produits de ces efforts sont partagés dans le cadre de la coopération Sud –Sud avec les partenaires dans les pays couverts par le Bureau (Tunisie notamment) et dans le cadre des activités de coordination au sein du Système des Nations Unies, notamment dans le cadre des groupes thématiques

(SHS étant le point focal UNESCO Genre au sein du SNU). En vue de capitaliser les résultats et les bonnes pratiques du programme TAMKINE l'UNESCO, avec UNICEF et UNFPA, ont soumis fin 2012, une proposition de projet conjoint à l'appel du Fonds d'affectation spéciale des Nations Unies pour l'élimination de la violence à l'égard des femmes.

400. L'action du Bureau de Rabat en faveur de la jeunesse porte sur le renforcement des capacités de participation politique et de plaider des jeunes et des associations de jeunesse afin de les accompagner à s'investir pleinement dans le processus de réformes en cours dans le pays. Elle s'inscrit dans le cadre de la Stratégie de l'UNESCO pour la Jeunesse africaine (2009-2013)<sup>4</sup> et contribue à l'UNDAF Maroc 2012-2016 dans lequel les jeunes sont identifiés comme public nécessitant une attention prioritaire ; et la participation effective des jeunes dans le processus de prise de décision est envisagée comme un indicateur important de bonne gouvernance. Dans ce cadre, deux activités ont été menées en partenariat avec la société civile et en coopération avec les institutions nationales concernées, en 2012 : i) L'Université d'Automne « Jeunesse Maroc et Engagement politique pour un monde alternatif », 12-14 octobre 2012 a vu la participation de plus de 200 jeunes dont 47% de filles, provenant de 27 régions marocaines (urbain et rural confondus) et de 6 pays. Les résultats des travaux des jeunes ont été consolidés en un Mémoire à l'attention des décideurs, et feront l'objet d'un atelier de dialogue avec les institutions nationales le 21 mars 2013. ii) En complément de l'Université, est menée l'activité intitulée « le Théâtre-plaidoyer des jeunes » par laquelle l'UNESCO et l'ONG partenaire ont donné carte blanche à 10 jeunes pour aborder la question de la création du futur Conseil Consultatif des jeunes et de l'action associative à travers le théâtre. La pièce de théâtre écrite et mise en scène par les jeunes émane d'un effort participatif accompagné par des formateurs confirmés (2 sessions de formation ont été organisées durant le mois de novembre 2012) et, se veut in fine une ouverture à l'éveil de l'esprit critique, à la prise de parole, et à la participation et à l'engagement citoyen des jeunes.

401. Parallèlement, le Bureau de Rabat assure la mise en œuvre du projet Dialogue philosophique Sud-Sud (2012-2013), financé par le « Programme international Abdulah Bin Abdulaziz pour la culture de la paix et le dialogue » (Royaume d'Arabie Saoudite), dans le cadre de la Plateforme intersectorielle de l'UNESCO pour la Culture de la paix et la Non-violence (IPCoP) et en coordination avec SHS Siège (SHS/EGC/GEC). Ce projet vise à transmettre aux jeunes générations la pluralité d'approches et de conceptions philosophiques, en mettant en lumière les philosophies émanant de l'hémisphère sud.

402. L'objectif est de constituer un corpus de textes philosophiques qui fera l'objet d'une publication sous forme de modules pédagogiques. Le projet s'appuie sur un Comité scientifique composé de 12 éminents philosophes des quatre régions concernées, parmi lesquels, le philosophe marocain Ali Benmakhlouf a été désigné Coordinateur régional du projet pour la région arabe et à ce titre, il assurera la liaison avec les philosophes et les instituts et centres de recherche des autres pays de la région pour récolter leurs contributions.

403. Le projet prévoit la tenue de deux dialogues, dont le premier a eu lieu à Marrakech au Maroc (9-11 juillet 2012), ouvert au public et faisant l'objet de grands efforts en matière de communication pour inviter les universitaires, étudiants et acteurs sociaux et culturels à assister et participer aux questions débattues par les philosophes. Dans ce cadre, l'UNESCO a associé le titulaire de la Chaire UNESCO de philosophie à l'Université Mohamed V de Rabat.

404. Dans le domaine de la **Communication et de l'information**, le Bureau de l'UNESCO à Rabat (CI/RABAT) travaille, en étroite collaboration avec le Gouvernement, les organisations de la société civile et les médias afin de promouvoir les droits à la liberté d'expression et d'accès à l'information ainsi que l'éducation aux médias et à l'information au Maghreb

405. Concrètement, CI/RABAT a apporté un soutien au REMDI afin que la future loi régissant l'accès à l'information du domaine public soit élaborée de la façon la plus participative possible tout en respectant les standards internationaux en la matière. L'appui au REMDI consiste également dans la mise en œuvre d'activités visant à sensibiliser le grand public en ce qui concerne l'importance du DAI.

406. Au sujet de la promotion du droit à la liberté d'expression, CI/RABAT a soutenu la célébration locale de la Journée mondiale de la liberté de la presse 2012 organisée par Media Diversity Institute le 4 mai 2012 à Rabat. L'événement a consisté en la célébration d'une table ronde sous le thème "Liberté d'expression et responsabilité des médias".

407. Par ailleurs, CI/RABAT mène un large programme d'activités visant à l'amélioration de la représentation des femmes dans les médias maghrébins. Dans le cadre de ce programme, CI/RABAT met en œuvre le projet de promotion du rôle des médias audiovisuels publics marocains en tant que diffuseurs de la culture de l'égalité. Ce projet, qui est en train d'être exécuté, dans un premier temps, en partenariat avec l'entreprise de l'audiovisuel public SNRT et la Conférence permanente de l'audiovisuel méditerranéen (COPEAM), a pour but de renforcer les capacités institutionnelles et techniques des médias audiovisuels publics afin que l'approche genre trouve une place à l'intérieur de leurs politiques internes, de production de contenu et de programmation et que celles-ci reflètent correctement la diversité existante au sein de la société marocaine.

408. En ce qui concerne la promotion de l'Education aux médias et à l'information (EMI), CI/RABAT a mis en place, conjointement avec le Ministère de l'Education Nationale (MEN), un projet visant à intégrer l'EMI dans le curricula de formation initiale des enseignants des niveaux primaire et secondaire. Pour cela, CI/RABAT a travaillé avec le MEN pour adapter au contexte marocain le Programme de formation des enseignants à l'EMI de l'UNESCO. De ce travail conjoint a résulté un module de 20 heures qui sera intégré dans le curricula en tant que module optionnel. Une fois la phase d'adaptation complétée, il y aura lieu de former les enseignants pour ensuite tester le module au sein des CRMEFs, dans le cadre d'un déploiement national. Une fois le module testé, les résultats de l'expérimentation seront évalués. La dernière phase du projet sera consacrée à la réadaptation du module en fonction des résultats de l'évaluation. Il faut souligner que ce projet s'inscrit dans le cadre de la réforme nationale de curricula de formation initiale des enseignants.

## **MAURITANIE**

409. **Education** : Le Bureau de Rabat continue la mise en œuvre de la deuxième phase du Programme de renforcement des capacités nationales pour l'alphabétisation et l'éducation primaire non formelle (CapEFA Mauritanie 2012-2013) dans les domaines du renforcement des capacités des planificateurs, gestionnaires éducatifs, et acteurs communautaires et associatifs, de la mise en place d'un système d'information de la gestion de l'alphabétisation et de l'éducation primaire non formelle et du renforcement du rôle de la société civile comme levier principal dans le processus de développement local. Le programme s'est appuyé sur un partenariat avec les départements et sous secteurs de l'éducation concernés. La coordination de la mise en place de ce programme d'appui est assurée par l'unité centrale du Département Projets Education et Formation (DPEF) du MEN qui coordonne l'ensemble des interventions des PTFs dans le secteur de l'éducation et de la formation en vue de garantir une synergie optimale entre les différentes interventions en étroite collaboration avec la Direction Générale des Stratégies, de la Planification et de la Coopération, la

Direction de l’alphabétisation ainsi que le Commission Nationale Mauritanienne pour l’UNESCO. Par ailleurs, le Programme Education du Bureau de Rabat est entrain de finaliser un accord de partenariat avec la Banque Islamique de Développement (BID) dans le cadre de son Programme d’alphabétisation par l’apprentissage des métiers (PALAM) pour un appui technique de qualité pour le renforcement des capacités des acteurs nationaux au niveau des ministères concernés pour la conception des programmes d’alphabétisation et d’éducation primaire non formelle.

410. Le Programme Education du Bureau de l’UNESCO à Rabat, en sa qualité de partenaire privilégié du pays, a assuré un appui stratégique aux différents travaux préparatoires de la Commission des Etats Généraux de l’Education et la Formation (autorité indépendante de régulation chargée d’engager et de gérer des concertations élargies au niveau national autour des défis de l’éducation et des perspectives d’amélioration de son rendement), à la demande de cette dernière, à travers des réunions de concertation, d’appui technique et de révision des productions de la Commission. Par ses projets et ses différentes actions, ED/Rabat s’est positionné comme chef de file technique dans le domaine de l’éducation vis-à-vis des différents partenaires techniques et financiers concernés par l’éducation dans le pays.

411. Le Bureau de Rabat assure le leadership du Programme Conjoint MDG-F « Patrimoine, tradition et créativité au service du développement durable de la Mauritanie » au sein du SNU. Ce programme conjoint vise à améliorer l’accès des groupes pauvres et vulnérables particulièrement les femmes et les jeunes, à des emplois et revenus décents, sur la base d’une croissance inclusive et non discriminatoire. De façon globale, les objectifs du programme ont contribué à la réalisation des objectifs de la politique nationale de modernisation et de décentralisation des secteurs de développement ; à travers une plus grande prise en compte des spécificités culturelles et sociologiques des populations locales, et le développement d’actions intersectorielles faisant intervenir différentes agences du SNU (UNESCO, PNUD et UNFPA) aux côtés des ministères et départements concernés, le secteur privé et la société civile.

412. De plus, à travers son rôle de leadership dans le cadre du programme conjoint, l’UNESCO vient renforcer son rôle au sein de l’UNCT en Mauritanie et appuyer la prise en compte de la Culture dans les exercices de programmation conjointe. Les efforts déployés dans ce sens ont permis l’inscription de la culture comme levier de développement dans les documents UNDAF 2007-2011 et 2012 -2016.

413. En revanche, et malgré les efforts déployés pour une présence plus effective, l’UNESCO n’étant pas agence résidente, la gestion et la coordination avec les multiples partenaires impliqués a constitué un défi majeur pour la réalisation du programme.

414. Les programmes et activités du Bureau de Rabat en matière du développement des médias libres, indépendants et pluralistes, la promotion de la liberté d’expression et l’accès à l’information, et la communication pour le développement ont contribué aux résultats attendus de l’UNDAF 2007-2011 et continueront de servir à la promotion de la bonne gouvernance dans ce pays dans le cadre de l’UNDAF 2012 – 2016 : Amélioration de la gouvernance et renforcement des capacités des acteurs.

415. La question de l’égalité des genres est un thème transversal et prioritaire pour le SNU, de ce fait CI/RABAT développe depuis 2010 et jusqu’à présent son programme pour l’amélioration de la représentation des femmes dans les médias maghrébins.

416. Toujours en rapport avec l’égalité des genres dans les médias et dans le cadre du PIDC, l’Union des femmes des médias de Mauritanie a mené à bien, en 2012, un projet de renforcement de capacités de ses membres sur le droit de l’information et la déontologie journalistique.



417. Finalement, dans le cadre du programme de l'UNESCO qui vise à promouvoir la recherche universitaire pour l'éducation aux médias et à l'information (EMI) et le dialogue interculturel, CI/RAB a soutenu la tenue d'un colloque sur l'éducation et le rôle des médias dans la promotion de la diversité culturelle. Cette activité a été organisée par l'Ecole Normale Supérieure (ENS) de Nouakchott les 19 et 20 novembre 2012.

418. Le Bureau de Rabat est partenaire dans la fenêtre thématique « Environnement et changement climatique » du MDGF. Le projet intitulé « Gestion locale de l'environnement et mainstreaming dans les processus de planification » couvrant la Mauritanie (525 200 USD pour l'UNESCO) pour atteindre les résultats avancés) vise l'objectif n°2 « les capacités nationales sont renforcées pour assurer une meilleure prise en compte des défis environnementaux dans les processus de planification » et s'inscrit dans le résultat de l'UNDAF de la Mauritanie « la pauvreté est atténuée par l'amélioration de l'accès des populations aux moyens d'existence durable ».

419. Les efforts d'intégration de l'UNESCO dans l'UNDAF 2012-2016 ont permis à SHS de s'inscrire dans deux axes : protection et gouvernance. Le fait de n'être pas physiquement sur place est certes un obstacle car ne pas participer directement aux réunions décisives concernant les axes d'action lèse forcément les agences non résidentes.

420. Les domaines relatifs aux droits humains, à la lutte contre le racisme et à l'égalité des genres ont été privilégiés. A citer en exemple, les études sur les droits culturels dans les pays du Maghreb (dont la Mauritanie) et en Égypte, dans le cadre des activités du Réseau arabe de recherche-action sur les droits économiques, sociaux et culturels (Réseau ARADESC), qui ont été publiées en novembre 2010, et qui sont accompagnées d'une Grille régionale d'observations contrastées des droits culturels.

## **TUNISIE**

421. Suite aux développements politiques récents, ce pays est entré dans une période transitoire vers la démocratie. L'UNESCO, guidée par son mandat de promouvoir la culture de la paix, le respect universel de la justice, des droits de l'homme et des libertés fondamentales pour tous, est appelée à mobiliser son assistance technique en coordination avec les agences, fonds et programmes des NU en Tunisie intervenant en matière d'éducation à la démocratie et aux droits de l'homme. Forte de son avantage comparatif, et à la demande de ses partenaires tunisiens, l'UNESCO a initié des projets novateurs ciblant prioritairement les jeunes les plus vulnérables, âgés entre 18 à 24 ans, avec un accent particulier sur la perspective genre.

422. La mission de SHS Rabat est de donner à la jeunesse tunisienne (18-24 ans) les moyens intellectuels et la conscience citoyenne nécessaires pour prendre part aux changements historiques. Au titre du biennium 2012-2013, correspondant au processus constitutionnel en Tunisie, l'UNESCO appuie le renforcement de la culture démocratique parmi la jeunesse à travers l'éducation à la citoyenneté et l'implication des jeunes dans la gestion de la chose publique. Ce travail d'éveil citoyen revêt une importance particulière dans le contexte de transition, marqué par un processus constitutionnel dont les enjeux et la complexité échappent souvent à la compréhension des jeunes, entraînant des risques de démobilitation politique.

423. De manière générale, toutes les actions sont menées en étroite collaboration avec la Commission nationale tunisienne, le Ministère de l'éducation, et les acteurs de la société civile telle que l'Institut Arabe des Droits de l'Homme (IADH) et le Center of Arab Women for Training and Research (CAWTAR). En termes de ciblage géographique, une attention particulière est donnée à l'implication des jeunes filles des régions du Sud-Ouest et Centre-Ouest, régions de ciblage prioritaires des Nations Unies en Tunisie, en raison de leur

marginalisation économique, sociale et politique dans les récentes années. Au sein du Système des Nations Unies en Tunisie, la contribution à la Stratégie de transition des Nations Unies en Tunisie (STT, 2011-2013) est pleinement reflétée dans l'Axe 1 - Vers une gouvernance démocratique ; Effet 2: A l'horizon 2013, les citoyens femme-homme participent plus et mieux à la vie politique et associative ; Produit 2.4 : Les jeunes ont accès à des nouveaux mécanismes de participation effective à la prise de décision. Dans ce cadre, une importante synergie a été créée par l'UNESCO SHS au sein de l'équipe pays des Nations Unies en Tunisie dans le domaine de l'éducation à la citoyenneté et de la participation démocratique des jeunes. En termes de mobilisation de fonds, les efforts ont été récompensés par l'obtention d'importants financements extrabudgétaires (Pays-Bas et PNUD), ainsi que des financements des Plateformes intersectorielles de l'UNESCO (IPCoP et PCPD), valorisant le travail intersectoriel entre SHS/CI; et entre SHS/ED.

424. Les détails des différentes actions menées en 2012 et actuellement en cours en Tunisie en appui au processus de transition démocratique comprennent :

- La formation des jeunes à la citoyenneté à travers i) La production et la diffusion d'outils tels que le « Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie » et son Guide d'utilisation à l'attention des formateurs et adultes-relais » ainsi que les deux publications phares de l'UNESCO constituant des références utiles pour l'éducation à la citoyenneté : « Démocratie : 80 questions et réponses » et « Droits humains : questions et réponses » ; ii) la Formation des formateurs (Tunis, décembre 2011, Siège de la Commission nationale) qui a permis de constituer un noyau de 16 formateurs qui sera appelé à dupliquer les cycles de formation au niveau régional ; iii) l'organisation de sessions pilotes d'éducation à la citoyenneté pour les jeunes : à l'heure actuelle, 6 sessions de formation ont été organisées entre novembre 2011 et décembre 2012). Ces formations ont également bénéficié d'une « Additional Appropriation » de l'Ambassade des Pays-Bas en Tunisie ;
- La Pérennisation et généralisation de l'éducation citoyenne dans la Stratégie nationale pour l'éducation citoyenne de la Tunisie : Sous l'impulsion de l'UNESCO et du Coordinateur Résident, une Task Force Education Citoyenne a été mise en place au sein du Système des Nations Unies en Tunisie. L'UNESCO assure le lead de cette Task Force qui, outre les 6 agences des Nations Unies (UNESCO, UNICEF, UNFPA, HCDH, UNHCR et PNUD), comprend également le Ministère de l'éducation, la Commission nationale tunisienne, et l'IADH. Sa première mission est la mise en place des « Clubs Citoyenneté et Droits de l'homme » dans des établissements scolaires tunisiens, sous le patronage du Ministre de l'éducation lui-même. 20 Clubs pilotes sont prévus en 2012-2013. Le 27 novembre 2012, une cérémonie de lancement officiel de la création des Clubs par le Ministre de l'éducation et le Président de l'IADH a été organisée et l'UNESCO a été appelé à représenter la Task Force et le Coordinateur Résident à cette occasion. Ce travail est renforcé par une démarche intersectorielle SHS/ED dans le cadre de l'IPCoP. Les actions comprennent l'inscription de l'éducation à la citoyenneté dans le cadre de la réforme éducative en cours en Tunisie, la généralisation des formations citoyennes de l'UNESCO dans la programmation des Clubs Citoyenneté, la mise à disposition des ressources pédagogiques développées par l'UNESCO, la sensibilisation du corps enseignant et de la direction des établissements sur l'approche pédagogique participative, et l'évaluation du socle des compétences mobilisées par les Clubs en comparaison avec celles mobilisées par le cours d'éducation civique ordinaire ;
- L'intégration des jeunes a la vie citoyenne : dans le cadre du financement extrabudgétaire par les Pays-Bas (333 333 USD), le projet « Renforcement de la participation des jeunes filles vulnérables aux mécanismes de consultation et de prise de décision » a été mis en place à partir de février 2012, en collaboration avec le Ministère de l'éducation, la Commission nationale tunisienne pour l'UNESCO, l'IADH et le CAWTAR. Le projet comprend quatre axes d'intervention dont : i) Renforcer les capacités des institutions nationales pour impliquer les jeunes filles de la participation politique et publique ; ii) Produire des connaissances factuelles sur la perception des jeunes filles de leur

participation politique. Dans ce cadre, une recherche de terrain (enquête qualitative locale) a été menée dans le Sud-Ouest et du Centre-Ouest sur les perceptions par les jeunes filles de leur participation politique, en collaboration avec le CAWTAR. L'enquête a été présentée à Tunis le 18 janvier 2013 dans le cadre d'un atelier de restitution, auquel a pu assister l'ADG/SHS en visite en Tunisie. ; iii) Organiser des cycles de formation à la citoyenneté pour les jeunes, mettant l'accent sur la culture démocratique, les principes des droits de l'homme, des libertés fondamentales et l'engagement civique ; iv) Sensibiliser les décideurs et le public en général sur l'importance sur l'engagement des jeunes filles dans la participation politique. Un spot TV et une pièce de théâtre visant à sensibiliser les jeunes et le grand public à l'importance de la participation des jeunes à la vie politique ont été réalisés et diffusés ;

- La promotion du Dialogue jeunes/élus de l'ANC. L'UNESCO a mobilisé des ressources extrabudgétaires auprès du PNUD Tunisie (184 800 USD) pour la promotion de la participation des jeunes dans le processus constitutionnel en Tunisie. Ce MoU s'inscrit dans le cadre de l'accord de coopération global entre l'Assemblée nationale Constituante (ANC) et le PNUD. Comptant sur l'expertise de l'UNESCO, cette coopération inter agence a pour objectif d'améliorer la compréhension mutuelle entre les deux groupes pendant le processus constitutionnel, et de sensibiliser les élus aux aspirations des jeunes pendant cette période historique de la Tunisie ;
- La Sensibilisation des agents des forces de l'ordre à la culture démocratique. Le travail intersectoriel SHS/CI dans le cadre de la Plateforme intersectorielle PCPD, et en coopération avec le Ministère de l'intérieur, consiste à sensibiliser les agents des forces de l'ordre (i) d'une manière générale sur les valeurs démocratiques et les principes des droits de l'homme dans un contexte de transition ; (ii) et d'une manière spécifique sur le rôle des médias dans un contexte de liberté d'expression.

425. Le travail sur la Réforme du système éducatif a permis de focaliser, lors de la Conférence nationale sur la méthodologie de la Réforme, à laquelle le Bureau de Rabat avait participé, sur la nécessité de la mise en place d'une coordination étroite parmi les trois sous secteurs de l'éducation. A cet effet, le bureau de Rabat a initié et accompagné techniquement, avec la Commission nationale pour l'UNESCO, la tenue d'une réunion entre des hauts responsables des trois ministères (Chefs de Cabinet et Secrétaires Généraux) pour la préparation d'un texte devant sceller un engagement politique des trois Ministres du Secteur éducation. La cérémonie officielle de la signature de ce texte avait été fixée au mois de février 2013. Cet engagement devait permettre d'harmoniser, de coordonner et de planifier ensemble les actions les actions, les activités et les programmes visant le développement sectoriel de l'éducation en Tunisie. La situation politique actuelle de la Tunisie n'a pas permis la réalisation de cette réunion ministérielle.

426. Le Bureau de Rabat apporte également un appui technique à l'éducation nationale dans le domaine du système d'information et celui de la planification. Cet appui se cristallise dans des travaux de diagnostic et de renforcement de compétences et de système dans les domaines précités.

427. Dans le domaine de **la culture** : La stratégie d'accompagnement des autorités nationales menée par le Bureau de Rabat a permis la réalisation d'actions pilotes réussies visant le renforcement des capacités des institutions culturelles tunisiennes et la dynamisation des musées dans une optique de développement par la création d'opportunités d'emplois pour les jeunes et le développement d'une économie basée sur le potentiel culturel.

428. Les résultats positifs réalisés grâce notamment à la forte implication des partenaires nationaux au niveau du ministère de la culture, ont enclenché une dynamique qu'il convient de maintenir et de promouvoir auprès des différents intervenants dans le domaine du développement, afin de mobiliser les partenariats et financements nécessaires pour la mise

en œuvre de programmes et projets sous la thématique « culture et développement », et ce tant dans le cadre du SNU que de la coopération bilatérale.

429. A cet effet, la contribution du Bureau de Rabat a été prise en compte et intégrée dans la matrice du document UNDAF révisé pour 2011-2012. Les agences du SNU se sont montrées très réceptives à l'idée de renforcer la coopération dans le sens du développement de projets/programmes orientés vers la culture et le développement, en ciblant en priorité les jeunes et l'accès à l'emploi.

430. Grâce à l'intervention du Bureau de l'UNESCO un groupe de travail interministériel a été mis en place en 2012 sur le thème « culture et développement » avec pour objectif de concevoir des projets intersectoriels et l'identifications de bailleurs de fonds pour leur financement.

431. L'UNESCO doit à présent sensibiliser les nouvelles autorités en place depuis les élections du 23 octobre à la poursuite des actions en cours et des efforts pour faire de la culture et du patrimoine culturel un véritable levier de développement économique et social en Tunisie.

432. Le rôle de l'UNESCO en Tunisie est d'accompagner le processus de transition démocratique en mettant à la disposition des responsables politiques et des représentants de la société civile son expertise en matière de promotion des droits de l'Homme et des valeurs démocratiques.

433. Afin de mieux répondre aux besoins des Tunisiens, l'UNESCO a ouvert un Bureau de Projet à Tunis en janvier 2012. Le Bureau de projet à Tunis permet d'assurer la participation de l'UNESCO dans la Stratégie de transition en Tunisie (STT) sur 2011-2014 et la préparation du prochain CCA/UNDAF pour 2015-2019.

434. L'UNESCO a organisé avec les autorités tunisiennes la Conférence sur la Journée mondiale de la liberté de la presse qui s'est tenue à Tunis du 3 au 5 mai 2012. L'événement a rassemblé plus de 750 personnes de près de 90 pays différents. La Déclaration de Carthage, portant sur la liberté de la presse et la sécurité des journalistes, a été adoptée à l'issue de la conférence par l'ensemble des participants.

435. La liberté d'expression et d'information a été au cœur des débats lors de deux rencontres sur la liberté d'expression et l'accès à l'information qui se sont tenues les 2 et 3 juillet 2012 et ont rassemblé les membres des Commissions « Préambule et principes fondamentaux » et « Droits et libertés » de l'Assemblée Nationale Constituante (ANC) et trois experts internationaux de l'UNESCO. Lors de ces rencontres, les experts de l'UNESCO ont pu présenter aux membres de l'ANC les normes internationales dans le domaine de la liberté d'expression et ont exposé en particulier les cas de l'Afrique du Sud et de l'Indonésie. Des recommandations ont été transmises à la demande des membres de l'ANC.

436. Afin de contribuer à la transformation du secteur des médias en Tunisie, l'UNESCO a publié en septembre 2012 une étude sur le développement des médias s'appuyant sur les indicateurs de développement des médias de l'UNESCO. Cette étude formule 50 recommandations portant à la fois sur le système de régulation, la diversité des médias, la place du débat démocratique dans les médias, la formation professionnelle et les infrastructures disponibles. L'étude a été publiée en Français et en Arabe.

437. L'UNESCO apporte également son soutien à la réforme du secteur audiovisuel tunisien visant à marquer une transition vers un modèle de service public. La télévision tunisienne a accueilli deux experts de l'UNESCO afin de dresser un état des lieux de ses missions, de son fonctionnement et de son statut. Les résultats de cette étude ont été transmis début mars à la télévision tunisienne. De son côté, la radio tunisienne a entamé à l'initiative de

l'UNESCO un large processus de consultation interne afin d'élaborer une charte déontologique. Un groupe de travail constitué de représentants des différentes antennes de la radio et chargé de rédiger cette nouvelle charte, a été créé le 10 septembre dernier à l'occasion d'un atelier sur la déontologie mené par un expert de l'UNESCO.

438. Dans le cadre de ce projet, L'UNESCO a soutenu l'organisation d'un workshop intitulé « Ethique journalistique et l'image de la femme à la Radio et télévision publiques tunisiennes » durant la conférence régionale de l'Association internationale des femmes de radio et de télévision du 9 au 11 novembre 2012 qui avait pour thème « Facing the future : Role and image of women in Tunisia media after the Revolution ».

439. L'UNESCO a également apporté son soutien aux radios associatives et locales dans le cadre de sa participation à la conférence « Médias communautaires et le printemps arabe », organisée par l'Association mondiale des radiodiffuseurs communautaires (AMARC) en mars 2012 à Gafsa. Au cours de cette conférence, l'UNESCO et l'AMARC ont dispensé une formation au sein de la radio la Voix des Mines de Gafsa. Les jeunes journalistes ont bénéficié d'une formation sur les techniques de reportage et de conduite d'interview, la production de contenu sensible au genre et la déontologie journalistique. L'UNESCO a soutenu par ailleurs des deux autres formations in situ et fourni des équipements de production pour les radios associatives et locales à Gafsa et à Kasserine en décembre 2012. Une formation pour renforcer les compétences administratives et les capacités à mobiliser des financements a été aussi organisée au bénéfice du personnel administratif de 6 radios régionales en décembre 2012.

440. L'UNESCO a soutenu aussi une étude de diagnostic menée fin 2012 par l'AMARC sur le secteur des médias associatifs et locaux en Tunisie qui formule des recommandations pour le renforcement des radios communautaires et locales dans les régions.

441. En ce qui concerne le droit d'accès à l'information, l'UNESCO a organisé le 10 décembre dernier, en partenariat avec les Archives nationales de Tunisie, une journée de réflexion sous le thème « Archives et droit de savoir ». Cette rencontre, qui s'est tenue à l'occasion de la Journée internationale des droits de l'Homme 2012, a eu pour objectif d'aborder les différentes questions concernant la gestion d'archives en période de transition et de dresser une feuille de route pour la mise en place des politiques archivistiques pour la défense des droits de l'Homme en Tunisie.

442. Finalement et considérant que la question de l'égalité des genres est un thème transversal et prioritaire pour le SNU, l'UNESCO développe depuis 2010 et jusqu'à présent son programme pour l'amélioration de la représentation des femmes dans les médias maghrébins.

## **ALGERIE**

443. Dans le domaine de la formation professionnelle, deux ateliers techniques (regroupements des personnes ressources des ministères des quatre pays) ont été organisés à Tunis et à Rabat afin d'amorcer la réflexion sur le développement d'une stratégie sous-maghrébine en matière d'enseignement technique et de formation professionnelle sur la base des recommandations et orientations du troisième congrès international sur l'EFTP qui a eu lieu à Shanghai (14-16 mai 2012). L'idée de base est de permettre la mutualisation des ressources et de l'expertise avec un échange large des expériences réussies dans une perspective de consolidation des efforts consentis au niveau de la sous région. Une stratégie globale et cohérente au niveau sous régionale dans ce domaine permettra davantage de traiter par la suite les défis nationaux qui dans la plupart des cas sont semblables mais non identiques.

444. Il convient de souligner que cette action de suivi des recommandations du troisième congrès international sur l'EFTP de Shanghai est une des premières actions au niveau des

sous régions. Cette démarche peut constituer une bonne plateforme (outils développés, documents produits, actions amorcées, etc) pour toutes autres initiatives de suivi des recommandations du congrès de Shanghai que ce soit au niveau de la région des Etats arabes ou d'autres régions. L'implication directe et opérationnelle de la section TVET du Siège a permis de renforcer le travail de l'UNESCO dans son ensemble au niveau des pays du Maghreb.

445. SHS Rabat est en phase d'exploration des axes potentiels de coopération avec le Ministère de la jeunesse et des Sports, sur le thème de lutte contre les violences des jeunes dans les stades à travers la sensibilisation et l'éducation à la citoyenneté. Cet axe de travail constitue une demande explicite de la part des autorités algériennes. Sur cette base, SHS Rabat a soumis au Ministère de la jeunesse et des sports un document de projet avec une estimation du budget à mobiliser. Le Ministère a transmis à l'UNESCO en juin 2012 son accord de principe pour la mise en œuvre de ce projet de partenariat. Après de longues démarches auprès des autorités algériennes, et avec l'appui du Bureau du Coordinateur résident en vue de mettre sur pied une mission préparatoire en 2012 pour travailler en détail le document de projet avec le Ministère concerné, l'UNESCO SHS a pu effectuer cette mission en mars 2013 (en cours).

446. Tel que conçu et approuvé en principe par le Ministère de la jeunesse et des sports, le projet visera à (i) renforcer l'éducation des jeunes à la citoyenneté à la culture de la paix au sein des Maisons de jeunes et les clubs sportifs, et offrir aux jeunes des services de qualités pendant leur temps libre ; et (ii) mener une campagne de sensibilisation stratégique pour lutter contre la violence dans les stades.

447. Un partenariat avec le Centre National de Recherche Préhistoriques, Anthropologiques et Historiques (CNRPAH) relevant du ministère de la culture a été lancé, pour la mise en place d'un réseau de professionnels du patrimoine culturel immatériel au Maghreb. Cette activité a du être annulée en raison des difficultés rencontrées par l'Organisation depuis novembre 2011. Par ailleurs, le ministère de la culture ayant pris connaissance des actions réalisées en Tunisie a exprimé son fort intérêt à mener une expérience similaire en Algérie avec l'appui technique de l'UNESCO, en mettant notamment à disposition les moyens nécessaires à sa réalisation. Des échanges sont en cours pour définir les modalités d'intervention.

448. La question de l'égalité des genres est un thème transversal et prioritaire pour le SNU, de ce fait CI/RABAT développe depuis 2010 et jusqu'à présent son programme pour l'amélioration de la représentation des femmes dans les médias maghrébins.

449. Toujours dans le domaine de la promotion de l'égalité entre les femmes et les hommes et dans le cadre du PIDC, l'association de femmes journalistes Femmes en communication met en œuvre depuis septembre 2012, le projet « Renforcement de capacité de la webradio *Voix des femmes* » dont le but est de promouvoir la culture de l'égalité au sein de la société algérienne à travers la production et l'émission de programmes radiophoniques élaborés en tenant compte de la perspective de genre.

## **UNESCO Office in Ramallah**

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### ***Key achievements***

450. **Education:** Within the programme on "Quality Systems for Quality Teachers" (QSQT) funded by the European Union, technical support was provided for developing systems and operational frameworks needed for the implementation of the Teacher Education Strategy (TES), particularly through support to the Commission for Developing the Teaching Profession (CDTP).

- Professional Standards for teachers and school principals have been developed and disseminated;
- Different capacity development programmes focusing on ICT in education, special needs education and educational leadership have been conducted in the West Bank and Gaza as part of the development of pre-service teacher courses;
- As part of the Programme of the Cooperation Council for the Arab States of the Gulf for the Reconstruction of the Gaza Strip and funded by the Islamic Development Bank, UNESCO finalized a project in support of the reconstruction of scientific laboratories in universities in Gaza;
- Pilot schools in West Bank (32) and Gaza (14) have been selected and needs assessment conducted together with the MoE in order to mainstream inclusive education approaches to teaching and learning and establish a Grade 0 (pre-school).

451. **Culture:** The World Heritage programme, started in 2002, reached its peak in 2012 with the inscription of the “Church of the Nativity and the Pilgrimage Route” in Bethlehem into the World Heritage List, the first of thirteen sites currently included in Palestine’s Tentative List (PTL).

- In 2012, UNESCO’s action of preservation policies, advocacy media campaigns and assistance for legal support was key for the protection of the Jerusalem Southern Terraced Landscape-Battir, potential WH site, threatened of irreversible damage and obliteration;
- Based on the methodology of the Bethlehem Area Conservation and Management Plan, three other conservation plans were prepared for the following sites included in the PTL: Sebastia and the Jerusalem Southern Terraced Landscape-Battir in the West Bank and Tell Umm Amer in the Gaza Strip. On-going implementation of the plans addresses the safeguarding of the sites for future generations;
- The publication of the two volumes showcasing the Bethlehem Area Conservation and Management Plan as a model plan for safeguarding Palestinian Historic Urban Landscapes was finalized;
- Two joint programmes (MDG-F on Culture and Development in the oPt - completed, and Human Security in the Jordan Valley – ongoing in its final phase) achieved significant results and visibility, placing Culture on the agenda of the Palestinian Authority.

452. **Communication and Information:** Capacity-building of the WATTAN News Department and the Palestinian media in conflict-sensitive reporting to a diverse range of Palestinian media professionals to cover the factional conflict:

- Several workshops and training courses were held both in West Bank and Gaza, aiming at building the capacities of journalists, with the participation of 53 young Palestinian journalists, in the areas of safety, reporting in conflict sensitive situations and areas, filming and professional news gathering, writing and editing benefitted from the trainings.
- Two other activities took place on the occasion of 2012 World Press Freedom day (WPFDF, which was held in West Bank and Gaza on two separate dates to accommodate the wide range of participation among professional journalists, editors, bloggers, professional associations and media owners, International and local freedom of expression experts and academics. On the same level of participation, four of UNESCO’s partners (2 females and 2 males) participated in the global event of the 2012 WPFDF which was held in Tunisia.
- The implementation of the Media Development Indicators Methodology was launched by the advisory committee, under the guidance of the expert Toby Mendel who shall

also review the report to be produced by two lead national coordinators in the West Bank and Gaza. The project is expected to be finished by July 2013.

453. **Gender:** Within the framework of the MDG focusing on achieving gender equality and under the technical leadership of UNESCO and UN Women, capacity of gender advocates to influence policy makers and legislators enhanced through two specific activities:

- Building capacities of gender advocates at the central level (Ministry of Women Affairs, Ministry of Health, Central Elections Commission, Palestinian Legislative Council (PLC), NGOs) by training women in research and data analysis on gender-based violence and the linkages with policy formulation through the development of related action plans; and
- Building networking capacities of women organizations in Gaza and the West Bank. UNESCO has been focusing on a top-down approach to increase capacities of policy makers on gender-based violence, sex-disaggregated indicators, and integration of gender-sensitive indicators into national laws. UNESCO also delivered training sessions to the members of the PLC on gender equality.

454. Activities carried out by the Palestinian Women’s Research and Documentation Centre (PWRDC) contributed to the following three main outcomes:

- Research on gender equality in the occupied Palestinian territory was further developed with a view to inform advocacy on the policy level, and developing appropriate laws that protect women rights;
- Capacities of governmental and non-governmental organizations were strengthened to better address gender and human rights issues, focusing on behavioral changes;
- Coordination and partnerships were strengthened at the local, regional and international levels with a view to facilitate knowledge sharing and advocacy on gender equality.

### ***Contribution to the UNCT activities***

455. UNESCO continued effective coordination of the UN Education Group and particularly coordination of the implementation of the UN/MoE package on inclusive and child-friendly education and early childhood development with the Ministry of Education and eight other UN agencies with the objective of strengthening the capacity of MoE to promote access to quality education for all Palestinian children. This package has been instrumental in strengthening UN coordination in the education sector and is at the heart of the upcoming UNDAF for Palestine (education sector coordinated by UNESCO).

456. Besides contributing to the Interagency Rapid Assessment (IRA), UNESCO was a key partner to the Education Cluster assessment, with particular emphasis on assistance to Higher Education Institutions and reactivation of INEE network in Gaza. A follow-up to the conflict-Disaster Risk Reduction is included in the 2013 Consolidated Appeals Process for the occupied Palestinian territory.

457. The four main sectors of the UNESCO Ramallah Office, Education, Culture, Communication and Information and Gender are actively involved in the development of the UNDAF.

### ***Major Challenges***

458. Due to the unstable political and security situation, significant delays were experienced in the education programme. The security situation in Gaza and the destruction of one of the pilot schools affected the installation. In the area of culture, sustainability of coordinated



efforts for long-lasting developmental interventions cannot be ensured. Moreover, the developmental agenda is regularly superseded by the humanitarian agenda.

459. In the area of communication and information, funding is a challenge. While most of the activities had high impact on the journalism community and professionals, lack of adequate equipment is constraining the effectiveness and sustainability of the capacity development programmes.

## ASIA AND THE PACIFIC

### UNESCO Office in Almaty

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460. During 2012, UNESCO Almaty engaged in activities both at the national and cluster level to support national priorities and needs. In response to the funding constrains and the consequential reassessment of priorities, the majority of activities in the cluster were sub-regional in nature.

#### ***Sub-regional Activities***

461. In the area of **Education** UNESCO Almaty engaged in capacity development for sector-wide policy formulation in Central Asia. With regard to review of current national education plans and programmes for sector-wide policy formulation and integration of the 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.

462. 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.

463. In light of the growing importance of education to prevent, prepare and respond to emergencies, the UNESCO Almaty Cluster Office launched the International Forum on post conflict education “Learning to Live Together” held in Bishkek, Kyrgyzstan, 27-29 June, 2012. Policymakers, experts and practitioners met to identify priority issues in different areas of post conflict education, established a platform for networking, collaboration and seeking common solutions to problems arising in post conflict situations. Recommendations were adopted on response strategies and for education policy, focusing on promotion of human rights, peace building, gender mainstreaming and social inclusion for vulnerable groups. The Forum proposal on establishment of the CA 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).

464. The work of the Forum demonstrated enhanced cooperation among many international organizations such as UNESCO, UN Women, Soros Foundation and organizations from the Asia and Pacific region. The collaboration and joint initiatives offer a holistic and sector-wide dimension to these activities aimed to promote quality education for sustainable peace and human development.

465. In the **Natural Sciences**, UNESCO’s activities focused heavily on the water sector, including water resources management, with a specific focus on transboundary and integrated water resources management; climate change, with a focus on mountain areas, and biosphere reserves.

466. The Central Asian Regional Glaciological Centre under the auspices of UNESCO, in Almaty, Kazakhstan was inaugurated on 13 December 2012 in Almaty during the Conference "Eurasian Mountains' Cryosphere". The centre will foster cooperation and improve scientific understanding of glacier, snow and water resources in the region, provide policy advice, promote regional research, education and capacity development to assess climate change

impact on glaciers and permafrost in the runoff formation zone. The activities of the centre will also contribute to achieving the strategic objectives of UNESCO's IHP.

467. **In the Social and Human Sciences**, planning for an activity on Environmental Change and Migration in Central Asia (Emergency Funds) was delayed due to financial constraints. The cluster activity will raise awareness among stakeholders and the public on an important social dimension of climate change: migration. This activity will produce an updated case study on environmental migration and will be implemented in close collaboration with national partners in Kazakhstan, the global environmental change team and other staff at HQ with specific expertise in migration. Many UN agencies in Kazakhstan working on environmental issues, the UN Center for the Prevention of Conflict in Central Asia (UNRCCA), the OSCE, international organizations, including migration and human rights NGOs, as well as the International Foundation for Saving the Aral Sea will take part to this activity. Because female migrants are most vulnerable to rights violations and social exclusion in all types of migration scenarios, special consideration will be given to the plight of female environmental migrants. UNESCO will rely on its close partnership with UN Women working to bring attention to the gender dimension of environmental migration. In addition, technical expertise on, labour migration, gender issues, social inclusion, human rights, bioethics and tolerance as in-kind contributions throughout the year.

468. In **Culture**, UNESCO Almaty assists Central Asian countries in the protection and revitalization of their cultural heritage. Silk Roads Serial and Transboundary World Heritage nomination was advanced through various consultation meetings and documentation activities under the UNESCO/Japanese Funds-in-Trust Project. As the result of the Third Meeting of the Coordinating Committee on the Serial World Heritage Nomination of the Silk Roads that was conducted in Bishkek, Kyrgyzstan in September 2012, first Nomination of the Silk Roads: Initial Section and Network of Routes of Tian-Shan Corridor will be submitted by China, Kazakhstan and Kyrgyzstan in 2013. Various geophysical and archaeological surveys of potential Silk Roads sites have been undertaken in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan. Prior to the surveys major set of survey and computer equipment was purchased and provided to the project partners.

469. In 2012 UNESCO Almaty launched a programme for strengthening national capacities for effective safeguarding of intangible cultural heritage in Central Asia 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. Trainings on implementation of the 2003 Convention were conducted in all cluster countries. It is foreseen that the training activities will be completed in 2013

470. Promotion of cultural diversity and especially support of the crafts industry is an integral part of the UNDAFs of cluster countries for 2010-2015. UNESCO's activities and particularly those supported by the UNESCO/Korean Fund-in-Trust Project for creative industries development in Kazakhstan, aim to set quality standards, raise international awareness, strengthen the promotional potential for handicraft products and have an impact on job creation for vulnerable populations, especially women and youth. The 2012 UNESCO Award of Excellence was attributed to 188 handicraft products out of 407 entries (Tehran, Iran, 14-19 November 2012). The implementation of 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 is made by conducting a festival and publishing of the album of "Children are Painting the World: Central Asia".

471. UNESCO Almaty participated in two meetings of ministers of culture of the Integration Committee of EURASEC following the Memorandum of Understanding (2008) between EURASEC and UNESCO. These meeting continue to be highly representative, with

participation of ministers of culture from Belarus, Kazakhstan, Kyrgyzstan, Russia and Tajikistan. Several proposals by UNESCO were accepted, notably concerning the elaboration of a cultural policy of EURASEC, ICH, crafts industries, and the celebration of the World Day for Cultural Diversity for Dialogue and Development.

472. The **Communication and Information** Unit continued assisting the Central Asian member states to build inclusive knowledge societies by supporting the freedom of expression and information, strengthening free, independent and pluralistic media, and fostering the universal access to knowledge.

473. **Alma-Ata+20.** UNESCO Almaty jointly with the Kazakhstan National Commission for UNESCO, the al-Farabi Kazakh National University and the UN Department of Public Information in the Republic of Kazakhstan assisted Kazakhstan, Kyrgyzstan and Tajikistan in formulating media development recommendations by organizing Alma-Ata+20: International Conference Celebrating the Twentieth Anniversary of the Declaration of Alma-Ata on Promoting Independent and Pluralistic Asian Media. Over 90 participants from Kazakhstan, Kyrgyzstan and Tajikistan and other countries, including Australia, Belgium, Finland, France, Namibia, the United Kingdom, and the United States of America contributed to the recommendations. Participants included media experts, communication specialists, and representatives of community media, public service broadcasting, universities, training institutes, journalist unions, NGOs related to media development, international organizations (UN, EU, OSCE), and diplomatic missions. Themes included legislation and media pluralism; public service broadcasting; community media; gender and media; media pluralism in a digital era; institutional support and media development; and capacity building for journalism education and media professionals. The MFA in Kazakhstan endorsed the conference programme and recommendations.

474. Promotion of professional capacities of chief editors of Central Asian print media on **the freedom of information**. During the last five years, Kazakhstan formed a draft law on the freedom of information. Kyrgyzstan, Tajikistan and Uzbekistan have already adopted such laws. In this regard, in May 2012, UNESCO conducted a series of seminars for editors of print media with the goal of training citizens on how to protect their right to information. 22 editors-in-chief of print mass media of Kazakhstan, Kyrgyzstan and Tajikistan improved their skills on the sustainable coverage of cases related to access to information by participating in two trainings that took place during three days in Almaty and Dushanbe. 20 articles on access to information were published in the local press following the trainings.

475. UNESCO CI contributed to Gender Mainstreaming in Broadcasting Organizations in the Asia-Pacific Region via the ABU cooperation network.

## **KAZAKHSTAN**

### **Key Achievements**

476. In the field of **Education**, special attention was given to reduction of HIV related stigmatization and discrimination by involvement of people living with HIV into prevention activities in Kazakhstan.

477. In the field of **Natural Sciences**, UNESCO Almaty in cooperation with UNDP/IIED organized a round table discussion dedicated to the World Water Day. 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 4th UN WWDR and results of the 6th World Water Forum (12-17 March 2012, Marseille, France) were presented.

In 2013 UNESCO Almaty Office will continue its activities related to water issues, especially taking into account that the United Nations General Assembly declared 2013 as the United Nations International Year of Water Cooperation, climate change and biosphere reserves.

478. In the field of **Culture**, Kazakhstan proposed its first site for biosphere reserve designation by UNESCO: Korgalzhyn. Situated in the central part of the country covering parts of Akmola and Karaganda provinces, the proposed 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). One more nomination – Alakol reserve – was also submitted for consideration.

479. UNESCO Almaty continues to enhance the capacity of museum professionals in key areas such as collection management, documentation, preventive conservation, security, exhibit design and museum legislation based on the UNESCO/ICOM Museum Training Package “Running a Museum”. As such, the regional thematic museum training entitled “Running a Museum: Policy Formulation and Practice Regulation” was conducted in Astana, Kazakhstan in November 2012 for CIS countries within the framework of the UNESCO/IFESCO project.

480. In the field of **Communication and Information**, UNESCO cooperated with Kazakhstani universities on ICT innovations in culture, science and education of Central Asia. A series of KazNU-funded workshops on basic skills for creating open educational resources took place in December 2012 at KazNU. 83 participants were trained by the National ICT Center. UNESCO's publication FOSS for Education, Culture and Access was distributed among academic researchers and cultural experts in Kazakhstan.

### ***UNESCO's participation in the UNCT***

481. In Kazakhstan, facing the challenge of working with a UNCT operating in two different cities, UNESCO has been able to bridge this gap by taking advantage of communications technology (audio and video conferencing) and by working with the UNESCO National Commission, which maintains personnel in Almaty and Astana. UNESCO retained its leadership role in the UNCT in Kazakhstan, Chairing the UN Theme Group on ‘Good Governance, Participatory Democracy and Human Rights’. In addition, the Organization actively participates in UNDAF working groups relating to environment and basic social services, as well as the UN theme groups on gender and the UN Communications Group (UNCG).

482. In 2012 the UNCT Kazakhstan launched its work as a pilot in establishing a post-2015 development agenda. UNESCO is active in the UNCT working group tasked with developing priorities for government and other actors by March 2013. The collaboration with UN DPI and UN Women facilitated dialogue between policy makers and media professionals and promoted a favourable legal environment for freedom of information in recommendations developed for adoption by UNESCO member states as a result of the Alma-Ata +20 conference. UNESCO works closely with UNDP and local universities promoting development work among youth in the country through expansion of Model UN activities in Kazakhstan. UNESCO in cooperation with UNDP continues to provide technical expertise and advisory services to the Human Rights Commission under the President of RK including on access to information and media legislation, technical assistance to the Office of the Ombudsman.

483. UNESCO is extremely active in Kazakhstan within the UN Communication Group, introducing it to Communication for Development (C4D) methods and Media Development

Indicators (MDI) for M&E in partnership with media industry, civil society and academia. UNESCO provides training to the CG on a continuous basis in this regard.

## **KYRGYZSTAN**

### **Key Achievements**

484. A framework to reduce stigmatization and deliver rights-based comprehensive HIV and sexuality education for young people were provided to education institutions through the adapted National Recommendations on HIV Policy for Education Sector in Kyrgyzstan and Tajikistan.

485. UNESCO **Social Science and Communication and Information** units were partner in the EU-UN three year joint project “Operationalizing Good Governance for Social Justice in Kyrgyzstan.” The project bringing together UNDP, UNICEF, UN Women and UNESCO aimed to improve basic services and governance in 30 rural pilot villages in Kyrgyzstan. In 2012 UNESCO worked to build a media platform for dialogue both nationally as well as with selected pilot villages within the Project. The strategy is to give individuals an understanding of how civic dialogue leads to greater participation and improved quality of life, through introducing community media (CM) to a wide range of individuals at various levels, from villagers to local and national government officials and through networking existing CM together to strengthen their skills and exchange experience, creating a pool of expertise and good practices.

486. A UNESCO sponsored children’s’ drawing contest held on the theme “Together for a Tolerant Kyrgyzstan”, implemented in partnership with the UNESCO National Commission in the Kyrgyz Republic, brought attention to the effects that violence and ethnic discord have on children, and, highlighted the value of creativity in healing the wounds of conflict.

Social Inclusion of Young Migrants in Kyrgyzstan (Emergency Funds): The project has just been launched at the end of 2012 and will be implemented in 2013 to include three training workshops in pilot rural villages for youth to raise awareness on labour migration, risks and responsibilities and access to information, as a parallel activity to EU social justice project above.

487. Community Multimedia Centers (CMC) and Community Radio in Kyrgyzstan were acknowledged by the Kyrgyz government as important tools for community development especially through the support of the EC/UN project Operationalizing Good Governance for Social Justice in Kyrgyzstan. Two IPDC projects established by Mediamost Community Radio – Peoples Microphone and CR Development – in remote areas also contributed to this activity. Four community radio stations are currently functional and 5 new stations are under development in the remote mountain valleys of Kyrgyzstan. Two CMCs in the north of Kyrgyzstan are also in development.

### **UNESCO’s participation in the UNCT**

488. As a non-resident agency UNESCO’s participation in UNCT relied heavily on phone calls and e-mail correspondence. Nonetheless UNESCO has had several successful joint initiatives in 2012 that showed the commitment to UN work and collaboration on issues within its mandate, including excellent working relationships with the RC’s office.

489. In 2012, several activities were launched in the three-year extrabudgetary EU-UN Joint Project “Operationalizing Good Governance for Social Justice”, funded by the European Union together with UN System and implemented jointly by UNDP, UNICEF, UN Women, and UNESCO. UNESCO’s work focuses on developing new platforms for communication and dialogue through 1) introducing community media (CM) to a wide range of individuals at various levels, from villagers to local and national government officials and 2) building a

platform for dialogue through networking existing and new forms of media together to strengthen skills on reporting community issues and communication for development.

490. In June, UNESCO hosted an international forum in Bishkek on post-conflict education, “Learning to Live Together;” in cooperation with the UNESCO National Commission for UNESCO in the Kyrgyz Republic and in partnership with UN Women, with active participation of UNICEF, the Soros Foundation and a number of international partners. The recommendations and follow up from this event have led to new and innovative regional initiatives on post-conflict education, tolerance and reconciliation in educational systems.

### ***Challenges and lessons learnt***

491. Continued support must be provided for UNESCO to travel to UNCT meetings in order to participate in One UN/CCA/UNDAF exercises. Kyrgyzstan has recently been added to the post-2015 development agenda pilot countries. UNESCO has thus far only been able to participate via correspondence on this matter, which is a challenge given the task for the UNCT

492. Kyrgyzstan is a low-income country prone to natural disasters and relying on migrant remittances. Hence, it is advisable that UNESCO has frequent contact with partners on the ground and other UN agencies in order to make an impact and consistently contribute to the UN country team.

## **TAJIKISTAN**

### ***Key Achievements***

493. In the field of Education a framework to reduce stigmatization and deliver rights-based comprehensive HIV and sexuality education for young people were provided to education institutions through the adapted National Recommendations on HIV Policy for Education Sector in Kyrgyzstan and Tajikistan.

494. A roundtable to mark the International Day for Tolerance in Tajikistan was organized in November 2012. The Principles of Tolerance were translated into Tajik language and published in three languages for distribution for use in Tajikistan.

### ***UNESCO’s participation in the UNCT***

495. UNESCO participates in most UNCT activities, including the UNDAF, relying heavily on correspondence. Tajikistan is a pilot country for the post-2015 development agenda, and UNESCO has been keeping abreast of this work through correspondence as a non-resident agency.

### ***Challenges and lessons learned***

496. There is still a need for institutional capacity development that contributes to long-term activities in education policy implementation, monitoring of the implementation of the recommendations developed for education policy revision and updating. 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.

497. Working to develop community media in remote Kyrgyz villages is a rather slow process, especially regarding paperwork and registration. The selection of villagers and their appropriate training presents an additional challenge; hence additional human resources are being envisaged to facilitate UNESCO’s work in this area.

498. Emergency Fund projects were delayed and thus the corresponding activities started late in the year, affecting the efficiency of consultations with the partners.

499. Despite a difficult financial situation UNESCO specialists were able to contribute with technical expertise and advice in a wide range of areas under the organization's mandate, mainly due to the good partnership networks built over the years. Nevertheless, it remains a challenge to demonstrate leadership and initiative on issues within UNESCO's mandate, and especially difficult in lower income countries where most interventions depend heavily on personal contacts and a minimum level of funding from other agencies.

500. It is necessary that Central Asian States Parties work continuously and effectively at country level, following decisions and agreed time-frames, especially in the context of the on-going serial and transboundary nomination processes.

501. Shared and multi-national ICH candidatures issues must be carefully addressed and programmed. In order to strengthen sub-regional cooperation, participation of experts from all four countries is foreseen for the next round of training on the strengthening skills for the development of successful nominations to the Conventions' Lists.

502. There is also a need for UNESCO to actively participate in the annual meetings of the Integration Committee of EURASEC and TURKSOY (the International Organization of Turkic Culture) which sets up priorities, provides strategic vision and approves joint events by promoting ratification and implementation policies and measures within the frame of UNESCO's normative instruments

503. Further FOI/FOE inclusive advocacy campaigns are needed to integrate local voices into the legislative process. Better UN integration is required for policy work, particularly on sensitive issues, such as defamation and press freedom. A favorable policy environment must be created to support the nascent community media development in Kyrgyzstan. Further activities under the auspices of IPDC are crucial for catalyzing the local development process jointly with the launched EU/UN-funded Social Justice Project for Kyrgyzstan.

## **UNESCO Office in Apia**

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504. The Apia Office covers the 14 independent Member States in the Pacific, the territory of Tokelau (Associate Member), Australia and New Zealand. The focus of activities is on LDCs (currently Kiribati, Samoa, Solomon Islands, Tuvalu and Vanuatu) and vulnerable countries (Papua New Guinea and Nauru).

505. The overall financial situation of UNESCO has impacted the two Sciences programs most severely as Education, Culture and CI have benefitted from substantial extrabudgetary resources. Towards the latter part of 2012, both Science and SHS, as well as Culture have benefitted from inter-sectoral and other projects through the UNESCO emergency fund. A number of funding proposals have been developed and submitted to donors and trust funds. Responses are currently pending.

506. In addition to program Apia Office prepared a Risk Management Strategy, Fund Raising Strategy and Communication Strategy. Additional effort to up-grade the website and provide regular communications with National Commissions has commenced.

507. Sadly, the year ended with two major natural disasters: Typhoon Bopha in Palau and Cyclone Evan which impacted Samoa, Wallis & Futuna and Fiji. Both cyclones caused major damage, including in the education sector as many schools were destroyed. Where possible UNESCO has worked with these governments to assess damage and apply to the Participation Program Emergency Fund.



508. In **Education** the Apia Office has worked in partnership with national authorities, UN agencies, Pacific regional organizations and multilateral and bilateral donors, in providing support to Member States. The main focus areas of the education sector have been on (i) improving quality of teachers, (ii) assessing and monitoring literacy and numeracy, (iii) building capacity on policy, planning and monitoring & evaluation, (iv) education for sustainable development and (v) HIV and AIDS Education, in response to the needs and priorities of Member States identified in the Pacific Education Development Framework 2009-2015, and by the Pacific Heads of Education Systems (PHES) and the Pacific Islands Forum Education Ministers' Meetings (FEdMM).

509. In **teacher quality** UNESCO is supporting the Solomon Islands College of Higher Education (SICHE) to organize and facilitate in-service training workshops for primary school teachers in two provinces. The Pacific Professional Standards for School Principals, prepared by UNESCO and the Secretariat of the Pacific Board for Educational Assessment (SPBEA) in collaboration with Pacific Island Countries (PICs), and approved at the FEdMM (2012), are being adapted to meet national needs in Kiribati, Tuvalu and Vanuatu with technical and financial support from UNESCO. UNESCO is also working with the National University of Samoa and the Ministry of Education, Sports and Culture to provide in-service training for secondary science teachers to increase their pedagogical content knowledge in Samoa.

510. In collaboration with the SPBEA and with financial support from the Australian Agency for International Development (AusAID), UNESCO has been supporting a regional initiative of the **Pacific Islands Literacy and Numeracy Assessment (PILNA)**, aimed at assessing and monitoring literacy and numeracy at Year 4 and 6 and establishing regional benchmarks for literacy and numeracy. Fourteen PICs participated in PILNA in 2012. PILNA regional and country reports will be available in the first half of 2013. Similar support was also provided for assessing and monitoring **adult literacy** levels in Madang Province in Papua New Guinea.

511. In an effort to monitor countries' progress towards their education goals as well as the MDG and EFA goals, UNESCO with its partners provided support at the country and regional levels. A regional workshop on **education management information systems (EMIS)** was organized in March 2012 in co-operation with AusAID, the Secretariat of the Pacific Community (SPC)/SPBEA and the Pacific Islands Forum Secretariat (PIFS) to discuss issues and challenges about EMIS and how to address them. UNESCO also provided technical support to develop a monitoring and evaluation framework for the Education Sector Strategic Plan (ESSP) 2012-2015 in Kiribati in collaboration with the Asian Development Bank and AusAID. In addition, UNESCO conducted a feasibility study on establishing a regional mechanism (or institute) on education policy and planning in the Pacific. The recommendation from the study was presented and approved at the FEdMM (2012).

512. As one of the inter-sectoral platforms for the Apia Office, **Education for Sustainable Development (ESD)** involves several unique activities. UNESCO's support to ESD is being progressed through the establishment of national approaches in Pacific countries. The mapping of policy and activities has been completed in seven Pacific countries and national plans are completed or underway in four countries. UNESCO supported this through ESD planning workshops in 2010, 2011 and 2012. ESD curriculum units in the series "Our Pacific Heritage" have not been easy to integrate into existing curriculum and UNESCO is currently working with Vanuatu to identify improved pathways for this. The disaster risk reduction and traditional knowledge projects in Fiji from 2011 are continuing and will draw to a close in early 2013. The development of a framework for Climate Change Education in Kiribati was finalized mid-2012 and is now in use in the development of the new Kiribati national curriculum. Similarly projects on arts and financial literacy in Kiribati are being integrated within the new national curriculum.

513. Based on the regional consultation workshop on **HIV and AIDS education** / sexual and reproductive health education in May 2011, UNESCO carried out an attitudinal survey in Nauru, Niue, Palau and Samoa to explore whether school principals, teachers, parents, and students were supportive of sexuality education, including HIV education, in schools, and if so, how it could be best integrated into the school curriculum, in collaboration with SPC, UNAIDS, UNFPA and UNICEF. The survey reports will be launched in the respective countries in 2013.

514. The **Natural Sciences** focus for 2012 has been on; 1) Disaster risk reduction (2) Climate change education and public awareness (3) Pacific science forum and policy and (4) traditional knowledge.

515. Disaster risk reduction in 2012 has focused on the implementation of the **Community Disaster and Climate Risk Management (CDCRM) Training Toolkit** in the Samoan village communities. The main aim of the training package or toolkit is to assist communities, as well as institutions, to better prepare for, mitigate and respond to natural disasters and climate change. The training has been carried out in less than 60 villagers out of more than 300 villagers in Samoa. The key task and challenge is to build further partnerships and mainstream the CDCRM training activity as an integral part of existing community-driven development programs.

516. A key achievement is the official launching of a **documentary film of the 2009 tsunami** that affected Samoa, American Samoa and the Niua Islands in northern Tonga in September 2012. The 20 minute documentary film is entitled "tsunami: Lessons learned from the tsunami". Copies of the DVD have been distributed to the media and key partners.

517. For **UNESO-IOC**, the Suva based office has worked closely with the SOPAC Division of SPC and other regional and national partners to strengthen early warning system and peoples' response to tsunamis and other coastal hazards. Support was provided to Fiji, Tonga and Vanuatu to develop their national tsunami hazard plans and standard operating procedures for key warning and disaster management agencies.

518. Similar support has commenced in Nauru and will be extended to Kiribati and Tuvalu soon while a review of Samoa's national early warning systems for tsunami and tropical cyclone is planned for early 2013. A tsunami workshop was conducted for all Pacific Island countries in the middle of the year and efforts are continuing to assist Southwest Pacific countries to prepare for new PTWS products and services to be introduced soon.

519. The office also led the organization and conduct of a special thematic session on Early Warning Systems at the 2012 Pacific Platform for Disaster Risk Management held in July.

520. **Climate change education and public awareness** for sustainable development has focused on the planning phase of the new ISP project which **aims** to improve our understanding of how people living in Pacific islands perceive and relate to the concept of climate change, as well as how this can be utilized through effective education and awareness that leads to behavioral change, and adaptive actions. The information derived from the survey will be used to target and refine UNESCO's other climate change projects with the education sector, the media, and the biosphere reserves.

521. For the Pacific science forum and policy, the focus has been on an agreement for the establishment and structure of a Pacific university network including work plan. The **Pacific Islands Universities Research Network (PIURN)** has been established in November 2012 with the principal purpose of building upon the quality educational capacity of these universities for enhancing research and development collaboration in science, technology and innovation, to better serve the needs and aspirations of the Pacific communities. It will

seek the prominent inclusion of ST& I initiatives in the updated Pacific Plan and to further advance the development of the regional ST&I policy framework.

522. In relation to traditional knowledge, SC has focused on promoting the use of **traditional knowledge in sustainable development** in terms of the distribution of posters and products. For example a series of Local and Indigenous Knowledge Systems (LINKS) project posters have been developed in eight local languages are being distributed in schools in the region. An interactive CD on “The Canoe is the People” has been made available and UNESCO is developing supporting materials for teachers to help integrate the material into schools. Other project activities include the Marovo Wiki project consisting of local workshop, and in-country training events with curriculum officials / teacher trainers in selected countries at national and sub-regional level.

523. The **Social and Human Sciences** program has been small with emphasis on finalizing projects from 2011 due to the funding challenges. These projects were focused on support services for vulnerable young people, youth civic engagement programs in the Pacific and Asia, strengthening support services for criminal deportees returned to the Pacific, and the social impacts of climate change.

524. Through the Emergency Fund additional resources have been received for an inter-regional SIDS youth meeting in 2013 and support to PNG on developing and improving their National Youth Policy. These two projects were commencing as of December 2012.

525. In **Culture**, UNESCO assistance focused on the promotion and implementation of key international conventions in culture (1972, 2003, and 2005).

526. At regional level, the 2<sup>nd</sup> **Culture Ministers Meeting** held on the occasion of the 11<sup>th</sup> Festival of the Pacific Arts (Solomon Islands, July 2012) endorsed UNESCO’s normative actions in the Pacific in particular the launching of a consultation process on the 2005 Convention in the Pacific.

527. The **Pacific Heritage Hub** (PHH), a facility for knowledge management, capacity building and partnership building, was established in September 2012 at the University of the South Pacific in Suva with the support of the Government of Australia. A publication “World Heritage in a Sea of Islands: Pacific 2009 Programme” was published in August 2012 as part of World Heritage Paper series.

528. With financial support through the UNESCO/Japanese Funds-in-Trust, capacity-building workshops in the **ICH safeguarding** have been carried out in Samoa and PNG. Partnerships with Category II Centres in Asia have allowed Pacific States Parties to the ICH Convention to enhance information sharing and capacity building in terms of its implementation at the country level. The Congress of the Federated States of Micronesia (FSM) passed through a resolution to ratify the ICH Convention in November 2012, making it the 6<sup>th</sup> State Party among the Pacific islands States.

529. The **Communication and Information** program carried over a number of projects from 2011, in addition to a number of IPDC and JFIT projects.

530. The **E-waste** training kit for journalists was completed in partnership with SPREP and launched in March 2012. This kit provides ideas on how communities, businesses and individuals can deal with the growing amount of waste from discarded electrical equipment such as mobile phones, computers and refrigerators.

531. The Fiji **Memory of the World** Committee followed up in a number of activities under the family tree project: teacher training was conducted in Suva and Lautoka; the culture

committee granted for a family tree text book; and submission to Cabinet for approval of the programs roll out in school.

532. The International Federation of Journalists prepared training materials and conducted training sessions on Pacific **media rights violations** and **freedom of information** (2011-2012).

533. Support from the Japanese Government has been used to refit the Nauru Media Bureau (NMC) and Kiribati Publishing and Broadcasting Authority's (KPBA) base on Kiritimati Island. The NBC refitted their broadcasting equipment for satellite up-links from overseas, their interview and production facilities and conducted training of journalists and technicians. The new media facilities were launched in August 2012 with the specific aim of improving quality of television broadcasts and increase in local content. KPBA computerized their office in Kiritimati, a very remote island, and provided training for local KPBA staff on collecting local interest news and stories for local and national radio broadcast. This project aims to increase reporting on local events in Kiritimati and provide national coverage on important local events.

534. **IPDC** projects from 2011 have been completed in the Solomon Islands, Palau, Samoa and PNG. With the Divine Word University in PNG, IPDC funds were used to establish a newsroom, video conferencing facility, and upgraded Radio/TV studio for use in training programs. Samoa's national university launched a radio-in-the-box community radio station for students. Roll 'Em projections in Palau established an association for northern Pacific journalists to exchange news items and support each other. The Solomon Islands undertook training of rural and other islands journalists to improve reporting of regional events.

535. The first multi-country **Pacific UNDAF 2008-2012** came to a close on 31 December. Though there are a number of issues still remaining in terms of UNDAF implementation and improved cooperation between the agencies, there has been substantial progress over the five years. UNESCO has expanded its cooperation with both UN agencies and regional agencies, in particular UNICEF (education, SHS), UNFPA (Education), UN Women (Culture), ILO (SHS), SPC (Education, Science, Culture) and SPREP (Education, Culture, CI).

536. During 2012, major effort was involved in preparing for the new Pacific multi-country UNDAF 2013-2017. UNESCO was lead agency for national consultations and the preparation of national UNDAF matrices in Nauru and Tokelau. Strengthened engagement is also occurring through development of joint programs in comprehensive sexuality education (UNFPA, UNICEF), youth employment and training in Samoa (ILO, UNDP), social reintegration of deportees (UNDP, ILO) and gender equality in Samoa (UNDP, UN Women).

537. **PNG UNDAF 2012-2015** was launched and UNESCO has played a much more active role, especially through the Education Sub-group. Whilst our engagement in the PNG UNDAF has increased, the challenges of the Office in PNG have increased as travel costs escalate and current funding streams draw to a close. The key challenge to be addressed in 2013 is the identification of new funding sources, building on the work undertaken in 2012 in this regard.

## Annex: Integrated ESD results to 31 December 2012 by country

Country	Education	Natural Sciences	Social Sciences	Culture	Communication & Information
Cook Islands	Implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) for Year 4 and 6 students				Public and Media Awareness on the Official Information Act planning underway
	Support to International Literacy Day 2012				
Federated States of Micronesia	Implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) for Year 4 and 6 students		Two Youth Civic engagement projects completed	Ratification of the ICH Convention	
Fiji Islands	Implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) for Year 4 and 6 students	Support provided to strengthen early warning system and peoples' response to tsunamis and other coastal hazards.			Fiji Memory of the World Project completed
		Local and Indigenous Knowledge Systems (LINKS) posters developed in Fijian to be distributed nationally in schools			
Kiribati	Development of a monitoring and evaluation framework for the Education Sector Strategic Plan (ESSP)	Local and Indigenous Knowledge Systems (LINKS) posters developed in i-Kiribati to be	Feasibility Study on youth and creative industries national forum as parts of arts and creative industries initiative		KPBA establishment of local reporting facilities on Kiritimati Island and training of KPBA staff

	2012-2015	distributed nationally in schools			
	Preparation for adaptation of the Pacific Professional Standards for School Principals to meet national needs	Support has commenced regarding strengthening early warning system and peoples' response to tsunamis and other coastal hazards.			
	Review of Teacher Service Standards (TSS) and the development of an implementation strategy together with a relevant software				
	Implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) for Year 4 and 6 students				
	Development of a collaborative (GOK/UNESCO/ SPC/SPREP) Action Plan on climate change and disaster risk management education				
	Teacher trainers Workshop on climate change and disaster risk management education				
	Arts education curriculum framework (with CLT)				
	Financial literacy units for use in schools				
Nauru	Implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) for Year 4 and 6 students	Support provided to strengthen early warning system and peoples' response to tsunamis and other coastal			Launch of new Nauru Media Bureau facility for increasing local content in news and current events

	Conduct of an attitudinal survey on HIV & AIDS in formal education	hazards.			reporting
Support to development of the 2013-2017 UNDAF Country Results Matrix including in-country consultations (UNESCO lead agency)					
Niue	Implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) for Year 4 and 6 students		Youth Civic engagement project completed		
	Conduct of an attitudinal survey on HIV & AIDS in formal education				
	ESD project on integrating Niuean culture into the curriculum in planning stage (with CLT)				
Palau	Implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) for Year 4 and 6 students				IPDC: OTV/Roll 'Em Productions established the Micronesia Journalists network and undertook training to build capacity to share news events and stories throughout the Micronesia region
	Conduct of an attitudinal survey on HIV & AIDS in formal education				
	Palau is planning to launch a national ESD consultation in 2013.				
Papua New Guinea	Implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) for Year 6 students		Consultation on proposed project on improving implementation of the National Youth Policy	ICH Safeguarding Workshop	IPDC: University of Goroka development of media producers training (underway)

	Conduct of a literacy survey for the adult population in Madang Province				PNG Media Indicators Report (discontinued due to non-performance)
	Support to implementation of the PNG UNDAF Education Sector				IPDC: training newsroom, video conferencing facility, and upgraded Radio/TV studio established
					IPDC: Nuku Community Radio project (currently pending assessment)
Republic of Marshall Islands	Implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) for Year 4 and 6 students				
Samoa	Implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) for Year 4 and 6 students	Local and Indigenous Knowledge Systems (LINKS) posters developed in Samoan to be distributed nationally in schools		ICH Safeguarding Workshop	IPDC: Establishment of radio-in-a-box community radio broadcasting program at National University of Samoa
	Preparation of in-service training for secondary science teachers to increase their pedagogical content knowledge	Launching of a documentary film of the 2009 tsunami in Samoa, American Samoa and Tonga			
	Consultations of non-formal education policy	Implementation the Community Disaster and Climate Risk Management			
	Conduct of an attitudinal				



	survey on HIV & AIDS in formal education	(CDCRM) Training Toolkit in the Samoan village communities			
	Support to the Samoa Fa'afafine Association				
	Adaptation of the parenting education guidebook and facilitator's handbook and pilot testing of parenting education	Support provided to strengthen early warning system and peoples' response to tsunamis and other coastal hazards.			
Solomon Islands	Implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) for Year 4 and 6 students			Solomon Islands signals intention to ratify ICH Convention	IPDC: Training of rural reporters on interview and production techniques
	Preparation of in-service training for primary school teachers in two provinces				IPDC: Training of stringers on the role of the media, parliamentary reporting, MDGs (underway)
	Support to International Literacy Day				
Tokelau	Implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) for Year 4 and 6 students		Support to finalisation of the National Youth Policy (underway)		
	Support to development of the 2013-2017 UNDAF Country Results Matrix including in-country consultations (UNESCO lead agency)				
Tonga	Support to World Teachers' Day 2012	Launching of documentary film of the 2009 tsunami in Samoa, American Samoa and Tonga	Finalisation of Youth Visioning project on retraining of sex workers in		IPDC: NBC community radio project on democracy

	Tonga National ESD Workshop and preparation of ESD Action Plan	Local and Indigenous Knowledge Systems (LINKS) posters developed in Tongan to be distributed nationally in schools	alternative livelihoods		IPDC: Tonga BroadComm FM project on raising awareness of the MDGs in outer islands
Tuvalu	Implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) for Year 4 and 6 students	Local and Indigenous Knowledge Systems (LINKS) posters developed in Tuvaluan to be distributed nationally in schools			
	Preparation for adaptation of the Pacific Professional Standards for School Principals to meet national needs	Support provided to strengthen early warning system and peoples' response to tsunamis and other coastal hazards.			
	Completion of ESD Situation Analysis, community leaders workshop on CCE, development of CCE modules and training of teachers on CCE				
Vanuatu	Implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) for Year 4 and 6 students	Support provided to strengthen early warning system and peoples' response to tsunamis and other coastal hazards.			
	Preparation for adaptation of the Pacific Professional Standards for School Principals to meet national needs				
Regional	Organization of a regional workshop	Pacific Science Policy Forum		Pacific Heritage Hub	IPDC: FemLink Pacific

	on education management information system (EMIS)	held in Suva and agreed to establish a Pacific Universities Network		established at USP in Fiji (to be officially launched 2013)	Community Radio operators handbook developed
	Presentation of recommendations from a feasibility study on establishing a regional mechanism (or institute) on education policy and planning in the Pacific at the FEdMM (2012)			Pacific Culture Ministers Meeting, Honiara	E-waste for journalists training kit launched March 2012 (with SC)
SIDS Youth Project in preparation for 2014 launched. Partnered with UNICEF, UNDESA, Indian Ocean Commission.					
2013-2017 Pacific multi-country UNDAF development. Regional UNDAF completed and signed off.					
				Pacific Culture Ministers Meeting, Honiara	Open Education Resources Foundation Regional Conference supported in 2012
					IPDC: capacity building on Pacific media-rights violations and freedom of information

## UNESCO Office in Bangkok

### THAILAND

538. The context of UNESCO's presence and actions in Thailand is unique. While the Organization has a large institutional presence in Bangkok in the form of the Asia Pacific Regional Bureau for Education as well as the 'Mekong Cluster Office', Thailand's rapid ascent into the ranks of a higher Middle Income Country (MIC) has meant that UNESCO, along with the entire UN System in Thailand, has reassessed its role and contribution in Thailand.

539. As a consequence of a 2008 study by the United Nations Country Team in Thailand (UNCT) and the Royal Thai Government, the UN system has deliberately moved very much "upstream" and focuses more on **knowledge sharing** and **policy advice** rather than specific projects. This shift is reflected in the current United Nations Partnership Framework 2012-2016 (UNPAF).

540. UNESCO's actions in Thailand are conducted in line with the approach set out in the UNPAF. For UNESCO, as a member of the UN Country Team, this entails a more **demand-driven approach** to its programming in Thailand focusing on areas where its activities will have the most impact, effectiveness and efficiency.

541. The UN's work in Thailand is aligned with the development strategies of Thailand's 11th National Economic and Social Development Plan (NESDP). These are: Promoting the just society, Developing human resources towards life-long learning society, Balancing food and energy security, Creating a knowledge-based economy and enabling economic environment, Strengthening economic and security cooperation in the region, and Managing natural resources and the environment towards sustainability.

542. Additionally, in determining how best the UN can support Thailand the UNCT recognizes the importance of Joint Partnerships with the government in selected areas (UNESCO co-chairs the Joint Partnership on Creative Economy), and the normative work of the UN in Thailand, through a two-way partnership of knowledge and experience sharing between the government and the UNCT.

543. UNESCO Bangkok is also preparing a UNESCO Country Programming Document for Thailand (UCPD) that reflects this upstream approach. UNESCO Bangkok conducts regular meetings with Thailand's National Commission for UNESCO, which is placed under the Chair of the Minister of Education. It liaises with all departments of the Ministry of Education at various levels, on the basis of the UNESCO National Education Support Strategy (UNESS) signed in June 2011. In collaboration with the National Commission and the Ministry of Education, UNESCO Bangkok regularly hosts Asia Pacific regional conferences and dialogues in Bangkok. One recent example of this was the 16<sup>th</sup> UNESCO-APEID International Conference of November 2012 hosted in Bangkok and convened by UNESCO, the Ministry of Education, the Asian-Pacific Network for International Education and Values (APNIEVE), Pearson Thailand and J.P. Morgan.

544. The Director-General visited Thailand in September 2012 to participate in celebrations to commemorate the 150th anniversary of the birth of Her Majesty Queen Sri Savarindira, the Queen Grandmother of Thailand. On this occasion, the Director-General emphasized the lifelong commitment by the Queen Grandmother to improve the well-being of all members of Thai society and to advance the sustainable development of the country through education for all, and access to health care. The Director-General also opened the Asia-Pacific Ministerial Forum on ICT in Education (AMFIE) 2012.

545. Discussions were subsequently undertaken between the Ministry of Education and the Secretariat and resulted in nine projects Thailand would like to embark on with UNESCO's support. Three projects will be developed in the framework of cooperation between Thailand, Myanmar and UNESCO. Six projects will target only Thailand.

### **Key Achievements**

#### **Education**

546. Within the framework of the UNESS, UNESCO is working with the Government to build capacity and ensure that the National Priority of *Developing human resources towards life-long learning society* under the 11<sup>th</sup> NESDP is achieved. Education sector reform is another active component of UNESCO Bangkok's Thailand education programme. UNESCO is offering support in the areas of policy advice, knowledge management, normative/advocacy advice, service delivery, and capacity building: the use of ICT in education, in particular in curriculum and pedagogy; reforms of pre-service teacher education system and curriculum, including the inclusion of education for sustainable development concept; training for teacher educators; and raising the quality and relevance of the country's Technical and Vocational

Education and Training (TVET) Programmes. Supporting reform has also included sensitization about the gender gaps in education and the prevention of Gender Based Violence (GBV) as well as reviewing and helping to ensure equitable access, especially in favor of disadvantaged groups

547. Thailand was elected as the Asia-Pacific's representative on the EFA Steering Committee aiming to provide strategic guidance on all aspects of EFA. UNESCO is supporting the involvement of Thailand in the regional and international EFA process and advocacy activities within the country through celebration of international literacy day and international mother tongue day and further strengthening of Community Learning Centres and Non-Formal Education in the country.

### **Social and Human Sciences**

548. UNESCO Bangkok is home to the Regional Unit for Social and Human Sciences in Asia and the Pacific (RUSHAP). As such, Thai academics and research institutions benefit from the many regional and sub-regional events and meetings organized by RUSHAP that cover the ethics of science and technology, the ethics of climate change, philosophy, human rights, gender studies, social inclusion, and youth. UNESCO Bangkok is currently assisting in the development of materials and the implementation in Thailand of regional action plans for teaching of philosophy and bioethics education.

### **Culture**

549. In the field of culture, UNESCO's cooperation with Thailand is focused around the National Priorities of *Sustainable management of natural resources and the environment*; and *Promoting a just society* under the 11<sup>th</sup> NESDP. In supporting these priorities UNESCO has offered policy advice and has supported capacity building to the Ministry of Culture and other institutions involved in culture. This includes supporting Thailand to sustainably safeguard cultural and natural heritage by: raising public awareness; supporting the ratification or implementation of international normative instruments, notably UNESCO 2001, 2003, and 2005 conventions and advocacy efforts to align national policies, legislative and administrative frameworks towards their implementation.

550. It also involves strengthening capacity of institutions such as the Regional Field Training Centre on Underwater Cultural Heritage.. UNESCO also continues to contribute to the pioneering initiative of eight UN agencies and their Thai partners addressing multi-faceted development challenges in Mae Hong Son Province under a UN Joint Programme that promotes sustainable management of natural and cultural resources and therefore demonstrates the contribution of culture to development. Cultural mapping as well as a Green map has been developed to identify business, activities and services in line with the principles of ecotourism.

### **Communication and Information**

551. Under its Communication and Information programme, UNESCO Bangkok has forged partnerships with the Thai Public Broadcasting Service and with formal and non-formal teacher training institutions to improve Media and Information Literacy among user-generated content producers and users. It is also a key player in increasing awareness on the importance of documentary heritage and improving its use and accessibility in the Asia-Pacific region. In this context, Thailand held in 2012 the 5th General Meeting of the Memory of the World Regional Committee for Asia- Pacific. UNESCO Bangkok has also recently supported female community radio journalists in Thailand to build their capacity for gender responsive governance. Moreover, community media movements have received UNESCO's on-going support to strengthen people's capacities to actively participate in and contribute to democratic processes in Thailand.

***UNESCO's participation in the UNCT***

552. UNESCO is providing policy advice and assisting in the development of HIV prevention and promotion materials. The programme focuses on non-formal education, formal education and targets “most at risk” groups, including men who have sex with men (MSM). Examples of this include the Advanced Y-PEER Training of Trainers in Peer Education and Y-PEER Focal Points organized in Bangkok by UNESCO in June 2012. UNESCO's collaborations in this sector in Thailand have included partnering with the Ministry of Health's National HIV/AIDS Management Centre and UN agencies on various projects such as: a study on Situational Analysis of Young People at Higher Risk of HIV Exposure, in collaboration with UNICEF and UNFPA; work on the National MSM Guidelines; and the Stigma and Discrimination Prevention and AIDS Rights Protection project in collaboration with UNDP. UNESCO has also partnered with numerous other government departments, civil society groups, and research institutes in Thailand in the HIV prevention sector.

553. UNESCO Bangkok has taken the lead of the UN system by co-chairing a multi-sectoral UNPAF Joint Partnership on Creative Economy, one of the six UNPAF pillars for 2012-2016 and a key strategic entry point for Thailand's transition to a knowledge economy. The Joint Partnership sees the involvement of seven UN agencies, four Thai government agencies, and numerous private sector bodies in the development of workforce skills, a knowledge management system, and the creation of an enabling environment, including adherence to international normative instruments including the 2005 UNESCO Convention.

554. UNESCO is also a member of three other UN Joint Partnerships: Social Protection; Climate change where UNESCO's contributions have focused on Education for Disaster Risk Reduction (DRR); and Strategic Information, where UNESCO contributes to the development of unified national statistics and information systems that are able to inform policy development to reduce inequalities.

**LAO PEOPLE'S DEMOCRATIC REPUBLIC**

555. To accelerate progress towards the MDGs and to reach the most vulnerable populations the Lao PDR Government and the United Nations Country Team (UNCT) adopted in 2012 the United Nations Development Assistance Framework (UNDAF) Action Plan 2012-2015, an operational framework with defined indicators and resources that responds to MDG challenges previously identified in Lao PDR. UNESCO, although a non-resident agency, plays an active role in the implementation of the UNDAF, thanks to improved integration of UNESCO in the UNCT and a small Antenna Office based in the UN compound in Vientiane. UNESCO's active involvement in the UNDAF process and its regular participation in the Education Sector Working Group (ESWG - a forum where the Minister of Education regularly meets with Development Partners) have led to a fluent exchange of information and communication with the Government and other UN agencies and the achievement of greater impact in the field of education.

556. In 2012, UNESCO Bangkok finalized the UNESCO Country Programming Document 2012-2015 (UCPD) for Lao PDR.

557. UNESCO Bangkok is also playing an important role in supporting national consultations for “Post-2015”, Lao PDR being one of the countries identified by UNDG to benefit from specific UN support to hold such consultations. In this context UNESCO Bangkok is helping set the Post 2015 Education For All agenda in Lao PDR, through organizing events in Lao PDR as well as ensuring that Lao officials participate in regional events such as the High-Level Conference held in Bangkok on the post-2015 education agenda in Asia and the Pacific.

## **Education**

558. Together with other bilateral and multilateral development partners, UNESCO has supported Lao PDR to achieve goals under the EFA Dakar Framework for Action. As an active member of the ESWG, UNESCO has supported the development and implementation of the Education Sector Development Framework (ESDF). It has provided continuous and diversified technical expertise in EFA planning, monitoring, assessment, evaluation and coordination. Such support has strengthened Lao PDR's capacity to create equal opportunities of education for all children, youth and adults in a gender responsive manner, and to implement interventions for improving the quality of education for all.

559. UNESCO has provided support for education reform in Lao PDR by identifying policy gaps and needs and by providing technical advice and resources in almost all sub-sectors of education:

- in early childhood care and education (ECCE)
- in non-formal education: technical assistance for lifelong learning and non-formal and informal education policy was provided; with UNESCO's support, the Department of Non-Formal Education (DNFE) and Provincial Education Services (PES) established Lao PDR's first pilot non-formal education management system.
- in secondary education and TVET, UNESCO focused on renewing and implementing the teacher education action plan and conducted a TVET comprehensive policy review.

560. Part of the UNESCO's work in education has been supported by the Thailand's Office of Princess Sirindhorn's Projects (OPSP).

561. On Education for Sustainable Development (ESD), UNESCO contributed to enhance capacities on and Information and Communication Technologies (ICT) to improve quality of education. But one of the main areas of UNESCO's support was the development of a practice of inclusive education by revising policies, teaching practices, curriculum approaches, school culture, assessment methods and community involvement. These efforts also encouraged a rights-based approach, as well as the promotion of mother tongue-based multilingual education, sex education and gender equality (in this context UNESCO also supported Lao PDR as a founding member of the Gender in Education Network in Asia-Pacific-GENIA).

562. In order to improve Lao PDR's capacities to produce reliable and quality data, UNESCO supported the Education Statistics and Information Technology Center (ESITC) and the process to undertake the Literacy Assessment and Monitoring Programmes (LAMP) survey.

## **Culture**

563. Within the context of the UN Joint Programme for Linking Culture to Development, UNESCO presented to the UNCT the "Cultural diversity programming lens", a systematic checklist and framework to guide local and national development programmes and projects in considering cultural diversity. The tool promotes an awareness of cultural rights and highlights the potential of cultural resources in contributing to poverty alleviation and sustainable local development.

564. Following the ratification of the 2005 Convention on the Promotion and Protection of the Diversity of Cultural Expressions, the Government of Lao PDR has requested that UNESCO provide training in support of the Convention and of cultural industries. Capacity-building activities generated a common understanding of the Convention and a framework for efficient collaboration and implementation of its principles. A baseline survey will be conducted to provide an overview of the sector and to plan a longer-term support strategy.

565. In 2012 UNESCO Bangkok collaborated closely with the Ministry of Information and Culture, the Lao National Tourism Administration, the Ministry of Health, the Lao National Radio, the Ministry of Public Works and Transportation, and development partners (ADB and NZAID) to build local capacity and implement innovative pilot programmes that target marginalized populations. In this context several large-scale projects focused on the development of a sustainable tourism sector to safeguard the rich Lao heritage.

566. The Vat Phou Management Authority (Vat Phou is one of the two World Heritage sites in Lao PDR, together with the city of Luang Prabang) and the site museum have been associated in a sub-regional capacity-building programme for World Heritage museums in Cambodia, Lao PDR and Viet Nam. Workshops were held in 2012 dealing with a variety of topics such as the building, vision and mission of world heritage site-related museums, interpretation of collections in the light of outstanding universal value, and cultural industries and museum education programmes.

### **Communication and information**

567. The UN Resident Coordinator Office in Lao PDR and UNESCO Bangkok organized the first celebration of the World Press Freedom Day in Lao PDR which led to a panel discussion about the media landscape with the participation of governmental and independent media. Furthermore, UNESCO Bangkok has begun supporting activities to promote the development of the community radio sector in the Huaphan Province that will lead to the creation of a group of local radio managers, technicians, programme producers and reporters in 2013.

## **MYANMAR**

568. Eighteen months into the new Government, Myanmar has implemented a wide-ranging set of reforms. President Thein Sein's agenda includes further democratic reform, national reconciliation, rebuilding the economy and ensuring the rule of law, as well as respecting ethnic diversity and equality. Key reform benchmarks set by the international community appear well on their way to being met. However, there is at present limited institutional and technical capacity to undertake detailed policy formulations and to implement some of the adopted reform measures. This risks putting a brake on the full impact of some of the reforms, and additional challenges are likely to arise when Myanmar takes over the chairmanship of the Association of South East Asian Nations (ASEAN) in 2014. Consolidating peace in ethnic areas and inter-community conflict in the Rakhine state also represent an important area of concern.

569. The UNCT Myanmar strategy is to support government in the transition process, to maintain the positive momentum of these reforms, to address the priority development needs, and to promote good governance and human rights in the country. The United Nations Strategic Framework (UNSF/UNDAF) 2012-2015 for Myanmar which is based on four strategic priority (SP) areas: Encourage inclusive growth (both rural and urban), including agricultural development and enhancement of employment opportunities; Increase equitable access to quality social services; Reduce vulnerability to natural disasters and climate change; and Promote good governance and democratic institutions and human rights.

570. UNESCO is participating in all four strategic priority areas and is co-leading with UNICEF, the education component. It is also providing technical assistance in developing programme activities and outcomes linked to development of Culture, Science, Communication and Information using gender and culturally sensitive approaches. The government has expressed full support for the development of UNESCO's programmes and presence in Myanmar.



571. In February 2012, Daw Aung San Suu Kyi, the leader of Myanmar's National League for Democracy, received the 2002 UNESCO-Mandanjeet Singh Prize for Tolerance and Non-Violence. She assured her full support for UNESCO's programmes in Myanmar particularly in the area of education reform, media development and culture.

572. In August 2012, Ms Irina Bokova undertook the first mission to Myanmar of a UNESCO Director-General in recent memory. The mission also came at an historic time in the country's political and economic reform process. President Thein Sein, the Foreign Minister and all cabinet ministers called for the Organization's assistance, especially for education reform, TVET, higher education, literacy, teacher training, peace education, and cultural heritage - notably, through capacity building to prepare site nominations.

573. Thanks to the development of close relations between UNESCO, the Government and UN agencies, the UNESCO Project Office is now a trusted development partner in Myanmar. Given the opportunities for the Organization to contribute positively in the current period of multiple political transitions in Myanmar, the Bangkok office is dedicated to provide the Project Office with increased programmatic, administrative and human resource support.

574. On 19 and 20 January 2013 the 1st Myanmar Development Cooperation Forum was held to discuss the aid policy and adopted the Nay Pyi Taw Accord for Effective Development Cooperation.

## **Education**

575. In 2012, the Myanmar Ministry of Education (MOE) started to undertake a Comprehensive Education Sector Review (CESR) with technical support from international development partners. The key outcome of the CESR, to be produced in early 2014, will be an Education Sector Plan which is evidence-based. In this context, UNESCO initiated a CapEFA sector-wide policy and planning project for Myanmar to support the CESR. In the first phase of the project UNESCO is undertaking a rapid assessment of the complete education sector and is leading the Policy, Legislation and Management, TVET and Higher Education components of CESR. Along with UNICEF and AusAID, UNESCO is a task force member of CESR high-level body chaired by the Minister of Education and is also a member of the Joint Education Sector Working Group, the high-level mechanism for policy dialogue and coordination for implementation of the CESR between development partners and the CESR Task Force and relevant Ministries.

576. UNESCO is also coordinating the Disaster Risk Reduction Education (DRR ED) Working Group in Myanmar and organized a national conference on DRR ED in July 2012 for senior government officials. In addition, UNESCO is working in gender sensitive HIV prevention among young people, including Young Key Affected Populations (YKAP), and contributing toward Myanmar National Strategic Plan on AIDS 2011-2015 strategic priorities.

577. In partnership with the Ministry of Education and Pepsi Co (private donor), UNESCO will set up a Centre for Excellence for Business Skills Development in the Yangon Institute of Economics Myanmar. The goal of this project is to strengthen Myanmar's ability to train work-ready, skilled business graduates, through development of an innovative Centre of Excellence that provides leadership, best practices, applied research, support and training in the focus area of business skills.

578. Through the Multi-Donor Education Fund (MDEF) 2012-15 for Myanmar, donors (DFID, AusAid, Denmark, EU and Norway) will provide in 2013 USD 2.8 million to UNESCO for the Strengthening of Teacher Education in Myanmar (STEM).

## Sciences

579. In collaboration with UNDP and with funding from the Government of Norway, UNESCO has started the Inle Lake conservation project. The lake, a vital part of the broader ecosystem and economy of Shan State is facing the devastating effects of climate change as well as unsustainable natural resource use practices. UNESCO is working to inscribe the lake as a Biosphere Reserve and also carrying out a technical assessment based on the World Heritage Natural Site Guidelines.

## Culture

580. The government of Myanmar has now re-engaged with the international processes of listing sites under the World Heritage Convention. As a reflection of this commitment, the government has recently established the Myanmar National Committee for World Heritage as the coordinating body for its World Heritage activities. To support these efforts, UNESCO - with funding from Italy - initiated Phase I of the “Capacity building for safeguarding cultural heritage in Myanmar” project in 2012.

581. Phase I successfully assisted the government of Myanmar in preparing the nomination of the Pyu Ancient Cities, as the first priority of the Myanmar government for World Heritage listing. The authorities achieved the first stage submission date of the draft nomination dossier for the Pyu Ancient Cities in September 2012. The project provided Myanmar with exposure to world-class cultural heritage management and conservation standards. With a view to raise capacity for World Heritage safeguarding, training was provided by ICCROM, Leric Foundation and leading international experts in the areas of archaeological site conservation, World Heritage site management, and mural conservation. At the institutional level, the first phase also provided assistance to the authorities, strengthening their management capacity for cultural heritage sites. For the first time in Myanmar, advanced technologies such as Geographic Information Systems (GIS) were successfully put in place for the purpose of protecting cultural heritage. To reinforce the achievements of Phase I, and in response to government request, a Phase II has been submitted to Italian authorities and will also focus on the historic site of Bagan. This technical assistance will be particularly timely in the face of accelerated development pressures faced by cultural heritage sites throughout the country, particularly Bagan, which has experienced a boom in visitor arrivals and tourism-related investment.

582. UNESCO and the Ministry of Culture are also pursuing the ratification of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property and of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. Other donors, such as Japan, Switzerland and Norway, have also announced or expressed interest in contributing to World Heritage activities.

## Communication and Information

583. UNESCO is providing technical assistance to the Ministry of Information (MOI) in developing the media’s regulatory and legal framework according to the international standards and best practices. UNESCO is building the capacities of the National Drafting Committee responsible for amending the country’s current print and broadcasting laws after the government abolished censorship in July 2012.

UNESCO, in partnership with MOI, organized the first Media Development Conference in Myanmar (Yangon) in March 2012. The conference’s aim was to provide a platform for media support organizations to discuss media development in Myanmar and share best practices. UNESCO is working with the new government, journalist associations and the private sector in the training of journalists and media professionals, and is in process of undertaking a technical needs-assessment for strengthening the Department of Journalism in Yangon University.

## **SINGAPORE**

584. Singapore continues to play a proactive role in Southeast Asia as a centre of excellence and a hub for socio-cultural interaction and considers UNESCO an important platform for the development of strategies to address its own national priorities, as well as to tackle global issues.

585. As a follow-up of the Director-General's visit to Singapore in 2010, several initiatives were taken by UNESCO Bangkok and UNESCO Jakarta to develop cooperation. Several working meetings were held in Paris and in Singapore, involving The National Commission, the Permanent Delegation and the Directors and Deputy-Directors of UNESCO Bangkok and UNESCO Jakarta, which resulted in the collaboration in all sectors.

586. Discussions are also underway towards a possible partnership between UNESCO Bangkok and the Singapore Cooperation Programme (SCP), under the Ministry of Foreign Affairs, to provide education and training workshops for countries of the Asia Pacific Region.

### **Education**

587. Climate change education was precisely one of the areas in which the Ministry of Education and the National Institute for Education (NIE) agreed with the Director-General to further collaborate. At a meeting between UNESCO and NIE in Singapore in July 2012, it was agreed to undertake joint activities together in the region, building on the experience and network of NIE on this topic.

588. As a first step, UNESCO participated in the 11th Southeast Asian Geographical Association (SEAGA) in November 2012 which established a network of climate change experts and practitioners in the Southeast Asia and decided to organize a Climate Change and Education regional workshop. The conference led to an agreement to continue communication with SEAGA and NIE regarding climate change and other ESD-related developments. In 2012, UNESCO also agreed with the National Youth Council (NYC) of Singapore to collaborate on Education for Sustainable Development (ESD) under the UNertia project, which will be launched in 2013, and to collaborate on youth-related activities in the region, where Singapore will send participants.

589. Following active consultations over the past few years, a professional from the Singapore Ministry of Education was seconded for one year to the UNESCO Bangkok Office. Through this collaboration, Singapore is joining the other donor countries in the Asia Pacific region, who have agreed to second highly qualified civil servants to UNESCO Offices.

### **Natural Sciences**

590. UNESCO Jakarta has developed several cooperation initiatives with Singapore-based institutions and entities, including in the private sector. One of such collaborations is with National Instrument and the Science Centre Singapore under the on-going joint UNESCO STEEL project (STEEL = Science Technology and Engineering Education Laboratory).

591. UNESCO was also represented at the 3rd International Conference on teaching and learning with technology (iCTLT 2102) organized by the Ministry of Education, the International Society for Technology in Education (USA) and Academy of Principals, Singapore (APS). The Conference provided a platform for networking and the exchange of experiences and ideas in the use of ICT for learning and teaching.

### **Social and Human Sciences**

592. In the framework of its regional programmes in **Social and Human Sciences** in the Asia and Pacific Region, UNESCO Bangkok regularly invites Singaporean experts to share

their knowledge at meetings on bioethics, social sciences, youth peace ambassadors, and human security.

### **Culture**

593. UNESCO, both at Headquarters and in the Bangkok Office, provided technical and legal support to the authorities for the ratification of the 1972 World Heritage Convention and the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Singapore subsequently ratified the 1972 Convention on 19 June 2012. The World Heritage Convention entered into force for this State Party on 19 September 2012.

594. Singapore officials from the Ministry of Culture participated in an important South-East Asia Region Training Workshop on Cultural Statistics organized by UIS in Bangkok in September 2012.

### **Communication and information**

595. UNESCO Bangkok has developed a close partnership with the Asian Media Information and Communication Centre (AMIC) based in Singapore. In 2012 this partnership led to the foundations of a project that aims to advance the Media Development Indicators in South East Asia.

### ***Intersectoral programmes***

596. Under an MOU between UNESCO Bangkok and the National Institute for Education (NIE) about an Art in Education Observatory, the NIE Centre for Arts Research in Education (CARE) and UNESCO have developed a strong partnership and commitment to arts education research. The Centre acts as a clearing-house for research on the instrumental benefits of arts in education in Singapore and the Asia-Pacific region. It generates, collects and disseminates high-quality research which promotes education in and through the arts by a strong collaborative network between NIE, UNESCO and like-minded individuals in the Asia-Pacific region. In the long-term these Observatories will be the basis for informed processes of advocacy for mainstreaming the arts and culture in ASEAN.

597. In 2012, the UNESCO NIE-CARE observatory participated in a collaborative network research exercise for policy mapping arts education. The data collected is currently being compiled into a final report. The NIE-CARE center also participated in the development of the network's online platform 'Asia-Pacific Arts Education Hub' and it also coordinated a series of activities to celebrate the 1st UNESCO International Arts Education week, held in May 2012.

## **UNESCO Office in Beijing**

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### ***Key Achievements***

- Regional cooperation: UNESCO has been a catalyst for regional and sub-regional cooperation in the promotion of the sustainable management and conservation of freshwater and biodiversity, as well as the preservation of intangible heritage and documentary heritage conservation.
- *Safeguarding and promotion of intangible cultural heritage:* UNESCO's collaboration with the cluster countries was strengthened by the establishment of three Category 2 Centres on Intangible Heritage in the sub-region. Further, the Democratic People's Republic of Korea established a Department for Safeguarding of Intangible Cultural Heritage at the NBCPC, the National Bureau for the Conservation of Cultural Property.
- *Global priority Gender scaled up in East Asia:* Priority gender was up scaled in 2012 with the launching of a number of projects, organization of and presentations at international

conferences and fora. The capacity of the office was also increased for conducting a Participatory Gender Audit.

- *Promoting community media in Mongolia:* UNESCO supported the piloting of the concept of community media in Mongolia with the successful establishment of 10 community radio stations in remote districts inhabited by ethnic minorities, and ensuring their sustainability through the creation of a Community Radio Association and technical advice for media law reform.
- *Agreement signed for a Category II Centre on Science and Technology Strategy:* On 14 May 2012 the Director-General signed an Agreement with the Chinese Minister of Science and Technology for the establishment of an International Research and Training Centre for Science and Technology Strategy, a Category 2 Centre under the auspices of UNESCO.
- *Contributing to better access to education for the most impoverished communities:* UNESCO successfully implemented joint UN projects in China and Mongolia to reach out to disadvantaged populations to increase access to culturally appropriate non-formal education by piloting a more inclusive and flexible Community Learning Centres (CLCs)

### ***Cooperation with the UN***

598. The Beijing Office continued to collaborate actively with the Office of the Resident Coordinator and UN Agencies notably in China and Mongolia. UNESCO has provided substantial and analytical inputs to UNCT debates on the re-positioning of the UN in China in fine tuning UN's strategies in line with emerging development challenges.

599. In China UNESCO chaired the UN Thematic Group on Gender and worked closely with other UN Agencies in drafting UN recommendations to support drafting of a Chinese law on family violence. Two Spanish funded MDG joint UN projects on Youth Employment and Migration (January 2012) and Ending violence against women (October 2012) were brought to a successful completion.

600. In Mongolia, UNESCO led the successful implementation of the UN Joint Project "Comprehensive Community services to Improve Human Security for Rural Disadvantaged Populations in Mongolia" (2009-2012) as the lead UN agency.

### ***Challenges and lessons learned***

601. The potential for the establishment of strategic partnerships between high income and developing countries in the Beijing cluster notably with respect to exchange of expertise, information and cooperation in UNESCO's fields of competence remain high. UNESCO Beijing will continue to foster and facilitate such collaboration not only within its Cluster but also with other countries.

602. As a non-resident agency in Mongolia, the implementation of an increasing number of activities including some which require intensive technical assistance constitutes a challenge. In the DPRK, the constraint of financial resources, the absence of donor funding and difficulties in accessing reliable data constitute impediments for fulfilling UNESCO's mandate. Nevertheless the Organization's actions continue to bring international exposure to DPRK institutions.

### ***Resource mobilization:***

603. There is an urgent need to raise capacities of HFOs as well as Programme staff for Project Formulation; Cost Recovery; and establishing new partnerships with the private sector.

604. Simultaneously UNESCO needs to move towards a “culture of fund-raising” in the field by setting concrete targets for mobilization of extra-budgetary funds by HQs, Sectors and Field Offices in each Programme and budget cycle.

605. Concomitantly, issues relating to Programme Support Costs (PSC), the provision of seed money to facilitate fund raising and a more equitable formula for sharing the FITOCA between HQs and the Field need to be addressed.

## **CHINA**

### **Key achievements**

#### **Education**

- *National capacity improved in policy formulation and planning on the right to quality education:* The 7th National EFA Forum, jointly organized by UNESCO Beijing, the Chinese National Commission for UNESCO, and UNICEF, enjoyed wide success. The Forum has become a major platform in China for dissemination of EFA progress and exchange of innovative practices and lessons learnt. A national report on quality education was prepared for the E-9 ministerial meeting (November 2012) with support of UNESCO Beijing and UNICEF to share China's experience and achievements in EFA. UNESCO supported the implementation of provincial plans in five provinces and one municipality in China focusing on with capacity building for monitoring.
- *Strengthened capacities to develop evidence-based policies for TVET:* The Third International TVET Congress was successfully organized in Shanghai (May 2012). UNESCO Beijing contributed to the Congress, together with HQ and other FOs in numerous ways, such as participating in the Task Force for preparation, contributing to drafting of the Outcome documents, facilitating coordination with the Chinese organizers, and leading a high level Roundtable on TVET in China as well as a session on rural education.
- *Good quality comprehensive HIV and sexuality education:* Several training workshops in Beijing and Yunnan helped raise awareness among teachers about gender issues and homophobic bullying. A Positive Living Guide on HIV and AIDS treatment education was made available to the public.

#### **Natural Sciences**

- *The 4th edition of the UN World Water Development Report:* Launched by UNESCO Director-General Irina Bokova and the Chair of UN-Water Michel Jarraud at the World Water Forum in Marseille (France) on 12 March 2012, the Report notes that unprecedented growth in demands for water are threatening all major development goals. As a follow up to the third edition of the World Water Development Report (WWAP, 2009) the Report includes another case study from China developed with the support of the Beijing office
- *UNESCO Chair in South-South Cooperation on Science and Technology to Address Climate Change:* UNESCO is working closely with the China Science and Technology Exchange Centre, Ministry of Science and Technology, Government of China in developing and testing the Applicable Technology Manual (2nd Edition): South-South Cooperation on Science and Technology to Address Climate Change.
- *New Category 2 Centre for Science and Technology Strategy to Promote STI Policy:* The newest member of UNESCO's network of Category II Centres, the International Research and Training Centre for Science and Technology Strategy (CISTRAT) was launched in Beijing on 24 September 2012. The Center will design and conduct international cooperative research programmes, offer professional training, provide

technical assistance, develop effective policy tools and foster networking among governments, academia and industry.

### **Social and Human Sciences**

- *Advancing human rights at the institutional level:* UNESCO collaborated with the All-China Women's Federation (ACWF) to promote women's political participation by enhancing capacities of 47 teachers of public management and public policies from Central Party Schools throughout China.
- *Development of evidence-based policies for social inclusion of migrants:* UNESCO is working with migration experts from Yunnan University to produce policy recommendations on migrant women's rights to education, decent housing and employment. These will feed into the Asia-Pacific Management of Social Transformation (MOST) Ministerial Forum on youth and social inclusion hosted by UNESCO, Bangkok in 2013.
- *Promoting action for peace and non-violence through youth empowerment:* To enhance the capacity of youth and young women for preventing and responding to violence UNESCO, in collaboration with national partners in China, is developing an interactive toolkit to increase awareness on gender based violence among the target population. Data collection and impact measurement materials under the project were developed in-house at UNESCO.

### **Culture**

- *Promoting Culture and Development:* UNESCO's policy recommendations emerging from the MDG-Fund Culture and Development Project Framework (CDPF) were incorporated into China's national development plans. A high level of interest has been generated in the government, in academia, the private sector and the media on a broad range of culture and development issues. Following the success of CDPF and the government directive on cultural development, UNESCO has initiated several projects, activities and a Forum on the theme.
- *Protecting and conserving cultural and natural heritage:* The Ministry of Housing, Urban and Rural Development (MHURD) has included the need of formulating national standards for the management and monitoring of World Heritage sites in the proposal for the national 12th Five-Year Plan. UNESCO's expertise has been sought to guide research and formulate national standards to regulate the management and protection of World Heritage sites.

### **Communication and Information**

- *Reform of Journalism Education:* Together with leading universities and a network of academic partners, UNESCO Beijing followed up on the adaptation of the UNESCO Curricula on Journalism Education, organized a session on investigative journalism and one on "Rural Women Access to Media and Information". Over 300 academics, media managers, journalists and scholars have benefitted from these activities.
- *Enhancing Media and Information Literacy (MIL):* The dissemination of UNESCO's approach to MIL has acquired momentum in East Asia with the translation of the UNESCO's "MIL Curricula for Teachers" into Chinese by the UNESCO Chair on MIL at Tsinghua University. The Curricula was launched and introduced to more than 60 media education experts from 20 universities in China and overseas at a Conference in August 2012 in Lanzhou, Northwest China and disseminated to other relevant Chinese academic and educators' networks.
- *Enhancing impact through gender-sensitive Open Suite strategies and innovative ICTs:* UNESCO collaborated with the School of Educational Technology of Beijing Normal

University for the translation and localization of the updated UNESCO ICT Competency Framework for Teachers (version 2.0).

- *World documentary heritage protected and digitized:* The twentieth anniversary of the Memory of the World (MoW) in China served as an event for advocacy for the safeguarding of documentary heritage.

### **UNESCO's participation in the UNCT**

#### a. *UN Task Force Recommendations on Drafting China's Anti-Family Violence Law*

Under the auspices of the Office of the UN Resident Coordinator, UNESCO actively participated in a UN Taskforce to support China's drafting of a new anti-family violence law. In addition to providing information on international frameworks, national legislations, and standards which apply to disabled persons, UNESCO produced the harmonized recommendation report of the Taskforce for submission to the Chinese authorities.

#### b. *Reporting on Food Safety and Improving Education on Nutrition and Food Safety*

In the framework of a joint UN interagency project promoting food safety, UNESCO has worked with the State Administration of Radio, Film, and Television of China (SARFT) to improve the quantity and quality of reporting on food safety and nutrition issues through capacity building of Chinese media professionals. UNESCO also piloted the integration of nutrition and food safety education in primary and secondary education.

#### c. *Ending Violence against Women*

This UN Joint project, which aimed at increasing the rights of Chinese women to live lives free from domestic violence through implementation of a multi-sectoral model, came to a close in October 2012. In addition to coordinating a baseline study conducted by the Chinese Academy of Social Sciences (CASS), UNESCO contributed to building the capacity of grass-root social workers, and developed training materials for improved delivery of anti-domestic violence and other related services at the community level.

## **MONGOLIA**

### **Key achievements**

#### **Education**

- *National capacities improved in policy formulation and planning on the right to quality education:* UNESCO has been instrumental in strengthening institutional capacity in education planning and management by training the core staff of the Ministry of Education and national training institutions in Mongolia. A training workshop on education planning and management was organized in close collaboration with the Ministry of Education and Science and the Mongolian State University of Education in December 2012.
- *Strengthened capacities to develop evidence-based policies:* UNESCO has been supporting the Government to enhance its capacity to respond to the diverse learning and development needs of young people and adults, in particular those in rural disadvantaged populations. A multi-sectoral approach to Community Learning Centres was developed through the UNTFHS Project "Comprehensive Community services to Improve Human Security for Rural Disadvantaged Populations in Mongolia" (2009-2012). The capacity of the ECCE sector and the non formal education sector was enhanced with the introduction of the Mongolian adaptation of UNESCO's parenting education training package. The promotion of lifelong learning is a priority in the five year reform plan of the Ministry of Education and Science.



- *Good quality comprehensive HIV and sexuality education delivered:* TVET teachers gained in-depth knowledge of sexuality education and clarified myths surrounding sexuality and HIV and AIDS, as a result of the materials developed and the intensive 7-day training of trainers on sexuality education organized by UNESCO in August 2012.

### **Social and Human Sciences**

- *Promoting social transformation and education for peace and non-violence with youth:* UNESCO began work with governmental and non-governmental partners to support Mongolia's formulation of youth policies with participation of youth and to enhance capacities of youth leadership and community engagement.
- A second project targeting youth and young women to provide information and increase awareness for preventing and responding to gender-based violence is being implemented.

### **Culture**

- *Policies supported and strengthened on culture and development:* With the support of UNESCO, the Government of Mongolia has developed a cultural policy framework and included culture as one of the important pillars of its MDGs-based National Development Strategy. This work has been further strengthened with the establishment of a separate Ministry on Culture, Sports and Tourism.
- The contribution of culture to sustainable development in Mongolia has been strengthened through the organization of an International Conference on Culture and Development in December 2012 focusing on creative industries and cultural tourism, heritage and development, and arts education for human development. Furthermore, since 2010-2011 the development of cultural and creative industries is recognized as a priority as demonstrated by Mongolia's participation in the UNESCO Award of Excellence for Handicrafts.
- *Measures enhanced to fight against the illicit import, export and transfer of cultural property:* UNESCO strengthened capacities to preserve, manage and promote tangible, intangible and movable heritage through capacity-building initiatives pertaining to the management and monitoring of World Heritage sites (World Heritage Periodic Reporting), the identification and transmission of living traditions, and the fight against the illicit trade of cultural objects and documentary heritage.

### **Communication and Information**

- *Freedom of expression, information and the press promoted:* The World Press Freedom Day (WPFDD) in East Asia was celebrated with a cluster event in Ulaanbaatar co-organized by specialized media NGOs, together with the Confederation of Mongolian Journalists (CMJ), the US Embassy and the Open Society Foundation. UNESCO Beijing supported a seminar together with the Mongolian National Commission and Globe International, a prominent NGO, to strengthen the understanding of Mongolian judges and jurists about international standards on freedom of expression, freedom of the media, safety of journalists, and right to access to information
- *Support provided for development of free, independent and pluralistic media:* Technical support was provided for the creation of a Community Radio Association including support for advocacy in relation to a community-media friendly legislative environment in the context of the ongoing debate around the new "Media Freedom Law". In this context, relevant UNESCO's publications on community media have been translated and an advocacy seminar held for government officials and members of the Parliament.
- *Capacities of media and journalism institutions:* The Press Institute, a leading institution in Mongolia, was supported to train resource persons on professional reporting on sustainable development issues.

- *Media and Information Literacy (MIL) enhanced:* The dissemination of UNESCO's approach to Media and Information Literacy has acquired momentum in Mongolia with the translation and the launch of the UNESCO's "Media and Information Literacy (MIL) Curricula for Teachers".

### **Joint UN Programmes**

*UN Trust Fund for Human Security project "Comprehensive Community Services to Improve Human Security for the Rural Disadvantaged Populations in Mongolia" (2009-2012)*

606. As the lead UN agency, UNESCO coordinated the project in close collaboration with central and decentralized levels of government in Mongolia and three other participating UN Agencies (UNICEF, WHO and UNDP).

607. UNESCO's interventions contributed to establishment of the second TV channel of the Mongolian public broadcaster (MNB2) devoted to ethnic minorities, helped establish 10 community radios in remote areas, and increased awareness for media law reform to guarantee a community-friendly legal environment. Additionally twenty model Community Learning Centres were established to respond to the learning needs of young people and adults in rural Mongolia, and which are now serving as community hubs for socialization and sharing of experiences and ideas.

## **DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA**

### **Key achievements**

#### **Education**

- *Strengthened capacities on ICTs in Education:* UNESCO enhanced the institutional capacity of key universities of education and pilot schools to integrate ICT in teacher education and school teaching through a national training workshop.
- *National capacity improved in policy formulation and planning:* UNESCO Beijing, UNESCO Bangkok and UIS joined hands to enable participation of representatives from the National Education Commission and the Central Bureau of Statistics of DPRK for the first time in a regional workshop on Education Statistics organized by UNESCO in Bangkok in April 2012. A training workshop on international data collection and interpretation is planned between UIS and the Government of DPRK, with assistance and coordination of UNESCO Beijing. These interventions are expected to lead to increased awareness and capacity of the DPRK Government to produce internationally comparable education data.

#### **Culture**

- *Promoting implementation of international conventions, heritage conservation and capacities of museums:* In line with DPRK Government's priorities in the field of culture, UNESCO has been providing assistance in the implementation of the three Culture Conventions ratified by DPRK pertaining to World Heritage, Intangible Heritage and the Fight against the Illicit Trafficking of Cultural Objects. UNESCO provided international exposure to officials and experts through international exchanges and networking.
- Awareness and capacities of DPRK authorities were further enhanced for the adequate conservation and management of heritage sites and for the identification and recording of living heritage elements with a view to establish inventories and prepare nominations to the Urgent Safeguarding List and Representative List.
- UNESCO supported capacity-building for development of museums in DPRK by raising awareness of policy makers and culture professionals about the significance of movable

cultural property, especially documentary heritage, and the necessity to ensure its security against illicit trafficking, as well as natural and man-made disasters.

### **Communication and Information**

- *World's documentary heritage protected and digitized:* The National Commission of DPRK for UNESCO and the Grand People's Study House (GPSH) have designed a project to build capacity on documentary heritage conservation as per international professional best-practices through: two in-house trainings to take place in 2013 and facilitated by international experts on: i) "Memory of The World – Protecting Ancient Documentary Heritage in DPRK and ii) "Digitalization Strategies and Best-practices" respectively.

## **REPUBLIC OF KOREA**

### **Key achievements**

#### **Communication and Information**

- *Development of free, independent and pluralistic media supported:* UNESCO partnered with ABU, KBS and ITU for the organization of a High Level Forum on "Digital Inclusion of Women and Girls" at the ABU General Conference on Media and Gender in Seoul in October 2012. The event was attended by more than 200 media and ICTs managers from the region.

## **UNESCO Office in Dhaka**

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608. During the period under review, the UNESCO Dhaka Office has been working with different ministries, NGOs and Development Partners to promote key areas of office mandates such as EFA, freedom of expression, promotion of cultural diversity and preservations of cultural heritages. UNESCO was involved in the planning, implementation and monitoring of UNDAF 2012-2016 as well as post 2015 development framework consultations.

609. **Challenges** – In UNESCO Dhaka, the challenges reported in the 2010-2011 have remained mainly the same in terms of limited human and financial resources to respond to the needs and priorities identified in the UNDAF, and also with regard to demands from and expectations of the government as well as NGOs. Frequent changes of senior government officials, particularly in key leading positions, are still occurring and affect decision making processes with regard to the approval of project activities. General strikes have taken place often since mid-2012, prior to the general elections to be held in late 2013, or early 2014. Consequently some of the planned activities had to be postponed, and so the overall implementation of several projects has been delayed.

610. **In education**, UNESCO Dhaka continued to focus on literacy and Non-formal Education (NFE) through RP and CapEFA 2012-2013. Based on the outcomes of last biennium, our office has supported Ministry of Primary and Mass Education in particular Bureau of NFE to formulate NFE Act together with rules and regulations, which were drafted in 2012 for the planned approval by the government in 2013. Accordingly, standard setting of NFE was initiated through developing a draft equivalency competency level of general and vocational education. UNESCO Dhaka assisted Ministry of Education to finalize ICT in Education Master Plans which is ready for publishing in 2013, and also TVET policy analysis and sub-sector programing. Besides impacts concerning the upstream level, the UNESCO office undertook several studies in 2012 on ECCE regarding community based parental education, violence against women related to primary and secondary schooling and good governance in primary education. The findings of these studies were used as evidences to develop technical resources such as a resource package on parental education, gender

sensitive curriculum and textbooks as well as training guide for teachers, and a guidebook for primary education governance as inputs to multi-donor funded Primary Education Development Project (PEDP) 3<sup>rd</sup> phase. Through its role as a 'laboratory of ideas', UNESCO has been sustaining models of literacy and continuing education centres during 2012, in collaboration with a government project on post-literacy and continuing education funded by ADB. This gave directions regarding time & budget bound projects towards sustained NFE delivery mechanisms.

611. **In culture**, UNESCO Dhaka in collaboration with the Department of Archaeology developed the capacity of the site managers for the sustainable management of cultural heritage sites. Key achievements are related to raising awareness to formulate future national strategies and policies for the preservation of cultural heritage sites, in particular the Paharpur World Heritage Site. UNESCO Dhaka also collaborated with Bangladesh Shilpakala Academy under the Ministry of Cultural Affairs, to organize a regional Ministerial Forum in May 2013, which opened the discussion for the need for the implementation of 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expression among 29 participating countries in the Asia Pacific. One of the key impacts of the forum was to exchange information regarding the ratification and implementation of the convention at the national, regional and global level.

612. **In communication and information**, UNESCO Dhaka contributed to advocacy through a series of public forums in 2012 in collaboration with NGOs, Civil Society organizations and Government: UNESCO Bangladesh Journalism award to promote freedom of expression, Press Freedom Day with BRAC University and Celebration of 50 years of Communication and Journalism Education with Dhaka University. Initiatives on capacity building of community radio personnel for social development including literacy for disadvantaged groups enhanced operation of community radio through inter-sectoral approaches. Another highlight of capacity development initiative of media personnel in disaster reporting can be considered the publishing of a book *Durjoger Mukhomukhi (Combating Disaster)* as a guide for disaster reporting by media personnel in the country.

#### **UNESCO collaboration with the UNCT**

613. UNESCO Dhaka has attended monthly meetings of UNCT. Main areas of consultations under the UNCT during 2012 were UNDAF planning, implementation and monitoring, Disaster Risk Management and Post 2015 Development Agenda discussions. At the same time, UNCT hosted several meetings with high level officials of UN. UNESCO has been involved in five out of seven selected UNDAF Pillars finalized by UNCT in 2011. The specific areas of UNESCO's involvement in UNDAF are incorporated in the UCPD for Bangladesh, published in 2012. Each pillar has undertaken mapping of on-going activities of UN agencies to coordinate the interventions. UNESCO is leading in terms of outputs under the pillar related to education, with focus on basic education for disadvantaged groups. Several consultations were held in 2012 with UNICEF, ILO and WFP to share the priority areas of each agency and develop common ideas for joint programming in this area.

614. UNESCO has participated in the national consultations on Post 2015 Development Framework, organized by the government in November and December 2012 in 5 working groups namely, 1) population, education and health, 2) economic growth, poverty and hunger, 3) environment, climate change, green economy and energy, 4) governance and human rights, and, 5) sustainable production patterns and consumption.. The government report will be finalized in March 2013 through consultations with Ministers and Division level meetings in the country. In addition, UNCT initiated in 2012 its own report on Post 2015 Development Agenda through establishing working groups under UNCT where UNESCO provided specific inputs. The working groups include 4 areas namely, inclusive governance, inclusive economic governance, inclusive social development and environmental sustainability. The UNCT report will also be prepared by March 2013, in coordination with the government report.

615. UNESCO Dhaka has collaborated with many UNCT members, together with government, development partners, universities, institutions and NGOs. As the UN joint initiatives coordinated by UNFPA, UNESCO has implemented an extra-budgetary programme on “Addressing Violence against Women: Gender Responsive Programmes in Education System of Bangladesh”. Furthermore, UNESCO Dhaka carried out most activities in education in collaboration with other UN agencies such as ECCE parental education with UNICEF, TVET Policy Analysis and sub-sector Programme Preparation with ILO, equivalency programmes for NFE learners with UNICEF and ILO, adult literacy project in Chittagon Hill Tract with UNDP, and primary education governance with UNICEF. Collaboration with UNCT has also been extended to CI and CLT sectors such as community radio with UNICEF and UNDP, promotion of cultural diversity with UNDP and education cluster for disaster risk reduction with UNICEF and UNDP.

616. UNESCO’s effective participation in and contribution to UNCT consultations in particular joint programming has been rather challenging taking into account the limited financial and human resources available. The UNESCO office is trying to maximize the use of the available resources for producing tangible outputs and impacts through focusing the interventions to the areas where UNESCO Dhaka has comparative advantages and also strengthening collaborating with UNCT members and other partner organizations.

## **UNESCO Office in Hanoi**

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### ***Highlights of major results achieved***

617. In the field of **Education**, as coordinating agency for the Global Partnership for Education (GPE) process in Viet Nam, UNESCO supported the Ministry of Education and Training (MOET) to review and update the country’s National EFA Action Plan 2003-2015, on the basis of which Viet Nam successfully received an implementation grant of US\$ 84.6 million for the GPE Viet Nam New School Model (GPE-VNEN). UNESCO will continue to coordinate Education Sector Group (ESG) partners to support implementation of GPE-VNEN, especially in conducting regular Joint Sector Reviews.

618. The Framework on Building a Learning Society 2012-2020 was recently approved. UNESCO has provided extensive support to the National Steering Committee on Building a Learning Society (NSC-BLS) in drafting the Framework and will continue to provide support to NSC-BLS in 2013 to develop a draft action plan for the Framework’s implementation, for which the Office has secured US\$90,660 from the One Plan Fund.

619. UNESCO has secured US\$1 million for a Samsung-UNESCO Education for Sustainable Development (ESD) project which contributes to shaping a more resilient and sustainable society in Viet Nam by creating an enabling environment for promoting ESD. The two-year project will contribute to achieving a national vision of a learning society in the country through the use of e-learning and blended learning for capacity building. The project proposal was produced in a joint effort between the Section for Education for Sustainable Development in UNESCO Paris, the UNESCO Regional Offices in Bangkok and Jakarta and the Office in Viet Nam.

620. In the field of **Natural Sciences**, in September 2012 the National Committee for DESD and the National ESD Forum organized a stock-taking workshop to identify progress of the national ESD Action Plan 2010-2014 and to facilitate sharing of knowledge and practices in ESD by various stakeholders.

621. Building on the translation and contextualization to Viet Nam of the Inter-Agency Network for Education in Emergencies’ (INEE) Minimum Standards for Education:

Preparedness, Response, Recovery, comprehensive guidelines on their application have been developed, refined and approved by an Appraisal Committee. Official approval of MOET, designating the standards and guidelines as a national reference manual, will be sought in 2013.

622. A national self-assessment tool for schools to identify, register and address hazards and risks with the participation of the local community as a disaster risk reduction strategy was developed and piloted by MOET with the support of UNESCO. The assessment tool is currently undergoing a final revision and a second phase of piloting before it becomes an official tool in schools throughout the country.

623. With support of UNESCO, in 2012, the National Institute of Education Management (under MOET) established a new Centre for Research and Training on Climate Change and Disaster Risk Reduction.

624. In early 2012, a needs assessment report was produced by the Office based on on-site research, conducted in all Viet Nam's eight biosphere reserves, providing site managers, the Viet Nam Man and Biosphere Committee and authorities with important information on existing needs and challenges in the sites.

625. Under Phase II of the Biosphere Reserves for Environmental and Economic Security (BREES) Programme, implemented in Cat Ba Biosphere Reserve, community and youth awareness was enhanced on climate change issues and biosphere reserves. Active participation of the press was sought for broader public awareness-raising of BREES activities and climate change. These activities will be expanded to Red River Delta Biosphere Reserve in 2013.

626. In the field of **Culture**, UNESCO continues to support the Quang Nam Provincial Government to implement an integrated culture-tourism strategy. The key outcome of the project focuses on the importance of balancing preservation, tourism and economic development. Activities have been focusing on developing signature handicraft products for Quang Nam's two World Heritage sites.

627. The Thang Long Royal Citadel Management Plan 2012-2017 was finalized by Thang Long Centre staff and the Viet Nam Institute of Monument Conservation with assistance from UNESCO.

628. As a result of UNESCO support, an agreement has been reached that by the end of 2012, a joint decision between MOET and the Ministry of Culture, Sports and Tourism (MOCST) will be issued, requiring the integration of heritage in school education curriculum. Other support in the field of heritage education includes the development of a guideline for integration of heritage into school curriculum, and the adaptation of the World Heritage in Young Hands kit to the Vietnamese context.

629. Two professional networks, one for Viet Nam's World Heritage sites and one for Viet Nam's Museums, have been established by UNESCO and counterparts as online mailing lists for exchanging information and sharing experience. Members of the Viet Nam Museum Network have also been benefiting from monthly lectures delivered by international museum professionals.

630. With UNESCO support, Viet Nam completed "Creative Viet Nam – A Framework for Growth, Competitiveness and Distinctiveness" which contains a situation analysis of the creative industries in Viet Nam. Based on this Framework, UNESCO is providing technical support to the Government to develop a National Strategy for Creative Industries, which is scheduled to be completed in mid-2013.

631. In the field of **Communication and Information**, UNESCO's Media and Information Literacy (MIL) Curriculum for Teachers, as well as the UNESCO and Commonwealth of Learning's (COL) Guidelines on Open Educational Resources (OER) in Higher Education were translated and contextualised by MOET with support from UNESCO.

632. The National Commission, Thanh Hoa Province, and the Office provided support in organizing the Director-General's Consultation with Member States and National Commissions for UNESCO of the Asia and Pacific region on the preparation of UNESCO's Medium-Term Strategy for 2014-2021 (37 C/4) and the Programme and Budget for 2014-2017 (37 C/5). This consultation, held in Thanh Hoa Province in June, was attended by delegations of 30 Asia-Pacific Member States (out of 46).

### ***Contribution to UNCT activities and common country programming***

633. In 2012, UNESCO continued to co-convene, with MOET, the UN Programme Coordination Group (PCG) on Education and has been re-appointed to continue to co-convene the Education Sector Group (ESG). In addition to holding the Secretariat for PCG Education, UNESCO also participates in PCGs on Economic Growth and Decent Work, Climate Change and Environment, HIV, Gender and Governance and Rule of Law.

634. In collaboration with UNICEF and UNAIDS as a part of the UN HIV Sub-group (UNSHE), supported MOET in creating and operating the Inter-Departmental Committee on HIV and AIDS (ICHA). As a result of ICHA's enhanced coordination, UNSHE is supporting MOET to implement the 2011-2015 Action Plan on HIV in the Education Sector. In a longer-term view, a Strategic Action Plan for Education on HIV/AIDS Prevention 2011–2020 With a Vision to 2030 was developed by MOET with support from UNESCO and UNICEF.

635. Through participation in the One UN inter-agency Monitoring and Evaluation Working Group (MEWG), UNESCO supported the Resident Coordinator's Office to consolidate Programme Coordination Groups' 2011 Annual Reports and Results Matrices to produce the 2011 One UN Annual Report. Within MEWG, UNESCO has also supported development of the One UN RBM Strategy 2012-2016, development of a One Plan Database to monitor UN contribution towards achieving One Plan 2012-2016 Outcomes and Outputs, and development of an M&E national capacity development initiative, including mapping of national M&E systems and capacities. UNESCO has served as the temporary focal point in consolidating agencies' updates for the One UN Integrated Monitoring and Evaluation Plan 2012-2016.

636. With funding obtained from BSP, UNESCO has contributed to a joint Like-Minded Donor Group/UNCT Policy M&E Initiative to develop a better understanding of decision-making processes, and of what constitutes successful policy engagement in Viet Nam at national and sub-national, thematic and/or sector levels.

637. UNESCO is one of the five members of a Task Force set up to guide the national post-2015 consultations. UNESCO, together with UNDP, UNFPA and UN Women, is also conducting consultations with ethnic minorities, one of eight target groups identified for national consultations.

638. UNICEF, IOM, UN Women and UNESCO are currently developing a proposal to be submitted to the UN Trust Fund to End Violence Against Women for a project dealing with human trafficking issues.

639. UNESCO joined UNIDO, UN-Habitat and ILO, under FAO coordination, to support Viet Nam's National Target Programme on New Rural Development, or *Tam Nong*.

640. UNESCO has joined forces in the One UN in Viet Nam's Inter-Agency Working Group on Youth to cooperate with national counterparts in addressing the needs of young people through organizing a Youth Forum and a National Conference in November 2012 to promote the inputs of young people concerning the implementation of the National Youth Development Strategy 2011-2020 and in consultations on the post-2015 development agenda.

641. UNESCO, for the second time in three years, at the request of the UNCT, organized an event for UN Day, held at the UN International School in Ha Noi for UN staff and family members. Various cultural activities were integrated in the agenda.

### **Challenges**

642. In 2012 the Office operated under severe budgetary constraints, both with regard to the regular budget and as a result of significant reductions in donor funding to the One Plan Fund. Maintaining an active presence in the "Delivering as One" endeavour as it enters its next stage implies intensive participation in meetings as well as planning, monitoring and reporting processes.

643. The Office in Viet Nam will prioritize partnerships in the private sector, which have proven extremely valuable for programme delivery. UNESCO will focus its assistance in the coming period on national policy development, using the Organization's evidence-based experience to build an inclusive, resilient and sustainable learning society in the country. UNESCO will continue to take advantage of the strong visibility it enjoys in Viet Nam to convey relevant messages to the wider public, especially with regard to education, culture, heritage preservation and biodiversity conservation.

### **UNESCO Office in Islamabad**

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644. For Islamabad office, 2012 had been a productive year, with the UN One Program I activities coming to an end, and also sustaining reputation, trust and engaging with other UN agencies for programming and resource mobilization. We emphasized on being cross-sectoral in our approach to programming and implementation of projects which resulted in making greater development impact and clarity for OP II (2013-17) operational plan.

### **Education**

645. The approval of Right to Education Act by the Senate and National Assembly and its promulgation by the President of Pakistan was an important milestone achieved by UNESCO during 2012. It was an outcome of a long and continuous process of policy dialogue by UNESCO with the leadership of the country and extensive advocacy drive in favour of Education For All that led to the approval of the Right to Free and Compulsory Education Act (2012) by both houses of the Parliament. President of Pakistan signed this Bill on 24<sup>th</sup> December 2012. This Federal Bill has now set precedence and will create emulative effect for other provinces to follow suit and pass similar legislation for their respective areas.

646. In the backdrop of attacks by the extremists on legendary girl child Malala Yousufzai in northern part of Pakistan, UNESCO organized number of meetings and advocacy initiatives in favour of Girls' Education and Gender Equality. These timely interventions of UNESCO Islamabad office offered civil society a platform to raise their voice against such a malicious act and masses were sensitized about the need and benefits of girl's education for development.

647. UNESCO Islamabad has taken a lead to highlight the issue of education of the disabled and advocate the promotion of inclusive education as emphasized in the UN Convention on Rights of Persons with Disabilities (CRPD). Capacity of provinces was built in



the hitherto neglected subject of Early Childhood Education. Parents were sensitized about proper care and learning environment for young children. Knowledge and skills of educators were strengthened in curriculum reforms, textbook development, School Health related interventions, Peace Education, and Human Rights.

648. Technical assistance extended by UNESCO for the Technical and Vocational Education and Training (TVET) has led to expediting the process of policy reforms and capacity building at national and provincial levels.

649. In the field of adult literacy and NFBE we have contributed to raising awareness for the need and significance of literacy for socio-economic development. Through a strengthened public-private-partnership the implementation of a Mobile-based Post Literacy programme for out-of-school young female adults had contributed to the effort of eliminating gender disparity in education and illiteracy from the country.

### **Natural Sciences**

650. Science sector focused on two key results during 2012: a) Reactivation of Man And Biosphere (MAB) programme in Pakistan, and b) Strengthening of Flood Early Warning System. Restructuring of National MAB Committee in Pakistan contributed to the roll out of MAB related activities. Pakistan submitted an application dossier for Biosphere reserve (Juniper Forests of Pakistan) and has started planning for periodic review of its only Biosphere reserve after 38 years. The intervention will contribute to UNESCO's effort on Rio+20 activities in Pakistan.

651. Up-gradation of Flood Early Warning System for Indus River is contributing to reducing the vulnerabilities of disaster prone communities. Integrated Flood Analysis System (IFAS) for Indus is in its final stages of completion. This modeling tool will help in issuing better forecasts for floods in the country.

### **Culture**

652. During 2012 the main focus of the culture section UNESCO Islamabad has been on promoting culture led development and capacity building of the government. The interventions regarding the promotion of cultural industries aimed at building on skills and knowledge to generate and improve livelihoods and contributed to poverty reduction (MDG1). At the same time the activities contributed to gender equality and women empowerment (MDG3) by building on the traditional knowledge and skills of women and help generate and improve their livelihoods.

### **Communication and Information**

653. Through Communication and Information Sector, provocative advocacy around the issue of safety of journalists and impunity against killing of journalist issues resulted into first "National Consultation on Safety of Journalists and Impunity Issues" in Islamabad. Based on this consultation, a broad consensus of a two year implementation strategy for the Action Plan was endorsed by major stakeholders including Ministry of Information and Broadcast, Media Development NGOs, Parliamentarians and Human Right's Organizations in the form of "Islamabad Declaration on Safety of Journalists".

### ***Intersectoral Platforms***

654. **Post Conflict Post Disaster.** Through the implementation of the programme on PCPD Platform, capacities of school teachers and educational authorities of Pakistan's most highly conflict affected areas (Federally Administered Tribal Area and Peshawar) have been strengthened in the areas of Disaster Risk Management and culture for peace. The benefit of radio broadcast to reach out to isolated and scattered audience, particularly teachers, was exploited by producing and broadcasting specific programmes on human rights, women

rights and culture of peace. Teachers trained through the radio programmes are ready to lead the advocacy campaign around the issues. FATA based Journalists, in particular, benefitted from training programmes tailored to their needs which promoted the discussion on key threats and pre-emptive security protocols and procedures to stay safe.

**655. Education for Sustainable Development (ESD).** As part of Inter-sectoral programme between Science and Education sectors, an already existing well recognized and exemplary model of ESD in a public girls' college is being further strengthened to push for national capacity building and promoting ESD in schools of Pakistan. A large scale leading university of Pakistan is also collaborating with UNESCO Islamabad to work towards promoting discussions, teacher training and mainstreaming ESD in school curricula.

#### ***Contribution to UNCT's Activities***

656. UNESCO's involvement and participation had been significant in the entire OP II process (equivalent to that of UNDAF). UNESCO's comparative advantage has been clearly positioned in all Six Strategic Priority Areas (SPAs). With the signing of the OPII document by both the Pakistani government authority and UNCT, it has obtained formal status as UN's Pakistan country programme framework for 2013-2017. UNESCO's contribution to UNCT has continued to give the operational plan framework of OP II a final shape.

#### ***Challenges and Lessons Learnt***

657. The security situation in some parts of the country hampered the pace of programme implementation. The constitutional amendment and devolution have necessitated continued presence of UN Agencies in the provinces and increased coordination with local governments. This also has had an implication for planning and meeting the transaction cost. Devolution has also opened doors of opportunities for reforms. UNESCO can play a leading role in education reforms and capacity building, subject to the availability of required resources. No funds allocated for literacy by the Balochistan province and less importance to literacy programmes by the other two provinces except Punjab proved to be a challenge to meet the emerging demand for Non-Formal Basic Education with functional Literacy and livelihood skills. In such a context UNESCO's partnership with government bodies, civil society and private sector vis-à-vis its advocacy role need to be further strengthened.

658. For PCPD and ESD projects, since the FATA is the targeted area for implementation, it remained challenging in terms of security situation. Also the lesson learnt so far is to incorporate indigenous practices for sustainable development by doing innovative interventions in PCPD. It is also important to involve the local non-governmental organizations to implement the work, which will bear fruitful results because they have more acceptance in the communities.

### **UNESCO Office in Jakarta**

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659. This report presents the main developments and achievements during 2012 along the two functions of the office as a the Regional Science Bureau for Asia and the Pacific (ASPAC), and as a Cluster office representing UNESCO in Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor Leste.

#### ***Science Regional Bureau function***

660. During the year 2012, the 'Regional Bureau's Science Support Strategy 2010-2013' was further expanded along the **four** Science Regional Flagship Programmes, with increased participation and involvement of Category II Centres, field offices and countries in the region. Via the Flagships BREES, SWITCH-in-Asia, COMPETENCE, and FORCE, the capacities and partnerships in countries in the region have been strengthened in the fields of

climate change, water management, science education/ESD, and disaster risk reduction. The development and implementation of the flagships was supported via RP and Extra budgetary resources. The JFIT-UNESCO “Science Programme on Global Challenges in Asia and the Pacific” supported by MEXT, Japan has been particularly helpful in the design and development of these regional Flagships.

661. The Office, in its function as the Regional Science Bureau for ASPAC provided support and guidance to other UNESCO field offices in the region. This relates for example to providing inputs during UNDAF roll out, development of UCPDs, the development of country based SC projects, fundraising, and in disaster preparedness and response (e.g. Pakistan flood management).

662. The Regional Bureau continued to support the Science and Technology Policy Asia Network (STEPAN) via regional workshops, conferences, network activities, e-learning initiatives, and via web-based forums. Significant progress was also made in the development of ‘Connect-Asia’ (COllaboration for Network-eNabled Education, Culture, Technology and science), which is a regional connectivity platform initiative of the UNESCO Regional Bureau in collaboration with the School of Internet Asia (SOI) and other network partners. This platform, which connects national university and institutional networks, provides opportunities for joint research, education and other initiatives, using connectivity, partnership and collaboration. The Regional Bureau has supported the development and delivery of a range of e-learning modules (e.g. on Energy for Sustainable Development, Grass Root Technologies, HIV/AIDS), and has organised a large number of connectivity events, such as UN-lecture series, cultural presentations, and various e-forums. These activities have contributed substantially to strengthen the use of ICTs in higher education, in capacity building, and in research cooperation in Asia and the Pacific.

663. In June, delegations of 30 Member States (out of 46) of the Asia and Pacific region attended the Director-General’s consultation with Member States and National Commissions for UNESCO, hosted by Vietnam, on the preparation of UNESCO’s Medium-Term Strategy (37 C/4) and the Programme and Budget for 2014-2017 (37 C/5). Several delegations suggested the development of **“sustainability science”** as an integrated approach, bringing together individual components of the Natural and Social and Human Sciences programme. The Regional Science Bureau developed the concept of ‘Sustainability Science’ further via a range of partners and an expert meeting in Tokyo.

664. The cooperation with Category 2 institutes and regional centres was further strengthened. The Cat II Water Centres, currently 6 in ASPAC, have become important gateways and partners for the implementation of activities in the framework of the International Hydrological Programme (IHP), and in joint project development and implementation. The SWITCH-*in-Asia* regional flagship programme, which focuses on water challenges in cities and catchments, provides a good opportunity for further cooperation.

665. In light of the severe RP funding gap, it is important to note that new strategic partnerships with several Member States in the Cluster were developed. This includes the development of a new Malaysia – UNESCO Cooperation Programme (FIT of 5 million US\$, plus 1 million per year), and the Indonesia – UNESCO Cooperation Programme (initial FIT of 4 million US\$). Besides, Indonesia (6 million US\$), and Timor Leste (1.5 million US\$) provided support to the Emergency Fund, in response to the withholding of funding by the US following the admission of Palestine as a Member of UNESCO.

### ***Cooperation with the UN in Asia and the Pacific Region***

666. The Regional Science Bureau has been pro-actively engaged in preparatory work and follow up relating to the United Nations Conference on Sustainable Development (Rio+20), and the development of the Post-2015 Development Agenda, both within UNESCO,

and with other partners (UNDG-AP, RCM, ESCAP, UNCTs, ICSU). This has helped to position the role of Science, technology and Innovation in the follow up from Rio+20, and in discussions on Post-2015 Agenda.

667. The Asia-Pacific Regional Directors Team (UNDG-AP) has further expanded its membership to 19 agencies. Both Directors of the UNESCO Regional Bureaux in Bangkok and Jakarta are members of the UNGD-AP. The UNGD-AP met 3 times in 2012, including one joint meeting with the Resident Coordinators, which facilitated efficient information exchange between the UNGD-AP and the RC/UNCTs. UNESCO has played a pro-active role in the UNGD-AP, via presentations, chairing sessions, and participation in working groups, on issues such as UN Reform/DaO, cost sharing RC system, Disaster Management, Rio+20 and Post-2015 Agenda.

668. The UNGD-AP has provided **valuable support to UNCTs** in the region. This included the work of the PSG, joint sessions with UNCTs, and the development of guidance documents on Mainstreaming Climate Change, Social Protection, Repositioning UN in Middle Income Countries, Health MDGs, Youth, and Urbanisation. UNESCO contributed to all guidance documents and WGs.

### ***Challenges and lessons learned***

669. The regional science bureau function has been exercised in 2012 under severe budget and staff capacity constraints. The support of donors via FIT programmes and EXB project has been extremely useful to sustain, and even further expand the regional science programmes, and their impact and visibility at country level. The development of a new strategic partnership model, based on self-benefiting FIT programmes, could be considered in particular for MIC member states.

670. The regional dimensions of UN operations are gaining significantly in importance with the invigorated regional UNGDs. While UNESCO participates actively in the UNGD-AP, it continues to be excluded from one of the main functions of the UNGD-AP, namely the assessment of RCs/UNCTs. This is because UNESCO does not satisfy all four criteria for full membership of the Regional UNGDs (i.e. no oversight function). This shortcoming needs to be addressed and corrected in the upcoming field reform.

671. UNESCO also participated in the RCM, and contributed to the activities of the various RCM Working Groups (UNESCO co-chairs the Education WG). The coordination, information exchange and division of labour between the UNGD-AP and RCM needs further attention.

672. The development of a Regional Science Support Strategy, with corresponding main themes and Flagship Programmes, has created a solid framework for a more focused regional science programme that addresses major challenges in the region. To ensure a coherent, effective and impacting regional science programme further attention will be given to involving all UNESCO field offices and partners (incl. Cat II Centres, NatComs, Chairs, networks, etc) and aligning their programmes along the main themes of the regional support strategy.

## ***BRUNEI DARUSSALAM***

### ***Key achievements***

673. Brunei Darussalam joined UNESCO in 2005, and the National Commission was established in 2007. UNESCO continued to offer capacity building programmes and participation in UNESCO events to the NatCom, and to professionals from Ministries, Universities and institutions in the country. These activities have generated a better

understanding of the mandate and work of UNESCO, and have strengthened the capacity of the Brunei Darussalam National Commission, Ministries and institutions.

674. UNESCO has supported and strengthened **Education for Sustainable Development** (ESD) in Brunei's education sector through regional policy dialogue events among experts from the five cluster countries represented by the office. As a result of these events, policy experts strengthened their capacity to mainstream ESD content and approaches into Brunei's national policy.

675. Brunei Darussalam is committed to expand its economic base beyond oil. This will require a strong **Science and Technology** base, but government spending in Research and Development has been below 0.1% of GDP (OECD recommends at least of 3%). UNESCO has offered to continue to provide advice to the Ministry of Development in strengthening Science, Technology and Innovation policy. This will also require systematic planning and capacity-building, to avoid limitations in the human resources needed for the diversification of the economic activities.

676. An earlier UNESCO-ISDR study showed that Brunei Darussalam is prone to a range of **natural disasters**, including floods, typhoons, heavy torrential rain, drought, earthquakes, and tsunamis. However, in the past years Brunei only experienced small-scale floods, forest fires and weather-related disasters with minimal human and infrastructure damages. As a result of this, and considering the relatively small size of the country, it has been a challenge to fully implementing the Hyogo Framework for Action. This could be another area for cooperation with UNESCO in the near future.

677. The Government of Brunei Darussalam has taken an important step in protecting cultural heritage through the recent **ratification of the UNESCO 1972 Convention Concerning the Protection of the World Cultural and Natural Heritage and the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage**. This is in line with the Vision Brunei 2035 with its call for an 'environmental strategy that ensures the proper conservation of our natural environment and cultural habitat'. UNESCO supported training for experts from Brunei Darussalam in the area of **cultural heritage preservation** and management, underwater heritage, and nomination process. UNESCO will continue to support Brunei Darussalam in capacity building and in future ratification processes for other UNESCO Conventions.

### ***Cooperation with the UN***

678. There is no UN presence in Brunei Darussalam and there is no continuing UN programme in the country. This is related to the strong economic position of the country, which is fully based on income from oil. However, we believe there is scope for expanding UNESCO's cooperation with Brunei Darussalam in selected areas that would require high level policy advice, institution building and human capacity development.

### ***Challenges and lessons learned***

679. The cooperation with Brunei Darussalam has been modest, because of the limited resources available under the regular programme and non-availability of extra-budgetary resources (due to the high income status of the country). While initial UNESCO support and cooperation has focused on capacity building and policy support in specific areas in education, science and culture, we believe there is scope for substantial expansion of the cooperation if this could be supported via a self-benefitting Funds-in-trust programme.

## INDONESIA

### Key achievements

680. UNESCO's programme support to Indonesia continued to be delivered largely as part of the **joint UN programme** (UNPDF 2011-2015), which has helped to strengthen capacities and develop 'best practice' in the areas of Social Services (incl. Education), Sustainable Livelihoods, Governance, Disaster Risk Reduction and Resilience, and Climate Change and Environment.

681. Following two earlier UCPDs for Indonesia, a new draft UCPD was developed to cover the period 2013 – 2017. This planning tool, which is fully aligned with the existing national development plan and the UNPDF, will be finalised early 2013.

682. UNESCO appreciates the valuable support by the Government of Indonesia via contributions to the Emergency Fund (6 million US\$) and a new Indonesia – UNESCO FIT (4 million US\$), which has set out a model for a new strategic partnership between UNESCO and Member States with an MIC status. Several project proposals targeting pressing issues and challenges in the country have been prepared in consultation with national counterparts. Implementation will start in 2013.

683. In the field of **Education**, UNESCO provided leadership in strategic and policy related areas, such as education sector planning, literacy, inclusive education, early childhood education, school-based management, ESD, and HIV/AIDS. The Government of Indonesia, via its Ministry of Education and Culture, hosted and (co-)financed a number of important national and regional events in the areas of cooperation mentioned above. Via these events, important progress was made in strengthening the policies and institutions, and in meeting the EFA goals in Indonesia. In recognition of its achievements, the Ministry of Education was awarded the UNESCO King Sejong Literacy Prize for a programme involving three million people, with special emphasis on illiterate women.

684. UNESCO in collaboration with the Ministry of Education and Culture developed a new "Green School Programme", which aims to demonstrate best practice in environmental education and ESD. This programme is designed to generate impacts at the local, national and regional level. At the local level, a first demonstration project has been initiated in Banjarmasin, Kalimantan, with the support from KOICA and other partners (800,000 US\$). The results have been disseminated within and beyond Indonesia, via national and cluster country meetings, and additional demo-projects will be started in other provinces and in other countries in the sub-region as a next step in the programme. As such, the 'Green School Programme' has the potential to grow out into a regional ESD Flagship.

685. In the field of HIV/AIDS, UNESCO developed the "UNESCO online tool on HIV for youth", as a rights based education e-learning tool for national dissemination. This tool received valuable inputs from WHO, UNODC, UNFPA, UNICEF, the National AIDS Commission and other partners, and has been used by the Ministry of Health for nation-wide dissemination.

686. In the field of **Science**, main efforts continued on the development and implementation of country initiatives under the four Regional Science Flagships BREES, COMPETENCE, FORCE, and SWITCH-*in-Asia*. Achievements under the Science Flagships in Indonesia were largely realised via projects supported by Germany (Carbon-financed forest management in Tropical Rainforest Heritage of Sumatra), Spain (Gunung Leuser, and Siberut Island BR), IDRC (science policy) and via JFIT supported regional science programme. The programme helped strengthen management and implementation capacities, and demonstrated 'best practice' in forest management/preservation, in disaster preparedness, in water and pollution management, and in linking science education to ESD.

687. As chair of the UN Working Group on Climate Change and Environment, UNESCO has provided leadership and technical advice to the Government led REDD+ programme, which has attracted substantial external support. This resulted in the establishment of a UN REDD+ Coordination Office and the development of a number of pilot projects, implemented by relevant UN agencies, including UNESCO. UNESCO provided policy briefs on the role of local and indigenous knowledge, to be integrated into Indonesia's National Action Plan on Climate Change Adaptation.

688. UNESCO supported Indonesia in the development of other **inter-sectoral ESD initiatives** focusing on 'School and Community Disaster Preparedness', Stresscom (hydro-meteorological hazards and climate change adaptation) and Sandwatch (local and indigenous knowledge on coastal ecosystems).

689. The Office established a new Unit on 'Disaster Risk Reduction and Tsunami Information', which ensured continued and increased support to Indonesia and other member states in the region in the field of disaster response and preparedness. UNESCO has significantly contributed to build safer and resilient communities in Asia and the Pacific based on knowledge, awareness, preparedness, and mitigation to manage hazards and vulnerabilities towards natural disasters and climate change. This unit will also assume responsibility as the Indian Ocean Tsunami Information Centre.

690. Important progress was made with '**Connect-Asia**', which is a regional connectivity platform, bringing together national networks of universities and institutions. IHERENT, the Indonesian national network, serves as a key partner in Indonesia. The programme has moved beyond the sciences to also include initiatives in the fields of SHS, Culture and communication and information.

691. In the field of **Social and Human Sciences**, UNESCO supported the new youth focused programme "Facilitating Youth Civic Engagement in Indonesia". UNESCO also supported the Global Youth Forum organized by UNFPA and the Government of Indonesia in Bali, in particular by co-organising a national consultation on the role of youth in the Post-2015 Development Agenda.

692. Via its role as the Chair of the UN Human Rights Working Group, UNESCO provided leadership in the Universal Periodic Review process through the preparation of the country report submitted to the OHCHR. Human rights indicators for monitoring and evaluation of the UNPDF were also developed by the WG. UNESCO also contributed to increase awareness of the rights of people with disabilities via initiatives co-organized with ILO and UNIC.

693. A highlight in UNESCO's cooperation with Indonesia **in the field of culture**, related to enlisting of the '**Cultural Landscape of Bali Province**' onto UNESCO's World Heritage list. UNESCO also supported Indonesia and other countries in the (sub-)region in building capacities in the nomination process for World Heritage inscription and the development of management plans.

694. UNESCO and the Government of Indonesia agreed to jointly organise the "**World Culture for Development Forum**", which aims to position the broader role of culture as a means to achieve sustainable development, peace and wellbeing. To this end the first 'World Cultural for Development Forum' will be convened in Bali November 2013.

695. After the successful safeguarding and recovery efforts of the Borobudur Temple Compounds, following the November 2010 outburst of Mt. Merapi, further support was provided to longer term actions in terms of stone conservation, capacity building and livelihoods programmes. Additional support was obtained from Germany and from AusAid.

The project also aims to revive the local community's damaged livelihoods and promote sustainable tourism and cultural industries.

696. In the field of **communication and information**, awareness on safety of Journalists and the dangers of impunity was increased through public discussions organized by UNESCO, the Human Rights National Commission of Indonesia and the Alliance of Independent Journalists. UNESCO also provided support to strengthen the role of the broadcasting media in all steps in the disaster warning chain, including disaster mitigation, preparedness, response and recovery.

### ***Cooperation with the UN***

697. UNESCO is an active member of the UNCT, **and Chairs the UN Working Group on Climate Change and Environment, and the Human Rights Working Group.**

698. UNESCO has contributed to new approaches promoting UN reform and Delivering as One, including advocating to donors to support joint UN initiatives and to contribute to a new joint UN Trust Fund for the UNPDF. UNESCO has taken the lead in a number of joint initiatives with other UN agencies, including a UNEP-UNESCO project within the Sumatra Tropical Rainforest Heritage, a joint project on school based management with UNICEF, a UNESCO-UNOPS REDD+ pilot in Kalimantan, and an ILO, WHO and UNFPA initiative on the Promotion of Persons with Disabilities.

### ***Challenges and lessons learned***

699. UN coordination and DaO remain a challenge. Many UNCT agencies do not give attention to developing joint initiatives. It has also been difficulties to seek donor alignment along the priorities identified in the UNPDF; donors focused mostly on bilateral projects and via the WB and ADB.

700. The UNPDF identifies three priority regions for UN agencies to work together: Papua Land, East Nusa Tenggara (NTT), and Aceh/Nias. Two years into the UNPDF, the development of joint initiatives to support these regions still needs to be started. It is hoped that the newly established trust fund for the UNPDF will help to speed up the development of such joint initiatives.

## **MALAYSIA**

### ***Key achievements***

701. Following the signing of an MoU between UNESCO and Malaysia to establish the "Malaysia – UNESCO Cooperation Programme" in November 2011, a Funds-in-Trust agreement was developed during 2012. The signing of this new Malaysia FIT programme (5 million US\$ plus 1 million \$/year) is scheduled for early 2013, after which the programme implementation will start. With this new modality and Fund, the cooperation between UNESCO and Malaysia will be strengthened substantially, in particular as regards south-south cooperation and the mobilisation of expertise and services of Malaysian experts and institutions, including Category II Centres (ISTIC and the Centre for Humid Tropics).

702. On Saturday, 3 November 2012, Malaysia observed, for the second time, the 'Hari UNESCO Malaysia 2012' (UNESCO Day) aimed at creating better public awareness on the importance of education, the roles of STI and the diversity of culture. The celebration theme was 'Education for Sustainable Development'. The 'Hari UNESCO Malaysia' will be celebrated every year in November.

703. In the field of education, UNESCO conducted an '**Education Policy Review**', which provides a solid foundation for the Government of Malaysia's ongoing efforts to strengthen



the education system. The report provides useful recommendations aligned with Malaysia's medium term strategic plan 'Vision 2020', and have helped to shape the Malaysia Education Blueprint 2013-2025.

704. UNESCO has supported and strengthened **Education for Sustainable Development (ESD)** in Malaysia's education sector through regional policy dialogue events among experts from the five cluster countries represented by the office. As a result of these events, policy experts strengthened their capacity to mainstream ESD content and approaches into Malaysia's national policy.

705. In the field of **science**, UNESCO continued the cooperation with the Regional Humid Tropics Hydrology and Water Resources Centre for Southeast Asia and the Pacific (HTC), which is one of the **UNESCO's Category-2 water centres**. During November 2012 a successful review of this centre was carried out. The 2nd International Conference on Water Resources and the 20th UNESCO-IHP Regional Steering Committee meeting was held in Langkawi, November 5-10. The Malaysian Research & Education Network (MYREN) has been an active partner in Connect-Asia.

706. Putrajaya Lakes and Wetlands have been established as a key demonstration project in partnership with a joint effort with Putrajaya Corporation and Pengenalan. Institut Alam Sekitar & Pembangunan, UNIVERSITI Kebangsaan Malaysia. Langat River Basin, Malaysia is recognized as one of the UNESCO IHP Hydrology for the Environment, Life and Policy (HELP) River Basins since 2004. The HELP Langat Initiative is contributing to the Malaysia National Water Vision 2020 in support of Vision 2020 (towards achieving full developed nation status).

707. Malaysia is a member of the IOC Intergovernmental Coordinating Group for the **Indian Ocean Tsunami Warning System (ICG/IOTWS)**, and participated actively in the 9th ICG/IOTWS meeting (November 2012) in Jakarta. Malaysia offered to host the 11<sup>th</sup> Session of the ICG/IOTWS in 2016.

708. UNESCO Jakarta, in partnership with the Universiti Sains Malaysia, the International Centre for South-South Cooperation in Science, Technology and Innovation (ISTIC), and in close collaboration with MEXT Japan, developed a new initiative entitled "**Sustainability Science**". This initiative aims to raise awareness about sustainability science among policymakers in the Asia and Pacific region, with a view to position this as part of the national and regional science and technology policy. The partners are preparing a review paper and a regional event on the subject to be held early 2013. The cooperation with ISTIC was further strengthened via the joint organisation of a range of training and capacity building events in the wider field of science and technology policy.

709. Archaeological Heritage of the Lenggong Valley was inscribed on UNESCO's World Heritage List at the 36<sup>th</sup> session of the World Heritage Committee held in St. Petersburg in July 2012.

#### ***Cooperation with the UN***

710. The UN operations in Malaysia are relatively small, with only few agencies having active programme in the country. Interactions with the UNCT are mostly via the RC, but where relevant, cooperation and exchanges are established with agencies (e.g. UNICEF). Due to Malaysia's position as a high-middle income country, there is no UNDAF for Malaysia, and no donors are active in the country.

711. For UNESCO however, there is scope for expanding the cooperation with Malaysia in selected areas that would require high level policy advice, institution building and human

capacity development. Besides, the cooperation on south-south initiatives will be significantly expanded starting 2013, following the signing of a new Malaysia FIT Agreement.

### **Challenges and lessons learned**

712. Due to its high development status, it is difficult to attract funding for initiatives in Malaysia. We have collaborated with Malaysian institutions and experts in the development and implementation of (sub-)regional initiatives. The development of a new Malaysia FIT, which may include also a self-benefiting component, could help to improve the opportunities for financing of activities within the country.

## **THE PHILIPPINES**

### **Key achievements**

713. In the field of **education**, UNESCO continued to provide support to the Ministry of Education and TESDA in implementing the Development Plan 2012-2016 and the K to 12 Basic Education Programme. Technical-vocational education is being introduced as an alternative stream to provide senior high school students with opportunities to acquire certifiable vocational and technical skills. The Forum and Launch of the **EFA 2012 Global Monitoring Report (GMR)** in the Philippines helped to promote technical-vocational training and education for the Filipino youth.

714. UNESCO has supported and strengthened **Education for Sustainable Development (ESD)** in the Philippines education sector through regional policy dialogue among experts from the five cluster countries covered by JAK Office. As a result of these events, the capacity of national experts was strengthened in mainstreaming ESD content and approaches into the Philippines national policy. Future support in the field of ESD will include participation in the 'Green Schools Programme', as part of a UNESCO regional ESD Flagship.

715. Strategic advocacy by UNESCO with key partners in the Philippines has contributed to Department of Education's use of the UNESCO **International Technical Guidance on Sexuality Education (ITGSE)** as a standard for the sexuality education curriculum. This is part of the development of the new K to 12 Basic Education Curricula, introduced in 2012 to replace the 2001 curricula.

716. In the field of **science** substantial support was provided under the regional flagship FORCE via the project "Strengthening Resilience of Coastal and Small Island Communities towards Hydro-meteorological Hazards and Climate Change Impacts (StResCom)", which aims to integrate local and indigenous knowledge with scientific knowledge for disaster risk reduction and climate change adaptation in coastal and small island communities. This initiative, supported by the ongoing Japan FIT programme promoted the mainstreaming of LINK into government policies and programmes.

717. As part of the **MAB programme** and the regional Flagship BREES, UNESCO in collaboration with national partners supported the authorities of Mt. Isarog Natural Park (MINP), in Camarines Sur Province in strengthening local capacities for natural resources management. The possibilities of nominating MINP as a Biosphere Reserve were also evaluated and recommendations for follow up actions were provided. Under the flagship SWITCH-in-Asia UNESCO will support Naga City towards developing an integrated sustainable approach in water management. Spain supported a young professional employed by UNESCO till late 2012 to work on the development these projects.

718. In the field of culture, the Philippines continued to work on the long-term conservation of the Philippine Rice Terraces to achieve its removal from the World Heritage in Danger list. The World Heritage Committee recognized the success of the Philippines in improving the

conservation of the Rice Terraces of the Philippines Cordilleras by removing the site from the List of World Heritage in Danger. The Historic Town of Vigan has also been recognized as a model of **best practices in World Heritage** site management.

### **Cooperation with the UN**

719. The Philippines has an active UNCT with currently 17 agencies (several only at the level of project officers) and 1100 staff. Unfortunately, UNESCO could not extend the contracts for the two staff we had on the ground from mid 2012, and the contract of a third staff seconded from Spain (Ministry of environment) expired. As such it became more difficult for UNESCO, as a non-resident agency, to fully participate in the UNCT and in the UNDAF follow up process.

720. The new UNDAF (2012-2018) was finalized late 2011, and is fully aligned with the Medium Term Philippines Development Plan (2011-2017). UNESCO is included in 12 of the 21 sub-outcome areas. In addition, cross-cutting themes identified in the UNDAF include areas within UNESCO's competence, among others *Culture, Communication for Development (C4D) and Science and Technology*.

### **Challenges and lessons learned**

721. After the contracts of two UNESCO staff expired, it became difficult, as a non-resident agency, to participate in the UNCT and UNDAF follow up. UNESCO Jakarta will attempt to appoint one or two new staff in the Philippines to link up with the UNCT and to provide follow up to some extrabudgetary project initiatives under the regional science flagships BREES and SWITCH-*in-Asia*.

## **TIMOR LESTE**

### **Key achievements**

722. Presidential elections were held in Timor-Leste on 17 March and 16 April 2012, which led to the election of former military commander Taur Matan Ruak as the new President of the country. This was followed by parliamentary elections in July, 2012, which resulted in the formation of a new government and the re-appointment of H.E. Xanana Gusmao as Prime Minister. The elections were seen as a test for this young democracy, and were generally peaceful, with only few eruptions of violence immediately after the parliamentary elections. While Timor Leste has technically graduated to become a Middle Income Country, largely due to the oil/gas revenues, a large portion of the society lives below the poverty line, and MDG achievements are generally low. Due to capacity limitations in all sectors, the government has established a Petroleum Fund, which has reached a total balance of about 11 billion US\$ by the end of 2012.

723. A highlight in 2012 was the joint official visit by UNSG Ban Ki Moon, the DG UNESCO and the newly appointed envoy for education Gordon Brown. The 2-day visit was largely focused on education, in particular on the pre-launch of the 'Education First' initiative (officially launched in the GA in September 2012).

724. The new "National Development Plan 2011-2030" presents a long term vision for development in Timor Leste, and focuses strongly on two over-riding development goals: to reduce poverty in all sectors and regions in the nation, and to promote economic growth that is equitable and sustainable, improving the health, education, and well being of everyone. The new 5-year National Development Plan adopted in September 2012 recognises that **education** is the key to ensuring every citizen of Timor-Leste has the opportunity to build their own future and escape poverty.

725. The programmatic cooperation with Timor Leste was further expanded during 2012, in particular in the fields of intangible cultural heritage, ESD, literacy and community learning centres (CLCs). Also the cooperation with the newly established NatCom was further strengthened.

726. In response to the financial crisis in UNESCO, the Government of Timor Leste contributed US\$ 1.5 million to UNESCO's Emergency Fund. In her response to this generous contribution by Timor Leste, the DG expressed her gratitude for this significant and timely contribution, affirming the intention that a substantial part of the funding will be used for programmes to support Timor Leste, in particular in the fields of technical and vocational training, ESD, and intangible cultural heritage. This will augment the work that UNESCO is already undertaking in the country and strengthen our delivery on the ground.

727. In the field of **education**, UNESCO continued to provide support to the development of a Management Information System for the education sector. UNESCO also continued to support the literacy initiative entitled '*Capacity Development for Education for All (CapEFA) programme in Timor-Leste*', which helped to improve its institutional and organizational capacity in planning, implementation and monitoring and evaluation of current education programmes. Three Community Learning Centers (CLCs) have been strengthened, and capacities have been build at all levels, including central government, technical staff, District Coordinators, and representatives of the 3 CLCs. These CLCs serve as a template for expansion of CLCs cross the country, via a collaboration between the Ministry of Education and the World Bank (over 60 CLCs will be developed). UNESCO's work with CLCs has supported livelihoods in particular targeting women in the rural communities where the CLCs are located.

728. UNESCO has supported and strengthened **Education for Sustainable Development** (ESD) in the education sector through regional policy dialogue among experts from the five cluster countries covered by JAK Office. As a result of these events, the capacity of national experts was strengthened in mainstreaming ESD content and approaches into the national policy. Preparative work was also started to include participation of Timor Leste in the 'Green Schools Programme', as part of a UNESCO regional ESD Flagship.

729. In the field of **science**, UNESCO has helped to promote the concept of **Biosphere Reserves** with the Department of Forestry, Ministry of Agriculture and Fisheries of Timor-Leste. In cooperation with the National Commission a plan has been prepared to establish a MAB National Committee of Timor-Leste. With support from the Spanish Government, capacity building was provided to prepare the nomination of Nino Konis Santana National Park as a first Biosphere Reserve in the country. This also included the provision of hardware such as a 4x4 vehicle, computers and GPS equipment.

730. UNESCO involved institutions in Timor Leste in two sub-regional projects in **disaster preparedness**. Funded by UNESCAP, UNESCO contributed to the development of preparedness and education materials for community and schools, focusing on earthquakes and tsunamis. Another initiative entitled StResCom focuses on Hydro-meteorological Hazards and Climate Change Impacts and is funded through the Japanese Funds-in-Trust for Science (MEXT).

731. UNESCO worked with local partners to recognize and promote **local and indigenous knowledge** for environmental management and climate change adaptation in Timor Leste. As part of this, a sandwatch programme was initiated, which focuses on awareness raising and education on coastal ecosystems.

732. UNESCO and CONNECT-Asia partners responded to the need to improve the ICT capacity in developing and disseminating e-learning materials and tools. The National

University (UNTL) was linked up to Connect-Asia network via SOI, and has benefited from numerous online events and e-learning products organised by UNESCO JAK. Under the regional Flagship COMPETENCE, UNESCO facilitated dialogue between providers of higher education, government and civil society eventually led to increased relevance of **science education** for development needs of the country.

In the field of **social and human sciences**, UNESCO collaborates with the Ministry of Education to strengthen the new curriculum on citizenship in Public Secondary Vocational Technical Schools through capacity building of teachers and development of teaching materials.

733. In the field of **culture**, UNESCO has helped to enhance the capacities of Timor-Leste to safeguard its intangible cultural heritage through effectively implementing UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. An Inter-sectoral project started in 2012 to support sustainable development, poverty eradication and vulnerable community empowerment in Timor-Leste through safeguarding the cultural and natural heritage.

734. In collaboration with the Timor-Leste Media Development Center, UNESCO helped to strengthen capacities and knowledge of journalists in a variety of specialist areas, including on environmental reporting and climate change issues.

### ***Cooperation with the UN***

735. Following the successful electoral process, 2012 also marked the successful completion of the UN peacekeeping operations in the country. The UN Integrated Mission in Timor Leste (UNMIT) withdrawal was completed by 31 December, as mandated by the Security Council. This also marks a shift in attention from security and state building towards increased attention for development and nation building. A priority during this transition stage is to further strengthen government capabilities, enabling legislation, and the institutions required to pursue development priorities.

736. UNESCO participates actively in the UNCT and supports selected UNDAF outcomes in strategic areas such as literacy, education information management, ESD, environmental sciences, and intangible cultural heritage. During 2012 it was decided to extend the current UNDAF by one year till 2014; in response to this the UCPD TL was also extended accordingly.

### ***Challenges and lessons learned***

737. Capacities in Timor Leste are still limited, and careful planning and partnering before starting new projects and activities is key. Therefore, all longer term initiatives involve a clear capacity building component, while also partnering between national and international experts, and demonstrating 'best practice' elsewhere in the region.

## **UNESCO Office in Kabul**

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### **Country Context**

738. Afghanistan has made significant progress in the years since the 2001 Bonn Agreement, despite continued insecurity. With an estimated population of 30 million — one of the youngest and fastest growing in the region — meeting Afghanistan's development needs is essential to securing long-term peace and stability.

In this context, the year 2014 constitutes a watershed with the expected withdrawal of most U.S. and NATO forces and political transition to full Afghan responsibility for security and

governance, followed by the Decade of Transformation (2015-2025), wherein the Afghan government will lead the development process with international engagement.

739. **Economy** Afghanistan has one of the fastest growing economies in the region, but remains one of the world's least developed with a per capita gross domestic product (GDP) of US \$528 in 2010-11.<sup>5</sup> Yet this represents a significant gain compared to previous years — in 2001 the average per capita GDP was estimated at less than US \$200. Since 2003, real per capita GDP has been growing at an average rate of 9 percent, and domestic revenues have increased from US \$130 million in 2002 to approximately US \$2 billion in 2011.

740. Despite continued growth, more than a third of the population continues to live below the poverty line and more than half are vulnerable and at serious risk of falling into poverty. Conflict and poverty will remain as major challenges of the next decade. Aid dependency will continue throughout transition (2012-2014) and the transformation decade (2015-2025), and with the withdrawal of foreign troops in 2014, aid levels will gradually decline, augmenting existing development challenges.

### **Political Transition**

741. Transition is taking place during a period of uncertainty and security challenges. The 2012 Tokyo Framework details the planned transition at the end of 2014 and orients Afghanistan's development plans in the context of to the Decade of Transformation. The Framework commits US \$16 billion in aid from the international community during 2015 and continued support throughout 2017 at the same level as the past decade. The purpose of the framework is to ensure that aid is predictable, delivered in an effective manner and in support of the national priorities of the Afghan government. The Afghanistan National Development Strategy (ANDS) serves as the country's overarching development framework in support of the agreement's goals. The ANDS, launched in June 2008, builds on existing agreements and incorporates the Millennium Development Goals (MDGs).

### **Gender**

742. Despite improvements, the status of women in Afghanistan continues to be a source of concern. Women still face serious challenges to access basic services such as health and education, or the justice system, as well as to enter the labour market. To build the capacity of women to contribute to the human, social and economic development of the country, the Kabul Office has been giving strong priority to women in its programme planning and implementation, focusing on women in its provision of literacy classes (62 percent of the beneficiaries are women), in its research activities, as well as in the promotion of free media.

### **Challenges and opportunities for UNESCO**

743. Acknowledging the country's challenges, the international community, including the United Nations, is strongly engaged in helping the Afghan Government meet its development goals. The UNESCO Kabul Office has been focusing in recent years on few areas of excellence for which it has received substantial funding, making it one of the largest UNESCO Offices in terms of resources, with a total portfolio of approximately 40 million USD. The demonstrated qualitative and quantitative impact of its programme has made it a leading player in areas such as literacy, educational planning, technical and vocational education, the safeguard of cultural heritage, the promotion of free media, and the production of educational radio-television programmes. In a changing aid landscape, donor countries are pledging continued support to the Office to provide technical and advisory role to the ministries of Education, Higher Education, Information and Culture, and Labour. More recently, a successful partnership has been developed with the Ministry of Interior to deliver

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<sup>5</sup> World Bank publication, "Afghanistan in transition: looking beyond 2014"

literacy training to police officers: an estimated 70 percent of the Afghan police force is today illiterate.

744. The evolution of the security situation is a concern for the people of Afghanistan, the government, and the international community, and its impact on programme delivery will need to be carefully monitored in order to adapt to changing circumstances.

745. A further challenge is the progressive decentralisation of programme implementation to the provincial and district levels. This entails a reinforced attention to monitoring and evaluation, building capacity at delivery point, adapting to local security conditions, and the setting up of mechanisms for funds decentralisation. UNESCO is already implementing its programmes in 18 provinces (out of 34), primarily using government structures for programme delivery to strengthen local government capacity and favour sustainability and national ownership.

### **UNESCO engagement with the UNCT**

746. The role of the UN Country Team is to support the Afghan Government towards coordinated implementation of the National Development Strategy and the National Priorities. UNESCO's commitment is aligned with the UN Development Assistance Framework (UNDAF) which focuses on three priority areas: Governance; Peace, Stability and Sustainable Livelihoods; and, Basic Social Services. UNESCO was actively involved in the development of the UNDAF, co-chairing the working group on basic social services. The Organization maintains a constant dialogue with other UN agencies, building on common objectives when programmes are complementary.

747. In September 2012, the Kabul Office participated in a two-day programme criticality exercise organised by the UNCT. To ensure a constant and qualified UNESCO participation in the UN coordination mechanisms at country level, including the new CCA/UNDAF exercise due to start in 2013, the Kabul Office is recruiting a UN Coordination Officer.

### **Major results achieved in 2012**

748. UNESCO's activities in Afghanistan fall under three main programmatic areas: Education, Culture, and Communication and Information.

#### **Education**

749. **Capacity Development for Education Sector Planning:** UNESCO Kabul and IIEP support the Ministry of Education in developing its planning capacity at central as well as decentralised levels under a three-year (2010-2013) tripartite agreement funded by Denmark. During 2012, over 1,000 MOE staff from central, provincial and district education offices were trained in basic educational planning and monitoring and reporting, enabling provincial education plans to be drafted.

750. **Supporting the Gender Studies Institute at Kabul University:** UNESCO in collaboration with UNDP supported the Gender Studies Institute of Kabul University to conduct research on women's role in the economic and agricultural development of Afghanistan. The study is in its final stages and will be released early 2013.

751. **Education Joint-Sector Review:** UNESCO Kabul supported the first education joint-sector review (EJSR). The findings and recommendations of the EJSR 2012 were shared with the Government of Afghanistan to be used for policy-making, and will be the basis for the next UN Common Country Assessment on education. The EJSR was the highest-level instrument for evaluating the performance of the sector.

752. **Enhancement of Literacy in Afghanistan:** Within the **Enhancement of Literacy in Afghanistan** (ELA) project- an adult literacy project supported by the Government of Japan- 438,850 people (of which 256,820 are female) have completed the programme in December 2012. The programme also has trained over 12,800 facilitators (i.e. teachers), 60% of whom were women.

The ELA programme aims to provide quality literacy education to 600,000 youth and adults, 60 percent of them women, in 100 districts in 18 provinces of Afghanistan by the end of 2013.

### ***Literacy Empowerment for Afghan Police***

753. The **Literacy Empowerment of Afghan Police** (LEAP) project, supported by the Government of Japan, provides literacy training to Afghan National Police (ANP) officers and other law enforcement officers. LEAP has provided pre-service and in-service training to 350 facilitators, 20 master trainers and 560 Police volunteers. A newsletter and a quarterly magazine have been published and distributed to 35,000 beneficiaries to help them sustain their literacy skills.

### ***Skills Development Training for Youth***

754. In conflict-affected countries such as Afghanistan, literacy acquisition can play a significant role, particularly when linked with peace-building and livelihood skills training. **Skills Development Training for Neo-literate Youth in Afghanistan** was a 12-months project financed by the Government of Japan and implemented in 2012. The project provided short-term skills development training and follow-up services to 2,500 neo-literate youths in five provinces of Afghanistan. The graduates of 9-months literacy courses obtained training in areas such as carpentry, agricultural training, wool processing, tailoring, knitting, animal husbandry, etc. By equipping the marginalized young population with educational and productive skills, the programme contributed to their reintegration into society, thereby fostering their resilience and potential in peaceful and sustainable nation-building.

## **Culture**

### ***Institutional Coordination***

755. Afghan authorities requested UNESCO to coordinate international efforts in the field of culture through the creation of the International Coordination Committee for the Safeguarding of Afghanistan's Cultural Heritage. In 2012, the Office supported the Ministry of Information and Culture in the organization of a stakeholders meetings and Expert Working Groups for Bamyan, Herat and Jam. It also built capacity for the MoIC staff on conservation, documentation and restoration of historic monuments and buildings.

### ***Safeguarding of Tangible Cultural Heritage***

756. UNESCO is focusing its efforts on heritage preservation, implementing projects to improve the conservation of key monuments, sites and museum collections and to build the technical capacities of the Afghan experts. In 2012, implementation of the Japanese funded Bamyan Phase IV project began in the World Heritage property focusing on the stabilization of the Buddha niches, implementation of a management plan, safeguarding the mural paintings and the fragments of the destroyed Buddhas. The conservation of three shrines in Bamyan was funded by the Swiss Government.

757. With the support of the Italian Government, UNESCO Kabul completed the restoration on the Abdul Razzaq mausoleum in Ghazni which will house the Government Museum of Islamic Art. The Office also commissioned and widely distributed three children's books on



the history and archaeology of Ghazni in support of the Government's initiative to celebrate Ghazni as a capital of Islamic civilization in 2013, with funds from the US Government.

### **Communication and Information**

758. UNESCO Kabul has been implementing a number of communication and information projects aimed at building inclusive knowledge societies through the promotion of media, information and communication technologies.

759. ***Educational Radio and Television Afghanistan (ERTV)***: With the support of the Italian Government, UNESCO has assisted the Educational Radio and Television (ERTV) in developing an educational broadcasting infrastructure and distance education services in Afghanistan. In 2012, ERTV was supported through the provision of equipment to upgrade and expand coverage to remote areas, Internet services, in-house and overseas training in television and radio techniques, and the production of distance learning programmes.

### **Media Law**

760. UNESCO works with the Government of Afghanistan, the international community and Afghan media professionals to develop a policy framework to support media pluralism and to develop institutions that would ensure media accountability based upon self-regulation accountability systems.

UNESCO was one of the main facilitators of the Media Law Working Group, which played a key role in encouraging broad and informed discussion on issues facing media regulation in Afghanistan.

## **UNESCO Office in Kathmandu**

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### **Key achievements**

761. Due to the fact that Nepal is currently facing a complex transition process, the UNESCO office had to rise to a very diverse set of challenges and adjust its position accordingly. The most important aspect of this transition is the forging of a new Constitution for Nepal, a process extended now into 2013.

762. In this context, and despite the actual financial constraints, the UNESCO Office was able to continue to provide technical assistance to the Government focusing on education for all, heritage preservation and media development. In parallel, the Office stepped up its fund raising efforts and was able to attract new extra budgetary funds in education and culture and to obtain firm commitments by donors for 2013 funding of substantial projects in education, culture, as well as communication and information.

763. In the area of **education**, the Office's strategy consisted in supporting national efforts to reach the EFA goals within the framework of national policies and strategies. The UNESS 2008-2013 has been revised aligning with the UNDAF 2013-2017. Main strategic elements included providing technical expertise and capacity-building opportunities focusing on literacy and non-formal education, EFA monitoring, inclusive quality basic education, ESD and gender equality.

764. In order to accelerate progress towards EFA), the Office focused on improving literacy and lifelong learning, particularly for women resulting in increased national capacity to effectively deliver literacy programmes. Another element of the Office's strategy was to focus on strengthening capacities to track results through School Level Educational Statistics.

765. Capacity building was also the Office's main strategic element in its contribution to building quality and inclusive education systems. This resulted in a better understanding of the challenges in pre-service teacher training, multilingual education, gender responsive and inclusive education planning, and early childhood development management.

766. The Office also focused on supporting the education system to find responses to contemporary challenges for sustainable development and a culture of peace and non-violence. The main strategy consisted in assisting in developing a national framework for ESD and building capacities of education officials and teachers. An important element in this regard was the Office's focus on disaster risk reduction and management in the education system.

767. In the area of **culture**, the Office's strategy continued to focus on building national capacity to protect tangible and intangible heritage through effective implementation of the relevant Conventions.

768. As regards the protection and conservation of world heritage, the Office continued to put a strong focus on the two cultural and the two natural heritage properties. This strategy resulted in increased site management capacities, increased awareness on the need to integrate tourism and disaster risk management components in management plans and an increased understanding on how to reconcile global and local requirements.

769. In the area of safeguarding the living heritage, the main focus was on capacity building of the government and key stakeholders including community practitioners and related institutions in implementing the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage that the Government ratified in June 2010. The main strategic approach was to support policy and legal reforms to cater for specific safeguarding needs of intangible heritage and to build capacity for the implementation of the Convention.

770. The Office also supported Nepal's possible accession of the 1954 Hague Convention through dissemination of promotional materials in local language and advocacy presentation to the government stakeholders with support from the ICRC Nepal.

771. In the area of **communication and information**, UNESCO's strategy continued to focus on promoting freedom of expression and the right to information, and on raising awareness on the importance of the country's documentary heritage.

772. As regards freedom of expression/access to information, the main focus was on safety of journalists and the planning of the roll-out of the *UN Plan of Action on the Safety of Journalists and the Issue of Impunity*. One of the main strategic elements in this regard was to create alliances for obtaining funding for a two year project that the UN Peace Fund for Nepal (UNPFN) will provide. In parallel, the Office positioned itself strategically to assist Government in the implementation of the Right to Information Act through a European Union (EU) funded project to start in 2013.

773. In the area of strengthening free, independent and pluralistic media and communication for sustainable development the main strategic approach was to systematically assess Nepal's media landscape based on the *Media Development Indicators*. The Office also continued to support community radios as key media outlets to involve communities in the peace and development process.

774. As regards fostering universal access to information and knowledge, the Office focused on the protection of Nepal's documentary heritage using the appeal of the World Audiovisual Heritage Day (with a special focus on photographic memory) and facilitated the submission of the country's first ever nominations for the Memory of the World Register.

### ***UNESCO's participation in the UNCT***

775. The Kathmandu Office continued to be an active member of the UN Country team, and proactively participated in the preparation of the UNDAF for 2013-2017 focusing on the most vulnerable people in Nepal and the causes for their marginalization. The Office succeeded in including illiterates as one of the 20 UNDAF target groups and in introducing elements related to culture and development.

### ***Challenges and lessons learned***

776. The continuous challenge for the Office is to promote the comparative advantage of UNESCO's upstream work and its contribution to the longer-term peace and development processes in an environment largely dominated by the ExCom Agencies. However, the financial constraints currently faced by the Organization is likely to impact negatively on its contribution to the implementation of UNDAF 2013-2017. Another important challenge for the efficiency of programme delivery is posed by human resources, which are insufficient at present, if measured against the actual demands in the field.

777. Lessons learned during the biennium demonstrate that UNESCO can take up the above challenges by playing a strategic role as a technical, up-stream oriented advisor addressing issues that go beyond short-term interventions; by consistently linking its work to Nepal's peace and development agenda, including facilitating the transition to a federal, decentralized state in its areas of competence; and by harnessing its links with civil society to reach out to non-governmental stakeholders. The fact that the UNPFN and the EU announced support to three major projects (one in Education and two in Communication and Information), which were prepared by the Office in 2012, indicates that this strategy can be successful. It was supported by an increased use of public outreach efficiently profiling the image of UNESCO in Nepal with a strong presence on the web and on social networks (Facebook and Twitter).

## **UNESCO Office in New Delhi**

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### ***Priorities and Strategic direction of UNESCO New Delhi***

778. India is becoming an important regional player in the South Asian Association for Regional Cooperation (SAARC), broadly in Asia as well as an emerging global player due to its status as middle-income country. In 2012, during the process of developing the new UNDAF (United Nations Development Action Framework, 2013-2017), corresponding to India's 12th Five-Year Development Plan "Inclusive Growth", the UNCT India sought to enhance the country's role in the region in line with the Government's strategic priorities as well as the interests and concerns of the South Asian region. The UNDAF also identified the opportunity to promote South-South cooperation by using Indian experience and expertise in development fields for the benefit of low-income countries.

779. With a view to enhancing alignment to and harmonization with the UNDAF objectives and outcomes, UNESCO New Delhi (NDL) Office, had set its priorities and strategic direction at the outset of the 36 C/5 as follows:

- Increasing credibility and visibility as a South Asian Cluster Office –generate and enhance sub-regional activities and programmes;
- Enhancing intersectoral activities – make full use of UNESCO's comparative advantage and added value to address complex needs of the countries, societies and people in the sub-region;
- Focusing on vulnerable and excluded social groups and geographical locations – identify reality, niches and opportunities;

- Enhancing strategic partnerships with other United Nations Agencies, development partners and the civil society.

## INDIA

780. One of the highlights of 2012 activities was the Director-General's official visit to India in November. The Director-General opened the E-9 Ministerial Review Meeting on EFA, during which India assumed the chairmanship of the E-9 network for the next two years, thereby exercising a key influence on accelerating progress towards the education goals and shaping the post-2015 agenda. She formally declared open, with the President of India, the Mahatma Gandhi Institute of Education for Peace and Sustainable Development - the first Category 1 institute in the Asia-Pacific region - on the occasion of National Education Day; she inaugurated the UNESCO Chair on Climate Science and Policy at TERI University, and in Rajasthan, visited several heritage sites (Amber Palace, City Palace), including Jantar Mantar, a World Heritage site.

781. The UNESCO Director-General met with key ministers linked to UNESCO's field of competence, namely from Human Resource Development, Culture, and Information and Broadcasting. During these meetings, ways for strengthening cooperation nationally and regionally, such as establishing Funds-in-Trust in order to foster deeper South-South cooperation were discussed and a number of areas were identified, including ICT competencies for teachers, literacy, technical and vocational education and training, community radio, journalism training, the preservation and management of cultural heritage, and the safeguarding of intangible cultural heritage. On the outreach front, the possibility of becoming associated with social campaigns run by the New Delhi Television (NDTV), in particular in the field of education, was discussed with the network's chair and founder with follow-up being taken forward by UNESCO (Public Information Division and the Education Sector) around mutual interest in girls' education.

### Education

782. In close collaboration with UNESCO HQs, Bangkok Office, the UIS and UIL, the New Delhi Office provided support to key local and federal players as well as academic institutions, the Ministry of Human Resource Development (MHRD) and to Indian education institutes such as the National University of Education Planning and Administration (NUEPA), the National Council of Education Research and Training (NCERT), the National Institute of Open Schooling (NIOS), and Indira Gandhi National Open University (IGNOU). Support encompassed policy advice, technical assistance, institutional capacity development, as well as enabling a platform to share experience and expertise of good practices with other countries, in the areas related to EFA, ECCE, quality and inclusive basic education, TVET, literacy and ICT in education. Interventions included "joint initiatives" with the MHRD as indicated below:

- a. India became a Chair of the International Teacher Task Force (TEFAS) for 2012-2013. UNESCO and the Government of India (GOI) organized TEFAS and its Steering Committee meeting along with the 4<sup>th</sup> International Policy Dialogue Forum on Teachers for Education for All on 20-30 May 2012, and the E-9 Meeting on Teacher Development for Inclusive Relevant Quality Education on 31 May 2012 in New Delhi;
- b. Since India became a Chair for E-9 Initiative for 2012-2013, UNESCO and GOI organized the 9th E-9 Ministerial Review Meeting (New Delhi, 9-10 November 2012). Participants adopted an action agenda<sup>6</sup> aimed at: Ensuring relevance; achieving equity and inclusion; enhancing learning outcomes; accelerating

<sup>6</sup> <http://unesdoc.unesco.org/images/0021/002183/218359e.pdf>

- progress towards EFA goals and looking beyond 2015; and strengthening technical cooperation between E-9 countries through joint activities;
- c. UNESCO's General Education Quality Analysis/Diagnosis Framework (GEQAF) had been presented in India and piloted in its three states. Indian experts participated as well in the GEQAF Workshop in Abuja, Nigeria and presented it to the other E-9 countries;
  - d. UNESCO supports the Government's "Saakshar Bharat programme or Literate India programme": UNESCO was successful in including women literacy issues in the new UNDAF for India (2013-2017); The "UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning" were successfully launched at the conference on the 'Recognition of Prior Learning: A Key to Lifelong Learning' (New Delhi, 29 - 30 June 2012), organized by the National Literacy Mission Authority (NLMA), Ministry of Human Resource Development (MHRD), Government of India, in partnership with the UNESCO Institute for Lifelong Learning (UIL). Participants at the conference – more than 125 participants from the Governments, academia, experts, private sector and international agencies– discussed issues related to prior learning assessment and certification in adult learning and skills development.<sup>7</sup>
  - e. UNESCO presented the "Holistic Early Childhood Development Index" (HECDI) at the South Asian Regional Conference on "ECCE Policies and Practices: Towards 2015 and Beyond" (New Delhi, 27-29 August 2012), organised together with the GOI, World Bank, UNICEF, Care India, Ambedkar University and other partners;
  - f. Within the worldwide global consultative processes facilitated by the United Nations on the post-2015 development agenda, UNESCO and the Right to Education Forum (a coalition of 10,000 NGOs from India) organized the National NGO-UNESCO Consultation on Post-2015 Education Agenda (New Delhi, 15 October 2012). The meeting gathered more than 50 representatives of international, regional and national member NGOs based and operating in India, academia, politicians, community and education representatives of 15 Indian States. In view of the upcoming EFA and MDG target date of 2015, the meeting focused in particular on the ways to approach 2015 and shape the post-2015 international education agenda. Participants called on their governments to keep in focus the following critical issues: Complete the EFA agenda; Move from access and enrolment to retention and completion; improve educational quality; eliminate all forms of inequality and discrimination so as to reach 100% equity and inclusion. Recommendations adopted at the meeting also served as input to the 6th Meeting of UNESCO's CCNGO/ EFA, in Paris on 24- 26 October 2012.

### **Natural sciences**

783. Despite the financial constraints, the visibility of UNESCO's work in the field of natural science was maintained through the participation in and technical contribution to high-level events and conferences such as COP 11, and advocacy efforts for the flagship programmes including MAB, CLiCK, G-WADI, FRIEND and HELP. The SACAM (South & Central Asia MAB Network) meeting was organized with inclusion of 5 new member countries joining the network. In addition, NDL initiated the preparation of Guidelines for water quality in managed aquifer recharge (MAR).

784. Biodiversity conservation in natural world heritage sites and biodiversity rich landscapes and hotspots were strengthened through activities carried out in the context of

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<sup>7</sup> <http://uil.unesco.org/home/news-target/new-delhi-conference-on-recognising-prior-learning-a-key-to-lifelong-learning-29-30-june-2012/ec2232b0a664663c40cb8f518e99f5d2/>

“UNESCO’s world heritage biodiversity programme” (\$1.4 million) and the project on “Cultural landscapes as basis for biodiversity conservation”.

785. UNESCO’s visibility was enhanced also through various research-related activities in biotechnology and capacity development undertaken by the UNESCO Category 2 Regional Centre for Biotechnology.

### **Social and human sciences**

786. In carrying out its work within the activity “Better inclusion of internal migrants” UNESCO achieved the following: (1) Creation of an umbrella network under “Internal Migrant Initiative India”, (2) knowledge advanced on undocumented research areas; (3) key messages, challenges, data and policy recommendations disseminated; (4) contributed to changing the negative perception of migrants; and (5) raised awareness on the need to prioritize internal migration in policy-making.

787. Three publications issues under this activity, - a Policy Brief, the Workshop Compendium and Workshop papers - were widely disseminated to all the concerned stakeholders, and will serve to facilitate the policy debate at Parliamentary Forum in early 2013.

### **Culture**

788. Two regular programme activities, “Sustainable management and development of the cultural heritage sites”, and “Fostering the role of culture in development strategy” have led to the following results: (1) Creation and strengthening of the Indian Heritage Cities Network Foundation; (2) Increased number of networks and partnership; (3) enhanced UNESCO’s position vis-à-vis governmental actors, and (4) enhancement of knowledge and skills for culture and development policy.

789. Some of the highlights in 2012 include: The Regional Consultative Workshop for proposed establishment of a Category 2 Centre in India for World Heritage Management (September 2012). As a follow up, the Request for Action and feasibility study are currently under finalization towards the establishment of a UNESCO Asia and Pacific (ASPAC) Region Category 2 Centre on World Natural Heritage Management and Training (WNHMT) at the Wildlife Institute of India, Dehradun. Preparations have been initiated for the organisation of an International Workshop on Visual Integrity, hosted by India, to be held in Agra in March 2013. The year 2012 also saw the beginning of the execution of a Funds-in-Trust agreement signed between UNESCO and the Government of Punjab towards the development of Cultural Heritage Policy for Development.

### **Communication and Information**

790. In the field of Communication and Information, UNESCO’s work focused on promoting freedom of expression and freedom of information and enhancing communication and information capacities for universal access to knowledge.

791. In 2012, within the International Programme for the Development of Communication (IPDC), the project entitled ‘Capacity building of policymakers in creating an enabling environment for Public Service Broadcasting’ was conducted to help facilitate public service broadcasting (PSB) reforms and produce a set of recommendations to strengthen the development of free, independent and pluralistic media in South Asia. Policymakers from Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka, analysed the PSB landscapes in their countries, discussed and exchanged views on a model of good governance that would allow governments to help PSBs meet their objectives of media pluralism and independence.

792. The South Asia Press Freedom Monitoring Report is launched every year in India on the occasion of World Press Freedom Day (WPDF). In 2012, UNESCO New Delhi observed the WPDF by organizing a national-level thematic debate on “Rural Voices – Unheard to Empowered”.

### **Challenges**

793. At the beginning of the biennium, due to the challenging financial situation, ED and CLT sections of NDL Office received limited allocations, while SC, SHS and CI sections had to start their activities of 36 C/5 with “zero” regular budget. This situation had constrained the implementation of the planned activities of UNESCO as well as of joint activities with other United Nations agencies within the UNDAF. The related restrictive measures and cuts in temporary assistance also hampered the execution of the planned projects and contributed to the relatively low expenditure rate as assessed at the end of December 2012.

794. Active fund-raising was undertaken and a number of project proposals were presented to different governmental authorities and the private sector. Successful cases included the “United Nations Parliamentary Forum on Internal Migration” (SHS) and UBRAF (ED) and IPDC (CI) projects.

### **Programmatic impact**

795. UNESCO’s technical assistance was appreciated by the government and institutes concerned particularly with the upstream level linking national priorities to the global agenda and to the UNDAF. A UCPD for India has been drafted and will be completed in early 2013. The Director-General’s highly successful visit to India in November 2012 represented an opportunity for enhancing UNESCO’s visibility and consolidated the collaboration with key institutions with a view to increasing UNESCO’s impact in the region.

### **Lessons learned**

- Consultations on the work plans with the National Commission and concerned Ministries and partners could be better synchronized to ensure effective synergies.
- Small-budget activities do not always produce impact and do not fit to the overall UNDAF contributions. These should be avoided to the extent possible and resources should be pooled together.
- The focus and prioritization of the activities developed by UNESCO Office in New Delhi should be enhanced with a view to increasing impact and visibility.

### **Contribution to UNCT and UNDAF**

796. “Delivering as One” has yet to start in India, with the exception of Joint programme operations. UNESCO’s contribution to the harmonization and alignment of projects and programmes with national priorities was highly effective through the UNDAF. UNESCO co-chaired with UNICEF and WHO the “Quality Basic Services” cluster of the previous UNDAF in 2012, and serves as Co-Chair with UNICEF of the “Quality Basic Education” Task team for the current UNDAF in 2013. Joint programming and implementation tends sometimes to be somewhat ad hoc. UNESCO works with UNICEF in many of education programmes and with UNICEF and UN Women in the internal migrant initiative.

## **BHUTAN**

797. NDL Office participated in the UNDAF (2014-2018) development and provided technical assistance to the Ministry of Home and Cultural Affairs of Bhutan to develop the national legal framework in the area of cultural heritage in Bhutan. For this reason, UNESCO, Kyushu University in Japan and the Ministry signed the Framework that established a formal working relationship and defined areas and conditions of collaboration among the three parties. Other activities included the provision of technical support for the implementation of

the WH Convention which resulted in the submission of the first ever tentative list by the Government of Bhutan in February 2012 (CLT); “Technical support towards the fire-vulnerability assessment and mitigation plan for Dzongs” through Emergency Funds (CLT); “Appropriate implementation of the 2003 convention” (CLT); the “Development of third tier of broadcasting community radio” (CI); and the “Establishment of news and PSA production units for the first independent radio” (CI).

## **MALDIVES**

798. The current UNDAF goes until 2015, within which UNESCO’s programmatic interventions included “Journalism skills development programme” (CI) and “Capacity-building for joyful and effective teaching and learning in science (ED and SC). UNESCO through International Assistance and the Netherland Funds-in-Trust is supporting the Government of Maldives to prepare serial nomination of Coral Stones Mosques for the World Heritage List.

## **SRI LANKA**

799. A UCPD was drafted and will be completed early 2013. The NDL Office actively participated in the UNDAF (2013-2017) development in close collaboration with the National Commission for UNESCO. This collaboration successfully maintained the high visibility and credibility of the Organization among government authorities and within the UNCT. UNESCO’s programmatic interventions included “Appropriate implementation of the 2003 convention” (CLT), and “Teachers laboratory handbooks in science” (ED and SC). UNESCO category 2 centre for teacher development is to be established in 2013 in Colombo.

## **UNESCO Office in Phnom Penh**

### ***Key Achievements***

#### **Culture**

800. Through the International Coordinating Committee for the Safeguarding and Development of the Historic Site of Angkor, UNESCO continues to assist the Royal Government of Cambodia in coordinating conservation and development efforts in the World Heritage Site of Angkor.

801. In the field of Intangible Heritage, capacity-building for the implementation of the 2003 Convention was the focus of the year as well as the effective nomination of the 17 Human Living Treasures. UNESCO Phnom Penh Office continues to work in close cooperation with the Ministry of Culture on the elaboration of indicators focusing on the contribution of culture to development at the national level in order to contribute towards the adoption of the first national Cultural Policy. Following the new impulse given to the implementation of the 2001 Convention on the protection of Underwater Heritage with the establishment of an **Underwater Heritage** Unit, the Ministry of Culture and the Office organized in Cambodia the first Regional Asia-Pacific Conference on the 2001 Convention.

#### **Communication and Informaiton**

802. The Director-General’s condemnation of the killing of Cambodian journalist Hang Serei Oudom, on 20 September 2012, was commended by national and international partners for its role in highlighting the plight of local journalists. UNESCO’s Office in Phnom Penh continues to promote safety of journalists and press freedom and celebrated the World Press Freedom Day in 2012 in cooperation with the UNOHCHR on the theme of Responsible Journalism and Code of Ethics.



803. Through the implementation of two International Programme for the Development of Communication (IPDC) projects, over 70 journalists are being trained to gain knowledge and skills in radio production, citizen journalism, media networking, and media legislation in Cambodia.

804. The office has partnered with the MDG joint programme on food security and nutrition to implement media competitions and radio journalist training on covering topics such as food security, nutrition, children and maternal health. Promoting high quality and fact-based reporting on developmental issues has successfully contributed to instilling the importance of fair, unbiased, and independent journalism among the participating media professionals. UNESCO's Phnom Penh Office is the only UN agency working on issues of press freedom in Cambodia.

### **Education**

805. During 2012, UNESCO Office enhanced its leadership position in the Education Sector. As the Chair of the Education Sector Working Group (ESWG) and also as the Secretariat of the ESWG, UNESCO ensured an active coordination between the development partners in the sector and with the Ministry of Education, Youth and Sports (MoEYS) leadership. UNESCO's advocacy efforts have led to establishment of the two sub-technical working groups on Non-Formal Education and Higher Education.

806. As a result of the pro-active coordination between the ESWG and the Ministry Leadership, a number of policy dialogues have taken place on topics such as constraints on the financing of the education sector, the need for improvements in textbook provisions, for comprehensive teacher policy, national assessment of learning achievement and for improving quality assurance and accreditation in higher education. UNESCO has been designated as the Development Partner's focal point in coordinating technical inputs to the next Education Strategic Plan 2014 – 2018 and the Coordinating Agency (CA) for Global Partnership for Education (GPE) to mobilize the support of US\$38.5 million for 2014 – 2016. Through the celebration of international days (Mother-tongue, literacy and Teachers) and EFA Global Action Week – UNESCO rallied national and international stakeholders in the advocacy efforts for equity and opportunity for quality education for all.

807. The key highlights of the UNESCO's technical support to the Ministry of Education are: strengthening the capacities of the non-formal education through the training of technical officials in planning; budgeting and results based management, development of 3 year Country Literacy Acceleration Plan (CLAP) and NFE-MIS finalization and piloting.

808. The Ministry was supported to draft the Teacher Policy which is expected to be approved in 2013. UNESCO also facilitated the finalization of the Life Skill Curriculum on Sexuality and HIV Education (LSHEP). Further, national guidelines on Vocational Orientation to improve counselling and guidance starting from lower-secondary schools were developed to make TVET path more attractive to the students. Similarly efforts have been put in place to improve coordination and cooperation between the Ministry of Education and Ministry of Labor and Vocational Training in promoting TVET programs as well as elaboration of the Cambodian Qualifications Framework.

### **Cooperation with the UN**

809. The Phnom Penh Office contributes to the monitoring of the implementation of the new UNDAF for 2011-2015 in particular for the outcomes of "Health and Education" and "Economic Growth and Sustainable Development" and advocates regularly the concept "Culture for Development" in UNCT's meetings. At the UNCT retreat this year, the Office presented the "Social-cultural factors of malnutrition in Cambodia" which opened a lively debate and motivated high interest amongst UNCT members, since "Food security and nutrition" is one of the top priorities of the UNCT Team in Cambodia.

## Challenges

810. One of the major challenges is represented by the rapid economic growth (6% GDP) in Cambodia in some areas and sectors, and the expansion of the urban labour market, which, although a positive development, threatens to divert the focus away from social inequality issues and structural problems in the area of education and skills development.

811. Concerning the conservation of World Heritage sites, the Phnom Penh Office had to solicit the generosity of Governments of France, Japan and Cambodia to compensate for the considerable reduction of about 90% of the ICC budget.

812. In the field of Communication and Information, the reduced budget and human resources impacted negatively on the effectiveness of the programmes and with national elections due in July 2013, the planned training on elections reporting, social media training, and journalist safety have unfortunately been cancelled.

## UNESCO Office in Tashkent

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813. **Context:** Reclassified in 2010 from a low income to lower middle income category by the World Bank, Uzbekistan reported a continuously high growth rate of GDP in 2012 (8.2% according to the State Committee on Statistics). During the period under review, the Government reported on spending around 59% of the state budget on social sectors, with education benefitting from *circa* 8-9% of GDP. The UN's assistance in the country is fully aligned with the country priorities as defined in the Welfare Improvement Strategy (WIS), the ultimate goals of which is to form a modern, diversified economy able to compete in world markets, to comprehensively develop all regions of the country, to fairly distribute income and to significantly improve the quality of services in education, health and other social sectors.

814. **Major results achieved in 2012:** In the field of education, UNESCO supported national efforts to improve the quality of **education** through a two-pronged approach: (i) by sharing best practices in education management and teacher education policies, and (ii) by building capacities of school methodologists and master teachers in integrating ICTs in education and promoting project-based learning in school environment. Progress was made towards the introduction of the Education Management Information System (EMIS) in Uzbekistan. The Russian version of the software was piloted with the Ministry of Public Education in five schools in different regions of the country. The full roll-out planned for 2013 is expected to facilitate prompt quality data collection and sector analysis, as well as strengthen the monitoring and evaluation systems.

815. In the field of **culture**, the main emphasis was put on activities raising awareness about and building capacities as regards the implementation of the Convention concerning the Protection of the World Cultural and Natural Heritage (1972) and the Convention for the Safeguarding of the Intangible Cultural Heritage (2003).

816. The Office contributed to the preparation of the 2<sup>nd</sup> cycle of Periodic Reporting, a Management Plan for Samarkand and a candidature file of the Silk Roads serial and transnational nomination, including through a training on documentation standards provided in cooperation with the Doshisha University and with funding from Japan, as well as a regional coordination workshop organized by the International Institute for Central Asian Studies (IICAS), a category 2 institute of UNESCO.

817. UNESCO promoted access to, and the preservation of, documentary heritage in Uzbekistan by supporting the digitization of glass negatives of regional museums and

through a Saudi Arabia - funded project concerning the manuscripts' collection of the Al Beruni Institute. The conditions of the storage premises of the Al Beruni collection inscribed on the Memory of the World Registry were improved, a conservation laboratory at the Institute established and the institutional capacities in conservation and restoration built. "From Acquisition to Exhibition", a handbook for libraries and archives prepared in the framework of the project, and the improved capacities of the Institute's conservation team, which now meet international standards, laid the basis for future work with other collections holding precious documentary heritage in Uzbekistan.

818. UNESCO's action in the field of intangible cultural heritage aimed at reviving and safeguarding cultural traditions and promoting culture's role in development, with a particular focus on the remote region of Karakalpakstan. Activities included the production of a CD on Karakalpak Epic Heritage (with financial support of France), capacity-building in making traditional musical instruments (with support from Korea) and awareness-raising events at a festival of Traditional Culture Asrlar Sadosi (Nukus, Karakalpakstan, May 2012).

819. The region of Karakalpakstan was also targeted through a joint UN programme launched to sustain livelihoods affected by the Aral Sea to which UNESCO contributes in the fields of sciences and culture. More particularly, UNESCO's focus is on (i) the promotion of cultural tourism through the establishment of a visitors' and information centre at the Lower Amurdarya State Biosphere Reserve and the capacity-building of women and youth in local crafts, as well as (ii) addressing the environmental issues through the provision of extension service to farmers and the introduction of trees and alternative salt-tolerant and high-yielding crops, building on a German-funded research project conducted between 2002 and 2011.

820. UNESCO worked with policy-makers at the Legislative Chamber of Oliy Majlis (Parliament) and professional associations on issues ranging from sustainable use and management of water resources to developing a legislative framework that would allow the **media** to exercise its crucial functions of promoting democracy, development and dialogue. International standards were promoted through assistance in the development of journalism education curricula and guidelines on HIV positive learners. Media's capacities were built in the field of sustainable development and on accurate, culturally sensitive and non-discriminatory reporting on HIV and AIDS. The quality of reporting and access to information was improved through UNESCO's action in the framework of the UNAIDS-funded project on the enhancement of national capacities in the field of comprehensive HIV and drug use prevention and reproductive health education.

821. UNESCO actively contributed to the work of the **United Nations Country Team** through its participation in the UN Theme Groups and by chairing the Education Sub-group and the Environment Theme Group.

822. **Challenges and lessons learned:** UNESCO enjoys a good reputation and visibility in Uzbekistan. Given the importance of UNESCO's areas of competence to the country's current development and nation-building efforts, the need for UNESCO's assistance in providing policy advice, building capacities, promoting international cooperation and sharing best practices in areas such as the quality of education, the provision of data and statistics for evidence-based policy-making, the preservation and promotion of the country's rich cultural heritage, addressing issues related to sustainable development and the promotion of freedom of expression, is high. UNESCO has difficulties matching these needs, given the limited human and financial resources available. Major efforts are therefore needed to build partnerships with the bilateral and multilateral development actors active in Uzbekistan. The Office's capacities in fund-raising and partnership-building are crucial in this regard, as is the appropriate support provided by the Headquarters.

823. The successful implementation of UNESCO Conventions requires support, including through capacity-building of local institutions concerned, over extended periods of time and

in local languages. The availability of various linguistic versions of the texts of UNESCO's normative instruments and training materials is therefore important.

## UNESCO Office in Tehran

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824. **The UNESCO Tehran Cluster Office** hosts UNESCO's Representative function to the Islamic Republic of Iran and Turkmenistan. In the two other Tehran Cluster Countries, Afghanistan and Pakistan, the Representative function is assigned respectively to UNESCO Kabul Office and UNESCO Islamabad Office, which are also in charge of the country-level programme co-operation.

### ISLAMIC REPUBLIC OF IRAN

825. **Education** - The IR of Iran's is well on track as regards the EFA goals and education-related MDGs. While efforts for EFA are still needed, the focus of this biennium's cooperation with UNESCO has been on lifelong learning and quality of education.

826. In April 2012, the IR of Iran hosted the Second General Assembly of the Forum of the Asia Pacific Parliamentarians for Education (FASPPED) and its side events, organized by the I.R of Iran Parliament with the National Commission and UNESCO Tehran Cluster Office. These events brought together parliamentarians from 22 from the region who were sensitized to the remaining EFA challenges.

827. The Government of Iran has also attached great importance to exploring and adapting effective ways of continuously improving quality and inclusion in education and learning. In response to these challenges, the Ministry of Education of the Islamic Republic of Iran, the National Commission for UNESCO and UNESCO Tehran Cluster Office have been focusing their tripartite cooperation on capacity building on innovative concepts and methods of lifelong learning and comprehensive quality assessment of education. Both actions will contribute to develop a contingent of policy-makers and researchers in promoting evidence-based policy-making and research. These actions will also contribute to the expected results under the UNDAF 2012-2016, namely poverty reduction through improvements in capacities for lifelong learning and plans for sustainable human development.

828. **Science** - Facilitated by UNESCO, cooperation among Iranian water scientists and other countries has been enhanced on various areas related to urban water and traditional water management techniques and policies. In this context, for instance, the International Conference on Traditional Knowledge for Water Resources Management (TKWRM) was held in Yazd in February 2012 by the International Centre on Qanats and Historic Hydraulic Structures (ICQHS), a UNESCO category 2 centre. Over 300 experts from more than 20 countries came together to exchange traditional knowledge and experiences as prerequisite for sustainable management of limited water resources in arid and semi-arid regions. Initial efforts have been made to establish the platform for launch of the Int'l Qanats Club.

829. The Category 2 Centers of Iran have been contributing greatly to the implementation of UNESCO programmes in the field of natural sciences, including the Regional Centre on Urban Water Management, International Centre on Qanats and Historic Hydraulic Structures and Isfahan Regional Centre on Development of Science Parks and Technology Incubators. Initial preparations and feasibility study for creation of a Regional Oceanography Centre in Iran has been carried out.

830. Advice and advocacy towards making the UNESCO-IHP Int'l Drought Initiative operational and developing road-map for the way forward is advancing, with the ultimate aim to mitigate droughts.

831. Advocacy for action on biodiversity conservation and sustainable development using international mechanisms has been provided through UNESCO Man and the Biosphere Programme. A regional project proposal has been developed on “Local Community Empowerment for Conservation of Wetland Biosphere Reserves of SACAM countries”.

832. Various activities were set up towards participation in scientific dialogue and popularization of sciences, targeting different groups ranging from policy makers to experts, youth and children on the occasion world science day for peace and development 2012 and the International Science week. Supported by UNESCO, a series of weeklong activities were held by the Iranian National Commission for UNESCO as well as Iran Association for Popularization of Sciences.

833. In line with UNESCO’s priority on “Strengthening science, technology, and innovation systems and policies for sustainable development, poverty eradication, and a culture of peace and non-violence”, best entrepreneurs with innovative approaches have been given recognition through the UNESCO supported annual Sheikh Bahai Techno-preneurship Festival where over 30 young Iranian entrepreneurs are identified and support is provided towards searching for mechanisms to support their initiatives.

834. **Culture** - As contribution towards the UNDAF/Iran outcome on poverty reduction, UNESCO has worked with the Iranian Cultural Heritage, Handicraft and Tourism Organization (ICHHTO) to empower handicraft workers with the 2012 Awards of Excellence. The programme was well promoted throughout the country, mostly in deprived areas, through introducing new standards. One thousand handicraft products were submitted for the national programme, out of which 310 were chosen to be assessed by the international jury. Three other Central Asian countries were invited to participate to facilitate technical exchanges among the artisans.

835. Also in 2012, informed policy-making was enhanced through a series of workshops and task force meetings on fight against illicit traffic of cultural property. This action brought together national entities concerned, notably the Ministry of Justice, judiciary, Iran Cultural Heritage, Handicrafts and Tourism Organization and customs. This joint UNODC-UNESCO action contributed towards the UNDAF outcome seeking to prevent the use of drugs.

836. In late 2012, the Tehran ICH Centre, UNESCO Category 2 Centre on intangible cultural heritage launched its activities in the sub-region of Western and Central Asia.

837. **Communication and Information** - Under the UNDAF outcome seeking to enhance sustainable development, in 2012, some 50 journalists were trained to produce news on climate change and sustainable development issues.

838. To mark the 20th anniversary of the Memory of the World, representatives from all the four Tehran Cluster Countries declared that they will enhance their national MoW programmes and continue exchanging best practices, while tapping on the experiences of Iran which already has a number of items in the Memory of the World registry.

839. **UNCT and UNDAF** - UNESCO Tehran Cluster Office is fully engaged with UNCT, notably in the fields of poverty reduction, environment and sustainable development, and disaster management, and in several tasks forces. As regards the joint Government-UN thematic working groups, significant overall delays have occurred in advancing their work programmes.

**TURKMENISTAN**

840. Turkmenistan's key priority in 2012 has been natural and cultural heritage, both tangible and intangible. The country has been actively looking into possible natural heritage nominations, notably the Koyten-Dag region has been under study, while the nomination of Bandkhyz is under way. Turkmenistan has started inventorying its intangible cultural heritage and is keen to welcome capacity building for its experts. UNESCO is a party in the Turkmenistan UNDAF 2012-15, but, as a non-resident agency with minimal resources, which impacts on the capacity to participate actively.

**Challenges**

841. In 2012, the key challenge of the UNESCO Tehran Cluster Office has been the lack of resources. 50 % of the Programme posts and more than 35% of all fixed term posts have been frozen, while no temporary support has filled the gap. The international context made normal resource mobilization almost impossible. However, the programmes went ahead with the generous in-kind support from and co-funding of the IR of Iran and Turkmenistan. Since December 2012, the Office is without permanent premises.

## LATIN AMERICA AND THE CARIBBEAN

### UNESCO Office in Brasilia

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842. The Brazilian scenario in 2012 has shifted from past years. After years of high economic growth, 2012 will be marked by a very small increase on economic indicators – less than 1% of growth and a high inflation of 6.5%, which may lead in the coming years to stagflation. This is certainly a current **challenge** for the social policies aiming at the reduction of poverty based on cash transfer and can be regarded as an entry point for future cooperation for UNESCO. The main question will be how to migrate from these successful policies to consistent ones of income generation, consolidating at the medium class level the large population that came out of poverty.

#### **Major results achieved**

843. Inclusive growth is one of the priorities of the Brazilian government for the coming years, and is reflected in the main planning tools of the government, namely the Pluriannual Plan 2012-2015 (“More Development, More Equality, More Participation”) and the Plan “Brasil with no Poverty”. Through cooperation with the Ministry of Social Development, UNESCO is providing inputs and steer reflections on how to ensure the maintenance of the network of **social protection** and to support at the same time the transition from extreme poverty to middle class. A new cooperation project is being developed, financed by IADB, to provide the Brazilian government with the necessary tools and indicators to elaborate solid public policies in the area.

844. This model of development demands a special look at the **educational priorities**. Throughout 2012 UBO has worked both with the Brazilian Ministry of Education and the private sector on this matter. The achievement of Dakar goals until 2015 is likely to happen, especially concerning the universal access to primary education for every Brazilian child, even those living in the most remote places. Nevertheless, the quality of basic education offered and the directions of higher education are still a challenge to be tackled.

845. In 2012, UBO has reinforced the cooperation with IPE-Buenos Aires and strengthened **the training activities of education managers** at three levels: federal, States and municipalities, having as final goal the improvement of their capacity to design strategies to leverage the quality of basic education.

846. Since the beginning of the mandate of President Dilma Rousseff, **science, technology and innovation** have become a priority for the country. UNESCO’s contribution was requested not only by the Ministry of Science, Technology and Innovation, but also from the Ministry of Development, Industry and Commerce. Both indicated that **vocational and higher education** have to be shifted to converge with the recent demands of the industry and economic sectors, considering Brazil’s interest in being a relevant economic partner, along with other emerging economies, such as the BRICs.

847. In order to strengthen these capacities, the new partnership with the above mentioned Ministries is relevant, but the collaboration with the private sector is also crucial. In that sense, UBO has started in 2012 a prosperous cooperation with the National Confederation of Industries (CNI) and, through its Social Service (SESI), is working on technical and vocational education and training, on **inclusion of ethics as part of the educational curriculum** and **open format education**, in the sense of expanding education outside the borders of the school. The results achieved so far have indicated new areas of cooperation for 2013.

848. UBO’s agenda for 2012 was considerably marked by the **Rio+20 – United Nations Conference on Sustainable Development**. Being the national office of the host country of

the Conference, UBO played an important role in supporting UNESCO's participation at this international event and also at the Forum of Science, which took place in Rio de Janeiro the week before the Conference. During three weeks, UBO had a chance to collaborate with 32 colleagues from Headquarters and from other field offices, which was a challenging and at the same time a fruitful experience for our staff.

849. UBO also increased its efforts in meeting the demands of the Brazilian government in many areas of our mandate, including the support for the Ministry of Environment on issues related to communications and mobilization as well as the validation of the governmental position with civil society; the planning of the accessibility of Rio+20 premises, with the Brazilian Secretariat of Human Rights; the support to social activities, such as the training of young people to serve as civic guides and educational activities to be developed in schools in Rio de Janeiro; and the development of cultural side activities with the Ministry of Culture.

850. The experience of Rio+20 highlighted another important aspect of the work of UBO in Brazil: the partnership with the private sector. UNESCO's participation at the Conference counted on the outstanding support of the Brazilian Goodwill Ambassadors, namely Nizan Guanaes and Oskar Metsavaht. Their commitment to UNESCO principles and to the dissemination of our priorities must be recognized.

851. **Advocacy** activities were also reinforced in 2012 and the milestone was the series of videos called "[20 ideas to rotate the world](#)", in which 20 opinion leaders, from different areas of knowledge, presented their ideas for a sustainable world in the future. Hailed as preliminary contribution to the debates that were to be held at Rio+20, this series of videos, produced with the support of the private sector (Petra Energia and Televisão América Latina) was disseminated with the help of social networks and has demonstrated to be an effective tool to raise awareness in relation to themes under UNESCO's mandate within the context of the coming major events, such as the World Science Forum (Rio de Janeiro, November 2013), World Soccer Cup in 2014 and the Olympic Games in Rio in 2016.

852. Concerning the **global priority Africa**, the importance of South-South cooperation for the Brazilian government has decreased, but some activities are still in course. Following the success of the launching of the Portuguese edition of UNESCO's General History of Africa collection in 2010, UBO was able to advance in 2012 on the production of pedagogical content for Brazilian schools at all levels. The cultural aspect of the African-Brazilian relation is also being worked on and a rich exhibition is being prepared for 2013, with masterpieces of African artists which shall be exhibited in all 5 regions of the country, complemented by local collection of African and African-descendent arts. The implementation of this project will certainly rely on the partnership with the private sector. A new avenue is being explored involving the Banco do Brasil Foundation and the Brazilian Agency of Cooperation, starting with the translation into English/French/Spanish of the Databank on Social Technologies, built by the Foundation from the results of a biennial contest, and that can be re-applied in African and Latin-American countries with the cooperation of UNESCO.

853. Renewed contacts were made with **Category 2 institutes** present in Brazil, mainly with the Regional Centre of Studies for the Development of the Information Society (NIC.br, São Paulo) and the Regional Heritage Management Training Centre (Centro Capanema, Rio de Janeiro) and new ideas for South-South cooperation were brought forth. As for the network of **UNESCO Chairs**, a great effort was done this year in order to revise the work done, which resulted on the reduction of the number of Chairs, but now effectively working in coordination with our programmatic units.

### ***UNESCO's participation in the UNCT***

854. UNESCO is an active member of the UNCT in Brazil, effectively participating in most of its thematic groups and as part of three out of four UN joint programmes (Human Security,



Security with Citizenship and HIV prevention). UBO is also participating, since 2010, at the discussion on the role of the UN System in a middle income country such as Brazil, taking into account the increasing level of demand for value added cooperation, with technical relevance, *vis-à-vis* the sustainability of all UN national Offices, considering the current restrictions of the national legislation to fully implement the cost recovery policies adopted by the UN agencies and programmes. In that sense, UBO has being designated by the RC to chair the discussions on the possibility of having Brazil as one of the pilot countries for the implementation of BoS (Business Operations Strategy), an initiative of UNDG on harmonizing operational procedures. If successful, this initiative will impact very positively the activities of the 20 UN entities in Brazil, offering the Brazilian government a single point of information, giving more efficiency, transparency and control to UN operations, along with the reduction of operational costs.

## **UNESCO Office in Guatemala**

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### ***Major results achieved***

855. According to the New York UNDP's evaluation, the Un Country Team in Guatemala is the one who runs more joint projects in Latin America (23), as it raised over US\$ 86 million for projects for the period 2008-2012. Of this amount, the UNESCO Guatemala Office executes a total of US\$ 2.4 million, for the following projects:

- a. Consolidating Peace in Guatemala through Violence Prevention and Conflict Management (\$ 900,000), a project which is in its final phase. The results achieved so far include: a) UNESCO's support to the implementation of the regional strategy for prevention of violence and conflict in the three pilot municipalities (Coban, Chiquimula and Santa Lucia Cotzumalguapa) led the Ministry of Interior to build capacities for the design and implementation of security plans based on local participation, government and citizens; youth and adolescents at risk of violence and conflict of the three pilot municipalities increased their opportunities for social and productive centers in the human and technological development up and running with the participation of civil society and local governments; b) nationally, victims / survivors of violence are better supported by the Ministry of Health and Welfare through the application of treatment protocols developed through the programme. c) the Ministry of Education initiated the protocol identification and referral of violence to prevent physical and psychological abuse, sexual violence, discrimination, racism and bullying with a model of violence prevention in schools of 13 Departmental Directions.
- b. A new project, Saquilaj'Be - Clearing Paths towards Educations of Indigenous Girls in Guatemala (\$110,000), started to be implemented in November 2012.
- c. The project Consolidating Peace in Guatemala through Citizens Security and Community Formation, after one year of negotiations, was finally approved in December 2012 and will start its execution in 2013.

856. A project on Youth entrepreneurship in vulnerable areas of Guatemala is supported through a project funded by the Italian Cooperation with an amount of US\$1 million. The project was concluded in December 2012 and achieved the following results:

- Philosophy Year: the activities developed within the Philosophy Year have contributed to promote philosophy in Guatemala by exposing youngsters of different sectors to diverse types of thinking and by providing a space for dialogue among different philosophy study centers and for reflection about the country's intellectual needs; the involvement of the universities throughout the year was of utmost importance as was the celebration of the International Philosophy Day (*Día Mundial de la Filosofía*) in the only State university of the country;

- Workshops on critical thinking and analysis of reality with youth: replies from workshop participants highlighted appreciation of the methodology used; given the success of workshops implemented with youngsters in the Education Program of the System of Choruses and Orchestras of the Municipality of Guatemala (PEISOG), it was decided to elaborate a systematization manual to gather the workshops experience, both conceptual contents and recreational dynamics, towards replication with other youth groups in the municipality and auxiliary Major's offices.
- Environment, art and education: the environmental component was implemented in coordination with the Recycling Education Plan (*Plan Educativo de Reciclaje*) already underway in the Environment Directorate of the Municipality. All activities were jointly implemented with technical personnel in the Environment Directorate with a view to building their capacities and allowing them to take ownership of the project. These workshops on education, art and environment with components on recycling and talent scout contests, as well as expo-recycling I and II, have demonstrated the active participation of youngsters in public and private schools of the capital city, who have expressed through art, the promotion and awareness of environmental preservation and protection.
- Youth for a Sustainable World workshop with practical components, e.g. reforestation and visits to plastic recycling plants, were satisfactorily developed, training over 1000 youngsters. Teachers have expressed their thanks to participating organizations for their activities and contributions, as the Graduation Project of most men and women attending the workshops dealt with environment, sustainable development and recycling related.

857. Future challenges concerning this project include: a) the Office plans to make technical delivery of the systematization manual to facilitators and teachers of different municipality programs, as well as technical personnel of auxiliary Major's offices to allow for the implementation of activities with youngsters of slum district; the manual will gather all conceptual and methodological keys needed to replicate workshops with youth; b) a new proposal for the implementation of a third phase of the Retejoven Project with a view to giving continuity to those developed in 2012, in cooperation with the Municipality of Guatemala City; efforts would be primarily focused on youth with special emphasis on Guatemalan young women; c) the promotion of philosophical dialogue and teaching of philosophy at university level.

858. To successfully execute the above mentioned activities, the Guatemalan Office focused its vocation as post-conflict and post-disaster Office and organized its work not as a sectoral structure but as *an interdisciplinary* team that responds to the main challenges that the Country is facing.

## **UNESCO Office in Havana**

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### **Background**

859. The UNESCO Office in Havana was established in 1950 as the UNESCO Office for the Western Hemisphere. In 1972, it became the Regional Bureau for Culture in Latin America and the Caribbean. With the implementation of UNESCO's decentralization strategy since 2001, the Office became also the Cluster Office covering Cuba, Dominican Republic, Haiti and Aruba and represents UNESCO to the Governments of Cuba, the Dominican Republic and Aruba. The cluster includes Haiti that has a National UNESCO Office.

860. In the light of the important reduction of the of Regular Programme funds because of the financial situation of the Organization, the office made sustained efforts to consolidate its portfolio of extra-budgetary resources that now amounts to more than three million USD.

### ***Regional Bureau for Culture in Latin America and the Caribbean***

861. The Regional Bureau supports regional integration and cooperation through intergovernmental mechanisms (particularly the Forum of Ministers of Culture and Officials in Charge of Cultural Policies in Latin America and the Caribbean and the Portal for Culture of Latin America and the Caribbean), as well as through regional institutions, festivals, congresses and encounters. It implements regional programmes and activities in the areas of: cultural policies; the management of cultural properties (both material and immaterial); networking on indigenous and afro-American religions and cultures; promotion of UNESCO cultural conventions, the safeguarding of the immaterial heritage; endangered languages, cultural diversity and cultural industries (with emphasis on film and handicrafts); arts education; and the cultural approach to HIV/AIDS (SIDACULT). It promotes networking and dissemination through its Portal for Culture, its Documentation Centre and two regional periodicals (*Oralidad* and *Cultura y Desarrollo*).

862. The XIX Forum of Ministers of Culture and Officials in Charge of Cultural Policies in Latin America and the Caribbean is scheduled to take place in Paramaribo, Suriname in March 2013. The Forum will at the same time constitute the first meeting of Ministers of Culture of the Community of Latin American and Caribbean States (CELAC). The Forum will centre its discussions on the area of regional integration and Culture and Development.

#### ***Major results achieved***

- Portal for Culture for Latin America and the Caribbean enhanced and integrated in Havana web-site with more than 100.000 entries;
- Collaboration and coordination strengthened with category II centres in the region (CERLALC and CRESPIAL);
- Capacities strengthened in the implementation of UNESCO's culture conventions: Caribbean Capacity Building Programme for World Heritage (CCBP); training of trainers for the intangible cultural heritage convention and capacity building provided; promotion of and training in underwater cultural heritage; capacity strengthened in the Caribbean on the 1970 Convention;
- 2005 Convention promoted through Cameras of Diversity project and Encounter of Filmmakers from Africa, Brazil, Caribbean and the Diaspora;
- SIDACULT network consolidated on the cultural approach to the prevention of HIV and AIDS.

#### ***Global priority Africa***

- The attention given in 2011 to the United Nations International Year of People of African Descent was continued and a full-fledged programme was developed to promote collaboration and exchange between film-makers from the Caribbean, Brazil, Africa and the Diaspora (ABCD Cameras of Diversity);
- Slave Route Project activities supported and Sites of Memory identified and highlighted.

#### ***Global priority gender***

- Broader gender vision was introduced in project design, implementation and evaluation;
- Active participation in United Nations gender focal point group;
- Leadership in the campaign and work with artists in the UN Secretary-General's campaign against violence against women in Cuba ("Yo digo no");

- Extension of Cultural Tools programme to include gender and violence against women.

### ***Cluster Office (Cuba, Dominican Republic, Haiti and Aruba)***

863. The Cluster Office covers three Member States (Cuba, Dominican Republic and Haiti) and one Associate Member (Aruba), with a national office in Haiti. In this function, the office promotes cluster consultations, south-south cooperation and implements programme activities in Cuba, Dominican Republic and Aruba. The eighth cluster consultation of National Commissions took place in Oranjestad, Aruba from 18 to 20 April 2012. Efforts continued to serve equally the interests of the four countries that integrate the cluster.

864. In **education** emphasis was placed on raising the quality of education for all and in **science** on disaster preparedness, management of Biosphere Reserves and the promotion of basic sciences. In **culture**, highlights were programmes that were implemented in cooperation with the offices in Port-au-Prince and Kingston, namely the Caribbean Capacity Building Programme for World Heritage, the Travelling Caribbean Film Showcase, and substantive capacity building in the implementation of the 1970, 2001 and 2003 Conventions. In **communication and information**, special emphasis is placed on the training of communication professionals in areas such as hurricanes, basic sciences, education and the cultural approach to the prevention of VIH and Aids.

### ***Challenges***

865. The offices in Havana, Kingston and Port-au-Prince jointly cover the Caribbean sub-region which calls for increased coordination and cooperation to respond to the specific interests and needs of the sixteen member states and five associate member states of the Caribbean.

## **CUBA**

866. In the framework of the cooperation of Cuba with the European Union, UNESCO continues to implement a major cultural rehabilitation project in Havana Vieja financed by the European Union: the Palacio del Segundo Cabo. UNESCO also participates with UNDP and FAO in the implementation of the MDG-Fund project on "Support for new decentralization initiatives and production stimulation in Cuba". In this context, important progress has been made in providing training and capacity building the five municipalities that participate in the programme, as well as in the development of the handicraft sector in the same geographical areas.

### ***Major results achieved***

- Progress achieved in the rehabilitation of the Palacio del Segundo Cabo, Old Havana and the definition of its cultural use;
- Culture of peace and non-violence promoted through bulletins in Associated School Network;
- Progress in the strengthening and improvement of the handicraft sector in five municipalities (in context of MDG-F);
- Communication strategy and material produced for the Secretary General's campaign to end violence against women (UN wide collaboration);
- IPDC projects approved and currently being implemented.

### ***UNESCO's participation in the UNCT***

867. In Cuba, the Office continues its intensive participation in the United Nations Country Team (that consists of representatives of six agencies, funds and programmes) and its various inter-agency thematic working groups. Major activities in 2012 were the preparation

of the draft UNDAF that will cover the period 2014-2018, the joint response to hurricane Sandy that struck the eastern provinces in October 2012, increased attention to gender issues and the support to the campaign of the UN Secretary-General to end violence against women.

868. The preparation of a UNESCO Country Programme Document (UCPD) for Cuba is well advanced on the basis of a series of sectorial consultations and the country assessment undertaken in the framework of the UNDAF preparation.

### **DOMINICAN REPUBLIC**

869. In August 2012, a new government was installed under the Presidency of H.E. Danilo Medica. During the transition period, UNESCO assisted the transition team in the development of a literacy programme for the approximately 800.000 adult illiterates in the country. UNESCO has been asked to continue its collaboration in this area.

#### **Major results achieved**

- Advice provided to government on the design of a literacy campaign for adults;
- Design phase completed for a study on the perception of sciences among young people;
- Capacity building strengthened in the implementation of UNESCO culture conventions;
- Capacity strengthened of journalists on journalism on environmental themes (IPDC project).

#### **UNESCO's participation in the UNCT**

870. UNESCO participated actively in the preparation of the new UNDAF 2012-2016 that identifies four priority areas: (1) promotion of social and economic inclusion; (2) women's empowerment and rights; (3) protection of the rights of children, adolescents and youth; and (4) environmental sustainability and integrated risk management. Particularly education, but also cultural and natural resource management are included in the UNDAF. The condition of Non Resident Agency continues to pose challenges, but the establishment of a UNESCO focal point in the Office of the Resident Coordinator and the strengthening of the capacities of the National Commission significantly contributed to the successful implementation of activities and full participation in the United Nations system.

871. The preparation of a UNESCO Country Programme Document (UCPD) for the Dominican Republic is well advanced on the basis of a series of sectorial consultations and the country assessment undertaken in the framework of the UNDAF preparation.

### **COLLABORATION WITH ARUBA**

872. The collaboration with Aruba was strengthened through the National Commission and national institutions and particular needs were identified, such as multi-lingual education and material and immaterial heritage. Aruba has shown keen interest in participating in cluster activities that has proven to be of benefit to all participants. In 2012, the eighth cluster consultation of National Commissions took place in Aruba which was also an opportunity to explore in more depth the potential of Aruba to contribute to UNESCO's programme and share its expertise.

873. The Kingdom of the Netherlands promotes participation of representatives of other Dutch-speaking islands and countries in the Caribbean in activities implemented by the Havana Office and approved specific funding for this in the areas of the immaterial cultural heritage and the prevention of illicit traffic of cultural objects. Collaboration in the area of

World Heritage had already been established under the Caribbean Capacity Building Programme (CCBP).

### ***Major results achieved***

- National capacities in the implementation of UNESCO's culture conventions strengthened, in particular 2003 Convention;
- Extra-budgetary funds obtained for the implementation of UNESCO's culture conventions strengthened, in particular 2003 Convention.

## **UNESCO Office in Kingston**

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874. **The Kingston Cluster Office for the Caribbean covers 13 Member States and four Associate Member States in the English- and Dutch-speaking Caribbean;** it is also responsible for UNESCO's actions involving the non-self-governing territories of Anguilla, Bermuda, Montserrat, and Turks and Caicos. The Kingston cluster countries are classified as middle income countries and most of them are Small Island Developing States (SIDS) which collectively constitute one of the priority geographical groups for UNESCO's programme actions.

875. The principal features of the cluster countries are smallness in geographical size and population; insularity; political stability with regular democratic elections; freedom of expression and general respect for human rights (despite instances of violations); vulnerability to natural and human-made disasters and the impact of the global climate change; high dependence on tourism as well as remittances from Caribbean nationals in the Diaspora and the consequent vulnerability of their economies to external shocks.

876. Among the **major development challenges** in the cluster countries are (i) vulnerability to human-made and natural disasters such as earthquakes, volcanic eruptions and the impact of climate change – as seen in the annual passages of hurricanes; (ii) increased migration, especially of trained personnel, to developed societies; (iii) the high prevalence of HIV & AIDS; and (iv) the increasing phenomenon of crime and violence, particularly among young people – the sub-region has one of the highest crime and violence rates in the world. The implementation of UNESCO's programme actions in the Kingston cluster, like those of other UN agencies operating in the Caribbean, is done in the context of the global economic shortfalls and diminishing resources from Official Development Assistance (principally because of the middle-income status of countries in the cluster).

### ***Major results achieved***

877. In the implementation of both regular programme activities and extra-budgetary projects in the **education** in 2012 special emphasis was put on literacy, higher education, ICTs in education policies, education for sustainable development (especially climate change education, the teaching profession), technical and vocational education and training (TVET), and sector-wide education plans and policies. To address the challenges of preparing quality skilled graduates for the needs of the Caribbean labour market, the education programme worked **to strengthen technical and vocational education and training** through support for developing policies in TVET, procure basic equipment and awareness building on the global UNEVOC network and UNEVOC e-forum for TVET experts in which a significant number of Caribbean TVET experts were registered. The status and profile of 13 UNEVOC Centres in the Caribbean were strengthened and a national UNEVOC centre was established at the University of Technology in Jamaica. A joint UNESCO, University of West Indies, Caribbean Development Bank (CDB) and ILO sub-regional conference on TVET and skills development was held in Montego Bay, Jamaica (March 2012). The 150 participants in the conference adopted the Montego Bay Declaration on TVET in the Caribbean which was

fed into the deliberations at the Third International TVET Congress held in Shanghai, China (May 2012). In **literacy and non-formal education**, the Kingston Office coordinated, in collaboration with the UNESCO/UIIL, the preparation and submission by seven countries in the cluster of national reports on adult education as a follow-up of the CONFINTEA VI Belem Framework for Action. The office provided technical support and assistance to Antigua and Barbuda, Jamaica, Suriname and Trinidad and Tobago to prepare ICTs in **education policies and master plans**, organized capacity building workshops in ICTs in education in Antigua and Barbuda as well as Trinidad, and raised awareness in all the cluster countries of the UNESCO ICT Competency Framework for Teachers and ICTs in Education Tool-kit. In carrying out actions in this area, UNESCO collaborated with the World Bank and the Commonwealth of Learning through participation in workshops and sharing of information and experiences.

878. To strengthen the capacity of tertiary institutions and government bodies in **higher education policy, research, quality assurance, science, technology and innovation**, the Kingston Office provided technical and advisory support to: (i) the Government of Barbados to organize an international conference on higher education (Bridgetown, October 2012) which was attended by 120 education experts, researchers and officials; (ii) the Mico University College in Jamaica to organize an international conference on the teaching of science and mathematics in the Caribbean with 80 participants issued a declaration on strengthening the teaching of science and mathematics in the sub-region; (iii) strengthen the capacity of the Caribbean Area Network for Quality Assurance in Higher Education (CANQATE) and organize, in partnership with the University Council of Jamaica (UCJ) its ninth annual meeting which was attended by 200 experts. On **the teaching profession**, the Kingston Office, with funding from the International Task Force on Teachers, and in collaboration with the Jamaica Ministry of Education, the Jamaica Teaching Council, UNICEF, and the CARICOM Secretariat in jointly organized a regional conference on advancing the teaching profession in Latin America and the Caribbean in Jamaica (November 2012). In **education for sustainable development and climate change education**, the office focused on a pilot project (funded under the Japan Funds-in-Trust arrangements) in Guyana where the University of West Indies Consulting was contracted to undertake a situational analysis of the current status of and how climate change education could be integrated in the existing curricula. A section was created on the ESD web portal established in partnership with the Cropper Foundation in Trinidad and Tobago to promote climate change education. The education programme collaborated with the science programme to support Guyana to institutionalize the micro-science education programme and to train 20 science education experts in micro-science education.

879. Also during 2012, the Kingston Office completed the implementation of three national extra-budgetary projects in the education programme funded by the Japanese Funds-in-Trust. These were (i) the project on refocusing the **curricula for primary and secondary education in Grenada** during which Ministry of Education officials, curriculum planners, guidance counsellors and teachers were trained and social and life skills curriculum modules as well as a carnival arts syllabus were developed; (ii) project on **information and communication technologies (ICTs)** in education: teacher training programme which enhanced the capacity of a significant number of education personnel and teachers in ICT tools and IT literacy and enabled the preparation of ICT policy and master plan; and (iii) **teacher training** project in Belize during which about 300 previously untrained and uncertified primary teachers were trained and certified as official primary school teachers. Since a significant percentage of primary and secondary teachers is untrained and uncertified, the results of the project have prompted the government to expand the training programme to teachers in secondary schools. The office continued its actions to strengthen the **response of education systems in the cluster to the HIV/AIDS** through support for (i) life-skills based, comprehensive sexuality education; (ii) improved access to sexual and reproductive health services; and (iii) strengthened monitoring and evaluation (M&E) of HIV education and health promotion programmes in the sub-region (with piloting of activities to

build capacity in the Ministries of Education in Jamaica and Dominica in HIV programme M&E indicators, tools and processes). These programme actions were carried out with extra-budgetary funding from the UNAIDS Budget, Results and Accountability Framework (UBRAF). Similarly, the office continued its collaboration with the UNICEF Office in Barbados and the OECS and the CARICOM Regional Working Group on Health and Family Life Education (HFLE) to develop an online professional diploma in HFLE instructions by the University of the West Indies (UWI) Open Campus which targets teachers at various levels of the education system. It is envisaged that the first cohort of students in the diploma programme will be enrolled in January 2013.

880. In the **Culture Sector**, major efforts were made during 2012 in building and strengthening capacity in the cluster countries to implement the Convention on Prohibiting and Preventing the Illicit Import, Export and Transfer of Cultural Property (1970); Convention on the Protection of the World Cultural and Natural Heritage (1972); Convention on the Protection of the Underwater Cultural Heritage (2001); and the Convention for the Safeguarding of the Intangible Cultural Heritage (2003). In this regard, jointly with the UNESCO World Heritage Centre and the Havana Regional Office for Culture in Latin America and the Caribbean, the Kingston Office organized a Caribbean sub-regional **training programme in preparing nomination dossiers for the World Heritage List** in Kingston, Jamaica (June 2012). The training programme was held within the framework of the Japanese Funds-in-Trust project on “Capacity Building to Support the Conservation of World Heritage Sites and Enhance Sustainable Development of Local Communities in Small Island Developing States (SIDS)”. The 20 experts from 12 countries (Antigua and Barbuda, Barbados, Belize, Cayman Islands, Curacao, Dominica, Grenada, Guyana, Jamaica, St. Kitts and Nevis, St. Lucia, St. Maarten, St. Vincent and the Grenadines, Suriname, The Bahamas and Trinidad and Tobago) in the training programme agreed on a list of sites in the sub-region for which dossiers could be prepared for possible nomination for the World Heritage and an action plan for future nominations. A poster, featuring eight World Heritage sites in the Dutch- and English-speaking Caribbean, which was launched in Jamaica (June 2012) as part of the celebration of the 40th Anniversary of the 1972 World Heritage Convention, helped to increase awareness among major stakeholders and partners of the importance of World Heritage in the sub-region.

881. The launch of the **extra-budgetary project on safeguarding the intangible cultural heritage** of Belize, Jamaica and Trinidad and Tobago in June 2012 with funding from Japan FIT enabled the Kingston Office to enhance the skills and knowledge of cultural officers and experts in training workshops on implementing the 2003 Convention in Belize (November 2012) and Jamaica (December 2012) and a national consultation in Trinidad and Tobago (November 2012). These project activities also contributed to increase awareness among major stakeholders and partners of the importance of safeguarding the intangible cultural heritage. The project, implemented in the framework of UNESCO’s global strategy on capacity building on intangible cultural heritage, aims at encouraging the beneficiary countries to formulate and/or revise their national **cultural policies**. Some 26 young people from 16 countries in the Kingston cluster were introduced to the 2003 Convention during the **first Caribbean Youth Forum on Intangible Cultural Heritage**, organized by UNESCO and the Grenada NATCOM in Grenada (November 2012) with funding from the Government of Bulgaria and the Intangible Cultural Heritage Fund.

882. Also 21 mainly young people from 16 Caribbean countries were trained in field techniques on underwater archaeology in a workshop on **safeguarding the underwater cultural heritage** of the Caribbean held in Jamaica (November 2012). The training, funded by the Spanish and the Netherlands governments, was jointly organized by the UNESCO Havana and Kingston Offices to build capacity in the sub-region in the protection and management of underwater cultural heritage as well as to encourage member states to ratify the 2001 Convention on the Protection of the Underwater Cultural Heritage. Similarly, 25 participants from 14 cluster countries were trained a sub-regional workshop held in St. Lucia



(December 2012) to effectively fight illicit trafficking in cultural property in the Caribbean. They adopted a commitment to take concrete legal and operational actions to improve their capacity to fight illicit trafficking in cultural property and to strengthen international cooperation. The programme was financed by the Director-General's Emergency Fund and the government of the Netherlands. Six entries were awarded the **UNESCO Award of Excellence for the Handicrafts** for the first time in the Dutch- and English-speaking Caribbean during the official launch in Jamaica (July 2012). This initiative was carried out in partnership and collaboration with the NATCOMs in the Kingston cluster, helped to raise awareness of and enthusiasm for the cultural and creative industries, especially handicrafts in the Caribbean. The six-volume series of the **General History of the Caribbean** was completed with the publication of Volume IV which was officially launched at the University of the West Indies, Mona campus in Kingston, Jamaica (November 2012).

883. In the **Communication and Information** programme, freedom of expression and press freedom was further promoted through the celebration of World Press Freedom Day on May 3, although on a smaller scale than in previous years because of financial constraints. A sub-regional conference, organized in Kingston, Jamaica (May 2012) in collaboration with the Press Association of Jamaica and the Caribbean Media Workers Association, provided the platform for media professionals to deliberate on and identify measures to reinforce press freedom in the sub-region. In addition, the support which the Kingston office provided to four Caribbean journalists to participate in the 61<sup>st</sup> World Congress of the International Press Institute (IPI) organized in Port-of-Spain, Trinidad and Tobago (June 2012) helped to enhance their knowledge of the political, economic and technological challenges affecting press freedom world-wide. Also, UNESCO's collaboration with the IPI in organizing that world congress, which was the first to be held in the Caribbean and attended by about 300 journalists and other media professionals from 83 countries, contributed to buttress the Organization's leadership role in press freedom issues in the sub-region. With extra-budgetary funds from UNBRAf, the Kingston office, in partnership with Caribbean Broadcast Media Partnership (CBMP), trained 30 young TV producers from 12 countries in the cluster to produce high quality television programmes **on HIV/AIDS** in workshops organized in Jamaica, St. Maarten and Antigua and Barbuda (August to October 2012). Funding from the IPDC enabled the Kingston office to (i) partner with the Commonwealth Broadcasting Association (CBA) to train over 25 broadcasters in broadcast media coverage of and contribution to emergency and disaster management in the Caribbean; and (ii) launch national projects in three countries in the cluster (Jamaica, St. Lucia as well as Trinidad and Tobago) to strengthen the development of **free, independent and pluralist media, reflecting the diversity of the society** and empower marginalized communities. To **reinforce archives and libraries as centres of education and learning** in the sub-region, the Kingston Office provided financial support to the Department of Library and Information Studies, UWI, Mona campus, to train 20 librarians in metadata for resource discovery (October 2012).

884. The main activities of the **Social and Human Sciences Programme** during 2012 focused on youth development and the promotion of equity and social inclusion through high level policy dialogue. The main achievements were: (i) completion of seven community-based projects by the National Commissions for UNESCO in Jamaica, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago under the Youth PATH project (funded from the DG's Emergency Fund) which trained young persons, particularly disadvantaged and young persons with disabilities, in sustainable community-based social enterprise aimed at fostering entrepreneurship, job creation and poverty alleviation; (ii) technical and advisory support given to the Government of Trinidad and Tobago to organize (with its own funds of US\$70,000) the Second MOST Forum of Ministers of Social and Sustainable Development in the Caribbean on "Promoting Equity and Social Inclusion: Pathways to prosperity for All" in Port-of-Spain, Trinidad and Tobago (May 2012); and (iii) development of a study programme on socially inclusive public policies at the 'Henri Christophe' campus of l'Université d'Etat

d'Haiti in Limonade, Haiti, following the recommendations of the Second MOST Forum of Ministers of Social and Sustainable Development in the Caribbean.

885. In the face of the limited budget in the Regular Programme decentralized to the Kingston Office for activities in **the natural sciences programme** in the cluster, activities in that programme in 2012 were limited to intersectoral collaboration with the education programme to (i) support the international conference on the teaching of science and mathematics in the Caribbean; and (ii) train 20 science education experts in micro-science education as described in paragraph 4 above.

### ***UNESCO's participation in the UNCT***

886. The Kingston Office is a member of five UN Country Teams (UNCTs) (in Belize, Guyana, Jamaica, Suriname, and Trinidad and Tobago) as well as of the UN Sub-regional Team (UNST) for Barbados and the Organization of Eastern Caribbean Countries (Anguilla; Antigua and Barbuda; the British Virgin Island; Dominica; Grenada; Montserrat; St. Kitts and Nevis; St. Lucia, and St. Vincent and the Grenadines). During 2012, the ability of the office to participate effectively in the work of the UN system in the sub-region and the joint mechanisms set up to provide UN development assistance to the Member States, Associate Members and the non-self-governing territories was somehow constrained by the limited budget arising out of the financial crisis in the Organization. The new UNDAFs for 2012-2016 in Barbados and the OECS; Guyana; Jamaica; and Suriname, which were prepared and signed in 2011, were launched in January 2012 and a new CCA and UNDAF for 2013-2016 in Belize were prepared and signed in 2012. The full participation of the Kingston office in the elaboration of these documents ensured that UNESCO's mandates, priorities, and programme areas are adequately incorporated or reflected in those critical instruments of joint UN system actions in the sub-region. Various UNDAF Outcome Groups were set up in 2012 in the different countries to identify the joint programme actions, the methods of collaboration, funding, monitoring and evaluation and reporting on the implementation of the new UNDAFs. The Kingston Office participated fully in the meetings of the UNDAF Outcome Groups set up in Jamaica but much less so in the meetings of the groups in the other countries where UNESCO is non-resident.

887. A **critical challenge** which faces UNESCO and other UN agencies is the inadequacy of financial resources to implement the various joint programme actions stated in the documents. The UN agencies have recognized the need to formulate a well-coordinated and cohesive inter-agency strategy to raise funds from extra-budgetary source to enable them to adequately and effectively carry out the actions identified in the new UNDAFs during the five-year cycles.

### ***Challenges and lessons learnt***

888. The implementation of both the regular programme activities and extra-budgetary projects in the Kingston cluster during 2012 encountered a number of **challenges** such as: (i) the paucity of funds decentralised to the Kingston cluster office for all the major regular programme areas, mainly stemming out of the financial crisis in the Organization, and the subsequent difficulty of coping with a tight re-schedule of planned activities; (ii) difficulties in mobilizing extra-budgetary financial resources to support and sustain programme activities, given the middle-income status of the countries in the cluster; (iii) the slow pace of response from some of the contracted agencies, institutions and individuals in completing the tasks defined in the contracts and in submitting contract deliverables; this slow pace often resulted in the need to amend contracts which slowed down the pace of implementation.

889. A number of **valuable lessons** were learnt during the implementation of the regular programme actions and extra-budgetary projects in 2012. One of the most important lessons is the **need to enhance partnership and networks** in programme delivery. The Kingston Office continued to strengthen the collaboration and partnership which it has forged over

several years with sister UN agencies working in the sub-region, the World Bank, the Caribbean Development Bank, all the National Commissions for UNESCO in Member States and Associate Members, the CARICOM and OECS Secretariats, academic institutions, especially the University of the West Indies, professional bodies and civil society groups. The strengthened partnerships and collaboration with the various stakeholders were critical in the successful and effective implementation of the regular programme actions, especially given the limited RP budget allotted to the Kingston Office in 2012. These factors also contributed to the continued recognition of UNESCO's position, mandates, and multi-sectoral expertise in the sub-region. Another major lesson learnt is the need to formulate a well-coordinated and cohesive inter-agency strategy to raise funds from extra-budgetary sources to enable them to adequately and effectively carry out the actions identified in the new UNDAFs, as mentioned earlier. Experience in programme and project implementation during 2012 further confirmed the absolute necessity of collaboration with the NATCOMs in the implementation of programmes and projects at the country level. The collaboration was particularly effective and productive where the NATCOMs have the requisite capacity; but it was also evident that such collaboration was constrained in countries where the NATCOMs have inadequate capacity - underlining the need for continued actions by both UNESCO and the Member States and Associate Members to enhance the capacity of the NATCOMs. Collaboration between the Kingston Office and other offices in LAC, especially the Havana Office and the Santiago Office also proved beneficial, productive and cost-effective in programme implementation in the sub-region. Yet another lesson learnt was the usefulness and effectiveness of electronic networks set up by some of programme specialists in their areas as strategic mechanisms for disseminating relevant information, resource materials and good practices to various stakeholders and communities of practice in the Kingston cluster countries.

## **UNESCO Office in Lima**

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### ***Major results achieved***

During 2012, the UNESCO Lima Office has focused its activities in the field of Education and Culture, and achieved the following results:

In the field of **Education**, the office has supported the strengthening of the institutional capacities of the Ministry of Education. As a result, the General Direction of Bilingual and Rural Intercultural Education has incorporated technical recommendations on improving pedagogical proposals on Bilingual Intercultural Education.

In addition, with the support of UNESCO, the Ministry, under the leadership of the General Direction of Regular Basic Education in collaboration of other divisions, has included in the national curriculum a gender and sexuality approach and contents for the basic learning of citizenship and social and personal development.

In the field of **Culture**, institutional capacities of authorities and officials of Ministry of Culture strengthened in the field of illicit traffic of cultural property. This activity benefited of the rich experiences and support of South America's and INTERPOL, UNIDROIT, UNESCO and other related institutions' specialists in the topic.

In the area of preservation of natural heritage, UNESCO Lima strengthened capacities of the Ministry of Environment's and National Services of Protected Areas, through training activities conducted by State's authorities and specialists in climate change and disaster risk management. This project was accomplished by developing methodologies and thematic tools specially elaborated for the protection of Manu National Park.

## UNESCO Office in Mexico

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### ***Major Results Achieved***

#### **Education**

Evaluation of Primary Education Component of Mexico's Comprehensive Education Reform - The 2006-2012 National Development Plan of Mexico and its Sectorial Education Programme have established the improvement of education quality as a country priority. To further this priority, the Federal Ministry of Education, reached out to the UNESCO Office in Mexico for its specialized assistance in the implementation of the Comprehensive Reform of Basic Education, in compliance with international standards. As such, the Office has developed in a first stage, an evaluation of the curricula and education materials of the Coherent Reform of Primary Education, and an evaluation of the teachers training policies linked to it. In its second stage, and in response to the findings in these evaluations, the Office strengthened teacher's trainers' capacities, evaluating the implementation reform process, and developing an impact evaluation of the reform on student performance. The beneficiaries of this project have included members of the Ministry of Education, as well as teachers and students across the country.

Citizen Education for Upper Secondary Students, "Construye T" - The Federal Ministry of Public Education, in 2008, began implementing the "Construye T" ("Build Yourself") programme, with the aim of encouraging high school students aged 15–18 to remain at school and complete their education, to prepare them to meet challenging situations in this regard and to develop a life-plan, and to establish a 'protection network' of such students. To this end, this Ministry reached out to the UNDP, UNICEF and UNESCO Offices for their specialized assistance. In this respect, this Office has been directing its endeavors towards capacity strengthening of a network of promoters in a variety of Mexican states in order to advance a culture of peace and the prevention of violence in schools, to foster harmonious on-campus environments. The programme has positively engaged students and their families as well as the grassroots promoters themselves.

Education for Indigenous Youth and Adults - Aiming to assess its nation-wide programmes, the National Institute for Adult Education (INEA) has asked the UNESCO Mexico Office for its specialized assistance for the elaboration of a Diagnosis on the Bilingual Indigenous Education for Youth and Adults in the country. UNESCO has developed both a qualitative and quantitative approach to evaluate the National Institute's Programme on the sixteen Mexican provinces in which it operates. The final results of this Diagnosis were presented to the INEA, benefiting the implementation of the Programme at large, as well as the indigenous population involved in the Programme.

Bullying Prevention in the State of Hidalgo - With the purpose of boosting the advancement of the MDGs in the State of Hidalgo, the State Government signed an Agreement for the Development of a UN Agenda in the State. The State Ministry of Education and the Integral Family Development System, reached out to the UNESCO Mexico Office, to support the elaboration of a sound strategy to prevent violence and bullying in the schools. The Office is thus developing a Diagnosis on Bullying in the State of Hidalgo, and will accordingly strengthen local capacities and put forward recommendations to prevent and attend bullying in the educative establishments, benefiting students, teachers and the education community at large.

Observatory for the monitoring of Youth and Adult Education in Latin America and the Caribbean - Aiming to support the International Conference on Adult Education (CONFINTEA) efforts to integrate existing scarce and scattered education information of the region, to set parameters for the generation, analysis and comparison of data, and to promote a space of cooperation and coordination between Member States and international organizations; the Observatory has been created as a joint strategy between UNESCO

Santiago -UIL-OEI and INEA. The UNESCO Mexico Office provides constant support for the interagency coordination of the project.

Preventing school dropout in basic education in Central America - This program aims to strengthen capacities in schools to develop activities oriented to the dropout prevention and actions targeted for the improvement of the quality of education. As such, the UNESCO Office in Mexico has organized a regional campaign against school violence, and has designed and validated a Toolkit on Peace Education.

Design and Development of an Induction Tool for New Teachers and Development of a Workshop - The UNESCO Office in Mexico is designing a proposal for the induction of new teachers to constitute a pattern during the process of job placement for each education level.

Diploma in Culture of Peace and Intercultural Education - Within the framework of the UN Joint Program for a Culture of Peace, the Diploma in Culture of Peace and Intercultural Education is being jointly implemented by the UNESCO Office in Mexico and the Iberoamericana University. The Diploma was designed for indigenous' teachers and technical advisers of early childhood and primary education. It aimed at enhancing and strengthening the competencies of participants for the analysis, design, development, review and execution of peace activities promoting dialogue, respect for diversity, equality and conflict resolution within school and community living environments.

### **Natural Sciences**

Culture of Water Education in the State of Queretaro - In 2010, the Government of the State of Querétaro launched the "Water Close to All" programme to provide ready access to safe drinking water to all Queretanos by 2015. While the programme has expanded access to water significantly, it has also encountered social and cultural resistance to the project's implementation. Aiming to overcome these obstacles, the State Government reached out to the UNESCO Mexico Office for its specialized assistance. The Office has developed a culture of water education strategy intended to strengthen the Government's local capacity to engage communities with a participatory approach to identify and respond to the communities' water needs. UNESCO's efforts are contributing to achieve MDG 7(c) as the province's population access to water is being impacted at large.

### **Social and Human Sciences**

Youth Agenda - The UN System, led by the UNFPA, has carried out a multi-sectoral consultation to put forward a youth national agenda for the 2012-2018 period. In this effort, the UNESCO Mexico Office has participated in identifying and advancing education and culture public policy priorities for the development of youth in Mexico. This agenda has been presented to the incoming government.

### **Global Priority Gender Equality**

Gender Violence Prevention in the States of Chiapas and Oaxaca - Aiming to prevent gender violence from an intercultural approach in the States of Chiapas and Oaxaca, the UN Interagency Gender Group of Mexico designed a project that was beneficiated by the UN Trust fund to End Violence Against Women. The UNESCO Mexico Office has developed an education strategy, through communitarian diagnoses, a communication strategy, and cultural workshops, which main goal is to promote local reflections on gender equality. Importantly, the enrolment of local stakeholders has become a key element for the project's sustainability, in which children, men and women of the Municipalities of Oaxaca and Chiapas are the main beneficiaries.

### **Contribution within the UN Mexico System**

UNCT - Active participation in the United Nations Country Team (UNCT) has allowed aligning interests and complementing efforts among agencies, funds and programmes. By

participating actively in this group, UNESCO has positioned its priorities in the different areas of its mandate. Likewise, the support of the UN Resident Coordinator in Mexico has strengthened UNESCO's presence in the country and within the UN.

**UNDAF** - The UNESCO Office in Mexico is one of the six leading agencies of the Inter-Agency Committee for the UNDAF, together with UNDP, UNICEF, UNFPA, UNIDO and UNODC. So far, this Committee has completed the evaluation of the current UNDAF (2006-2013), as well as the 2013 CCA and the strategic planning of the next cooperation framework (2014-2019). UNESCO's contributions, particularly in the fields of education, culture and communication and information have been incorporated. Under the leadership of the UNCT, this committee has defined the UN main lines of action and outcomes in relation to the priorities of the national development plan, which is being developed by government agencies. Education itself is one of the ten outcomes of UNDAF; similarly, sciences, communication and information and culture are part of the expected results. Consultation meetings with government bodies, civil society, private and academic institutions are being conducted in order to complete this strategic framework that is planned to be signed by mid-March.

**Joint Programmes** - The UNESCO Office in Mexico has been part of four joint programmes with other UN agencies in Mexico, namely: Water and Sanitation, Culture of Peace, Gender Violence, and Construye-T ("Build-U"), with more than 10 different UN agencies. The relationship of UNESCO with the UN System in Mexico has been strengthened, to a large extent, thanks to these joint programmes.

**Inter-agency Thematic Groups** - Through UNESCO's participation in the various Inter-agency Thematic Groups, the Office contributes with its expertise in its areas of mandate, implementing common initiatives of mutual benefit. In addition to the UNCT and the UNDAF Committee, the office takes part of the following thematic groups: Gender, UNAIDS, Human Rights, Communications, Youth and Administration.

### ***Main Challenges and Lessons Learned***

890. 2012 was a year of political transition in Mexico, in which presidential elections were held in the country. This was a challenge for the UNESCO Office in Mexico, as it found most of the efforts and resources of the federal government and of many local governments, concentrated on the election campaign. This situation, however, also allowed the Office to gain important lessons. The Office played an important role as a mediator between the outgoing and the incoming administrations, seeking mechanisms to establish the education, culture and science priorities of Mexico, in the new political agenda. Some of these mechanisms have been UNESCO's active participation in the negotiation of the UNDAF with the federal government and the civil society, as well as bilateral meetings held with key governmental stakeholders.

## **UNESCO Office in Montevideo**

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891. The UNESCO Montevideo Office is the regional Office for natural sciences for the LAC region and the cluster office for Argentina, Paraguay and Uruguay. Below are the results achieved by country during 2012.

### **ARGENTINA**

#### ***Major results achieved***

892. In the field of **Education**, UNESCO continued working and consolidating its programme as a component of the Regional Strategy for Teachers, in particular, by

supporting professional development through innovative collective efforts for promoting quality education. Since at the national level there is broad consensus about the importance of teacher training, the programme was implemented in close collaboration with the local authorities and adapted to the needs and possibilities of the different participants. These activities represent successful cases of programme development from the pilot phase in one country to their incorporation into national practices and policies. They represent also the potential to develop well designed interventions from one country to a cluster.

893. In the field of **Natural Sciences**, there is a need of strengthening the IHP work in Argentina, mainly by fostering the involvement of the main players at the institutional level in the Programme's action. While the IHP Chair in the country is hosted by the Under-Secretariat of Water Resources, there are other institutional arrangements like the Consejo Hidrico Federal - COHIFE (Federal Water Council) that could be more involved. The country, however, has great potential in terms of human capacities and resources for becoming a leading country in the field of water sciences and management for the LAC region.

894. Political and technical cooperation in the field of **Culture** was strengthened especially in the field of world heritage, intangible heritage, cultural industries and fight against illicit traffic. In addition, a coherent set of activities was developed in collaboration with colleagues at Headquarters and with the other LAC Field Offices for supporting sub-regional integration in the field of culture. Moreover, actions in the field of "Culture and Development" stimulated government officials to develop and implement cultural policies within national agendas and mobilized civil society and the private sector, communities and individuals through cultural initiatives regarding the use, enjoyment, production and marketing of cultural goods and services. Extra budgetary or Emergency Funds, additional resources from Headquarters or additional appropriation from partners were identified to reinforce UNESCO Montevideo Office Regular Programme in Culture and co-funding activities could be implemented with our partners to mitigate the reductions of regular program funds. UNESCO has continued supporting Villa Ocampo project. The Villa hosted institutional programmes, thus the integration of the Villa with CLT regular programme activities has been pursued, particularly in the field of intercultural dialogue and artistic education.

895. In **Communication and Information**, the dialogue with governmental authorities, civil society, media outlets and media professionals on key issues related to media development, freedom of expression and freedom of information was strengthened. Although the Argentinean context is very sensitive regarding these topics, the different stakeholders involved are open to a dialogue with UNESCO. The national regulatory authority (AFSCA) publicly announced its interest in further discussing an Argentinean application of the UNESCO's Media Development Indicators. A debate on creating a National Memory of the World Committee was initiated and it is on-going.

### ***Challenges and lessons learned***

896. Cooperation activities at the cluster level (Argentina, Uruguay and Paraguay) have been affected by the current limitations in terms of funds, personnel and missions. However, the programme has maintained fair levels of implementation and presence in the field, whether through the efforts of the programme specialists (which in many cases worked with no budget) or the support from external institutions. In this regard, we should mention the difficulties in fund-raising in the region. Firstly, due to the shortage of possibilities in the context of the international crisis; secondly, because of the slowness with which the countries are adopting a proactive attitude regarding international cooperation - through mechanisms such as "self-benefiting" and "funds-in-trust"; and thirdly, the overhead costs of the Organization may be considered in certain occasions uncompetitive against those of other UN agencies or outside the UN system (e.g., OEI).

### ***Contribution to the UNCT and UNDAF***

897. UNESCO contributes to four of the six cooperation areas of the United Nations Development Assistance Framework (UNDAF) 2010-2014 in Argentina. In addition, the Organization participates in the Cooperation Framework signed between the UNS and the Province of Santa Fe, aimed at supporting the implementations of the MDGs.

898. Among major results, UNESCO established its leadership in the field of “Culture and Development” and, together with UNIDO, is working on the identification of possible themes for joint programming. Therefore, UNESCO is contributing to put into effect the Resolution 65/166 Culture and Development (12/20/2010) of the UN General Assembly, which advocates the incorporation of culture in local development plans and the inclusion of the dimension of culture in UN joint programming at the national level.

899. Main **lessons learned** refer to the necessity of permanent human and financial resources to cope with the activities and demands of the UN agenda at the national level, especially, since UNESCO is a non resident agency. Difficulties for encompassing the Cluster Office’s agenda with the UNS local demands include financial and human issues (missions, technical support, local focal-points, etc.) as well as challenges concerning the compliance of UNESCO programmatic and budgetary periods with UNDAF cycles. This struggles UNESCO’s possibilities to fully take advantage of joint opportunities, threatening its possibilities of maintaining a leader role and ensuring its presence in the overall UN country agenda.

## **PARAGUAY**

### ***Major results achieved***

900. In the field of Education, UNESCO continued to work and consolidate its program as a component of the Regional Strategy for Teachers by supporting professional development through innovative collective efforts for promoting quality education. Since at the national level there is broad consensus about the importance of teacher training, the program was implemented in close collaboration with the local authorities and adapted to the needs and possibilities of the different participants. These activities represent successful cases of program development from the pilot phase in one country to their incorporation into national practices and policies. They represent also the potential to develop well design interventions from one country to a cluster.

901. In the field of **natural sciences**, the work of UNESCO in the field of water resources in Paraguay was not as comprehensive as it should have been. The political situation of the country prevents establishing long-term linkages with the relevant authorities that can turn into relevant impacts in water policies and management. As a result, the signature of the agreement between the Government of Paraguay and UNESCO is pending, including the endorsement by the Parliament of the establishment of the International Centre on Hydroinformatics. It is expected that the situation improves after 2013 elections.

902. Political and technical cooperation in the field of **Culture** was strengthened especially in the field of world heritage, intangible heritage, cultural industries and fight against illicit traffic. In addition, a coherent set of activities was developed in collaboration with Headquarters and with the other LAC Field Offices for supporting sub-regional integration in the field of culture. Actions in the field of “Culture and Development” stimulated government officials to develop and implement cultural policies within national agendas and mobilized civil society and the private productive sector, communities and individuals through cultural initiatives regarding the use, enjoyment, production and marketing of cultural goods and services. Extra-budgetary or Emergency Funds, additional regular resources or additional appropriation from partners were identified to reinforce UNESCO Regular Programme and



co-funding activities could be implemented with our partners to mitigate the reductions of regular programme funds.

903. In the field of **Communication and Information**, an important dialogue was initiated with the President's administration on how to support the strengthening of freedom of information policies and the public service broadcasting policy. However, the strategies designed with high-level authorities were not yet sustained by at governmental level. The dialogue with Civil Society was important to Celebrate World Press Freedom Day and also to identify new partners to implement IPDC projects related to media and gender issues.

### ***Challenges and lessons learned***

904. Cooperation activities at the cluster level (Argentina, Uruguay and Paraguay) have been affected by the current limitations in terms of funds, personnel and missions. However, the programme has maintained fair levels of implementation and presence in the field, whether through the efforts of the programme specialists (which in many cases worked with no budget) or the support from external institutions. In this regard, we should mention the difficulties in fund-raising in the region. Firstly, due to the shortage of possibilities in the context of the international crisis; secondly, because of the slowness with which the countries are adopting a proactive attitude regarding international cooperation - through mechanisms such as "self-benefiting" and "funds-in-trust"; and thirdly, the overhead costs of the Organization may be considered in certain occasions uncompetitive against those of other UN agencies or outside the UN system (e.g., OEI).

### ***Contribution to the UNCT and UNDAF***

905. UNESCO contributes to two of the main cooperation areas of the United Nations Development Assistance Framework (UNDAF) 2007-2011 for Paraguay, which was extended to 2013. Main lessons learned refer to the necessity of permanent human and financial resources to cope with the activities and demands of the UN agenda at the national level. Specially, since UNESCO is a Non Resident Agency, difficulties for encompassing the Cluster Office's agenda with the UNS local demands include financial and human issues (missions, technical support, local focal-points, etc.) as well as challenges concerning the compliance of UNESCO programmatic and budgetary periods with UNDAF cycles. This struggles UNESCO's possibilities to fully take advantage of joint opportunities, threatening its possibilities of maintaining a leader role and ensuring its presence in the overall UN country agenda.

## **URUGUAY**

### ***Major results achieved***

906. In the field of **Education**, the Office continued working and consolidating its programme as a component of the Regional Strategy for Teachers, in particular by supporting professional development through innovative collective efforts for promoting quality education. The programme was implemented in close collaboration with the local authorities and adapted to the needs and possibilities of the different participants. These activities represent successful cases of programme development from the pilot phase in one country to their incorporation into national practices and policies.

907. The Professional Development Program "DAR: Teachers learning in networks" is a programme of teacher professional development that seeks to stimulate collaborative studying and writing, with the support of academic specialists in the selected topics of study and, in some cases, in the writing process. The programme was implemented with an emphasis on selected scientific topics and was appreciated by national authorities for its impact on the promotion of quality links among the scientific community and teachers. As lesson learnt, the experience stressed the importance of providing direct assistance to the

systematization, evaluation and documentation of design and educational proposals. Implemented in 2013 in collaboration with the Programme for the Development of Basic Sciences (PEDECIBA), this activity has noteworthy characteristics as an innovative program. It represents a successful case of programme development from the pilot phase in one country to their incorporation into national practices and policies, as well as the potential to develop well design interventions from one country to a cluster. As lesson learnt, the experience stressed the importance of providing direct assistance to the systematization, evaluation and documentation of designs and educational proposals.

908. In the field of **natural sciences**, main results achieved include:

- Water management was strengthened from many perspectives through partnerships within and outside of the UN System; the role of Uruguay at the IHP level was strengthened, allowing the country to become one of the six IHP Council members from the LAC region, and thus positioning Uruguay at the international level in this field.
- Political and technical cooperation was strengthened in the field of Geoparks which had a strong impact in development policy and had multiplying effects in the country as well as in other countries of the region.
- UNESCO supported the participation of Uruguay in the activities leading towards establishing the position of the Science and technology communities towards Rio+20. Uruguay had an active participation and these activities informed the country's position on this regard.
- UNESCO worked with the Ministry of Education and Culture (MEC) to improve Science Education and increase the use of hands-on experimentation in schools. In this context, the Regional workshop on "Science Education, Education for Science and Through Science" (December 2011) provided to more than 120 teachers and teachers-in-training with practical knowledge on innovative Science education initiatives in the region. As follow-up activity, a Facebook site was set up to continue exchanges through social networks. Numerous examples of teachers actually implementing the newly acquired methodologies are being pointed out by the more than 130 participating teachers and teachers-in-training.
- UNESCO also sponsored the Uruguay National Science Clubs Fair, awarding for the first time in 2012 a "UNESCO Mention" aimed at promoting co-operation amongst science clubs from different regions in the country (Carmelo, Colonia, and Montevideo). 800 students and 75 teachers participated in the fair, which also reached more than 1000 attendants.
- The establishment of a Regional Centre (UNESCO category II) for Groundwater Management for Latin America and the Caribbean is under the auspices of UNESCO is ongoing. The IHP through the UNESCO Montevideo Office and the Groundwater Section in HQ has been actively supporting this process that was presented and endorsed at the regional level during the IHP NatComs meeting in June 2011. The proposal was afterwards submitted to the IHP Bureau, and IHP Council (20th Session, June 2012), where the proposal was approved. The documents for presentation at the forthcoming meeting of the Executive Board are now being prepared in coordination with Legal Affairs, upon successfully carrying out the feasibility study and evaluation mission. It is foreseen that the Centre will become a relevant part of UNESCO's network on groundwater issue, serving as a reference institution for applied research and capacity development on groundwater management, The main challenge is to assist the Centre to start its work at the regional level in order to benefit the whole region.
- Within the framework of the project "Groundwater Governance: A Global Framework for Country Action" (UNESCO-IHP, GEF, FAO, IAH and WB) and in close collaboration with the Permanent Delegation of the Uruguay to UNESCO, the Ministry of Housing, Spatial Planning and Environment (MVOTMA), UNESCO-IHP organized the first Regional

Consultation devoted to the Latin America and Caribbean region (Montevideo, 8-10 April 2012). In addition, UNESCO-IHP has been requested to contribute in several components of the “Management Framework of the Water Resources of the La Plata Basin with respect to the Effects of Climate Variability and Change La Plata Basin Integrated Water Balance” (Argentina, Bolivia, Brazil, Paraguay, and Uruguay). Disseminating the concept of groundwater management still remains a great challenge that can be solved by developing on-the-ground projects that turn the concept into practice. This is currently being undertaken by the IHP through different extra-budgetary projects worldwide and in the region.

- the National Agency on Research and Innovation (ANII – Spanish acronym) launched a joint programme with UNESCO-IHE on postgraduate scholarships on environmental engineering. It is expected that this collaboration will set the basis for a more comprehensive partnership that will include support to the Category II Centre on Groundwater Management in capacity development and research. It is expected that this type of partnerships allow UNESCO-IHE to be promoted in the regions, and help the Member States to benefit from top level education in the field of water resources, overcoming some of the gaps existing in LAC in terms of human capacities in this field.
- The International Year and World Water Day 2013 was presented on 30th November, 2012 to representatives of the diplomatic corps, international organizations, United Nations agencies, regional integration organizations and other entities working in the field of water in Uruguay. Institutions present at the meeting were encouraged to join efforts during next year in order to engage the political sector and decision-makers in this celebration. The issue raised great interest among the audience that exchanged ideas regarding ongoing initiatives and concrete joint actions to be carried out. The International Year under the lead of UNESCO is an opportunity to disseminate the work done by the IHP in LAC, as well as to engage new partners and potential donors that can contribute to such work. From the feedback of the participants it is clear that effort is needed in order to make available the outstanding work that UNESCO water programme is carrying out.
- Other initiatives included the participation of Uruguay in IHP regional and global initiatives, such as ISARM Americas, Ecohydrology, PccP, Water and Education, Urban Water Management, and others. Furthermore, Uruguay is presently a member of the IHP Intergovernmental Council. The IHP National Committee of Uruguay should be reinforced, to foster the involvement of the country in all the programmes and working groups.
- A major achievement was the reactivation of National MAB Committee in Uruguay. A new biosphere reserve, del Pampas was approved by MAB National Committee and proposed to be transboundary to Brazil. Argentina, Paraguay and Uruguay are discussing the preparation of transboundary biosphere reserve increasing sub-regional integration, as well as implementing their designated sites according MAB.
- Technical and scientific advice has being given by SC/GEO regarding the Grutas del Palacio Geopark application to the Global GeoparkNetwork. UNESCO sponsored and promoted different workshops to help the municipal government and the community to integrate geology conservation and education as a tool for economic and social development. Challenges and lessons learned: UNESCO ´s participation and Geopark concept had a strong impact on other Municipalities since they see it as new option for economic and social development. However, sometimes the fact that guidelines are in English creates some difficulties.
- To support to the development of best practices on the use and application of renewable energy sources in Latin America and the Caribbean, technical assistance and sponsorship was given to the “Eco\_Lógicas Award” organized by the Institute for the Development of Alternative Energy in Latin America (IDEAL) for the promotion of

Monographs on Renewable Energy and Energy Efficiency among graduate students of Argentina, Bolivia, Brazil, Chile, Paraguay and Uruguay. Challenges and lessons learned: Efficient coordination among the different institutions to develop the award, in the conditions of severe budget restriction.

- Within the framework of the Climate Change Intersectoral Platform, emergency funds to create the Regional Centre for Climate Change and Decision-Making had a strategic impact in the region by stimulating different institutions to work towards developing solutions for current and future global sustainability challenges through an effective science-policy interface. Three Ministries (Environment, Industry and Education) are providing their support to this initiative which would benefit from the participation of international organizations and the universities from Argentina, Brazil, Chile, Paraguay and Uruguay. The main lesson learned refers to the efficient coordination of the working agenda with very different types of organizations (NGOs, universities, public service, etc.).

909. Political and technical cooperation in the field of **Culture** was strengthened especially in the field of world heritage, intangible heritage, cultural industries and fight against illicit traffic. In addition, a coherent set of activities was developed in collaboration with CLT HQ colleagues and with the other LAC Field Offices for supporting sub-regional integration in the field of culture. Moreover, actions in the field of "Culture and Development" stimulated government officials to develop and implement cultural policies within national agendas and mobilized civil society and the private productive sector, communities and individuals through cultural initiatives regarding the use, enjoyment, production and marketing of cultural goods and services. Extra budgetary or Emergency Funds, additional regular budget resources from HQ or additional appropriation from partners were identified to reinforce UNESCO Montevideo Office CLT Regular Programme. Co-funding activities were implemented with our partners to mitigate the reductions of regular programme funds. Other results include:

- the Symposium "Reflections on the UNESCO Convention of 2005: 10 years of the Universal Declaration on Cultural Diversity" (Buenos Aires, Argentina) - Uruguay participated through a representative of the National Commission for UNESCO of the Ministry of Education and Culture. Results included: exchange of experiences on flagship projects and identification of best practices: (1) Uruguay presented the Joint Project "VIVI CULTURE" (project led by UNESCO funds through UNDP-Spain from 2008 to 2011) as an example of good practice by highlighting the creations of Factories of Culture, Usinas of Culture and Cultural Conglomerates of Editorial and Music; (2) UNESCO presented the results of the project: "Battery indicators on Culture and Development" which aims to identify a set of indicators that explain how culture contributes to national economic growth. (Uruguay was selected to participate in this first test phase in 2011). Impact: Possibilities for cooperation and coordination between the Mercosur Cultural and implementation of the 2005 Convention in member countries and partners.
- Celebration of the 3rd. edition of the UNESCO Award of Excellence for Handicrafts for Mercosur+ (Piriapolis, Uruguay), a programme designed to encourage artisans to create quality products using traditional techniques and themes in an original way, in order to assure its permanence and sustainable development in the contemporary world. Results: 8 crafts from Uruguay received the Award of Excellence, selected by an international jury of Colombia, Mexico and Peru. We conducted a training workshop aimed at Uruguayan artisans, on "Intellectual Property in the creative process and access to the market and its impact on GDP of the economy." Impact: promote national policies in favor of Crafts; strengthen the capacity of artisans through training workshops and the publication and dissemination of documents; increase visibility of UNESCO Excellence Award at international level through the catalogue of award-winning products in each edition.
- Official visit of the Director-General of UNESCO to the historic quarter of Colonia del Sacramento - Ms. Irina Bokova visited the historic quarter of Colonia del Sacramento,

where she witnessed a dance of Tango, (inscribed on the List of Intangible Heritage by UNESCO in 2009, on the basis of a joint submission by Argentina and Uruguay) and a demonstration of Candombe drumming (also inscribed on the List of Intangible Heritage in 2009, presented by Uruguay). Results: Meeting with local officials where they discussed the preservation of the site and the pressure caused by tourism.

- International Workshop on the 1972 Convention: the case of the Guaraní Jesuit Missions (Buenos Aires, Argentina) - Uruguay participated through a representative of the Commission of National Cultural Heritage (Ministry of Education and Culture), a representative of the World Heritage site: Colonia del Sacramento and two representatives of Montevideo tourist circuit: "from cube to cube: the route of the fortifications". Results: Assessment of the impact of the implementation of the Convention in Argentina, Paraguay and Uruguay analyzing the actions arising from the increase of cultural tourism. Impact: promote awareness and ownership by the community of its cultural and natural heritage.
- Workshop I "Implementation of the 2003 Convention (Salta, Argentina) - Framed within the project "Living Heritage" (Japan Trust Fund for UNESCO) the workshop was lead by recognized experts from Mexico and Argentina. The Uruguayan delegation was composed by four people, two representatives of local government (Ministry of Education and Culture) and two civil society organizations (managers and carriers of Tango and Candombe). Results: (1) Synergies installed between participants of the Uruguayan delegation, which will facilitate future interactions at the project "Living Heritage" and actions around the elements inscribed on the Representative List (Tango and Candombe) and work with the overall Intangible Cultural Heritage. (2) Awareness of the participants in their role as multipliers-diffusers of knowledge and their involvement and commitment to continuity. Impact: (1) Training provided to representatives of the Tango and the Candombe, underpinning their training so that they can actively participate in the safeguarding of its expressions. (2) Creation of a virtual network project fueled by the participants
- Officers 1st South American Workshop specializing in the fight against illicit trafficking of cultural property (Buenos Aires, Argentina) - Uruguay participated through a representative of the Organized Crime Division - INTERPOL Montevideo (Ministry of Interior) and a representative of the National Museum of Visual Arts (National Directorate of Culture, Ministry of Education and Culture). Results: (1) Training in 1970 and UNIDROIT Conventions and international instruments for the protection of cultural heritage susceptible to pillage, plunder and other crimes, as well as its effects on the legal frameworks of nations that ratify. (2) Training on archaeological and paleontological contexts, impacts, processes and working methods of these sciences and illicit experiences for these parts. Impact: Creating a joint UNESCO / Interpol in South America to follow up this first training course.
- Protection, preservation and management of tangible and intangible heritage - In collaboration with the National Secretariat of Culture of Argentina, UNESCO held a seminar on intangible cultural heritage for national and provincial officials from the orbit of heritage and delegates of Paraguay and Uruguay on Heritage Cultural Heritage. The event was attended by various international experts and focused on the approach of the Convention for the Safeguarding of Intangible Cultural Heritage (2003), with special emphasis on the development of inventory of intangible cultural heritage and the preparation of dossiers for submission nominations, while they provide clues to the management of intangible cultural heritage. Taking advantage of the regional character, participants shared the experiences of other countries in the region and analyzed examples of good practice on issues related to heritage management.

910. **In the field of Social and Human Sciences**, the Forum of Ministers of Social Development in Latin America (El Salvador) - National participation at the Forum of Ministers

of Social Development in Latin America, which is characterized by the active participation of academic representatives of the social sciences in the region. Academic research papers prepared on priority subject set by the Forum are is at the basis of discussions held. Lessons learnt: The meetings helped to strengthen cooperation between countries in social policy and has identified best practices for implementation in other countries. Social sciences and policy linkage strengthened.

- Rethinking Latin America, a project developed by UNESCO in the context of MOST, was the result of two years work of 30 scholars from the region coordinated by the UNESCO Regional Bureau and the Latin American Faculty of Social Sciences (FLACSO), on the topic social science and social development policies in Latin America. The results of this project were presented through a publication series to the Forum of Ministers of Social Development in El Salvador (July 2011). Lesson learnt: Latin America and the Caribbean counts on strong critical mass of social thinkers to be put at the service of social policies. Social science-policy linkages are at the basis of any long-term process of policy change towards sustainable development.
- Youth Movements in Latin America and the Caribbean - Forum was held in Lima, Peru during November 2012, which gathered experts, policy makers and youth from Argentina, Bolivia, Brazil, Chile, Colombia, México, Paraguay and Uruguay. The results of this event and that of the academic research project undertaken will also be presented at the next Meeting of the Forum of Ministers of Social Development of the region to be held in Tegucigalpa, Honduras in 2013. Lesson learnt: Strong mobilizations are taking place in Latin America. To name some in Chile concerning tertiary education access, in Mexico “Yo soy el 132”. There is a strong need for building academic knowledge on the social effects and prospects of these movements in order to assist governments to take fast and suitable policy decisions to make the most of this youth potential.
- The 1<sup>st</sup> International Course for the Promotion of Human Rights (Buenos Aires) - a total of 41 selected participants who took part from 19 countries of the world. The Course was held in the framework of the activities of the International Centre for Human Rights Promotion currently being created in Argentina as a UNESCO Category II Centre. Lesson learnt: The course consolidated the need and importance of advancing the UNESCO Category II Centre creation.
- Towards the creation of the Latin American and Caribbean network of high authorities against Discrimination, Xenophobia and Racism: by agreement of the Executive Board of UNESCO, upon proposal of Uruguay, as of the third quarter of 2012, the Human Rights Directorate of the nation coordinates a project to create in the region of a network of high authorities against discrimination. Once the network would be established, it will be coordinated by the International Centre for the Promotion of Human Rights in Buenos Aires (Center Category 2). The regional network will work closely with the Coalition of Cities. Lesson learnt: Changes in governmental authorities may delay advances in previous policy decisions. UNESCO must be able to manage and accompany these changes with success, as it was the case.
- Coordination of the MOST schools in Latin America by UNESCO Regional Bureau and the Latin American Center for Human Economy, CLAEH (based in Uruguay) - The 5th Montevideo School of MOST was held in cooperation with the Latin American Council of Social Sciences CLACSO on the theme Youth Social Policies (May 2012). It was conducted in coordination with CLACSO and allowed the participation of 60 students from different countries in the region. Lessons learnt: A self-learning methodology of the School has been developed within this framework with excellent results. An external evaluation conducted in 2011 proves it.
- The Municipality of Montevideo (Uruguay) leads the Latin American Coalition of Cities against Racism and Discrimination, xenophobia (since November 2006) -During November 2012, within the framework of event “*Montevideo mucho más de lo que ves*”

organized by the Municipality of Montevideo research results of project by the Coalition were publically presented: “Local policies against racism, discrimination and xenophobia in Latin America and the Caribbean. Lesson learnt: Despite UNESCO financial constraints, the Coalition has been able to optimize resources and networking established through previous cooperation with success.

- The Office has also enabled the participation of the Social and Human Sciences Programme for Latin America and the Caribbean in the organization of Social Sciences Forum in Latin America and the Caribbean within the context of the FLACSO General Assembly (November 2012).

779. In the field of **Communication and Information**, Consultative Technical Committee on Children’s Rights, Freedom of Expression and Media, UNESCO and UNICEF coordinated and facilitated, upon the Secretariat of the Presidency of the Republic’s request, a 3 months debate involving all major stakeholders (private sector, civil society, academy, government) about the relationship among children’s rights, freedom of expression and media regulation. UNESCO’s role as an honest broker, particularly in issues such as media reform, is a key asset of the Organization, which was quite clear in this process. A major challenge was to listen, process and accommodate the pertinent views of opposing stakeholders.

- In partnership with the Presidency of the Republic, UNESCO celebrated the 2012 World Press Freedom Day underling the importance of a plural, diverse and independent media as well as the establishment of a regulatory framework, which leads to this sort of media landscape. The meeting was attended by all major media outlets and its key conclusions were discussed by the media, government, civil society and private sector, particularly regarding the design of a new Audiovisual Media Services Law for Uruguay. It was quite important to mobilize different stakeholders for this activity. The plurality and diversity of the players involved was central to underline UNESCO’s independent role in this process of regulatory change.
- On the occasion of the 20<sup>th</sup> anniversary of the Memory of the World Programme: human rights archives, memory and truth at the South Cone, UNESCO, in partnership with the Uruguayan Human Rights Secretariat, organized a regional seminar which brought to Montevideo Argentinean, Brazilian, Chilean, Paraguayan, and Uruguayan officials responsible for human rights archives to debate best practices and challenges to preserve, to guarantee accessibility and to promote archives related to dictatorship regimes of those countries. During this event, Uruguayan government announced the creation of National Committee for the Memory of the World Programme. The key lesson in this case is the importance of sharing different countries experiences on a same subject.

#### **Global Priority Gender Equality:**

- Strengthening Latin American Women - UNESCO sponsored two conferences aimed at empowering women. The objectives relate with the following concerns: strengthening women regarding their professional development, create women networks to support each other, share assertive experiences, help women to overcome obstacles, create specific programmes to meet particular needs, women health among others. These conferences reached 80 to 100 people each. Challenges and lessons learned are linked to difficulties of achieving results with “zero” budget.
- Women in Science Programme - was launched in 2008 as a joint initiative of L’Oréal Uruguay, the Division of Science, Technology and Innovation (DICYT) of the Ministry of Education and Culture (MEC), and the Regional Bureau for Science of UNESCO in Latin America and the Caribbean. In 2012, a National L’OREAL-UNESCO award, consisting of a US\$ 20,000 grant was granted to Dr. Erna Martha Frins Pereira for her work: “*Métodos ópticos para el estudio de emisiones gaseosas generadas en la operación de centrales térmicas.*”

### **Contribution to the UNCT and UNDAF**

911. UNESCO contributes to the four cooperation areas of the United Nations Development Assistance Framework (UNDAF) 2011-2015, which proposes a partnership for a total amount of US\$168,801,681. In addition, together with UNICEF, UNESCO leads the “National Education Programme”, started in 2012 in the framework of the UN Coherence Funds. And together with UNDP and UNEP, UNESCO acts as an leading agency in the Joint Project “Institutional strengthening of the Ministry of Industry, Energy and Mining and the Ministry of Housing, Land Use and Environment for responsible mining in Uruguay (Project P)” of the UN Coherence Fund.

912. Among major results, UNESCO established its leadership in the field of “Culture and Development” and buttressed the position of the UNS and the national government in their efforts to heighten awareness about the central role that culture plays in achieving national development goals, particularly in the alleviation of poverty and social exclusion. Therefore, it contributed to put into effect the Resolution 65/166 Culture and Development (12/20/2010) of the UN General Assembly, which advocates the incorporation of culture in local development plans and the inclusion of the dimension of culture in UN joint programming at the national level.

913. Main lessons learned refer to the necessity of permanent human and financial resources to cope with the activities and demands of the UN agenda at the national level, in particular having in mind that remaining existing challenges primary refer to the current difficulties to encompass UNESCO programmatic and budgetary periods with UNDAF cycles, as well as the complex Regional Office`s agenda with the one of other UN agencies present at national level. This struggles UNESCO`s possibilities to fully take advantage of joint opportunities.

### **UNESCO Office in Port-au-Prince**

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914. Le Bureau développe ses activités dans un contexte difficile: a) sur la plan politique, la situation postélectorale, qui s'est achevée par la désignation de M. Gary Conille comme Premier Ministre le 18 octobre 2011, n'a pas apporté la stabilité attendue ; après sa démission en février 2012, son successeur, M. Laurent Lamothe, dont la nomination a été ratifiée par le Parlement le 14 mai, a procédé à deux remaniements ministériels ; le changement de Ministre de l'Éducation en août 2012 a entraîné le ralentissement de plusieurs projets menés par l'UNESCO et d'autres partenaires techniques et financiers (PTF) ; b) en ce qui concerne la santé, depuis le début de l'épidémie (en octobre 2010) jusqu'au 31 décembre 2012, le nombre total de cas de choléra a atteint 635 980, dont 350 679 (55 %) individus qui ont été hospitalisés, et 7.912 morts. Le taux global de mortalité est de 1,2 % depuis novembre 2011 (reliefweb.org) ; c) du point de vue des conditions climatiques, la saison cyclonique de 2012 a été marquée par l'onde tropicale Isaac (août) et l'ouragan Sandy (octobre). Isaac a tué au moins 19 personnes et l'ouragan Sandy au moins 60 personnes. Sandy a considérablement endommagé des infrastructures critiques telles que les routes, les écoles et les hôpitaux. 1,8 million de personnes ont été touchées, et plus de 18.000 maisons ont été inondées, endommagées ou détruites (reliefweb.org).

915. Le bureau a rencontré des difficultés pour la mise en œuvre de certaines activités aussi à cause des changements opérés au niveau de son personnel: par exemple, le contrat du spécialiste de programme en sciences humaine est sociales n'a pas pu être renouvelé en 2012; un spécialiste de programme culture est arrivé en octobre; et le poste du spécialiste en communication et information a été transféré à partir de janvier 2012. Cependant, le secteur Education a été renforcé par l'arrivée de quatre experts, y compris un spécialiste de programme, un expert national, un expert chargé du volet en gouvernance et



décentralisation (financé par le Gouvernement du Québec), et expert associé (financé par le Gouvernement Français) pour appuyer le sous-secteur de l'enseignement supérieur.

### **Résultats majeurs obtenus**

#### 916. Dans le domaine de l'**Éducation** :

- Sous la coordination de l'UNESCO, les PTF membres du GSE, ont réussi à signer un Cadre de partenariat avec le Ministère de l'Éducation nationale et de la Formation Professionnelle (MENFP) relatif à la mise en œuvre du P.O. vers la refondation du système éducatif haïtien. Le GSE a également accompagné le MENFP pour l'accès au fonds du Partenariat Mondial pour l'Éducation (PME) (US\$22,4 millions). Avec un appui financier du Gouvernement Canadien (5 millions CAD), l'UNESCO appuie le MENFP dans l'élaboration participative d'une politique et d'une stratégie de formation et de développement professionnel des enseignants pour les trois niveaux d'enseignement. Un mécanisme participatif a été défini et partiellement mis en place: un premier groupe de travail, présidé par le DG du Ministère et composé des professionnels des secteurs public et non-public, a produit des recommandations pour l'amélioration de la qualité de l'éducation à travers l'enseignant.
- L'UNESCO a appuyé le renforcement des capacités pour la mise en place d'une chaîne de production et d'analyse des statistiques de l'éducation. Les données statistiques de l'année scolaire 2010-11 ont été produites et publiées, la production des données de l'année 2011-2012 est en cours, et un manuel d'opérations pour la responsabilisation de tous les acteurs a été produit pour contribuer au renforcement des capacités des personnels chargés de la production des données. La publication des résultats du dernier recensement scolaire 2010-2011 réalisée par le MENFP avec l'appui de l'UNESCO (Cap EFA) a permis d'obtenir des données désagrégées par sexe qui aideront les autorités à élaborer des politiques et stratégies basées sur les besoins spécifiques des filles et des adolescentes.
- L'UNESCO a appuyé le MENFP dans l'élaboration d'un projet de réforme curriculaire en vue de dégager un socle commun de connaissances et de compétences pour les trois niveaux d'enseignement. Le socle commun de connaissances et de compétences établi, l'UNESCO appuiera la mobilisation de fonds pour le développement des nouveaux curricula.
- Dans le domaine de l'éducation à la prévention du VIH au niveau fondamental et secondaire, la priorité a été donnée à la promotion des droits humains, de l'équité de genre et spécialement à la lutte contre les violences basées sur le genre qui augmentent la vulnérabilité des femmes et des filles. Les enseignants du niveau fondamental ont participé à l'élaboration d'un module de sensibilisation contre la violence exercée sur les filles en milieu scolaire. Un guide en créole pour les leaders et animateurs communautaires sur la prévention du VIH a été élaboré.
- En ce qui concerne l'enseignement supérieur, l'UNESCO a apporté son soutien technique et financier à l'organisation d'un atelier national pour la consolidation du réseau des universités publiques en région, aux côtés du MENFP, de représentants d'universités et de partenaires tels que l'OIF et l'AUF. Dans le cadre de cet atelier, le bureau a fait appel à l'expertise de M. Juma Shabani, Directeur du Bureau de l'UNESCO Bamako, dans une perspective de coopération Sud-Sud.

#### 917. Dans le domaine des **Sciences exactes et naturelles** :

- L'UNESCO a appuyé la mise en œuvre de la Stratégie Nationale de Gestion des Risques et des Catastrophes (SNGRD, 2001) à travers le renforcement des capacités d'alerte précoce et de réponse en cas de tsunami. À cette fin, de nombreux partenariats ont été développés avec les autorités haïtiennes. Au moins 120 membres du Comité de GRD au niveau central et local ont été formés sur les procédures d'alerte aux tsunamis, et des modèles possibles d'inondations ont été développés pour 6 zones prioritaires en Haïti. Une simulation d'évacuation à grande échelle a été organisée au Cap-Haïtien pour

évaluer les connaissances de la population et des autorités sur la réduction des risques de tsunامي.

- L'UNESCO, à travers le Programme de l'Homme et la Biosphère (MAB), et avec l'appui financier de la Coopération espagnole, a appuyé la création de la première réserve de biosphère en Haïti : La Selle.

918. Dans le domaine de la **Culture** :

- une mission d'assistance technique auprès du ministère de la Culture a permis de dresser un état des lieux de la filière du livre et le droit d'auteur et de préparer une feuille de route pour renforcer le cadre des politiques culturelles.
- deux projets ont été engagés avec l'appui de l'AECID : l'inventaire du centre historique de Jacmel et la création d'un centre des artisans (formation, appui à la distribution, musée) ;
- une expertise de l'état de conservation de la Citadelle et du Palais Sans Souci (site patrimoine mondial) a été réalisée, en vue de l'engagement de travaux de restauration et de sécurisation du site. Un plan de gestion est en cours d'élaboration. Le spécialiste Culture a été nommé le 8 octobre 2012.

### **Activités inter-agences**

919. Le Cadre stratégique intégré 2013-2016 des Nations-Unies en Haïti comprend quatre piliers qui s'alignent sur le Plan stratégique de développement d'Haïti (PSDH): social, économique, institutionnel et territorial. L'UNESCO, à travers ses différents programmes, est présent dans les interventions inscrites pour les quatre piliers. Pour le Pilier social, l'UNESCO a été responsable (aux côtés de l'UNICEF) de la thématique Éducation de la matrice pour laquelle nous avons été identifiés comme chef de file.

920. Dans le cadre des travaux de l'Équipe conjointe, l'UNESCO a participé à la définition du plan annuel de travail et à la mise en œuvre des activités communes sélectionnées. Un guide en créole pour les leaders et animateurs communautaires sur la prévention du VIH a été élaboré. La validation du document par les partenaires impliqués sur le terrain (SNU, Ministères, ONG, etc.) a eu lieu au mois d'octobre. Ces interventions conjointes sont basées sur les documents stratégiques produits par l'ONUSIDA pour la période 2010-2015. L'UNESCO a également continué avec les partenaires de l'ONUSIDA à lutter pour la prise en compte des besoins des PVVIH dans la lutte contre le choléra et pour la réactivation d'une structure nationale de coordination de toutes les interventions du Secteur.

921. Dans le cadre du Programme conjoint sur la réduction de conflits et la cohésion sociale, un manuel de médiation et de résolution pacifique de conflit en milieu scolaire a été élaboré en partenariat avec la Commission nationale de coopération avec l'UNESCO.

### **UNESCO Office in Quito**

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922. One of the main purposes in 2012 of UNESCO Quito Office was to promote inter-sector and inter-disciplinary work with an aim to provide flexible and coherent responses to today's complex challenges, particularly at the national level, in the 4 cluster countries: Ecuador, Columbia, Bolivia and Venezuela. Inclusion of youth and their contribution to achieving a culture of peace and non-violence and promoting activities related to the promotion of human rights was a strategic enterprise, while linking culture to development on national agendas was a priority. Likewise, the Office has actively engaged in the post-2015 debate and was also active in the UN machinery through strategic contributions to backstop UNCTs' activities, involvement in inter-agency thematic groups, notably Education, and in the joint planning of activities.

### **Activities and results achieved by Major programme**

923. In the field of **Education**, the main activities focused on: improving equity, inclusion and educational quality for lifelong learning; the promotion of education for sustainable development; and on education for a culture of peace and non-violence. Likewise, technical assistance was provided to the Member States in their quest to meet their respective EFA goals and international commitments, having as backdrop the right to education in the 4 countries. Based on the available resources and constraints faced by the Office, the education activities and results achieved were the following:

- EFA was addressed as a key priority, particularly by using information and communication technologies (ICTs); as well as through advocacy activities; institutional support and advocacy for the creation and consolidation of effective, inclusive educational systems through meetings, workshops and missions to Cluster countries, were also undertaken;
- promotion, collaboration and monitoring of education-related activities included also: Technical and Vocational Education and Training (TVET) workshops; support to the strengthening of inter-sector policies on education in the Cluster countries; implementation of the project “Preventing HIV-AIDS and Education for Sexuality”; Culture of peace with a Human Rights, Gender and Inter-cultural approach”, with the Ministries of Education and Ministries of Health; support to Education for Sustainable Development, with emphasis on DRR (Disaster Risk Reduction) with the Ministry for Risk Management in *Ecuador*; strengthening the Andean Teacher Training and ESD Network; and coordinating formador-EDS Network; implementation of the intervention “Minga for Hope” with the Ministry of Education of Ecuador and afro-Ecuadorian organizations; support to the Quality Schools and Network of Schools Associated with UNESCO in *Colombia, Ecuador and Venezuela*; implementation of a project, jointly with UNESCO Santiago, to support technical capacities for inter- and intra-culturality and multi-lingualism in *Bolivia*; support for the creation of the National University of Education in *Ecuador* with the Ministry of Education.

924. In the field of **Culture**, the activities of the Office focused on: a) protecting and promoting heritage and cultural expressions; b) integrating culture and intercultural dialogue into development policies; and c) fostering a culture of peace and non-violence. The Office has also provided support to the countries in the Cluster to design and develop their cultural policies and industries. The results achieved are outlined below:

- the implementation of the 1972 Convention was reinforced through the following activities: the marking of 40 Years of the Convention for Protection of World Cultural and Natural Heritage, Quito, *Ecuador*; implementation of a project aimed to preserve and conserve Tiwanaku and the Pyramid of Akapana, La Paz, *Bolivia* (Japanese Funds); continuation of the intervention “Convent of San Francisco” Quito, *Ecuador* (Italian Cooperation);
- the protection for cultural assets and the prevention of the illicit trafficking was advanced by reinforcing the implementation of the 1954, 1970 and 2001 Conventions, including the safeguarding of the Kallaway culture, *Bolivia* (Japanese Funds);
- capacities were reinforced to implement the 2003 Convention in the Andean countries (Japanese Funds) Bogotá, *Colombia*; La Paz, *Bolivia*; Quito and el Puyo, *Ecuador*;
- sustaining and fostering diversity of cultural expressions by reinforcing the implementation of the 2005 Convention through the organization of a Youth Forum for Diversity of Cultural Expressions, Ibarra, *Ecuador*.

Special emphasis was given to the promotion of the role of culture in development at global, regional and national levels through the following activities: design and field-testing of a set of indicators on Culture and Development (*Ecuador and Colombia*); support for awards and events on excellence in crafts in all four countries; joint implementation with other UN

agencies of a joint programme funded by the MDG Spanish Fund (MDG-F) in *Ecuador*. Intercultural dialogue, social cohesion and the culture of peace and non-violence were promoted through the implementation of the Rabindranath Tagore, Pablo Neruda and Aimé Césaire” Programme: Reconciliation of Universal Values in Quito, *Ecuador*; the organization of a roving show and meeting on digital cinema for children and adolescents of the South Andean Images of Kids’ Movies in *Ecuador*.

925. In the field of **Communication and Information**, the events marked and activities implemented by the Office aimed to spearhead an environment enabling freedom of expression to foster development, democracy and dialogue for a culture of peace and non-violence, considering the particular context of the Cluster countries. The achievements so far include: the organization of the forum on “Freedom of the Press in times of change”, marking the World Press Freedom Day in La Paz, *Bolivia*; the launch in Quito of the book “Freedom of expression: debates, scope and new agenda”, *Ecuador*; the organization of seven training workshops held in cooperation with the School of Communication of the Salesian Polytechnic University, and the NGO Radialistas Apasionadas y Apasionados in Quito, *Ecuador*.

926. To strengthen free, independent, pluralistic media, citizen participation and communication in the service of sustainable development, taking into account the gender disparities, the following activities were carried out:

- a study on the application of Media Development Indicators in *Bolivia* was conducted with the support of UNESCO by the National Media Observatory (ONADEM) of the UNIR Foundation;
- the Ibero-American meeting of the UNESCO Chairs for Communication under the 14<sup>th</sup> meeting of communication departments was held by the University of Lima;
- the Master’s programme in Journalistic Communication based on the UNESCO Model Journalism Curriculum project Santa Cruz de la Sierra, *Bolivia* was implemented by the Bolivian Evangelical University;
- the project on Strengthening the Women’s Network of the Colombian Federation of Journalists (FECOLPER-Mujer) was implemented Bogotá, *Colombia*;
- a project on Contributions by the Media to Democracy in *Venezuela* through plurality of information sources, citizen participation and media accountability was conducted by the Medianálisis Civil Association in Caracas, *Venezuela*;
- the Andean Foundation to Observe and Study the Media (FUNDAMEDIOS) carried out a project on Training in Security, Legislation, Access to Information and Self-Regulation for Journalists Working in High-risk Zone (Quito, *Ecuador*);
- the Latin American Federation of Schools Social Communication (FELAFACS) is pursuing a project on Training teachers for M.A. programs in the Andean Region with emphasis on strategic use and social appropriation of ICTs (Medellin, *Colombia*).

In addition, the Educación Radiofónica de Bolivia (ERBOL) is currently implementing a project on Educating grassroots communicators for the Afro-Bolivian nationality, in La Paz, *Bolivia*; the Foundation for New Ibero-American Journalism (FNPI) is implementing the project on Investigative Journalism about Drug Traffic and Mechanisms for Self-Protection for Journalists in Cartagena, *Colombia*; the Federation of Journalists of Pichincha (CPP) and the Ecuadorian Association of Newspaper Publishers (AEDEP) are conducting a project on Training in self-regulation and gender for management and journalists, in Quito, *Ecuador*; the ILLA Education and Communication Center is implementing the project on Training community communicators in ICTs and gender Lima, *Perú*; the Bolivarian University of *Venezuela* is conducting the project for a Diploma programme to strengthen training of alternative and community communicators.

927. With a view to empowering citizens by universal access to knowledge and preservation of information, including documentary heritage, the Office published, in collaboration with the Foundation for the Americas, the Report on the Use of Information and Communication

Technologies (ICTs) in education for persons with disabilities (in English and Spanish); a project on Access to information, accountability and transparency in the Andean Region was implemented in *Bolivia, Colombia, Ecuador*.

928. The status of freedom of expression in the region was reviewed and the methodology formulated by the Center for Studies on Freedom of Expression and Access to Information (CELE) of the University of Palermo with IPDC funds was updated in Quito, *Ecuador*. A project on strengthening community radio stations in *Colombia* was implemented.

929. In the field of **Natural Sciences**, the Office concentrated its efforts around the two biennial sectoral priorities. Regarding policies on science, technology and innovation, the incorporation of ancestral (traditional) knowledge into the classical concept of science was promoted. Regarding the MLA 2, the Office celebrated the International Year for Sustainable Energy for All 2012 in Quito, *Ecuador*; regarding MLA 3, participation in sciences, technology and innovation was promoted through the commemoration of the International Science Day for Peace and Development in Quito, *Ecuador* and support to the “The Science Bus” project *Bolivia*.

930. Regarding MLA 5, Freshwater systems under stress and societal responses, the following was achieved: the Andean Chapter of the Atlas of the Water Cultures of Latin America and the Caribbean was launched; the Water Sustainability Index on Small Islands in Galápagos, *Ecuador* was promoted and disseminated; an exhibition “Water – heritage that circulates from one hand to next” was organized in *Colombia* and in *Ecuador*.

931. Regarding MLA 6, Applying ecological and earth sciences for sustainability: dissemination of information and awareness about the MAB programme and sustainable management of vulnerable ecosystems was promoted in all four countries; specific support was provided to the IberoMAB Network, the Galapagos (*Ecuador*), the National System of Protected Areas in *Bolivia*; moreover, technical assistance was provided to the Grassroots Education and Promotion Center, in *Ecuador*. In the field of Earth sciences, main activities include participation in the World Network of Geoparks Environmental Film Cycle in Cuenca and Quito, *Ecuador*, and regular backstopping provided to relevant UNESCO Chairs.

932. On **cross-cutting issues**, focus was put on regular backstopping and compilation of information on Indigenous Peoples, with emphasis on: Spiritual Reserves of Humankind (worldwide), Life Plans in Ecuador, and Environmental stories in *Colombia* and *Ecuador*.

### **Visibility of UNESCO Quito**

933. The communication initiatives by UNESCO Quito may be classified into four categories: institutional visibility, community relations, presence on social networks, and Website.

- institutional visibility towards the Government and civil society was directly related with the work of each Sector and the institutional relationships they established. As for presence within the UNCT, participation in ITGs and the GCOM, kept UNESCO in constant inter-relation with other agencies of the UN system;
- the Office participated regularly in events open to the community, considered to be valuable opportunities to make the Organization known to the public. In 2012 the Office participated in three major events, including setting up of stands: a) World Water Day (in March 2012 in Quito, the First Artistic and Cultural Fair for World Water Day was held; the Office participated with an information stand and play-based activities; during the event, prizes were awarded for the contest on Illustrated Messages: “I Love Water”); b) QuitoFest (the largest youth music festival in the city of Quito, attended by nearly 40,000 persons; in August 2012, the Office and UN agencies were present with a stand providing educational games, distributing materials, and answering queries regarding the projects on education for sexuality,

prevention of HIV and AIDS, intercultural dialogue, incorporating ICTs, etc.); c) International Book Fair (from 9 to 18 November 2012, the Office was present at the 5th International Book Fair in Quito, with a stand in the international section; the goal was to establish closer bonds with the community, make UNESCO more visible in Ecuador, distribute the publications that were stored in the Documentation Center, position ourselves as a referent in education, science, culture and communication and inform people about the activities we do.);

- the official social network accounts are used mainly to publicize institutional news. The Office has the following channels on social networks: Facebook ([www.facebook.com/UNESCOQuito](http://www.facebook.com/UNESCOQuito)) mainly used to publicize the Office's activities, giving reminders of important dates and linkages with other organizations; Twitter (@UnescoQuito) automated to tweet about all publications on Facebook; YouTube ([www.youtube.com/user/LaUNESCOQuito](http://www.youtube.com/user/LaUNESCOQuito)) to upload videos related to specific projects, such as the DIPECHO Programme, or institutional productions; website: a channel to publicize institutional news and information.

## UNESCO Office in San Jose

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934. The Geographical coverage of the Office includes Costa Rica, El Salvador, Honduras, Nicaragua and Panama. However, the Communication and Information (CI) unit also works in Mexico and Guatemala, and the Social and Human Sciences (SHS) unit has a mandate that includes the Dominican Republic. The countries of the cluster are classified as middle income countries although they all have tremendous income inequality gaps, and therefore the MIC classification does not truly reflect the extent of poverty in these countries. Severe development gaps between rural and urban areas, violence against girls and women, youth unemployment and lack of education are major issues for all five countries of the cluster, and this is leading to more youth involvement in violence and delinquency such as the drug trade and criminal gangs.

935. Key issues for all the countries therefore center on this “youth crisis” such as developing educational policies for improving secondary education and for retention in/return to school; culture and development policies for jobs creation in rural areas through regional cultural tourism and cultural diversity safeguarding programs that instill cultural values and favor the exercise of cultural rights; SHS policies on inclusion, non-violence and human rights, CI policies involving training of use in ICTs and media, and SC policies involving environment preservation activities and sharing of knowledge.

## HONDURAS

936. In the field of **Education**, major results include:

- UNESCO, with the assistance of the Honduran government, civilians, development agencies, and the country's private sector has focused its activities on five key areas: policy dialogue, monitoring, advocacy, funding, and capacity development.
- With the promotion of ORELAC, the UNESCO office of San Jose has developed studies and seminars on Primary School Care (ECCE) and Technical Guidance and Vocational Education Training (TVET) with the conjunction of the Secretary of Education in Honduras. The office has also taken part in the capacity building of the Secretary of Education in Honduras with the partnership of GIZ- INCAE.
- Ministries of education have strengthened their capacities in the fields of management in education, evaluation and budget as result of the continuity of the program that UNESCO-GIZ and INCAE have designed for Central American countries.

- More than 28 persons from Ministries of Education in Central America were trained on Planning and Finance.
- The state-of-the-art on the topics of TVET and ECCE completed in 2012. In 2013, the validation process by the focal point of each Ministry of Education Unit will take place through a Technical consultation and workshop.

937. *Challenges and Lessons Learnt include:* a) UNESCO's actions should reinforce an active role in the promotion and support to the public policies on education and the programmes or projects to turn these policies in sustainable action; b) instability of staff in medium and high-level decision posts the Secretary of Education leading to instability of programmes and projects to improve the quality on education; c) difficulties to achieve real changes in the operational work plans of the public policies of education; d) it is very important to take empowering actions with citizens and social society to participate effectively in governance processes in order to improve the impact of the public policies and rights on education; e) impact on teaching policies on education is an especially sensitive case in Honduras, a country with the most quantity and intense protests in Central America, where teachers can paralyze the schools even for more than 50 days in a year; corruption, a lack of a real professional carrier for teachers along with a weak perspective and real possibilities to impact the quality of the teaching-learning process in education have been a challenge for the previous governments in the last years; f) the educational sector in Honduras needs and seeks training in key topics as management and the development of administrative competences in order to improve their capacity to implement and design public policies on education; the e-learning modality is a good option to satisfy this need, and participants have found this methodology comfortable and appropriate; g) the limitations of the Ministry of Education to increase human and financial resources for training and developing projects were an obstacle.

*Future cooperation and joint programming with other United Nations entities include participation in the Joint Programme entitled "Adolescent Pregnancy in Honduras".*

938. In the field of **Natural Sciences**, UNESCO has focused on promoting sustainable development and reducing the risks related to natural disasters and climate change, notably through its work in Biosphere Reserves and water management, as well as on enhancing policies for scientific and technological innovation. The government of Honduras has requested UNESCO's assistance to ensure the sustainable development in the recently established Trifiño Fraternidad UNESCO Biosphere reserve, located in the border areas between Guatemala, El Salvador and Honduras.

- UNESCO's largest initiatives in Honduras comes from the European Commission funded DIPECHO VII project on Natural Disaster Risk Reduction (2010-2012), which sought to strengthen the country's ability to prepare for and mitigate the risks related to natural disasters, notably through the sistematization of early warning systems for natural disasters. Honduras has developed a quick and effective response capacity to Natural Disasters, but still its Early Warning Systems components and their sustainability need to be strengthened. It has 34 EWS, mostly on floods (25), but no legal framework to guarantee their sustainability. UNESCO's work on the project has also focused its efforts to ensure that knowledge is of EWS is understood by the educational community, through capacity building sessions and through the provision of material for use in Honduras' curriculum, validated during the project.
- UNESCO with support from the Republic of Korea and the Korean Polytechnic University has worked to promote Sustainable Economic Development through ICTs in Honduras to improve government services through an efficient framework and use of ICTs. The main product of the work so far has been the elaboration of an ICT master plan at a national level, which is being finalized in January 2013.
- UNESCO is working to improve capacities for IWRM and adaptation to climate variability and change in the country, through such projects as the one recently initiated in the

Trifinio biosphere reserve, in close collaboration with the Global Environment Facility (GEF) and the Swiss Agency for Development and Cooperation (SDC) to enhance the integrated and adaptive management of transboundary water resources in the Trifinio Region and Lempa Basin, including the adoption of strategies for climate change adaptation, and leading to improved community livelihoods and ecosystem protection.

939. *Challenges and Lessons Learnt.* a) it is very important to ensure the sustainability of the projects carried out in the country, for example in the case of the project on early warning systems. It is not enough to carry out the project, UNESCO must also ensure that stakeholders on the ground are able and motivated to carry out the activities in the medium and long term, once UNESCO is no longer present. This is even more important in countries such as Honduras which are unstable politically, and where ministry counterparts change quite frequently; b) it is important to involve stakeholders early in the preparation and implementation of projects to ensure their buy-in and involvement in the process as a whole. Failing to do so can result in substantial delays in implementation.

940. In the field of Social and Human Sciences, during past cooperation of UNESCO in Honduras, it became evident that it is critical to have the total support and commitment of national authorities in the implementation of large projects such as the one on “Youth development and prevention of violence”. Honduras will host the next Forum of Ministers of Social Development of Latin America (foreseen to take place in February 2013). The country, along with El Salvador and Ecuador, where the last and second last Forum were held respectively, is currently preparing the Forum.

941. *Cooperation with UN (UNDAF) and common country programming exercises:*

For its part, the UNDAF for Honduras clearly gives a proper space for fostering SHS's priorities, for example in Strategic Area 1 (“Within the framework of recognized social rights and the MDGs, contribute towards Honduras without extreme poverty, educated and healthy, with strong systems of social protection”) and Strategic Area 2 (“Within the framework of recognized social and economic rights, contribute towards Honduras living in democracy, with security and without violence”).

942. In the field of **Culture**, support has been provided to the network of *Casas de la Cultura* (Houses of Culture), by facilitating training processes for internal management and to promote citizen participation in the definition of cultural agendas, as well as equipment to implement their activities. These Houses, together with other 38 centers, are part of the INFOCULTURAS network, which ensure access to education, knowledge and updated cultural information while providing information relevant to the Cultural Information System ([www.sichonduras.hn/](http://www.sichonduras.hn/)), which was also developed.

- In order to inform about cultural rights and the importance of cultural diversity, training modules have been developed, which have already been applied in schools of six regions in the country, as well as on a radio campaign aimed at young people, which motivates them to learn more about these rights.
- A model of participatory safeguarding of cultural heritage sites has been developed for Yarumela Archaeological Park, which has already been validated and whose neighboring communities have already been trained to implement. Processes of construction and renovation of public cultural spaces have been carried out in La Lima, Santa Rosa de Copán, Taulabé, Puerto Lempira, La Esperanza, Juticalpa, Choluteca and Tela.
- The website "*Artesanas en la web*" (Women Artisans on the Web): <http://www.artesanas.hn/> has been set up. This website belongs to five companies from the Department of Santa Barbara, run by women who produce innovative crafts, with new design and color proposals without losing the essence of their legacy and tradition. Ten other microenterprises have been integrated into the cultural product merchandising and marketing network. A Diploma in Cultural Management has been



institutionalized by the UNAH (*Universidad Nacional Autónoma de Honduras*) as a tool for the professionalization of this sector.

943. *Challenges and Lessons Learnt:* a) investment should continue to strengthen local organizations in the field of cultural management; b) the development of enterprises should promote intergenerational dialogue as a good practice; c) when working on the issue of cultural rights in the educational system, awareness-raising must be directed not only to students, but also to teachers; d) the relationship of culture and development must be clearly stated, and illustrative projects should be designed in order to allow understanding the possible work areas and their scopes; e) the beneficiary communities and neighboring communities must be actively linked to projects, from their creation until the impact evaluation for groups of beneficiaries; f) it is necessary to explore articulation mechanisms among these initiatives and those from other sectors –besides the cultural sector.

*Involvement in United Nations joint programming:* In the context of the MDGF Joint Programme “Creativity and Cultural Identity for Local Development”, UNESCO has conducted awareness-raising processes for leaders and citizens in general, which cover the values and dimensions of culture and heritage as areas that support economic and social development by generating jobs and new opportunities based on the incentive to develop cultural products.

944. *Cooperation with UN (UNDAF) and common country programming exercises:* among the pillars established in the United Nations Development Assistance Framework 2012 - 2016, UNESCO is part of Strategic Area 2, which states that, within the framework of civil and political rights, a contribution will be made towards a Honduras that develops democratically, safely and without violence into a modern, transparent, accountable, efficient and competitive nation. Actions from the field of culture are focused on Effect 3 of this Area, which sets forth that, in the context of national and international human rights instruments, the State and the people shall implement policies and practices that strengthen the rule of law and contribute to the reduction of violence, especially in groups that are most vulnerable, by implementing the World Heritage Convention, the Convention for the Safeguarding of the Intangible Cultural Heritage and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, supporting intercultural integration processes that benefit the most vulnerable population sectors in Honduras.

945. *Future cooperation and joint programming with other United Nations entities:* Articulated work and support of the Secretariat of Culture, Arts and Sports (SCAD), as well as Universities, particularly the National Autonomous University of Honduras, with which work has been carried out in both the development of the Cultural Information System and in the Cultural Management Diploma.

946. Achievements in Communication and Information include: a) 100 journalists trained on Ethics, Security for Journalists and Violence Media Treatment through workshops, seminars and meetings organized; b) the development of free, independent and pluralistic media, and to that end, foster media independence and pluralism, in particular through the International Programme for the Development of Communication (IPDC) promoted.

947. *Challenges and Lessons Learnt:* a) UNESCO’s actions should be oriented to fundraising proposals to support the Freedom of Press, Ethics and Impunity in Honduras; b) use of ICT’s for development should be promoted by UNESCO as a way to generate local content on Violence Prevention, HIV, Gender issues, and education; c) training and seminars for children, youth, women and men must be conducted in marginalized rural communities of Honduras

948. *Involvement in United Nations joint programming:* preparation of the Joint Programme Adolescent Pregnancy is in progress

949. *Future cooperation and joint programming with other United Nations entities:* Asociación C-Libre, UIT, NATCOM Honduras, Universities, etc.

## **EL SALVADOR**

950. In the field of Education, the main results achieved include:

- Ministries of education have strengthened their capacities in the fields of management in education, evaluation and budget as result of the continuity of the program that UNESCO-GIZ and INCAE have designed for Central American countries.
- More than 28 persons from Ministries of Education in Central America were trained on Planning and Finance.
- The-State-of-the-Art on the topics of TVET and ECCE completed in 2012.

951. *Challenges and Lessons Learnt:* the educational sector in Central American needs and seeks training in key topics as management and the development of administrative competences in order to improve their capacity to implement and design public policies on education. The b-learning modality is a good option to satisfy this need, and participants have found this methodology comfortable and appropriate the serious limitations of the Ministries of Education to increase the investment of human and economical resources for training and developing projects are an obstacle.

952. In the field of Natural Sciences, UNESCO achieved the following:

- UNESCO's regional DIPECHO Project VII (2010-2012) aimed to strengthen Early Warning Systems in the Region through three main lines of action: a regional EWS map and diagnosis, a study on the legal frameworks for EWS, and developing educational material for the teaching of these subjects on the educational curricula (in collaboration with the education ministries of the region, including El Salvador). El Salvador is affected by a broad range of natural phenomena with severe consequences to their inhabitants and lifestyles. In this sense, improving knowledge related Early Warning Systems is a necessary step towards the construction of policies on the subject on a national and regional level. El Salvadorian counterparts in this project include the Ministry for Environment and Natural Resources and the Civil Protection Secretariat.
- UNESCO is working to improve capacities for IWRM and adaptation to climate variability and change in the country, through such projects as the one recently initiated in the Trifinio biosphere reserve, in close collaboration with the Global Environment Facility (GEF) and the Swiss Agency for Development and Cooperation (SDC) to enhance the integrated and adaptive management of transboundary water resources in the Trifinio Region and Lempa Basin, including the adoption of strategies for climate change adaptation, and leading to improved community livelihoods and ecosystem protection.

953. In the field of Social and Human Sciences, the Office commissioned a study on the situation of violence in El Salvador, particularly violence affecting youth. FLACSO El Salvador carried out this updated diagnosis, throwing light into the most recent data, analyzing it and making recommendations for UNESCO and for other actors in the field of prevention of youth violence.

954. In the field of **Culture**, UNESCO provided support to two UNESCO Conventions: the 2003 Convention (Convention for the Safeguarding of the Intangible Cultural Heritage) and the 2005 Convention (Convention on the Protection and Promotion of the Diversity of Cultural Expressions), which would provide the possibility of accessing support opportunities generated by each of these Convention's Funds, thus achieving large-scale projects to research and take advantage of cultural resources, as well as ensuring the exercise of cultural rights.

955. *Challenges and Lessons Learnt:* a) the relationship between culture and development must be clearly stated, and illustrative projects should be designed in order to allow understanding the possible work areas and their scopes; b) it is necessary to take advantage of existing cultural institutions across the country as a means to ensure that interventions in the nation support ongoing processes; c) the beneficiary communities and neighboring communities must be actively linked to projects, from their creation until the impact evaluation for groups of beneficiaries; d) it is necessary to explore articulation mechanisms among these initiatives and those from other sectors.

956. *Cooperation with UN (UNDAF) and common country programming exercises:* the pillars that have led UNESCO to support national efforts in El Salvador from different areas are: supporting actions that use Culture to contribute to improving social conditions from the perspective of inclusive local development, as well as the possibility of implementing work methodologies that integrate the communities in the valuation of their cultural heritage as alternatives to promote dialogue and a culture of peace.

957. *Future cooperation and joint programming with other United Nations entities:* include Technical assistance provided to the Presidency's Culture Secretariat and its Directorates (Heritage, Cultural Development Spaces, Publications and Research, etc.).

958. In Communication and Information, UNESCO has contributed to strengthen the freedom of expression and freedom of press as fundamental human rights and also the communication development and the ICT's applications in El Salvador through the development of several activities related (seminars, technical meeting, training workshops, publications, e-learning courses, etc.) in cooperation with professional media organizations, academic and legal experts and institutions as well as other international and regional organizations of communication and cooperation for development. The development of free, independent and pluralistic media, and to that end, foster media independence and pluralism, in particular through the International Programme for the Development of Communication (IPDC) promoted.

959. *Challenges and Lessons Learnt:* a) UNESCO's actions should be oriented to fundraising proposals to support the Freedom of Press, Ethics and Impunity in El Salvador; b) public information is a key element of participatory governance since citizen/civil society participation, transparency and accountability in politics and government is simply inconceivable without information; c) enhancing citizen access to and demand for public information is a first important step towards empowering citizens to participate effectively in governance processes; d) use of ICT's for development should be promoted by UNESCO as a way to generate local content on Violence Prevention, HIV, gender equality, and education; f) training and seminars for children, youth, women and men must be conducted in marginalized rural communities of El Salvador.

960. *Future cooperation and joint programming with other United Nations entities:* ITU, the Telecommunication Initiative of the Plan Puebla Panama, the José Simeón Cañas, FUNDEMAS, national and local governments and universities, CIDECO- Center for Integral Community Development, - FUSAFE - Fundación de Fomento Educativo, USAID, El Faro Newspaper, Enlace El Salvador, Channel 10, Municipal Partnerships for Violence Prevention in Central America (AMUPREV), UN Agencies, among others.

## NICARAGUA

961. Achievements in the field of **Education** include:

- Ministries of education have strengthened their capacities in the fields of management in education, evaluation and budget as result of the continuity of the program that UNESCO-GIZ and INCAE have designed for Central American countries.

- More than 28 persons from Ministries of Education in Central America were trained on Planning and Finance.
- The state-of-the-art on the topics of TVET and ECCE completed in 2012. In 2013, the validation process by the focal point of each Ministry of Education Unit will take place through a Technical consultation and workshop.

830. In the field of **Natural Sciences**:

- UNESCO's DIPECHO VII project aimed at strengthening the capacity of institutions and people to respond to adverse events in vulnerable areas of Central America by increasing knowledge in Early Warning Systems (EWS) through three main lines of action: A regional EWS map and diagnosis, a study on the legal frameworks for EWS, and developing educational material for the teaching of these subjects on the educational curricula (in collaboration with the education ministries of the region, including Nicaragua). In Nicaragua, SINAPRED (National System for the Prevention, Mitigation and Disaster Response) is the main entity responsible for studying, monitoring and managing natural phenomena. The project team, in coordination with SINAPRED, identified 26 EWS, of which 20 were working fully or partially and the other 6 were in the designing or construction stages. Another 8 EWS initially reported by the authorities were removed from the final list as they were duplicated or non-existent. This project was of huge importance in identifying EWS and evidencing the need of ensuring their sustained operation, ownership and institutionalization. The country has recognized the challenge that lies ahead, building on the results of the project, to articulate the scientific-technical, socio-cultural and institutional aspects in the functioning of the EWS to foster the joint ownership between different actors and the levels of participation in their management.
- Building on work started in 2004 to develop the book "Mayangna Knowledge of the Interdependence of People and Nature: Fishes and Turtles", published in 2010, a new phase of the project was designed to integrate the collected information as part of the Mayangna formal education system. Materials were tested in 2012, with revisions begun after a mid-year workshop and carrying on into 2013. Norway recently committed to fund the project over the next two years (December 2012-December 2014).

830. In **Social and Human Sciences**, a study on the situation of violence in Nicaragua, particularly violence affecting youth was carried out throwing light into the most recent data, analyzing it and making recommendations for UNESCO and for other actors in the field of prevention of youth violence. The Office has also supported the Ministry of Education of Nicaragua (through the National Commission of Nicaragua to UNESCO) in implementing the "Open Schools" Programme in a public school in Managua, in a neighbourhood with one of the highest incidence of youth violence in the country. The project contributed to improving the social inclusion of young men and women through workshops aimed at strengthening inter-personal skills, alternative conflict resolution, etc.

962. *Challenges and Lessons Learnt*: Working with the Ministry of Education of Nicaragua, through the National Commission, has proven to be a good partnership.

963. In the field of **Culture**, the following results were achieved:

- Diagnosis and mapping of the cultural resources and expressions, both tangible and intangible, as well as that of cultural enterprises and infrastructure of the villages and communities located in the Autonomous Regions of the North and South of the Caribbean Coast. The mapping of the cultural resources and goods of indigenous peoples and communities of African descent in the Autonomous Regions were made possible by the direct involvement of the beneficiary groups in the gathering of field information. As a result of this broad exercise, a local cultural offer of cultural services and goods was created based on processes of revitalization of tangible and intangible heritage and management of cultural resources such as genuine expressions of

creativity, worldview, creative and productive cultural endeavors and the documentation of ancestral history and knowledge.

- Support towards recently-established cultural institutions in the autonomous regions (*Secretarías de Cultura de la RAAN y la RAAS*), so as to enable them to give monitoring and sustainability to the activities performed within their sphere of action and in order to position culture in the local political agenda.
- The creation of the first “Cultural Management Diploma” in Nicaragua together with the URACCAN (University of the Autonomous Regions of the Caribbean Coast of Nicaragua), through which the abilities of empiric and communitarian cultural managers were strengthened. The creation of decentralised continual training processes in Nicaragua was also stimulated, thus affording cultural actors an educational provision that will allow them to grow and create new opportunities.
- Revitalization of cultural expressions of groups at a social disadvantage on the Caribbean coast. With the support of the Culture Offices of both regions and the technical assistance of UNESCO, the teams selected by local leaders carried out phase 1 of investigation and documentation of cultural expressions and phase 2 of reinforcement and transmission of the expressions through the exchange amongst cultural bearers and the new generations. They, along with the rest of beneficiaries of the process, participated in phase 3: exposure and promotion of the expressions.
- Artistic creation and cultural exposure courses, through which specific activities which are indispensable part of a traditional celebration of a people were revitalized, such as May Pole for Creoles and King Pulangka for Miskitus.
- Strategic plans for the cultural development of the indigenous groups and those of African descent from the information obtained through the cultural mapping diagnosis. This provides information for the strengthening of national and regional cultural policies and the design of plans and programmes conducive to revitalization, promotion and conservation of the tangible and intangible cultural heritage of the regions. As a consequence of the work that was carried out, during the first semester of 2011 a proposal for a Cultural Policy for the Autonomous Regions was formulated. In the RAAN, the Cultural policy was approved by the RAAN Autonomous Regional Council, and its content published in *La Gaceta*, Official Newspaper, No. 174 on September 16, 2011. Afterwards, a work session between the RAAN and RAAS Regional Councils was organized to check the document and correct its loopholes, amongst which is the incorporation of the coastal mestizo (mixed-race) population to the dynamics of cultural development. A document which covers both regions, asserts autonomous values, a vision for cultural development (foreseeing the sustainability of the actions taken at the beginning of the joint programme) and intercultural dialogue is now available.
- The Research for the Cultural Revitalization Fund as a means for investigators interested in working on topics related to the Coast and its cultures. The fund, led by the Bluefields Indian and Caribbean University (BICU) through the Atlantic Coast research and Documentation Centre (CIDCA) supported research on the tangible and intangible heritage, such as: history, linguistics, culture, archeology, autonomy law and cultural tourism; for academic and community researchers from the indigenous groups, those of African descent as well as mixed-race on the Caribbean coast. The research fund has benefitted 64 academic and community researchers providing financial resources and technical-methodological support in the different beneficiary communities of indigenous peoples and of African descent: Sumu-Mayangnas, Miskitu, Garífunas, Creoles, Ramas, Ulwas and coastal mestizos.
- Systematised inventory of the existing cultural studies on the coastal villages of the Caribbean. The inventory and its account give the information available and the possible areas of intervention for the bolstering of new cultural, archeological and creative investigation, as well as pertinent translations. Thirty-seven collections were found and

there is a total of 1302 books, 1,893 documents and scientific articles in magazines, which adds up to 3,195 registers. The most relevant topics in this group, including texts from collections with a lower number of issues, are: autonomy, education, traditions and customs, linguistics, religion, dictionaries, traditional medicine, literature, ethnology, history, archeology, migrations, indigenous populations and those of African descent, politics, social conflict, economy, culture and development, gender, demography and oral tradition.

- Formulation of the conservation plan of the documental heritage of the Caribbean Coast of Nicaragua which allows a higher degree of conservation, stronger technical capacities and better mechanisms to preserve the said heritage in the regions.
- Workshops in handicraft innovation techniques: as a result of this process, 18 new products were developed in the RAAN and 14 in the RAAS. The products designed have been classified as ornamental and decorative handicrafts, made completely by hand. In the case of the pieces made of rosewood, manual tools were used. All the pieces respect the symbols and identity of both regions. Another result of this consultancy was the creation of 13 logos for the image of each crafts workshop. Each artisan and technician from the regions was provided with the image manual of each workshop, so that the elements of the company image were put into practice in the middle term, such as: presentation card, workshop sign, stamp, receipts, company letterhead, envelopes and promotional articles. With this initiative, the bases have been set for the development of crafts from the regions and people have been sensitized to the role of culture for development, emphasizing the reach of quality in order to achieve sustainability.

832. *Challenges and Lessons Learnt:* a) when working with several ethnic groups, it is necessary to strengthen the mechanisms of intercultural dialogue so as to afford each group representation in the different activities to be developed; b) the methodologies to be implemented must be adapted to the needs of the beneficiaries, and permanent technical support must be ever-present with the aim of guaranteeing the fulfillment of the objectives of the intervention, particularly when it revolves around the inclusion of historically disadvantaged actors; c) the relationship between culture and development must be explained clearly and demonstrative projects designed that allow the comprehension of the areas of work and its potential reach; d) initiatives that allow integrated and sustainable management of the Cultural Architectural Heritage with the intangible Heritage must be developed and/or supported, thus reinforcing the participation of the benefitted and adjoining communities

964. *Involvement in United Nations joint programming:* between February 2009 and August 2012, the Culture Sector of the UNESCO Office in San José developed the activities contemplated in the Joint Programme “Cultural Revitalization and Creative Development in the Caribbean Coast of Nicaragua”, whose aim was to contribute in the reduction of inequality gaps in human, social and economic development of indigenous groups and those of African descent in the Caribbean coast through the cultural rescue, the productive development and the consolidation of the knowledge of their tangible and intangible heritage.

965. *Cooperation with UN (UNDAF) and common country programming exercises:* UNESCO is part of Axis 1 (Reduction of multiple inequities and poverty in order to attain sustainable human development), Direct effect 1.7.2 (Strengthening the capacities of the institutions of the State, Indigenous groups and those of African descent, and ethnic communities for the implementation of the revitalisation strategy of the cultural identity and interculturality), by socialisation and dissemination of the collection of publications issued by UNESCO for the knowledge of the cultura of the Caribbean coast and the promotion of interculturality. Strengthened participation of Nicaragua in Safeguarding its Intangible Cultural Heritage as a result of capacity building in applying the UNESCO Convention.

Capacities of community networks strengthened for the revitalization and management of the cultural heritage of the Caribbean coast.

966. *Future cooperation and joint programming with other United Nations entities:* joint and support work with Ministries, local governments and civilian society to drive the project, and the development of an incorporation strategy of other non-governmental instances and international cooperation agencies.

967. **Communication and Information:** in relation to ICTs, the Organization has achieved great awareness on the democratization of the knowledge and access; and also the importance of the social, political and economic implications of the Information Society. On this sense, four topics were promoted: (a) economic and political implication of the digitalization process in broadcasting (TV and radio); (b) creation of local contents and a better knowledge on the adequate uses of ICTs; (c) freedom of expression and ICTs; (d) creation of Knowledge Societies to reduce the digital gap and to strengthen the participation of civil society in processes related. Six Community Multimedia Centers (CMC) were established in rural communities of the Caribbean Coast of Nicaragua. Two Community radio stations equipped.

968. *Challenges and Lessons Learnt:* a) UNESCO's actions should be oriented to fundraising proposals to support the Freedom of Press, Ethics and Impunity in Nicaragua; b) use of ICT's for development should be promoted by UNESCO as a way to generate local content on Violence Prevention, HIV, Gender issues, and education; c) training and seminars for children, youth, women and men must be conducted in marginalized rural communities of Nicaragua.

969. *Involvement in United Nations joint programming:* the Office was involved in the Economic Governance Joint Programme from 2009 to 2012. *Future cooperation and joint programming with other United Nations entities:* UCA University, Red de Desarrollo Sostenible, local governments, UN Agencies, INJUVE, etc.

## **COSTA RICA**

970. In the field of Education, the following results were achieved:

- Non-formal education programs developed for improving academic and work skills, including in English, for out of school youth in the target communities 500 youth, 200 in Upala and 300 in Desamparados, participating in non-formal education programs introduced by the project.
- Employment opportunities for participating youth improved through their receiving training in the use ICTs, the learning of English as a second language and in entrepreneurial concepts, and also being provided with training to upgrade their academic skills
- UNESCO achieved its goals in the fields of ICT's and ED actions at local and national level and established a communication strategy with the local governments and national institutions for obtaining support to the initiatives.
- UNESCO has worked in key and innovative areas of Public Policies on Education producing and printing Protocols in the sub region to attend the violence in Schools.

971. *Challenges and Lessons Learnt:* a) in rural communities, there is important to develop action plans in coordination with local authorities and national institutions. UNESCO established a communication strategy with the local governments and national institutions for obtaining support to the initiatives; b) UNESCO achieved its goals in the fields of ICT's and ED actions at local and national level and worked in key and innovative areas of Public

Policies on Education producing and printing the firsts Protocols in the sub region to attend the problem of violence in Schools.

972. *Involvement in United Nations joint programming:* the office was involved in the MDGF Joint Programme: Youth, Employment and Migration and Networks for Co-existence: Communities without Fear.

973. *Future cooperation and joint programming with other United Nations entities:* There will be cooperation among the Ministries of Education and the UN Agencies.

974. Results in the field of Natural Sciences include:

- the National Commission for Risk Prevention and Emergency Response (CNE) identified 18 EWS, of which seven were functioning properly, four needed to be reinforced with communications equipment and seven were in the process of being restructured. The study showed that more accurate risk models and more punctual and specific warning and alarm systems should be developed. The CNE acknowledged that this report and its recommendations are a significant contribution to moving its work on EWS forward.
- UNESCO San Jose and the World Heritage Centre of UNESCO, in collaboration with the University for International Cooperation (UCI), organized a 3-day conference in Costa Rica in August 2012 to validate a project proposal to leverage UNESCO World Heritage sites and Biosphere Reserves in an effort to engage in the REDD + strategy for climate change mitigation. Over 30 experts from Mesoamerica (Mexico, El Salvador, Guatemala, Nicaragua, Honduras, Costa Rica and Colombia) participated in designing a business model applicable in the region to effectively approach potential REDD + project sponsors and funding partners to start positioning UNESCO sites so as to appeal to carbon buyers and attract REDD+ investments. The strategy will enable UNESCO to support local communities and land owners interested in contributing to addressing climate change while also encouraging the adaptation of UNESCO sites to climate change, as well as fostering long-term projects, such as the consolidation of the Mesoamerican Biological Corridor.

975. In Social and Human Sciences:

- a study on the situation of violence in Costa Rica, particularly violence affecting youth was carried out throwing light into the most recent data, analyzing it and making recommendations for UNESCO and for other actors in the field of prevention of youth violence.
- the National Commission of Costa Rica for UNESCO was supported in implementing the “Open Spaces” Programme in three communities in Costa Rica where there are important rates of marginalization of youth and other social problems. The project contributed to improving the social inclusion of young men and women through workshops aimed at strengthening inter-personal skills, alternative conflict resolution, etc.

976. **Challenges and Lessons Learnt:** a) there is the challenge of continuing the support to these three communities through local counterparts who can deliver more efficiently than the National Commission; b) involvement in United Nations joint programming: the Office continued participating in the Joint Programme on “Youth, employment and migration in Costa Rica”, finalizing its support in the area of entrepreneurship training for young men and women from the two communities participating in the Joint Programme (Upala and Desamparados).

977. *Cooperation with UN (UNDAF) and common country programming exercises:* the Office participated on behalf of UNESCO in the Inter-Agency Working Group on Gender,



promoting the UN Secretary-General's campaign to end violence against women through various initiatives

978. The following activities were undertaken in the field of **Culture**:

- Supporting, through the MDGF Joint Programme on Culture and Development, the curricular reform under the project of "Ethics, Aesthetics and Citizenship" by the Ministry of Public Education, which intends to make education more attractive with the aim of reducing secondary school desertion rates.
- Revising the policies in the Culture, Education, Health, Economy and Agriculture sectors from an intercultural perspective. In the case of Health, attention was paid to indigenous populations; in Economy, to Small and Medium Enterprises.
- Training environmental and cultural micro-entrepreneurs in business management with an emphasis on the relationship between culture and environment.
- Carrying out training for leaders and officials on intercultural issues in the Health, Education, Culture, Economy and Agriculture sectors.
- Strengthening initiatives such as "Local Development of Cultural Engines", aiming at the enhancement and management of the local cultural heritage by the communities.
- Celebrating cultural festivals with the "Liberty Park".
- Strengthening of cultural planning and management as well as public municipal policies by rescuing and promoting local cultural heritage and all its forms of expression/communication, involving the youth in a participative way so as to contribute to the development of local communities.
- Methodology for the creation of a system of cultural indicators which encompasses the participation of different institutions such as INEC (National Institute of Statistics), ministries' statistics units and others.
- Creation of the first Cultural information system (SICULTURA) in Costa Rica (<http://si.cultura.cr/>).
- First cultural habits and practices national survey carried out.

979. *Challenges and Lessons Learnt:* a) there is institutional weakness as regards working from a cultural perspective, which affects the ability of the Government to recognize its own cultural diversity and ensure the cultural rights of the population. If this diversity is not reinforced as an opportunity development and recognition factor, the tendency will be towards social tension and exclusion; b) new generations require tools that will allow them to incorporate themselves critically and creatively into the society of knowledge so as to generate and not only consume cultural contents and goods. For this, a strengthening in the knowledge of their cultural heritage and the values of cultural diversity is required in order to ensure the full exercise of their cultural rights; c) it is necessary, in different areas of the country, to include the perspective of cultural dialogue as a mechanism that supports the efforts to overcome xenophobia, discrimination and violence, thus allowing for social inclusion.

980. *Involvement in United Nations joint programming:* UNESCO was leading for 4 years an interagency effort in the field of Culture and Development. Thus, processes and initiatives with the objective of managing the most of their tangible and intangible manifestations have been fully supported as sources of opportunities and the strengthening of a culture of peace based on coexistence and the acknowledgement of cultural diversity. The MDGF Joint Programme "Intercultural Policies for the Inclusion and Creation of Opportunities" was carried out hand in hand with counterparts and national partners. Within this framework UNESCO

stood out as the leading agency and worked with four agencies of the United Nations System (PNUD, FAO, OPS and UNICEF).

981. *Cooperation with UN (UNDAF) and common country programming exercises:* reinforcement of the knowledge, appropriation and exercise of Cultural Rights from the integral management of the cultural heritage with youngsters in a situation of social disadvantage in Costa Rica. Support to government mechanisms of attention to violence towards vulnerable populations from the intercultural inclusion perspective for the prevention of social violence.

982. *Future cooperation and joint programming with other United Nations entities:* joint and support work with Ministries, local governments and civil society to drive the project. Development of an incorporation strategy of other non-governmental instances and international cooperation agencies.

983. **Communication and Information** achievements include:

- 150 journalists trained on Ethics, Security for Journalists and Violence Media Treatment through workshops, seminars and meetings organized.
- UNESCO has contributed to strengthen the freedom of expression and freedom of press as fundamental human rights and also the communication development and the ICT's applications in Costa Rica through the development of several activities related (seminars, technical meeting, training workshops, publications, e-learning courses, etc.) in cooperation with professional media organizations, academic and legal experts and institutions as well as other international and regional organizations of communication and cooperation for development.
- The development of free, independent and pluralistic media, and to that end, foster media independence and pluralism, in particular through the International Programme for the Development of Communication (IPDC) promoted.

984. *Challenges and Lessons Learnt:* a) UNESCO's actions should be oriented to fundraising proposals to support the Freedom of Press and Ethics in Costa Rica; b) public information is a key element of participatory governance since citizen/civil society participation, transparency and accountability in politics and government is simply inconceivable without information; c) enhancing citizen access to and demand for public information is a first important step towards empowering citizens to participate effectively in governance processes; d) use of ICT's for development should be promoted by UNESCO as a way to generate local content on Violence Prevention, HIV, Gender issues, and education; e) training and seminars must be conducted in marginalized rural communities of Costa Rica.

985. *Involvement in United Nations joint programming:* the Office was involved in a MDGF Joint Programme: Youth, Employment and Migration (from 2009-2012) and Networks for Co-existence: Communities without Fear (from 2009-2012).

986. *Future cooperation and joint programming with other United Nations entities:* digital Government of Costa Rica, private sector enterprises, University of Costa Rica, local governments, Municipal Partnerships for Violence Prevention in Central America (AMUPREV), FUNDEMUCA, IPLEX, COLPER, AMEDI, UN Agencies, among others.

## **PANAMÁ**

987. In the field of **Education**, the Office designed and implemented a methodology and materials for addressing major social conflicts through conflict management for social prevention of violence against women in the municipalities of Arraiján, La Chorrera and San Miguelito. This includes: a) Strategy of training of trainers implemented with more than 81

participants from the Ministry of Education of Panama (teachers and technical personnel); b) sensitized 435 people by the trainers in the modules of prevention of violence (276, la Chorrera, 122, Arraiján and 37 of Colón); c) Printed and used 600 guides about the method of prevention of violence and conflict resolution through the pedagogy of care and reconciliation.

988. *Challenges and Lessons Learnt:* a) UNESCO has demonstrated its capacity for implementing funds directly and work together with other UN agencies; b) UNESCO also established a communication strategy with the local governments and national institutions for obtaining support to the initiatives and created synergies with main partners in Panama for follow up to the project. This could be achieved in spite that UNESCO was the agency with lesser resources in comparison with others resident agencies in the country; c) UNESCO must continue to work in the country trying to reinforce its presence moreover because is not a resident agency of the UN.

989. *Involvement in United Nations joint programming:* the Office was involved in the MDGF Joint Programme “Improving Citizens’ security in Panama”.

990. *Future cooperation and joint programming with other United Nations entities:* there will be cooperation among the Ministries of Education and the UN Agencies.

991. Achievements in **Natural Sciences** include: Natural Disaster Risk Reduction UNESCO’s regional DIPECHO Project VII (2010-2012) aimed to strengthen Early Warning Systems through three main lines of action: A regional EWS map and diagnosis, a study on the legal frameworks for EWS, and developing educational material for the teaching of these subjects on the educational curricula. In coordination with SINAPROC (Panama’s Civil protection System), the project accounted for 18 EWS in the country, of which three met the functional characteristics of a EWS. The work done by UNESCO in this project to identify EWS was recognized by national authorities as being of great value to Panama, as the country now has baseline information on its EWS, on which it can base its future strategy for EWS for natural disasters.

992. In the field of **Social and Human Sciences**, as a follow up to the activities of UNESCO in the Joint Programme on “Peace building in Panama”, SHS/San Jose carried out a series of workshops on graffiti for youth at risk in one of the most vulnerable communities in Panama. The workshop was very successful and it provided young men and women the opportunity to express themselves through painting.

993. *Challenges and Lessons Learned:* working directly with schools is a very efficient way of implementing an activity.

994. In the field of **Culture**, in 2012, UNESCO offered technical assistance to the Panamanian Ministry of Industry and Commerce (MICI in Spanish), which was eager to implement a comprehensive project for the inventory of intangible cultural expressions, both from indigenous regions and the rest of the country. In conjunction with the MICI, two training sessions were arranged within three months, in which methodological training was provided to the coordinators and technicians of the MICI to carry out the national inventory.

995. *Challenges and Lessons Learnt:* a) the links between culture and development and the design of illustrative projects which allow the understanding of possible areas of work and their reach must be expounded clearly; b) initiatives which allow an integrated and sustainable management of the architectural Cultural Heritage and the Intangible Heritage must be developed and/or supported, so as to boost the participation of the beneficiary and neighboring communities and so benefit from these interventions.

996. *Cooperation with UN (UNDAF) and common country programming exercises:* in line with the above, the Culture Sector has included its contributions in the UN Development Assistance Framework 2012-2015, Axis 1 Millennium Development Goals, Direct Effect 1.2: Panama will have made progress in the reduction of poverty and inequality through coordinated efforts by the government, the private sector and civil society in order to generate productive employment and income from work which strengthen sustainable development and favor groups in a vulnerable position. In the aforementioned effect, the Culture Sector intends to support its achievement through the strengthening of abilities to apply the Convention for Safeguarding Intangible Cultural Heritage. It also intends to develop the potential of this heritage in local development and social inclusion from a participatory perspective of the communities. This support is based upon the main courses of action of the Regular Programme, and the facilitation of tools for work at a local level has been contemplated. These tools should, with adequate cultural management, optimize cultural resources in such a way so that some of them can be transformed into cultural assets that will afford communities a better, sustainable use of their cultural heritage for the creation of beneficial endeavors and networks as local development foci.

997. *Future cooperation and joint programming with other United Nations entities:* coordinated and supportive work with the INAC and other ministries to boost projects. Development of a strategy for the incorporation of other non-governmental authorities.

998. **Communication and Information** achievements:

- 100 journalists trained on Ethics, Security for Journalists and Violence Media Treatment through workshops, seminars and meetings organized.
- UNESCO has contributed to strengthen the freedom of expression and freedom of press as fundamental human rights and also the communication development and the ICT's applications in Panama through the development of several activities related (seminars, technical meeting, training workshops, etc.) in cooperation with professional media organizations, as well as other international and regional organizations of communication and cooperation for development.
- Three Access to Technologies Centers and Infoplazas were established in rural communities for training children, youth, women and men on the use of ICTs and the production of audiovisual content.
- 600 children, youth, women and men trained on the use of ICTs for developing radio and TV messages against violence in Panama.

999. *Challenges and Lessons Learnt:* a) UNESCO's actions should be oriented to fundraising proposals to support the Freedom of Press, Ethics and Impunity in Panamá; b) use of ICT's for development should be promoted by UNESCO as a way to generate local content on Violence Prevention, HIV, Gender issues, and education; c) training and seminars for children, youth, women and men must be conducted in marginalized rural communities of Panamá.

1000. *Involvement in United Nations joint programming:* the Office was involved in the MDGF Joint Programme: "Improving Citizens' security in Panama" (from 2009 to 2013).1000.

1001. *Future cooperation and joint programming with other United Nations entities:* UDELAS University, CNP, UN Agencies, Fórum de Periodistas, SENACYT Infoplazas, the United Nations Information Center (UNIC), the School of Journalists, etc.

**DOMINICAN REPUBLIC (ONLY SOCIAL AND HUMAN SCIENCES):**

1002. The Office finalized the implementation of Project 552/DOM/3000 (Youth development and prevention of violence in the Dominican Republic). The project was based in three main components:

- a) promoting a culture of tolerance and peace in four schools in Santo Domingo and in the communities where they are localized;
- b) strengthening national institutional capacities in developing best-practices on prevention of violence and youth development;
- c) helping to disseminate a more balanced vision of youth in the media and to foster alternative communication.

1003. The project's main axis was the reproduction in the Dominican Republic, specifically in Santo Domingo, of the UNESCO "Open Schools" programme (Component A), which aims at using established spaces during non-scholarly schedules. Within this framework, four schools in Santo Domingo selected for their direct relation between students and community population, and following the "Democratic Security Plan" and the "Safe Neighbourhood" Programme", would host activities of attention to approximately 12,500 young people and adults. As secondary target, 600 professionals would benefit from the training and capacity-building activities (Component B) in implementing and managing the Open Schools projects). Finally, public opinion would be made more aware of a balanced vision of youth, through a "Youth to Youth" Campaign (Component C), involving young people in the creation and strengthening of alternative communication networks.

1004. In total, 2,327 young men and women from the four schools were direct beneficiaries of this project via access to non-formal education as well as to cultural and recreational activities. On the other hand, a group of approximately 900 young men and women of the communities around the schools were indirect beneficiaries of the project. Also, the activities aimed at training youth and sports promoters, teachers, school directors and other staff involved with the education system benefited in a direct way some 260 persons. Finally, there were some 150 persons per school (i.e. approximately 600 persons in total) who were indirect beneficiaries of the various activities of the project. These beneficiaries include parents of the students, community leaders, etc. The Minister of Education announced that, given the high rate of success of the project, it had been decided that the government of the Dominican Republic would assume the continuation of the activities. This was a direct follow up to a proposal for a second phase of the project which was prepared by the Local Coordinator and her counterparts at the Ministry of Education, with the support of UNESCO San Jose. UNESCO is currently looking into ways of supporting this second phase of the project through the Emergency Fund on "Promoting the role of youth on the prevention of violence, particularly through social innovation initiatives". Five new schools have been selected to continue the pilot "Open Schools" Programme.

1005. *Challenges and Lessons Learnt:* Working with the Ministry of Education of the Dominican Republic proved to be a very good way of implementing this project, since they became totally involved in the design and execution of all the activities, deciding, in the end, that the government of the Dominican Republic would continue with the project with its own resources.

***Participation in UNCT Activities***

1006. Through the implementation of the following MDGF joint Programmes: Culture and Development in Costa Rica, Honduras and Nicaragua (3); Environment and Climate Change, and Democratic Economic Governance in Nicaragua (2); Youth, Employment and Migration in Costa Rica, and Conflict Resolution and Peace building in Panama and Costa Rica (3), UNESCO San Jose has built on the collective strength of the UN, working together with other

UN Agencies, local governments, national institutions, local and community NGOs, making a significant contribution to the UN's efforts to deliver as one.

1007. The ability to participate in joint programmes has been the greatest benefit to SJO Office from its membership in the UNCTs of the cluster. The eight MDGF joint programmes, with their more than \$8.5 million in funds, are the standout, but membership in the UNCTs has also created possibilities for SJO's participation in new JP initiatives.

1008. The San Jose office participates in five UNCTs: Costa Rica, where we are resident, and in four where we are non-resident: El Salvador, Honduras, Nicaragua and Panama. In 2012, SJO was able to participate in the UNCT meetings where we are non-resident on a fairly regular basis, and rely on videoconferencing those times when we could not make the trip.

1009. In the past biennium and in the first half of 2012, SJO participated in five UNDAF rollouts. We are also participating in the elaboration of the UN Development Action Plans (UNDAPs) in Panama, Honduras and Nicaragua. The UNCT in Costa Rica elected not to elaborate an UNDAP and El Salvador took a modified approach, asking the agencies to strive to link the expected results of their own workplans to the UNDAF but did not do a formal UNDAP.

1010. **Costa Rica:** Costa Rica is a pilot country for the UN consultations on the post 2015 development agenda and the office is participating in this process.

1011. **El Salvador and Nicaragua:** The government of El Salvador has petitioned the UN for the country to be a voluntary pilot country for Delivering as One. The petition is being considered by the UNDG for Latin America and the Caribbean, but no final decision is expected for several months. The Nicaraguan government about two years ago also requested to be a voluntary pilot for Delivering as One, but this initiative though promoted by the Resident Coordinator, and supported by SJO, met internal resistance from other UN agencies in Nicaragua and the request has withered.

1012. **Honduras:** We are participating in the elaboration of the UN Development Action Plan

1013. **Panama:** After completion of the UNDAF, the RC proposed an Action Plan, but the UNCT has not been fully active in this regard. SJO actions with the UNCT are mostly via our participation in the MDGF JP on peace building, which has been extended to March 2013.

## **UNESCO Office in Santiago**

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### ***Overall assessment***

1014. Chile is an upper middle income country that has made great progress in the social and educational sectors in the last decades. This country has made sustained efforts in education thanks to which is well positioned among the countries in the region in terms of learning achievements. However, important social gaps still remain. They are manifested in educational inequality expressed particularly in a low quality of education in its public schools. On the other hand, Chile counts with a high-level expertise in education (and in other areas) installed among Universities and Study Centers. This situation represents an opportunity for UNESCO in terms of strong technical alliances with experts in order to support Chile and other countries in the region.

### **Education**

1015. UNESCO has offered a platform for technical assistance in order to contribute to the strengthening of all areas in the education system with knowledge, information, data and

specialized assistance, as well as to the strengthening of the institutional networks between diverse stakeholders, such as civil society, other ministries, universities, educational centers, teaching unions, etc. The Organization has provided information and enhanced the capacities in the field of education planning, by producing data, programmes, and specialized assistance for transforming and updating the capacities of public policy decision-makers able to respond to the systematic and permanent need to strengthen and update educational planning.

1016. In this framework, Chile participated in several capacity-building workshops organized by UNESCO in the framework of TERCE (Third Regional Comparative and Explanatory Study under implementation). Chile has applied the pilot of this relevant study implemented by UNESCO in 16 countries of the region which correspond to a comparative study on students' learning outcomes in primary school in Literature, Mathematics, and Science. At the same time, Chile count with relevant information thanks to the SIRI (Regional Information System) which produces and analyzes relevant indicators for internationally monitoring the status of education in Latin America and the Caribbean in coordination with UNESCO's Institute for Statistics (UIS).

1017. Following the objective of addressing the "teacher gap," UNESCO Santiago is implementing the Regional Strategy on Teachers. UNESCO has invited the Center for Studies in Educational Policy and Practice (CEPPE) from the Universidad Católica de Chile (CEPPE) as a technical partner, to contribute to developing the Regional Strategy on Teachers in favour of all Latin America and the Caribbean. This alliance, involving also other competent partners in the region, has produced relevant results such a state-of-the-art on the teachers' situation, and guidelines for policy-makers. Chile was one of the eight countries directly involved in this relevant work which is available for all LAC countries.

1018. Chile is participating as a focal country in a comparative study on the advances made by the Latin American and Caribbean countries with regard to regulations and guiding criteria to improve the quality of the literacy and youth and adult education curriculum. The study shall promote policies and legislation that integrate Youth and Adult Education in the public education systems and in the national reports, contributing to generating a more solid and adequate institutionalism.

1019. UNESCO Santiago supports the National Forum for Quality Education for All in Chile. Through systematized information supporting the public educational agenda, the EFA forum has developed an informed debate delivering relevant information to improve the right to quality education for all in Chile. Among others, the National Forum hosted the Global Week of Action in Chile in 2012 and promoted a stronger public policy in order to improve the quality and equality of education with emphasis on vulnerable populations and has helped to make this issue more strong in the public agenda. Taking into consideration students' mobilization in Chile, the Forum organized several meetings providing the opportunity for a high-level dialogue with the protagonists of the educational policy debate in Chile today and to strengthen the national capacity to generate knowledge on the priorities of the society.

1020. UNESCO is delivering technical support to several local partners in Arica (North region in Chile) in order to implement a sexuality education programme. UNESCO was invited to present the regional project proposal to the Education Commission of the Regional Government. The local education Ministry has consistently requested and expressed satisfaction with UNESCO Santiago's support for this process, as have other partners in Arica.

1021. A relevant tool named "UNESCO Matrix on Coexistence" was developed and applied in 90 Chilean schools in 2011 and 2012 in order to get relevant information and improvements plans based on it. The report was delivered to the Minister and was well evaluated by the technical ministerial team. This information allowed to create local capacities in the

participants schools which learnt how to address their own context and how to work in team in order to design improvement plans.

1022. Thanks to the support and promotion of the UNESCO Santiago in favor of the right to education, particularly for the most vulnerable students, many informed debates have contributed to generate commitment, awareness, and different actions related to the issue of inclusion in Higher Education. All the actions developed in this framework were developed jointly with UNESCO Chair "Inclusion in Higher Education" of the University of Santiago. Seven universities provided scholarships for vulnerable students to enter higher education thanks to the initiative in 2012. The Office is supporting the efforts that this initiative is carrying out in order to include more universities which deliver grants for vulnerable students in 2013. Due to the relevance of the issue of inclusion in higher education in Chile, the main challenge is to maintain the issue on the public agenda.

1023. In general, the main lesson learnt during 2012 is the relevance of including a broad group of stakeholders supporting the same objective.

### **Communication and Information**

1024. In the context of the twenty years of the Memory of the World Programme and with the support of UNESCO Santiago, the MOW National Committee organized a national workshop on preservation of documentary heritage to promote its recognition, protection and use by the community. The activity contributed to increase awareness of heritage protection and conservation through the further development of an integrated and comprehensive information and knowledge-management system, as well as through promotional and awareness-raising activities that enhance the visibility of the Convention. Greater involvement of young people, women, indigenous communities and vulnerable groups in World Heritage conservation was facilitated.

1025. UNESCO contributed to the organization of an International Diploma for Foreign Correspondents and local journalists in Chile, jointly with the Universidad Católica de Valparaíso. The purpose of this action was that the correspondents have a better understanding of the current challenges facing education systems. Forty journalists participated representing media from Mexico, Guatemala, Honduras, Nicaragua, Venezuela, Ecuador, Brasil, Argentina, Peru, Chile, Uruguay and Colombia, and work for media such as BBC, DPA, Reuters, El Universal and Búsqueda, among many others. The participating journalists received training in two main aspects: a) the role of UNESCO (the history, development, relevance and influence of UNESCO and b) the status of education in the region, including advances, challenges, and public policy recommendations. The participants received a course on educational paradigms, on communicating education and a terminology review. This allowed them to understand UNESCO's vision in education, on how to better communicate and understand education related information, and on how to approach UNESCO's documents, statistics and information.

### ***Interagency Activities***

1026. As part of the Joint Programme in favour of indigenous people in Chile (ODM Spanish Fund), UNESCO Santiago has contributed to strengthen national capacities for intercultural dialogue through the implementation of the campaign named "Mucho Chile", and capacity development activities for relevant stakeholders. Several promotional activities were carried out in order to disseminate UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage 2003 and UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions 2005. The project reached out to media of different types all over the country, especially to radio stations thanks to that "Mucho Chile" was a radio-oriented effort. The project contributed to the development of policies to foster a culture of peace and non-violence, along with promoting intercultural dialogue. It raised awareness regarding the existence of the Cultural Diversity Convention and its reach, alongside the



importance of the cultural heritage of indigenous peoples. Also, it promoted multilingualism and enhanced the intercultural skills of leaders through information and communication technologies (ICTs).

## EUROPE AND NORTH AMERICA

### UNESCO Office in Moscow

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#### *Major results achieved*

1027. One of the important regional highlights of 2012 was the adoption of the “**Declaration on Ethical Principles of Science Activity**” by the Interparliamentary Assembly of Member Nations of the Commonwealth of Independent States (IPACIS). The regional Declaration has been elaborated by a group of UNESCO experts from CIS Member-States.

1028. The **role of culture** in the achievement of international and national development goals has been increasingly acknowledged by the governments and UN agencies through preparation and implementation of UNDAF. Governmental and public awareness of the social, cultural, and economic value of tangible and intangible cultural heritage has been enhanced through a number of expert meetings, workshops and trainings. Monitoring and inventorying of cultural heritage, aimed at mainstreaming the cultural dimension in all development policies.

1029. Despite of significant progress in halting the HIV epidemic globally, it continues to unfold rapidly in the Eastern European and Central Asian (EE & CA) countries where the number of people living with HIV had doubled since 2000 and reached an estimated total of 1.4 million in 2012. The Moscow Office has started a number of initiatives to strengthen its work in this area, such as developing comprehensive and scaled-up **education sector responses to HIV and AIDS**, as well as developing regional and country based innovative approaches to reach young people through health and HIV prevention education using the Internet and social media networks. Over 2 million young people in EECA were reached through a joint UNESCO-UNAIDS “ONLINE-prevention” regional project and more than 200,000 parents were empowered to support school-based health, sexuality and HIV prevention education through cooperation with the Russian version of the international PSYCHOLOGIES magazine. The Moscow Office supported country-led processes in 5 EECA countries (Russia, Ukraine, Belarus, Kyrgyzstan and Tajikistan) and facilitated interagency cooperation which resulted in the development and adoption of national HIV related policies for the education sector.

1030. Effective **cooperation with the National Commissions for UNESCO** was achieved through regular consultations and a cluster meeting which took place in November 2012 in Moscow. Beyond this, bilateral discussions have been initiated to analyze the outcomes of the current UNECO Country Programming Documents (UCPDs) and prepare new UCPDs for Armenia, Azerbaijan, Belarus and the Republic of Moldova in line with the country priorities and UNESCO’s strategies.

1031. The Moscow Office has continued a long-term **partnership** with Coca-Cola in the field of **biodiversity and environmental education** and with the Intergovernmental Foundation for Educational, Scientific and Cultural cooperation (IFESCO) in the field of **museum management and art education**. Tangible results achieved by the Moscow Office in the field of culture have attracted new donors, such as the companies “Innovate” and “Severstal”.

#### *UNESCO’s Participation in the UNCT*

1032. In the last two years, with support from sister UN agencies and the National Commissions for UNESCO in Armenia, Azerbaijan, Belarus and the Republic of Moldova, the Moscow Office has succeeded in improving the visibility of UNESCO on the national development agenda. For example, although a non-resident agency, the Moscow Office played a proactive role in the preparation of the United Nations – Republic of Moldova

Partnership Framework “Towards Unity in Action” for 2013-2017 and the Action Plan. The Partnership Framework and the Action Plan were developed *in lieu* of UN Development Assistance Framework and were signed in December 2012. In Armenia, Azerbaijan and the Republic Belarus, the Moscow Office continued its cooperation with the Governments, NGO’s and UN agencies based on the current UN Development Assistance Frameworks for 2011-2015. The Moscow Office’s engagement in UNDAF-related UN Country Team (UNCT) and Thematic group meetings in the cluster countries is facilitated by the National Commissions which are fully involved in the related processes.

1033. Following the abolishment of the post of UN Resident Coordinator in Russia as of 2011, the UNCT continued internal UN coordination through rotational UNCT Chairmanship on a 4-month basis. During June-October 2012, the UNESCO representative to the Russian Federation was designated as a rotational UN Resident Coordinator in Russia, taking the leadership of several important UN initiatives, such as formulation of key priority areas in a new operational context with an aim to increase efficiency and interagency collaboration.

In order to contribute to the implementation of the **Gender Equality** Action Plan for 2008-2013 (GEAP) and to promote gender equality and women’s empowerment issues from global and regional perspectives in the framework of the MDGs and the Post-2015 agenda, the Regional Forum “Gender Equality as a Millennium Value” was organized in December 2012 in Moscow. The forum has engaged experts in sub-regional agenda related to gender equality, women’s empowerment and their participation in the political, economic and social life and has addressed specific needs of women with disabilities, indigenous women and women migrants in connection with national debates on the Post-2015 agenda.

In Eastern Europe and Central Asia two cluster countries, Armenia and the Republic of Moldova, were selected to be part of the global process of elaboration of the **Post-2015 global development agenda**. To be engaged in the country level consultations with the governments, civil society, UN and the citizens, the Moscow office has started communication with UN agencies and National Commissions.

### **Challenges**

1034. The main challenges the Office faced in 2012 were associated with significant reduction of the programme staff and programme budget. This situation provided nevertheless an opportunity to focus on key priority areas and to seek ways to further achieve cost efficiency. Costs for travel and temporary assistance have been dramatically reduced. In 2012, IOS has conducted an internal evaluation of the UNESCO Moscow Office which concluded that performance, relevance and effectiveness of the Office’s activities were positive. In addition to that, during the last 3 years, the Moscow Office has been cooperating closely with the UNESCO Institute for Information Technologies in Education (IITE) on the basis of a transitional arrangement which has been instrumental for revitalizing the Institute as well as improving the effectiveness and efficiency of its delivery capacity.

## **RUSSIAN FEDERATION**

1035. The traditional technical assistance-based cooperation between the Russian Federation and the UN initiated in the context of the 1990s crisis came to an end. The transition to a market economy is now over, and the country’s economic indicators have returned to their pre-crisis levels. On the global stage, within the new global governance architecture, the Russian Federation has increasingly asserted its role in development, financial, environmental and security matters.

1036. Having been a recipient of assistance in the past, Russia has become an emerging donor whose international development policy prioritizes multilateral organizations for aid delivery and emergency operations, as well as support to MDGs. Russia has been building up its development aid programme based on the *Concepts for Participation in International*

*Development Aid*,<sup>8</sup> approved by the President of Russia in 2007. Russia is involved in development aid largely on a multilateral, tripartite and bilateral basis. In 2011, Russian ODA was at \$513.9 million and focused on Eastern Europe and Central Asia (ECA) and Sub-Saharan Africa (both 28%), followed by Latin America and Caribbean (20%), South Asia (12%), South-East Asia and Pacific (9%), the Middle East and North Africa (3%).

### **Major results achieved**

1037. **Culture:** The Organization of the **36th session of the UNESCO World Heritage Committee** in Saint Petersburg has been instrumental in facilitating Russia's access to good international practices, global norms and standards. The Moscow Office has continued its activities in the area of preservation of cultural heritage and promotion of the diversity of cultural expressions through **policy advocacy work** within arts education, museum management projects as well as the celebration of the World Day of Cultural Diversity for Dialogue and Development.

1038. **Communication and Information/Social and Human Sciences:** An important milestone was achieved in the implementation of the **UNESCO Ethics Education Programme (EEP)** through integration of bioethical issues into the agenda of mass media for wider public sensitization. In cooperation with the UNESCO Institute for Information Technologies in Education (IITE) an integrated training programme on bioethics for journalists was adapted for e-learning and uploaded to the IITE website. The application of advanced ICTs reduced the cost of journalists training and the translation of the course into English expanded its audience to other regions.

1039. **Education:** The engagement of youth in global issues such as sustainable development, new humanism and quality education was further strengthened through launching of the **IITE Pilot Project "Learning for the Future"** for ASPnet schools during the International UNESCO IITE/ASPnet Workshop "Learning for the Future" which was organized on 28-29 March, 2012 in Riga, Republic of Latvia. The IITE in cooperation with the Moscow Office has promoted quality education through focused action on teachers by elaborating a methodology for adapting ICT Competency Framework for Teachers to the national context, developing an international, advanced programme curriculum for teachers and establishing the International network of UNESCO Chairs working in the field of ICTs in education. The IITE promoted OER and ICT-integrated pedagogy during the **international Conference IITE-2012 "ICT in Education: Pedagogy, Educational Resources and Quality Assurance"** organized in close cooperation with the Moscow Office, MESI and Informika.

1040. **Partnership and cooperation** with the Russian National Commission for UNESCO resulted in enhanced networking among sub-regional experts in the field of biosphere reserves. It provided additional impetus for the UNESCO Associated Schools projects in CIS and Baltic countries as well as the International network of the UNESCO Chairs in the field of environmental education and sustainable development.

## **ARMENIA**

1041. Armenia cooperates with the UN through the UNDAF developed for 2010-2015 in line with the main national priorities: poverty reduction, democratic governance, basic social services, environmental management and disaster risk reduction. For its cooperation with Armenia, the UNCT has prioritized vulnerable groups – the poor, women and children, the disabled, elderly people and refugees, and agreed with the government to work towards (a) promoting more inclusive and sustainable growth, by reducing disparities and expanding

<sup>8</sup> Ministry of Foreign Affairs, official website: 'The Concepts for Russia's Participation in International Development Aid', URL: [http://www.mid.ru/brp\\_4.nsf/0/571FEF3D5281FE45C32573050023894F](http://www.mid.ru/brp_4.nsf/0/571FEF3D5281FE45C32573050023894F), June 25, 2007.

economic and social opportunities for vulnerable groups; and (b) strengthening democratic governance, by improving accountability, promoting institutional and capacity development, and expanding people's participation in conformity with the key national priorities. UNESCO's cooperation with Armenia is guided by the UNESCO Country Programming Document signed in 2008 and its commitment to the UNDAF for Armenia.

### ***Major results achieved***

1042. **Culture:** The long-term project “**Roads of Culture and Tourism for Development and Dialogue in Armenia**” elaborated within UNDAF/UCPD has enhanced governmental and public awareness of the value of World Heritage sites and facilitated active participation of local communities in their management and conservation. **Cultural and linguistic diversity** has been promoted and **arts education** was reinforced through diverse sub-regional projects.

1043. **Social and Human Sciences:** As previously, UNESCO's cooperation with Armenia in the area of social and human sciences was mainly focused on the **development of bioethics infrastructures** in the country and **strengthening cooperation with the national Ombudsman** and other human rights institutions.

1044. **Communication and Information:** As a contribution towards bridging the digital divide and enhancing learning opportunities for children with special needs, the UNESCO IITE in close cooperation with the ITU regional Office Armenia, has established the **IT center for blind people** and organized a training course with support of UNICEF Armenia.

## **AZERBAIJAN**

1045. The new UNDAF for 2011-2015 was developed in a way to build on the comparative advantages of the UNCT members – the areas where the UN agencies, both resident and non-resident, have the capacity to provide meaningful support to national efforts to meet development priorities, both in terms of building on their previous track record and partnerships in the country. The objectives set in the UNDAF are aligned with development priorities identified in the country's national development strategy document for 2008-2015.

### ***Major results achieved***

1046. **Education:** UNESCO focused on priority thematic areas of education, such as **TVET**, in Azerbaijan. UNESCO's cooperation is aligned with the Government's ten year (2003-2013) strategy to reform secondary compulsory education and adapt TVET to the needs of the fast-evolving market economy. Notable progress was achieved in putting education for sustainable development high on the Government agenda. 20 years of Azerbaijan's membership and cooperation with UNESCO were marked by a **Conference “Azerbaijan and UNESCO: 20 years. Education for Sustainable Development”** organized by the National Commission of Azerbaijan for UNESCO in June 2012. The conference participants acknowledged the instrumental role of the Moscow office in facilitating this cooperation.

1047. **Social and Human Sciences:** UNESCO's cooperation with the Commissioner for Human Rights of Azerbaijan and other institutions dealing with human rights continued in 2012. The **annual international ombudsmen conference** held in Baku focused on promotion and protection of human rights in emergencies. It served as a platform for discussion on achievements, challenges and opportunities in this field for more than 60 participants from 20 countries of Europe, Asia and America. The meeting assembled ombudsmen, heads of national human rights institutions, well-known scientists and international experts.

1048. **Communication and Information:** The IITE has contributed to the **national plan for ICTs in education** through technical assistance for evaluation as well as formulation of recommendations for the next 5-years national plan in the field of ICTs in education.

UNESCO was represented by the President of the General Conference in **the Baku International Humanitarian Forum**, held on 4-5 October 2012. The forum which was attended by 10 former Presidents, 11 Nobel Prize laureates, 10 high-ranking officials of influential international organizations and 600 representatives of political, scientific and cultural elite of the world community focused on the humanitarian prospects in relation to the role of science and culture in the globalizing world, cultural diversity and media issues.

### ***UNESCO's Participation in the UNCT***

1049. UNESCO supported a number of national initiatives aligned with the UCPD and UNDAF for 2011-2015, which resulted in strengthened capacities in cultural heritage safeguarding, facilitated mainstreaming culture for local economic development, promoted cultural tourism, reinforced the role of museums as access points to knowledge, culture and research as well as in improved preservation and documentation of cultural heritage.

## **BELARUS**

1050. The UNDAF for the Republic of Belarus for 2011-2015 is the first joint strategy of the UN organizations acting in Belarus. The UNDAF focuses on five strategic areas within the UN mandate to most effectively respond to key national priorities. The following areas set the direction and scope of action of the UN development assistance to Belarus over five years: sustainable social and economic development; national health care system; environmental sustainability; national migration management in line with international standards; and national governance systems.

1051. While the Republic of Belarus is on track to achieving almost all MDGs, the cooperation within UNDAF is geared to ensure continued and sustainable economic growth that protects the environment, contributes to improved living standards, and protects the most vulnerable populations.

### ***Major results achieved***

1052. **Culture:** The Moscow Office continued to strengthen the national capacities of Belarus in safeguarding tangible and intangible **cultural heritage**, promoting diversity of cultural expressions and reinforcing **arts education**, networking and the management of museums for protection of cultural objects. National expertise has been enhanced in the development and effective implementation of the World Heritage management plans and preparation of periodic reporting under the second cycle of the periodic reporting on the application of the World Heritage Convention, as well as in strengthening the national legislations for the implementation of UNESCO Conventions.

1053. **Social and Human Sciences:** To implement and further promote the **UNESCO Ethics Education Programme (EEP)**, the UNESCO Moscow office continued to assist Belarus in reinforcing national capacities in the area of bioethics. The work on integration of bioethics into higher education training programs as well as conducting public awareness raising activities was continued.

1054. **Education:** As part of the national response to HIV epidemic, the Ministry of Education of the Republic of Belarus adopted the “**Recommendations on HIV Policy Implementation in Education Sector**” based on the Regional HIV Policy Recommendations developed by the UNESCO Moscow Office and the ILO Regional Bureau for EECA. The Recommendations provide the management and staff of educational institutions with a policy framework and practical tips for supporting and protecting from discrimination students and educators living with or being affected by HIV. The

Recommendations also reiterate the importance of providing comprehensive life skills-based health and HIV prevention education in schools.

1055. **Communication and Information:** The use of ICT technologies in youth-generated and youth-led activities to reverse the HIV epidemic was the focus of a **regional conference “ONLINE-prevention”** organized in December 2012 in Minsk. Youth workers from several EECA countries shared results obtained through mobilizing the Internet and social media networks for informal education on reproductive health and HIV prevention and developed a road map for joint efforts for 2013 and beyond.

## **THE REPUBLIC OF MOLDOVA**

1056. The United Nations – Republic of Moldova Partnership Framework 2013-2017 builds on Moldova’s national strategies and international commitments to define three areas of UN cooperation: democratic governance, justice, equality and human rights; human development and social inclusion; and environment, climate change and disaster risk management. In 2012, the Action Plan was developed jointly by the UNCT and the Government of Moldova and through extensive consultation with other partners. It translates the Partnership Framework into practice, capturing how UN agencies will work with national and international partners to harmonize, simplify and enhance the coherence of UN actions. National ownership permeates all aspects of the Action Plan.

1057. Through this Framework, the Government of Moldova joins over 30 governments in a global reform effort of the UN development system - “Delivering as One”. Building on the priorities agreed in the Partnership Framework and further aligning the UN system agencies’ work with the national development priorities as reflected in the national development strategy Moldova 2020 and the national sector strategies, the Action Plan supports the Republic of Moldova’s transition to a modern and prosperous European nation, with an emphasis on equity and inclusion; achievement of the Millennium Development Goals and the post-2015 goals. National capacity development is a key principle of the UN’s work in support of this Action Plan. The enhancement of Moldova’s capacities to absorb funds and implement international and European requirements will be particularly important in the context of the Government of Moldova’s anticipated conclusion of an Association Agreement with the European Union.

### **Major results achieved**

1058. **Education:** To support national endeavors to increase access to inclusive education and to reduce HIV infections among adolescents and young people, the Ministry of Education and its respective institutes were provided with **EDUCAIDS resources and UNESCO-ILO Practical Recommendations on HIV Policy Implementation in the Education Sector**. In cooperation with the members of the UN Joint Team on HIV, the Moscow office supported initiatives which aimed at raising young people’s awareness about reproductive health and rights as well as HIV prevention. Moldovan innovations in using **ICTs for health and HIV prevention education** were shared regionally to accelerate the use of the e-learning platforms and applications in Eastern Europe and Central Asia.

1059. **Culture:** Moldovan experts were supported to participate in **training seminars and meetings on safeguarding cultural heritage** which have enhanced their capacities for the protection of cultural tangible and intangible heritage at national and local levels, the promotion of traditional arts and crafts, cultural diversity and intercultural and interreligious dialogue, in particular through the enhancement of the role and place of museum-reserves in the system of preservation and use of cultural and natural heritage of CIS countries.

1060. **Social and Human Sciences:** The UNESCO Moscow office has assisted the Republic of Moldova in further reinforcing national capacities in the area of **bioethics** by

further developing the Sub-regional Association for Education in Bioethics established in 2009. The dissemination of information concerning the UNESCO Universal Declaration on Bioethics and Human Rights made a significant contribution to the UNESCO Ethics Education Program (EEP).

## UNESCO Office in Venice

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### INTRODUCTION

1061. 2012 was a transition year for the UNESCO Regional Bureau for Science and Culture in Europe (Venice), resulting from the change in directorship, the independent audit, the appointment of a new Scientific Council upon the recommendation of the Office's Steering Committee. In addition 2012 has been characterized by a significant diminution in financial resources which led also to a reduction in human resources. However, despite some challenging moments, the Office was able to successfully continue its mandate to foster cooperation, enhance capacity-building and provide specialized expertise in science and culture with special emphasis on South Eastern Europe (SEE) and the Mediterranean region.

1062. An external audit of the Office was held in April 2012. The report of the auditors noted satisfactory results for this Office and did not contain major critical issues; most of the recommendations were already addressed or are in progress. In particular, two recommendations were of special concern: recommendation n.4 presented a problem of principle on the theoretical separation of management and programme, while recommendation n.9 on the rotation policy could pose some risks in its implementation if not carefully planned.

1063. One important strategic change that took place in 2012 was the agreement of the Office Governing Bodies to align the approval of the annual Programme of Work and Budget (PWB) with the calendar year, i.e. to have the PWB approved before the beginning of the year of its implementation (in line with audit recommendation n.8). It was also discussed to move towards using a biennial PWB (i.e. 2014-2015) as a way to improve planning and monitoring of results achievement.

1064. Upon the request of the Steering Committee at its Extraordinary Session held on 12 July 2012, a new Scientific Council (the main scientific advisory body of the Office, which helps identifying fields to which the Office may contribute and formulates proposals for its programme activities) was proposed and approved by the Director-General on 19 September 2012. The 9 members (4 women and 5 men) are highly qualified experts in the fields of Science and Culture, from Bulgaria, Croatia, Italy, the Netherlands, Serbia, Turkey, and the United Kingdom.

1065. The 12<sup>th</sup> Ordinary Session of the Scientific Council was held on 5 November 2012 in Venice, Italy. The newly-appointed members approved the *2012-2013 programme and budget with the understanding that a Council meeting be held in early 2013 with the objective to assess results obtained, to fine tune the programme of work for the rest of 2013 and discuss the strategy and future programmes of work for 2014 and beyond.*

1066. At its 12<sup>th</sup> Ordinary Session held on 18 December 2012 the Steering Committee of the Office approved the above recommendations of the Scientific Council.”



### *Financial and Human Resources*

1067. In 2012 the Office faced a difficult financial situation of declining resources, with the amount of annual resources received dropping from 7.5 million USD in 2011 to 4 million USD in 2012. This is due mainly to an 85% decrease in the extra-budgetary resources received in 2012 with the closing of joint programmes (JPs) under the Spanish MDG Achievement Fund, reduced funding available from the One UN Programmes (Albania and Montenegro) and also a continual decrease in the activities carried out under the UNESCO – International Private Committees Programme for the Safeguarding of Venice (ACP). The fact that the 2 million USD received in 2011 for Culture projects in Kosovo were for multi-year projects also played a role, along with the impact of the global financial crisis and 21% reduction of Regular Programme resources received for this Office.

1068. Recognizing the need to adapt the Office organizational structure to the evolving realities in which the Office fulfils its mandate, a proposal was shared with and welcomed by the Governing Bodies to reduce staff resources, shifting staff in a more balanced way from support towards programme, with an emphasis on enabling fund-raising for the future. The proposed changes will allow the Office to implement the PWB in a more efficient and cost-effective manner in order to maximize the impact of the Italian Contribution and Regular Programme. The proposal, which suggests a reduction from 34 to 26 positions (a headcount cut of 24% and a net financial cut of 14). A staff retreat is foreseen for early 2013 to help ensure a smooth transition to the new organization of the Office.

1069. The above proposal also includes the closure of the 3 temporary UNESCO Project antennas in Skopje, Tirana and Podgorica, as the programmes for which they were originally established were concluded by the end of 2012. The permanent Antenna Office in Sarajevo remains with no changes foreseen.

1070. To compensate for the sudden decrease in extra-budgetary funds from the regular sources in 2012, the Office diversified its fund-raising strategy, preparing project proposals for consideration by EU programmes, national development agencies of European Member States, and UN/UNESCO funding windows. 150 000 USD were raised for 2012/2013 under UNESCO's inter-sectoral platform for a Culture of Peace and Non Violence and two projects were prepared for the Spanish and Turkish development agencies, respectively. The Unit is also preparing a new project proposal for an amount of about 500.000 € to enhance the Regional Centre for the Restoration of Monuments, based in Tirana, to be submitted within the new debt-for-development swap programme between Italy and Albania. In addition, negotiations for an amount of at least 1 million Euro financed by the European Commission are approaching a successful conclusion, for a three-year project in Novo Brdo, Kosovo<sup>9</sup>. The Culture Unit also received 51 000 USD in 2012 from the Emergency fund to promote a regional training activity for the fight against illicit trafficking of cultural property. The Science Unit was active in pursuing partnerships and new funds under the FP7 Research Framework Programme of the European Union. The office has successfully applied for extra-budgetary resources under THEME (Support to emergency response management) with the 2-year EU-funded project, "Increasing Resilience through Earth Observation (IncREO)" and EUR 109,000 will be transferred to UNESCO following EU procedures in 2013.

1071. A total of USD 132,000 was raised for the project "Outlining a sustainable future for the Po' delta area as a MAB Biosphere Reserve"; USD 29,667 from the German IHP National Committee for the development of an International Course on Sediment Management, and USD 15,500 for the second phase of a project on the Durmitor National park; 123,000 USD from UNESCO's Emergency Fund for five activities related to Science Policy, Basic Sciences and Engineering and MAB Programme.

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<sup>9</sup> As defined under UN Security Council Resolution 1244 (1999)

### *Main results achieved at regional or sub-regional level*

1072. As mentioned earlier, a consequence of the drop in extra-budgetary funding has been a redirection of the Office's efforts towards achieving results on a regional-level, orienting towards strengthening scientific and cultural cooperation. This has enabled the Office to leverage its available resources to reach a greater number of beneficiaries. Member States regularly invited to or participating in the regional and/or sub-regional activities organized by the Office in Venice include but are not limited to Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Montenegro, Republic of Moldova, Romania, Serbia, Slovenia, The Former Yugoslav Republic of Macedonia, and Turkey. The countries of Cyprus, Italy, Malta and Ukraine, as well as representatives from UNMIK/Kosovo (as defined under UN SCR 1244), also participate on a case-by-case basis.

### *Three Main Focus Areas*

1073. In 2012 the Office maintained the 2010 decision of the Governance Bodies to have activities increasingly cross-disciplinary (Science and Culture) by grouping actions into 3 main focus areas: 1) *The Future of Venice and its Lagoon*, 2) *Enhancing Regional Cooperation and Policy-advice in the Fields of Science and Culture*, and 3) *Safeguarding Natural and Cultural Heritage: Enhancing Intercultural Dialogue for Peace and Sustainable Development*.

#### *A. The Future of Venice and its Lagoon*

1074. The integrated and holistic approach to the issues surrounding the safeguarding of the complex and unique urban and environmental system of the natural and cultural heritage of Venice and its Lagoon continued in 2012, culminating with hosting a public presentation of the management plan for the safeguarding of the World Heritage Site, prepared by the concerned local authorities, in December 2012.

1075. Building upon the series of four thematic workshops which were organized in 2010-2011, preparations continued with the City of Venice and support from various national institutions and universities for the organization of the high-level International Conference on the Future of Venice and its Lagoon. The planning process for the content and organization of the conference has been guided by a working group composed of key representatives from the City of Venice and UNESCO, in close consultation with the Italian Government, in order to ensure that all decisions are shared by the concerned partners.

1076. Through the joint programme with the International Private Committees for the Safeguarding of Venice (ACP), UNESCO supported the restoration and revitalization of around 17 Venetian cultural heritages assuring the full respect of work-site safety measures according to the Italian law. The permanent office of the ACP has continued to be hosted in the Office premises. From the 24 members of the ACP only 9 have been active and have contributed in 2012 with nearly 290,000 Euros for the restoration of cultural heritage in Venice.

1077. In order to help improve access to one of the most complete and comprehensive catalogs of public art in Venice, in 2011 the Office cooperated with the Worcester Polytechnic Institute to organize the data into a standard format and import it to Venipedia.org, the online wiki site dedicated to the city of Venice. In 2012, sophisticated real-time database architecture was developed to allow simultaneous updates to/from a Public Art smartphone application, a new *Venipedia* wiki and a *PreserVenice* test site that was also developed. This will allow the three elements to communicate bi-directionally and modify/update the actual Public Art databases in real time, allowing the information to be instantaneously accessible to the general public.

1078. To complement the above efforts, UNESCO supported initiatives relating to Venice and its Lagoon in a context of global change. The 2nd edition of an annual all-night art event (ARTnight) promoted by the University of Ca' Foscari in close collaboration with the City of Venice was organized with the support of the Fondazione Dolomiti UNESCO; the programme included a concert and dialogue on the global ecological footprint with a visual presentation of the Dolomites World Heritage Site. Further, as part of the Office's ongoing support to SEE Member States, the Albanian Pavilion of the 2012 International Biennale of Architecture was hosted at Palazzo Zorzi from 29 August – 29 November 2012. Entitled "In Heritage", the Pavilion was financed by the Government of Albania with an in-kind contribution from UNESCO for the exhibition space and presents new and modern approaches in Albania to build cultural heritage. These events helped to bring visibility to UNESCO and strengthened the connection between the Organization and the World Heritage Site.

#### *B. Enhancing Regional Cooperation and Policy-advice in the Fields of Science and Culture*

1079. Cross-disciplinary actions under this MFA in 2012 focused on assistance to Member States in SEE and the Mediterranean, building their capacities to implement UNESCO Conventions and to establish platforms and networks of cooperation at regional and sub-regional levels. Some of the key results achieved are described below.

1080. The 8<sup>th</sup> Ministerial Conference on Cultural Heritage in SEE was held on 24-25 October 2012 in Sofia, Bulgaria, hosted by the local Ministry of Culture and organized with the support of the UNESCO Venice Office. The meeting saw the participation of ministers responsible for cultural affairs and high representatives from 12 countries in the region plus representatives of the Italian Ministry of cultural heritage and activities and the Italian Ministry of Foreign Affairs, the European Commission, and the UNESCO Director-General. The main result of the conference has been the approval by the participating countries of a joint declaration that *inter alia* proposes to optimize/merge the different and partly overlapping ministerial platforms for cultural cooperation in SEE, by means to establish, in cooperation with UNESCO, the Council of Europe and the EU, a new unified ministerial platform on culture and development in SEE, the format of which will be presented during the next meeting of the Council of Ministers of Culture of SEE, to be held in Slovenia in April 2013. Follow-up actions in this sense are on-going.

1081. A meeting of the regional category 2 centers on "Regional cooperation, partnerships, funding for the safeguarding and management of cultural heritage in SEE" was organized in Zadar (Croatia) in March 2012, in collaboration with the International Centre for Underwater Archaeology (ICUA), served to exchange information, share experiences and good practices, reinforce networking and cooperation, better align the centres' activities with other relevant sub-regional or European initiatives and explore possibilities of cooperation and financing opportunities with special reference to the EU framework.

1082. Special attention was paid to the presentation and promotion of the newly established UNESCO category 2 Regional Centre for the Safeguarding of Intangible Cultural Heritage, based in Sofia (Bulgaria). Results included the presentation and approval of the Centre's tentative plan of action during the annual meeting of the regional network of experts on ICH (see below), support to the organization of the first regional workshop held by the Sofia Center ("The Role of Youth in Safeguarding Intangible Cultural Heritage in SEE", 24–25 September 2012), and a special presentation on the Sofia Centre in the programme of the 8<sup>th</sup> Ministerial Conference on Cultural Heritage in SEE.

1083. Support was also given in 2012 for the establishment of a new Regional Centre on the Management of Cultural Heritage in Cetinje, Montenegro. Its establishment has been already approved by the Montenegrin authorities, which are currently defining the modalities for its actual opening and activation. The centre is expected to contribute to promoting and

fostering the proper management of cultural heritage sites in SEE, through actions focused on capacity-building and sharing of knowledge/experience.

1084. Serving to reinforce regional cooperation in the field of Intangible Cultural Heritage (ICH), the 6<sup>th</sup> Annual Regional Meeting of ICH Experts in SEE was organized in Athens, Greece, on 10-11 May 2012, with the participation of 33 experts from 13 countries (selected in cooperation with the countries' ministries of culture). Participants exchanged information, knowledge, experience and good practices on policies and activities for the safeguarding of ICH in their respective countries. In particular, a joint statement was approved, indicating priorities and guidelines for future regional cooperation activities, and approving the organization of the next regional meeting of experts in Sofia, Bulgaria, at the Regional Centre for the Safeguarding of Intangible Cultural Heritage, in 2013.

1085. 24 young restorers and conservators participated to a series of training courses organized by the Regional Centre on the Restoration of Cultural Monuments (Tirana) over the period 2007-2012, culminating in the awarding of their diplomas on 23 May 2012. The training courses in conservation and restoration of cultural monuments were organized thanks to a project managed by the Venice Office and funded by the Directorate General for Development Cooperation of the Italian Ministry of Foreign Affairs, with a voluntary contribution of 1,625,000 USD. The project, which included the physical rehabilitation of a historical building as the new seat of the Institute of Cultural Monuments, as well as the preparation of restoration facilities, contributed to improving the capacity of the administration responsible for the protection of cultural heritage in Albania, especially with regards to the architectural monuments and artifacts, and to the training of restorers and conservators.

1086. Other regional training courses organized in 2012 in the region include: 1) a basic course on underwater archaeology in cooperation with ICUA (Zadar, 4-16 June 2012); 2) an advanced course on underwater archaeology also in cooperation with ICUA (Pula, 10-22 September 2012); 3) a course on glass restoration techniques in collaboration with the Regional Centre on the Restoration of Cultural Monuments (Tirana, 1-29 November 2012).

1087. As part of the Science Unit's efforts to strengthen regional and sub-regional cooperation in the field of science, the SEE Ministerial Round Table and Expert Meeting on Science, Technology and Innovation (STI) was held 22-23 November 2012 in Sarajevo, Bosnia and Herzegovina, consisting of a one-day expert meeting followed by a half-day ministerial round table. The Minister of Civil Affairs of Bosnia and Herzegovina jointly chaired the meeting with the ADG for Natural Sciences. Also present at the event were representatives of potential donors such as Austria, Italy and Switzerland, along with representatives of European and international organizations, including the European Commission. The Ministerial Roundtable received support from the State Secretariat for Education and Research within the Swiss Federal Department of Home Affairs, the Italian Government and the Austrian Development Agency. The joint declaration that was issued confirmed the importance for SEE of speaking with one voice at the European level on issues of consensus, in order to further their common objective of integrating the European Research Area, as well as acknowledging the continuous support and encouragement provided by UNESCO for the creation and development of scientific collaborative networks in fields of high regional importance.

1088. Continuing the Office's efforts to further regional cooperation in Science via UNESCO's networks, chairs and regional centers, meetings, workshops and other activities have been facilitated with the SEE networks on Mathematics and Theoretical Physics (SEEMTP) and Phytochemistry and Chemistry of Natural Products for Green and Sustainable Growth (SEEPHytoChemNet), as well as with the Mediterranean Basin UNITWIN Network for Green Chemistry (MEGREC). Initiatives have also involved the Category II Center of Mathematics and Physics and the UNESCO Chair on Science Policy, both recently established in

Romania, and have contributed to fostering the intra-regional and interregional collaboration in the respective science sub-sectors.

1089. The Office also participated in 2012 to a number of activities financed from EU programmes as part of its efforts to foster regional cooperation in Science, improve the quality of Science, Technology and Innovation (STI) statistical data, and strengthen Science Diplomacy efforts in the region. This included participating in the 1st Quarterly Workshop of the EU-IPA project “Regional R&D Strategy for Innovation in the Western Balkans”, March 2012, Sarajevo; the final conference of the Policy Sciences Interactions (PSI-Connect) - FP7 Project, April 2012; and the Western Balkan Countries’ Steering Platform, June 2012, Tirana. (Discussions at these meetings addressed Member States’ participation to the various programmes available, transboundary cooperation and management practices, including the preparation of the joint nomination forms for Transboundary Biosphere Reserves and Ramsar sites.

1090. The UNESCO School on Renewable Energy and Energy Efficiency in Heritage Sites, organized in collaboration with the Municipality of Dubrovnik and other partners from 29 Sept to 5 Oct 2012, offered educational support to World Heritage sites’ and Biosphere Reserves’ local and central governmental officials, sites planners and managers, scientists, practitioners and researchers on sustainable energy governance issues and built capacities on renewable energy and energy efficiency promotion using UNESCO designated sites as sites for learning and sharing knowledge. It also helped to strengthen the dissemination of information on renewable energy and energy efficiency potentials in the region. The school was attended by 25 young experts/graduate students of SEE countries.

1091. Other important workshops and meetings were organized in 2012 by the Office that presented opportunities to assess needs and priorities and strengthen academic networks in the SEE sub-region, such as: a) the International Workshop on “Higher Education and Professional Responsibility in CBRN Applied Sciences and Technology across the Sub-Mediterranean Region” (Venice, 3 -4 April 2012), organized in collaboration with ISESCO, ALECSO and the Landau Network-Centro Volta; b) the Regional University Forum “Promoting and Integrating of Values and Principles of Culture of Peace in High Education” in collaboration with the National Commission of UNESCO, the Ministry of Education & Science and the Ministry of Culture of the former Yugoslav Republic of Macedonia (Bitola, 6-8 July 2012).

1092. To enhance public awareness of science, technology and engineering in SEE, NIS and the Mediterranean area, the Office co-organized the 12th edition of the International Conference Public Communication of Science and Technology (PCST 2012), (Florence, Italy, 18-20 April 2012), entitled “*Quality, Honesty and Beauty in science and technology communication*”. The event was an occasion to brainstorm with SEE science media professionals on the needs of the Region and if a regional network of science communicators could be established. It was unanimously agreed by all participants that qualitative science journalism in the SEE Region is urgently needed. The participants also agreed that the Ministries of Science and Technology in the Region should be more attentive to their professional needs.

### *C. Safeguarding Natural and Cultural Heritage: Enhancing Intercultural Dialogue for Peace and Sustainable Development*

1093. The following cross-disciplinary actions, aimed at enhancing the protection, conservation, safeguarding and promotion of cultural and natural heritage, including intangible heritage and underwater cultural heritage, and emphasize the central role of all heritage for sustainable development, peace, social cohesion, and intercultural dialogue, have been organized: Two regional meetings of national history museums (Ljubljana, Slovenia, 8-9 March 2012 and Bucharest, Romania, 20-21 June 2012) have discussed and

finalized contents and organizational aspects of the regional exhibit “*Imagining the Balkans*”. This travelling exhibit is designed in a way to permit travelling and presentation in a succession of countries of the region, helping to sustain dialogue and cooperation among national history museums of the region and enhance a shared reflection on nations-building processes, the transformation of cultural and social practices, and the construction of a European identity and of shared memories. A script of the exhibit and item selection was finalized in September and an agreement was reached on the inauguration of the regional exhibit to be held in Ljubljana on 8 April 2013, on the occasion of the meeting of the Council of Ministers of Culture of SEE. Funding from the Intersectoral Platform on Culture of Peace, ICOM, and the Italian Contribution was secured to support common costs of the exhibit.

1094.A regional capacity-building workshop on “*World Heritage and Sustainable Development: the Role of Local Communities in the Management of UNESCO designated sites*” (Kotor, Montenegro, 7-8 June 2012), contributed to develop participants’ capacities with regard to the definition and implementation of effective policies and practices for the better management of cultural and natural heritage and all UNESCO designated sites, with a special focus on participatory approaches and community engagement. In particular, participants were provided with lectures and presentations on selected themes. They shared experiences, good practices and information on planned activities concerning the management of World Heritage and other UNESCO designated sites (MAB Biosphere Reserves) in SEE, with a strong focus on the role of communities in the identification, management and conservation of such sites. The meeting reinforced regional networking between experts and their parent institutions from the participating countries, paving the way for an enhanced regional cooperation on the issues at hand. Finally, the meeting’s conclusions indicated useful guidelines and priorities for follow-up action, and for the continuation/improvement of capacity-building activities in this thematic area.

1095.In cooperation with the UNESCO Offices in Amman and Doha the H2Ooooh! Information kit was translated into Arabic and circulated throughout schools in this Region. The UNESCO Moscow Office translated it also into Russian and distributed. Thanks to the efforts of the UNESCO NPO in Montenegro, the Ministry of Education of Montenegro will also be translating the information kit. Copies of the 1st cartoon series and the trailer promoting the 2nd series (in English and Italian) were prepared in DVDs by Gruppo Alcini. These DVDs were sent to numerous schools and planned public events particularly for World Water Day where they were shown. In May 2012, fourteen new “Drops of Water” sheets were prepared to provide guidance and tips for teachers on issues related to water, translated into English and published on the dedicated website: <http://www.h2oooooh.org/index.php?drops-of-water>. Storyboards created by students from Nigeria and Jordan are under consideration.

1096.The Venice Office, together with the Global Footprint Network and the MAVA Foundation, organized the Conference “*Securing Competitiveness for the Mediterranean - Exploring Ecological Footprint and biocapacity trends and their implications for the Mediterranean*” (1-2 October 2012, Venice, Italy). On this occasion, the Mediterranean Ecological Footprint Trends report was launched, and workshops addressing the economic implications of resource constraints in the Mediterranean region have involved participants including government finance, planning and environment representatives, NGOs and academics, shared their expertise and perspectives on this issue of critical importance to the region's stability and prosperity.

1097.During 2012, the project “*Sustainable Development Governance in the Durmitor Area in Montenegro*” (DURMITOR) was completed. A study tour to the Wienerwald BR (Austria) and the Ticino BR (Italy) helped 7 stakeholders from the WHS to experience the way BRs function and see the potential benefits BR designation could bring to the local community. Also, a local stakeholder platform was activated at the Tara River Basin BR site and following

training on territorial marketing; this platform is now elaborating a strategy and plan of actions for sustainable tourism development at that site.

1098. During 2012, the Office supported a number of processes leading to the creation of enabling conditions for more effective Transboundary Biosphere Reserves (TBRs) in the region. This included participating in coordination meetings and providing assistance/advice on key issues related to TBR establishment and management at the Mura-Drava-Danube Transboundary Biosphere Reserve (MDD-TBR) and the forthcoming Ohrid and Prespa region TBR between Albania and the former Yugoslav Republic of Macedonia.

1099. The sub-regional MAB/IHP seminar on *“Transboundary cooperation for conservation and sustainable use of terrestrial and water ecosystems: towards creating the model region for a green economy at the Baltic Sea coastal area”* enabled more than 50 representatives from 5 countries of the EUROMAB region (Belarus, Germany, Lithuania, Poland and the Russian Federation) to exchange experience and transfer best practices and lessons learnt on the management of TBRs according to innovative approaches in conservation and sustainable development. Several recommendations on different aspects of transboundary cooperation for the countries involved were formulated, including the preparation of a joint nomination form for Transboundary Biosphere reserves (TBRs) and Ramsar sites. Moreover, a basis to elaborate policy advice on a regional model for green economy in order to follow-up on the Summit “Rio+20” was defined.

1100. The publication *“Education for Sustainable Development in Biosphere Reserves and other Designated Areas - A Resource Book for Educators in South-Eastern Europe and the Mediterranean”*. Was finalized and will be made available on the web for dissemination amongst educators and site managers of the interested regions, and beyond.

1101. In May 2012, the Office initiated the implementation of the Extrabudgetary Project *“Outlining a sustainable future for the Po Delta area as a MAB Biosphere Reserve”*, co-financed by the CARIPARO (Cassa di Risparmio di Padova e Rovigo) Bank Foundation, aimed at facilitating a common effort of supra-communal master planning and management of the Po Delta area, a territory of outstanding international value. UNESCO has set up and is coordinating a Working Group of 4 consultants under the technical supervision of the Po Delta Regional Park and the Po Delta Consorzio di Bonifica. The Master Plan will inspire the territorial governance of the Po Delta in the respect of its cultural, social and environmental assets and will contain guidelines for a sustainable development of the area and based on a detailed and interdisciplinary analysis of the coastal territory underlining both its main assets and vulnerabilities, drawing to an identification of the most conflicting situations that should be improved or corrected, but also guiding the protection actions at a local level. It will in particular integrate and combine in a common framework provisions already foreseen in existing sectoral plans. In order to support this process, a group of selected stakeholders of the Po Delta area took part in a study tour in the Ticino Valley Biosphere Reserve, Italy, held 18-20 October 2012.

1102. Using the opportunity of hosting the final conference of the PSI-Connect Project at the facilities of the Regional Bureau, in April 2012, representatives of 14 countries' IHP NCs from SEE, the Caucasus and Black Sea, together with representatives from the SC Sector/IHP Secretariat participated in both the conference and a back-to-back workshop. The training workshop introduced participants to knowledge-brokering instruments such as systems thinking and scenario planning and its back-to-back final conference focused on collaboration tools for more effective water management, drawing on evidences from conducted cases. Partners have proposed that the Office participates in a concrete action within EU FP7 Calls, under the sub-topic, *“Designing environmental research and innovation for solutions and uptake of results in the Danube macro region”*.

1103. The “Practical training course on sustainable sediment management with the Sava River Basin as a showcase” (Zagreb, 15-18 October 2012), enabled the creation by the International Sava River Basin Commission, with the support of UNESCO, of an Expert Group that will elaborate a Sediment Management Plan for the Sava River that should be translated into national policies of riverine countries in the course of 2013.

1104. International Water Civilization Centre On the occasion of the first meeting of a European Working Group on “*Memory, Identity and Responsible Tourism along the European Waterways*” (Battaglia Terme and Venice 12-13 October 2012) . a European Partnership among institutions, museums and associations devoted to river navigation was established for the promotion of a slow, responsible tourism along waterways and historic canals which will value their cultural, natural, landscape and typical local food heritage.

*Other regional main results achieved in Culture include:*

1105. The initiative for the Trans-national Nomination of Stećci for the World Heritage List was born within the Venice Office project “Cultural heritage – a bridge towards the shared future”. A Letter of intention on the joint nomination was signed in Sarajevo in 2010 by the Ministers responsible for cultural affairs of Bosnia and Herzegovina, Croatia, Montenegro and Serbia. Four technical intergovernmental meetings have been held (Sarajevo, Podgorica, Belgrade and Zagreb). The nomination to the tentative list was jointly elaborated and was officially submitted to the WH Centre in April 2011. Further work on finalization of the nomination dossier and management plans continued in 2012 and the final submission of the nomination file by the four countries is expected to take place during 2013.

1106. As part of the Office’s efforts to contribute to reconciliation processes in the region, support was provided to a regional project for the establishment of a permanent regional joint exhibit space on the Holocaust for 6 Ex-Yugoslav countries (Bosnia and Herzegovina, Croatia, the Former Yugoslav Republic of Macedonia, Montenegro, Serbia, and Slovenia) within the renovated ex-Yugoslav pavilion (nr. 17) in the State Museum Auschwitz-Birkenau. Regional meetings organized in Belgrade, Serbia and in Sarajevo, Bosnia and Herzegovina, together with the respective ministries responsible for culture in Serbia and Bosnia and Herzegovina, served to define a calendar of work, mechanisms for the financial restoration of the pavilion, and thematic approaches.

1107. Within the framework of the initiative “Culture: a Bridge to Development”, UNESCO organized the Regional Forum “Balkan Visions: Creativity for the Future in SEE” (Sofia, 17 March 2012), within the framework of the Sofia International Film Festival. Organized with the support of the Bulgarian Ministry of Culture and the City of Sofia, the meeting aimed at enhancing the debate on the role of culture and creativity in fostering sustainable development, social cohesion and integration, with the participation of numerous professionals and distinguished creators from all over the region.

1108. A regional meeting on “Capacity-building and awareness-raising on the fight against illicit trafficking of cultural property” for the South-East European region was organized by the Venice Office on 19-21 November 2012 in Gaziantep, Turkey, in cooperation with the Ministry of Culture and Tourism of Turkey and the City of Gaziantep. The meeting, developed within the framework of UNESCO’s new global initiative, “Culture: a Bridge to Development”, served to build regional and national capacities in SEE on different issues related to the fight against the illicit trafficking of cultural property. Over 150 experts and professionals participated in the workshop from SEE. Trainees were high level professionals from the ministries of culture, ministries of interior, the judiciary system, cultural sites or institutions challenged by situations of illicit trafficking, and media professionals. The meeting was conducted by a pool of international experts and professionals, including concerned staff from UNESCO central services, and lasted for 3 full days with the following modules: assessment of international and national legislations; Modalities for return and restitution;



Training on the use of operational tools, especially for museums and cultural institutions; Police and customs role in the fight against illicit trafficking; Media and Awareness raising.

1109. Within the same “Culture: a Bridge to Development” initiative, a regional encounter took place in Edirne, Turkey, on 24-25 November 2012, which aimed to bring together and promote exchanges in SEE among culture professionals, municipalities, intellectuals, universities, and the private sector. This event was the first within the “Balkan Bridges Speak” project, to be developed and hosted across South East Europe to highlight bridges as powerful symbols of unity and mutual understanding.

#### *Other regional main results achieved in Science*

1110. Authorities of Bosnia and Herzegovina, Croatia, Montenegro, Serbia and Slovenia were encouraged to further support the joint/trans-boundary nomination of the Dinaric Karst to the World Heritage list.

#### *Visibility of Office activities through Media, Events and Public Information products*

1111. As part of its outreach and visibility efforts, the Office regularly hosts events at its premises, Palazzo Zorzi. In 2012, 22 events were held at the Palazzo, including the hosting of the Albanian National Pavilion for the Venice Architecture Biennale (29 August – 29 November 2012). The pavilion received over 3700 visitors, which is 71% of the number of total visitors to events at the Palazzo in 2012 (approximately 5200).

1112. All major events organized by or with the support of the Office are regularly announced to the media, mostly through the release of media advisories and press releases. Almost all articles analyzed mentioned or dedicated a paragraph to UNESCO and this Office and the general tone of the articles has been *promotional, positive and/or neutral*. Many articles appreciated the Office’s support to the related activities.

1113. The Venice Office website (<http://www.unesco.org/venice>) contributed to [unesco.org](http://www.unesco.org)’s positive trend with a sustained good traffic performance. 148,218 views were counted in 2012. The “home page” was of primary interest to visitors, followed by “Culture: a Bridge to Development” in the forefront of new themes, and the call for applications to the Regional School for Sustainable energy governance was the most viewed news item. Among the new features introduced in 2012 was the overview of news & activities “by country”. 225 dynamic content items were released in 2012, adding to a wide array of static content items (4,309 records: pages, *in focus* stories, photo galleries, etc.) and media elements (1,975 images or documents). Major stories were highlighted on UNESCO and DG home pages and most stories were also regularly featured on both the Natural Sciences and the Culture sites. The top two stories of 2012 were the regional training workshop on the fight against illicit trafficking (Gaziantep, Turkey), followed by the 8th Ministerial Conference on Cultural Heritage in South-East Europe (Sofia, Bulgaria). Major celebrations were promoted via banners and links; likewise, some specific posts of interest for the large public were featured.

1114. The Office was a top contributor in 2012 to the UNESCO Calendar of Events (<http://www.unesco.org/new/en/unesco/events/>) for events organized by Field Offices and Institutes. 50 bilingual pages were recorded for 13 countries. Top ranked countries were: Italy (22%), The former Yugoslav Republic of Macedonia (16%) and Croatia (14%). 58% of pages were for Institutes and 45 bilingual event pages were registered in 2012. The Office also started to contribute with single stories and announcements to the new intranet space, UNESCOMMUNITY. In 2012, the Office has performed well on its social media YouTube channel (<http://www.youtube.com/user/UNESCOVeniceOffice>) with 165,989 views, 8 videos uploads and a top video, “The life of water. Water which gives life” with 69,652 views. Most of the visits were for videos related to Culture, with 40% related to Natural Sciences and 2% related to both. 64% of the visitors were women. Regarding the Office’s audio-visual

H2Ooooh! series of cartoons, its audiovisual content was successfully turned in 2012 into an online collection in the UNESCO Multimedia Archives (<http://www.unesco.org/archives/multimedia>).

1115. The Office continued to take proactive action to provide advice and support in relation to the logo exposure, to assist National Commissions and chairs in the production and/or renewal of their logos and, to ensure visibility and outreach in partners and family agencies' websites. The number of consultations in relation to the use of the logo was 104 in 2012. By means of in-house graphic production, the Office tailored its working documents, communication packages and publications; noteworthy of attention, are 4 thematic workshop reports published and released in the frame of "The Future of Venice and its Lagoon" and a new-fangled newsletter, currently under final production.

1116. Also in support of Office visibility, the Director of the Office represented the DG in several external events, strengthening the image of the Organization as a relevant body in its fields of mandate. For example, the Director was requested to participate in the International Conference on Cultural Heritage organized by HERITY Italia (December 2012, Rome) involving professionals, decision-makers, students and citizens from over 30 countries. HERITY representatives showed interest in cooperating with our Office to increase their actions in the SEE region.

#### ***UNESCO's participation in the UNCT***

1117. At the regional level, the Office in Venice continued its engagement in interagency cooperation in Europe and Central Asia. The Director is its designated representative in the UN Development Group for Europe and Central Asia (UNDG ECA) and in the Regional Coordination Mechanism (RCM) for the Economic Commission for Europe Region. In addition, an Office staff member serves as the UNESCO representative in the Regional Peer Support Group for Delivering as One in Europe and Central Asia, thus ensuring that UNESCO's fields of competences are reflected in the UNDAF and One UN Programmes in this region.

1118. Building upon successful cooperation in previous years, UNESCO's contributions to the regional report, "From Transition to Transformation: Sustainable and Inclusive Development in Europe and Central Asia" were fully incorporated and recognized at the highest levels during the launch of this publication at the Global Human Development Forum held in Istanbul on 23 March 2012. The report, supported by 13 UN agencies, calls for a transformation to integrated policy making where social equity, economic growth and environmental protection are approached together.

1119. The Office is also currently coordinating the Organization's contribution to a regional input being produced by the UNDG/RCM for the Post-2015 Development Agenda consultation process. Participating in joint reporting such as this has provided new opportunities for UN cooperation at the regional level. It is an added value for us to be a part of this process, since Europe is not typically considered as a priority and our engagement in Central Asia is still very heterogeneous. This has led to a better acceptance and understanding of UNESCO's mandate as specialized Agency by the UN system and increased visibility for our initiatives.

1120. Unfortunately, due to the reasons explained above (changes in the directorship and conflicting priorities) the Office was not able to participate in the regularly scheduled meetings of the UNDG ECA and RCM. It is hoped that one of the next sessions will be held in Venice as previously discussed and that the Regional Bureau will be able to resume its role as representative of UNESCO in these important UN coordination mechanisms in the region.

1121. In 2012 the Office in Venice continued to actively participate in UN reform initiatives at the country level, particularly in those countries where there is a UNDAF, One UN Programme, or another common country programming document (Albania, Bosnia and Herzegovina, Moldova, Montenegro, Serbia, The former Yugoslav Republic of Macedonia, Turkey, Ukraine, and with the UN Kosovo Team). UNESCO is considered a full member of the UN Country Team in Albania, Bosnia and Herzegovina, Montenegro and Serbia, regularly participating in UNCT meetings, the annual One 80 Assessment, and jointly-organized initiatives, such as UN Week, despite its non-resident status (Bosnia and Herzegovina being the exception, where it is considered resident by the presence of the Antenna Office). It is also contributing to the Post-2015 National Consultation processes in Albania, Moldova, Montenegro, Serbia, Turkey and Kosovo (under UN SCR 1244) and participated with the Albanian Government at the Fifth Intergovernmental High-level Conference on Delivering as One held in Tirana on 27-29 June 2012.

1122. By the end of 2012, the Venice Office successfully closed all of the remaining MDG-F Joint Programmes (JPs) which were under its mandate (more details on the joint programme results can be found in the country files at the end of this report). The JP in Montenegro, “Improving the business environment through green jobs and institution building”, is still continuing its activities in close cooperation with UNDP and other UN agencies in the country. As noted earlier, with the exception of the permanent Antenna Office in Sarajevo, all corresponding project offices for the implementation of the MDG-F JPs were also closed. A final report on the Office participation (key results, opportunities, challenges, lessons learned) in its 9 JPs (2007-2012) is currently being elaborated.

1123. Also in 2012, the Office witnessed an unanticipated drop in funding available from the UN Country/Coherence Funds for joint programming, which resulted in a reduction of new country-level initiatives. This was particularly noted in Albania, where there has been much debate about the criteria and effectiveness of “One Funds”. Thus the staff focused on implementing activities previously approved (as funds were often received very late by the Office) and on diversifying their fund-raising strategies to include EU programmes and the private sector, in cooperation with the relevant colleagues at HQ and in the field.

1124. The above points strengthen the Venice Office’s finding that Delivering as One programmes are sustainable if there are enough funds to exercise joint activities both at the programme and operational level. While the Office has taken advantage of the existing services provided by and shared premises with the resident agencies, the greatest opportunities for UNESCO have come from the presence of our project team members. They have worked not only to implement the activities as foreseen and as agreed upon with the host Member State, but served to increase the Organization’s visibility and demonstrate its impact to partners and the general public, as well as other UN agencies. They have also supported the successful and smooth implementation of non-joint UNESCO activities. However, while these impacts have been overall positive, no measurable efficiency gains have been noted for business practices.

1125. Despite the increase of contributions requested by some UN Resident Coordinators (UNRC) to cover salary of staff in their offices (Communications, Financial Assistance, M&E specialists, etc.), UVO did not benefit in 2012 of any allocation to support its participation in joint UN initiatives in ESEE countries. Noting that these costs are coming from a growing number of DaO/UNDAF countries and considering that the demands on the staff’s time are also correspondingly increasing, further analysis has to be made to determine the viability of UNESCO continuing the same level of participation in common UN activities in this region.

1126. The decrease in extra-budgetary funding (particularly at the country-level) and a programmatic shift towards regional-level activities has made reporting on the various commitments UNESCO has under the UNDAF/One UN programmes in the region challenging. Colleagues often have to manually calculate the financial impact of participants

from regional initiatives in order to be able to provide data against the requested inputs by UNRCOs. There still remain some aspects of reporting across inter-Agency lines that needs to be better harmonized and understood.

## **ALBANIA**

1127. The new One UN Programme of Cooperation 2012-2016 (PoC) was officially launched on 24 October 2011 and builds on the strengths of the 20 participating UN agencies, programmes and funds, and provides support for four priority areas identified in cooperation with the GoA: governance and the rule of law, economy and environment, regional and local development and inclusive social policies. This new programme replaces the previous One UN Programme that was valid from 2007-2011. UNESCO, through its Venice Office, implemented activities in 2012 under three of the four priority areas. The planned activities under the fourth pillar of inclusive social policies were postponed due to lack of funds.

### **Main results achieved**

#### *Achievements under the Governance and Rule of Law Pillar*

1128. With financing from the UN Coherence Fund, UNESCO worked jointly with UN Women and other UN agencies for the implementation of a series of gender-related activities in Albania in 2012. As a limited number of women are operating professionally in the science sector in the country, it was decided to hold UNESCO World Science Day for Peace and Development in Albania for the 1st time. A **round table “Women in Science and Non-traditional Roles”** was held on 9 November 2012 in Tirana. Over 55 participants attended the round table and Dr. Vita Majce, 2012 International Fellow of the L’Oreal-UNESCO Women in Science Program, was a guest speaker. It is hoped that these “science spokeswomen” will inspire future generations of young Albanian women to study science. Pending funds availability, follow-up activities with the Faculty of Natural Sciences at the University of Tirana are planned.

466. Another gender-related activity that took place in Albania was the presentation of the UNESCO Gender Sensitive Media Indicators to the Albanian media in a **“Gender and Media” Workshop** that took place on 7-8 December 2012 in Tirana. Invited participants were professional journalists and university students from the faculties of journalism of national universities.

1129. Also contributing to strengthening governance capacities were the activities related to statistics. The Office continued the implementation of the **project “Improving Science and Research Governance in Albania”**, supported by the Coherence Fund for Albania. A Statistics and Indicators Working Group has been set up within the Ministry for Education and Science to establish a research and education assessment and to collect relevant data. A survey on Research & Development (R&D) statistics for the public sector has been developed and implemented. This is the first statistical survey of R&D in Albania in compliance with international standards and tailored to local experiences and needs, providing much needed information about this sector to improve government planning and implementation of the sector strategy on Science, Technology and Innovation. A remaining challenge is to improve coordination between the various institutions responsible for collecting this data, such as INSTAT and ARTI.

#### *Achievements under the Economy and Environment Pillar*

1130. Responding to a request from Albania for assistance in **improving cultural heritage sites’ capacity to cope with risk**, on-site coaching for risk prioritization was organized 5-12 May 2012, to which 20 managers of cultural heritage sites and other relevant stakeholders participated. A Final Conference was held in Berat (8 May 2012), attended by 40 regional

and Albanian stakeholders. The report "Assessment analysis of seismologic risk and geohazard vulnerability of first level in major cultural site of Albania" elaborated by CNR-IGAG has been published, as well as two articles, "Case study for MARSH/UNISDR publication" and "Crisis Response Magazine", based on the outcomes of this project. Finally, a first draft of small scale joint action with the Albanian-American Development Foundation (AADF) entitled, "Technical assistance in Disaster Risk Preparedness to the World Heritage Site of Butrint" has been elaborated with ICCROM consultants. Monitoring is needed to see if the Disaster Risk management principles are now implemented in daily practice at cultural heritage sites.

#### *Achievements under the Regional and Local Development Pillar*

1131. **Advocacy actions** are ongoing with the Albanian Government in order to ensure that the Regional Centre for the Restoration of Monuments, based in Tirana, is equipped with the financial and human resources necessary to carry out regular activities. The first national phase of the teaching courses was completed in May 2012; during this first phase of the project, 22 Albanian specialists were trained in various restoration and preservation techniques. Albanian authorities are encouraged to implement the feasibility study commissioned by UNESCO for the official request of its recognition as UNESCO category II Regional Center. As part of its fund-raising strategy, UNESCO is cooperating with Albania to prepare a project proposal for the further enhancement of the Regional Center to be presented for financing within the debt-for-development swap programme between Italy and Albania. A project proposal for the rehabilitation of Ottoman heritage in the Balkans, using the Tirana Center facilities, was also proposed to the Turkish Development Agency (TIKA).

1132. Continuing its activities with the **National History Museum (NHM)** for the rehabilitation of its Conference Room, panels were installed with images from the NHM's archival collection and a cinema-quality sound system is currently being procured and installed. Further, UNESCO mentored NHM staff in applying for private sector financing, leading to the Vodafone Albania Foundation to commit to sponsoring a high-quality audio-guide system for the Museum. UNESCO activities have been geared towards assisting the NHM in diversifying its funding sources, modernizing its business practices according to international standards and demonstrating how culture can be used to achieve sustainable development and vice versa.

#### ***UNESCO's participation in the UNCT***

1133. The Office has been regularly participating in UNCT and Technical and Thematic Working Group meetings, both under the previous One UN Programme as well as the current one, ensuring UNESCO's cooperation at both the strategic and operational levels. UNESCO's participation was facilitated by the excellent contribution provided by the UNESCO NPO who assured high visibility of the Office and helped to strengthen our cooperation with the UNCT. Under the new PoC, UNESCO was nominated to serve as Outcome 3.1 Coordinator, which deals with support to the country's natural and cultural heritage via tourism and other regional development activities. This responsibility is due in large part to the fact that UNESCO was the only NRA to demonstrate having the competences and support to play such an intensive role. However, as the Organization no longer currently has a representative at the country level, we will see in the future if this level of participation is still viable as a regionally-based agency.

#### ***BOSNIA AND HERZEGOVINA***

##### ***UNESCO participation in UNTC:***

1134. During 2012, UVO continued to closely work with the UNCT and the Government of Bosnia and Herzegovina (BiH) through its established Antenna in Sarajevo to implement the UNDAF 2010-2014. Major competences of UNESCO have been included into all four pillars

of the UNDAF 2010-2014: (i) Social Inclusion; (ii) Environment; (iii) Economic Governance (iv) Human Security. The rollout for the next UNDAF 2015-2019 is beginning in 2013 with the elaboration of a new Common Country Assessment and the UNCT is currently debating the possibility of becoming a One UN “self-starter” country.

1135. In addition to the CCA and UNDAF processes which UNESCO is involved in, the Office has also been actively engaged in activities financed by the **Spanish MDG Achievement Fund (MDG-F)**. UNESCO was a full partner agency in the JP “Improving Cultural Understanding in Bosnia and Herzegovina”, under the Culture and Development thematic window (closed 30 June 2012); it was also a sub-contractor to UNDP in the JPs under the thematic windows of Environment and Climate Change ( running until 30 June 2013) and Economic Governance (closed: 31 December 2012).

***Main results achieved:***

1136. As the initially planned activities were requested to be enlarged by the partners with complimentary funding, the MDG-F JP “Improving Cultural Understanding in Bosnia and Herzegovina” was granted a 6-month extension by the MDG-F Secretariat, closing 30 June 2012. The program was focused on improving the policy and strategic planning in the sector of culture and education, developing of statistical tools for data collection and improved programming, analyzing of cultural industries and their contribution to the development in Bosnia and Herzegovina, strengthening the capacity of local municipalities to create an integrated supply of cultural tourism, supporting of intercultural dialogue in schools and in the media, renovation and rehabilitation of cultural heritage in order to respect diversity, and also to develop greater respect for interculturalism, and increase awareness of cultural commonalities in BiH through actions focused on strengthening cross-cultural understanding. During 2012 the following main results were achieved:

- (i) New methodology for addressing information deficiencies in Bosnia and Herzegovina’s culture sector was developed to complement the “**Implementation Strategy Action Plan of Cultural Policy in Bosnia**”. Statistical forms were created in accordance with recognized European practices and existing forms and recommendations of EUROSTAT, and include 15 cultural domains.
- (ii) The **monographic book, “Old Castles of Bosnia and Herzegovina”**, was prepared and released by ICOMOS National Committee in Bosnia and Herzegovina gives a complete and complex presentation of nearly 270 medieval castles/towns in Bosnia and Herzegovina.
- (iii) The **restoration/rehabilitation of 12 cultural symbols** in 9 municipalities to improve cross-cultural understanding. One of the cultural symbols restored, the Mithras Temple (dated 4th century AD) was officially opened in Jajce on 4 December 2012. Complementary works were financed by the Government of Kingdom of Spain, Federal Ministry of Culture and Sports, Jajce Municipality and Federal Institute for Protection of Cultural Heritage.

1137. Within the **MDG-F JP “Mainstreaming environmental governance: linking local and national action in B&H”**, UNESCO is a subcontractor of UNDP (150,000 USD) for the implementation of this JP which is jointly implemented with FAO, UNEP, and UNV. In 2012, the following results were achieved:

- (i) Capacities of experts were built on Energy Efficiency in Cultural heritage;
- (ii) An info point for Vjetrenica Cave was created in order to enhance its management system and capabilities;

1138. The energy efficiency of the Museum of Herzegovina in Trebinje was improved. 6. Within the **MDG-F JP “Securing Access to Water through Institutional Development and Infrastructure”** UNESCO was a subcontractor of UNDP. Despite the extension of the JP until 31 December 2012, all UNESCO objectives were met by end 2011 and have already been reported.

## **BULGARIA**

1139. Bulgaria does not have an UNDAF or similar framework under which the UN operates in the country. Ten UN agencies have either project or permanent offices in the country; UNESCO, as a non-resident agency, is not considered as part of the UN Country Team in Bulgaria.

1140. UNESCO had no national-level activities in Bulgaria in 2012 although the country hosted some significant regional-level activities, such as the 8<sup>th</sup> Ministerial Conference on Cultural Heritage in SEE (see Para. 37 of the Introduction for more details), which was also attended by the UNESCO Director-General. Bulgaria is also home to the new **Regional II Category Center for the Safeguarding of Intangible Cultural Heritage**, the inauguration of which was also attended by the UNESCO Director-General (see Para. 39 of the Introduction for more details) on the occasion of its first regional training on youth and intangible cultural heritage. Experts and representatives of the country were also regularly invited to other regional-level activities, as previously explained in this report.

## **CROATIA**

1141. Croatia does not have an UNDAF, but the same consultative mechanism and methodology was used in developing the agency-specific country programming documents of UNDP and UNICEF. Also present in Croatia are UNFPA, UNHCR, and WHO, as well as the World Bank and the EC. UNESCO is not considered as part of the UN Country Team in Croatia.

1142. UNESCO had no national-level activities in Croatia in 2012 although the country hosted some significant regional-level activities, such as the **UNESCO School on Renewable Energy and Energy Efficiency in Heritage Sites** (see Para. 47 of the Introduction for more details). The Director of the Venice Office also represented the DG in the “**EuroSun2012: Solar energy for a brighter future**”, an international conference organized by the Croatian Solar Energy Association and the International Solar Energy Society (ISES) – Europe on 18-20 September in Rijeka, Croatia.

1143. Croatia is home to the International Centre for Underwater Archaeology (ICUA), which hosted several **regional-level trainings** in 2012 (see introduction for more details). Experts and representatives of the country were also regularly invited to other regional-level activities, as previously explained in this report.

## **GREECE**

1144. Greece does not have an UNDAF as there are no UN agencies resident in the country.

1145. In late 2010, a new proposal for “**Outlining a sustainable future for the island of Samothraki (Greece) as a MAB reserve, and creating a regional showcase**” was elaborated in collaboration with the Institute of Social Ecology (Vienna). The Greek authorities and the National Commission were encouraged in 2012 to proceed with the establishment of the Samothraki Biosphere Reserve, support its active participation in the EuroMAB network and to promote it as a model for the revision of existing ones and the promotion of new ones in the country, as requested by the Madrid Action Plan (2008-2013).

1146. UNESCO had no national-level activities in Greece in 2012 although the country hosted some regional-level activities, such as the **6<sup>th</sup> Annual Regional Meeting of Intangible Cultural Heritage Experts in SEE** (see Introduction for more details). Experts

and representatives of the country were also regularly invited to other regional-level activities, as previously explained in this report.

## **MOLDOVA**

1147. UNESCO has been involved in implementation of the 2007-2012 UNDAF primarily via its Moscow Cluster Office with the support of Venice Office as needed and particularly in the field of culture. In planning the new UN-Moldova partnership agreement 2013-2017, UNESCO's contribution has been made jointly between the two offices. The three priority areas of the current UNDAF are: democratic governance and participation; access to quality services such as education and health; and regional and local development. Including the World Bank and IMF, UNESCO is one of 21 UN agencies currently working in Moldova.

1148. As part of the sub-regional project "**Cultural Heritage: a Bridge towards the Shared Future**", financed by the Italian government and managed by the UNESCO Venice Office, UNESCO supported the establishment of the National Agency for Inspection and Restoration of Monuments of the Republic of Moldova, which was activated in 2011 and whose new Headquarters (also refurbished with the support of the same project) were inaugurated on 12 December 2012. The activity included the restoration of the Agency's seat, the preparation of the office spaces, and the realization of capacity-building activities with international trainers aimed at central and local staff of the agency.

1149. UNESCO had no national-level activities in Moldova in 2012 although experts and representatives of the country were regularly invited to regional-level activities, as previously explained in this report.

## **MONTENEGRO**

1150. UNESCO positively responded to the request of UNCT Montenegro to apply for funds under the Expanded Funding Window for DaO in December 2009. Since then, UVO has worked closely with the UNCT and the Montenegrin National Commission for UNESCO in the preparation of an Integrated UN Programme. The DaO programming cycle distinguishes two phases of the Integrated UN Programme: a transition phase covering 2010 and 2011, and a Phase II of the Integrated UN Programme, which replaces the UNDAF, and covers the period 2012-2016.

1151. The second phase of the Integrated UN Programme for Montenegro follows the first in having three strategic programme pillars: Social Inclusion, Democratic Governance, and Sustainable Economic Development & Environmental Protection (SEDEP). UNESCO's participation in the latter was facilitated by the contribution provided by the UNESCO NPO who assured high visibility of the Office and helped to strengthen our cooperation with the UNCT in Montenegro.

1152. Participating UN Organizations in the Integrated UN Programme are UNDP, UNICEF, UNHCR, WHO, IOM, FAO, UNIDO, UN Women, UNEP, and UNECE. UNESCO is considered a non-resident agency in Montenegro and contributed in 2012 primarily to the SEDEP pillar.

### ***Main results achieved***

1153. In 2012 UNESCO continued its implementation of a Joint Programme with UNDP and regionally-based organizations UNEP, UNIDO and FAO entitled, "**Improving the business environment through green jobs and institution building**". Also supported by the Veneto Region, Italy, via a project entitled "Strengthening Sustainable Development Governance in the Tara River Basin Biosphere Reserve and in the Durmitor World Heritage Site in Montenegro (acronym: DURMITOR)", implementation of this programme will continue in



2013 and the SEDEP Pillar is hoping to mobilize new funds for the JP. Moreover, the Pillar Working Group is planning to create and implement a new joint programme which would involve all regionally-based organizations, including UNESCO.

1154. The following results were achieved in 2012 within the MDG-F JP “Improving business environment through green jobs and institutional building”:

- (i) 7 stakeholders from Montenegro (Durmitor area / Tara River Basin BR) visited in March 2012 the Wienerwald BR (Austria) and the Ticino BR (Italy) and experienced the way of BRs functioning and potential benefits BR designations could bring to local community;
- (ii) **Training on World Heritage Site branding and management**, Governance of Local Sustainable Development was held in Zabljak, Montenegro, on 26-28 March 2012. 17 representatives of national and local institutions together with staff of relevant business support institutions were trained on branding management of products from a World Heritage site, including planning of sustainable tourism development and territorial marketing. The training was also an opportunity to coach the members of the multi-stakeholder consultation platform in the elaboration of a specific plan of activities for the Durmitor area (catalogue of local products, market organization, quality control) that could be implemented by a specific destination organization for the site.
- (iii) The **local stakeholder platform** was officially activated at the Tara River Basin BR site and following training on territorial marketing, this platform is now elaborating a strategy and plan of actions for sustainable tourism development at that site.

1155. Within the framework of the sub-regional project “**Cultural Heritage – a Bridge towards a Shard Future**” (**Italian FIT**) the Office supported the preparation and approval of the Management Plan for the historical core of Cetinje. The elaboration of the Detailed Spatial Plan and the Master Plan of the Historical part of Cetinje were additionally supported by the project, “Environmental management of Cultural Heritage in SEE” financed from the Italian Contribution. As a follow-up to this activity, in 2012 UNESCO assisted the Montenegrin authority in the preparation of the candidature file for the inscription of Cetinje in the World Heritage List and advice for the creation of a **UNESCO Category II Regional Center for the management of cultural heritage**, intended as a platform for the development and sharing of related knowledge, capacities and good practices.

1156. Experts and representatives of the country were also regularly invited to regional-level activities, as previously explained in this report.

## **SERBIA**

1157. Serbia is part of a New Generation of UNDAFs moving from a situation of development assistance to one of partnership for development. The Office has actively participated since 2008 in the preparation of the “UN Country Partnership Strategy for Serbia 2011-2015”, which involves 19 UN agencies and moves around three priority areas: (1) Strengthened Good Governance, (2) Sustainable Development and Social Inclusion Enhanced, and (3) Increased Regional Stability and Cooperation. It is considered a non-legally binding document describing planned activities (with indicative resources). UNESCO has indicated support for all three priority areas.

1158. As a follow-up to its contributions in 2010 and 2011 to the **MDG-F Joint Programme, “Sustainable Tourism for Rural Development”**, UNESCO collaborated with the participating UN Organizations for the development of a phase II of the JP, which foresees UNESCO as a full participating member and contributing to the development of an integrated multi-stakeholder platform for a pilot rural destination (such as a World Heritage Site or MAB candidate). However, no new funds have been raised for the Phase II of the JP to-date.

1159. Due to lack of funds and a re-orientation towards activities on a regional scale, as opposed to a national ones, no national-level activities were undertaken in Serbia in 2012 by the Office in Venice, although experts and representatives of the country were regularly invited to regional-level activities, as previously explained in this report. The Office also participated as an observer to the April 2012 meeting of the Council of Ministers of Culture of SEE, organized by the Council of Europe and held in Belgrade.

### **THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA**

1160. UNESCO as a non-resident agency and in close consultation with the National Commission has participated since 2008 in the process for the preparation, finalization and implementation of the UNDAF 2010–2014. Major competences of UNESCO have been included into each of the UNDAF three priority areas: (i) Social Inclusion, (ii) Local Governance and Territorial Development, (iii) Environmental Protection.

#### **Main results achieved**

1161. Within the **MDG-F JP “Enhancing Inter-Ethnic Community Dialogue and Collaboration in FYR Macedonia”**, which is under the Conflict Prevention and Peace Building Thematic Window, the total amount awarded to this 3-year JP is 4,000,000 USD, out of which UNESCO’s component is 926,000 USD. Some key results achieved in 2012 under this JP included:

- (i) A **Diversity Day Celebration** in Skopje (20-21 May 2012) focused on the diversity of cultural and natural heritage as a foundation for sustainable development. There were public panels on these topics to raise awareness and brainstorm ideas, as well as the teachers who have been using the WHYH kit were able to share poster presentations on how they have integrated cultural diversity of local heritage in the classroom;
- (ii) The premiere **Pantomime Performance** was held on 15 May 2012 at FON University, which was the culmination of a 7-month training program for a group of students that attempted to break down language barriers and stereotypes and create inter-ethnic dialogue using non-verbal communication techniques. As part of the activity, “Pantomime Theater: Bringing Youth Together Across Language Lines”, the students were members of the UNESCO Club “Youth Cultural Club” at FON University. The performance was repeated in several cities throughout the country;
- (iii) The Southeast European University (SEEU) in Tetovo formed a **Center for Intercultural Dialogue** and developed a new elective course in intercultural communication available for students of all majors. The center was launched on 04 May 2012;
- (iv) A **media monitoring methodology** was developed to analyze media reporting on diversity and interethnic sensitive issues. The monitoring team completed three analyses and a final expert panel discussing them was held on 18 May 2012;
- (v) The Association of Journalists is supporting the new Honor Council through training and mentorship and they are producing the new **Honor Council handbook on ethics in journalism** with the support of UNESCO;
- (vi) The inclusive **media platform Res Public** was developed to engage media and civic society in discussions over the role of media in promoting interethnic cohesion. The platform was linked to a UNJP-supported community mediation support unit, to act as a media rapid response mechanism;
- (vii) A one-year specialization **degree in media management and public relations** with a focus on inclusive journalism and diversity sensitivity was accredited at the SJPR and students enrolled. Professionals in the communications field were supported with scholarships for this program;
- (viii) An inclusive **journalism and intercultural communications round table** for Public Service editors was organized during 2012;

- (ix) 15 **internships** were supported for **journalism students** in media houses, each with a different ethnic focus. A summary meeting of the interns and their mentors reflecting on their experiences was held on 17 May 2012.

1162. As far as environment is concerned, the nomination processes for **Transboundary Biosphere Reserves (MAB) for the Osogovo Mountains and the Ohrid-Prespa region** (watershed) have been actively supported through dissemination of information materials and training of stakeholders on biosphere reserve (BR) concept. In late 2012, a MAB National Committee has been formally established in order to facilitate these processes and activate the necessary interface with national and international partners.

1163. The country is also home to the Regional Category II Centre for Digitalization of Cultural Heritage and hosted a **Regional University Forum** in 2012 (see Para. 48 of the Introduction for more details). Experts and representatives of the country were also regularly invited to regional-level activities, as previously explained in this report.

## **TURKEY**

1164. On 27 December 2010, the Resident Coordinator and the Government of Turkey signed the United Nations Development Cooperation Strategy (UNDCS) 2011-2015. This document is the result of a distinct new programming framework aimed at the repositioning of the UN System in the Middle Income Countries (MIC) and for which Turkey had been requested to Pilot as a new generation of UNDAF for MIC. The State Planning Organization has the ownership and represents the leading organization of the process with inclusive and extensive consultations with the stakeholders.

1165. The UNDCS is strongly aligned with the vision of the 9th Development Plan (2007-2013) for Turkey and to the MDGs. The UNDCS seeks to bring in an innovative and simplified process for the UN System in Turkey, addressing specific developmental challenges faced by upper-middle-income countries. A strategic rather than operational document with focus on higher level results it represents a common strategic framework that enables the UN System to provide a collective, coherent and integrated response to national priorities and needs. It also allows for some flexibility in preparing the individual agency-specific country action plans. The UNDCS has 3 strategic areas of cooperation with seven concrete results distributed among them. UNESCO has indicated support for the first (Democratic and Environmental Governance) and third (Poverty and employment) strategic area of cooperation.

### ***Main results achieved***

1166. Under Priority Area 1, from 2008-2012, the Office participated in the **UN Joint Programme, “Alliances for Culture Tourism (ACT) in Eastern Anatolia”**, financed by the Spanish MDG Achievement Fund under the Culture and Development thematic window and involving UNESCO, UNICEF, UNWTO and UNDP, partnership with the Ministry of Foreign Affairs and the Ministry of Culture and Tourism of the Republic of Turkey. After being granted a six-month extension and subsequent 3-month extension, the closing event was held on 8 May 2012. UNESCO was responsible for 830,320 USD for the implementation of the following activities over the life-cycle of the JP:

- (i) The **Ani site management plan** was prepared through a participatory approach and is being finalized. It will be submitted to the Management Advisory Board for approval before the final submission for the stakeholders' contribution. It should be noted that the Site Management Planning is a relatively new subject for Turkey. Therefore the Ani Site Management Planning process carried out within the UNJP is an important achievement as being the methodology based on international standards and

- leveraging directly on the institutional structures and capacities of the relevant institutions for the first time in Turkey.
- (ii) The **brochures on the legislative and normative framework for the safeguarding of cultural heritage** have been produced and disseminated and are believed to bring concrete results in terms of enhanced knowledge on the concerned issues, and thus to strengthen the respect and safeguarding of cultural heritage.
  - (iii) A **system for the management of the digitized information of cultural heritage** has been created and installed to the newly established Kars Preservation Council's office. Trainings have been delivered through our National partner (MoCT). This system will ensure an effective monitoring and the implementation of conservation, renovation, observation, inspection, licensing and project management activities in relation to the registered sites and assets and represent a model for the development of similar structures in the region and all over Turkey.
  - (iv) An extensive **field research for Mapping of Intangible Cultural Heritage (ICH)** of Kars Province was conducted and its results published, in cooperation with the Kars University and the MoCT. The mapping of the local ICH in its diverse forms of expressions is expected to raise awareness on ICH and will offer a necessary reference for all future actions aimed at the safeguarding and viability of this heritage, as well as for its inclusion into sustainable and responsible programmes of tourism development.
  - (v) The **Culture House** has been established and related activities implemented for the promotion of the Minstrelsy tradition (inscribed in the UNESCO Representative List of Intangible Cultural Heritage), considered as an important contribution to the sustainability of this most important expression of ICH in the province of Kars, by means of providing a reference place for education and performing, and thus for the transmission and promotion of this tradition. The continuation of the activities and support given through the local authorities and MoCT are positive results of the initiative.
  - (vi) The "saz" and "tar" making and performing **training courses** have been completed. The master continues to hold regular traditional music courses once a week and keeps the atelier operational for the production of traditional instruments.
  - (vii) A proposal envisaging possible future follow-up actions to the MDG-F Joint Programme on **cultural tourism** in Eastern Anatolia/Kars in Turkey has been prepared and is under consideration.

1167. UNESCO had no national-level activities in Turkey in 2012 although experts and representatives of the country were regularly invited to regional-level activities, as previously explained in this report. It did play host for several regional meetings on culture (see introduction for more details).

## **UKRAINE**

1168. In 2012 UNESCO, through its Venice Office, continued to be involved as one of the 20 UN Agencies (including IFC, IMF, and WB) participating in the Ukraine-United Nations Partnership Framework (UNPF) for the period of 2012-2016. The document was signed on 24 March 2011. UNESCO was not a signing party (only a partner under Education-related activities) to the previous UNDAF 2006-2010 (which was extended to 2011).

1169. The new UNDAF for Ukraine focuses on four priority thematic areas: Sustained Economic Growth and Poverty Reduction; Social Development; Governance; and Environment and Climate Change. UNESCO has indicated it would like to contribute under all four thematic areas. However, due to lack of funds and a re-orientation towards activities on a regional scale, as opposed to a national one, no activities were undertaken in Ukraine in 2012 by the Office in Venice, although experts and representatives of the country were regularly invited to regional-level activities, as previously explained in this report.

**UNMIK/KOSOVO\* (AS DEFINED UNDER UN SECURITY COUNCIL RESOLUTION 1244)**

1170. The UNSCR 1244 remains in full force. The UN maintains a significant presence in Kosovo's international landscape, with 21 agencies, funds and programmes active in Kosovo, including 15 with a permanent physical presence, in addition to support from the UN Mission in Kosovo (UNMIK). The NATO Kosovo Force (KFOR) still provides security throughout Kosovo although with its downsizing, Kosovo Police have taken over responsibility for protection of certain cultural and religious sites.

1171. The UNESCO Venice Office is implementing all the projects related to the donor's conference funding (2005) through UNMIK, UNESCO is also part of the UN Kosovo team which is coordinating and supporting all the UN activities of 21 Agencies under the guidance of the UNDC.

1172. Due to Kosovo's sui generis status, the UN Kosovo Team (UNKT) could not elaborate a UNDAF; however, in agreement with UNMIK, actions were taken to strengthen coherence and enhance impact of its activities. A UN Strategic Framework for Kosovo (UNSF) was developed in 2010 to establish mechanisms for strengthened coordination and cooperation between UNMIK and the UNKT that capitalize on their respective, distinct political and long-term development mandates. In the context of drafting the UNSF, the UNKT also developed a multi-year UN Common Development Plan (CDP) for 2011-2015 tailored to Kosovo's context, applying a light UNDAF methodology. Similar to the UNSF, resource mobilization for the CDP poses a challenge due to Kosovo's sui generis status which prevents UNKT access to many funding windows (e.g. GEF, MDGF, One-UN start-up, etc.).

1173. Under an overall heading of social inclusion, the CDP comprises 4 central themes: 1) Enhanced legislative and policy frameworks for social inclusion and equity 2) Enhanced accountable and responsive central and local institutions 3) Increased citizen participation in local governance - focusing on livelihoods, quality social and public services and justice mechanisms 4) Creating an enabling environment for low emission and climate resilient development as a key to sustainable development and reduced vulnerabilities to environmental risks. UNESCO primarily contributes to UN Outcome 3.2 "Access to sustainable and gender-equitable economic and livelihood opportunities, quality public and social services and prompt, accountable and gender-responsive justice mechanisms have increased".

1174. During 2012, under Outcome 3.2 of the CDP and within the overall programme, "**Safeguarding of Cultural Heritage in Kosovo**", UNESCO has completed implementation of restoration campaigns sponsored by the following donor countries:

- (i) Albania, 149,817 USD, **Restoration of Catholic Cathedral of Prizren**. Status: Works on-going; activities to be completed by end of March 2013
- (ii) Czech Republic, 76,336 USD - **Restoration of the wall paintings of Bogorodica Ljeviska Church in Prizren**. Status: works completed in 2012.
- (iii) Greece, 121,065 USD - **Restoration of the wall paintings of Bogorodica Ljeviska Church in Prizren**. Status: works completed in 2012.
- (iv) Italy, 1,609,157 USD, the funds were dedicated for the following activities, divided into two phases. Status: Phase 1 was fully completed in 2006 and phase 2, the **restoration of wall paintings of Bogorodica Ljeviska Church**, was completed in December 2012.
- (v) Russian Federation, 2,000,000 USD, **Safeguarding of WH sites in Kosovo** (Monaster Decani, Monastarey Gracanica, Pec Patriarchate and Bogorodica Ljeviska Church), Status:
  - a) Restoration of the structure, façade of Decani Monastery was completed in December 2012;

- b) Restoration of wall paintings of the Church the Mother of God Odigitrija and the Throne of Good's Mother of the Pec Patriarchate works were completed in October 2012;
  - c) Restoration of the wall paintings of the Monastery of Gracanica were completed in October 2012;
  - d) Additional works on restoration of architectural elements of Gracanica Monastery has been launched with completion of the works foreseen by the end of May 2013.
- (vi) Turkey, 300,000 USD, **Restoration of Gazi Mehmet Pasha's Hammam in Prizren.** Status: Contractor selected and works on-going; completion of the works is foreseen for 2013.
- (vii) Bulgaria, 100,000 USD to support **restoration of wall paintings of Bogorodica Ljeviska Church of Prizren as well to restore four Ottoman Fountains.** Status: Entire activities are to be completed by the end of 2013.

1175. Experts and representatives of Kosovo were regularly invited to regional-level activities, as previously explained in this report.



United Nations  
Educational, Scientific and  
Cultural Organization

**Executive Board**  
Hundred and ninety-first session

**191 EX/4**  
**Part II**

PARIS, 15 March 2013  
Original: English

Item 4 of the provisional agenda

**REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION  
OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE**

**PART II**

**BUDGET ADJUSTMENTS AUTHORIZED WITHIN  
THE APPROPRIATION RESOLUTION FOR 2012-2013**

**AND**

**MANAGEMENT CHART FOR PROGRAMME EXECUTION IN 2012-2013  
(36 C/5 APPROVED) STATUS AS AT 31 DECEMBER 2012 (NON-AUDITED)**

**(No. 50)**

**SUMMARY**

Part II of document 191 EX/4 contains:

- A. A report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2012-2013.

In accordance with 36 C/Resolution 111, paragraphs (b) and (e), the Director-General presents to the Executive Board:

- (i) a report on the adjustments to the approved appropriation for 2012-2013 arising from donations and special contributions received during the period 1 July to 31 December 2012,
- (ii) a report on the transfers between appropriation lines arising from adjustments in organisational design (staff movements).

Action expected of the Executive Board: decision in paragraph 8.

- B. The Management Chart for Programme Execution in 2012-2013 as at 31 December 2012.

## PART A

**REPORT BY THE DIRECTOR-GENERAL ON BUDGET ADJUSTMENTS  
AUTHORIZED WITHIN THE APPROPRIATION RESOLUTION FOR 2012-2013**

1. The detailed list of donations and special contributions appear in Annex I and II of 191 EX/4.INF. The INF document on this item presents also (Ref. Annex IV) the report of the Director-General on the operating costs incurred by the Executive Board in 2012 following 184 EX/Decision paragraph 11, which invites the Director General “to include in her annual reports on the operating costs of the Executive Board during the previous year a detail breakdown for each item of expenditure in a table similar to the one contained in document 174 EX/5”.

2. Part A provides a summary of analysis for the decision making of the Executive Board.

**I. Adjustments to the Appropriation approved for 2012-2013 arising from donations and special contributions received since the beginning of the biennium**

3. In accordance with paragraph (b) of 36 C/Resolution 111, by which the Director-General is authorized to accept and add to the appropriation approved for 2012-2013, voluntary contributions, donations, gifts, bequests and subventions, and contributions from governments taking into account the provisions of Article 7.3 of the Financial Regulation, and to provide information thereon to the Members of the Executive Board at the session following such action, the Director-General is pleased to provide information on donations and special contributions received during the period 1 July to 31 December 2012. The below table provides the summary of such actions by Sector/Bureau and details are provided in Annex I:

Sector/ Bureaux	\$	Weight
Direction (ODG/HGA)	38,860	1.3%
Education (ED)	626,117	20.6%
Natural Sciences (SC)	598,303	19.7%
Social and Human Sciences (SHS)	259,253	8.5%
Culture (CLT)	843,896	27.7%
Communication and Information (CI)	114,981	3.8%
Intersectoral Platform (IP)	24,964	0.8%
Field Office implementation of decentralized programmes (BFC)	511,838	16.8%
Programme-related services (Gender)	566	0%
Programme-related services (BSP)	25,147	0.8%
<b>Total, donations and special contributions</b>	<b>3,043,925</b>	<b>100.0%</b>

4. In addition to the above, governments made contributions in kind to field offices/ institutes by offering rent-free premises during the 2012-2013 biennium. In our previous document (190 EX/4 Part II) and based on the information available in 2011, a sum of \$3.7 million was reported for field offices and \$2.8 million for institutes representing the market value equivalent to 6 months. In the current report (status as at 31 December 2012), we are providing the information on the basis of the market value of the entire year as follows: \$7.7 million for field offices and \$5.6 million for institutes. Future management charts will report contributions in kind for field offices/institutes rental on an annual basis, matching the information in the IPSAS compliant financial statements. In this regard, UNESCO continues to develop tools and processes in order to record and value other in-kind contributions. While some sectors have begun the process of identifying and recording such contributions, we are unable to provide a complete list of all such activities using consistent valuation methods across all sectors. For example, the in-kind contributions relating to the World Heritage Convention and its related expert meetings and statutory processes are not



fully valued. For information only, a list of in-kind contributions towards programme implementation (although not exhaustive) is presented in Annex II, B of 191 EX/4 INF with an indicative value of \$5.2 million.

## II. Statutory increases for staff costs

5. The interim salary increase for staff members in the GS category at Headquarters, normally effective 1 October 2012, was suspended pending the outcome of the comprehensive salary survey carried out in Paris by the International Civil Service Commission (ICSC). The results of the survey will be discussed by the Commission at its session of February 2013. In line with established procedures, the ICSC chairman will submit the Commission's recommendations to the Director-General, who will submit these to the Executive Board for decision at its 191st session in April 2013. The current forecast of 36 C/5 expenditure includes an estimate, based on historical trends, of \$2 million for statutory increases in staff costs.

6. The Director-General plans to absorb statutory increases in the existing staff costs budget, which is forecast to be 10% lower than in the approved 36 C/5, and to contain costs by continuous efforts to limit the recruitment of posts for the remainder of the biennium.

## III. Transfers of staff costs between appropriation lines:

7. Paragraph (e) of the Appropriation Resolution for 2012-2013 states that "in instances where transfers between appropriation lines entail an amount greater than 1% of the initial appropriation, the Director-General shall obtain the prior approval of the Executive Board". The Director-General submits her report on the following transfers between appropriations lines subsequent to restructuring to improve the organizational design with a view to enhancing the functional efficiency in the Organization. It may be noted that all transfers effected during the past six months are below 1% of the initial appropriations. Details of these staff costs transfers by appropriation line (net impact \$0) are indicated in the revised Appropriation Table in Annex III of 191 EX/4.INF and the table below presents the summary:

Appropriation Lines	Staff comparative transfers
	\$
<b>Part I – General Policy and Direction</b>	<b>(43,500)</b>
<b>Part II – Programme and Programme related services</b>	
B. Programme related services	<b>184,200</b>
<b>Part III – Corporate Services</b>	
C. Management of Support Services	<b>(140,700)</b>
<b>Total Appropriation</b>	<b>-</b>

## IV. Action Expected of the Executive Board

8. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Having examined the Director-General's report on donations and special contributions received during the period 1 July to 31 December 2012 and appropriated to the regular budget, and the transfers made between appropriation lines, in accordance with 36 C/Resolution 111 paras. (b), and (e), document 191 EX/4 Part II and Annex I;

2. Takes note that the Director-General has, as a consequence of these donations and special contributions, increased the appropriations to the regular budget by a total of **\$3,043,925** as follows:

	\$
Part I.B – Direction (ODG/HGA)	38,860
Part II.A – Major Programme I	626,117
Part II.A – Major Programme II	598,303
Part II.A – Major Programme III	259,253
Part II.A – Major Programme IV	843,896
Part II.A – Major Programme V	114,981
Part II.A – Intersectoral platforms (IP)	24,964
Part II.A – Field Office implementation of decentralized programmes (BFC)	511,838
Part II.B – Programme Related Services (Gender)	566
Part II.B – Programme Related Services (BSP)	25,147
<b>Total</b>	<b><u>3,043,925</u></b>

3. Expresses its appreciation to the donors listed in Annex I and II of document 191 EX/4.INF,
4. Recalling the provision of the Appropriation Resolution by virtue of which the Director-General may make transfers between appropriation lines up to an amount of 1% of the initial appropriation, and inform Members of the Executive Board in writing at the session following such action, of the details of and reasons for these transfers;
5. Takes note of the transfers between appropriations lines arising from the organizational restructuring (staff movements) as listed in paragraphs 7 of the document;
6. Takes note of the revised Appropriation Table as contained in Annex III of 191 EX/4.INF.



## PART B

### REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

#### MANAGEMENT CHART – Programme execution as at 31 December 2012

The Management Chart provides overall budget and expenditure situation for regular budget and extra-budgetary.

#### **Overall budget as at 31 December 2012 – Status of resources by funding source – ref: Table 1 of 191 EX/4.INF.**

Regular Programme: Total resources required based on a budget forecast for two years (2012-2013) amount to \$528 million with an expenditure rate of 46.8%.

Emergency Fund: Total receipts of contributions to-date amount to \$70 million of which \$24 million has been allocated and with an expenditure rate 37.7%.

Extrabudgetary Funds: Total allotments issued during 2012 amount to \$332 million with an expenditure rate of 61.8%.

#### **Regular Programme:**

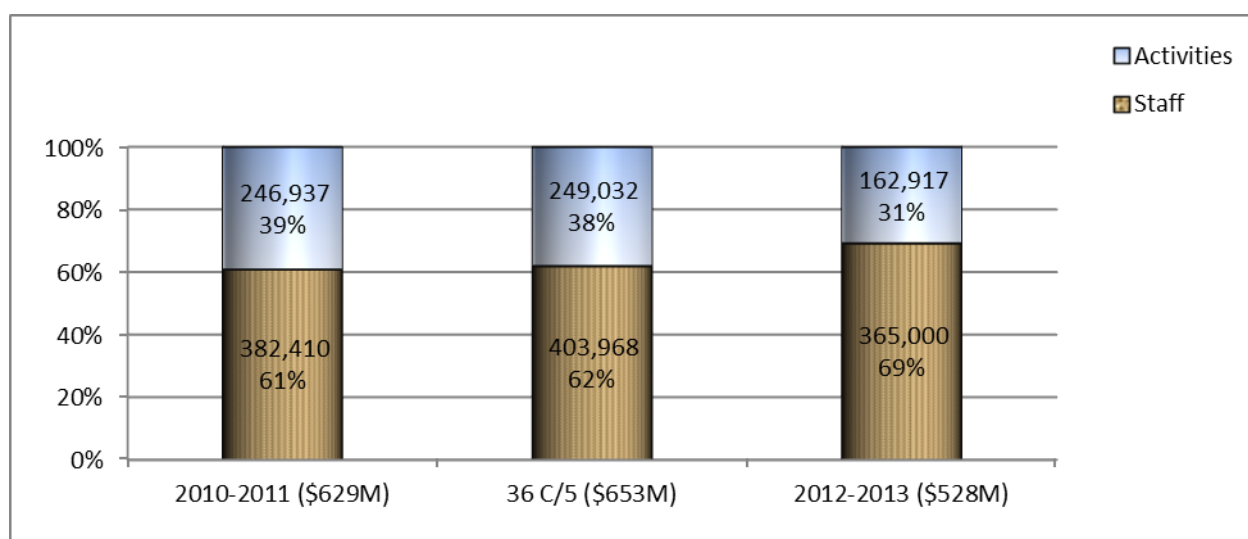
**36 C/5 RP Forecast:** The budget ceiling of \$465 million was set by the Director-General to take into account (i) the withholding of 22.4% of assessed contributions for the current biennium and (ii) the need to restore \$42 million of the 2010-2011 biennium deficits following the non-payment of United States 2011 dues. The latest budget forecast amounting to \$528 million (including \$6.5 million of donations) results in a reduction of \$133 million or 20% (\$653 million - \$528 million + \$6.5 million Additional Appropriations + \$1 million residual budget after liquidation of obligations from 2011) as against a target of \$188 million or 29% required in relation to the 36 C/5 budget ceiling of \$653 million. This “worst case” forecast is based on a near 100% freeze of vacant and to become vacant posts and takes into account \$12 million of estimated risks that may arise but are yet to be budgeted. The forecast is adjusted quarterly to reflect the impact of implementing expenditure reduction measures as elaborated in 191 EX/26 (Financial situation of the Organization and its implications for the implementation of the 36 C/5); changes in the estimated risks; and management decisions on recruitment of mission critical posts.

Despite the 20% reduction, the current forecast of \$528 million results in a financing gap of \$56 million. In this connection, additional measures undertaken in early 2013 include restriction of commitments to those fully deliverable by December 2013, 20% reductions in consultancy fees and numbers and a further review of the timing of recruitment of mission critical posts. These calculations exclude the Emergency Fund.

As shown in the graph below, staff and activities are lower in the current biennium vs. the 36 C/5 Approved by \$39 million (10%) and \$86 million (35%) respectively. When the activities financed under the Emergency fund (\$24 million) are included, the reduction in activities becomes \$62 million or 25%.

The evolution of staff and activity costs is presented below, comparing the 35 C/5 actual expenditure to the 36 C/5 Approved budget and current forecast:

(All graphs in thousands of US Dollars)



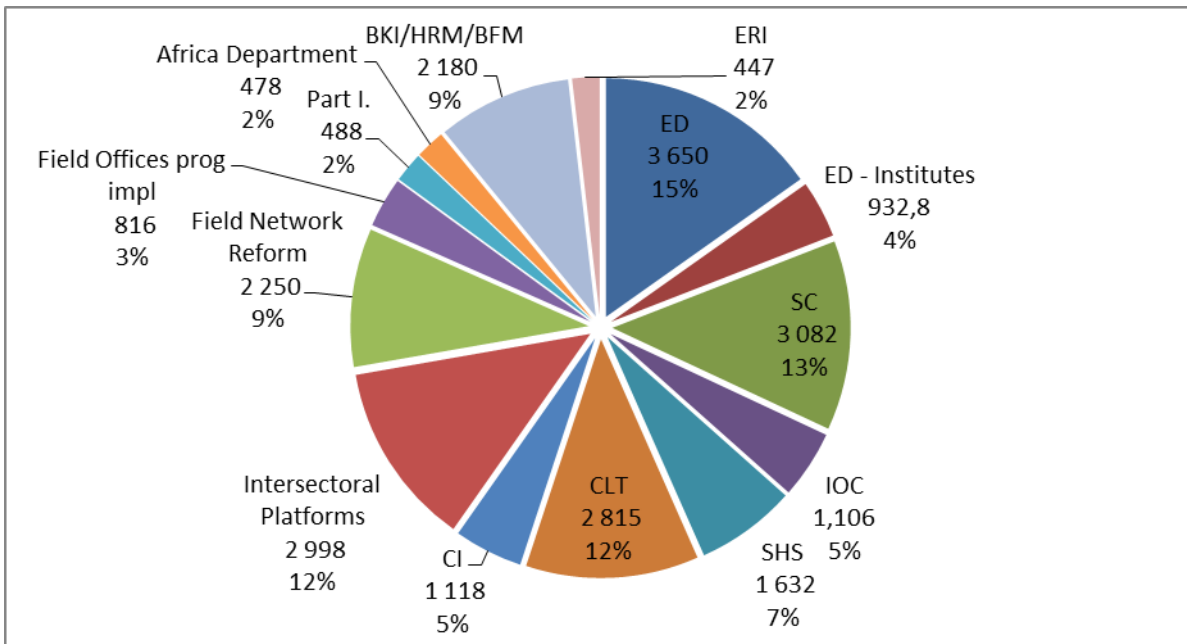
The following table shows the evolution by parts of the budget as well as the relative percentage weight of each from the previous biennium (35 C/5 expenditures vs. 36 C/5 forecast):

	2010-2011 (\$629.3M)	2012-2013 (\$527.9M)	% weight in 2010-2011	% weight in 2012-2013	2012-2013 Increase/ (Decrease) vs. 2010-2011
Part I. General Policy & Direction	44,793	43,424	7.1%	8.2%	-3.1%
Part II.A Programmes	374,221	306,937	59.5%	58.1%	-18.0%
Part II. B Programme-related services	49,852	44,622	7.9%	8.5%	-10.5%
Part II.C Participation Prog & Fellowships	21,040	14,787	3.3%	2.8%	-29.7%
Part III. Corporate Services	125,672	103,054	20.0%	19.5%	-18.0%
Part IV and V. Loan repayment & Anticipated cost increases	13,784	15,094	2.2%	2.9%	9.5%
<b>Total</b>	<b>629,362</b>	<b>527,918</b>	<b>100.0%</b>	<b>100.0%</b>	<b>-16.1%</b>

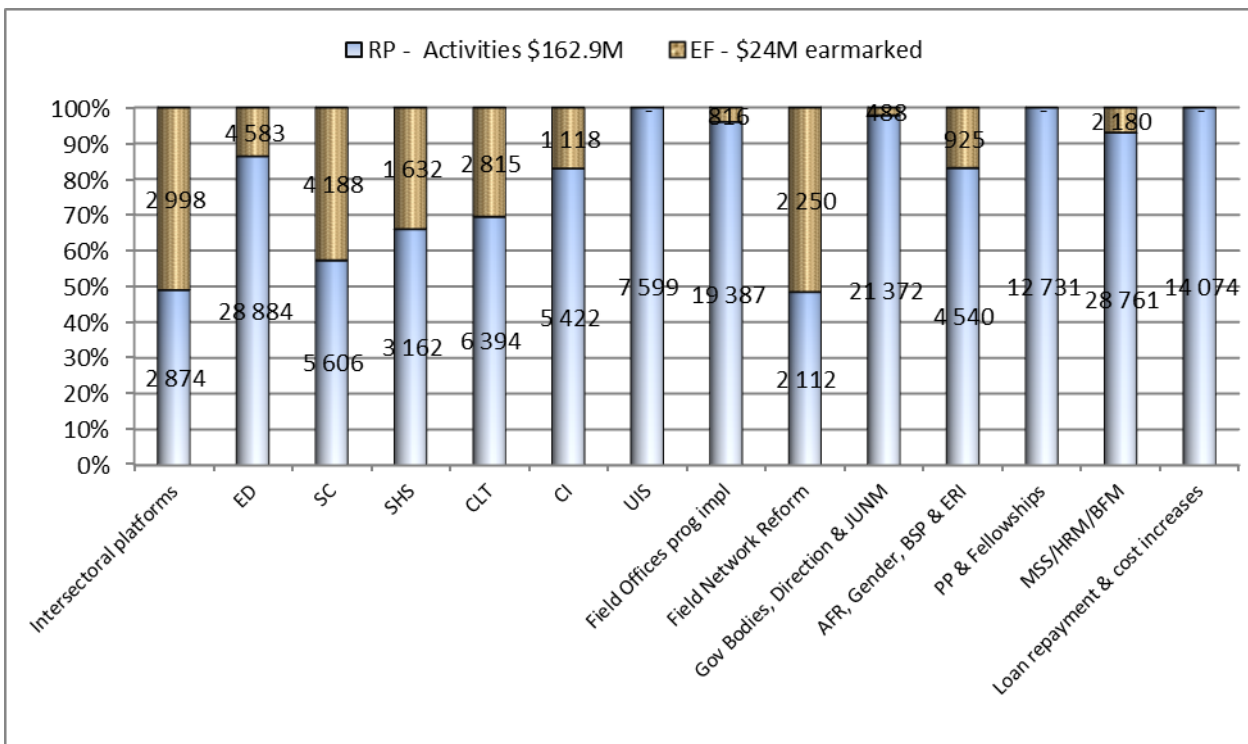
The table above shows that within the overall budget decrease of \$101.4 million (16.1%) in the current forecast vs. last biennium's total expenditures, the Organization reduced the corporate services (Part III) by 18% and reduced marginally their weight within the total budget. The margin of manoeuvre for reductions in the corporate services and Part I versus other areas are affected by the high level of incompressible/fixed costs including participation dues in United Nations Machinery and overhead costs.

#### Emergency Fund (EF) – ref: Table 1 of 191 EX/4 INF

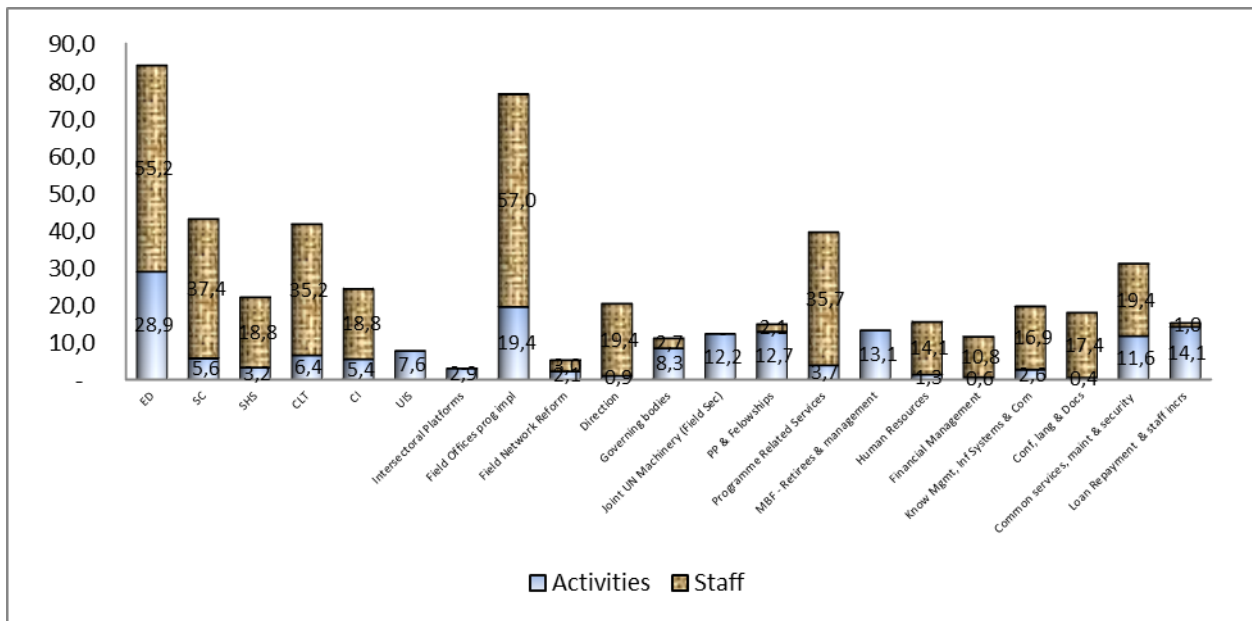
The total allocated funds of **\$24 million** represent 34% of the funds received (\$70 million). The five major recipients include: Education \$4.58 million (including the ED Institutes), Science (including IOC) \$4.2 million, BFC Field & Reform \$3 million, Intersectoral Platforms \$3 million, and Culture \$2.8 million. Total expenditure under this Fund amounts to some \$9 million representing 37.7% of the total allotments. The graph below shows the distribution of resources allocated under the EF (\$24 million):



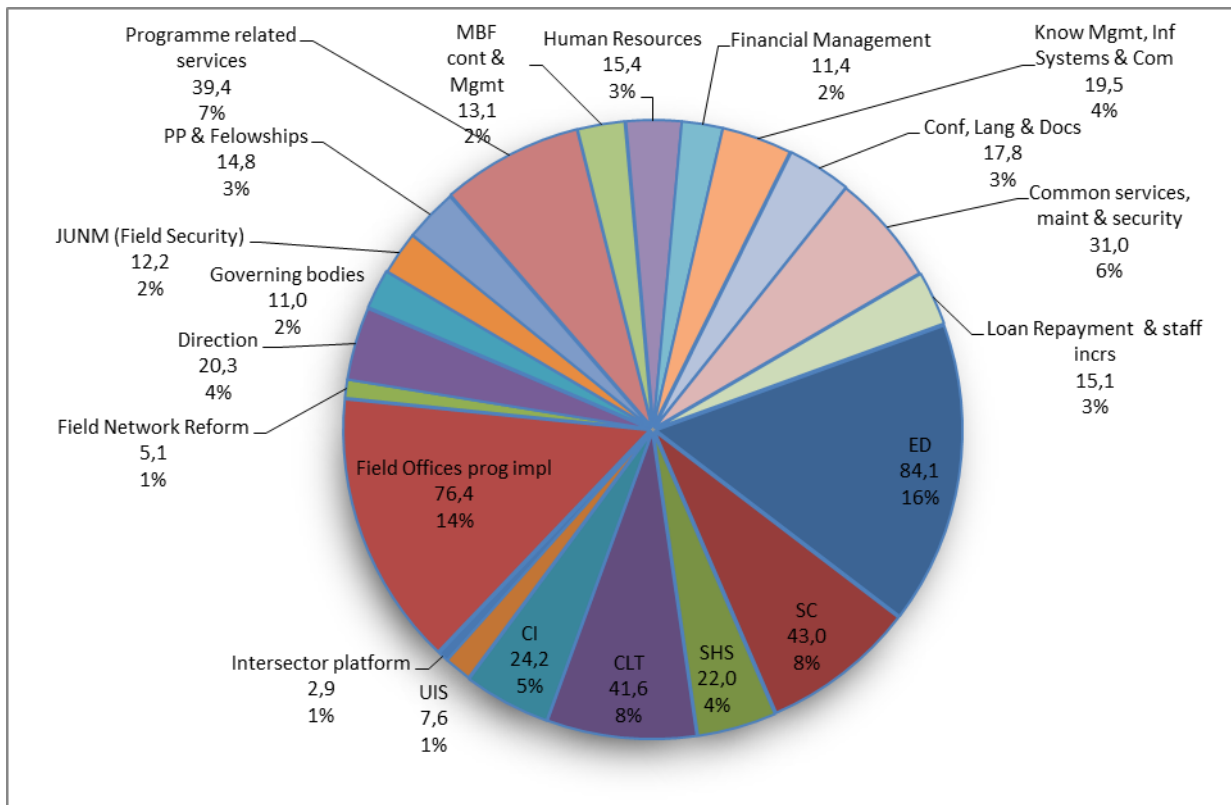
The next graph shows the RP (\$162.9 million) activity budget (excluding staff costs) by sector/bureau and complementary resources provided through the EF (\$24 million).



Further analysis of total forecast costs (\$528 million) by sector/bureau (in millions of US Dollars):



The graph above shows total costs (\$528 million) in terms of activities and staff by major budget component and the graph below show the relative weight of such components including staff and activities. The major recipients are ED (16%) followed by BFC-Field Offices programme implementation (14%), Science (8.1%) and CLT (7.9%). In terms of fixed/incompressible costs, it should be noted that loan repayments amount to 3% of the total budget and a further 2% relates to Medical Benefit Fund (management and contributions for retirees) as shown in the graph below:



**Extrabudgetary: ref: Table 1 of 191 EX/4 INF**

Total allotment for 2012 amounts to \$332.4 million of which \$205.4 million or 62% was spent. ED's share represents 40.5% followed by CLT (24%) and SC (15%). In terms of funding arrangements, Funds-in Trusts represent 40.8%, followed by special accounts and voluntary contributions 25.2%, self-benefitting funds 18.5% (mostly accounted by Brazil) and United Nations sources (12.8%). The expenditure rate of 62% is indicative, given that projects are conceived and managed on a multi-year basis and allotments are made at different times throughout the year. Details are provided in tables six to 10 of 191 EX/4.INF.

**RESULTS OF OPERATIONS AS AT 31 DECEMBER 2012****Regular Programme Expenditure: ref: Table 1 of 191 EX/4.INF**

Of the total \$528 million forecast, \$267 million (50.6%) has been allotted for the first year and \$247 million spent at the end of December 2012. Staff costs expenditure of \$175.8 million accounts for 71% of the total expenditure while activity costs of \$71.3 million represent 29%. At a global 46.8% expenditure rate, both staff and activity expenditure are below the theoretical target rate of 50%. Although the average expenditure rate for Part II.A (Programmes) is 47.2%, the overall rate is brought downwards by a rate of expenditure of 39.2% in Part I as most expenses related to Governing Bodies' budgets and UNESCO's participation in the Joint United Nations Machinery will be paid in 2013.

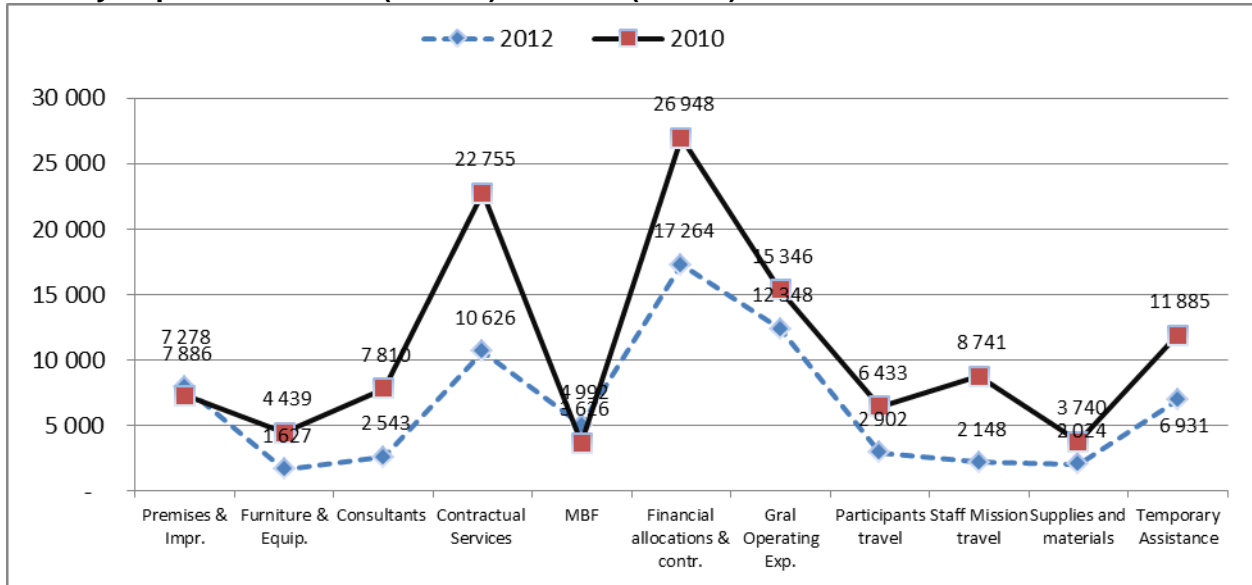
Within a 19% reduction in total expenditure for 2012 compared to 2010, staff costs have fallen by \$9.8 million or 5.4% (2012: \$175.8 million, 2010: \$185.6 million) despite the fact that 2012 expenditure includes the impact of 2011 statutory increases and a 5.1% statutory increase in 2012 relating to the post adjustment for professional posts as mandated by the ICSC. As at December 2012, a total of 344 or 18% (excluding 8 held against posts) of 36 C/5 posts are vacant, compared to 290 (15%) in July 2012.

Forty-one posts have been abolished so far as compared to the 36 C/5 Approved (36 at Headquarters and 5 in the field). Of these 59% are G level posts. In terms of distribution by sectors/bureaux, 12 (29%) relate to the Culture Sector, one to SHS, five to field operations and 23 (56%) to the corporate services. These abolitions represent major efforts to streamline and reduce administration costs within a context of restructuring and consolidation of functions and expertise.



Total activity costs during this first year of the biennium amounted to \$71.3M, 40% lower than 2010 (\$119M), as shown in the following graph.

**Activity Expenditure: 2012 (\$71.3M) vs. 2010 (\$119M)**



The reduction in activity costs is a combination both of the reduction in level of activity and also of efficiency gains from cost-cutting measures such as the abolition of business class travel, the strengthening of travel planning and management and stricter controls in the use of temporary assistance. These have led to notable reductions in comparison to 2010 (as shown in the above graph) in: staff mission travel (-75%), consultants (-67%), furniture and equipment (-63%), Participant’s travel (-55%), contractual services (-53%) and temporary assistance (-42%).

More detailed analysis of trends by expense classification between the current and the preceding biennia are provided below (comments on Table 4).

**COMMENTS ON TABLES OF PROGRAMME EXECUTION**

In an effort to simplify this document, reduce the volume and the costs of its production, tables 1-9 of the Management Chart now appear in 191 EX/4 INF leaving Part B to focus on the summary and analysis of the financial position of the Organization. Explanations are provided for the regular budget activities for which expenditure rates are higher than 65% or lower than 35%, in conformity with 160 EX/Decision 3.1.1 and 164 EX/Decision 3.1.1, which invited the Director-General “to identify and explain, those activities that vary from expected expenditures by a rate of more than 15%”.

**Table 1 – Overall Implementation by Principal Appropriation Line (Regular budget, Emergency Funds and extrabudgetary resources)**

This table takes into account budgetary transfers made between appropriation lines and donations and special contributions received since the beginning of the biennium. Analyses are provided on the basis of the budget figures of \$653 million in 36C/5 Approved, the Director-General’s Provisional Work Plans envelope of \$465 million and the Work Plans forecast of \$528 million (which include donations received of \$6.5 million as 31 December 2012). Lastly, this table provides the expenditures under each line broken down into staff and activity costs.

For the regular budget, the overall expenditure rate as at 31 December 2012 vis-à-vis \$528 million was 46.8% (\$247 million). For emergency funds and extrabudgetary resources, allocations and expenditures are on a single-year basis, i.e. only 2012, and show expenditure rates of 37.7% and

61.8% respectively. The lower expenditure rate under the Emergency Fund is the result of the progressive release of allotments throughout the period as assessments of the funding gap for the various priority programmes and reform initiatives were undertaken.

### **Table 2 – Programme Implementation by Main Line of Action (RP activities)**

This table presents the status of the execution of regular programme activities by main line of action. Using the same basis as Table 1, the Forecast of Work Plans Requirements column includes the donations and special contributions.

It should be noted that of the \$24M allocated under the Emergency Fund, some \$20.4 million has been allocated at the level of Part II.A, directly enhancing the Major Programmes' and the field operations' activity budgets forecast of \$81.4 million.

- **Governing Bodies (GBS) (29.8%):** At the end of the first year, this appropriation line is always below the time-elapsd target rates as expenditure for the General Conference takes place in the second year of the biennium. Furthermore, in order to reach the target reduction of 20% required under GBS in relation to the 36 C/5 Approved, a number of decisions have been taken by the Executive Board at its 189th session and strong efforts have been made to better manage document preparation, length and production, which have allowed significant savings.
- **Directorate (88%):** The high level of expenditure reflects the fact that there are significant expenditures to be recoded to the appropriate programmatic divisions. Regularization of these postings in March 2013 will reduce the expenditures from \$162K to \$119K which will bring the expenditure rate down to some 65%.
- **Internal Oversight (IOS) (33.3%):** IOS conserved resources during 2012 by redesigning several studies so that they were entirely performed by IOS staff without engaging specialized technical assistance. Further reductions were achieved by expanded use of tele/video conferencing, digitalized document sharing and corporate information systems in lieu of travel. These measures can be partially sustained as improved working methods but expenditure rates will accelerate during 2013. A number of IOS evaluation activities during 2012, such as missions to Moscow, Caracas, Cartagena, Dakar etc., were funded by the Education Sector (Evaluation of ED Category I institutes), IOC (Evaluation of IOCARIBE) and CLT (Evaluation of IFCD). In addition, some evaluations were funded from extra-budgetary sources, such as Evaluation of Gender Priority (Swedish donation), along with two temporary contracts, (IEE special account). Consequently RP activity allotment for IOS evaluation was less consumed, with the view of using it during 2013 for a couple of activities, such as review of UNEG Norms and Standards (some. \$20,000), review of programme management cycle (approx. \$50,000), and review of field reforms in Africa (approx. \$50,000).
- **International Standards and Legal Affairs (LA) (28.3%):** The low level of implementation as at 31 December 2012 is mainly explained, as evidenced by previous trends, to the fact that expenses in terms of temporary assistance and contractual services increase during the second year linked to work required in preparation and during the General Conference.
- **Participation in Joint UN Machinery (JUNM) (30.7%):** The low rate of expenditures of 30.7% is due to the fact that a significant part of these expenditures for 2012 were postponed as a result of the Director General's request to the United Nations. It is anticipated that payment will have to be made in full towards the end of 2013.
- **Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) (4.7%):** The low expenditure rate reflects the fact that the Institute became

operational only in December 2012 after negotiations with the Indian authorities were finalized.

- **Intersectoral Platform (IP) (11.4%)** The budgets were allocated in late 2012 after the completion of a process to design and select the intersectoral projects. Following the Intersectoral committees review of proposals, the Programme Management Committee selected 55 projects out of 198.
- **Field Network Reform (BFC) (0%)**: The implementation of the field reform in Africa is organized in four phases. The first, which is about to be finalized comprised the establishment of the new office in Juba, the transformation of the offices in Nairobi and Dakar to regional offices and the subsequent transformation of cluster offices in Mali and Tanzania to national offices. The second on-going phase comprises the establishment of the Abidjan office and the transformation of the Yaoundé office to become the regional office for Central Africa and the subsequent changes for the former cluster office in Libreville and the former national office in Bujumbura. A third phase will be finalized over the summer 2013 and will entail the establishment of the Administrative Support Platform in Addis as well as the transformation of the Abuja office to a regional office for West Africa and the subsequent changes for the former cluster office in Accra to a national office. The last phase will be finalized in October this year and will see the establishment of a regional office in Southern Africa together with the needed changes for the existing cluster and national offices in the region. As the staff movements are closely linked to this implementation plan, the large part of the expenditure will be incurred in 2013. It may be recalled that supplementary funding for the Field Network was supposed to finance the transformation costs of the field reform. The amount initially foreseen for this purpose of \$9 million (of which \$7.2 million was dedicated to recurrent staff costs and \$1.8 million for transformation costs) was reduced to \$4.9 million. Of this amount, \$2.1 million was dedicated to the transformation costs. As the Director-General allocated a further \$2.2 million from the emergency fund for the field reform, BFC set out to first spend these funds for the transformation costs including the establishment of the Juba Office, which constitute a one-time expenditure. The expenditure rate will stabilize during 2013.
- **Gender (34.7%)**: A large number of activities under Gender activities including missions were undertaken with funding from organizers of events, including funding from field offices and UN Women. In addition, some activities were funded by other sectors – such as BSP and ED – as well as extrabudgetary sources and the research centers were funded from the Emergency Funds. Consequently, ODG/GE was able to continue its activities with less funding from the RP budget which will be fully used in 2013 with the continuation of planned activities under 36 C/5.
- **BFM (26.0%)**: The low rate of expenditure on this appropriation line is explained by the fact that only 20% of the funds earmarked on Corporate Wide Insurance budget line was spent in 2012. However, the funds earmarked for Insurance only cover part of its total costs with the balance paid from recoveries. The expenditure rate will be stabilized in 2013 as the allocation for Insurance premiums will be fully spent.

### **Table 3 – Implementation of Decentralized Funds (RP Activities)**

The decentralization statistics are calculated based on the amount of programme implemented in field units. If funds allocated under Emergency Fund are factored in the decentralization rate would be substantially enhanced. It should also be borne in mind that the overall rate excludes: financial allocations for all Institutes with a global scope and funds under the Participation Programme and fellowships managed at Headquarters.

The decentralized funds under Part II.A of \$39.3 million represent a rate of decentralization of 48.3%, with an expenditure rate of 47.8% for the first half of the biennium. The 2012

decentralization rate is lower than last biennium's decentralization rate of 54% but will increase once the funds for the inter-sectoral platforms are fully decentralized.

Currently the Africa region implements 16.6% of Part II. A budget followed by Asia and the Pacific (13.4%), Latin America and the Caribbean (10.1%), Arab States (6.3%) and Europe and North America (1.9%).

#### Table 4 – Expenditures by Object of Expenditure (RP Activities)

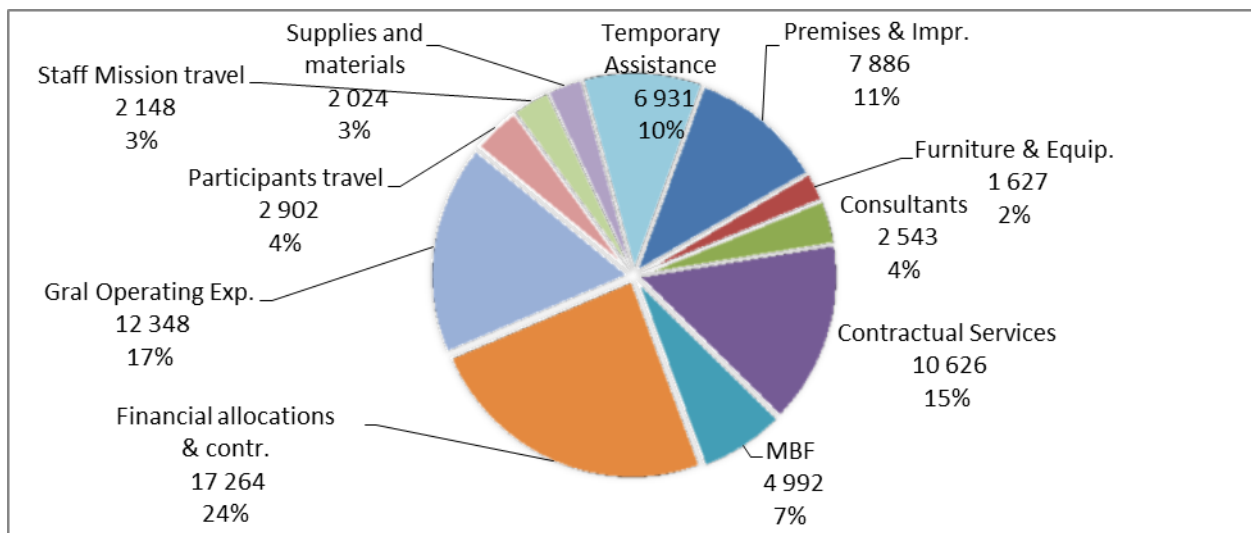
Pursuant to Executive Board Decision 166 EX/Decision 3.1.1, Table 4 provides budget figures (36 C/5 Approved) and expenditures corresponding to temporary assistance, mission travel and contractual services. Given the 35% reduction (\$86 million) in the current forecast versus 36 C/5 Approved, information provided in this table is only indicative.

#### Regular Programme Cost Analysis

The information presented below shows global expenditure trends using cost classifications harmonized to conform to the IPSAS compliant financial statements. This will serve as a basis for the global reporting of actual expenditure in the coming biennium, where the shift to results-based budgeting will move away from a focus on an inputs-base. The reporting to be put in place to monitor RBB in the next biennium will provide the cost of delivering a programme result inclusive of both activities and staff.

Activity expenditures for 2012 amounted to \$71.3 million which represented 29% of total expenditures. The next graph shows the distribution of the total by the various expense categories and their weight percentage vs. the total expenditures:

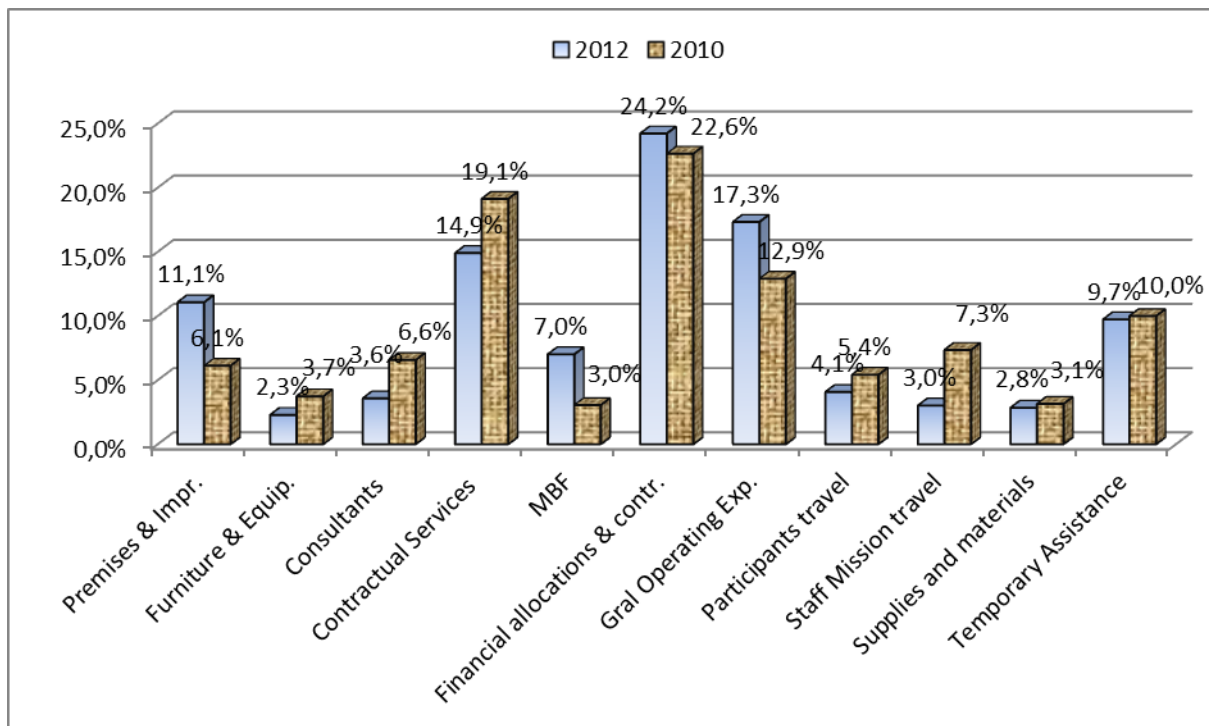
#### 2012 – \$71.3 million



As shown above, the most significant expense category (24%) relates to financial allocations which are mainly contributions to category I institutes and the Participation Programme and, to a lesser extent, One UN joint activities. This is followed by general operating expenses (17%) of which over 50% relate to field offices infrastructure and running costs such as utilities, communication, leases and repairs and maintenance. This is followed by contractual services (15%) of which a significant component goes to field security, the organization of seminars and meetings, insurance and research, evaluation and document production. Lastly, the premises and improvements category (11%) relates to the loan repayment.

In relation to the evolution of the weight % of each expense category, the next graph shows a comparison of 2012 with 2010 of the activity costs and their weight % change:

### 2012 vs. 2010 Activity costs



It is worth noting from the graph above that some expense categories such as premises and improvements, MBF contributions for Associate Participants, financial allocations and general operating expenses, although lower in US dollar total values in 2012, represent a higher weight % of total activity costs due to the 40% reduction of the 2012 budget compared to 2010. The increased weight of these categories also represent the fixed nature of these costs for the Headquarters and field office infrastructures (in general operating costs), loan repayment, increased costs in MBF due to an increased population of retirees, and the lack of flexibility to reduce institute financial allocations which finance in turn, the institutes' own fixed costs.

On the other hand, significant decreases can be noted, in both weight and amount, in areas such as consultants, staff mission travel, contractual services and furniture and equipment purchases.

### Table 5 – Post Situation and Staff Costs Expenditure (RP Activities)

Table 5 shows the monthly evolution of occupied and vacant posts from July 2012 to December 2012. As at December 2012, the total number of vacant posts had increased to 344 or 18% (excluding 8 held against posts) of 36 C/5 posts, compared to 290 (15%) in July 2012. Of these, 303 "budgetarily vacant" posts would, under normal circumstances, generate savings. In response however to the financial shortfall of the 36 C/5, 213 vacant posts have been suspended (11.5% of the total – 135 at Headquarters and 78 in the field) and 90 have been approved by the Director-General, as "mission critical" posts.

In addition, 41 posts have been abolished so far as compared to the 36 C/5 Approved (36 at Headquarters and five in the field). Of the 41 abolished posts, 17 (41%) are Professionals and the rest are G level posts. In terms of distribution by Sectors/bureaux, 12 (29%) relate to the Culture Sector, one to SHS, five to field operations and 23 (56%) to the corporate services. These abolitions represent major efforts to streamline and reduce administration costs within a context of restructuring and consolidation of functions and expertise.

Actual staff costs expenditure was \$175.8M, or 48.2% of the total staff costs allocation of \$365M. The decentralization rate of the staff costs allocation is 32.9% and its expenditure rate is 48.3%.

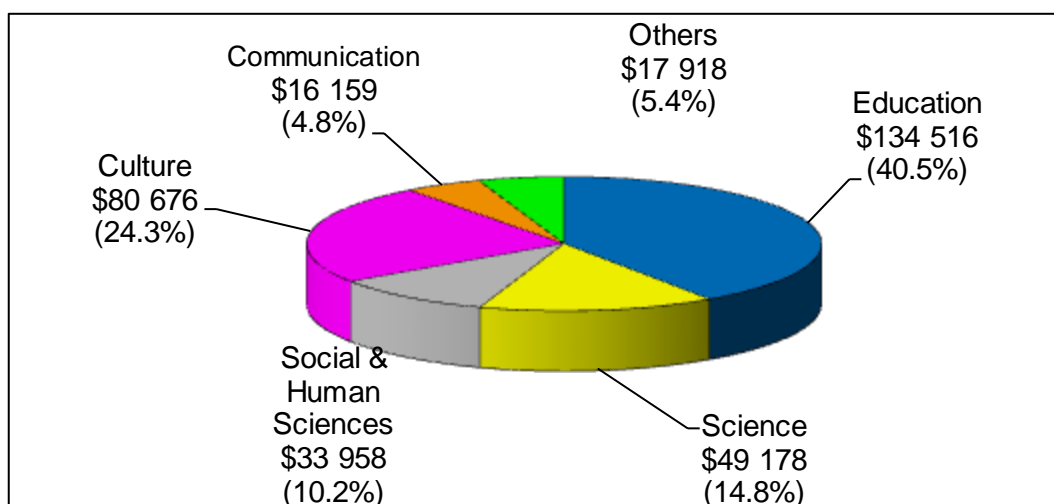
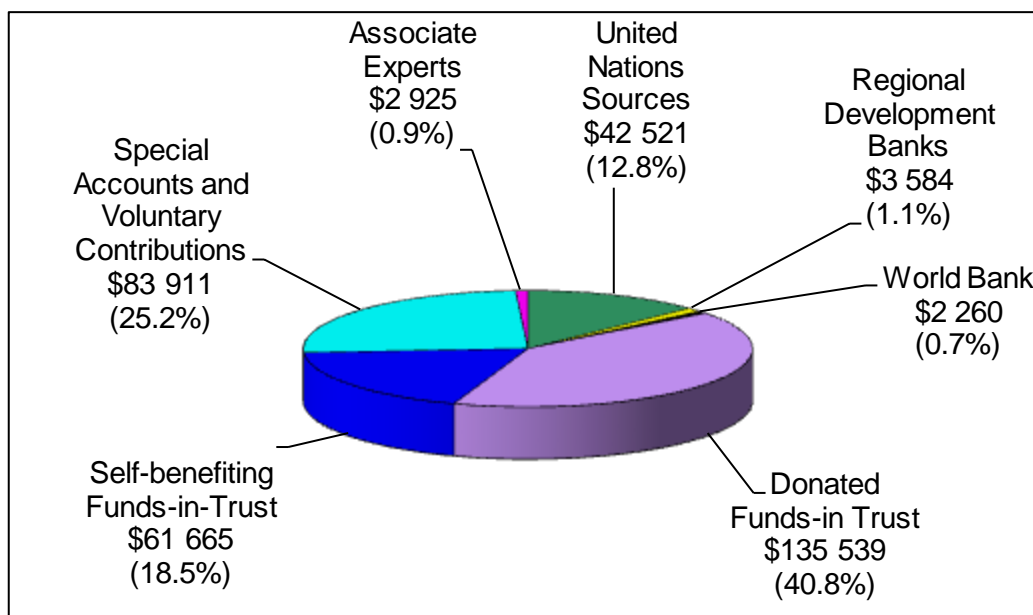
**ANALYSIS OF EXTRABUDGETARY RESOURCES**

While extrabudgetary resources generally finance multi-year projects, this analysis presents allotments and expenditures on an annual basis in line with the UNESCO management cycle.

Since the previous EX/4, methodology has been revised to provide more consistent and transparent information on implementation of extrabudgetary resources by replacing “Allocation” (which included un-liquidated obligations (ULOs) from previous years) with “Allotment Current Year” (which are funds made available for implementation). This allows a better focus on the performance with funds that are available and the “current year expenditure” comprises disbursements and un-liquidated obligations incurred from 1 January to 31 December 2012.

(All graphs in thousands of US dollars)

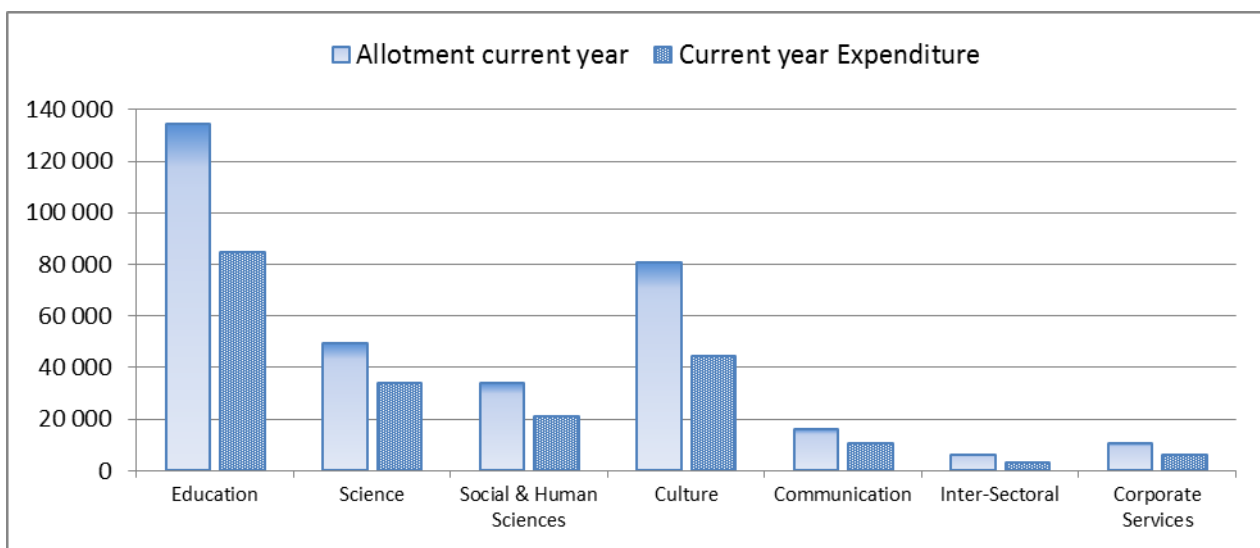
**CHART 1**  
**Extrabudgetary operational programmes by funding source and by major programme**  
**Allotment (funds available for use) as at 31 December 2012 Total: \$332.4 million**



**Chart 1** shows the allotments as at 31 December 2012 by funding source and by major programme. For several years now, the following trends have been noted:

- In terms of funding source, the funds-in-trust represent the largest part of the extrabudgetary funds with 40.8% of total annual allotments (\$135.5 million out of \$332.4 million), followed by special accounts and voluntary contributions with 25.2% (\$83.9 million) and self-benefitting funds with 18.5% (\$61.7 million).
- In terms of distribution by sector, the Education Sector remains the principal beneficiary of extrabudgetary activities, with 40.5% of the total allotment (i.e. \$134.5 million), followed by the Culture Sector with 24.3% (\$80.7 million). These two Sectors together manage almost two thirds of extrabudgetary contributions.

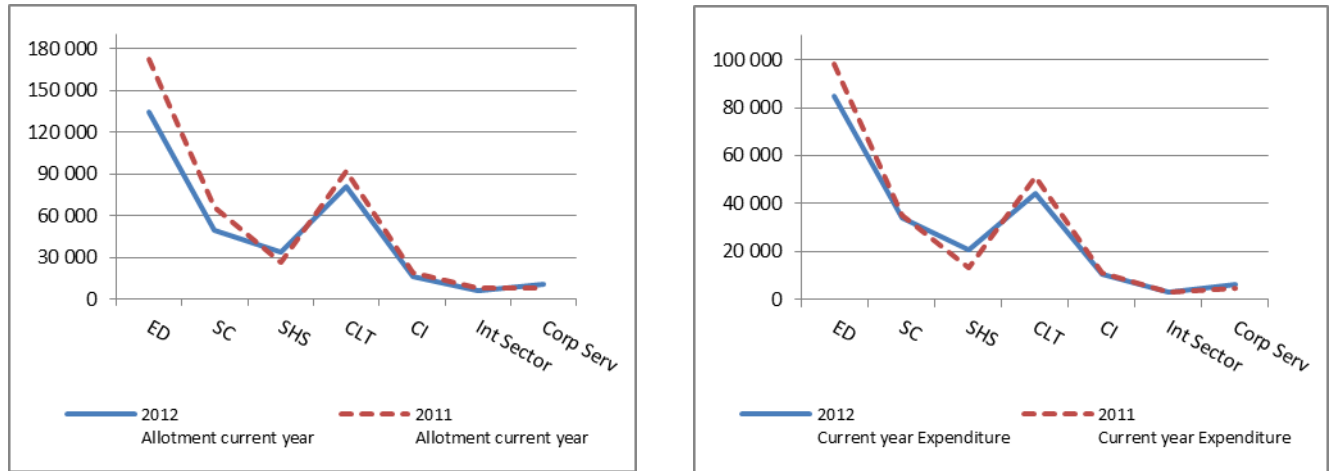
**CHART 2**  
**Allotment and Expenditure by Sector and Corporate Services**



**Chart 2** above presents allotment of current year and related expenditure as at 31 December 2012.

The expenditure rate of extrabudgetary resources is 61.8% – \$205.4 million expenditure out of \$332.4 million current year allotment.

**CHART 3**  
**Comparison between 2012 & 2011 Allotment and Expenditure**  
**By Sector and Corporate Services**



**Chart 3** above is showing a comparison between 2012 and 2011 Allotment and Expenditure figures by Sector and for Corporate Services. As can be observed, the overall trends for both Allotment and Expenditure in 2012 compared to 2011 have remained the same. The slight decrease in Allotment observed in 2012 is the result of improvement in planning of resources. The 2012 extrabudgetary execution rate amounts to 61.8% compared to 55.2% in 2011.

**Table 6** presents information on the situation of extrabudgetary resources by funding source including current year expenditure as at 31 December 2012. This table shows that Funds-in-Trusts and United Nations sources (including Multi-Partner Trust Fund – United Nations joint Programming) make up over half of the extrabudgetary allotment and expenditure as of 31 December 2012.

**Table 7** shows extrabudgetary current year expenditures by source of funds and benefiting regions. As in the past, excluding interregional and global projects, the Latin America and the Caribbean region is the main beneficiary of extrabudgetary resources due to the large scale of UNESCO's cooperation with Brazil. If self-benefiting operations funded by Brazil (\$28 million expenses) are not taken into account, the LAC region will represent \$25.8 million of expenditure incurred as at 31 December 2012. The Asia and the Pacific and Africa regions show the largest expenditures for 2012 when Brazil self-financing projects are excluded.

**Table 8** represents the status of the current year allotment and expenditures by Programme Sector/Units and Corporate services. The relative weight of Sectors with regard to the total allotment of current year is in line with Chart 1 above. The Education Sector remains the major beneficiary from extrabudgetary resources in terms of both allotment and expenditure.

**Table 9** presents the funds managed by UNESCO category 1 institutes. Detailed information on contributions broken down by donor, including financial contributions from UNESCO, is given for each institute in one consolidated Table. As at 31 December 2012, the category 1 institutes received \$92.6 million. As in the past years, Italy is the largest contributor with \$27.3 million contribution (attributable to ICTP), followed by The Netherlands with \$13.8 million (related to IHE).