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pour l'éducation,
la science et la culture

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**RAPPORT DE LA DIRECTRICE GÉNÉRALE SUR L'EXÉCUTION
DU PROGRAMME ET BUDGET ET SUR LES RÉSULTATS OBTENUS
AU COURS DE L'EXERCICE BIENNAL PRÉCÉDENT
(2010-2011 – 35 C/5) (PROJET DE 37 C/3)**

Résumé

Conformément à l'article VI.3 (b) de l'Acte constitutif et à la décision 162 EX/3.1.3 du Conseil exécutif, la Directrice générale soumet ci-après au Conseil exécutif le rapport sur les activités de l'Organisation en 2010-2011 (189 EX/4 – Projet de 37 C/3). Le présent rapport combiné a été établi en application de la recommandation 2 qui figure au paragraphe 3 de la résolution 33 C/92.

Le présent rapport expose les principaux éléments concernant l'exécution des grands programmes au cours de l'exercice correspondant au document 35 C/5, à savoir 2010-2011, en mettant en exergue les principales réalisations et les principaux défis constatés dans tous les grands programmes de l'UNESCO, les activités de l'ISU et les deux priorités globales Afrique et Égalité entre les sexes. Il est complété par :

- des informations détaillées concernant les résultats obtenus au niveau des axes d'action et au titre de tous les autres chapitres du 35 C/5, ainsi qu'un compte rendu détaillé des progrès accomplis dans la mise en œuvre des plates-formes intersectorielles ; ces informations peuvent être consultées sur le site Web de l'UNESCO à l'adresse suivante : http://portal.unesco.org/fr/ev.php-URL_ID=37094&URL_DO=DO_TOPIC&URL_SECTION=201.html ;
- un addendum présentant les principaux résultats obtenus au niveau des pays ainsi que ceux concernant la participation des bureaux hors Siège aux exercices de programmation conjointe par pays des Nations Unies, et les principaux résultats obtenus en ce qui concerne la participation de l'UNESCO à ces exercices. Cet addendum est disponible à l'adresse suivante : http://portal.unesco.org/fr/ev.php-URL_ID=37094&URL_DO=DO_TOPIC&URL_SECTION=201.html ;
- un addendum présentant des données financières, qui sera également mis à disposition.

Par sa nature même, le présent document n'a pas d'incidences administratives ou financières autres que celles déjà prises en compte dans le C/5.

TABLE DES MATIÈRES

	Page
GRAND PROGRAMME I – ÉDUCATION	1
GRAND PROGRAMME II – SCIENCES EXACTES ET NATURELLES	4
GRAND PROGRAMME III – SCIENCES SOCIALES ET HUMAINES.....	8
GRAND PROGRAMME IV – CULTURE	11
GRAND PROGRAMME V – COMMUNICATION ET INFORMATION	15
INSTITUT DE STATISTIQUE DE L'UNESCO (ISU).....	19
PRIORITÉ GLOBALE AFRIQUE.....	21
PRIORITÉ GLOBALE ÉGALITÉ ENTRE LES SEXES	24

GRAND PROGRAMME I – ÉDUCATION

Évaluation stratégique globale

1. En 2010-2011, le Secteur de l'éducation s'est attaché essentiellement à progresser vers la réalisation des 14 résultats escomptés définis dans le Programme et budget approuvés (35 C/5). L'accent a été mis en particulier sur la revitalisation du rôle de l'UNESCO en tant que chef de file mondial dans le domaine de l'éducation, en améliorant l'efficacité du plaidoyer de l'Organisation en faveur de l'EPT et en renforçant l'impact de son action au niveau des pays.

Principales réalisations

Revitalisation du rôle de chef de file mondial de l'UNESCO dans le domaine de l'éducation

2. Au cours des deux dernières années, avec le soutien des partenaires de l'EPT et des États membres, le secteur a réussi à améliorer la **visibilité de l'éducation dans le programme mondial de développement**. Par exemple, le Sommet sur les OMD organisé en septembre 2010 a souligné la contribution de l'éducation dans tous les domaines du développement, tandis que l'Examen ministériel annuel de l'ECOSOC de 2011 a soutenu la vision holistique de l'UNESCO en matière d'éducation et a reconnu le rôle important de l'Organisation pour mener l'agenda de l'éducation. Le secteur a également amélioré la sensibilisation à l'importance des sous-secteurs spécifiques de l'éducation, tels que **l'éducation et la protection de la petite enfance**, par le biais de la Conférence mondiale sur l'EPPE, **les enseignants**, grâce à la contribution de l'UNESCO à la Conférence panafricaine sur l'éducation et le développement des enseignants, **l'enseignement supérieur**, par le biais du Forum mondial de l'UNESCO « Classements et responsabilisation dans l'enseignement supérieur : bons et mauvais usages », et **l'éducation dans les situations de conflit armé** par la publication du Rapport mondial de suivi sur l'Éducation pour tous 2011. La sensibilisation à l'importance de **l'éducation des filles et des femmes** a été renforcée, notamment grâce au Partenariat mondial pour l'éducation des filles et des femmes lancé en mai 2011, et par le biais d'activités en faveur des filles et des femmes.

3. La coopération avec d'autres institutions des Nations Unies et organisations multilatérales a été renforcée. Par exemple, la Directrice générale a organisé deux réunions des **chefs des institutions partenaires de l'EPT** afin de s'assurer que l'ensemble des partenaires œuvrent de manière coordonnée. L'accord sur une nouvelle architecture de coordination de l'EPT a été l'un des résultats des discussions avec ces institutions, ainsi qu'avec les États membres. Une coopération efficace a également été instaurée grâce au **Groupe interinstitutions sur l'EFTP**, qui réunit entre autres l'UNESCO, l'Organisation internationale du Travail, la Banque mondiale et l'Organisation de coopération et de développement économiques (OCDE). En outre, des discussions bilatérales ont été engagées avec **d'autres institutions spécialisées** telles que l'Organisation des Nations Unies pour l'alimentation et l'agriculture et l'Organisation mondiale de la santé ainsi qu'avec l'OCDE, afin d'identifier des synergies. Enfin, le secteur a mis en place de nouveaux partenariats, notamment avec le **secteur privé** (voir les exemples à la section « Ressources mobilisées »).

Impact renforcé au niveau des pays grâce à des interventions ciblées dans des domaines prioritaires

4. Durant l'exercice biennal, le secteur a instauré une pratique efficace qui met l'accent sur quatre domaines thématiques prioritaires en matière d'éducation : les enseignants, l'alphabétisation, l'enseignement et la formation techniques et professionnels (EFTP) et l'élaboration et la planification de politiques sectorielles dans le domaine de l'éducation. Dans le même temps, une attention supplémentaire a été accordée à **20 pays cibles** considérés comme faisant partie de ceux qui risquent le plus de ne pas atteindre les objectifs de l'EPT. Chacun de ces pays a été choisi pour bénéficier d'un soutien ciblé dans l'un des quatre domaines thématiques prioritaires, grâce à des ressources du Programme ordinaire de l'UNESCO, complétées par des

fonds extrabudgétaires provenant du Programme de renforcement des capacités en faveur de l'EPT (CapEPT). Douze de ces pays se situent en Afrique. L'UNESCO a soutenu des initiatives lancées par des pays qui ont eu un impact tangible au niveau national. Au Tchad, par exemple, le Plan national de développement de l'alphabétisation et d'éducation non formelle a été validé. Au Malawi, le gouvernement a adopté un plan d'action qui a jeté les bases d'un programme unifié pour l'EFTP. En République démocratique du Congo, le gouvernement a pu adopter l'enseignement gratuit pour les trois premières classes du cycle primaire, tandis qu'en République démocratique populaire lao, l'élaboration d'une stratégie et d'un plan d'action pour l'éducation des enseignants en est à sa phase finale.

Promotion de l'éducation de qualité à tous les niveaux et tout au long de la vie

5. Outre son action ciblée au niveau des pays, l'UNESCO s'est attachée, tout au long de l'exercice 2010-2011, à promouvoir de manière plus systématique l'éducation en tant que droit humain, à travers une vision holistique englobant tous les niveaux, dès la petite enfance et tout au long de la vie. Pour répondre à l'inquiétude générale concernant la **qualité de l'éducation**, l'UNESCO a entrepris d'élaborer un cadre de qualité, dans le but de permettre aux pays d'identifier des lacunes en termes de qualité dans leurs systèmes éducatifs. En collaboration avec le Fonds des Nations Unies pour l'enfance et d'autres partenaires, le travail d'élaboration d'un indice global sur le développement infantile a démarré, dans le cadre du suivi de la Conférence mondiale sur l'EPPE (Moscou, 2010). Grâce à l'assistance technique fournie dans le cadre du Programme pour l'éducation de base en Afrique (BEAP), 10 pays d'Afrique ont mis en place une éducation préprimaire obligatoire d'une année, et la République démocratique du Congo a adopté l'enseignement gratuit pour les trois premières classes du cycle primaire. Afin d'aider les pays à répondre à la question de l'accès à un enseignement supérieur de qualité, l'UNESCO a fourni des conseils en matière de politiques en vue de diversifier l'offre et le financement de l'enseignement supérieur, tout en assurant sa qualité. La Convention régionale de 1983 sur l'enseignement supérieur en Asie et dans le Pacifique a été révisée en 2011 afin de refléter les évolutions importantes qu'a connues l'enseignement supérieur et de faciliter la mobilité universitaire en alignant les priorités sur celles de l'ensemble des régions pour une juste reconnaissance.

6. En tant qu'organisation chef de file pour la Décennie des Nations Unies pour l'éducation au service du développement durable, l'UNESCO a continué de renforcer ses activités dans le domaine de l'EDD. Un nombre croissant de pays, en Afrique notamment, font ainsi la promotion de l'EDD en tant que composante clé de leurs politiques nationales de développement, de leurs programmes de renforcement des capacités et de leurs activités scolaires, tout en s'adressant également à la société civile. L'éducation relative au changement climatique dans le contexte de l'EDD a été un élément majeur de l'action de l'UNESCO, et plusieurs programmes nationaux d'envergure ont été lancés sur ce sujet. Des études de cas sur les progrès accomplis dans le domaine de l'EDD par cinq pays de toutes les régions¹ ont été compilées. Les décideurs politiques, les responsables de l'élaboration des programmes d'enseignement nationaux, les éducateurs et les enseignants ont été soutenus dans leurs efforts visant à intégrer **les valeurs, la citoyenneté et l'éducation aux droits de l'homme** dans les programmes, les manuels scolaires, les matériels pédagogiques, la formation des enseignants et les méthodes d'enseignement, notamment grâce à l'élaboration et la diffusion d'un certain nombre de matériels et d'outils d'orientation, parmi lesquels : un manuel pour les éducateurs et les enseignants sur les thèmes « Apprendre à vivre ensemble : Un programme interculturel et interreligieux pour l'enseignement de l'éthique » ; « En finir avec la violence à l'école : Guide à l'intention des enseignants » et « Contemporary issues in human rights education² ». Le Réseau du système des écoles associées (réSEAU) est étroitement associé aux activités dans ce domaine et demeure un réseau important pour la promotion des valeurs de l'UNESCO dans l'éducation. Enfin, en dépit des progrès significatifs accomplis ces dernières années, **le VIH et le SIDA** continuent d'avoir un impact majeur sur l'éducation, en particulier, mais pas seulement, en Afrique. Les capacités de 21

¹ <http://unesdoc.unesco.org/images/0021/002109/210940f.pdf>.

² <http://unesdoc.unesco.org/images/0021/002108/210895e.pdf>.

États membres ont été renforcées afin d'étudier et d'élaborer des politiques et des plans sectoriels dans l'éducation pour faire face au VIH dans 21 pays. Le secteur a élaboré un certain nombre d'outils destinés à soutenir ses activités dans ce domaine, parmi lesquels les directives pratiques pour soutenir la mise en œuvre d'EDUSIDA, une étude sur le coût et le rapport coût-efficacité de l'éducation sexuelle ainsi que des matériels de formation continue faisant appel aux TIC à l'intention des enseignants.

Défis et enseignements tirés

7. En 2009, l'évaluation des Objectifs stratégiques de programme (OSP) pour l'éducation définis dans la Stratégie à moyen terme de l'UNESCO (34 C/4) a formulé plusieurs recommandations qui ont orienté la finalisation du programme en matière d'éducation du 35 C/5 et conduit à d'importantes améliorations en termes de **recentrage du programme**. L'évaluation a par ailleurs contribué à faire mieux connaître le rôle de coordination mondiale de l'Organisation en matière d'EPT, dont l'architecture a été modifiée durant l'exercice biennal. Toutefois, malgré les efforts soutenus de l'UNESCO, l'efficacité de la collaboration entre les partenaires de l'EPT reste un défi. Une façon de résoudre ce problème pourrait consister à attribuer aux États membres un plus grand rôle dans le soutien de la coordination entre les partenaires de l'EPT. À cet égard, le Groupe de travail interinstitutions sur l'EFTP est un bon exemple de collaboration efficace. Les principaux facteurs qui ont contribué au succès de cette collaboration sont entre autres : (i) le positionnement de l'UNESCO en tant que « facilitateur » plutôt que « chef de file » ; (ii) le fait d'œuvrer en faveur d'un programme commun, mais avec une répartition claire des tâches qui évite les chevauchements ; (iii) une collaboration qui offre aux partenaires des intérêts et des avantages mutuels. Le maintien des partenariats existants ou la création de nouveaux partenariats est néanmoins une tâche exigeante qui exige un surcroît d'investissement en temps et en personnel.

8. Tout au long de l'exercice biennal, des efforts ont été entrepris pour renforcer la capacité de mise en œuvre du secteur en faisant mieux correspondre les ressources humaines avec les priorités de programme. Faciliter le dialogue sur les politiques au niveau des pays et conseiller les États membres en matière de formulation des politiques exige une grande expertise et des investissements à long terme. Lorsque l'expertise n'est pas disponible sur le terrain, l'appui technique du personnel du Siège et des bureaux régionaux est essentiel. Afin d'améliorer l'efficacité de l'exécution des programmes tout en réalisant des économies sur les frais de voyage du personnel et en utilisant au mieux le temps de travail des fonctionnaires, le secteur s'emploie à renforcer le rôle des coordinateurs thématiques au Siège et dans les bureaux régionaux.

9. Vers la fin de l'année 2011, la mise en œuvre des activités prévues a été sérieusement entravée par un déficit de trésorerie, qui s'est traduit par une réduction de 90 % du budget disponible et a entraîné la suspension et la non-exécution de nombreuses activités. Cette situation a néanmoins été l'occasion de reconsidérer les méthodes de travail et de chercher des moyens d'améliorer encore le **rapport coût-efficacité**. Les frais de voyage, les réunions internes et l'assistance temporaire ont fait l'objet de réductions drastiques. Ces mesures seront maintenues au cours du prochain exercice biennal.

Ressources mobilisées

10. Les ressources extrabudgétaires mobilisées par le secteur pour l'exercice 2010-2011 ont atteint un total de 173 millions de dollars des États-Unis à la fin du mois de septembre 2011. Voici quelques exemples de financements mobilisés au cours de l'exercice biennal : 10 millions de dollars des États-Unis pour « Une meilleure éducation pour l'essor de l'Afrique (BEAR) », un projet quinquennal d'EFTP sur les pays bénéficiaires de la Communauté de développement de l'Afrique australe (SADC), financé par la République de Corée et pour lequel 1 million de dollars a été reçu en 2011, un projet autofinancé sur l'alphabétisation au Nigéria pour un montant de plus de 6 millions de dollars des États-Unis, et un partenariat du secteur privé de 5 ans dans le domaine de l'apprentissage mobile avec Nokia pour un montant de 5 à 10 millions de dollars des États-Unis, dont 1 million a été reçu en 2011. Le secteur compte également sur l'appui constant et

important du Bureau de Son Altesse Cheikha Mozah Bint Nasser al Missned pour l'Iraq et la Palestine (plus de 25 millions de dollars des États-Unis en 2010-2011), du Japon dans le domaine de l'alphabétisation en faveur de l'Afghanistan (plus de 35 millions de dollars des États-Unis), dont un projet consacré à la police afghane (LEAP) pour un montant de 3 millions de dollars des États-Unis en 2011, et des projets autofinancés en faveur du Brésil (plus de 30 millions de dollars des États-Unis en 2010-2011).

La voie à suivre

11. Le document 36 C/5 correspond aux deux dernières années de l'actuelle Stratégie à moyen terme (34 C/4). Le programme en matière d'éducation pour 2012-2013 a donc été conçu dans la continuité du 35 C/5 et de manière à poursuivre les activités du secteur dans les domaines prioritaires et les **pays cibles**. Outre les 20 pays visés dans le 35 C/5, 18 autres pays cibles ont été identifiés dans le 36 C/5, ce qui porte leur nombre total à 38. Toutefois, compte tenu des ressources limitées du Programme ordinaire, ces pays seront principalement soutenus par le biais de financements extrabudgétaires. Le programme CapEPT continuera d'appuyer les pays cibles de 2010-2011 ainsi que les 11 nouveaux pays supplémentaires en 2012-2013. La collecte de fonds en faveur des pays cibles restants a démarré.

12. La **pénurie de financements** a obligé l'Organisation à démarrer l'exercice biennal 2012-2013 avec un budget du Programme ordinaire limité, ce qui s'est traduit par une réduction d'environ 58 % du budget consacré aux activités du Secteur de l'éducation. Néanmoins et afin d'exécuter le programme tel qu'approuvé par la Conférence générale à sa 36^e session et de conserver une approche holistique de l'éducation, le Secteur de l'éducation poursuivra ses activités comme prévu, bien qu'en limitant la portée, dans chacun des 12 domaines thématiques identifiés dans le 36 C/5. L'allocation de fonds au titre du programme sera soigneusement ajustée. Par exemple, dans certains domaines tels que le VIH et le SIDA, seuls des fonds restreints du Programme ordinaire seront attribués, qui seront utilisés en tant que « fonds de mise en route » et pourront être complétés par des ressources extrabudgétaires.

13. Conscient du fait que les enseignants sont un facteur clé pour la qualité des systèmes éducatifs, le secteur examinera les questions relatives au perfectionnement des enseignants en tant que « priorité de ses priorités de programme » en 2012-2013. Dans cette perspective, le secteur révisera les approches et les modalités de mise en œuvre du programme dans ce domaine afin d'en garantir l'efficacité et l'efficience. En s'appuyant sur les informations fournies par les évaluations internes et externes, le secteur examinera l'Initiative pour la formation des enseignants en Afrique subsaharienne (TTISSA) et étudiera les moyens de l'adapter ou de la remplacer par un nouveau programme afin d'inclure le plaidoyer mondial, l'action normative et le renforcement des capacités nationales pour le perfectionnement des enseignants, notamment en Afrique. L'Équipe spéciale internationale sur les Enseignants pour l'Éducation pour tous et l'Institut international de l'UNESCO pour le renforcement des capacités en Afrique (IIRCA) apporteront un soutien essentiel à ce nouveau programme.

14. Le secteur continuera de renforcer la coordination des partenaires de l'EPT et de redoubler d'efforts en vue de réaliser les objectifs de l'EPT durant les quatre années précédant l'échéance de 2015. Dans le même temps, et sous réserve du succès de la mobilisation de fonds, le secteur renforcera sa fonction de laboratoire d'idées ainsi que son rôle prédictif quant à l'avenir de l'éducation et participera notamment à la définition du programme de développement après 2015 (l'après EPT/OMD).

GRAND PROGRAMME II – SCIENCES EXACTES ET NATURELLES

Évaluation stratégique globale

15. L'orientation stratégique du grand programme II (GP II) a été améliorée et la collaboration entre les divisions et avec d'autres secteurs de l'UNESCO a été intensifiée à la suite de la

restructuration du secteur. Quatre unités thématiques transversales s'occupant respectivement de l'enseignement scientifique, de l'initiative de l'UNESCO pour les sciences de l'ingénieur, de la biodiversité et des catastrophes naturelles ont été créées. Deux divisions ont été regroupées pour créer la Division des politiques scientifiques et du renforcement des capacités. La nouvelle structure répondait aux recommandations formulées dans les évaluations des OSP 3, 4 et 5 et visait à dynamiser la mise en œuvre dans les domaines désignés comme les plus importants par les États membres. Avoir fait de la collecte de fonds auprès du secteur privé une priorité début 2011 a permis de nouvelles collaborations prometteuses, notamment avec Microsoft.

Principales réalisations

16. Le GP II a beaucoup progressé dans la réalisation des résultats escomptés biennaux. La plupart des indices de référence ont été atteints ou dépassés, même si tel n'a pas été le cas pour ceux liés aux PNUAD.

17. En **Afrique**, les États membres ont bénéficié de l'aide de l'UNESCO pour concevoir ou réformer leur **politique nationale de STI** conformément à leur programme de développement. Un plan d'action stratégique visant à améliorer la compétitivité globale de l'Afrique a été mis au point lors de la Conférence des recteurs et doyens d'universités des sciences, d'ingénierie et de technologie. L'UNESCO a fourni une assistance technique aux Comores pour formuler une politique nationale en matière d'énergies renouvelables. **L'École Régionale post-universitaire d'Aménagement et de gestion intégrés des Forêts et Territoires tropicaux (ERAIFT)** a contribué à renforcer les capacités et à étudier les rapports entre sciences et politiques au service du développement durable en Afrique. L'initiative de l'UNESCO sur les sciences de la Terre en Afrique a finalisé ses ateliers de cadrage et doit commencer à identifier les principales activités. Le Gouvernement éthiopien a reçu une aide en vue de la création d'un plan national d'action pour le développement de la biotechnologie. En 2011, l'Assemblée de la Commission océanographique a approuvé la création de la **Sous-Commission de la COI pour l'Afrique**, y compris les États insulaires adjacents, mécanisme qui réunit les organes régionaux africains afin d'améliorer la visibilité de la COI, de faciliter la coordination entre les États membres et d'assurer la mise en œuvre efficace des programmes de la Commission dans les domaines du renforcement des capacités, des observations et des sciences océaniques.

18. Grâce aux efforts déployés au titre du GP II pour promouvoir **l'égalité entre les sexes** dans le domaine des sciences, en Éthiopie davantage de filles ont choisi des études scientifiques dans le supérieur, d'après une évaluation de l'égalité entre les sexes et de la réussite de l'apprentissage dans les universités publiques effectuée par l'UNESCO. Comme l'Année internationale de la chimie 2011 coïncidait avec le 100^e anniversaire de la remise du prix Nobel à Marie Curie, une nouvelle **bourse spéciale « Sur les pas de Marie Curie »** a été décernée au titre du très connu et très estimé Prix L'Oréal/UNESCO pour les femmes et la science. Cent-soixante-cinq jeunes femmes scientifiques ont bénéficié à ce jour de bourses et 64 lauréates ont reçu le prix.

19. **Les mécanismes d'exécution** ont été améliorés par l'extension du champ de recherche et de la portée pédagogique des instituts de catégorie 1, du CIPT et de l'UNESCO-IHE grâce à de nouveaux plans stratégiques. La création de **six nouveaux centres de catégorie 2** sur la gestion intégrée des bassins versants, la glaciologie, les ressources en eaux souterraines, la récupération de l'eau, la politique scientifique et technologique, les sciences fondamentales, la physique, la biotechnologie et les énergies renouvelables, a été approuvée, ce qui accroît encore la capacité d'exécution sur le terrain au titre du GP II.

20. L'UNESCO a fait preuve de ses compétences dans les domaines de la **réduction des risques de catastrophe, de l'éducation aux catastrophes, des systèmes d'alerte et des extrêmes hydrologiques** et a été en mesure de secourir davantage de personnes dans les régions touchées, comme le Pakistan et la Corne de l'Afrique.

21. Les **capacités d'innovation** de plusieurs États membres ont été renforcées par la création de parcs scientifiques et technologiques et de pépinières technologiques, développés grâce à des conseils techniques et à la formation de gestionnaires ; les capacités et compétences des parlementaires en matière d'élaboration de la législation scientifique ont été améliorées. **Des informations et données sur la situation de la science et de l'ingénierie** dans le monde ont été fournies dans le Rapport de l'UNESCO sur la science 2010 et le rapport intitulé « Ingénierie : enjeux et défis pour le développement ». Le Programme mondial d'évaluation de la science, de la technologie et de l'innovation (STIGAP) ainsi que l'initiative concernant l'observatoire mondial des instruments de politique de STI (GOSPIN) ont été lancés, et l'Initiative pour les sciences de l'ingénieur, menée en collaboration avec des organismes professionnels, les milieux universitaires et l'industrie, a suscité beaucoup d'intérêt.

22. En sa qualité de point focal de l'UNESCO pour les **PEID et les peuples autochtones**, le GP II a continué de promouvoir avec succès les perspectives communautaires locales en tant que partie intégrante des politiques de STI et du développement durable : Sandwatch a constitué la première base mondiale de données pour la surveillance côtière ; par le biais du forum « En première ligne face au changement climatique », l'UNESCO est l'organisme chef de file d'un partenariat interinstitutions intégrant les savoirs autochtones dans la préparation du cinquième Rapport d'évaluation du GIEC.

23. **L'enseignement scientifique et la sensibilisation du public à la science** ont été favorisés par le PISF, grâce à l'Année internationale de la chimie 2011, coparrainée par l'UNESCO, et à SESAME, qui a formé 99 spécialistes des accélérateurs originaires du Moyen-Orient, démontrant le pouvoir de la science au service du dialogue et de la coopération et le rôle de l'UNESCO dans la promotion d'une culture de la paix.

24. Les capacités des États membres d'atteindre l'ODD 10 relatif à **l'eau et à l'assainissement** ont été considérablement renforcées, comme l'a relevé l'Évaluation externe indépendante de l'UNESCO. Plus de 200 gestionnaires de l'eau ont amélioré leurs compétences dans le domaine de la gestion intégrée des ressources en eau (GIRE) par le biais d'une formation du PHI et trois pays ont reçu une aide spécifique à ce sujet. De nouvelles **cartes des aquifères transfrontières** ont été établies pour plusieurs régions et un nouveau centre de catégorie 2 relatif aux eaux souterraines a permis de beaucoup améliorer la collecte de données en vue d'évaluations dans d'autres régions, conformément à une recommandation de l'évaluation de l'OSP 3. Une nouvelle initiative internationale sur la sécheresse a été lancée. En décembre 2011, la résolution A/66/104 de l'Assemblée générale des Nations Unies a reconnu le rôle moteur de l'UNESCO dans la gestion des aquifères transfrontières et demandé au PHI de poursuivre le travail de premier plan qu'il effectue dans ce domaine.

25. Une meilleure prise de conscience de l'importance de la **biodiversité**, de sa conservation et de son utilisation durable a été obtenue, notamment par le biais d'importantes manifestations organisées par l'UNESCO pendant l'Année internationale de la biodiversité 2010 et par le lancement de l'Initiative de l'UNESCO sur la biodiversité, contribuant ainsi à l'ODD 7 relatif à l'inversion de la perte de biodiversité et au plan stratégique décennal sur la biodiversité. L'évaluation à mi-parcours du Plan d'action de Madrid pour les réserves de biosphère (2008-2013) a entraîné des réformes prometteuses visant à renforcer la coordination des réseaux régionaux, des groupes thématiques, des communications et de la gouvernance du MAB, ouvrant ainsi une nouvelle phase dans les activités du programme destinées à utiliser les réserves de biosphère comme sites d'apprentissage du développement durable dans le contexte du changement climatique. **La création de 31 nouvelles réserves de biosphère** a été approuvée, dont une réserve trinationale dans la région de l'Amérique latine et des Caraïbes. L'Organisation participe activement au processus officiel visant à créer une plate-forme intergouvernementale scientifique et politique sur la biodiversité et les services écosystémiques (IPBES).

26. L'OMD 7 relatif à l'inversion de la tendance à la déperdition des ressources environnementales a directement fait l'objet de quatre projets, dotés de groupes de travail dans plus de 50 États membres, qui ont bénéficié du soutien du Conseil scientifique du PICG et du Réseau mondial des **géoparcs**.

27. Suite à plusieurs programmes régionaux de formation à l'intention de spécialistes de l'énergie, 24 États membres sont désormais mieux à même d'examiner la **politique et la gestion de l'énergie**. Le Centre international pour le développement énergétique durable a mis au point un outil d'aide à la formulation de politiques intitulé « Une énergie plus efficace pour assurer l'approvisionnement énergétique ».

28. Le **Système d'alerte aux tsunamis et de mitigation** dans l'océan Indien est devenu pleinement opérationnel en 2011 lorsqu'un nouveau service consultatif régional sur les tsunamis est devenu exploitable. Le niveau de mise en œuvre du **Système mondial d'observation de l'océan**, l'une des principales composantes du Système mondial d'observation du climat, a été maintenu avec succès au-dessus de 60 %, comme prévu. Maintenant qu'elle dispose du Système d'informations biogéographiques relatives aux océans, la COI joue un rôle plus important dans l'échange de données et d'informations océanographiques dans le monde. En sa qualité de principal organisme de parrainage du Projet international de coordination des données sur le carbone océanique, la COI a contribué à l'émergence de **nouvelles branches de la science relatives à l'acidification et à la fertilisation des océans**. La surveillance des efflorescences algales nuisibles et les systèmes d'alerte rapide destinés à en atténuer ou minimiser l'impact se sont beaucoup améliorés. Les approches, méthodes et outils mis au point par la COI pour **l'aménagement de l'espace marin** ont été largement reconnus. Afin de soutenir les efforts du Secrétaire général des Nations Unies pour mettre l'accent sur les questions relatives à l'océan lors de la **Conférence Rio + 20**, la Commission océanographique de l'UNESCO a dirigé, en collaboration avec d'autres organismes, l'élaboration d'un « plan pour la durabilité de l'océan et des zones côtières » qui constitue une contribution au document récapitulatif de la Conférence Rio + 20.

29. Les **plates-formes intersectorielles concernant le changement climatique et les PEID** ont organisé, de concert avec celle relative à l'EDD, des délibérations sur l'éducation au changement climatique pour le développement durable des PEID qui ont abouti à des recommandations d'action dans de multiples domaines, notamment des programmes nationaux sur le terrain et des réseaux entre PEID. Le Groupe consultatif interorganisations sur les petits États insulaires en développement a reconnu que la Plate-forme intersectorielle de l'UNESCO sur les PEID constitue pour les organismes des Nations Unies un modèle qui favorise la mise en œuvre des priorités de ces États.

Défis et enseignements tirés

30. Les défis auxquels le GP II est confronté tiennent à l'ampleur de son mandat et aux demandes grandissantes des États membres par rapport aux ressources effectives. Les améliorations actuelles portent sur la collecte de fonds, la coordination interne, les mesures de rentabilité, la communication et la coopération avec le terrain ainsi que la rationalisation des structures subsidiaires de gouvernance. Il reste encore à faire mieux connaître, tant sur le plan interne que sur le plan externe, la profondeur, l'ampleur et la qualité de l'action du secteur. Les PNUAD et les DSRP n'ont généralement pas de composantes scientifiques. Il faut donc consentir un effort supplémentaire pour les intégrer au processus national de planification afin de permettre au GP II de contribuer davantage à la programmation par pays des Nations Unies.

Ressources mobilisées

31. Le grand programme II a obtenu 67 839 964 dollars des États-Unis de ressources extrabudgétaires pour l'exercice biennal, soit à peu près l'équivalent des crédits au titre du Programme ordinaire. Les domaines de programme qui bénéficient le plus de ressources

extrabudgétaires par le biais du Programme additionnel complémentaire (CAP) sont la réforme de la politique scientifique, l'ingénierie, la gouvernance de l'eau, les aléas océaniques et les aléas hydrologiques, tandis que ceux qui n'attirent pas de financement au titre du CAP sont, par exemple, l'éducation à l'eau, les énergies renouvelables et le renforcement des capacités en sciences fondamentales. Des crédits provenant du F-OMD ont été obtenus pour financer des projets en Chine, en Égypte, en Jordanie, au Maroc, au Sénégal et en Uruguay ainsi qu'au niveau mondial. Le réseau de centres de catégories 1 et 2 sous l'égide de l'UNESCO, qui est en pleine expansion, apporte à la mise en œuvre du programme une contribution importante, et efficace au regard de son coût, en hébergeant certains programmes et en participant à certaines activités, notamment la plupart de celles qui ne reçoivent pas de crédit au titre du CAP.

La voie à suivre

32. De récentes et prometteuses initiatives, comme le STIGAP et GOSPIN, dépendront de la réussite de la collecte de fonds auprès de partenaires non traditionnels. Maintenant que l'UNESCO est **reconnue officiellement comme organisme d'exécution multilatéral du Fonds pour l'adaptation**, et qu'un financement spécifique est prévu pour les plates-formes intersectorielles, les activités phares de la plate-forme sur le changement climatique devraient encore s'étendre et celle sur les PEID devrait poursuivre ses travaux en vue de la réalisation de l'OMD 8 relatif aux petits États insulaires en développement. Le GP II coordonnera l'élaboration d'une politique de l'UNESCO sur les questions autochtones, lancée à l'occasion d'une manifestation de haut niveau lors de la 36^e session de la Conférence générale, et qui devrait être finalisée en 2012-2013.

33. L'accent sera particulièrement mis sur les unités thématiques transversales chargées de **l'enseignement scientifique** et de **l'Initiative pour les sciences de l'ingénieur**. L'Unité thématique transversale chargée de la biodiversité devrait permettre à l'UNESCO de jouer un rôle important dans l'IPBES lorsque cette dernière aura été officiellement mise en place.

34. En sa qualité d'agence chef de file de l'Année internationale de la coopération dans le domaine de l'eau 2013, l'UNESCO dirige plusieurs éléments du **6^e Forum mondial de l'eau** (Marseille, mars 2012). Le 4^e Rapport mondial sur la mise en valeur des ressources en eau, dont la coordination est assurée par le WWAP, sera lancé lors du Forum. L'Organisation étudiera l'officialisation de son rôle dans les activités mondiales relatives aux géoparcs et présentera une stratégie future pour la communauté géoscientifique internationale et l'UNESCO lors du 40^e anniversaire du PICG, début 2012.

35. Le GP II, se fondant sur les résultats des cinq réunions régionales UNESCO-CIUS organisées en 2011, et visant à faire mieux comprendre dans le monde l'importance de la **science pour l'instauration de sociétés et d'économies vertes**, organisera en collaboration avec le CIUS un forum scientifique à Rio à l'occasion de la Conférence des Nations Unies sur le développement durable (Rio + 20). La COI continuera d'assurer le rôle de chef de file pour la formulation de propositions et objectifs clés pour la durabilité des océans, notamment la gouvernance, la coordination intersectorielle et l'économie bleue/verte, en vue de leur examen par les États membres lors de la Conférence Rio + 20.

GRAND PROGRAMME III – SCIENCES SOCIALES ET HUMAINES

Évaluation stratégique globale

36. La période 2010-2011 a marqué le second exercice biennal de la Stratégie à moyen terme de l'UNESCO pour 2008-2013 (34 C/4). Pendant ces deux années, le Secteur des sciences sociales et humaines, à la demande des États membres, s'est recentré sur les **quatre priorités stratégiques** du programme que sont l'inclusion sociale, les nouveaux enjeux de la bioéthique, les dimensions sociales du changement environnemental mondial et l'innovation sociale initiée par les jeunes. Des activités auparavant dispersées ont été regroupées afin d'offrir une meilleure chance d'obtenir des résultats concrets et visibles, tout en faisant un usage optimal de ressources limitées,

en parvenant de façon plus flexible à une masse critique pour les domaines prioritaires du programme par l'utilisation d'équipes thématiques transversales. Le but ultime était d'accroître l'impact des activités du secteur dans les États membres.

Principales réalisations

37. En ce qui concerne la priorité globale **Afrique, l'importance d'un accroissement de l'investissement en faveur du développement de la jeunesse** a été réaffirmée par le biais de la sensibilisation à la Stratégie de l'UNESCO pour la jeunesse africaine. On observe parmi les pays d'Afrique une adhésion grandissante à la nécessité d'investir massivement dans le développement de la jeunesse, notamment grâce à l'élan suscité par le 17^e Sommet de l'Union africaine sur le thème « Accélérer l'autonomisation des jeunes pour le développement durable » ainsi que par l'Année internationale de la jeunesse : dialogue et compréhension mutuelle proclamée par les Nations Unies. Au rang des nouvelles initiatives figurent le développement des compétences professionnelles et de l'entreprenariat social chez les jeunes en coopération avec l'International Youth Foundation. L'UNESCO a fourni des conseils en matière de formulation des politiques, mis en œuvre des programmes en direction des jeunes, promu la coopération Sud-Sud entre les États d'Amérique latine et des Caraïbes et les pays africains en ce qui concerne la prévention de la violence chez les jeunes et amélioré la sensibilisation aux questions concernant l'épanouissement des jeunes et leur rôle comme agents d'un changement constructif.

38. **L'implication des jeunes dans les enjeux mondiaux** a été renforcée par la 7^e édition du Forum des jeunes de l'UNESCO, qui s'est tenue dans le cadre de la 36^e session de la Conférence générale. Par l'utilisation des nouvelles technologies et l'organisation d'ateliers de développement des capacités axés sur le thème « Comment les jeunes se font les vecteurs du changement », le Forum a offert aux jeunes une plate-forme dynamique où exprimer leurs opinions. Un grand nombre de partenariats innovants avec des organisations non gouvernementales, des ambassadeurs de bonne volonté de l'UNESCO et le secteur privé ont été conclus afin d'élargir l'accès aux programmes de l'UNESCO aux jeunes partout dans le monde. Les recommandations formulées par le Forum contenaient des actions concrètes et soulignaient l'importance de désigner la jeunesse comme une priorité pour l'ensemble des programmes. Ces conclusions ont été présentées aux cinq commissions de programme de la Conférence générale, à sa 36^e session.

39. Le secteur a réorganisé ses travaux dans le domaine de **l'égalité des genres**, notamment en réorientant ses activités vers l'analyse des défis auxquels sont confrontées les femmes et les filles pour protéger leurs droits humains dans un contexte de conflit et de post-conflit. Cette réorientation, menée en coordination avec ODG/GE, met particulièrement l'accent sur la prévention de la violence à leur rencontre.

40. Des infrastructures en matière d'éthique dans les États membres ont été créées et renforcées par le biais des initiatives de renforcement des capacités, en particulier dans le domaine de la **bioéthique**. L'UNESCO a maintenu son engagement à appuyer la création et le renforcement des comités nationaux de bioéthique (Projet d'aide aux comités de bioéthique (ABC)) et du réseau de bases de données de l'Observatoire mondial d'éthique (GEObs) ainsi que la promotion de l'enseignement de la bioéthique dans les établissements d'enseignement supérieur (cours de formation des enseignants à l'éthique et programme de base de bioéthique).

41. Le rôle de premier plan joué par les sciences sociales et humaines dans l'amélioration du bien-être humain et dans la recherche de réponses aux défis mondiaux a été rappelé à l'occasion de la sortie du Rapport mondial sur les sciences sociales 2010 : *Divisions dans les savoirs* présenté le 25 juin 2010 par la Directrice générale et le Président du Conseil international des sciences sociales (CISS). Le rapport fournit des orientations essentielles pour tous les acteurs des sciences sociales, en montrant combien une approche multidisciplinaire des sciences sociales est importante pour comprendre la complexité des défis contemporains. Il contient aussi un appel à prendre des mesures urgentes en vue de répondre aux disparités persistantes en termes de capacités de recherche au niveau mondial et propose un nouveau programme mondial de

promotion des sciences sociales en tant qu'outil indispensable pour l'avancement des objectifs de développement convenus au niveau international, notamment des Objectifs du Millénaire pour le développement (OMD).

42. À la suite du Printemps arabe, **l'UNESCO a redoublé d'efforts pour promouvoir la démocratie et la gestion des transformations sociales dans le cadre du Programme MOST.** L'UNESCO a conçu un certain nombre d'initiatives destinées à accompagner le processus de transition vers la démocratie. À la suite de la Table ronde sur le thème « Démocratie et renouveau dans le monde arabe » qui s'est tenue le 21 juin 2011 au Siège, une feuille de route a été établie pour servir de cadre à des mesures dans ce domaine.

43. Le travail d'élaboration des politiques sur les nouveaux problèmes sociaux tels que les migrations internationales, l'urbanisation et l'intégration s'est traduit au niveau pratique par la collecte des accords régionaux sur les migrations dans le cadre du processus d'intégration économique et politique. Le secteur a fait office de centre d'information pour ce type d'initiatives de politique générale à partager entre les décideurs. Cela a encouragé les communautés économiques régionales à envisager d'inscrire à leur ordre du jour une politique concernant les mouvements intrarégionaux de personnes afin de renforcer l'intégration régionale.

44. En s'employant activement à promouvoir et à diffuser la **Convention internationale contre le dopage dans le sport**, l'UNESCO est parvenue au chiffre record de 165 États parties en décembre 2011. Des mesures visant à suivre son application ont été mises en place, avec le Fonds correspondant disponible pour aider à renforcer les capacités des pays au niveau de l'élaboration des politiques nationales ou dans le domaine de l'éducation.

45. De nouveaux partenariats avec le secteur privé ont été créés, notamment par le processus du Forum des jeunes de l'UNESCO. Le secteur a également cherché à renforcer sa relation avec ses principaux partenaires existants comme le Conseil international des sciences sociales (CISS), le Conseil international pour la science (CIUS), le Forum Belmont et le Conseil latino-américain de sciences sociales (CLACSO).

46. Le rôle joué par la science, la technologie et l'innovation (STI) en matière de développement a été pris en compte dans le cadre du Haut panel sur la science et le développement qui a été constitué en vue de répondre aux défis communs qui se posent à l'humanité au XXI^e siècle. En outre, en sortant des approches purement économiques du développement et en ouvrant des perspectives critiques, le GP III a souligné le lien entre « **Éthique et développement** » pour étudier comment le développement peut être conçu de manière à promouvoir des sociétés plus démocratiques, viables du point de vue environnemental, socialement justes et culturellement pluralistes. Un agenda sera ainsi établi pour une réflexion sur de nouvelles approches du développement afin d'enrichir les capacités théoriques et pratiques de l'UNESCO durant la période décisive pour la communauté internationale allant de la Conférence de 2012 des Nations Unies sur le développement durable à la fin de la période des engagements au titre des OMD, en 2015.

47. **Les sciences humaines et les échanges philosophiques** ont été renforcés par la mise en place de programmes transversaux associant la pensée critique à la promotion des droits humains, de la bioéthique et des dimensions sociales du changement environnemental planétaire. Les manifestations organisées à l'occasion de la Journée mondiale de la philosophie ont souligné l'importance de l'enseignement de la philosophie dans les États membres et qui plus est contribué à mieux faire connaître la contribution de la pensée critique et des sciences humaines aux questions d'actualité dans des domaines divers tels que la bioéthique.

48. Des progrès notables ont aussi été réalisés pour ce qui est de promouvoir la cohérence entre les organismes des Nations Unies qui partagent un intérêt pour une même question. L'action de l'UNESCO dans le domaine des droits humains a témoigné d'une coopération accrue avec le HCDH. Par sa participation au Groupe mondial sur la migration (GMG), l'UNESCO a pu trouver des synergies concernant les travaux sur les migrations. C'est pourquoi elle a fait des rapports

entre migrations et changement climatique le thème central de sa présidence du GMG (du 1^{er} juillet au 31 décembre 2011).

Défis et enseignements tirés

49. Le secteur a passé en revue la mise en œuvre de ses programmes afin d'améliorer l'obtention des résultats escomptés et d'assurer un meilleur ciblage **et un meilleur suivi**. Ce processus d'examen a permis de tirer des leçons des diverses évaluations ayant un impact sur tout le secteur, à savoir OSP 4, OSP 6 et OSP 7 ; ainsi que l'Évaluation externe indépendante de l'UNESCO et les recommandations du Groupe de travail ad hoc du Conseil exécutif. La difficulté consiste à formuler des résultats escomptés adaptés au contexte des sciences sociales, qui implique le long terme et fait intervenir de nombreuses variables dans le processus des sciences sociales – la réponse passant par la formation continue à la gestion axée sur les résultats (RBM) et l'approche fondée sur les droits de l'homme.

50. Un défi récurrent, qui est aussi un nouveau domaine très prometteur dans la communauté des sciences sociales, consiste à reconnaître que la résolution de problèmes de plus en plus complexes requiert des recherches intégrées ou des approches transdisciplinaires. Dans le même ordre d'idées, il est important de considérer également les problèmes en sciences sociales à travers le prisme des sciences humaines.

51. **La meilleure utilisation des TIC** observée pendant la période considérée a démontré la nécessité de mieux intégrer les plates-formes en ligne pour la mise en œuvre du programme.

Ressources mobilisées

52. Le secteur a mobilisé 38 403 612 dollars des États-Unis de ressources extrabudgétaires pour l'exercice biennal. À titre indicatif, plus de 88 % de ces ressources extrabudgétaires ont été mobilisées par le Bureau de l'UNESCO à Brasilia pour des activités en faveur du Brésil, au titre d'un accord de fonds-en-dépôt constitué au profit du donateur.

GRAND PROGRAMME IV – CULTURE

Évaluation stratégique globale

53. Les 19 résultats escomptés définis dans le 35 C/5 approuvé ont été atteints, comme le montre le rapport détaillé des axes d'action figurant dans l'annexe en ligne, bien qu'avec certaines disparités en termes d'impact. Des résultats considérables ont été obtenus pendant cet exercice biennal en matière de revitalisation du rôle de premier plan que joue l'UNESCO dans le monde pour ce qui est de promouvoir et de démontrer l'importance de la culture en faveur du développement parmi les acteurs du développement au plan international, tout en continuant à renforcer l'impact des actions normatives et opérationnelles menées au niveau des pays et en apportant son appui dans les situations de post-conflit et de post-catastrophe.

Principales réalisations

54. **Le rôle du cadre normatif** dans le domaine de la culture **a été considérablement renforcé pendant la période considérée**. L'Organisation a rempli ses fonctions et assumé ses responsabilités normatives dans l'ensemble des conventions culturelles. Les ressources budgétaires et humaines réservées aux conventions culturelles ont été augmentées chaque fois que cela était possible, afin d'optimiser leur capacité d'exécution, notamment par une restructuration du Secteur de la culture. Toutes les conventions sont pleinement opérationnelles, y compris la *Convention sur la protection et la promotion de la diversité des expressions culturelles de 2005*, aux termes de laquelle le Fonds international pour la diversité culturelle a financé ses premiers projets. Depuis deux ans, la priorité a été accordée à l'augmentation du nombre de ratifications dans les régions sous-représentées afin de parvenir à une plus grande équité régionale et sous-régionale et de renforcer les capacités des États membres pour mettre en œuvre

les conventions et inscrire leurs principes dans les politiques et les législations nationales, avec un accent particulier mis sur l'Afrique en tant que priorité globale de l'Organisation.

55. Des initiatives ont été prises en vue de mieux sensibiliser le grand public, les décideurs et les responsables de la planification des politiques à l'importance majeure des actions normatives dans le Secteur de la culture. Ainsi, en ce qui concerne le 40^e anniversaire de la Convention concernant les mesures à prendre pour interdire et empêcher l'importation, l'exportation et le transfert de propriété illicites des biens culturels, des efforts ont été entrepris en vue de réfléchir à la pertinence et l'efficacité des instruments normatifs dans leur ensemble, de même qu'à la démonstration de leur impact réel sur le terrain. Cette démarche a contribué à une meilleure reconnaissance par les États membres et les partenaires de l'UNESCO de leur rôle central dans les progrès du développement social et économique durable.

56. Au cours des deux dernières années, **le rôle de la culture dans la réalisation des objectifs internationaux de développement** a fait l'objet d'une reconnaissance grandissante, notamment lors du sommet de 2010 sur les Objectifs du Millénaire pour le développement et dans les deux résolutions consécutives de l'Assemblée générale des Nations Unies sur la culture et le développement adoptées en 2010 et 2011³. Le rapport⁴ du Secrétaire général de l'Organisation des Nations Unies rendu en 2011, conformément à la résolution 66/166, a mis en lumière les progrès sensibles réalisés en matière d'inscription de la culture dans le programme de développement des Nations Unies, tant au niveau mondial que local, et souligné, une fois encore, les contributions du Secteur de la culture à la réduction de la pauvreté. De même, le rapport conjoint des Nations Unies pour Rio + 20⁵ publié à la mi-décembre 2011 accorde lui aussi à la culture sa juste place. Les progrès réalisés tirent profit des conventions culturelles de l'UNESCO et sont le résultat d'un travail de sensibilisation et de coopération constant auprès des autres agences des Nations Unies et des partenaires internationaux du développement. Les résultats obtenus s'appuient sur les recommandations de l'Évaluation externe des objectifs stratégiques de programme 9 et 10 et sont le fruit d'une multiplication des initiatives intra et intersectorielles et des projets en matière de bonnes pratiques mis en place par l'UNESCO, ainsi que d'outils efficaces de mesure tels que la série d'indicateurs et les statistiques culturelles mis en place par l'Institut de statistique de l'UNESCO.

57. Ces réalisations à l'échelle mondiale ont été appuyées par **la mise en œuvre réussie des 18 programmes conjoints en matière de culture et de développement** financés par le Fonds pour la réalisation des OMD qui ont touché environ 1 million de bénéficiaires directs et 7 millions de bénéficiaires indirects, en ciblant particulièrement les groupes indigènes et ethniques ainsi que les femmes et les jeunes. En s'inspirant des principes inscrits dans le cadre normatif, ces programmes ont démontré le rôle joué par la culture en tant que dimension majeure de la réalisation des OMD. Ils apportent clairement la preuve que :

- la culture est un secteur économique qui génère des revenus et crée des emplois et ce faisant contribue à l'éradication de la pauvreté (OMD 1) ;
- des programmes d'enseignement au contenu culturellement adapté permettent d'améliorer la qualité de l'enseignement et l'éducation à la citoyenneté (OMD 2) ;
- les activités à orientation culturelle telles que les entreprises artisanales sont un facteur d'autonomisation des femmes (OMD 3) ;

³ Résolution du Sommet sur les OMD http://www.un.org/french/documents/view_doc.asp?symbol=A/RES/65/1&TYPE=&referer=http://www.un.org/fr/mdg/summit2010/&Lang=E et résolution 65/166 de l'Assemblée générale <http://www.un.org/Docs/journal/asp/ws.asp?m=A/RES/65/166>.

⁴ Rapport du Secrétaire général de l'Organisation des Nations Unies sur la culture et le développement A/66/187 (<http://www.un.org/Docs/journal/asp/ws.asp?m=A/66/187>).

⁵ Rapport des Nations Unies Rio + 20 http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BSP/images/UNESCO%20Input%20to%20Rio+20%20Compilation%20Document_01.pdf.

- les approches socioculturelles de la santé conduisent à des politiques sanitaires plus efficaces et économiques (OMD 4, 5 et 6) ;
- les savoir-faire culturels et traditionnels sont des ressources inépuisables pour un environnement et des moyens de subsistance durables (OMD 7).

Les programmes ont également amélioré la coopération entre les partenaires à l'échelle nationale et internationale, contribuant ainsi à la mise en place d'un partenariat mondial (OMD 8), tout en créant des conditions prometteuses pour un futur travail dans ce domaine et dans le contexte « Unis dans l'action ». Dans le même esprit et conformément à la Déclaration de Paris (2005) et au Programme d'action d'Accra (2008), les programmes ont suscité une forte appropriation nationale par le biais de processus hautement participatifs, renforçant ainsi à la fois l'impact et la durabilité.

58. Cela s'est accompagné d'une reconnaissance internationale groupée du **rôle joué par la culture dans le développement national**. Une autre réalisation majeure au niveau des pays a été la **prise en compte de la culture dans 61 % des documents relatifs aux BCP/PNUAD** (données de novembre 2011), ce qui a effectivement doublé la place de la culture dans les PNUAD par rapport à la situation observée il y a cinq ans. Dans un effort mondial d'amélioration de la gestion des connaissances au service de la culture, l'UNESCO a réalisé une analyse approfondie des points d'entrée culturels dans les PNUAD au moyen d'une base de données mondiale répertoriant les 252 PNUAD créés depuis 1998.

59. Au cours de l'exercice biennal, l'UNESCO a également été invitée à fournir un **appui d'urgence dans le secteur de la culture à plusieurs pays victimes de catastrophes naturelles ou de conflits**. Ainsi, ses efforts se sont concentrés sur l'aide en matière de protection des biens culturels (Thaïlande), l'activation des systèmes d'alerte internationaux de prévention du trafic de biens culturels (Libye), la mise en place de mécanismes institutionnels en vue de garantir la coordination requise et d'encourager la mobilisation internationale (Haïti), la sensibilisation à la sauvegarde des ressources culturelles en tant qu'instruments facilitant la reprise sociale et économique (Indonésie). À cet égard, le plaidoyer de l'UNESCO concernant l'importance de la culture pour la reconstruction des communautés touchées a gagné en influence. Une réalisation notable a été la **réussite de l'inscription de la culture parmi les groupes des exercices d'évaluation des besoins post-catastrophe (PDNA)** entrepris conjointement avec le système des Nations Unies, la Banque mondiale et l'Union européenne dans les situations de post-catastrophe.

Défis et enseignements tirés

60. Le travail statutaire lié aux conventions reste très exigeant et fait peser un lourd fardeau sur le secteur en termes de ressources humaines et budgétaires. Bien qu'ayant redoublé d'efforts pour appuyer davantage de conventions, le cadre normatif reste confronté à d'importants défis en termes de gestion pour répondre efficacement aux attentes grandissantes des États membres. Les conventions doivent devenir plus opérationnelles, **en particulier en ce qui concerne l'assistance technique** et le renforcement de capacités, ainsi que la traduction de leurs principes dans les politiques et législations nationales, condition préalable à un impact réel à long terme. La question de la crédibilité de certaines conventions reste cruciale et elle est traitée en priorité par le Secrétariat (c'est le cas de la Convention du patrimoine mondial de 1972 et de la Convention pour la sauvegarde du patrimoine culturel immatériel de 2003) de même que la question de leur efficacité (c'est le cas de la Convention concernant les mesures à prendre pour interdire et empêcher l'importation, l'exportation et le transfert de propriété illicites des biens culturels de 1970). Cependant, trouver une réponse à ces questions exige un engagement à long terme, y compris des États parties, de même que des options innovantes et prospectives en vue de créer de meilleures synergies entre les conventions, en offrant des réponses intégrées aux défis que pose la sauvegarde et en garantissant leur pertinence au regard des défis contemporains. Des arguments convaincants devront être trouvés afin de démontrer l'impact local concret des

instruments normatifs et d'apporter la preuve des avantages socioéconomiques tangibles qu'ils procurent.

61. En dépit des récentes réalisations, apporter la preuve du rôle de la culture dans le développement est un processus de longue haleine qui exige de produire des indicateurs et **des statistiques qualitatifs et quantitatifs fiables** ainsi que de créer des outils opérationnels en vue d'inscrire la culture dans les politiques et les activités de développement. Il nécessite aussi d'améliorer les activités de sensibilisation et de plaider, comme le suggère l'Évaluation externe des Objectifs stratégiques de programme 9 et 10.

62. Les programmes conjoints du Fonds pour la réalisation des OMD ont suscité une dynamique très positive sur le terrain et ouvert des pistes importantes en vue d'une **future action conjointe interagence en matière de culture et de développement** et au-delà. Afin de mettre à profit ces résultats et d'en tirer tout le potentiel, l'UNESCO, en association avec le PNUD, a pris la tête d'un ambitieux projet de gestion des connaissances qui recueille les données et les exemples acquis en ce qui concerne l'impact, les cas de réussite et les défis opérationnels. L'objectif est de constituer un corpus de connaissances capable d'influencer les futurs programmes dans ce domaine. Réfléchir à la façon d'étendre cet outil à l'action mondiale de l'UNESCO dans le domaine de la culture et du développement sera une première étape dans ce processus.

63. Le rôle joué par la **culture dans la reconstruction et la reprise après les conflits** est désormais reconnu parmi les mécanismes de réaction de la communauté internationale, notamment par la prise en compte de la culture parmi les groupes des exercices d'évaluation des besoins post-catastrophe. Dans le même temps, néanmoins, l'UNESCO devra renforcer ses efforts de sensibilisation afin de démontrer efficacement la nécessité d'obtenir des résultats identiques ou similaires dans les situations de post-conflit.

Ressources mobilisées

64. Complétant et surpassant de loin le budget de 53 749 700 dollars des États-Unis inscrit dans le 35 C/5 au titre du grand programme IV pour le personnel et les activités, les ressources extrabudgétaires suivantes ont été mobilisées :

- Ressources extrabudgétaires constituées au profit du donateur : 9 715 612 dollars des États-Unis.
- Autres ressources extrabudgétaires : 79 662 064 dollars des États-Unis.

Le patrimoine mondial, le patrimoine immatériel, les musées et la diversité des expressions culturelles ont capté la majeure partie des fonds disponibles, en premier lieu pour les besoins du renforcement des capacités. Les projets et programmes connexes des Nations Unies ont joué un très grand rôle dans l'obtention des résultats escomptés du grand programme IV et représenté 25 % des fonds extrabudgétaires alloués. Les fonds établis au titre des conventions de 1972, 2003 et 2005 ont contribué à améliorer l'efficacité de l'exécution.

La voie à suivre

65. Dans l'ensemble, des progrès notables ont été accomplis dans la réalisation des objectifs stratégiques de programme inscrits dans la Stratégie à moyen terme (34 C/4). Durant l'exercice biennal 2010-2011, l'action du Secteur de la culture dans le domaine du dialogue et de la paix a été réorientée vers une plus grande concentration sur des projets concrets et à fort impact contribuant aux efforts entrepris dans l'ensemble de l'Organisation menés désormais par le Bureau de la planification stratégique. Cette transition va nécessiter une **plus grande coopération entre les secteurs** pendant la mise en œuvre du 36 C/5. L'importance de la diversité culturelle pour la promotion du dialogue et de la paix a été réaffirmée à l'occasion de la célébration du 10^e anniversaire de la Déclaration universelle de l'UNESCO sur la diversité culturelle, lors de la

36^e session de la Conférence générale. Cependant, l'élan doit être entretenu par un surcroît d'efforts d'innovation et de collaboration entre les secteurs, conformément aux conclusions de l'Évaluation externe des Objectifs stratégiques de programme 9 et 10 de l'UNESCO. De même, la coopération avec les autres secteurs et bureaux hors Siège doit être renforcée afin de tirer parti des réalisations des projets phares que sont La route de l'esclave et les Histoires générales et régionales, et la priorité doit être donnée au travail sur l'usage pédagogique de l'Histoire générale de l'Afrique, avec la participation active du Secteur de l'éducation. Ce travail sera essentiel pour entretenir la pertinence et garantir l'impact de ces programmes dans lesquels des ressources considérables ont été investies au fil des ans.

66. Au cours de l'exercice biennal 2010-2011, l'intérêt croissant manifesté par les États membres à faire du cadre normatif de l'UNESCO la clé de voûte et la priorité de son action dans le domaine de la culture a eu des implications directes sur la manière dont les ressources doivent être redistribuées en fonction des priorités. Des décisions doivent être prises en ce qui concerne certains programmes thématiques, conformément aux conclusions des examens et évaluations internes et externes, ce qui pourrait conduire à la mise en suspens de certains engagements et/ou financements d'origine exclusivement extrabudgétaire, y compris d'initiatives telles que le Plan pour le développement de la culture arabe ou le Réseau de villes créatives. Dans le même temps, il est d'une importance cruciale de rendre les conventions beaucoup plus opérationnelles en améliorant le développement des capacités et l'aide à la formulation des politiques de l'UNESCO dans le domaine de la culture. Il est donc primordial que le Secteur de la culture conserve sa **capacité opérationnelle** sur le terrain et par voie de conséquence sa crédibilité vis-à-vis de ses partenaires, tout particulièrement dans le contexte de la réforme du système des Nations Unies qui nécessitera une plus grande mobilisation de ressources extrabudgétaires. Au vu de la situation financière actuelle et afin de garantir une plus grande stabilité, les partenariats avec le secteur privé – pour lesquels beaucoup de programmes du Secteur de la culture présentent un intérêt – doivent être intensivement explorés et développés.

67. Enfin, les événements politiques qui se sont produits pendant cet exercice biennal ont démontré la nécessité de redoubler d'efforts en direction de la société civile. Si le travail avec les États découle naturellement de la nature intergouvernementale de l'UNESCO, les programmes du Secteur de la culture doivent être plus ouverts aux voix extérieures et à tous les pans de la société. Ici encore, le grand programme IV, de par sa nature, ouvre de nombreuses pistes d'amélioration de la coopération avec les acteurs de la société civile.

GRAND PROGRAMME V – COMMUNICATION ET INFORMATION

Évaluation stratégique globale

68. Durant l'exercice biennal 2010-2011, le Secteur de la communication et de l'information s'est surtout attaché à revitaliser le rôle de chef de file mondial de l'UNESCO dans la promotion de la liberté d'expression par le biais du plaidoyer international et de l'accès universel à l'information, tout en continuant à renforcer l'impact de ses activités normatives, législatives et opérationnelles au niveau des pays.

Principales réalisations

69. Les événements actuels, et notamment le Printemps arabe, témoignent que le rôle de chef de file de l'UNESCO pour **la promotion de la liberté d'expression, de la liberté de la presse et de l'accès à l'information** conserve toute sa pertinence pour la construction des démocraties. Les efforts déployés par l'UNESCO dans ce domaine ont essentiellement consisté à faire mieux connaître la liberté d'expression en tant que droit humain fondamental, notamment par le biais de son emblématique Journée mondiale de la liberté de la presse, et à diriger l'élaboration d'un **plan d'action à l'échelle des Nations Unies** destiné à améliorer la sécurité des journalistes et à combattre l'impunité des crimes commis à leur encontre.

70. **Les Indicateurs de développement des médias de l'UNESCO** ont rencontré un succès considérable. Des évaluations fondées sur ces indicateurs ont été réalisées ou lancées dans 19 pays afin d'étayer la formulation des politiques relatives aux médias. Les **Modèles de cursus pour la formation au journalisme** de l'UNESCO sont désormais utilisés par 63 universités dans 51 pays de toutes les régions du monde. Les Indicateurs de développement des médias et les Modèles de cursus s'avèrent de bons moyens de renforcer les médias libres, indépendants et pluralistes et la communication au service du développement durable.

71. La **préservation du patrimoine documentaire** au niveau international a été renforcée grâce à 52 nouvelles inscriptions au Registre de la Mémoire du monde et à l'adoption de la Déclaration de Varsovie sur la Mémoire du monde. Par ailleurs, une nouvelle impulsion a été donnée avec le lancement, pendant la Conférence générale, de la **plate-forme de ressources éducatives libres (REL)** destinée à aider les États membres à améliorer la qualité de l'éducation et à faciliter la concertation politique, le partage des connaissances et le renforcement des capacités. L'action de l'UNESCO pour **promouvoir l'accès universel à l'information et au savoir et le développement des infrastructures** a été renforcée par la création d'un centre de compétences pour le multilinguisme dans le cyberspace en Fédération de Russie.

72. **Les partenariats avec le secteur privé** ont été renforcés suite au lancement réussi du Cadre de compétences des enseignants en matière de TIC, en étroite collaboration avec le Secteur de l'éducation et en partenariat avec le Commonwealth of Learning (COL), Microsoft, Intel, Cisco et l'ISTE, ainsi qu'à la finalisation des programmes élargis en faveur de l'« alphabétisation technologique » et de l'« approfondissement des connaissances ».

73. Les activités menées par le secteur **en Iraq, en Haïti et au Pakistan** ont contribué à l'élaboration de **programmes d'information complets** qui ont permis aux citoyens d'avoir accès à des informations importantes pour la reconstruction et le renouveau de leurs communautés. La médiation de l'UNESCO a permis aux organisations de journalistes d'Haïti d'élaborer et d'approuver le code d'éthique de leur profession, ce qui constitue la première étape vers un système d'autoréglementation.

74. La conférence sur le thème « Édifier des sociétés du savoir aux Caraïbes », organisée pour les **petits États insulaires en développement (PEID)** anglophones et néerlandophones des Caraïbes a suscité la création de comités nationaux du PIPT et donné lieu à l'élaboration d'une déclaration politique et d'un plan d'action régional qui engagent les États membres à soutenir la création de sociétés du savoir axées sur le développement.

75. **Les deux priorités globales de l'UNESCO – l'Afrique et l'Égalité entre les sexes** – ont bénéficié d'un plus grand nombre d'activités opérationnelles ainsi que de l'établissement de nouveaux partenariats, notamment avec l'Union économique et monétaire ouest-africaine (UEMOA) afin de promouvoir les capacités des universités d'Afrique de l'Ouest en matière de TIC, et avec la Fédération internationale des journalistes (FIJ) afin d'élaborer et de diffuser des directives sur l'égalité entre les sexes dans les organisations de médias et d'encourager la couverture de la problématique hommes-femmes. L'Organisation a poursuivi ses activités de renforcement des capacités de 18 centres d'excellence et de référence potentiels de formation au journalisme en Afrique.

Défis et enseignements tirés

76. Le **niveau insuffisant des contributions volontaires en faveur de ses programmes phares** a représenté un problème majeur pour le secteur. Il a fallu annuler des réunions du comité technique et des séminaires de formation à l'intention de spécialistes de la conservation en raison de la réduction des budgets consacrés au Programme Mémoire du monde. Le Compte spécial du PIDC doit être encore renforcé afin de répondre aux besoins croissants des États membres en matière de soutien au développement des médias. Le niveau insuffisant des contributions extrabudgétaires au Compte spécial du PIPT suscite de vives inquiétudes depuis plusieurs années

déjà, et des efforts supplémentaires sont nécessaires pour améliorer la diversité géographique et le volume des fonds mobilisés en faveur des activités du PIPT. Afin d'identifier les chevauchements et d'économiser des fonds, le grand programme V a renforcé sa collaboration avec les autres secteurs et a créé de meilleures synergies, par exemple avec les grands programmes I et IV sur les questions relatives au multilinguisme et à l'apprentissage à l'aide des TIC.

77. Dans le cadre des **activités normatives** du grand programme V, le développement technologique rapide représente un défi en matière d'utilisation des TIC, notamment dans le domaine de l'éducation. Un petit nombre d'États membres ont déjà adopté des politiques en matière de **ressources éducatives libres (REL)** au niveau national et dans beaucoup, la prise de conscience de leur importance s'est accrue. La mission de l'UNESCO consiste donc à s'assurer que les États membres bénéficient d'un accompagnement dans l'élaboration de leurs politiques et pratiques en faveur des REL. Dans de nombreux pays, les politiques en vigueur qui réglementent la radiotélédiffusion continuent d'entraver le développement de médias libres, pluralistes et indépendants. Une importante réorientation est nécessaire pour instaurer des politiques propres à donner des moyens d'action aux radios communautaires et aux médias communautaires.

78. **Mesurer l'impact de l'utilisation des TIC** est une demande de plus en plus fréquente de la part des États membres, notamment pour l'éducation. Dans le domaine de l'apprentissage en ligne, par exemple, l'UNESCO/ISU a testé avec succès une méthode visant à quantifier la relation entre la technologie utilisée en classe et la qualité de l'éducation, pour laquelle aucune donnée concrète n'est encore disponible à ce jour.

79. **La sécurité des journalistes et la lutte contre l'impunité des auteurs de crimes contre les professionnels du secteur des médias** représentent des défis grandissants dans le combat mené pour défendre les principes de la liberté d'expression et de la libre circulation de l'information. À cet égard, l'Organisation doit assurer sa présence à un stade précoce dans les zones en situation de conflit et de post-conflit, afin notamment d'optimiser la valeur de son soutien dans l'analyse et la refonte des systèmes de médias.

80. **Les partenariats efficaces** avec d'autres institutions des Nations Unies, des ONG et des organisations professionnelles ont considérablement élargi le champ et la portée de l'action de plaidoyer de l'Organisation dans la promotion de l'importance de la liberté d'expression. La création de partenariats s'est avérée tout aussi cruciale pour promouvoir l'utilisation des TIC en vue du partage et de l'acquisition de connaissances, et d'importants progrès ont été accomplis grâce au renforcement de la coopération intersectorielle.

81. **L'assistance accordée sans délai aux médias du Moyen-Orient et d'Afrique du Nord** a souligné que l'Organisation était prête à fournir, de manière souple, des réponses rapides aux besoins qui se font jour. Des projets de renforcement des capacités (couverture des conflits, élaboration de supports de formation, appui aux instances de régulation des organes de radiodiffusion, par exemple) et des contributions clairement définies au processus de programmation commune par pays des Nations Unies ont permis de mettre en œuvre de façon cohérente la stratégie UNESCO d'**assistance aux médias dans les zones en situation de conflit ou de post-conflit**.

82. La coopération avec des acteurs clés (OIG, ONG, secteur privé et société civile) a favorisé la **création de réseaux et de communautés en ligne** de partage et d'échange d'informations dans des domaines spécifiques, ce qui renforce naturellement le degré d'efficacité en accroissant les flux de communication et d'information (communauté en ligne « Égalité des genres dans les Logiciels libres et Open Source (FOSS) » et communauté REL créée sur la Plateforme communautaire du SMSI, par exemple).

83. Dans le monde, les TIC se sont révélées de puissants outils pour surmonter les obstacles qui entravent l'accès à l'information, aux opportunités économiques et à l'égalité entre les sexes. Cependant, le fait que les femmes n'aient qu'un **accès limité aux TIC et les maîtrisent mal** pose de sérieux problèmes qu'il faudra résoudre par l'introduction de politiques spécifiques et la formation des femmes dans ce domaine.

Ressources mobilisées

84. Le grand programme V a cherché de manière active à nouer des partenariats tant avec le secteur public qu'avec le secteur privé et a mobilisé environ 78 millions de dollars des États-Unis au cours de l'exercice biennal, dont 4,6 millions pour l'aide au PIDC. Les Gouvernements espagnol, japonais et italien ont apporté une contribution par le biais du **programme des experts associés**. Le Programme Mémoire du monde a reçu des fonds de la Pologne et de la République de Corée. Des contributions ont été mobilisées auprès de la Colombie, de la Norvège et des États-Unis d'Amérique en faveur de la stratégie pour l'accès libre, ainsi qu'auprès de l'Arabie saoudite et de l'Espagne pour la création du premier réseau universitaire international sur l'Initiation aux médias et à l'information et le dialogue interculturel. Financé par le Traité de l'Union économique et monétaire ouest-africaine (UEMOA), un projet sur les TIC et l'éducation sera mis en œuvre par le secteur, en coopération avec le Bureau de l'UNESCO à Bamako et le Secteur de l'éducation. En partenariat avec l'ISU et l'Organisation Talal Abu-Ghazaleh, des indicateurs sur les TIC dans le domaine de l'éducation ont été élaborés et mis à l'essai dans huit pays arabes. En collaboration avec des entités du secteur privé, telles que Microsoft, Apple et l'Internet Society (ISOC), ainsi que des partenaires interinstitutions, tels que l'Alliance des civilisations des Nations Unies, le secteur a pu améliorer sa capacité d'exécution du programme et atteindre ses résultats escomptés.

La voie à suivre

85. L'évaluation externe du secteur (réalisée en juillet 2010) a fait ressortir l'importance de **l'action normative** menée par l'UNESCO pour promouvoir des infrastructures et des médias pluralistes, libres et indépendants, ce qui représente l'avantage comparatif du Secteur CI. Le secteur continuera donc à se concentrer sur les activités normatives, les activités en matière de politiques et les activités de renforcement des capacités catalytiques, tout en réduisant les applications telles que la création de contenus audiovisuels et de centres multimédia communautaires.

86. L'UNESCO continuera à se concentrer sur **la liberté des médias et la sécurité des journalistes, y compris en ce qui concerne les plates-formes en ligne**. Une stratégie d'action sur la liberté d'expression dans les nouveaux médias et les communications mobiles est en cours d'élaboration. La formation au journalisme et l'éducation aux médias et à l'information restent au cœur des priorités, notamment compte tenu de l'élaboration de nouveaux indicateurs sexospécifiques dans le cadre des Indicateurs de développement des médias.

87. Durant l'exercice biennal 2010-2011, 176 projets dans 86 pays ont été financés pour un montant total de 4 430 410 dollars des États-Unis au titre du **Programme international pour le développement de la communication** (PIDC). Le PIDC restera un instrument important pour la mobilisation et l'allocation de ressources en faveur du développement des médias, et les efforts se poursuivront afin de renforcer son rôle de plate-forme d'aide au débat sur les questions relatives au développement des médias et de définition de normes au niveau international, notamment dans les pays en transition et en situation de post-conflit.

88. Pour donner suite à la demande de la Conférence générale de mieux répondre aux besoins des États membres en matière de **patrimoine documentaire**, l'UNESCO entreprendra des consultations avec des experts ainsi qu'une évaluation des modalités qui aboutiront au renforcement du **Programme Mémoire du monde**. La Conférence internationale sur « La Mémoire du monde à l'ère du numérique : numérisation et conservation », à laquelle participeront des organisations professionnelles et l'industrie, fera prendre davantage conscience des nombreux

enjeux liés au patrimoine documentaire numérique et s'efforcera de trouver des réponses à une question fondamentale qui nous concerne tous. Des négociations sont en cours concernant d'éventuels accords de partenariat en vue de soutenir l'élargissement du Programme Mémoire du monde.

89. Compte tenu des rapides évolutions socioéconomiques et technologiques, **le concept de sociétés du savoir inclusives** doit être revu et davantage mis en pratique. Il faut analyser les tendances en matière de TIC et s'en emparer afin d'étudier les possibilités d'améliorer l'impact en termes de développement. Conformément aux recommandations de l'évaluation externe, le secteur s'efforcera de promouvoir davantage le SMSI dans le cadre de tous les engagements internationaux et nationaux des parties prenantes en faveur de la création de sociétés du savoir. À cet égard, une plus grande collaboration intersectorielle sera encouragée dans le cadre du suivi du SMSI.

90. En consultation avec les États membres, le **Cadre de compétences des enseignants en matière de TIC** sera lancé et mis en œuvre au cours du prochain exercice biennal. On recherche actuellement des ressources extrabudgétaires afin d'étudier comment les technologies mobiles peuvent être utilisées dans les processus éducatifs.

91. Afin de contribuer à la réduction de la fracture numérique, l'UNESCO poursuivra ses efforts pour encourager les éditeurs de revues scientifiques à rejoindre le mouvement du **Libre accès**, et inciter les établissements de recherche et les organismes de financement à créer des mécanismes spécifiques pour financer les droits de publication des revues proposées en libre accès et soutenir les chercheurs, en particulier dans les pays en développement.

92. Afin de renforcer le rôle du secteur en tant que laboratoire d'idées pour l'innovation, une nouvelle stratégie visant à renforcer la valeur ajoutée des **chaires UNESCO** dans ses domaines d'action est en cours d'élaboration. À cet égard, une attention particulière est accordée à l'identification de synergies entre les chercheurs et les activités sur le terrain, ainsi qu'à l'identification de nouveaux partenaires dans les secteurs public et privé en vue de la réalisation des objectifs de programme du Secteur CI.

93. L'accent sera mis principalement sur le **renforcement des synergies** entre les activités du Programme ordinaire et les projets extrabudgétaires afin d'atteindre les résultats escomptés du secteur pour l'exercice biennal.

INSTITUT DE STATISTIQUE DE L'UNESCO (ISU)

Évaluation stratégique globale

94. L'ISU continue d'intensifier ses efforts pour améliorer la qualité des données aux niveaux international et national. Cela passe par un large éventail d'initiatives, y compris l'élaboration de « plans de données » en coopération avec des statisticiens nationaux en vue de faciliter la communication des données à l'échelle internationale, la mise en place d'un cadre de contrôle de la qualité des données, l'organisation d'ateliers de formation régionaux et nationaux destinés aux statisticiens, et l'examen et l'affinement réguliers des moyens d'enquête et des cadres d'indicateurs.

95. L'ISU a été la principale source de données sur l'éducation pour des rapports internationaux tels que le Rapport mondial de suivi sur l'EPT, le Rapport des Nations Unies sur les Objectifs du Millénaire pour le développement, les indicateurs du développement dans le monde, le Rapport mondial sur le développement humain et bien d'autres. Outre qu'il fournit des tableaux et des analyses statistiques, l'Institut joue un rôle de premier plan dans la mise à jour et l'amélioration des cadres et des indicateurs de suivi de l'éducation pour les OMD et l'EPT.

96. Durant le dernier exercice biennal, l'ISU a considérablement accéléré le processus d'actualisation de sa base de données sur l'éducation en réduisant le temps nécessaire pour le traitement des données et le calcul des indicateurs avant la publication des nouvelles données, qui intervient trois fois par an. Ce mode de fonctionnement tient mieux compte des différents besoins ainsi que des calendriers des producteurs et des utilisateurs de données.

97. L'ISU continue de produire sa publication annuelle phare, le Recueil de données mondiales sur l'éducation. L'édition de 2010 analysait les inégalités entre les sexes dans l'éducation et l'édition de 2011 avait pour thème « L'enseignement secondaire : le prochain défi d'envergure ». L'ISU examine actuellement le contenu, le processus de production et la présentation de la publication afin de mieux cibler les publics et d'accroître la visibilité des données de l'Institut.

98. L'ISU a développé son projet de renforcement des capacités en vue d'améliorer la qualité et la couverture des données sur le financement de l'éducation concernant l'Afrique subsaharienne, en collaboration avec la Banque mondiale et le Pôle de Dakar. Cela a permis d'améliorer sensiblement la couverture et la qualité des indicateurs de financement pour la région. Ces données figurent dans un rapport analytique majeur *Le financement de l'éducation en Afrique subsaharienne : relever les défis de l'expansion, de l'équité et de la qualité*, produit par l'Institut en 2011.

99. En coopération avec l'UNICEF, l'ISU a révisé et élargi le cadre conceptuel et méthodologique de l'Initiative mondiale sur les enfants non scolarisés. L'Institut propose des activités de formation et un appui technique aux 26 pays participants. L'initiative a pour objet de fournir plus d'informations sur les caractéristiques et les situations des enfants qui sont privés de leur droit fondamental à l'éducation, afin de mieux cibler les interventions qui leur sont destinées.

100. Par ailleurs, l'ISU et des équipes nationales sont en train d'analyser les résultats des premières évaluations principales du Programme d'évaluation et de suivi de l'alphabétisation (LAMP), menées dans quatre pays. Quatre autres pays ont terminé les essais sur le terrain et six autres les effectuent actuellement avec le concours de l'Institut. La constitution de solides équipes nationales, gage de progrès réguliers et de viabilité à long terme, semble être le principal facteur de succès de la mise en œuvre du programme LAMP.

101. Les résultats de la quatrième enquête mondiale sur la recherche-développement ont été publiés en juin 2011. L'enquête, qui portait sur 213 pays et territoires, a été réalisée en partenariat avec l'Organisation de coopération et de développement économiques (OCDE), Eurostat et le Réseau ibéro-américain d'indicateurs scientifiques et technologiques (RICYT).

102. Le rapport final sur la vérification extérieure des comptes de l'ISU a été publié en 2011. L'Institut a été félicité pour sa gestion extrêmement efficace et d'un très bon rapport coût/efficacité. En particulier, les frais généraux de l'ISU sont tombés de 24 % à 15 % entre 2005 et 2010.

Défis et enseignements tirés

103. L'ISU doit faire face à une demande considérable de la part des utilisateurs de données mondiales et régionales, qui souhaitent une intensification de la collecte de nouvelles données. Or, les collectes de nouvelles données peuvent constituer une tâche trop lourde pour les statisticiens nationaux qui répondent aux questionnaires de l'Institut. L'ISU a donc mis au point un programme d'indicateurs régionaux qui répond directement aux demandes de données spécifiques émanant de gouvernements ou d'organisations régionales. Les premiers résultats sont très satisfaisants : par exemple, plus de 30 pays d'Afrique subsaharienne ont répondu au questionnaire régional de l'ISU concernant les conditions de l'enseignement telles que la disponibilité de manuels scolaires, de toilettes pour les filles, de l'électricité, de l'eau potable, etc. Les données seront publiées en coopération avec des partenaires régionaux tels que l'Union africaine et l'Association pour le développement de l'éducation en Afrique (ADEA). L'Institut teste également cette approche en Amérique latine et dans les Caraïbes, où l'on enregistre une demande pour des données

concernant la participation aux programmes d'enseignement primaire et secondaire et aux programmes d'alphabétisation ainsi que sur leur achèvement.

104. Durant la 36^e session de la Conférence générale, les États membres ont approuvé la proposition de l'ISU de réviser la Classification internationale type de l'éducation (CITE 2011). L'Institut a commencé à former les pays à la mise en œuvre de la classification révisée. Les premières collectes de données internationales fondées sur la classification révisée débuteront en 2014.

La voie à suivre

105. La production de statistiques internationalement comparables sur l'innovation est l'une des principales nouvelles priorités de l'ISU. L'Institut analyse actuellement les résultats d'une collecte de données pilote réalisée dans 18 pays. Les nouvelles données aideront à mieux connaître le rôle joué par le secteur privé en matière d'innovation, notamment dans les pays en développement.

106. L'ISU a publié les résultats de son enquête de 2010 sur le cinéma et les longs métrages. L'Institut a commencé à mettre au point une enquête sur l'emploi dans le domaine de la culture. Ce projet devra toutefois être reporté en attendant de pouvoir mobiliser suffisamment de ressources financières.

107. L'ISU est dans une situation financière délicate. La quasi-totalité de ses accords pluriannuels sont arrivés à leur terme ou arriveront bientôt à expiration. Cela tombe à un très mauvais moment à cause du récent déficit de financement au Siège de l'UNESCO ainsi que des contraintes financières auxquelles sont soumis de nombreux organes donateurs. En novembre 2011, l'Institut a organisé une réunion des donateurs dont les résultats étaient encourageants, mais qui a finalement été éclipsée par les discussions politiques tenues durant la Conférence générale.

108. En conséquence, l'ISU a pris une série de mesures de réduction des coûts afin de restreindre son budget pour 2012. En vue de maintenir la prestation des services de base, l'Institut s'appuiera dans une large mesure sur sa réserve financière. Par ailleurs, l'ISU essaie actuellement de se mettre en rapport avec de nouveaux donateurs, des organisations multilatérales, des banques de développement régionales et des fondations privées en vue de mobiliser des ressources extrabudgétaires supplémentaires.

PRIORITÉ GLOBALE AFRIQUE

109. Au cours du biennium 2010-2011, le Département Afrique a poursuivi sa mission de veille et d'impulsion de la priorité Afrique, tout en renforçant sa mise en œuvre par les secteurs de programme et les bureaux hors Siège. Il s'agit de les amener à poursuivre et/ou renforcer la réalisation des objectifs stratégiques du C/4 et du C/5 concernant l'Afrique. C'est en fonction de ces objectifs que les activités déclinées ci-après ont été menées par le Département Afrique.

Renforcement de la coopération avec les États membres

110. La coopération avec les États membres s'est trouvée grandement renforcée lors des visites que la Directrice générale a effectuées, durant ce biennium, dans 9 pays d'Afrique (Afrique du Sud, Congo, Éthiopie, Kenya, Mali, Nigeria, Ouganda, République démocratique du Congo, Sénégal, Zambie) et à travers les visites des représentants des pays au Siège. Ces visites ont permis de mesurer le soutien politique croissant aux objectifs de l'UNESCO et à ses programmes.

111. Il y a lieu d'observer le renforcement de la collaboration de substance et la mise en œuvre conjointe d'actions de plaidoyer avec le Groupe africain autour d'un certain nombre d'enjeux de développement de l'Afrique et des réformes engagées par l'UNESCO (table ronde sur la priorité Afrique durant la Semaine africaine, consultations sur la présence de l'UNESCO sur le terrain). Il y a lieu également de relever la contribution importante apportée à la réalisation des objectifs stratégiques et des priorités de l'UNESCO par les instituts et centres de catégorie 2 créés par les

États membres avec le soutien de l'Organisation, et concrétisés par la signature des accords avec le Fonds africain du Patrimoine mondial (Afrique du Sud) et le Centre régional pour les arts vivants en Afrique, à Bobo-Dioulasso (Burkina Faso).

112. Dans le cadre de **l'attention particulière aux pays en situation de post-conflit et de reconstruction**, des Memoranda d'accord ont été signés pour renforcer la coopération avec certains pays (Sierra Leone, Côte d'Ivoire) en vue de contribuer à instaurer une culture de la paix. Une implication plus grande a été développée sur le terrain, notamment par l'ouverture d'une antenne à Djibouti et l'extension des activités du programme PEER au niveau sous-régional et régional. Dans son action de renforcement des capacités, deux séminaires régionaux ont été organisés pour les Commissions nationales africaines sur la prévention, la reconstruction post-conflit et la consolidation de la paix (Nairobi et Brazzaville, 2010). Cette action doit se voir renforcée, avec une implication sur le terrain plus affirmée.

Renforcement de la coopération avec l'Union africaine et les Organisations sous-régionales africaines

113. L'UNESCO a poursuivi la **stratégie d'alignement de ses actions sur les priorités définies par l'Union africaine** et ses États membres, à travers les décisions des sommets, plans d'action et autres cadres de référence. La participation régulière de l'UNESCO aux sommets de l'UA a donné des indications claires sur les priorités du continent et conforté l'UNESCO dans les actions qu'elle développe en faveur de l'Afrique. Cet alignement a été affiné et renforcé par les consultations de la Directrice générale avec la Commission de l'Union africaine (visite officielle à Addis-Abeba en février 2010) ainsi que les autres visites bilatérales entreprises durant le biennium.

114. Par ailleurs, l'UNESCO s'est résolument engagée dans les **actions communes de plaidoyer** avec l'Union africaine : la co-présidence de la réunion du Groupe de haut niveau sur l'EPT (Addis-Abeba, février 2010) et de la Table-ronde « Culture pour le développement » (New York, septembre 2010), la mobilisation de l'UNESCO autour de « 2010, Année de la paix et de la sécurité en Afrique » et de la « Décennie de la femme africaine 2010-2020 » sont un important témoignage de l'implication croissante et réciproque des deux Organisations autour de thématiques d'intérêt commun.

115. **Au niveau sous-régional**, la participation de l'UNESCO aux sommets des organisations sous-régionales (UA, CEN-SAD, UEMOA), ainsi que les visites bilatérales (UEMOA, SADC, CEDEAO) ont permis de renforcer l'adhésion des décideurs à des projets vecteurs d'intégration (comme le projet d'utilisation pédagogique de l'Histoire générale d'Afrique) et de mieux définir les axes d'action prioritaires, tel que la jeunesse.

116. Cette action de **mobilisation des Organisations sous-régionales autour des domaines de compétence de l'UNESCO** s'est illustrée en particulier par la signature du « projet d'appui au développement des TIC pour le renforcement des capacités de mise en œuvre de la réforme Licence Maîtrise Doctorat (LMD) dans les institutions d'enseignement supérieur de l'UEMOA », financé par cette Organisation pour un montant de 12 millions de dollars, avec l'UNESCO comme agence d'exécution.

117. La réunion de consultation avec l'UA/NEPAD et les Organisations d'intégration régionale (Paris, 6-7 septembre 2011), a convenu d'articuler la coopération future avec les Organisations régionales et sous-régionales africaines autour de quatre piliers thématiques prioritaires : (1) le renforcement des capacités humaines pour un développement durable ; (2) le renforcement/accroissement de la prospérité économique ; (3) la construction de la paix et de sociétés inclusives ; (4) la gestion du processus de développement.

Coopération avec le programme ONU-UA/NEPAD dans le cadre de l'initiative « Unis dans l'action » : Mécanisme de coordination régionale pour l'Afrique : un cadre opérationnel

118. Étant donné que le Mécanisme de coordination régionale constitue le principal moyen de renforcer la cohérence du système des Nations Unies aux niveaux régional et sous-régional, le Département Afrique a conduit plusieurs activités destinées à **réorganiser la collaboration de l'UNESCO avec la Commission de l'Union africaine (CUA), le Secrétariat conjoint ONU-UA/NEPAD** et les communautés économiques régionales africaines. Cette réorganisation a permis au Département d'affirmer son leadership et sa détermination à jouer à l'avenir un rôle plus actif en matière de coordination et de plaidoyer.

119. Le Département a également fourni aux secteurs un appui et des conseils dans le cadre du Mécanisme de coordination régionale pour l'Afrique ainsi que par une participation active aux travaux sur les groupes de questions thématiques correspondants du Mécanisme. Afin d'accroître la cohérence et de renforcer la contribution de l'UNESCO au niveau sous-régional, le Département Afrique a dirigé l'élaboration et la conclusion d'un Mémorandum d'accord visant à ce que l'UNESCO soit accréditée auprès de toutes les communautés économiques régionales africaines.

120. Parmi les nombreux résultats de la réunion de consultation organisée par le Département en septembre 2011, des modalités de travail dynamiques et novatrices ont été mises en place avec le Secrétariat conjoint ONU-UA/NEPAD et les communautés économiques régionales africaines, ainsi qu'avec les organisations d'intégration régionale africaines.

121. Outre la contribution d'ensemble apportée par les secteurs et les bureaux hors Siège africains aux activités menées au titre des groupes de questions thématiques du Mécanisme de coordination régionale pour l'Afrique, le Département a lancé des entretiens d'évaluation pour assurer la désignation d'un certain nombre de points focaux auprès du Mécanisme en vue d'améliorer la communication, l'interaction et le partage d'informations et d'aboutir ainsi à une meilleure synergie interne.

122. Le Département Afrique a pris part à la **12^e session du Mécanisme de coordination régionale pour l'Afrique, tenue à Addis-Abeba les 21 et 22 novembre 2011**. Au cours de cette réunion, le Département a passé en revue les questions ci-après avec le Secrétariat conjoint ONU-UA/NEPAD et les communautés économiques régionales africaines : (a) moyens de mobiliser des ressources, mécanisme de financement et moyens d'assurer la viabilité financière pour soutenir l'Afrique dans le cadre du Mécanisme de coordination régionale pour l'Afrique et des PNUAD ; (b) mandat de l'UNESCO en ce qui concerne l'appui à l'action menée au titre des différents groupes de questions thématiques du Mécanisme de coordination régionale pour l'Afrique, en termes de compétences et sur les plans technique et financier ; (c) volonté de l'UNESCO d'harmoniser ses pratiques avec celles des autres organismes des Nations Unies dans la poursuite de la mise en œuvre par le Mécanisme de coordination régionale pour l'Afrique du Plan décennal de renforcement des capacités.

123. Malgré l'insuffisance des ressources humaines et financières qui continue d'affecter la présence opérationnelle, financière et institutionnelle de l'UNESCO dans les groupes thématiques du Mécanisme de coordination régionale pour l'Afrique, l'avantage comparatif de l'Organisation et la diversité de son mandat assurent une présence remarquable parmi les partenaires du Mécanisme, et le soutien apporté par l'UNESCO au Secrétariat conjoint ONU-UA/NEPAD, ainsi qu'au Mécanisme, est très apprécié.

Coopération renforcée en faveur des pays en situation de post-conflit

124. Au cours de la période considérée, en Somalie, **l'UNESCO s'est associée à l'UNICEF pour mettre en œuvre le Partenariat stratégique pour l'éducation en Somalie** (volet UNESCO : 1,7 million de dollars des États-Unis ; DFID). En étroite collaboration avec les autorités nationales et locales, le Partenariat stratégique a donné aux autorités somaliennes les moyens de mieux

gérer le secteur en élargissant l'accès à l'enseignement primaire dans le pays, en mettant en place un système d'examens viable, en élaborant le cadre d'une politique nationale en matière de manuels scolaires et en formant les responsables de l'éducation à l'adaptation des programmes d'enseignement pour le pays.

125. Le projet « **Prévention des conflits et réseaux de construction de la paix dans la région des Grands Lacs et la Corne de l'Afrique** » (1,5 million de dollars des États-Unis ; Gouvernement japonais) a été mis en œuvre en étroite coopération et en partenariat avec le Centre japonais pour la prévention des conflits (JCCP). Des activités ont été menées au Burundi, en République centrafricaine, en République démocratique du Congo, au Kenya, au Rwanda, en Somalie, au Soudan du Sud et en Ouganda afin de renforcer le réseau d'ONG et d'institutions gouvernementales œuvrant à l'établissement de la paix dans les deux régions. Le projet, qui s'est achevé à la fin de 2010, a permis de mettre en place huit réseaux nationaux d'édification de la paix reliés entre eux par un site Web commun facilitant le travail en réseau et le partage des informations ; il a également permis de former à la prévention des conflits près de 3 000 personnes issues d'ONG et du secteur public. Ces actions répondent tout à fait aux demandes croissantes des organisations régionales qui souhaitent une meilleure promotion d'une culture de la paix afin de prévenir, plutôt que de guérir, les conflits en Afrique. Le Programme d'éducation pour les situations d'urgence et de reconstruction (PEER) redoublera d'ailleurs d'efforts en ce sens pendant l'exercice biennal en cours.

126. L'UNESCO/PEER se détourne d'une approche exclusivement axée sur les projets pour apporter un soutien stratégique à l'action de l'Organisation en Afrique subsaharienne en mettant ses efforts en adéquation avec la programmation par pays pratiquée par l'UNESCO.

Communication et visibilité

127. La redynamisation du site Web du Département Afrique, une meilleure participation aux activités de communication développées par ERI, et une plus grande coordination avec les secteurs et les bureaux hors Siège ont grandement contribué à renforcer la visibilité des actions relevant de la priorité Afrique. Ces actions devraient être plus élargies, dans le futur, afin que des partenaires clés que sont les sociétés civiles et le secteur privé soient mieux informés de la priorité Afrique et contribuent à sa promotion.

PRIORITÉ GLOBALE ÉGALITÉ ENTRE LES SEXES

128. Au cours de l'exercice biennal 2010-2011, on a enregistré dans l'ensemble un accroissement de la qualité, du nombre et de la visibilité des initiatives de l'UNESCO en faveur de l'égalité entre les sexes et de l'autonomisation des femmes. Les activités axées sur la priorité Égalité entre les sexes menées par le Siège, les bureaux hors Siège et les instituts ont fait progresser la mise en œuvre du Plan d'action pour la priorité Égalité entre les sexes (2008-2013). La ferme volonté de la Directrice générale et de l'Équipe de direction a permis de mettre à profit les connaissances et l'expérience de l'UNESCO dans ce domaine ainsi que de favoriser un dialogue de haut niveau et une coopération de qualité avec les États membres et les institutions bilatérales et multilatérales. Grâce aux enseignements tirés et aux expériences passées, l'UNESCO est bien placée pour continuer à promouvoir l'autonomisation des femmes et l'égalité entre les sexes et pour atteindre les résultats escomptés définis dans le Plan d'action d'ici à la fin de 2013.

Dialogue, conseil et plaidoyer concernant les politiques

129. Au cours de l'exercice biennal écoulé, l'UNESCO a organisé, soutenu ou promu de nombreuses manifestations qui ont attiré un public très varié et de haut niveau et débouché sur un dialogue et des échanges essentiels. Les principales actions de plaidoyer menées à un haut niveau ont été les suivantes :

- En mai 2011, l'UNESCO a lancé le **Partenariat mondial pour l'éducation des filles et des femmes**. Ce partenariat vise à susciter une prise de conscience et à mobiliser un soutien en faveur de l'éducation des filles et des femmes, en mettant tout particulièrement l'accent sur l'alphabétisation des adultes et l'enseignement secondaire. Il a été lancé en présence de M. Ban Ki-moon, Secrétaire général de l'ONU, de Mme Hillary Rodham Clinton, Secrétaire d'État des États-Unis d'Amérique, ainsi que de hauts dirigeants politiques et responsables du monde des affaires. Le partenariat bénéficie de l'appui d'un **Panel de haut niveau** sur l'éducation des filles et des femmes et pour l'autonomisation et l'égalité entre les sexes, composé d'éminentes personnalités et de représentants, qui fait office de « conscience mondiale » pour l'éducation des filles et des femmes, donne une plus grande visibilité aux priorités de l'UNESCO et se fait le précurseur de nouvelles formes de plaidoyer.
- En octobre 2009, l'UNESCO a été la première institution à organiser une discussion sur le thème « **Beijing : 15 ans après** » et donc à examiner les progrès réalisés dans les douze domaines d'action essentiels adoptés à Beijing.
- En septembre 2010, en collaboration avec la Commission nationale hellénique, l'UNESCO a organisé un Forum du futur sur l'« **Égalité des sexes : le chaînon manquant ? – Repenser les objectifs de développement adoptés au niveau international au-delà de 2015** » à Athènes (Grèce). Donnant suite aux conclusions et recommandations de la 54^e session de la Commission de la condition de la femme (CCF), ce Forum a permis de définir la position générale de l'UNESCO en vue de la réunion de l'Assemblée générale des Nations Unies qui se tenait le même mois.
- Enfin, l'UNESCO a coorganisé la Conférence internationale des femmes leaders sur le thème : « **Science, technologie et innovation : éducation et formation des femmes et des filles** » (Haïfa, Israël, mai 2011), qui a étudié les liens entre l'éducation et les femmes dans la science, la technologie et l'innovation. L'UNESCO a cosigné la Déclaration d'Haïfa découlant de cette conférence, qui souligne l'importance que revêt, en tant que droit humain, l'égalité d'accès à l'éducation pour les femmes et les hommes.

Renforcement des capacités et institutionnalisation de l'égalité entre les sexes au sein du Secrétariat

130. Afin de renforcer la mise en œuvre de la priorité Égalité entre les sexes, la Division pour l'égalité des genres a été transférée du Bureau de la planification stratégique (BSP) au Cabinet de la Directrice générale (ODG/GE) et ses capacités en matière de ressources humaines ont été renforcées. Par ailleurs, le Réseau de points focaux pour le genre a été amélioré et consolidé avec la désignation de plus de 115 points focaux au Siège, dans les bureaux hors Siège et dans les instituts.

131. ODG/GE a poursuivi la mise en œuvre du **Programme de renforcement des capacités et de formation de l'UNESCO concernant la Priorité Égalité entre les sexes** en formant 293 membres du personnel de l'Organisation. Les formations organisées dans les unités hors Siège ont également été suivies par du personnel d'autres organismes des Nations Unies et des équipes de pays des Nations Unies, faisant ainsi de l'UNESCO une organisation visible et crédible disposant de connaissances de pointe pour développer la formation à la prise en compte des questions d'égalité entre les sexes. Parmi les personnes ayant bénéficié de cette formation, 72 (dont 44 provenant de bureaux hors Siège, 7 d'instituts et 21 du Siège) faisaient partie des points focaux pour le genre (PFG) nouvellement désignés, lesquels se sont retrouvés pour la première fois à l'occasion de cette formation.

132. En ce qui concerne l'égalité entre les sexes au sein du Secrétariat, l'objectif de **la parité** a été atteint **au niveau des ADG** (5 sur 11 sont des femmes), l'UNESCO devenant ainsi la première institution du système des Nations Unies à avoir fait de l'égalité des sexes une réalité au niveau le plus élevé de la hiérarchie.

Analyse et recherche axées sur les politiques et sur l'action

133. Afin de renforcer la recherche sur les questions d'égalité entre les sexes, un **Réseau mondial de chaires consacré au genre** et regroupant 12 chaires UNESCO du monde entier a été créé en 2011 en collaboration avec la chaire régionale UNESCO « Femmes, science et technologie en Amérique latine ». Ce réseau, qui a pour but de développer les échanges interdisciplinaires en vue de créer de nouvelles connaissances et des pratiques et politiques innovantes, rassemble actuellement des chaires consacrées à l'égalité entre les sexes dans différents domaines à travers le monde.

134. Dans le cadre du renforcement des liens entre la recherche, l'analyse et la formulation des politiques, l'UNESCO a célébré la **Journée internationale pour l'élimination de la violence à l'égard des femmes** en organisant une conférence qui a engagé décideurs et chercheurs de premier plan dans un dialogue sur les nouvelles recherches et données factuelles portant sur la nature et les causes de la violence à l'égard des femmes, ainsi que sur les recommandations pour y remédier. Quelque 70 participants issus de centres de recherche, d'ONG et de délégations permanentes ont pris part à cette conférence au Siège de l'UNESCO.

135. L'égalité entre les sexes occupe aussi désormais une place plus prépondérante dans les **publications UNESCO**. Le Recueil de données mondiales sur l'éducation 2010, publié par l'**Institut de statistique de l'UNESCO (ISU)**, a par exemple été consacré au thème de l'égalité entre les sexes et l'éducation. En tant que source officielle de données permettant de suivre les progrès en vue de la réalisation des objectifs de l'EPT et des OMD, le Recueil présente les toutes dernières données disponibles concernant les progrès que les pays enregistrent, ainsi que les obstacles qu'ils rencontrent, en matière d'égalité entre filles et garçons dans l'éducation. Par ailleurs, dans le quatrième **Rapport mondial sur la mise en valeur des ressources en eau des Nations Unies**, publié par le Programme mondial pour l'évaluation des ressources en eau (WWAP), un effort concerté a été fait pour intégrer des considérations d'égalité entre les sexes tout au long du rapport, et un chapitre a été consacré aux aspects de la planification et de la gestion des ressources en eau relatifs à l'égalité entre les sexes.

Activités interinstitutions

136. L'UNESCO reste un **partenaire actif de l'action menée en matière d'égalité entre les sexes à l'échelle du système des Nations Unies**, notamment par le biais du Réseau interinstitutions pour les femmes et l'égalité des sexes, de l'équipe spéciale de ce Réseau sur les dimensions sexospécifiques du changement climatique (codirigée par l'UNESCO), de l'Initiative des Nations Unies pour l'éducation des filles (UNGEI) et de l'Équipe spéciale interinstitutions des Nations Unies sur les adolescentes. L'UNESCO dirige en outre l'Initiative mondiale de l'ONUSIDA sur l'éducation et le VIH & SIDA (EDUSIDA), en partenariat avec les ministères de l'éducation, les conseils nationaux sur le SIDA et les réseaux de personnes vivant avec le VIH, afin d'intégrer dans ce travail une perspective de genre. Au cours de l'exercice biennal écoulé, l'UNESCO a collaboré avec l'OIT pour organiser, en marge de la session de la CCF, une manifestation sur le thème « Un enseignement de qualité pour les filles conduit à un travail décent pour les femmes », et a coorganisé avec l'UNICEF le petit déjeuner de l'Examen ministériel annuel de l'ECOSOC 2010 sur le thème « L'éducation des filles : une exigence du développement ».

Partenariats

137. L'investissement dans la création de partenariats solides a été un élément crucial au cours de l'exercice biennal qui vient de s'achever. Des accords de partenariat ont été conclus avec des entreprises du **secteur privé**, telles que Procter & Gamble, la Fondation Packard, Vodaphone, Nokia et la Fondation GEMS, afin de planifier et mettre en œuvre des initiatives axées sur l'éducation des filles (enseignement secondaire) et l'alphabétisation des femmes. De nouveaux accords ont été consolidés avec des **donateurs bilatéraux** comme le Japon et l'Italie, tandis que de nouveaux partenaires, tels que la Commission sur le large bande, le fonds-en-dépôt coréen, le Barefoot College, le Secrétariat du Commonwealth et le Centre de développement de l'OCDE, les ont rejoint pour accroître les résultats en matière d'égalité entre les sexes.



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**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 including contributions to the UN Country Teams' (UNCTs) activities and common country programming exercises.

TABLE OF CONTENTS

	Page
AFRICA	2
UNESCO Office in Abuja	2
UNESCO Office in Addis Ababa	3
UNESCO Office in Bamako	6
UNESCO Office in Brazzaville	13
UNESCO Office in Bujumbura	16
UNESCO Office in Dakar	18
UNESCO Office in Dar es-Salaam	25
UNESCO Office in Harare	34
UNESCO Office in Kinshasa	45
UNESCO Office in Libreville	47
UNESCO Office in Nairobi	50
UNESCO Office in Windhoek	57
UNESCO Office in Yaoundé	66
ARAB STATES	70
UNESCO Office in Amman	70
UNESCO Office in Beirut	72
UNESCO Office in Cairo	76
UNESCO Office in Doha	82
UNESCO Office in Iraq	95
UNESCO Office in Rabat	97
UNESCO Office in Ramallah	105
ASIA AND THE PACIFIC	109
UNESCO Office in Almaty	109
UNESCO Office in Apia	114
UNESCO Office in Bangkok	124
UNESCO Office in Beijing	131
UNESCO Office in Dhaka	137
UNESCO Office in Hanoi	139
UNESCO Office in Islamabad	141
UNESCO Office in Jakarta	144
UNESCO Office in Kathmandu	154
UNESCO Office in Phnom Penh	156
UNESCO Office in Tashkent	158
UNESCO Office in Tehran	161
LATIN AMERICA AND THE CARIBBEAN	166
UNESCO Office in Brasilia	166
UNESCO Office in Guatemala	168
UNESCO Office in Havana	169
UNESCO Office in Kingston	173
UNESCO Office in Montevideo	179
UNESCO Office in Port-au-Prince	183
UNESCO Office in Quito	186
UNESCO Office in San Jose	189
UNESCO Office in Santiago	197
EUROPE AND NORTH AMERICA	201
UNESCO Office in Moscow	201
UNESCO Office in Venice	210

AFRICA

UNESCO Office in Abuja

- 1. Background** – During the period under review, the Nigerian Government continued to implement its national development priorities outlined in key policy documents including the Nigerian Economic and Empowerment and Development Strategy (NEEDS), the 20-2020 Vision and the 7-Point Reform Agenda. The development response of the UN Country Team is to align UNDAF II (2009-2012) with the country's national development policies and priorities.
- 2. Challenges** - Following the terrorist attack on the United Nations House in Abuja on 26 August 2011, evacuation of the two injured UNESCO colleagues was conducted. The bombing had profoundly affected the way the UN operates in Nigeria. Currently the UN agencies are scattered in several locations in Abuja and the prospects that they will be housed in a single location are rather slim (to date, there is no concrete programme and timeframe for the reconstruction of the UN House).
3. There is also the challenge to ascertain the importance of social reform and dialogue (UNESCO's project on conflict prevention through education and culture focuses on communities affected by conflict and tension) in a context where law and order are seen as strategic priorities for state building. Internal to UNESCO, there is a challenge of programmatic flexibility as well as adequate human and logistical resources to operate throughout Nigeria and in UN joint programming exercises. Given UNESCO's financial challenges, the scope for making direct programme interventions at the State and local level will remain limited.
- 4. Main achievements in 2010-2011** –The main focus of the cooperation between UNESCO Abuja and federal and state ministries of education has been on policy advocacy, capacity development, and strengthening partnerships in the areas of ECCE, adult literacy, teacher education, HIV and AIDS, and TVET. The signing of the MOU on Revitalizing Adult and Youth Literacy in Nigeria and the holding of a senior officials E-9 meeting in Abuja in December 2011 confirmed the country's commitment to fund a self-benefiting programme on literacy to the tune of USD 6.4 million.
5. The Science Sector contributed to the development of the Nigerian National Science Technology and Innovation Policy in partnership with the Government. The policy is a roadmap identifying areas the Government should concentrate towards achieving sustainable and technological development. The sector also worked in collaboration with the Energy Commission of Nigeria to strengthen the capacity of relevant institutions in the Niger Delta and Sahel regions on coping with the effects of climate change.
6. The Culture Sector finalized an extrabudgetary project amounting to USD 322,000 on conflict prevention and de-radicalization of youth in Nigeria through cultural dialogue and education which will highlight the importance of dialogue and tolerance and the overall reduction of conflicts in the country. The sector also revised the Sukur Management Plan of the World Heritage Site in the Adamawa State. The importance of the economic potential and increased tourism and revenue that this Heritage Site will bring cannot be underestimated.
7. In the area of Communication and Information Sector, the Freedom of Information (FOI) bill was signed into law by the President of the Federal Republic of Nigeria. The likely impact of this law will be increased transparency of the Government and increased citizens' participation.

8. **UN Joint programming and programmes** - UNESCO Abuja participates in four UN joint programmes: HIV/AIDS Youth Forum in Nigeria, Joint UN Programmes on HIV/AIDS, MDG Gender and Women's Empowerment, and the integrated Education Management Information Systems (EMIS). In addition, the Office played a lead role in the UNDAF Midterm Review and started the implementation of the Annual Work Plans for the States of Adamawa and Kaduna. The Office prepared a concept note and is expected to lead UNCT strategic area of Education in 2012. The Office is also the Secretariat of the Donors' Education Forum that meets once a month. UNESCO's active participation in the Operations Management Team (OMT) contributed to bringing more transparency and efficiency in the budgeting and reporting mechanisms of the budget on Common Services, Dispensary and Security which are cost-shared by Agencies located in the UN House in Abuja.

UNESCO Office in Addis Ababa

9. The Government has launched a five-year Growth Transformation Plan (GTP 2010-2015) with the view to fostering broad-based development to achieve the MDGs and with the vision to become a middle-income country. Ethiopia's MDG report of 2010 suggests that the country is likely to achieve most MDG goals by 2015. The country is located in a very fragile geo-political sub-regional context resulting from the instability in neighboring countries such as Sudan and Somalia, which makes the country more vulnerable to regionally-induced shocks that may affect its development efforts (in 2010 Ethiopia was the host to 145 000 refugees from neighboring countries). The Government has also committed itself to gender equality by stipulating the rights of women in the Constitution and by formulating a National Action Plan on Gender and Development (2006-2010).

Achievements

Education

10. An area where UNESCO had to play a preeminent role has been the support to the national government in sector wide planning (CapEFA programme). UNESCO took the lead role in developing the National Education Sector Development Program (ESDP IV) and contributed to building the capacities of federal and regional education planning experts and developing the national and regional ESDP context. UNESCO also helped develop an Education Sector HIV/AIDS policy and guidelines. The Ministry of Education undertook a review of the primary level curriculum based on competency and inclusiveness, and HIV/AIDS policy and guidelines were endorsed and implemented in all Higher Learning Institutions of the country. With the view to strengthening the Basic Education Program in Africa (BEAP) and to link it up to national issues (gender, environment and HIV/AIDS), curriculum programmes were revised and aligned to the context of the regions. A Functional Adult Literacy (FAL) curriculum framework was also elaborated and guidelines translated, printed and disseminated to the regions. Training of Members of Parliament took place on the ESDP IV, which led to a better understanding of the Program and of the role and contribution of UNESCO in the elaboration of national education plans.

11. Within the context of the LIFE project, 325 rural women were trained in functional literacy and life skills. This action has contributed to improving the level of education of the beneficiaries and has given them the opportunity to develop efficient income-generating activities. UNESCO is also playing a leading role in building capacities of the federal ministry of education and regional education bureaus, in preparing and producing a systematic information system. As a result, both the federal and regional bureaus are producing timely and evidence-based information on the status and progress of the education system.

Natural Sciences

12. The ability of the country to assess its R&D capacity was strengthened by training a critical mass of scientists from the Ministry of Science and Technology, universities, research centres, etc. UNESCO strongly supported the establishment of the Ethiopian Academy of Sciences thus enhancing the capacity of local researchers to contribute to the development of national science policies.

13. A first draft of the National Man and Biosphere (MAB) strategy was elaborated and guidelines for establishing Biosphere Reserves in the country were developed. These two actions will serve as a basis to better understand the biodiversity of the country and its challenges for development. On a sub-regional level, a “Science Policy” network was created for the IGAD region on Trans-Boundary Aquifers. The network, the first of its kind, includes technical experts as well as the Parliamentarians of each participating IGAD Member State. UNESCO organized a series of technical consultations with all stakeholders with the view to identify the geographical scope of rapid groundwater assessment to combat famine and drought in the region, as well as partners who will champion the process.

Culture

14. In a country characterized by a large diversity of ethno-cultures and beliefs, promoting inter-cultural and interreligious dialogue constitutes a key priority. With the support of UNESCO, a series of dialogues took place between local communities in conflict (Oromya region and Jimma Zone).

15. UNESCO advocacy and support for a revision of the existing Cultural Policy (endorsed in October 1997) was successful. A draft policy has been prepared and presented to federal and regional stakeholders for discussion and enrichment. The national policy clearly indicates a strategic direction on the protection, management and sustainable use of cultural resources as well as the implementation of international instruments/Conventions ratified by the country. Thanks to UNESCO’s support, a new “Directorate for Cultural Development and Cooperation” has been established whose main objective is to strengthen and highlight the contribution of culture for development.

16. As leader of the MDG project (Harnessing Diversity for Sustainable Development and Social Change), UNESCO took the initiative, in consultation with the Ministry of Culture and Tourism (MOCT) to prepare a donors mapping of the culture sector in order to avoid duplication of efforts and better use the existing external resources. Donors already started to meet at a technical level and share experiences under the leadership of MOCT and UNESCO.

Communication and Information

17. Some 20 students and teachers representing 10 schools were trained on basic journalism techniques (Radio journalism news and feature writing, data collection techniques, presentation, broadcasting editing techniques for mini-media). In order to increase the cultural impact of the training, a handbook was produced both in English and Amharic and distributed to all participants.

18. The CI and ED sectors jointly supported the production of 4 documentary films on HIV/AIDS with the view to influencing the national policy on combating AIDS especially among young people.

Gender equality

19. An assessment was conducted in twenty-two public universities in order to improve gender equality and learning success in secondary and higher institutions in Ethiopia. Gender-sensitive policies were introduced at university level and a gender-responsive code of conduct was developed.

Regional

20. A survey on the use of social media by the young people in Africa was undertaken and served as reference document during the 7th UNESCO Youth Forum in Paris. Within the framework of AUC/UNESCO MOU, more than 30 journalists (including the UNESCO's centers of excellence on journalism education) from ECOWAS were trained in Abuja on "Making Science and Technology Available for the Development of Africa". The success of this activity has induced ECA to join the initiative and a West African Network for Science Journalism was established. Moreover, UNESCO participated in the 12th session of the Regional Coordination Mechanism for Africa (RCM-Africa). UNESCO's participation was effective both at the level of pre-RCM meetings as well as at the RCM itself. This session of the RCM took place under the theme 'Capacity-Building'. One main recommendation was that UNESCO should collaborate closely with African institutions such as ACBF (African Capacity Building Foundation). RCM is to be considered as a kind of UNDAF at regional level. For UNESCO, it should be the most appropriate platform to advocate on its mandate and mission for Africa and to reorient its intervention towards supporting more effectively the AU-TYCBP (Ten Years Capacity building Programme).

Participation in the UNCT Activities

21. Ethiopia as a voluntary UN Delivery as One country is moving ahead with putting in place the structures and mechanisms to enhance UN reform. The Office has been prominently active in the process of definition and validation of the new UNDAF (2012-2015) having been involved in all thematic working groups on issues related to UNESCO's domains of competence. In addition, as recognition of its coordination work, UNESCO has been nominated co-chair (along with UNICEF) of the Inter-Agency Programming Team (IAPT), a group whose mandate is to provide strategic leadership in the formulation of the UNDAF Action Plan. UNESCO has also been given the leadership of the UN Communication Group.

22. UNESCO is part of two main joint programmes:

- MDG project "Harnessing Diversity for Sustainable Development and Social Change".
- UN Joint Program on Gender which involves the following agencies: UN Women, UNDP, UNICEF, ILO, UNFPA, UNESCO) and government counterparts (Ministry of Women and Children and Youth Affairs, Ministry of Finances); funded by DFID.

23. One big challenge that UNESCO has faced in relation to the CLT/MDG project, was the request from the Government to align financial procedures to the HACT (Harmonized Approach to Cash Transfers). It took several months for UNESCO to engage in the HACT which caused some delays in the implementation of the project.

24. Finally, UNESCO should be able to respond with adequate human and administrative resources to the challenges posed by the country (voluntary DaO), one of them being the alignment of the planning and financial procedures and the improvement in the effectiveness and efficiency of the delivery mechanisms.

Challenges

25. In Ethiopia, poor institutional and organizational capacities both at federal and regional levels remain key challenges. High staff turnover and weak linkage between regions are also obstacles to the sustainability of UNESCO's actions. This applies to all sectors and in particular in education where despite the strong political will to improve the quality of educational services, the lack of regional and local capacities and lack of coordination between regions makes it difficult to implement policies that intend to be at the same time nationally inclusive and locally oriented.

UNESCO Office in Bamako

Progrès accomplis au niveau sous-régional

26. **Education** : Dans les quatre pays (Burkina Faso, Mali, Niger et Guinée), les activités de plaidoyer et de sensibilisation menées à l'occasion des célébrations de la Journée internationale de l'alphabétisation (2010 et 2011) et des célébrations la Semaine mondiale d'action EPT 2011 et les lancements nationaux du Rapport Mondial de Suivi ont permis de sensibiliser et d'informer les populations et tous les acteurs de l'éducation sur les enjeux dans le domaine de ces deux thèmes.

27. Le Bureau de Bamako a mobilisé plus de 13 millions dollars pour mettre en œuvre un projet d'appui au développement des technologies de l'information et de la communication pour renforcer les capacités de mise en œuvre de la réforme LMD (Licence-Master-Doctorat) dans les pays membres de l'Union Economique et Monétaire Ouest Africaine (UEMOA). Deux guides de formation ont été élaborés dans les domaines de la formation pédagogique des enseignants et de l'assurance qualité.

28. **Sciences naturelles** : Dans le cadre du Projet de réorientation de la formation des enseignants en Afrique Sub-saharienne pour la durabilité, un réseau africain pour la réorientation des programmes de formation des enseignants a été créé (*voir résultats pour chaque pays ci-dessous*).

29. Un état bibliographique des travaux sur les aquifères frontaliers Mali-Burkina, Mali-Niger, Niger-Burkina a été réalisé par des consultants des trois pays recrutés par le Bureau multi-pays. Leurs rapports font état des contraintes et opportunités de l'exploitation et la gestion de ces eaux souterraines transfrontalières. Les résultats de ces synthèses bibliographiques ont été présentés lors d'un atelier international à Douala en avril 2011.

30. Afin d'appuyer les pays africains au développement des ressources humaines requises pour contribuer efficacement à la réalisation de leurs objectifs de développement, le Bureau a organisé à Bamako en 2010 et en 2011, les Deuxième et Troisième Ecoles Régionales d'Energie Solaire pour les Pays Francophones d'Afrique. Au total, 52 participants en provenance de divers pays ont été formés sur la théorie sur l'énergie solaire, la bioénergie, l'énergie éolienne et l'efficacité énergétique. Les participants ont également pu nouer des relations avec d'autres acteurs (des secteurs privé, public, associatif), et ont unanimement recommandé l'organisation annuelle de cette formation.

Enseignements tirés

31. **Education** : Pour adresser le droit à l'éducation des jeunes vulnérables et leur accès à des programmes de formation, il faut une collaboration étroite entre les ministères de l'éducation, de l'emploi et de la jeunesse. Le rôle de l'UNESCO et de ses partenaires pour encourager et développer cette collaboration est primordial comme le montre l'atelier régional de l'UIL tenu à Bamako en septembre 2011.

32. Beaucoup de pays d'Afrique ont opté pour un curriculum utilisant l'approche par les compétences et la pédagogie convergente utilisant les langues nationales à côté du français mais la mise en œuvre de telles réformes s'avère difficile et les sources d'appui tant technique que financier sont rares. Beaucoup de pays sont en situation de blocage sans la mise en œuvre de leur réforme et l'appui apporté par l'UNESCO (en particulier le BIE) sur les questions curriculaires est critique et mérite d'être intensifié à travers la mobilisation de ressources extrabudgétaires.

33. **Culture** : Le programme sur la reconnaissance d'excellence pour l'artisanat a été organisé pour la troisième fois à Bamako avec le Musée national du Mali. Malgré son succès et son appréciation par un nombre d'artisans, ce programme est insuffisamment doté de fonds pour atteindre les objectifs fixés, notamment celui de l'appui apporté aux artisans dans leurs efforts de création et de développement d'entreprise et l'insertion dans le marché international.

34. Pour ce qui est des festivals, un appui modeste a été apporté à la Biennale africaine de la photographie à Bamako (Mali) pour un programme d'éducation de lycéens. Un soutien a été également apporté au FESPACO (Festival Panafricain du Cinéma de Ouagadougou, Burkina Faso) en 2011 et son colloque international sur le thème « Cinéma et marchés ». Mais d'autres festivals se créent, demandant généralement le soutien de l'UNESCO. Comme pour le reste de la sous-région et pour d'autres filières culturelles, l'approche globale concernant les festivals mérite une révision globale, y compris une analyse de l'impact économique et culturel, notamment sur la viabilité des expressions culturelles des communautés concernées. Cette nouvelle approche d'appui aux festivals doit impérativement être accompagnée d'une concertation approfondie et régulière avec les différents partenaires techniques et financiers sur place, qui ont inscrit dans leurs programmes un soutien aux activités culturelles, tels que les festivals.

BURKINA FASO

Progrès accomplis

Education

35. En matière d'alphabétisation et d'éducation non formelle, les activités de renforcement des capacités des structures nationales ont permis la production du « plan d'action pour l'élaboration d'une stratégie nationale relative à l'acquisition de compétences par les jeunes vulnérables » qui implique les ministères en charge de l'éducation, de la formation professionnelle et de la jeunesse.

36. En matière d'éducation de base, les activités de renforcement des capacités des structures nationales ont permis d'atteindre les résultats suivants : une formation en conduite de réforme curriculaire destinée au personnel d'encadrement de la Direction Nationale du Curriculum et de la Direction des Etudes et de la Planification ; la production d'un document de diagnostic sur l'état d'avancement et les défis dans la mise en œuvre de sa réforme de l'éducation de base ; et la réflexion sur les meilleures pratiques et la rédaction d'une publication sur la conduite de réformes curriculaires pour l'acquisition par les jeunes de compétences pour la vie et le travail.

37. Dans le cadre du projet EDUCAIDS, des guides existants sur l'enseignement des IST/VIH/Sida dans les classes du primaire selon l'Approche Par Compétence ont été harmonisés, et un module de formation élaboré. Au total, 30 encadreurs pédagogiques ainsi que 24 directeurs d'écoles et 72 enseignants ont été formés. Le projet a également appuyé le développement d'outils innovants et adaptés aux adolescents tels que les centres d'écoute et l'éducation par les pairs.

Sciences naturelles

38. Pour ce qui est du réseau africain pour la réorientation des programmes de formation des enseignants, un nombre de journalistes ont été formés à la production de contenu sur l'éducation pour le développement durable et le changement climatique.

39. Le Ministère de l'Energie du Burkina Faso a bénéficié de l'appui de l'UNESCO pour l'élaboration de sa politique nationale des énergies renouvelables. Une ébauche de document de politique des énergies renouvelables est en cour d'élaboration.

Culture

40. Pour le patrimoine mondial, le Burkina Faso a pu réactualiser sa Liste indicative, ce qui a contribué à un renforcement des structures institutionnelles de l'État et de leurs liens avec la société civile, les communautés et les collectivités territoriales. Quant au patrimoine immatériel, la tenue au Mali d'un atelier sur la mise en œuvre de la Convention sur le patrimoine culturel immatériel a permis de mener des consultations préparatoires pour la mise en œuvre d'un large programme de formation qui débutera en 2012 sur des fonds extrabudgétaires.

41. Dans le cadre du renforcement des capacités des musées, une formation sur la gestion des réserves et la numérisation des objets culturels a pu être organisée au Musée national du Burkina Faso, avec des participants du Burkina Faso, du Niger et de Guinée.

Principaux défis rencontrés et enseignements tirés

42. Les troubles politiques qu'a connus le pays en mars 2011 et le remaniement qui en a suivi ont ralenti les contacts avec la partie nationale. Les difficultés financières en fin de biennium n'ont malheureusement pas permis de répondre aux besoins identifiés en matière de système d'information de l'éducation non formelle. Le manque de fonds disponibles pour effectuer des missions spécifiques et l'absence d'un point focal sur place n'ont pas permis au Bureau de participer pleinement aux travaux de l'UNCT au Burkina Faso.

MALI

Progrès accomplis

Education

43. En matière d'alphabétisation et d'éducation non formelle, les activités de renforcement des capacités des structures nationales ont permis la production des documents de stratégie nationale suivants : 1) « L'étude bilan des capacités des personnels enseignants du non formel », activité prise en compte dans le plan d'action de la Direction nationale de l'éducation non formelle et des langues nationales ; et 2) « Un plan d'action pour l'élaboration d'une stratégie nationale relative à l'acquisition de compétences par les jeunes vulnérables » qui implique les ministères en charge de l'éducation, de la formation professionnelle et de la jeunesse.

44. En matière d'éducation de base, les activités de renforcement des capacités des structures nationales ont permis d'atteindre les résultats suivants : formation du personnel d'encadrement de la Direction Nationale du Curriculum et de la Cellule de planification et des statistiques en conception et développement curriculaire et en conduite de réforme curriculaire ; production de l'« Etude diagnostique de l'état d'avancement et des défis dans la mise en œuvre de la réforme de l'éducation de base » et de la « Feuille de route pour la relance de la réforme curriculaire de l'éducation de base à la rentrée 2011-2012 » ; formation de 75 formateurs des Instituts de Formation des Maîtres (IFM) sur le genre et l'analyse de pratiques de classes ; formation des 75 formateurs des IFM sur la pédagogie des grands groupes et à l'éducation des enfants à besoins éducatifs spéciaux ; et séance d'information/sensibilisation et préparation de 75 filles candidates au concours d'entrée à l'IFM de Kati.

45. En matière de renforcement des capacités des acteurs et des structures en charge de la formation des enseignants du cycle fondamental, la mise en œuvre du projet CapEFA Mali

a permis de ressentir la nécessité d'élaborer une politique holistique relative aux enseignants et affirmée par l'ensemble des acteurs du système éducatif. Le diagnostic des contraintes aux capacités des acteurs de la formation des enseignants du fondamental est établi et analysé. Un plan de renforcement des capacités des acteurs de la formation des enseignants (capacités institutionnelles, organisationnelles, individuelles et relation entre les acteurs) est élaboré et doit être validé par l'ensemble des PTF. La mise en œuvre de ce plan pour la période 2012-2013 renforcera les capacités des institutions/organisations et des acteurs concernés.

46. Dans le cadre de l'appui qu'il apporte depuis 2002 pour l'amélioration du système d'information pour la Gestion de l'éducation (SIGE) du Mali, l'UNESCO a appuyé la consolidation du système statistique du secteur de l'éducation au Mali au cours du biennium 2010-2011. Ceci a permis au Mali de mettre à jour les outils de saisie et de traitement des données disponibles et d'en développer pour tous les niveaux d'éducation qui n'en avaient pas. L'appui a aussi permis d'assurer un transfert de compétences en maintenance des applications développées aux informaticiens nationaux.

47. Dans le domaine de l'enseignement supérieur, l'UNESCO a formé plus de 50 personnes sur les techniques d'accréditation et d'assurance qualité des programmes et des institutions d'enseignement supérieur.

Sciences naturelles

48. Dans le cadre du Projet de réorientation de la formation des enseignants en Afrique Sub-saharienne pour la durabilité, la formation de 30 élèves maîtres des instituts de formations des enseignants au Mali a été effectuée. Un réseau EDD-IFM au Mali a été créé. Des journalistes ont été formés sur la production de contenu sur l'éducation pour le développement durable et le changement climatique. Un guide sur la réorientation des programmes de formation des enseignants pour la durabilité en Afrique (et au Mali et en Guinée) a été élaboré.

49. En vue de la création de la réserve de biosphère transfrontalière du Bafing Falémé (Mali, Guinée, Sénégal), le Bureau a commandité deux études pour faire l'état des lieux dans les aires transfrontalières du côté malien et du côté guinéen. La stratégie de mobilisation des structures concernées et des populations a été définie et la feuille de route pour la création de la réserve de biosphère a été révisée. Il reste à effectuer un état des lieux de l'aire du côté sénégalais. Le plus grand défi reste la mobilisation de fonds pour la mise en œuvre de la feuille de route.

50. Organisé en mai 2011 par le Ministère de l'Enseignement Supérieur et de la Recherche Scientifique du Mali avec l'UNESCO et financé par le Fonds Espagnol de Développement dans le cadre du développement des capacités nationales en matière de formulation de politiques relatives à la STI, l'atelier sur l'évaluation des politiques de STI des pays d'Afrique de l'Ouest a enregistré la participation d'experts internationaux de la révision/reformulation des politiques de STI, et a permis d'échanger les expériences et de tirer les enseignements des échecs et réussites dans les domaines complexes de la révision, de l'évaluation, de la formulation et de la reformulation des politiques de STI. Les fonctionnaires nationaux des différents pays ont été formés sur différents aspects des statistiques, des indicateurs, de la conception et de l'utilisation de la STI. Comme suite à cet atelier, de nombreux pays de la sous-région parmi lesquels le Burkina Faso, le Cap Vert, la Côte d'Ivoire, le Niger, le Sénégal et le Togo devaient bénéficier du soutien du Fonds Espagnol pour la formulation/reformulation des politiques nationales STI et sur les indicateurs statistiques pour le biennium 2010-2011.

51. Conformément à son mandat dans le domaine des énergies renouvelables, l'UNESCO s'est proposé d'appuyer le Ministère de l'Energie du Mali dans son processus de révision de

la Stratégie de développement des énergies renouvelables en recrutant un consultant chargé d'y intégrer la composante sur le renforcement des capacités.

52. Une base de données bibliographiques sur les usages de l'eau a été créée et abrite plus de 1800 références. Six études scientifiques ont été réalisées sur les usages et les ressources en eau. Un module de formation sur la gestion environnementale des corridors fluviaux a été mis en œuvre. Un centre de teinturerie artisanale a été construit afin de contribuer à la dépollution du fleuve Niger. Une opération d'amélioration de l'Adduction en eau potable a été réalisée dans une commune périphérique de Bamako.

Culture

53. Pour le patrimoine mondial, des initiatives ont pu être réalisées en matière d'inventaire et de renforcement des structures de formation sur le patrimoine culturel, notamment dans le cadre du projet « Niger-Loire : Gouvernance et culture ». Dans un contexte de crise sécuritaire dont la chute des bénéfiques du tourisme, des opérations d'aménagement ont été réalisées sur la Maison des jeunes à Djenne et dans le domaine de l'assainissement, ainsi que sur le site de Banani au pays Dogon, ce qui a contribué au renforcement de la sauvegarde et de la crédibilité des sites. Un module de formation sur le patrimoine culturel et le développement local a été développé au sein de l'Université de Bamako et a permis de renforcer les compétences d'une trentaine de professionnels des services techniques de l'Etat, des ONG et des collectivités locales en matière de gestion et conservation du patrimoine culturel.

54. Pour le patrimoine culturel immatériel, l'action s'est surtout focalisée sur le renforcement des capacités. Bien que le Mali soit bien avancé dans ce domaine, l'ensemble du cluster se trouve toujours au début de ce processus, et le biennium passé a permis de fonder les bases d'un large programme de formation qui débutera en 2012 sur des fonds extrabudgétaires. Ceci a pu se faire à Bamako lors de l'atelier de « Renforcement des capacités pour la mise en œuvre de la Convention de 2003 au niveau national » pour les partenaires maliens, mais auquel des partenaires des autres pays du cluster de Bamako ont participé.

Sciences sociales et humaines

55. L'UNESCO a continué à assurer le rôle de chef de file du programme conjoint du Système des Nations Unies sur les droits humains et le genre. A ce titre, l'UNESCO a appuyé le Ministère de la jeunesse et des sports dans l'élaboration des documents techniques et des notes conceptuelles pour la mobilisation des ressources financières auprès des gouvernements du Canada et des Pays Bas.

Communication et information

56. Le projet CMC (Centres multimédia communautaires) a été mis en œuvre au Mali à travers une phase pilote et une phase de passage à grande échelle. Il a connu deux phases dont la deuxième a été clôturée le 31 décembre 2011. Le projet est financé par l'Office de Développement de la Coopération suisse (DDC). Le financement de la première phase des États-Unis s'élevait à 795 488 dollars tandis que la deuxième phase a été budgétisée à 501 500 dollars. La deuxième phase a permis la réalisation des activités comprenant, entre autres, des formations, un forum régional des leaders CMC, des missions de suivi-évaluation, protocoles signés, des partenariats solides OLPC (*One Laptop per Child*) et EFO (*Energy for Opportunity*), et des plaidoyers réussis en faveur des CMC (intégration des CMC dans le document de politique d'accès universel et dans la base de données Malikunnafo).

Participation aux activités conjointes des Nations Unies

57. Le Bureau a contribué aux travaux et à la rédaction du rapport de la revue à mi-parcours du PNUAD 2008-2012, aux travaux des groupes thématiques PNUAD, et au rapport annuel du Coordonnateur Résident. Des contributions ont également été effectuées aux travaux de mise en place du *Delivering as One* (Task Force UNDAF, Comité technique DaO, Groupe des chargés de communications) et à la rédaction du PNUAD 2013-2017.

Principaux défis rencontrés

- La réorganisation institutionnelle du sous-secteur de l’alphabétisation et de l’éducation non formelle qui a pris du temps (création d’une Direction nationale, changement du statut juridique du Centre national de ressources en éducation non formelle).
- La formulation du troisième programme d’investissement sectoriel (PISE III 2010-2013) et de la Requête FTI pour l’accompagner : ces deux processus longs ont mobilisé l’agenda des Ministères en charge de l’éducation et de l’ensemble des partenaires au développement.
- L’alignement des activités planifiées dans le CapEFA avec les besoins nationaux qui sont parfois mouvant sur le temps.
- La mise en œuvre concertée des activités par plusieurs entités de l’UNESCO avec des calendriers de disponibilité pas toujours concordants dans le cadre de CapEFA.

NIGER

Progrès accomplis

Education

58. Outre les activités de plaidoyer et de sensibilisation qui ont été menées au niveau sous-régional (voir plus haut), les activités de renforcement des capacités des structures nationales dans le domaine de l’éducation de base ont permis d’atteindre les résultats suivants : formation du personnel d’encadrement de la Direction Nationale du Curriculum et de la Direction des Etudes et de la planification, production d’un document de diagnostic sur l’état d’avancement et les défis dans la mise en œuvre de sa réforme de l’éducation de base, et réflexion sur les meilleures pratiques et la rédaction d’une publication sur la conduite de réformes curriculaires pour l’acquisition par les jeunes de compétences pour la vie et le travail.

Sciences naturelles

59. Dans le cadre du Projet de réorientation de la formation des enseignants en Afrique Sub-saharienne pour la durabilité, un réseau africain pour la réorientation des programmes de formation des enseignants a été créé. A cet effet, une formation de journalistes à la production de contenu sur l’éducation pour le développement durable et le changement climatique a été organisée.

60. Un état bibliographique des travaux sur les aquifères frontaliers Mali-Burkina, Mali-Niger, Niger-Burkina a été réalisé. Aussi, les Deuxième et Troisième Ecoles Régionales d’Energie Solaire pour les Pays Francophones d’Afrique ont-elles été organisées à Bamako (voir rapport sur les progrès accomplis au niveau sous-régional plus haut).

Culture

61. Pour le patrimoine mondial, le Niger vient de déposer le dossier de demande d’inscription à la liste du Patrimoine Mondial de la Vieille ville d’Agadez, le deuxième pour ce

pays, ce qui a contribué, dans le domaine du patrimoine culturel, à une mobilisation et un renforcement des structures institutionnelles de l'État et de leurs liens avec la société civile, les communautés et les collectivités territoriales. Quant au patrimoine immatériel, la tenue au Mali d'un atelier sur la mise en œuvre de la Convention sur le patrimoine culturel immatériel, à laquelle le Niger s'est joint en tant qu'observateur, a permis de mener des consultations préparatoires pour la mise en œuvre d'un large programme de formation qui débutera en 2012 sur des fonds extrabudgétaires.

62. Le projet extrabudgétaire pour le « Renforcement des capacités des acteurs culturels au Niger » prévoit une série de formations à un large éventail d'acteurs culturels, y compris du Ministère de la culture. Comme beaucoup de pays de la sous-région, le Niger est actuellement en cours de formulation du cadre d'action pour sa politique culturelle à laquelle l'UNESCO contribuera.

63. Grâce au projet de renforcement des capacités sur « Les droits humains et l'éducation pour lutter contre la pauvreté - Soutien à l'autonomisation des filles et des femmes au Niger », lancé dans la commune de Youri et soutenu par les Gouvernements d'Andorre, de Chypre, du Luxembourg, de Monaco, et de la République de Saint-Marin, le renforcement des infrastructures a été accompli (construction d'établissements scolaires, acquisition de moulins à grain et développement de lopins de terre). La mise en place d'activités génératrices de revenus s'est accompagnée d'une formation et d'une sensibilisation des femmes à ces activités. Le soutien à la formation des formateurs en alphabétisation a permis de renforcer les capacités de plus de 50 alphabétiseurs, et ainsi 4000 personnes (dont trois-quarts sont des femmes) alphabétisées. Des actions favorisant la sensibilisation aux droits humains et à l'égalité entre les sexes, ainsi que la santé reproductive et au VIH/SIDA ont été menées dans le cadre de ce projet.

GUINEE

64. La Guinée vient de sortir d'une période de conflit qui a résulté en la mise en place d'un nouveau gouvernement. L'exécution de projets avait été suspendue, et le Bureau de Bamako a saisi l'opportunité pour mener des consultations avec les instances de l'Etat ainsi qu'avec nombreux acteurs culturels du pays. Le biennium n'ayant pas programmé des fonds exclusivement pour la Guinée, des partenaires guinéens ont été associés aux activités conduites dans les autres pays du cluster de Bamako. Les priorités du pays ont évolué fin 2010 à la faveur de la transition démocratique et l'essentiel des efforts nationaux et des demandes d'appui s'est concentré sur la consolidation de la paix à travers notamment des programmes d'éducation à la paix.

Progrès accomplis

Education

65. Des activités de plaidoyer et de sensibilisation ont été menées à l'occasion des célébrations de la Journée Internationale de l'alphabétisation 2010 et 2011, ainsi que des célébrations la Semaine mondiale d'action EPT 2011 et les lancements nationaux du Rapport Mondial de Suivi (*voir rapport au niveau sous-régional plus haut*).

Sciences naturelles

66. Dans le cadre du Projet de réorientation de la formation des enseignants en Afrique Sub-saharienne pour la durabilité, un réseau africain pour la réorientation des programmes de formation des enseignants a été créé. A cet égard, les résultats suivants ont été obtenus : formation de 30 élèves maîtres des écoles normales d'instituteurs (ENI) en Guinée, création d'un réseau EDD-ENI, formation de journalistes à la production de contenu sur l'éducation pour le développement durable et le changement climatique, élaboration d'un guide sur la

réorientation des programmes de formation des enseignants pour la durabilité en Afrique (et au Mali et en Guinée).

67. En vue de la création de la réserve de biosphère transfrontalière du Bafing Falémé (Mali, Guinée, Sénégal), le Bureau a commandité deux études pour faire l'état des lieux dans les aires transfrontalières du côté malien et du côté guinéen (*voir détails dans le rapport sur Mali ci-dessus*).

68. Les Deuxième et Troisième Ecoles Régionales d'Energie Solaire pour les Pays Francophones d'Afrique ont-elles été organisées à Bamako (*voir rapport sur les progrès accomplis au niveau sous-régional ci-dessus*).

Culture

69. La tenue au Mali d'un atelier sur la mise en œuvre de la Convention sur le patrimoine culturel immatériel à laquelle Guinée s'est jointe en tant qu'observateur, a permis de mener des consultations préparatoires pour la mise en œuvre d'un large programme de formation qui débutera en 2012 sur des fonds extrabudgétaires. En effet, la Guinée a amplement exprimé le besoin de revitaliser ses capacités pour la sauvegarde de son patrimoine vivant, tenant compte notamment de ses expériences, pas toujours concluantes, pour les actions de sauvegarde du Sosso-Bala, inscrit à la Liste représentative du patrimoine culturel immatériel de l'humanité. De plus, il a été souligné que le cadre juridique dans ce domaine devait bénéficier d'une attention particulière dans les futures actions d'assistance à la Guinée.

70. La troisième édition de la Reconnaissance d'excellence UNESCO pour l'artisanat à Bamako a révélé, en ce qui concerne la Guinée, de grands besoins d'appui en matière d'artisanat (*voir rapport sur les progrès accomplis au niveau sous-régional plus haut*).

UNESCO Office in Brazzaville

71. L'accession du Congo au statut de pays pauvres très endettés (PPT) a permis de nouvelles opportunités pour le financement de certaines composantes du secteur social dont l'éducation. La visite de la Directrice générale à Brazzaville a montré la volonté de l'Organisation de renforcer sa présence stratégique et opérationnelle dans le Bassin du Congo et en particulier au Congo Brazzaville. Le Congo vient de manifester sa solidarité avec l'Organisation par une contribution significative de 3 millions de dollars au fonds d'urgence mis en place par la Directrice générale.

Culture de la paix

72. L'Organisation a facilité le dialogue entre les différents acteurs impliqués dans les activités relatives à la consolidation de la paix au Congo, parmi lesquels, le Délégué général chargé de la Promotion des Valeurs de Paix et la Réparation des Séquelles de Guerre, le Ministre de l'Education civique et de la Jeunesse, le Haut Commissaire à la Réinsertion des Ex-Combattants, le Haut Commissaire à l'Instruction Civique et à l'Education Morale et Haut Commissaire chargé du Comité de Suivi de la convention pour la Paix et la Reconstruction du Congo. Au cours de 2010, le Bureau a contribué aux activités suivantes : (i) l'organisation du séminaire sur la culture de paix et la promotion des valeurs morales et éthiques dans le Pool (Kinkala, Louingui et Ignié), (ii) première édition du Marché des Arts et Spectacles du Pool (MASPO), dans le cadre de la consolidation des acquis de paix et la réinsertion socio-professionnelle des ex-combattants par le biais de la culture, (iii) l'organisation du séminaire sous-régional pour le renforcement des capacités des Commissions nationales africaines pour l'UNESCO en vue de leur contribution au processus de reconstruction post-conflit et de consolidation de la paix.

73. Le Bureau de Brazzaville participe activement aux activités de l'Equipe Pays et celles des différents groupes thématiques élargis à l'ensemble des Partenaires Techniques et Financiers (PTFs). En tant que coordinateur des activités du groupe thématique éducation au sein de l'UNCT dans le domaine de l'urgence, le Bureau a développé un partenariat stratégique avec l'UNICEF, le HCR pour l'éducation et la FAO pour les questions environnementales. Le Bureau apporte une contribution déterminante au niveau politique en établissant les passerelles entre le groupe thématique et les institutions en charge de l'éducation. Des fonds extrabudgétaires (Fonds d'urgence CERF) ont été mobilisés destinés à l'éducation des enfants réfugiés. Ces activités centrées sur les stratégies de résolution des conflits, du vivre ensemble et de la tolérance mutuelle ont été fort appréciées par des bénéficiaires et autorités locales, qui ont demandé à l'UNESCO de les poursuivre et renforcer.

Education

74. Dans le cadre de l'UNDAF, le Bureau a coordonné au cours du biennium 2010-2011 les activités relatives à l'élaboration de la stratégie sectorielle de l'éducation. Le Bureau a appuyé en particulier les trois ministères en charge de l'éducation dans les exercices nationaux d'appropriation et de validation de la stratégie sectorielle de l'éducation. La stratégie validée par le gouvernement en janvier 2011 a été évaluée par les PTFs en juillet 2011 par le biais d'une équipe de consultants internationaux. Le rapport final de cette évaluation externe des PTFs a été transmis à l'UNESCO à la mi-décembre 2011, avec une feuille de route décrivant les différentes actions à mener par le Congo pour l'amélioration du document.

75. Comme précédemment indiqué, les activités suivantes ont bénéficié de l'appui de l'UNESCO : (i) symposium national sur l'enseignement de l'éducation physique et sportive au Congo et aux Jeux de l'ONSSU; (ii) enquête diagnostic (DQAF) sur les systèmes d'information et de gestion de l'éducation (SIGE) ; (iii) séminaire de renforcement des capacités de 26 enseignants (comme formateurs des formateurs) sur l'enseignement des Sciences au collège et lycée ;(iv) première table ronde sur l'enseignement supérieur et le monde du travail ; (v) célébration en 2010 et 2011 des Journées mondiales des enseignants avec le Ministère de l'enseignement primaire, secondaire et de l'alphabétisation, du Ministère de l'enseignement supérieur, de la FAWE et de la FETRASSEIC ; (vi) séminaire sous-régional sur la chimie dans le cadre de l'Année internationale de la Chimie et organisé par le ministère de l'enseignement supérieur ; (vii) révision du document de la politique nationale sur la formation des enseignants du personnel de l'éducation (dans le cadre de la réforme du secteur de l'éducation au Congo, les ministères en charge de l'éducation ont élaboré un document de politique sur la formation des enseignants).

76. Une Chaire UNESCO en sciences de l'ingénieur a été mise en place à l'École nationale supérieure polytechnique (ENSP) de l'Université Marien Ngouabi. L'UNESCO a également appuyé en 2010, la réalisation d'une étude de cas sur la recherche universitaire, les formations doctorales et les formations des ingénieurs. En ce qui concerne l'éducation au VIH et SIDA, le Bureau appuie les ministères en charge de l'éducation dans la promotion et le renforcement de la prévention au VIH et SIDA par le biais du projet sous-régional de formation des enseignants au VIH et SIDA dans les pays de la CEMAC et les activités du programme régulier, dont celle en cours concerne l'élaboration d'une stratégie nationale globale de lutte contre le VIH et SIDA dans le secteur de l'éducation et mise en œuvre par le Conseil national de lutte contre le SIDA et les IST (CNLS).

77. Au niveau sous-régional, le Bureau a facilité l'organisation des activités suivantes : (i) 1^{er} séminaire sous-régional de renforcement de capacités des enseignants du supérieur en matière de pédagogie universitaire; (ii) séminaire sous-régional des parlementaires du Forum Africain des Parlementaires pour l'Education (FAPED) des pays de la Communauté

économique des Etats de l'Afrique centrale (CEEAC), (iii) atelier sous-régional de renforcement des capacités des acteurs du système éducatif sur l'intégration des Technologies de l'Information et de la Communication (TIC) dans les standards de compétences des enseignants pour les pays de la CEEAC, de l'EAC et de l'IGAD, avec l'IIRCA.

Sciences naturelles

78. Le Bureau apporte son appui au gouvernement pour la deuxième phase du projet de renforcement des capacités en politiques scientifiques notamment pour la finalisation des documents de projets mobilisateurs qui seront partagés avec les différents partenaires et bailleurs. Dans le domaine du développement durable, le Bureau a contribué à : (i) l'organisation d'un Forum international UNESCO-MAB/Pro-Natural sur le bio-carbone de la biosphère du bassin du Congo; (ii) la 2^e édition du Forum international des populations autochtones de l'Afrique Centrale (FIPAC II), sur le thème « Droits des populations autochtones et dynamique de la conservation de la biodiversité dans le Bassin du Congo », initiative conjointe sous-régionale Congo-CEEAC-COMIFAC. L'Organisation a contribué à la préparation du premier Sommet des Chefs d'Etat des trois grands Bassins tropicaux mondiaux (Amazonie-Congo-Bornéo) organisé au mois de juin 2011 et va appuyer l'élaboration d'une Stratégie nationale du Congo intégrée sur le développement durable. Dans le domaine de l'hydrologie, l'UNESCO a aidé à l'organisation d'une réunion du Comité de pilotage du réseau « FRIEND – AOC » (*Flow Regimes from International Experimental and Network Data – Afrique de l'Ouest et Centrale*) et étude en cours de finalisation sur la mise en place d'un Comité FRIEND-bassin du Congo.

Culture

79. Dans le cadre du développement des industries culturelles, l'UNESCO a contribué à la réhabilitation de l'Ecole de peinture de Poto Poto et a soutenu l'organisation de la 8^e édition du Festival panafricain de la Musique (FESPAM), sous le thème « Engagements artistiques et novations esthétiques pour la Renaissance Africaine ». Le Bureau a contribué au plaidoyer pour la ratification de la Convention de 2003 et a assisté les autorités dans la finalisation du dossier de soumission du premier site congolais sur la liste du Patrimoine mondial - la tri-national de la Tsanga (TNS) avec la composante nationale du parc national de Nouabalé-Ndoki pour le Congo. Une assistance est actuellement fournie pour la gestion et la préservation des sites culturels du « Domaine royal de Mbé » et de « l'Ancien port d'embarquement des esclaves de Loango » notamment par : (i) l'organisation à Loango d'une session de sensibilisation des décideurs, communautés et partenaires sur l'importance du site culturel de l'ancien port de Loango ; organisation à Brazzaville et Mbé de sessions de mobilisation des communautés locales, des partenaires et décideurs sur la valeur (culturelle et naturelle) du site et sur le processus de classement. Dans le domaine du patrimoine culturel immatériel, le Bureau a appuyé la célébration de la 1^e édition de « la Semaine culturelle des Peuples autochtones », ainsi que l'organisation d'un Séminaire-atelier de sensibilisation et de formation des acteurs culturels sur la mise en œuvre de la Convention sur la sauvegarde du Patrimoine culturel immatériel. Quant au patrimoine muséal, un atelier de renforcement des capacités des personnels des musées et Directeurs départementaux de la Culture et des Arts sur la gestion, la conservation et la valorisation d'un Patrimoine, a été organisé à Owando avec l'appui de l'UNESCO.

Communication et information

80. Dans le cadre d'activités conjointes des Nations Unies, le Bureau a contribué aux activités suivantes : (i) formation de 27 journalistes sur les techniques de reportage, les règles déontologiques, le VIH/SIDA, les droits des peuples autochtones et les valeurs éthiques et démocratiques en période électorale et normale, (ii) mise en place d'un fonds documentaire accompagné de matériel informatique au Centre national de radio et télévision congolaise, (iii) Célébration à Brazzaville de la Journée mondiale de la liberté de la presse,

(iv) renforcement des capacités des professionnels de la Communication et des responsables de médias sur les techniques de préparation et de mise en œuvre des programmes/projets PIDC.

Défis majeurs

81. Deux domaines prioritaires pour le pays – la culture et le développement durable – ne sont pas encore suffisamment reflétés au sein des exercices pays de l'UNCT. Le pays assure un rôle de Chef de file pour le Bassin du Congo et même au niveau continental pour ces deux domaines. La situation actuelle des ressources humaines du Bureau de l'UNESCO ne permet pas d'assurer la présence stratégique et opérationnelle dans ces deux domaines notamment dans les différents exercices de l'Equipe du Système des Nations Unies.

UNESCO Office in Bujumbura

82. Au Burundi, l'année 2010 a été marquée par l'organisation des deuxièmes élections générales post conflit. Le Bureau de l'UNESCO à Bujumbura a contribué au renforcement des capacités des femmes et des hommes des médias public et privé en vue de les préparer à participer de manière professionnelle à la couverture médiatique des différents scrutins programmés au cours du processus électoral.

Réalisations importantes

Education

83. Dans le Secteur Education, six directions d'activités, ayant en appui à « *Priorité Afrique* », ont été proposées : « *Renforcement de la formation de formateurs au Burundi en vue de l'amélioration de la qualité de l'enseignement* » ; « *Alphabétisation au Burundi : état des lieux et perspectives* » ; « *Contribution à la réalisation des objectifs de l'EPT par l'amélioration de la carrière des enseignants et le renforcement de la formation* » ; « *Appui aux Ministères en charge de l'éducation nationale dans la mise en œuvre du Plan Sectoriel de l'Education par la révision des programmes d'enseignement* » ; « *Contribution au renforcement des capacités en ressources humaines pédagogiques des Institutions d'enseignement supérieur public et appui à la modernisation des services de gouvernance universitaire* » ; et « *Renforcement du secteur éducatif en vue du développement durable* ». Parmi les résultats obtenus, il existe actuellement une vision appuyée sur des études menées qui trace clairement les objectifs et indique les perspectives à court, moyen et long terme. Des programmes de l'enseignement secondaire sont mis à la disposition pour le renouvellement de l'enseignement dans ce palier. L'*Etat des Lieux et Etude d'Impact du VIH/SIDA sur le Secteur de l'Education au Burundi* est mené et validé et servira de base pour développer une politique sectorielle en matière de VIH/SIDA et éducation sexuelle.

Sciences Sociales et Humaines

84. Une des grandes réalisations a été la mise en place effective du Centre Régional de Recherche et de Documentation sur les Femmes, le Genre et la Construction de la Paix (un Centre régional de Catégorie 2) dans la Région des Grands Lacs basé à Kinshasa avec des centres nationaux associés dans tous les 11 pays. Le Centre est mentionné dans le 34C/5 s'inscrivant dans les actions prioritaires du Secteur des Sciences Sociales et Humaines pour répondre aux besoins de l'Afrique et de l'Egalité des Genres. .

85. A l'issue du 2^{ème} Forum des Ministres pour l'*Intégration Régionale East African Community (EAC)* tenu en octobre 2009, l'UNESCO a pris l'engagement d'accompagner l'EAC dans le développement d'un « *Framework on Social Development in the 5 EAC Partner States* ». En étroite collaboration avec le Secrétariat EAC basé à Arusha, les spécialistes de programme SHS à Accra et Bujumbura ont appuyé tout le processus ainsi

que l'organisation de la réunion des experts des 5 pays Burundi, Rwanda, Kenya, Ouganda et République Unie de Tanzanie organisée en août 2010 à Nairobi pour valider le document qui sera soumis au 3^{ème} Forum des Ministres prévu à Nairobi en 2011 mais reporté.

Culture

86. Une Etude de base pour la mise en place d'une Politique Linguistique Nationale réalisée par trois consultants-linguistes nationaux a abouti à une proposition de choix des langues officielles au Burundi, à savoir le Kirundi, le Français et l'Anglais. Une synthèse de cette étude est disponible en langue nationale et en anglais, en plus de la version française. C'est un acquis important préalable à la mise en place effective de la politique linguistique nationale et de la structure de mise en œuvre de cette politique, qui nécessitera une phase d'aménagement de l'usage des différentes langues utilisées au Burundi.

87. Une activité de renforcement des capacités dans le domaine du Patrimoine Culturel Immatériel (PCI) a été organisée à Bujumbura en faveur de 30 participants burundais, de 2 représentants du Rwanda et de 2 autres de la RDC (à l'Est). Aujourd'hui le Burundi dispose d'un noyau de personnes bien informées sur la mise en œuvre de la Convention de 2003 et provenant de divers services gouvernementaux et des associations de la société civile.

88. Une Rencontre Nationale sur le Dialogue Interculturel et Interreligieux au Burundi a été organisée dans le cadre de l'Année internationale pour le rapprochement des cultures. Cette rencontre a dégagé les valeurs nécessaires pour le renforcement de la paix, la cohésion sociale, la réconciliation et la bonne gouvernance. Les principales recommandations formulées concernent l'appropriation de ces valeurs par les communautés de base, les acteurs de la société civile et les leaders religieux à la base en vue de dégager un consensus sur les valeurs de nature à appuyer la justice transitionnelle en cours, dont la Commission Vérité et Réconciliation.

Communication et Information

89. Le Programme CI du Bureau de Bujumbura a contribué au renforcement des capacités des professionnels des médias du service public et des médias indépendants par des formations en techniques de journalisme leur permettant d'exercer leur métier en respectant les règles techniques de l'écriture journalistique et celles de l'éthique et de déontologie professionnels.

Priorité Egalité des Genres

90. Le Bureau s'attelle à ce que la prise en compte de la dimension genre soit une réalité dans tout le processus de développement des programmes et activités. Etant donné que l'UNESCO assure la Vice-Présidence du Groupe Intégré Genre du système des Nations Unies, le Bureau a contribué dans l'appui visant le *gender mainstreaming* dans l'élaboration du Cadre Stratégique de Lutte contre la Pauvreté et la Relance Economique CSLP II du Burundi depuis la phase de planification et des consultations nationales jusqu'à la phase de rédaction. Un plaidoyer fort a été également mené sous le lead d'ONU Femmes et le genre est dorénavant hissé au niveau de Groupe Sectoriel du CSLP II.

UNIMT/UNCT et la Programmation Conjointe

91. La Stratégie Intégrée d'appui du système des Nations Unies au Burundi pour la période 2010-2014 constitue une réponse coordonnée et cohérente qui se focalise sur les quatre domaines d'intervention prioritaires (Appui à la Planification Stratégique et Coordination ; Relèvement Communautaire ; Réconciliation Nationale, Promotion et Protection des Droits de l'Homme ; Gouvernance Démocratique) visant l'objectif principal de consolidation de la paix et de relèvement communautaire en vue de jeter les bases d'un développement durable. L'UNESCO est représenté par des points focaux dans les différents

groupes intégrés du Bureau des Nations Unies au Burundi (BNUB) et participe aux travaux des groupes techniques de travail dans le cadre de l'UNDAF 2010-2014. L'UNESCO a présidé le Groupe Intégré Communication en 2010 et 2011, et assure aussi la vice-présidence du Groupe Intégré Genre du système des Nations Unies depuis 2007.

Défis

92. Le défi majeur récurrent est en rapport avec la modestie des fonds du Programme Régulier (PR). Le Bureau s'emploie à mobiliser des fonds extrabudgétaires autant que faire se peut. Il a toujours aussi été difficile d'assurer le lien entre Culture et Développement ou mobiliser des fonds extrabudgétaires pour appuyer le PR Culture. Pour plus d'impact, l'UNESCO s'associe avec quelques agences sœurs comme ONU Femmes, UNICEF, UNFPA et PNUD pour mener des activités et projets conjoints de grande envergure.

UNESCO Office in Dakar

CAPE VERDE

Education

93. In **planning**, Cape Verde benefitted from a UIS supported diagnostic of the education management information system (EMIS) and the availability/publication of new data, which was used by the national ministries of education to inform policy making. The complementary work supported by UNESCO through the Pole de Dakar for the production of an in-depth education sector analysis allowed the evaluation of the education sector strategic plan and an education policy review to be conducted. MoE capacities were further developed in simulation modeling for policy decisions on the extension of Basic Education cycle to 6 to 8 years. Fifty **Teachers** were trained in science education.

94. The relatively strong national capacities and political will in Cape Verde facilitated much of this work. Distance modalities for training need further strengthening as the country is spread around several small islands.

Natural Sciences

95. Support was provided for capacity strengthening for **climate change and disaster risk management**. As a result, national officials were trained in cartography of areas at risk and municipalities were trained in the elaboration of an emergency plan. Advocacy for improved **water management** resulted in the initiation of the process for the creation of the national IHP committee. In addition, the priority and strategic areas for scientific and technological development were identified.

Culture

96. An intangible heritage: inventory of Human Living Treasures was undertaken. Support was provided for the safeguarding of the "Morna" (traditional music). Ten crafts product that represent the country identity were identified for the establishment of a marketing label at national and international levels and the catalogue was produced and disseminated.

Communication and information

97. A needs assessment for the establishment of a CMC in Mindelo was undertaken.

Engagement in DaO and UNCT processes

98. UNESCO's participation in the implementation and monitoring of the DaO proved to be more challenging given the limited capacity to deliver and in particular as a non-resident

agency. To ensure UNESCO's structural contribution, a focal point at BRDEA and a country-based national focal point were appointed. The posting of the national focal point within the Integrated Office proved effective, though having the right profile given UNESCO's vast mandate and sustaining funding of the post continues to be a challenge. The DaO setup enabled UNESCO to obtain additional funds for activities in the country and facilitated the collaboration with other agencies. Internal communication can however be further improved in order to enhance UNESCO's support from a multisectoral point of view as UNESCO's actions were predominantly in the education sector, with relatively few activities in the communication and culture sectors.

99. In comparison with the other agencies (including NRAs), UNESCO had a relatively low implementation rate over the past biennium. Given UNESCO's wide and unique intersectoral mandate, we often tend to over-commit. UNESCO's role as lead agency for the Education Sub-Programme of the One Programme allowed sector coordination (including reporting to UNCT) and facilitated policy dialogue among partners and positioning the Organization to co-implement activities with key partners with whom the working relations have become less "competitive" and more harmonized.

100. The UN was represented in national cross-cutting thematic working groups, and Dakar office specialists were assigned to working groups on HIV, Human rights, and Gender and Communication. The Dakar Office Director was designated within the Regional UNDG (for West & Central Africa, as Cape Verde focal point and in this capacity provided strategic support and orientation to the UNCT with regards to common country programming processes. Additionally, Dakar specialists were members of the UNDG Regional Peer Support Group (PSG) for Quality Support and Advice (QSA) to UNCT's in the region, and UNESCO was the coordinating agency for Cape Verde (in alignment with our Regional UNDG focal point role). This provided a support and UN coordination role by UNESCO to the CCA and UNDAF processes on behalf of the PSG interagency mechanism, and served as part of UNESCO's contribution to UN reform processes.

GAMBIA

Education

101. In **planning**, national capacities were strengthened in the identification of data sources and reporting on education data. This facilitated also data comparability at international level and improved the data production chain. Analytical capacities were also developed through the UNESCO (Pole de Dakar) supported sector-wide analysis in partnership with the World Bank, which allowed for the revision of the Education Sector Plan and the formulation of evidence-based education policies.

102. The establishment of a UNESCO-supported Masters level distance training course in education policy and sector management at the University of the Gambia serves as an opportunity to address this challenge and has laid the foundation for the development of core capacities of Anglophone African countries in education planning and management.

103. In **basic education**, support for the operationalization of the 9 years basic education reform continued and in particular for the elaboration of a curriculum framework for competency-based learning. In that regard, the country benefited from the 'Post Graduate Diploma in curriculum Development' training organized by UNESCO (BREDA and IBE) in Tanzania. Mobile training units have been formed to working with modular training materials for in-service training of teachers. A technical cooperation agreement for the development of distance **teacher** training modalities was also established. The Gambia BEAP programme has been documented to be shared on the occasion of the ADEA Triennial. In early childhood care and education (**ECCE**), an action plan for the implementation of a one year compulsory pre-school attendance is in place. There is still urgent need to support the

country in the mobilization of additional resources to expand training in the new curriculum to all teachers.

104. In **TVET**, capacity for curricular development was built through the adaptation of the UNESCO-NBTE (National Board for technical education) curricula and learning materials on *Electrical and Electronic Trades, Building Trades and Computer Science*. Good practices and clearinghouse on the development of non-formal TVET through Mobile Training Units were shared. Country officials participated in regional exchange on the development of National Qualification Frameworks. There are however funding constraints for piloting TVET programme.

Natural Sciences

105. National capacities for teaching mathematics, science and technology were reinforced. During the celebration of the 40th anniversary of the MAB programme, reports on the status on the biodiversity and reforestation activities were disseminated. Reporting on the activities to national authorities needs to be done in a timelier manner.

Social and human sciences

106. Case studies and policy briefs on Cultural Rights were prepared for 3 countries in the cluster (Gambia, Guinea Bissau and Senegal): In each of these countries, these raised awareness of the national authorities and key CSO and academia stakeholders. The multi-stakeholders approach enabled actors to actively engage in a dialogue that resulted in the elaboration and validation of the national study for the promotion of cultural rights. Capacities of key representatives of women's movements were also strengthened to define, lead and manage social transformations required for gender equity and equality in the socio-economic, political and cultural domains. The activity was undertaken in partnership with CODESRIA through which a SWOT analysis and a policy brief on Women's movements in the country were elaborated. In addition, an inventory on gender-based violence documentation has been produced and made available to relevant stakeholders.

107. The multi-stakeholders approach was time consuming and challenging but it clearly showed that dialogue is a key strategy to achieve positive change and development. The sub-regional modality enabled UNESCO to support 3 different countries simultaneously optimizing thereby the reduced resources and the organization's technical capacity.

Culture

108. Support was provided for the safeguarding of Gambia's intangible heritage. In that regard, the concept of "Living Human Treasures" was developed through collecting and preserving data from the oral tradition, which helped recognizing the importance of these custodians of knowledge. A study undertaken on the "Mégalithes" in Gambia and Senegal provided increased knowledge of these World Heritage sites and promoted tourism to the sites. The safeguarding of Kankurang resulted in the construction of a centre for the organization of annual cultural events with the participation of Senegal, which would promote South-South cooperation. In addition, national capacities were strengthened and awareness raised for the inventory of potential world heritage sites through UNESCO's support.

Communication and information

109. Support was provided for the evaluation of a proposal for the opening of a journalist school and resource mobilization efforts were undertaken with the European Union. Advocacy for freedom of the press was undertaken through the celebration of the World press Freedom Day. Community radios were trained in the mobilization of traditional leaders for the dissemination of messages at community level on the adaptation of climate change.

Engagement in DaO and UNCT processes

110. For the Gambia, a Dakar-based focal point was appointed but no country-based representation was created. As a result the participation at UNCT meetings and technical/programme committees was intermittent. At the same time, UNESCO's limited presence/resources obliged us to carefully analyze our comparative advantage and required us to be more focused. As for the other countries of the Cluster, since Dakar was the regional bureau for education the majority of the interventions at country level and within the UNDAF, were in education. Concerted efforts continue to be made to bring the other sectors onboard, and while we are intervening in the other sectors at country level, this has not always been integrated in the UNDAF. Another challenge, not only in the Gambia but also in the other Cluster countries, was to have UNESCO's support recognized in the form of technical assistance and not based on funding pledges alone. This makes it all the more important to ensure that our proposed interventions are of upstream nature, which are not only more impactful, but generally do not entail heavy resource investments.

111. UNESCO supported the UNCT through the Regional undg Peer Support Group (PSG/QSA), having facilitated the UNDAF strategic planning workshop, as well as through the Director playing an advisory role at the level of Heads of Agencies with regards to UN alignment with national development frameworks and processes.

GUINEA BISSAU

Education

112. Within the context of the Peace Building Fund, UNESCO elaborated a joint programme with UNICEF on peace education in non-formal settings aimed at assisting in the reconciliation dialogue and democratic process which will be launched in 2012.

113. Upstream policy support for the review of **TVET** policies for youth employment was provided and despite challenges in bringing together different stakeholders, coordination between partners at national and sub-regional levels was enhanced (IIAT). A Joint programme with UNDP on TVET creative industries is being drafted to be submitted for funding under the Peace Building Fund.

114. The education sector **HIV** policy and strategic plan was developed and validated and an HIV and sexuality education review and analysis (SERAT) conducted. Teacher trainers were trained on participative techniques along with the training in HIV and AIDS curriculum development. In this area, substantial support to the MoE is still required due to weak capacities.

115. With regard to **teachers'** development, an assessment for initial and in-service training needs in primary and secondary schools was conducted followed by the elaboration of the national training plan, the adaptation of the curriculum and the implementation of the first level of in-service training.

Natural Sciences

116. Communities in the zones at risk of floods were sensitized on the need to build protection dikes through the 'Sandwatch' programme. Debates were organised at school level on the occasion of the MAB programme 40th anniversary and provided an opportunity for raising awareness among young people on the protected marine zones and the biosphere reserve in Boloma Bijagos. Activities were at times delayed due to difficulties of communication between BREDA and Guinea Bissau.

Social and human sciences

(See report under Gambia)

Culture

117. Support was provided for the rehabilitation of the Amilcar Cabral house to transform into a museum with a permanent exhibition on Cabral's life and the history of the country. As part of the Organization's support to **creative industries**, the best 10 craft products in the country were selected with the purpose of initiating a targeted crafts support programme. In that regard the Joint programme with UNDP will be instrumental for the Design & Innovation and marketing support. The process has instigated also the creation of synergies between the ministries of education, culture, commerce and tourism and for the promotion of quality crafts as a source of viable (self-) employment for young people.

118. In the area of the **intangible heritage**, a study for the institutionalization of the programme of 'Human Living Treasures' was launched. Support was also provided for the organization of the Cacheu Festival in November 2012 aimed at improving the knowledge and remembrance of the slave trade and its intercultural implications. Brazil participated in this event and an international colloquium was organized). In addition support was provided to the Tobato group for the production of a CD for the safeguarding of traditional music. In **tangible heritage**, the national authorities have initiated the actualization of the Inventory List.

Communication and information

119. Technical assistance was provided for the reinforcement of social communication; and support was provided for the establishment of a community radio.

Engagement in DaO and UNCT processes

120. Similarly to Cape Verde, the Dakar-based and nationally-hired focal point, housed at the Resident Coordinator's Unit have enabled UNESCO's participation in the dialogue and support of the transitional UNDAF+ and the new UNDAF (2013-2017) programming process. Unfortunately, and because it was not possible to ensure full engagement on a more sustainable basis, UNESCO was not able to take part in the interagency dialogue on the design and programming of the Youth Employment/Cultural Industries project, (US\$5 million from the Peace Building Fund).

121. Like in the other countries of the cluster, the Dakar-based focal point was an Education staff and while very sound technically, managing our coordinated and intersectoral strategic interventions at country level sometimes posed a challenge. The additional extrabudgetary resources enabled UNESCO to manifest its technical comparative advantage in the area of teacher policies and sector analysis, which resulted in appreciation for and visibility of UNESCO's work by the country and other UN agencies. Joint implementation remained however a challenge for UNESCO as a NRA.

122. Creating partnerships and ensuring that all of our actions at country level are integrated within the UNDAF and/or common country programming processes is key, especially as a NRA. There is a clear demand from other agencies and partners for UNESCO's expertise, presence and greater involvement, with recognition of our added value, but resource constraints hinder us from being systematically part of the dialogue at country level. However our acquisition of videoconferencing facilities during the course of the biennium enabled us to be more "present" on a more regular manner. UNESCO's contribution to UN common country programming processes can be further enhanced by strengthening the capacities of field offices' staff to engage in UN Reform and to prioritise UNESCO's activities and areas of comparative advantage, including the UCPD preparation would also be beneficial.

123. Similarly to Cape Verde, the Dakar Office Director was designated within the Regional UNDG (formerly Africa Regional Directors Team – RDT) for West & Central Africa, as Guinea Bissau focal point and in this capacity provided strategic support and orientation to

the UNCT with regards to common country programming processes. Additionally, Dakar specialists were designated members of the UNDG Regional Peer Support Group (PSG) to provide Quality Support and Advice (QSA) to UNCT's in the region, and UNESCO was assigned as coordinating agency for Guinea Bissau (in alignment with our Regional UNDG focal point role). This provided a support and UN coordination role by UNESCO to the complementary country analysis and UNDAF processes on behalf of the PSG interagency mechanism, and served as part of UNESCO's contribution to UN reform processes.

SENEGAL

Education

124. Support to **planning** resulted in the elaboration of the sector wide situation analysis of the education management information system for Early Childhood, Basic and Secondary education, TVET, Literacy & NFE and Higher Education. The process has strengthened national capacities in EMIS and resulted also in the production of tools for improving data collection, analysis and processing. The analysis allowed the improvement and expansion of the EMIS for all sub-sectors and the production of a sector wide manual of indicators, supporting the monitoring of the Education Sector Strategic Plan. Senegal's Cheikh Anta Diop University has served as the hub for the supported Masters level distance training course in education policy and sector management. This has strengthened the institutional capacities transforming the University into a platform for the development of capacities of Francophone African countries in education planning and management. Full appropriation of the management and delivery of the diploma degree remains a challenge though.

125. A framework for the implementation of a 10 years **basic education** programme was developed. In terms of support for quality improvement in primary and secondary education, a situation analysis on the availability and processing of information on learning achievements at primary and secondary education levels was undertaken. Partnership with UNICEF was established for the piloting of a national monitoring system. For the improvement of gender equity in education, the MoE officials were sensitized on **violence against girls** in schools and surveillance mechanisms have been developed. An HIV and sexuality education review and analysis (SERAT) was also conducted.

126. Through the MDG-f programme on nutrition, training modules for **literacy** programmes were developed and translated into 8 local languages and facilitators trained in that regard. This resulted in the opening of literacy and NFE classes for 150 female training courses;

127. Country officials participated in regional exchanges on the development of National Qualification Frameworks for **TVET** and sharing of good practices. A clearinghouse on the development of non-formal TVET through Mobile Training Units was conceptualized. A TVET Simulation model was developed and harmonized with the Education sector planning models. In addition a methodological and analytical note was produced (including a status report on the TVET system, and assessment on some restructured apprenticeship experiments)

128. Support for **teachers development** focused on the improvement of in-service training and certification of "volunteers for education" in primary education resulting also in the improvement of 10 modules for training. For a better understanding and improvement of teachers' status, a partnership with the Commonwealth of Learning and ADEA was established for the undertaking of an evaluation at country level. In addition **HIV and AIDS** workplace policy implementation was initiated by reinforcement of capacities of network of infected teachers to deal with stigma and discrimination and the ILO /UNESCO Workplace policy document dissemination.

Natural Sciences

129. Support was provided for the elaboration of guidelines for training of trainers in teaching sciences and technology. Assessment on the floods was conducted by different actors and support provided to national authorities for the contribution to the World report on water resources (WWAP). In addition discussions on climate change, gender and adaptation strategies and water management were promoted. The MAB 40th anniversary was celebrated and attention was given to the situation of the different biospheres in the country. The proposal and management plan for the future reserve of Ferlo was concluded and the candidature submitted to UNESCO. Good collaboration with national authorities on the sciences programme was crucial for the success of the activities.

Social and human sciences

(See report under Gambia)

Culture

130. UNESCO's support contributed to greater knowledge among the general public of the various **museums** in Senegal and in particular the history of the Senegalese infantrymen during the WOII (by the creation of a Museum-bus and the production and dissemination of comic strips). The Directory of Museums was published and a campaign for the collection of art objects in and around Saint Louis launched. Collections of the Centre for Research and Documentation of Senegal (CRDS) in St. Louis were thereby greatly enriched, while a Catalogue of the artifacts was produced.

131. Regarding the promotion of the **intangible heritage**, 12 regional committees were created for the identification of "Living Human Treasures" in the country. For the promotion of **intercultural dialogue**, a sub-regional seminar on the theme: "Interreligious dialogue and spiritual traditions" was held in Dakar, and a study on "The cultural values of Muslim brotherhoods in Senegal" was published.

132. The **creative industries** in Senegal were supported through capacity strengthening of a theatre group. In addition, a DVD on the process of creating a show on books and reading was elaborated and a musical produced.

133. Through the MDG-F programme on Culture and Development, the Delta du Saloum region was inscribed on the **World Heritage List** (June 2011) and awareness of the international community was raised on the cultural assets of this region. Cultural and ecotourism activities were promoted and local artists and cultural operators trained on various themes (copyright laws, professional rules, marketing, etc.). The construction of two cultural centres aimed at promoting the expression of the region's cultural diversity was partly completed. The 'Grand Ballet Bassari' was produced.

Communication and information

134. Twenty seven Community Multi-media Centres have been created and 3 more are in the process; Content was developed and disseminated through broadcastings in local languages via the CMCs (literacy, trainings, sensitisation against gender-based violence, nutrition, environmental issues, etc.). Capacities of CMC staff enhanced for content diversification. A national network of CMCs was created to foster knowledge sharing and exchanges in various areas. An MOU was signed with Journalist school of Dakar for the undertaking of studies for capacity strengthening of journalist and CMCs' managers.

Engagement in DaO and UNCT processes

135. Being a resident agency enabled UNESCO to systematically participate both at the UNCT level, as well as in thematic working groups. Positioning ourselves during the biennium for the next UNDAF cycle (2012-2016) and its joint programmes required: being

conversant with the national development frameworks and UN country analyses; undertaking a thorough gap analysis of country needs and priorities in relation to UNESCO's comparative advantage; founding a solid relationship with national counterparts who played an important role in helping to position us among the other agencies within the UNDAF; establishing a good relationship with the RC and coordination officers; being focused and identifying our niches; building strategic partnerships and integrating into joint programmes to mobilize resources and for increased visibility of our interventions; ensuring a balance between our activities within our different sectors according to national needs; and drawing on our various internal expertise for programme delivery. Being on the ground will also facilitate the monitoring of our implementation and results.

136. Our active participation in the UNCT and Joint Programme Committee (which included the function of monitoring of joint programmes and M&E of the UNDAF), as well as being member of restricted UNDAF committee (5 agencies out of over 20) which coordinated the UNDAF with the Government side, contributed to the drafting and finalization of the UNDAF 2012-2016 and to strong interagency collaboration. UNESCO participated in the formulation of two joint programmes: a) Nutrition/Education to Reduce Maternal & Infant Mortality; and b) Promotion of Human Rights and Fight Against Gender-Based Violence.

137. Nevertheless, while being relatively active in all of UNESCO's fields of competence in Senegal, our interventions are not always integrated within common country processes. This is partly due to the fact that culture and science are not always predominant in UNDAFs, but part of our role consists of bringing these to the forefront of development agendas.

138. UNESCO served as Lead/ Coordinating Agency of the Basic Education thematic Group of the International Partners/Donors. In addition, by serving as an appointed member of the MDG Acceleration Task Force, UNESCO was able to bring in an intersectoral approach to tackling the issues and helped to facilitate dialogue between government and the UNCT. We were also a participating agency in two of the MDG Spanish Funds projects: 1) Culture & Development: Promoting Cultural Initiatives and Industries in Senegal (Lead Agency); and 2) Ensuring Child protection, Food security and Improving Nutrition. At the UNCT level, UNESCO has chaired the JUNTA for HIV and AIDS and participated technically at the JURTA.

139. Since Senegal serves as a sub-regional hub for the regional UNDG of West and Central Africa, this has facilitated our participation in sub-regional interagency mechanisms at both Director and technical levels, including providing quality assurance support and advice to UNCTs in common country assessments, UNDAFs, and joint programming processes in the sub-region, as an active member of the Interagency Peer Support Group.

140. At the sub-regional (ECOWAS) level, partnerships with other UN agencies have been created and discussed at the level of Regional UNDG, such as the development and Implementation of the Interagency Task Team.

UNESCO Office in Dar es-Salaam

COMOROS

141. Comoros held presidential elections in December 2010, but the President was sworn in only in May 2011. The education system was affected and its credibility was undermined due to strikes and absenteeism among teachers, very high failure rates, drop outs and low learning achievement. Comoros consists of three small islands in the Indian Ocean affected by, and at risk of climate change. The country has no world heritage site, but is working on a tentative list.

Operational challenges

142. The weak capacity of the government system as well as the lack of frequent and low-cost flight connections made follow-up of interventions difficult and implementation very slow. As of January 2011, a liaison officer hosted in the UN compound was recruited under an extrabudgetary-funded education project and this has significantly helped to offset the operational difficulties.

Achievements

Education

143. As previously reported, an assessment was conducted to identify education data gaps in order to initiate an education sector analysis (RESEN – *Rapport d'Etat du Système Educatif National*). A project funded under the Peace Fund – *Appui pédagogique et préparation à la réinsertion professionnelle des jeunes* – is an emergency intervention to improve retention and the success rate of boys and girls at the baccalauréat level and to strengthen peace education. The UNESCO intervention had an immediate impact on exam results in the targeted schools. As part of a joint study for the Indian Ocean Islands providing the Government with recommendations for strengthening this aspect of education, a situation analysis of HIV and AIDS in education was completed. An education sector analysis was initiated in September 2011 with additional One Plan Funds. The main purpose of the education sector analysis is to support Comoros in joining the Global Partnership for Education (ex-FTI) and seriously benefit from much-needed support to the education sector.

Natural Sciences

144. Government officials from water-related ministries and agencies were trained on integrated water resources' management including managing impact of climate change on freshwater resources. UIS provided technical assistance to the national statistical office to initiate the compilation of statistics on the R&D sector in Comoros.

Culture

145. Parliamentarians and local community representatives, as well as civil society representatives including youth and women's organizations were sensitized through a workshop for the ratification of the 2003 and 2005 Conventions. This accelerated the process of approving the ratification of those two conventions which happened late in 2011.

146. Comoros participated in the sub-regional work shop on the 2001 Convention for the Protection of the Underwater Cultural Heritage held in Dar es Salaam in 2011. The government delegates were sensitized to promote the ratification of the Convention and methods of safeguarding their underwater cultural heritage. The workshop resulted in a number of concrete recommendations aimed at strengthening sub-regional cooperation to advocate for underwater heritage protection and to share and further strengthen national and sub-regional capacity.

147. As part of a larger initiative by the Indian Ocean Commission (IOC) to prepare a regional Culture Strategy, UNESCO facilitated the development of a background paper on the history and cultural linkages among the Indian Ocean Islands as well as a national paper to feed into the regional strategy development.

Communication and Information

148. In collaboration with the UN system in the Comoros, UNESCO contributed to peace building efforts in the country by enhancing the print media's capacity in the area of investigative and conflict-sensitive reporting. All the registered print media houses in the country benefited from the Capacity Development initiative which was implemented through

training and equipment support. This intervention, funded by the International Programme for the Development of Communication (IPDC), also contributed to the strengthening of the Delivering as One initiative through joint delivery efforts.

149. Within the framework of South-South Cooperation, collaboration has been forged between the Public Broadcasters in the Comoros and the United Republic of Tanzania. The agreed collaboration will be in the areas of staff training, co-productions, joint broadcast programme promotions and promoting joint music and film festivals. The collaboration between the Public Broadcasters has been achieved through UNESCO's facilitation of the exchange visits between the public broadcasters in the Comoros, Tanzania mainland, and Zanzibar. MoUs for cooperation were signed as a result of the exchange visit. The involvement of the United Nations Communications Group (UNCG) in the programme design and implementation resulted in effectiveness in the planning, delivery, monitoring and evaluation of the programme without having to put significant UNESCO staff in the Comoros to coordinate the programmes.

Participation in the UNCT Activities

150. In 2010 UNESCO participated in the One Plan in Comoros (9th self starter on UN reform) and has benefitted both from the One Plan Fund (USD 50 000 for a feasibility study for an education sector analysis in 2010 and an additional USD 160 000 in 2011 for the education sector analysis) and from the Peace Fund (USD 300 000) for "emergency measures" to reduce the extremely high failure rate at the level of "terminal" and diminish the number of youth failing or dropping out.

MADAGASCAR

151. Because of the political crisis in Madagascar, the country has been excluded from international fora and has been impacted by the reduction of international development aid. This resulted in significant increases in poverty rates, and reversing the positive gains that have been achieved so far.

152. UNDAF implementation has been disrupted as no cycle of programming was completed as planned due to the political situation. The current UNDAF, which initially covered 2008-2011, has been extended until 2013. A new cycle of UNDAF will not be possible until the institutional context is back to normal.

Achievements

Education

153. With the technical assistance of the UIS, and in close collaboration with UNICEF in the context of the Global Partnership for Education, UNESCO supported the development of an EMIS. The capacity of early childhood development education officials in design and implementation of inter-sectoral, inclusive and equitable ECCE policies was increased. Within the framework of support to the 20 priority countries, Madagascar benefitted from additional regular programme and CapEFA funds to strengthen the capacity of the TVET sub-sector to provide training and educational opportunities for out-of school rural youth. A feasibility study for the establishment of a network of training institutions for rural youth and a baseline study of out-of-school rural youth have been finalized and validated. Capacity development activities to be implemented in the next phases of the CapEFA support have been identified. Also, through an initial assessment of the existing data management system for TVET sub-sector, follow-up actions to improve and develop a more comprehensive and functional system have been identified to be implemented in 2012.

Natural Sciences

154. As reported in 2010, UNESCO supported capacity development of key staff from water related ministries and agencies in integrated water resources management including the management of the impact of climate change on freshwater resources.

Communication and Information

155. Capacities of the National Archives staff were developed in the preservation and digitisation of print and audio visual heritage materials at risk of vanishing. Media professionals' capacities were strengthened in gender sensitive and ethical reporting, as a result of collaborative action between UNESCO, UNFPA and GenderLinks.

156. UNESCO also continued to strengthen the School of Communications of the University of Antananarivo which is one of the potential Centres of Reference in Journalism Training in Africa. More specifically, UNESCO supported the design of an Institutional Development Plan, and the strengthening of the journalism school to enhance the quality of teaching, by enhancing both the capacity of the lecturers, and the school curriculum.

Operational challenges

157. Due to the unstable political context, it was not possible to work at upstream level, and the scope of activities, whether within the UNDAF or stand-alone, was constrained. Alternative approaches were to work "downstream" and at relatively low technical levels so as to gather lessons and gain experience that would inform future action and feed into policy advice as soon as the situation is back to normal.

Participation in the UNCT Activities

158. The UNESCO Dar Es Salaam Office Director is a full member of UNCT and contributes to Heads of Agencies' discussions. Through its antenna created in 2008, UNESCO participates physically in the common country programming exercise and to UNDAF/working groups relevant to its mandates. The permanent presence of a national program officer (No-B) at country level has enabled the office to intervene in a timely and pertinent manner.

MAURITIUS

159. Despite the fact that Mauritius is on track to achieving the Millennium Development Goals (MDGs), a more in-depth analysis reveals considerable gaps and great vulnerability. The country is short of the technical expertise and the experience to design and implement successfully appropriate response programmes. The Government's key response to this is an overarching program entitled "*Maurice, Ile Durable*" which puts an emphasis on the social dimension.

Achievements

Education

160. The education officials' capacity to design and implement intersectoral, inclusive and equitable (Early Childhood Care and Education) ECCE policies was strengthened. As part of UNESCO/Southern African Development Community (SADC) efforts to develop a SADC strategy on TVET, Mauritius also undertook a situation analysis of the education sector response to HIV and AIDS as well as a situation analysis of TVET. The UNESS document for Mauritius, completed at the end of 2010, was presented to the UNCT in September 2011 as the UN education support strategy with a focus on education for sustainable development. A comprehensive situation analysis of ESD in schools and in TVET institutions was finalized to inform the identification of activities to support climate change education in Mauritius focusing on teacher training to be implemented in 2012.

Natural Sciences

161. School teachers from Rodrigues participated in the train-the-trainer workshop on the new Sandwatch methodology for beach conservation, and are now better positioned to assist school children in protecting their beaches against environmental degradation and pollution. UNESCO and the UNDP Joint Programming supported a technical study and the implementation of selected technological solutions at the South Eastern Marine Protected Area (SEMPA). The exercise involved a pilot project aimed at raising awareness on the advantages of applying Renewable Energy (RE) measures at SEMPA in Rodrigues.

Culture

162. Capacities for the improved conservation, management and interpretation of World Heritage Sites were enhanced through a training targeting thirty culture staff, of which three are site managers in Mauritius.

163. Mauritius participated in the sub-regional workshop on the 2001 Convention for the Protection of the Underwater Cultural Heritage held in Dar Es Salaam in 2011. The government delegates were sensitized to promote the ratification of the Convention and to methods of safeguarding their underwater cultural heritage. The workshop resulted in a number of concrete recommendations aimed at strengthening sub-regional cooperation to advocate for underwater heritage protection and to share and further strengthen national and sub-regional capacity.

164. As part of a larger initiative by the Indian Ocean Commission (IOC), to prepare a regional Culture Strategy, UNESCO facilitated the development of a background paper on the history and cultural linkages of the Indian Ocean Islands as well as national papers to feed into strategy development.

Communication and Information

165. With the aim of disseminating development information among the inhabitants, UNESCO supported the Rodrigues Island Assembly to set up the Rodrigues Community Audio Visual Production Centre. UNESCO also contributed to Mauritius' vision of becoming a knowledge-based economy by developing the capacity of knowledge professionals in the use of Free Open Source Software (FOSS). The public can now access a variety of historical and development information through an online platform. UNESCO supported the country in developing a health information sharing system using FOSS in collaboration with the Mauritius Institute of Health. In response to various issues and tensions related to media regulation and the lack of a Freedom of Information Act, UNESCO contributed to the first national dialogue in Mauritius that made use of the UNESCO Media Development Indicators and the African Barometer Report, and provided recommendations to ease the current tensions. A publication with the proceedings for the national dialogue was published.

166. The UNESCO Institute for Statistics Film Survey and the data compilation at the national level were completed. A roll-out workshop on the new framework to UIS field staff and Ministries of Culture representatives from Francophone countries in Africa was conducted.

Operational challenges

167. There is a limited UN field presence in the island and country-level programmatic activities among the various agencies are of uneven degrees. Thirteen out of the 17 members of the UN Country Team are Non-Resident Agencies. Availability of donor funds is limited since Mauritius is an Upper Middle Income Country. In 2010, UNESCO has co-financed and shared a program officer with UNDP who is acting as a liaison officer. This has

increased visibility at the country level and significantly facilitated program identification and implementation.

Participation in the UNCT Activities

168. Mauritius is classified under the “non-harmonized cycle”/Category C countries. At present no UNDAF has been developed for Mauritius yet. Instead, the UNCT has promoted joint programming on an ad hoc basis. With the arrival of a new Resident Coordinator, major efforts to bring the UNCT together in a Delivering as One fashion have been deployed. In August 2010, UNESCO Dar es Salaam actively participated in the UN Multi-Disciplinary Study mission to Mauritius aimed at undertaking a situation analysis on priority areas for UNCT joint programming. The UNESS was adopted as the basis for a UN education strategy in September 2011 and UNESCO was requested to take the lead in the education sector.

SEYCHELLES

169. In Seychelles, both the fishing and tourism sectors are severely impacted by climate change and environmental issues, as well as by the pirates operating increasingly closer to the island. The Government underwent ministerial rotations in June 2010, and key Ministers for UNESCO (education and culture) were changed, slowing down to some extent interactions with the Government. Elections were held in 2011 during which the participation and monitoring of a free and independent media was an issue.

Achievements

Education

170. As previously reported, a TVET sub-sector analysis was conducted and a monitoring report finalized as part of UNESCO/SADC efforts to develop a SADC strategy on TVET. Seychelles also benefitted from several regional/cluster initiatives, including early childhood development and education officials’ capacity to design and implement intersectoral, inclusive and equitable ECCE policies. A situation analysis of HIV and AIDS in education was finalized within the framework of a joint study for the Indian Ocean Countries providing the government with elements for strengthening HIV and AIDs prevention through education.

Natural Sciences

171. Seychelles participated in the Regional Sand Watch trainers’ training workshop in the use of the New Sand Watch Manual allowing them to more effectively teach climate change and environment education.

Communication and Information

172. In line with the Seychelles’ draft national development strategy 2012-2017 that aims at transforming the country into a knowledge economy, UNESCO supported the capacity development of museums, academic and research libraries, and national archives in using Free Open Source Software in easing access to and in dissemination of heritage information. Under the IPDC project to support the Seychelles Institute of Management to set up media training, a curriculum was developed, staff were trained and the first batch of trainees have graduated in 2010.

173. A mission from Seychelles to Tanzania aiming to seek pertinent archives relevant to Seychelles’ slavery history was facilitated thanks to an intersectoral collaboration among the CI, Culture and Education sectors. The newly developed content has been integrated in the teaching of General History of Africa in the Seychelles national curriculum.

Culture

174. Experts from eight different ministries, as well as non-governmental agencies, were introduced to the importance of culture as a crosscutting consideration and key factor for development effectiveness. As a result of this, the Government of Seychelles has requested technical assistance to mainstream culture into the national development strategy under elaboration, which will be done in April 2012.

175. Government delegates participated in the sub-regional workshop on the 2001 Convention for the Protection of the Underwater Cultural Heritage held in Dar es Salaam in 2011 which resulted in a number of concrete recommendations aimed at strengthening sub-regional cooperation to advocate for underwater heritage protection and to share and further strengthen capacity to explore and protect.

176. As part of a larger initiative by the Indian Ocean Commission (IOC) to prepare a regional Culture Strategy, UNESCO Dar es Salaam commissioned a background paper on the history and cultural linkages among the Indian Ocean Islands as well as a national situation analysis to feed into the regional strategy.

Operational challenges and opportunities

177. To minimize challenges such as the distance and expensive flights to Dar es Salaam, UNESCO is co-funding with a number of other UN agencies the services of a UN volunteer working on HIV/AIDS based in Victoria who is also providing some liaison officer services.

Participation in the UNCT Activities

178. Seychelles is classified under the “non-harmonized cycle”/Category C countries. At present no UNDAF has been developed. Instead, the UNCT has promoted joint-programming on an ad hoc basis. With the arrival of a new Resident Coordinator a major effort to bring the UNCT together in a Delivering as One fashion has been deployed.

179. UNESCO Dar es Salaam actively participated in the UN Multi-Disciplinary Study mission to Mauritius/Seychelles in August 2010, aimed at undertaking situation analysis on priority areas for UNCT joint programming in Seychelles. The Government of Seychelles has requested the country team’s support in developing a five-year national development strategy which will contribute to culture mainstreaming.

UNITED REPUBLIC OF TANZANIA

180. In September 2010, Tanzania was given global recognition for its efforts in increasing enrolment. However, a number of obstacles remain including very high failure and drop-out rates, lack of clear and well-coordinated sector-wide policies and strategies for linking education and training with labor market needs, and weak capacities for evidence-based planning and management. The Government intends to reshape the Science, Technology and Innovation (STI) Sector to address low achievement rates in science and math education, a weak institutional set-up, and the lack of horizontal coordination among government institutions. In the area of culture, balancing socio-economic development, tourism and conservation needs is an on-going challenge. Inadequate legislation for freedom of expression, insufficient access to the media in the rural areas and the falling standards of journalism and media ethics remain key concerns in the country.

Achievements

Education

181. All education activities were implemented within the Joint UN Programme on Education (JP10) until June 2011 when the UN system made the transition to the United Nations

Development Assistance Plan (UNDAP). The key achievements under JP10 include the following: a sector-wide Education Management and Information System (EMIS) was developed, primary and secondary-level science and math pedagogy was assessed, a qualification framework for adult and non-formal education was developed, a human rights education strategic plan was set up, and tools to monitor the implementation of the pre-service teacher training curriculum were developed. The TVET sector monitoring report was finalized to inform the regional SADC TVET strategy. Under the UNDAP, annual work plans for 2011-2012 were initiated. Sensitization workshops for decision-makers in promoting inclusive education were conducted and the adaptation of the inclusive and learning-friendly environment (ILFE) toolkit has been initiated. Action plans for conducting the literacy survey and EFA assessment have been finalized for implementation as of 2012. A capacity needs assessment in monitoring and evaluation of the education sector-wide plans has been undertaken with support from IIEP. A situation analysis of adolescent girls' education was completed in two regions, Shinyanga and Pemba, to kick start a project to improve gender-responsive and inclusive learning environments for their retention.

Natural Sciences

182. In support of the reform and repositioning of Tanzania STI Reform process, a National STI Background Report to be used by an OECD-led external evaluation of the system has been produced. Stakeholders from public and private sector institutions have learnt to take innovation into account in their developmental/management plans in order to increase their contributions to national economic growth through a series of UNESCO workshops. Using new software and techniques provided by UNESCO-IHE and the CEODE of China, technical officers in various environment-related organizations responsible for ecosystem protection, including MAB sites, have been enabled to use new technologies for responding to climate change. UNESCO has assisted the country in developing techniques for the application of innovation in tourism to increase its economic contributions as well as job creation potentials. The Wildlife Department of the Sokoine University of Agriculture was assisted to become a centre for training of other tourism clusters in Tanzania on this technique. A study on local coping strategies for climate change in Zanzibar provided policy makers critical information on climate change adaptation. Responding to significant gender gaps in science, technology, engineering and mathematics (STEM), UNESCO assisted in setting up a Tanzania women in science group. Managed by the Tanzania National Commission, the group has prepared a strategy document and a constitution to support women in STEM education and related careers.

Social and Human Sciences

183. A major study – the first of its kind in Tanzania – on girls and women's participation in sports and physical education will feed into the adolescent girls' initiative uniting six UN agencies.

Culture

184. Training of underwater heritage experts has been carried out in the area of maritime and underwater cultural heritage (MUCH) in collaboration with the Dutch Embassy. A draft Cabinet submission on the ratification of the 2001 Convention was developed. UNESCO contributed to the rehabilitation of Malindi Mosque and cemetery in Kilwa Kisiwani and Songo Mnara World Heritage Site which will strengthen the government's efforts to move Kilwa Kisiwani from the endangered list. The African Liberation Heritage Programme (ALHP) was launched by the Prime Minister in December 2011 and a road map has been developed for the establishment of a museum as part of the regional ALHP. A substantive anthropological study aimed at identifying key cultural issues in relation to very high maternal death rates in Dodoma has been carried out for the UN joint program on health.

185. Cultural policy makers and other stakeholders were sensitized for the ratification of the 2003 and 2005 Cultural Conventions. Following that workshop, Tanzania has submitted the instrument of ratification of the two Conventions on 18 October 2011.

Communication and Information

186. UNESCO and the UN system contributed in ensuring broad electoral participation in rural areas by mobilizing community radios for voters' education. Rural women correspondents were trained in promoting women's participation in democratic discourse, and voters' education was enhanced by equipping them with basic journalism skills. More than 3000 economically challenged families that did not have access to radio were also enabled to access voters' education programmes through solar and dynamo radios. Launched in the Kyela and Micheweni Districts, two new Community Radios have promoted the fight against HIV and AIDS and raised awareness on girls' education to approximately 450 000 rural Tanzanians. The Capacity Building Project for the Community Media Network of Tanzania has further contributed to increase the remote populations' access to the media. Support from UNESCO enabled the Media Council of Tanzania in the review of the standard curriculum of diploma-level institutes based on the UNESCO Model Journalism Curriculum.

187. The Tanzania Library Services Board and the National Environmental Management Council were supported to develop online and offline repositories of environmental information. The said programme enhanced the capacity of the School of Librarianship and Documentation Studies in the training of information professionals through a revision of the curriculum and the provision of computer laboratory equipment. Finally, a Declaration for sharing of environment information was signed by approximately 30 environment information stakeholder institutions.

188. Furthermore, the country was supported in hosting the East and Central Africa World Press Freedom Day 2010. In the area of Science and Technology Reporting, and via intersectoral collaboration between the CI and Science Sectors, UNESCO supported the formation of a new Science and Technology Journalists Association in Tanzania. Lastly, more than one thousand rare, handwritten, Swahili manuscripts (mostly Arabic script applied to Swahili) which include poems, traditions and historical accounts have been preserved and digitized.

Operational challenges

189. Presidential and General Assembly elections held in October 2010 slowed down government capacity to implement activities; thus, no policy dialogue or major policy decisions were taken in the same year. In line with the Paris Declaration, UNESCO made use of the exchequer system for funds transfer to government counterparts starting in 2010. This added to serious initial delays in programme implementation but this issue is now resolved. As of July 2011, UNESCO is executing its share of the 4-year UNDP which is implemented through annual work plans aligned to the national budgetary cycle of July to June. The incompatibility between the national and UNESCO planning cycles as well as the requirement to match the One UN Funds through core and non-core funding are among some of the major operational challenges.

Participation in Delivering as One

190. UNESCO has contributed substantively to the development of the One Programme (UNDAP 2011-2015) approved by the Government in December 2010 and signed in June 2011. Besides providing technical support to the education programme, UNESCO managed the Joint Programme on Education (JP 10). A lesson learned by the UN in Tanzania is not to have joint programmes anymore, but transit from July 2011 into a holistic all-encompassing plan where agencies are working collaboratively in achieving certain

outputs, while key actions remain agency-specific. The managing agent system was abandoned, in favour of a working group lead who concentrates on the substance and not on managing funds. UNESCO leads on education.

191. An advocacy group on adolescent girls was established by seven agency heads (UNFPA, UNICEF, ILO, UN Women, WHO, UNAIDS and UNESCO). In this regard, strategic UN interventions targeting adolescent girls are being developed. UNESCO also contributed to the mandate of the United Nations Communication Group (UNCG) through the activities related to the Capacity Building of the Media as well as to the Human Rights Working Group, the Gender and the PME Working Groups.

192. UNESCO Dar es Salaam advocated successfully for Culture and Development at UNCT level and there is agreement to start a process of applying a culture lens on the UNDAF.

UNESCO Office in Harare

193. In alignment with the MDGs, EFA goals, the Plan of Action (PoA) for the African Union's Second Decade of Education for Africa and the South African Development Community (SADC) Protocol on Education and Training (PET), the Harare Office focused its work in education on EMIS, TVET, teacher policies and capacity, and the education sector's response to HIV/AIDS. Apart from specific initiatives addressing issues of gender, efforts were made to mainstream gender in all programme activities. Cross-cutting issues such as DESD and environment were embedded in the implementation of activities related to specific initiatives such as the UNESCO Associated Schools Project Network (ASPNet).

194. In collaboration with UIS, UNESCO completed the national quality assessments of each of the four cluster countries' EMIS using the Data Quality Assessment Framework (DQAF). The assessment also gauged the extent to which the education data generated by the systems met the norms and standards set and agreed upon by SADC. Analytic reports were generated, discussed by national stakeholders, and subsequently finalized.

195. Collaboration among several agencies (UNESCO Harare, UNESCO Institute of Statistics-UIS, ADEA-WGEMPS, UNICEF, EPDF and beneficiary countries) created synergies, but also required inputs from beneficiary countries at various stages, depending on countries' prioritization of and capacity for the execution of set tasks. It is for this reason that Malawi and Botswana could not develop their Action Plans in 2011 as originally planned.

196. Following a review based partly on the national reports generated by the Regional CapEFA activities and partly on the field missions subsequently conducted, Botswana, Malawi and Zambia were three of the five countries selected for the implementation of the Republic of Korea-funded project "Better Education for Africa's Rise" (BEAR) that runs from 2011 to 2016. UNESCO Harare technically supported the design of the project, and is expected to play a role in the management of activities in all subsequent phases.

197. During 2010, UNESCO Harare was able to assign a focal point who supported the involvement in the UNCTs in the cluster. This has resulted in good representation of UNESCO's priorities in UNDAFs and adequate follow-up of workplans and reporting, but this has been suspended due to lack of resources.

198. Many of UNESCO Harare's priorities, such as STI Policy, Cultural Heritage, and Communication are not part of the cluster countries' UNDAF. In addition, for some of the UNDAF components which fall within UNESCO's mandate, the Harare Office has no decentralized resources. These constraints present a particular challenge when it comes to the building of partnerships with other UN agencies and the quest for support from donors.

BOTSWANA

199. Botswana is an upper middle-income country, lauded as a model for governance and stability in Africa. It nonetheless has a poverty level above 30% and has been severely affected by the recent financial crisis due to its economic reliance on diamond export. The country policies focus on economic diversification and investment in education. Botswana also hosts the Southern African Development Community (SADC) secretariat.

200. UNESCO is a Non-Resident Agency (NRA) and currently has no staff presence in Botswana. A draft UNESCO Country Programming Document (UCPD) for Botswana has been prepared in 2011. A team from UNESCO Harare undertook planning missions in 2010 and 2011, during which Ministers of Education, Culture and Science & Technology, and members of the UNCT were met.

Achievements

Education

201. A review of Botswana's TVET sector was undertaken and identified growth areas that future TVET interventions can focus on. Support was provided for capacity building of the clothing, design and textile subsector, which is one of the oldest and therefore serves as a capacity building model for other subsectors.

202. Support provided to the development and strengthening of teacher policies took place within context-specific frameworks that held a good chance of sustaining the momentum initiated. In Botswana, teachers' capacity for the promotion of peace, sustainable development, international cooperation and understanding was strengthened through ASPNet. In order to promote cross-national exchange of experiences and good practices, experts and facilitators from Namibia were invited to support capacity-building efforts.

203. In HIV education, a needs assessment was conducted to identify areas for UNESCO's support, given the mismatch between HIV knowledge levels and risk-taking behaviour. The analysis revealed that greater impact could be achieved if more efforts are directed at confronting the influence of culture and tradition on sexual and reproductive health behaviour. This will be the focus of UNESCO's future support in Botswana.

Natural Sciences

204. The science sector supported Botswana with capacity building in Science, Technology and Innovation (STI) Policy within the framework of UNESCO's support to the AU/NEPAD Consolidated Plan of Action (CPA) for S&T. Two national consultative meetings were supported to allow revision of the STI policy and development and launch of a policy implementation strategy. Capacity of the local STI team was strengthened throughout the process. The approval of the STI Policy for Botswana has been delayed since 1998, which is a limiting factor to the eventual achievement of the intended impact in STI.

205. Botswana had no MAB programme until 2011, and has been supported through an awareness and planning meeting held in Gaborone, with MAB experts from Zimbabwe and Malawi, and additional participation from Namibia. Through these efforts, an interim MAB committee was established. A joint training activity on environmental mainstreaming was organized in Botswana in April 2011 with the UNEP/UNDP Poverty-Environment Initiative. The training was facilitated by IIED (UK), with Zimbabwe and Malawi as sub-regional participants. Within the UNDAF, UNESCO provided resource persons and supported the participation of sub-regional participants.

206. Under the IHP priorities, given Botswana's reliance on groundwater resources under pressure, support was provided to initiate a Managed Aquifer Recharge (MAR) programme. The programme was agreed upon with the Department of Water Affairs (MMEWR) and consists of 4 phases, of which UNESCO has supported the training and capacity building phase. The Government has agreed to subsequently implement the MAR programme. Consultations have also continued on the proposal to the Global Environment Facility (GEF) for a project on transboundary aquifers (TBAs) shared by Botswana, Namibia and South Africa, but the status of UNESCO as a non-implementing GEF agency and negotiations with UNDP and WB have delayed submission to GEF. The Geology Club in Botswana received support for a career day.

Culture

207. In September 2010, Botswana hosted two important culture meetings that led to the establishment of SADC-Heritage Association. The SADCAMM Task Team Meeting was organized in Gaborone in collaboration with Botswana National Museum. The Meeting deliberated on the process and procedure of reviving SADCAMM, including preparation of legal documents such as the Constitution and Strategic Plan. A subsequent workshop for Directors of Museums in Southern Africa was attended by 25 participants from Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe, a representative of AFRICOM and academic experts on museum management, SADC representatives, and government officials. The workshop provided a platform for sharing experiences on museum management and how networking through professional bodies such as SADCAMM can contribute to better service delivery. SADCAMM was renamed SADC-Heritage Association to encompass all stakeholders in the heritage sector.

208. The Launch for the Bonnington Open Air Museum was organized in Gaborone in September 2010, in collaboration with Botswana National Museum. The objective of the launch was to raise awareness about the tourism potential of the Museum and heritage sites and to encourage stakeholders and, in particular, private sector and the donor community to participate in the project.

209. Botswana also benefited from the project on community based inventorying of intangible cultural heritage which was funded within the framework of the UNESCO/Flemish Funds-in-Trust.

Communication and Information

210. The communication and information sector partnered with MISA Botswana to organize two workshops to train more than 20 media practitioners on climate change issues in order to enhance their appreciation of environmental issues and to enhance quality and quantity of coverage of environmental issues in the media for increased public awareness. In 2011, UNESCO partnered with the UNDP/UNEP Poverty-Environment Initiative (PEI) and the Ministry of Environment, Wildlife and Tourism to jointly organize a training workshop for Botswana-based journalists on the links between poverty and environmental (PE) issues and how to overcome challenges that journalists face in their efforts to report and bring out the poverty-environment issues that are affecting the community, with particular attention to the impacts of climate change.

211. In 2011, UNESCO participated in the IST-Africa Conference held in Gaborone, where DIR/HAR facilitated a forum on the UNESCO Brain Gain Initiative. The initiative to develop the African Virtual Campus was also discussed, leading to expressions of interest from various stakeholders.

Participation in the UNCT Activities

212. As a NRA with limited resources, UNESCO Harare has nonetheless participated in UNCT retreats in 2010 and 2011, in the formulation of the UNDAF 2010-2016, and in several joint activities, particularly the SC and CI activities undertaken with the UNEP/UNDP Poverty-Environment Initiative (PEI).

213. UNESCO Harare has also participated in some thematic working groups (TWG) meetings. The National Commission has represented UNESCO in several thematic workgroup meetings in 2011, particularly the Environment and Climate Change TWG, but this approach remains difficult to replicate.

214. The economic crisis has led to a delay in the anticipated evolution of Botswana towards a net contributing country. The UNCT and Government of Botswana have jointly created a One Fund (Multi-Donor Trust Fund). The Fund has benefited from around US\$240 000 in 2011. UNESCO's activities have not yet benefited from it.

MALAWI

215. Malawi is a Least Developed Country (LDC) facing significant challenges in all UNESCO's areas of action. During the past decade, some progress has been achieved. The major social and political unrest of 2011 may lead to setbacks. UNESCO is a Non-Resident Agency (NRA) in Malawi. A draft UCPD for Malawi has been prepared in 2011. A team from UNESCO Harare undertook planning missions in 2010 and 2011, during which Cabinet Ministers and members of the UNCT were met.

Achievements

Education

216. Malawi is one of the 20 'targets' CapEFA countries that benefitted from the implementation of an integrated set of activities designed to revitalize the national TVET system. The focus of interventions was on capacity development, targeting the policy, institutional and pedagogical levels. A broad range of activities was implemented, as a result of which Malawi's TVET subsector has undergone substantial reform processes that touched on governance, curricula and quality. Among the key achievements was the re-alignment of key national players' roles and responsibilities to ensure greater collaboration among key actors, enhancing coherence through the harmonization of the three curricula, assessment and certification systems into one, strengthening partnerships among those who support TVET initiatives, enhancing knowledge and skills among policy makers, planners and managers (be it from government, the private sector or civil society organizations).

217. All in all, CapEFA interventions helped Malawi embrace a conception and framework of TVET that meets the expanded vision of EFA, and now incorporates into the TVET sub-sector a broader range of training institutions. Greater recognition is now given to the role played by the private sector who, during the last two years, were invited to participate in all activities – including study tours. Greater attention is also given to the informal TVET sector as well as marginalized groups such as females and those with disabilities. The reforms initiated have triggered policy, legal and curricular reforms that are now underway. Through the CapEFA programme, UNESCO partnered with the International Labour Organisation (ILO) and the African Development Bank (AfDB) in order to ensure an acceleration of the capacity building and reform processes.

218. In the field of Teacher Policy, UNESCO used the Malawi One UN Fund allocated to it to support a study on opportunities and challenges in the use of child-centered methodologies and the adoption of gender-sensitive and child-friendly behaviours. Complementing UNICEF's efforts, UNESCO subsequently strengthened the mainstreaming of Child Friendly School (CFS) principles and practices in primary schools by supporting the development of a handbook for use by teacher training colleges. The focus on teacher training institutions was seen as a more sustainable approach as all graduating teachers deployed to schools in the future will be equipped with the skills for promoting child-friendly school environments.

219. UNESCO Harare supported the organization of Think Tank Meeting on HIV and AIDS in Malawi in 2010 which brought together government officials and other key stakeholders to develop an Action Plan for a comprehensive training package for Life Skills and Sexuality Education in Malawi. A training workshop for HIV and AIDS Focal Persons in tertiary institutions on condom distribution and use as related to voluntary counseling and testing, UNESCO International Technical Guidance on Sexuality Education and Social Cultural Approach to HIV and AIDS Prevention and Care was also held in 2010. In 2011, support was provided for an outreach programme to raise awareness about Life Skills Education in tertiary institutions in Malawi. In addition, a comprehensive analysis of the entire curriculum for teacher training institutions as linked to HIV and AIDS was also supported.

Natural Sciences

220. The Science sector has supported the UNESCO Geohydrology Chair to produce a study of transboundary aquifers in SADC, within which a case study on transboundary groundwater resources shared by Tanzania and Malawi was achieved, as well as an assessment of both countries' groundwater policy environment. The Malawi National Commission also received support to commemorate international Water Day in 2010.

221. Malawi has an active MAB programme with two Biosphere Reserves and participated in the biennial AfriMAB meeting held in Nairobi, the AfriMAB training and 40th anniversary in Dresden, and a training organized in Botswana, thereby building the national capacity.

Culture

222. UNESCO Harare intensified its efforts towards protecting and conserving immovable cultural and natural properties during the 2010-2011 biennium. A National Youth Camp was organized in 2010 at Chongoni Rock Art World Heritage Site to create awareness among young people on the importance of protecting and promoting their heritage sites, as well as on the 1972, 2003 and 2005 Conventions and their implementation in Malawi.

223. In order to promote mainstreaming of the principles of cultural diversity, support was provided for a preparatory meeting for the first-ever Malawi Cultural Festival (MACfest). The report of the Malawi delegation who attended the Harare International Festival of the Arts (HIFA) in April 2010 was tabled at the preparatory meeting to inform the organization of the MACfest. The meeting also undertook a cultural mapping of the possible cultural expressions that could be exhibited during the festival so that MACfest could become a platform for implementing the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Malawi also benefited from a project on community based inventorying of intangible cultural heritage which was funded within the framework of the UNESCO/Flemish Funds-in-Trust.

224. In August 2011, Malawi hosted a two-day training workshop on "Mainstreaming of culture in national development policy frameworks and common country programming". The workshop was a joint activity with UNESCO Windhoek Cluster Office and brought together Directors of Culture from Harare and Windhoek Cluster countries. The workshop raised participants' awareness on the role of culture in development, culturally sensitive planning and programming, and the use of the UNESCO Cultural Diversity Programming Lens.

Communication and Information

225. The CI sector supported Malawi with commemoration of World Press Freedom Day in all the three regions of the country. The Northern Region held their commemoration under the theme "State of Media of Media Freedom in Malawi while the Central Region's theme was "Access to information: Are Citizens Free to Access Public Information. The main celebrations were held in the Southern Region under the global theme "Freedom of Information: The Right to Know".

226. In line with promoting dialogue in the service of peace, a workshop was conducted on Religious Tolerance and the Role of the Media in Malawi, to bridge the gap in knowledge about other civilizations, cultures and societies, to lay the foundations for dialogue based on universally shared values and to undertake concrete activities. This conference sought to encourage media practitioners to play their role in promoting tolerance and understanding, within UNESCO's intersectoral platform on the dialogue among civilizations and cultures and a culture of peace.

Participation in the UNCT Activities

227. As a NRA with limited resources, UNESCO Harare has nonetheless participated in UNCT meetings at the start of the biennium, in the UNCT retreat in 2011, in the UNDAF 2008-2011, and in the formulation of the UNDAF 2012-2016. Malawi is a voluntary One UN country and UNESCO has been able to attract some funding under the One Fund (MTDF), to support a study on opportunities and challenges in the use of child-centered education methodologies and the adoption of gender-sensitive and child-friendly behaviours, followed by the mainstreaming of Child Friendly School (CFS) principles and practices in primary schools by supporting the development of a handbook for use by teacher training colleges.

ZAMBIA

228. In July 2011, Zambia was reclassified from LDC to a lower middle-income country. In September 2011, Presidential elections witnessed the election of Mr M. Sata as Zambia's new President and a peaceful transition of power. In April 2011, the UNESCO Director-General met with the Head of State, Cabinet Ministers, Senior Government Officials, the UNCT and the academia. The main discussion items included *inter alia* the approval of the Education Bill and Qualification Framework, free basic education policy, TVET, life skills-based HIV education, freedom of expression, the joint application for a transboundary biosphere reserve with Zimbabwe and the potential to increase the number of World Heritage sites. The opportunity to have all these major issues discussed at the highest level and covered by the media is a very important result.

229. UNESCO is a NRA in Zambia, however one NPO working on HIV and Education is based at UNICEF. A draft UCPD for Zambia has been prepared in 2011. A team from UNESCO Harare undertook planning missions in 2010 and 2011, during which Ministers of Education, Culture and S&T, and members of the UNCT were met.

Achievements

Education

230. In regard to Zambia's EMIS using the Data Quality Assessment Framework (DQAF), the report served as the basis for the development of a roadmap for addressing the weaknesses observed. As a result of these efforts the country's EMIS has reached such a high standard that it now serves as a model for other SADC countries.

231. UNESCO's TVET support in Zambia focused on the development of the ODL policies. The development of ODL policy guidelines, which involved consultations with key national stakeholders, was pioneering work in view of the fact that ODL is not only one of the SADC priorities, but also that Zambia is the first country to employ ODL in TVET in the SADC region.

232. In order to stem Sexual and Gender-Based Violence (SGBV) and thus curb new infections, UNESCO supported the inclusion of a section on HIV and AIDS in the existing Guidance and Counselling handbook. Subsequently, it supported the training of teachers on sexuality education so that they can offer more protection to girls and boys against abuse and infection. Teachers were also trained in guidance and counseling so that they could provide support to girls on issues of sexuality and sexual and reproductive health.

233. Support was also provided for the annual Conference of the Environmental Education Association of Southern Africa, held in Kitwe in September 2010, under the theme of Education for Sustainable Development.

Natural Sciences

234. The Science sector has supported the UNESCO Geohydrology Chair to produce a study of transboundary aquifers in SADC, within which a case study on transboundary groundwater resources shared by the DRC and Zambia was achieved, as well as an assessment of both countries' groundwater policy environment. The Zambian National Commission also received support to commemorate international Water Day in 2010.

235. Zambia has a MAB programme with limited activity and currently no Biosphere Reserves, but capacity has been improved through participation in the AfriMAB training and 40th anniversary organized in Dresden in May 2011. Jointly with IUCN, the Science sector also produced a Reactive Monitoring Report focused on the impact and potential impact of mining and tourism infrastructure in Zambia on the Zimbabwe World Heritage Site of Mana Pools, Sapi and Chewore Safari Areas.

236. In 2010 and 2011, Zambia was supported to organize commemorations of the World Day for Cultural Diversity for Dialogue and Development. The 2010 celebrations coincided with the Museums Day celebrations in order to emphasize at the same time the role of Museums in fostering cultural diversity. Zambia also benefited from the project on community based inventoring of intangible cultural heritage which was funded within the framework of the UNESCO/Flemish Funds-in-Trust.

Communication and Information

237. Through support from the CI sector, UNESCO partnered with the Press Association of Zambia (PAZA) in the organization of the World Press Freedom Day in 2010. The commemoration provided an opportunity to raise awareness on issues regarding access to information. A stakeholder conference was held where participants from the media, civil society and the government industry were invited. The theme of this conference was "Access to Information - The right to know".

238. In 2011, UNESCO also worked with MISA Zambia. A conference was held where many people attended discussions under the global theme "21st Century Media: New Frontiers, New Barriers" and was married to the local theme "Ethical reporting for a Free and Peaceful Electoral Process". This was partly a reflection of the realization by the media bodies of the need to create awareness among journalists as agents of change during the elections of September 2011.

239. Through the Zambia National Commission, UNESCO Harare facilitated the establishment of a National Information for All Programme (IFAP) Committee for Zambia. The activities included planning meetings, a needs assessment exercise, and a one-day stakeholders' consultative meeting.

Participation in the UNCT Activities

240. As a NRA with limited resources, UNESCO Harare has nonetheless participated in UNCT meetings at the start of the biennium and in the formulation of the UNDAF 2011-2015. UNESCO is participating in Outcome 1 (HIV/AIDS), Outcome 2 (Employment), Outcome 3 (Education), Outcome 4 (Environment) and Outcome 5 (Gender equality). The fact that UNDAF elements within UNESCO's mandate are spread over 5 TWGs is a major challenge for follow-up. With the exception of the HIV Thematic Workgroup, it has not been possible to attend UNDAF TWG meetings. Participation by the National Commission in these meetings has not yet been a successful alternative.

ZIMBABWE

241. With the highest negative HDI change in the world between 1990 and 2011, Zimbabwe faces major challenges. The country has been politically isolated for the past decade,

resulting in reduced donor assistance that is mainly focused on emergency relief with limited opportunities for development projects. The economy is slowly improving, although the political situation remains volatile. UNESCO is currently the only UN Agency with a multi-country office in Zimbabwe. A draft UCPD for Zimbabwe has been prepared in 2011.

Achievements

Education

242. In Zimbabwe, UNESCO supported the re-building of the Ministry of Education, Sport, Arts and Culture's EMIS system which had become dysfunctional. Support was also provided for an EMIS in the Ministry of Higher and Tertiary Education, where no proper EMIS existed before. Attention was drawn to the importance of good quality data in informing all programme interventions and attracted the support of several partners, including the FTI-linked Education Programme Development Fund (EPDF), UNICEF, ADEA, Working Group on Education Management and Policy Support (WGEMPS) and the 12 Development Partners who make up the Education Transition Fund (ETF).

243. Since Zimbabwe's TVET sector was weakened by the economic recession that the country experienced, UNESCO initially supported planning efforts that helped restore TVET's strategic position within the broader framework of higher and tertiary education. The role of TVET in the country's recovery efforts also gained greater visibility through the 'Intellectual Expo' whose goal was to showcase TVET innovators' and institutions' potential contribution to the productive sector.

244. In teacher policy, within the national re-launch of the DESD, ASPNet was used as the major vehicle for capacity building initiatives for teachers to prepare them for the implementation of activities related to DESD. The focus was on engendering a deeper understanding of and teaching of ESD and the use of innovative ideas and approaches to ESD. Using highly successful experiences in one district (Chipinge), UNESCO supported the establishment of a strong national network of DESD facilitators, coordinators and partners for a sustainable, national dissemination and exchange of best practices under the auspices of the Zimbabwe National Commission for UNESCO.

245. UNESCO collaborated with UNICEF and a local book publishing company to promote teacher retention through the strengthening of teachers' capacities for sound pedagogical practice. Taking advantage of the successful supply of primary school textbooks and stationery at a time when the education was recovering from a decade-long recession, UNESCO developed a capacity building programme that reached almost 10 000 TOTs within two months, and these were expected to develop all the 60 000 primary school teachers in the system. From this experience, recommendations were made for a staff development policy and programme that could quickly respond to teacher's professional support needs during the education system's transition from recovery to development.

246. UNESCO, alongside other UN agencies and partners, supported the Government of Zimbabwe in developing the education sector-specific HIV & AIDS and Adolescent Sexual and Reproductive Health Strategic Plan, the revision of the HIV and AIDS training module for teachers, promotion of participation by teacher unions and HIV-positive teachers' networks in national policy-making, and development of a harmonized training manual for pre- and in-service teachers in partnership with UNICEF. Through this project, sexuality education was integrated in the Health Education and HIV-AIDS curriculum in all 14 teacher training colleges. In addition technical assistance was provided for the integration of the education sector response to HIV and AIDS in the Zimbabwe National HIV-AIDS Strategic Plan, the drafting of ToR for the HIV and AIDS Management Unit for the Ministry of Education, Sport, Arts and Culture, and drafting the job descriptions of the National Secretariat office bearers.

An observed decline in the HIV prevalence among youths 15-24 years over the past four years will need to be sustained through intensified efforts.

Natural Sciences

247. In the context of UNESCO's support to Science, Technology and Innovation (STI) Policy, support was given to the production of a report on the status of STI in Zimbabwe and to the organization of a national consultative meeting where the report was launched. Support was also provided to the production of a revised STI Policy and a draft Implementation Plan. To achieve these results, an experienced international consultant assisted a local team over an extended period, resulting in the strengthening of national capacity.

248. Support was provided to Zimbabwe for the successful submission of the Middle Zambezi Biosphere Reserve (MZBR) to the MAB Council in 2010, a launch for this first biosphere reserve in Zimbabwe in Harare in 2010, and a planning meeting in Kariba in 2011, where a Management Committee was created. The Committee has been approved by the Minister of Environment and Natural Resources Management. Zimbabwe's MAB committee was strengthened through international exposure. The Zimbabwe MAB Chair was designated SADC Bureau member of AfriMAB at the biennial AfriMAB meeting in Nairobi.

Culture

249. An IUCN/UNESCO reactive monitoring mission of the World Heritage Centre to Zambia and Zimbabwe to assess the potential impact of mining, tourism and other socio-economic developments on the State of Conservation of Mana Pools NP, Sapi and Chewore Safari Areas was supported. The report led to the formulation of the Decisions of the WH Committee, notably to request member states to apply environmental management legislation and Environmental Impact Assessment (EIA) regulations, and to cooperate towards integrated and joint management of natural resources in the Zambezi Valley.

250. In 2011, a Consultation meeting of the Scientific Committee and the Drafting teams for the Pedagogical use of the General History of Africa (GHA) took place in Harare, preceded by a workshop on the revision of concepts, paradigms, and categorizations used in the social and human sciences and applied to Africa. A total of 53 regional experts participated in the meeting that was opened by the Head of State.

251. UNESCO Harare intensified its efforts towards protecting and conserving immovable cultural and natural properties. A Technical Experts Review Meeting on the Restoration of Khami WH Site was held in 2010. The meeting recommended continuation of the restoration camps and in 2011, a two week restoration camp was held at the site. The 2011 restoration exercise targeted the Western slope of the Hill Complex to continue the restoration of sections that were impacted by weather. In 2011, support was also provided for the organization of a planning workshop for the development of a Management Plan for Great Zimbabwe WH Site. Existing management systems and their attendant problems were evaluated, a task list to construct the Management Plan was prepared, and the best way to draft the Management Plan and the budget were agreed.

252. The focus during the biennium was on raising awareness about the concept of ICH and its importance, and strengthening of national capacities. A Symposium on the "Role of Academia in the implementation of the 2003 Convention" was held at Great Zimbabwe University in 2010. A total of 93 sub-regional delegates participated in the Symposium. In 2011, Harare hosted a Training of Trainers Workshop for Anglophone Africa on the 2003 ICH Convention. Training materials on ratification by state parties, implementation, inventorying and preparing nomination files, developed by UNESCO, were introduced to the experts. A training workshop for journalists on the 2003 Convention was also held in 2011. An inventory of one of the major traditional music instruments in Zimbabwe "Mbira Dzevadzimu" was

conducted in 2011, to support the elaboration of the nomination dossier for “Mbira Dzevadzimu” for possible inscription on the Representative List.

253. UNESCO Harare continued its support for protecting and promoting the diversity of cultural expressions, particularly through the implementation of the 2005 Convention and the development of cultural and creative industries. A National Arts and Culture Indaba was organized in 2010, in partnership with National Arts Council of Zimbabwe, British Council and Culture Fund, bringing together key stakeholders in the creative industries including policy makers, practitioners, and members of the academia, civil society and private sector. The Indaba created a platform for dialogue and discussion on culture policy and strategies and how they can contribute effectively to national processes such as the constitutional reform process in a coordinated manner. Issues raised and discussed at the Indaba included: national policy on arts and culture, National Arts Council of Zimbabwe Act, festivals, Culture Fund models, intellectual property, cultural industries in the development agenda, and the 2005 Convention on the Promotion and Diversity of Cultural expressions and how it can be implemented in Zimbabwe.

254. The Harare International Festival of the Arts’ (HIFA) Visual Arts Programmes was supported in 2010 under the theme, “cultural diversity”. A similar Programme was also organized in April 2011 under the theme, “Beyond Borders: re-questioning development and challenges in contemporary art practice in Eastern and Southern Africa”.

255. UNESCO supported an International Images Film Festival (IIFF) in Harare in 2011 under the theme “Women of Decision”. This is an annual film festival organized by Women Filmmakers of Zimbabwe whose aim is to empower women by portraying their positive roles, contributions, challenges and opportunities through images shown at IIFF.

256. In 2011, UNESCO Harare collaborated with the Children's Performing Arts Workshop (CHIPAWO) to commemorate the International Mother Language Day through various presentations that included plays, dance, songs, and poems in the diverse mother tongues of Zimbabwe in order to promote linguistic diversity and the diversity of cultural expressions. Support was also provided for renovations at the Theatre in the Park in Harare, Zimbabwe. Theatre in the Park is a platform that is used to showcase national and international diversity of cultural expressions through theatre.

Communication and Information

257. The CI sector supported MISA Zimbabwe to celebrate Press Freedom day 2010, under the theme: “*Access to Information: Media Freedom and Access to Information should be constitutional rights*”, in line with the ongoing constitutional reform process. MISA Zimbabwe took the opportunity to advocate constitutional and legislative provisions that explicitly guarantee citizens their right to access to information and to raise awareness on the need for a constitutional guarantee of media freedom and access to information. UNESCO also supported the Zimbabwe Union of Journalists (ZUJ) to organize its 2011 World Press Freedom commemoration in all 6 provinces. The local theme for 2011 was “*Pursuing a safe and free media environment*”. World Press Freedom celebrations were held in Harare where various stakeholders within the media industry held discussions on “*sexual harassment of journalists and the HIV perspective*” and “*why women were not in positions of influence in the media*”.

258. In 2011 UNESCO and the National Commission organized a training workshop on new media for journalism lecturers from state training institutions at the Harare Polytechnic School of Journalism. Media trainers from the Harare Polytechnic School of Journalism and Media Studies, National University of Science Technology (NUST) and Midlands State University (MSU) were equipped with the requisite skills for better service delivery through capacity building and upgraded trainers’ academic and professional knowledge given the

advances in technology. The workshop also covered the UNESCO Model Curriculum on Journalism and how it could be adopted by training institutions in Zimbabwe.

259. In support of free, independent and pluralistic media, support was provided to the inaugural meeting and a Strategic Planning Workshop for the Zimbabwe Media Commission (ZMC), established through the Global Political Agreement signed by the three main political parties in Zimbabwe. UNESCO has successfully negotiated with the European Union for additional funding to support institutional capacity building for ZMC, and the negotiations are close to completion. With UNESCO's support, a consultant developed the ZMC's website and that of UNESCO, which are now both operational.

Participation in the UNCT Activities

260. UNESCO Harare actively participates in the UNCT. During the biennium, two of the monthly UNCT meetings were hosted. The Office participated in different TWGs of the 2007-2011 UNDAF namely the Economy, Employment and Poverty Reduction, Poverty and Basic Social Services (PBSS), Gender, HIV/AIDS and Agriculture, Lands and Environment (ALE) TWGs. UNESCO co-chairs the sub-group on Education within the PGSS TWG.

261. The same TWGs prepared the 2012-2015 ZUNDAF that was approved in 2011. UNESCO is part of two flagship programmes, *Eliminating New Paediatric HIV Infections and Keeping Children and Parents Alive* and *Community Action Programme for Adaptation and Mitigation of Climate Change* and leads several Joint Programmes.

UNESCO Office in Kinshasa

262. Dans le cadre de la coopération internationale et régionale, le Bureau de l'UNESCO à Kinshasa appuie le gouvernement dans la promotion de l'intégration régionale, et participe dans le cadre de la SADC, du COMESA, de la CEEAC, de la CEPGL et de l'Union Africaine à des projets intégrateurs de développement avec les pays de la sous-région.

263. Dans le domaine de **l'éducation**, le plaidoyer entrepris à travers le dialogue politique a conduit à un appui coordonné et harmonisé des partenaires et des unités spécialisées de l'UNESCO (UIL, IPE, ISU/Pôle de Dakar ainsi que le bureau régional de Dakar) vers un projet de document de stratégie de développement de l'Alphabétisation et l'éducation non formelle (AENF). Fort des enrichissements apportés, le Ministère évolue vers la finalisation de la stratégie du développement du secteur de l'AENF qui se trouve dans la phase de formulation des hypothèses alternatives (simulations). Le défi principal consiste à ce stade à renforcer les capacités des cadres du Ministère pour que celui-ci puisse se doter des ressources nécessaires au niveau central et décentralisé tant pour l'élaboration/finalisation de la stratégie que pour sa mise en œuvre. Parallèlement, un Plan national de renforcement de capacités a été développé et mis en œuvre par une équipe composée de différentes entités de l'UNESCO.

264. Le Système d'information pour la gestion de l'éducation (SIGE) est désormais fonctionnel. Le pays a renoué avec la publication régulière des statistiques de l'éducation cependant le financement de la production des statistiques de l'éducation reste une préoccupation constante et impacte la qualité des données produites. La décentralisation du SIGE qui permet le rapprochement du site de traitement des données du site de production de ces données, est une des solutions à l'amélioration de la qualité des données. Pour ce faire, des ateliers de formation au calcul des indicateurs du secteur de l'éducation formelle et non formelle (UNESCO-IPE-UIL) se sont tenus. Le renforcement des capacités qui a constitué au cours du précédent biennium le programme Education majeur du Bureau à travers le projet Cap EFA sera poursuivi avec le concours financier des partenaires

techniques et financiers (PTFs) dont l'UNICEF principalement en ce qui concerne la décentralisation du SIGE afin de renforcer les capacités des structures et des acteurs provinciaux de l'éducation à produire les statistiques éducatives en vue du pilotage du système.

265. Dans le cadre de la planification sectorielle, le Bureau s'est attaché à préparer la partie nationale à des exercices majeurs de planification d'envergure nationale et provinciale. Le renforcement des capacités en planification et gestion de l'éducation a permis au ministère des Affaires sociales en charge de l'éducation non formelle et à celui de l'enseignement supérieur et universitaire d'évoluer dans le processus d'élaboration de leurs stratégies sous-sectorielles respectives. La stratégie du sous-secteur de l'AENF et celle de l'enseignement supérieur et universitaire sont en voie de finalisation. Par ailleurs, des outils de planification et de gestion de l'éducation ont été produits et rendus disponibles, telle qu'une méthodologie qui répond aux attentes des partenaires au développement et du Gouvernement et fédère autour du modèle de simulation UNESCO, les différents inputs en termes d'assistance technique et financière. Le gouvernement doit également répondre au défi de l'intégration des trois stratégies sous-sectorielles en un plan stratégique sectoriel. La formalisation du cadre de concertation des partenaires techniques et financiers constitue une indéniable avancée dans la qualité de l'appui que l'UNESCO peut fournir aux ministères en charge de l'éducation. L'existence d'une stratégie EPSP et du processus FTI ont été les éléments moteurs qui ont conduit les PTFs et le Gouvernement à prendre conscience de la nécessité d'une plus grande harmonisation et complémentarité dans les réponses à apporter aux besoins prioritaires du gouvernement en matière d'éducation. Le partenariat avec les PTFs à travers le Comité de concertation, a été revisité en vue de l'amélioration du dialogue sectoriel à travers le renforcement des capacités de partage d'information et de concertation et la formation des membres des organes de concertation.

266. Le développement des politiques sur la question enseignante a été identifié dans le cadre de l'Initiative TTISSA, comme une des principales priorités pour la réalisation des objectifs de l'Education pour Tous en Afrique. Pour ce faire, la RDC devra procéder à un diagnostic approfondi sur la question enseignante, en mettant à profit le guide pour la réalisation d'un diagnostic holistique élaboré par TTISSA. Dans le cadre de la réalisation de ce diagnostic, le Bureau de l'Unesco à Kinshasa renforcera les capacités des Ministères en charge de l'éducation afin que ceux-ci puissent assurer la mise en œuvre d'une politique enseignante viable et pérenne à travers leur *Document de politique de la formation des formateurs* qui sera complété par une Stratégie et un Plan de mise en œuvre.

267. Le Ministère de l'Education Primaire Secondaire et Professionnel a été appuyé par le Bureau de l'UNESCO à Kinshasa dans la mise en œuvre de l'initiative EDUSIDA à travers la formation des enseignants à distance (par la radio). Après avoir évalué les résultats obtenus de cette expérience pilote, le Ministère envisage de la prolonger au cours du biennium avec un focus sur l'éducation à la sexualité.

268. Dans le cadre de la stratégie de stabilisation du pays, les questions relatives à la lutte contre les violences sexuelles contre les femmes constituent une composante transversale. La compréhension du contexte congolais et la sensibilisation de l'opinion publique sont un objectif majeur. Le Bureau de l'UNESCO à Kinshasa a développé une approche permettant de capitaliser les valeurs socioculturelles en vue de fonder de manière durable un « bien vivre ensemble » et appuie la recherche pour une révision du curricula scolaire et universitaire. Dans les zones en conflit, l'implication des étudiants et les hommes comme forces sociales à même de susciter un changement de comportement est privilégiée. Par ailleurs, le Bureau de l'UNESCO à Kinshasa accompagne Le Centre de recherche et de documentation sur les femmes, le genre et la consolidation de la paix basé à Kinshasa, institut de catégorie 2 en s'appuyant sur les forces sociales à même d'impulser un changement de comportement.

269. Dans le domaine de la **culture**, le Bureau de l'UNESCO à Kinshasa encourage l'identification, la protection et la préservation du patrimoine culturel et naturel qui a subi d'importants dommages suite aux différents troubles et conflits armés que le pays a enregistré au cours de son histoire en formant les forces armées (FARDC).

270. Le Bureau de l'UNESCO à Kinshasa s'attache à développer une participation citoyenne par le renforcement des capacités et l'indépendance des médias de manière à en faire une plateforme pour un débat démocratique et un véhicule d'expression culturelle et de cohésion nationale. Il apporte son appui à la formulation et la révision des lois et autres textes réglementaires afin de les adapter aux normes juridiques internationalement reconnues, soutient la promotion des médias de service public durable et des médias de développement communautaire à travers l'amélioration de la qualité des contenus, la diffusion de l'information de proximité utile, et l'accès de différentes catégories sociales. Durant la période électorale 2011/13, le Bureau mènera auprès de la Mission de l'Organisation des Nations Unies pour la stabilisation de la RDC (MONUSCO) et du PNUD des actions d'accompagnement du processus électoral ainsi que des activités normatives de renforcement de la contribution des médias à la création des conditions favorables à l'éclosion d'une participation citoyenne accrue.

271. Le Bureau de l'UNESCO à Kinshasa accompagne les efforts du gouvernement en vue de la promotion d'une croissance en faveur des pauvres par le renouvellement des programmes d'études pour une meilleure adéquation aux besoins de l'économie nationale et soutient la relance des secteurs porteurs de croissance identifiés comme le bâtiment, l'agriculture et les forêts par des programmes de renforcements des capacités. A ce titre, l'Ecole Régionale postuniversitaire d'aménagement et de la gestion intégré des forêts tropicales (UNESCO/ERAIFT) forme aux techniques d'analyses permettant d'évaluer les conditions nécessaires à la mise en place d'une réelle croissance rurale et, en l'absence d'une planification coordonnée, propose des programmes participatifs durables d'aménagement du territoire.

272. Les premiers partenaires du Bureau sont le gouvernement et les autorités provinciales et locales. L'UNESCO travaille étroitement avec les organismes de la société civile nationale et internationale et expérimente une collaboration fructueuse avec le secteur privé. Au quotidien, dans le cadre de la pacification, le Bureau de l'UNESCO à Kinshasa collabore avec la MONUSCO, les différentes agences du SNU, et les partenaires techniques et financiers présents dans le pays. La stratégie de coopération suivie s'inscrit dans un cadre de planification et de programmation clair et enrichi par de nouveaux outils dont la consolidation a permis de proposer une programmation réaliste, hiérarchisée et qui traduit les besoins de l'Etat, les capacités des partenaires au développement et le plan d'action des agences des Nations Unies (la poursuite de l'atteinte des OMDs conformément aux engagements internationaux, le DRSP conformément aux ambitions nationales, l'UNDAF conformément aux engagements des agences des Nations Unies en RDC). Un autre atout essentiel est le desserrement des contraintes financières. L'atteinte récente du Point d'achèvement de l'Initiative PPTE a conduit à libérer une marge de manœuvre significative, qu'il convient désormais de canaliser au profit des secteurs.

UNESCO Office in Libreville

273. Les activités de l'UNESCO pour la période de 2010-2011 ont été articulées autour de la réalisation des Objectifs du Millénaire pour le Développement (OMD). Pour être opérationnelles, elles s'appuient sur tous les autres instruments et outils développés, pour la mise en œuvre de ces objectifs, soit par les gouvernements comme par exemple le DSCRP (document stratégique de croissance et de réduction de pauvreté), les divers plans nationaux pour la lutte contre la VIH/Sida, la lutte contre l'analphabétisme, soit par le

Système des Nations Unies (UNDAF, Country Programme Action Plan ou CPAP, Annual Work Plans ou AWP).

274. Les documents UNDAF des 3 pays du Cluster ont été renouvelés pour ce qui est du Gabon et de Sao Tomé et Príncipe pour la période 2012-2016 et évalués à mi-parcours pour ce qui est de la Guinée équatoriale, le nouveau document est en préparation. Le Bureau de l'UNESCO de Libreville a pris une part très active dans la préparation de ces documents qui pour la première fois prennent en compte les programmes UNESCO telle que la culture et communication venant en complément de l'éducation, seul programme pris en compte dans les anciens documents UNDAF.

Progrès accomplis

Education

275. *L'éducation préventive du VIH/SIDA (EDUCAIDS) en milieu scolaire.* Le Bureau de Libreville a continué à favoriser cette activité qui a eu un impact très positif au niveau d'écoles primaires dans les 3 pays du Cluster. Au Gabon par exemple plus 2500 élèves du cycle primaire de 15 écoles ont bénéficié de la caravane UNESCO de la sensibilisation en milieu scolaire sur le VIH & SIDA. Cette caravane est devenue une institution visitant chaque année les écoles d'une région différente du pays. Les Ministres de la sous-région CEMAC (Communauté Economique et Monétaire de l'Afrique Centrale) ont décidé d'intégrer EDUCAIDS dans leurs programmes respectifs de l'éducation des cycles primaire et secondaire. C'est un projet sous régional ayant abouti à l'élaboration d'outil de formation à distance des professeurs. Ces outils ont été examinés et validés par les équipes techniques des pays concernés et par les bureaux de l'UNESCO de Yaoundé et de Libreville et seront diffusés sur des radios communautaires choisies.

276. *Renforcement des compétences des experts nationaux en statistiques de l'éducation.* Le programme éducation de Libreville a contribué au renforcement des compétences et connaissances analytiques des experts nationaux de deux des 3 pays du Cluster (Gabon et Guinée équatoriale) en matière de statistiques de l'éducation grâce aux services consultatifs, supports techniques et de formation. Les experts nationaux ont acquis des compétences de base leur permettant de mieux appréhender le processus de l'élaboration des statistiques fiables et exploitables en matière d'éducation.

277. *Education et citoyenneté,* une activité de recherche éducative, en partenariat avec les autorités nationales des différents pays du Cluster, de la recherche scientifique, technologique et pédagogique, sur l'éducation et le droit de l'homme et sur les pratiques démocratiques a abouti à la conception d'un ouvrage validé par l'ensemble des partenaires concernés et à sa publication. Lequel ouvrage a été mis à la disposition du ministère de l'éducation en tant qu'outil pédagogique aidant à l'éducation des droits humains et de la citoyenneté en milieux scolaire et parascolaire. Cette publication a eu un impact très positif au sein des ONG qui travaillent pour la promotion des droits de l'homme et du citoyen chez les jeunes.

278. *Education pour le développement durable (EDD),* cette activité concerne plus particulièrement Sao Tome et Príncipe. En partenariat avec des ONG locales, un programme combinant science et EDD a été mis en place en faveur des élèves du cycle primaire. Plus de 1500 élèves ont bénéficié de ce programme de la conservation de la biodiversité avec leurs professeurs. Les activités menées concernaient la protection des tortues marine, leur importance dans l'équilibre de l'écosystème de toute la région. C'est une initiative appréciée par tous les partenaires de l'environnement qui demandent au Bureau de la démultiplier au niveau scolaire dans d'autres régions.

Culture

279. *Renforcement des capacités et formation en vue d'améliorer l'identification et la gestion de leur patrimoine mondial culturel et/ou naturel par les Etats parties à la Convention de 1972.* Ce programme a été réalisé sous forme de plusieurs ateliers de formation au cours desquels ont été abordés des thèmes tels que le fonctionnement de la Convention, les obligations d'un Etat partie, l'accès aux opportunités et mécanismes de coopération mis en place par la Convention. Le but est d'aider les pays, dans un premier temps, de se doter de listes indicatives crédibles des sites susceptibles d'être inscrit au patrimoine mondial et par la suite être capable de préparer des dossiers de proposition d'inscription de sites à soumettre au Comité du Patrimoine Mondial.

280. *Renforcement des capacités, formation des formateurs à la mise en œuvre de la convention du patrimoine mondial de 2003.* Cette formation a été faite à l'échelle sous régionale. Plusieurs experts ont été formés et ont obtenu des diplômes de formation en la matière. Le but recherché est que les nouveaux diplômés forment à leur tour des collègues nationaux sur les procédures et les pratiques de mise en œuvre de la Convention. D'autres formations ont visé le renforcement des capacités des ONG et de la société civile. Pendant ce cycle de formation pas moins de 10 ONG accréditées par l'Assemblée générale des Etats partie à la Convention de 2003 et ou recommandées pour accréditation par le Comité (2010) ont bénéficié de cette formation.

281. Dans le cadre de l'assistance aux Etats membres en vue de l'intégration de la culture dans leur politique de développement, le Bureau de Libreville a initié, en coopération avec le ministère en charge de la culture, et accompagné, le processus de l'élaboration et validation des instruments normatifs de la politique culturelle au Gabon et son intégration comme un des processus de développement du pays. Cette initiative sera mise en œuvre dans les autres pays du Cluster.

282. *Promotion des jeunes artisans et formation aux techniques d'inventaires du patrimoine culturel dans les trois pays du Cluster.* Les objectifs sont de renforcer les capacités en vue de créer des activités génératrices de revenu pour les jeunes artisans et de donner les outils de base nécessaires à la gestion des inventaires des biens culturels des musées de la sous-région.

283. Le Bureau administre un projet extrabudgétaire, l'Initiative pour le patrimoine mondial forestier d'Afrique Centrale (CAWFI) pour une période de 2005-2011, projets en cours d'exécution en partenariat avec des experts nationaux et ONG (WWF, WCF) de la région bassin du Congo. Le projet vise le renforcement de la coopération avec les autres acteurs travaillant dans le domaine de la conservation des forêts de cette région. Le projet pourrait se terminer d'ici au 30 juin 2012, s'il n'y a pas de nouvelles sources de financement.

Communication et information

284. Le programme Communication et Information dispose de deux priorités à savoir : (1) Promouvoir la liberté d'expression et d'information et (2) Renforcer les capacités en vue d'assurer l'accès universel à l'information et au savoir.

285. En 2010 plus de 50 journalistes et professionnels des médias de la sous-région représentant 22 organes de presse (radio, télévision, presse écrite et presse en ligne, et des associations des professionnels de la communication) se sont réunis sous l'égide de l'UNESCO pour célébrer la 19^{ème} Journée mondiale de la liberté de la presse. Le thème choisi était: « Droit de savoir : accès à l'information ». Des recommandations ont été faites pour mettre en place un cadre juridique prenant en compte les changements et l'évolution du métier de journaliste. L'appui de l'UNESCO a été demandé pour la mise à jour des instruments normatifs nationaux existants en la matière. En 2011 la Journée a été célébrée au Sénat à Libreville dont le but était de mobiliser le monde de la presse en vue d'une révision du code de la communication du Gabon et sa mise à jour en rapport avec l'actualité.

286. Les activités en matière de renforcement des capacités sont les suivantes : appui aux médias scolaires et universitaires par la formation de plus de 20 jeunes animateurs de radio campus au niveau des universités et radio communautaires pour les jeunes ; poursuite de l'appui de l'UNESCO au Département des sciences de l'information et de la communication à l'Université Omar Bongo ; et création par l'UNESCO d'une plateforme d'échange entre étudiants et experts en communication sur des thèmes spécifiques à travers les cafés du DISC-UNESCO.

287. Dans le cadre de l'éducation à la citoyenneté, le Bureau de l'UNESCO soutient l'Ecole Normale Supérieure du Gabon dans l'adaptation du cursus de formation des enseignants à l'éducation et à l'information développé par l'UNESCO. Plus de 10 de modules de formation à l'éducation aux médias et à l'information ont été produits accompagnés d'une stratégie d'intégration de ces modules dans le programme de formation des enseignants. L'impact réel sera évalué fin juin 2012.

UNESCO au sein du Système des Nations Unies (SNU) Gabon

288. Le Bureau participe activement aux travaux des différents groupes thématiques (GT) créés au sein des PTF, SNU (UNCT), UNDAF. Il est notamment membre actif dans les GT suivants : Education et culture, VIH/Sida, harmonisation de l'aide/DSCR (Déclaration de Paris et bonne gouvernance/droits humains au sein des PTF) ; lutte contre la pauvreté et promotion de la bonne gouvernance au sein de l'UNDAF ; et sécurité et gestion du risque, services communs au sein du SNU VIH/sida/éducation prévention au sein de l'ONUSIDA.

UNESCO Office in Nairobi

289. At the start of the biennium, the Nairobi Cluster covered six countries: Burundi, Eritrea, Kenya, Rwanda, Somalia and Uganda. Towards the end of the biennium, Djibouti and South Sudan were added to the Cluster. 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. Activities in Burundi are under the direction of the Bujumbura Office. The Nairobi Office used the PEER Coordinator and project offices in Somalia to participate in UN activities in that country. The Office also has Antenna Officers in Rwanda, South Sudan and Djibouti who follow up on UNCT activities.

KENYA

Achievements

Education

290. The UNESCO Programme and Budget (35C/5) for education in Kenya focused on all four Nairobi Office's strategic areas as determined by the Nairobi Office Programme Review conducted in 2009 and identified through UNESS and UCPD processes: (1) sector wide planning, (2) literacy, (3) HIV and AIDS, and (4) quality education through education for peace. The modality of implementation concentrated on provision of high-level technical assistance to support macro-level policy development/review and capacity development, as well as to strengthen substantive direct working relationships with the Ministry of Education's senior management (Minister, Permanent Secretary and Education Secretary) and the Kenya National Commission for UNESCO, which resulted in the organization of a first ever Eastern African High-Level Forum on Education for All.

291. Partnerships with UN family and key development partners were strengthened through planning and implementation of joint activities. National capacities in monitoring and evaluation of the education sector were strengthened through assessment of EFA and

improved sector leadership of the Ministry of Education in HIV and AIDS comprehensive education responses through impact assessment and policy review. The partnership between the Government of Kenya and the UN (UNHCR, UNICEF and UNESCO) to develop a concept note on the support to refugee education was established in response to the Memorandum of Understanding signed by UNESCO and UNHCR in April 2011.

292. The Nairobi Office conducted an extensive analysis of the Education Management Information System (EMIS) of the Ministry of Education using the data quality assessment framework in October 2010. After the assessment, the Ministry requested UIS to use the software StatEduc (an EMIS software developed by UIS). The software has been customized to the needs of the country and staff from different departments has been trained. An action plan has been developed for the roll-out of the software but it has not been implemented due to lack of resources. UNESCO is the chair of the EMIS technical working group that brought together different stakeholders from development partners and the Ministry to start working towards an integrated education database.

Natural Sciences

293. The Office supported and contributed to the feasibility study of the category 2 centre on groundwater to be hosted at the Kenya Water Institute, which resulted in the adoption of the resolution on the establishment of the Centre. In partnership with the Ministry of Water and Irrigation, the Office organized a national consultation on groundwater exploration, and the region of Kakuma in Turkana has been identified for the piloting of the WATEX tool for rapid groundwater identification for refugees. In 2010 two MAB Young Scientists awards were given to the climate change projects in the Malindi-Watamu biosphere reserves (BR). The Organization also supported the assessment of the involvement of communities in the management of these BR. The Office organized the awarding of the L’Oreal–UNESCO regional fellowships and the organization of science camps.

Culture

294. UNESCO Nairobi supported the Ministry for National Heritage and Culture to set up the national coordination system to conserve/safeguard intangible heritage related to the Mijikenda Kaya Forests World Heritage Site. This support links intangible cultural heritage management with the national strategy for diversification of tourism products in Kenya by promoting cultural tourism.

295. The Organization also partnered with the National Museums of Kenya and the Embassy of the Federal Republic of Germany to stage a series of cultural festivals for peace in various parts of the country: the Lake Turkana festival in May, the Kisumu Peace Festival in July and a youth arts festival that culminated in an Exhibition at the Nairobi Museum in November 2011. The peace festivals were part of the Kenyan Government’s efforts to bring about national healing and reconciliation after the post-election conflict in early 2008.

296. Finally, UNESCO supported activities aimed at implementation of the national tourism development strategy described in the Kenya Vision 2030, with a view to promoting the conservation of cultural and natural sites in Kenya.

Challenges and lessons learnt

297. While the Kenyan Government’s commitment to education sector development remained firm, two major events of national significance impacted upon the pace of, and action in, delivering on such commitments: (1) continued investigation into governance and management of the sector at the Ministry of Education; and (2) promulgation of the new Constitution in August 2010 that set in motion a rather prolonged period of transition due to the formation of a special taskforce to look into the realignment of the sector. The latter is expected to significantly affect the way development partners, including UNESCO, work with

the Government from 2012 onwards. The extent to which that is the case remains unknown because aforementioned taskforce's recommendations have not been made public (as at December 2011).

298. One lesson learnt from the interaction with the Government institutions is that the Kenya Government values UNESCO contribution only as an honest broker with a convening power that could be used in mobilization of resources from other sources. In this regard UNESCO's contribution should be in the form of high-level technical assistance for project development and policy formulation.

Participation in the UNCT Activities

299. During the biennium, the Kenya UNCT concentrated on four joint programmes: gender equality and women's empowerment; youth empowerment; HIV/AIDS; and food security. UNESCO was active in two of these programmes. The Office worked closely with other UN Agencies in Kenya under the UN-Kenya Joint Programme of Support on AIDS to develop a joint work plan on HIV and AIDS activities for the country.

300. The Office has worked closely with 14 other UN agencies in Kenya under the UN Joint Programme on Gender Equality and Women's Empowerment (JPGEWE) to develop a joint work plan for funds mobilization. The joint work plan was approved and already an agreement has been signed with the Norwegians for a total of approximately USD 2.3 million covering two years of the joint programme. UNESCO is one of the agencies to benefit from these funds.

301. UNESCO also implemented programme activities that contributed to the realization of the UNDAF. An example was the activities in support of the UNDAF outcome on reducing risks and consequences of conflict and natural disaster. Another example of close collaboration within the UNCT is the above-mentioned joint UNESCO/UNICEF/UNHCR project on refugee education which will align the education provided to Somali refugees in Kenya with the Kenyan education system.

RWANDA

302. The UNESCO Nairobi office benefitted from the "One UN" fund in Rwanda which, together with other extrabudgetary resources, enabled the Organization to implement several projects in education, culture and science during the biennium.

Achievements

Education

303. As an active member of One UN education theme group and the lead in the field of quality education, the Organization focused on three areas of comparative advantage (literacy and non-formal education, monitoring of learning achievements, and HIV and AIDS education sector comprehensive responses), identified and confirmed through UNESS and UCPD processes, and achieved major results by providing high-level technical assistance targeting upstream support that directly impacts on the education sector as a whole. This was, in part, made possible by Organization's direct investment of up to USD 1.3 million through a CapEFA project in literacy and non-formal education, and additional allocation from the regular programme. UNESCO's lead role in one high-profile intervention (monitoring of learning achievements) enabled the Organization to reposition itself very strategically by having the Ministry of Education and key development partners, namely The World Bank, DfID and USAID, call upon UNESCO for substantive policy and programmatic advice (which may form the basis of donor funding to Rwanda).

304. Rwanda benefited from capacity building activities in the management of data base on financing education. In December 2010 and December 2011, the Office, together with an expert from UIS, worked with counterparts on establishing a systematic approach to providing UIS with finance data. This approach will allow the country to easily update their finance data and report to their stakeholders on the status of financing education.

Natural Sciences

305. In the framework of One UN fund, the Office supported the national committee of the International Hydrology Programme (IHP) for the preparation of their national IHP action plan in line with the current UNDAF result on environment. This document has identified priorities for IHP interventions and will guide the planning of future activities in the country within the framework of One UN.

306. UNESCO contributed to the staff development of the national universities in Rwanda by providing grants to senior staff as well as young scientists to enable them to engage in research and training outside their country.

Culture

307. Within the framework of the “One UN” Rwanda and through the implementation of the Agaseke Project, UNESCO Nairobi created a workshop in cooperation with the Kigali City to train female craftspeople in the production of hand-woven textiles. This activity enhanced the socio-economic development of women through strengthening Agaseke Cooperatives and the creation of employment opportunities for the vulnerable, unemployed and landless women in Kigali City. In line with one of the UNDAF result areas, the project also contributed directly to the Rwanda National Action Plan (2009-2012).

Challenges and lessons learnt

308. In 2011, the Rwanda government introduced extremely stringent measures in financial management, which affected UNESCO’s operations as a Non-Resident Agency. Such measures meant that Rwanda National Commission for UNESCO could not be contracted to facilitate project activities.

309. One of the lessons learnt from the implementation of the extrabudgetary projects was the restrictions on the recruitment of external consultants. In general, project planning and implementation must be carried out in consultation with the relevant ministries to avoid delays during the implementation.

Participation in the UNCT Activities

310. UNESCO has an Antenna Office through which it keeps a check on the activities within the UNCT. Rwanda is a UN Delivery as One (DaO) country. UNESCO is also involved in the preparation of the UNDAF 2013-2017 (United Nations Development Programme).

311. UNESCO continued to lead one of three outcomes groups (quality education) in which the Organization led the UN education team in conceptualizing quality education agenda for Rwanda and implementing two of UN’s flagship joint programmes on monitoring learning achievements and teacher management and development.

312. As earlier reported, UNESCO is also implementing two joint interventions in the Environment sector in collaboration with UNECA and UNDP. These are: *Mainstreaming Regional Integration Processes for Optimal Results in Environment Protection* – where UNECA is the lead agency, and *Supporting the creation of a centre of excellence in Biodiversity in Rwanda* – where UNESCO is the lead agency.

313. UNESCO led an activity endorsed by the UN Communication Group to train 20 radio and TV broadcasters on national election coverage. The training workshop was delivered in collaboration with the Commonwealth Broadcasting Association and was hosted by the ORINFOR (the Bureau in charge of public broadcasting in the Rwanda).

UGANDA

Achievements

Education

314. In collaboration with the Uganda National Commission for UNESCO, the Nairobi Office focused on two areas of strategic importance both to the national education sector development and to the fulfillment of UNESCO's mandate in education: (1) quality improvement through Education for Peace; and (2) TTISSA – diagnostic of teacher profession – the latter in partnership with BRENDA/*Pole de Dakar*. Like other countries under Nairobi Cluster Office, Uganda has numerous development partners based in the capital and around the country that provide substantive financial and technical support to the sector. As such, all resources were invested in the above-mentioned areas. One significant achievement as a result of the support to Education for Peace is increased awareness of the role of education in building a culture of peace and improving the relevance of education, and commitment on the part of the Government to take the necessary actions, partly because Uganda is a country with a long history of conflicts.

Natural Sciences

315. To strengthen the capacities of the academic staff of universities in Uganda, grants were provided to staff of a local university to attend international conferences and present research findings. UNESCO Nairobi Office facilitated capacity building of policy makers, researchers and academic and private sector in STI Policy review, implementation and Monitoring and Evaluation. In order to strengthen university leadership and South-South cooperation, UNESCO sponsored six Vice Chancellors and Deans to attend a regional forum of university leaders to deliberate on ways of harnessing science, engineering and innovation for sustainable development and chart the way forward.

Culture

316. Within the framework of integration of culture in development, UNESCO Nairobi supported an Action Planning Workshop for the Ministry of Gender, Labour and Social Development. The Ministry will present the resulting National Action Plan for Culture to the Cabinet for approval and adoption as part of the National Development Plan for Uganda.

317. Following a high-level UNESCO Mission to Uganda in September 2011, the Government acknowledged the need to strengthen the heritage sector and its contribution to the development of Uganda. It therefore accepted a proposal for UNESCO to fund a study on the role and contribution of museums and heritage sites to Uganda's national development. This study will address issues including economic values, legislation, policy formulation, organizational framework and the investment required to manage cultural heritage resources.

Communication and Information

318. UNESCO contributed to the establishment of the Ngora Community Multimedia Centre by providing radio broadcasting equipment and training. In 2010, the campus radio at the Department of Mass Communication of Makerere University was upgraded.

319. Ugandan universities participated in the UNESCO project to eliminate stigma and discrimination against staff and students living with HIV. Audio recordings of staff and students affected were compiled and produced into CDs as radio diaries. The recorded

diaries have been validated and a regional CD of radio diaries is currently being produced for advocacy against HIV Stigma and Discrimination in Institutions of Higher Learning.

Participation in the UNCT Activities

320. UNESCO has two project staff in Uganda, one of whom is located in the UNAIDS Office, who if necessary, play the role of *de facto* antenna in the country.

321. Within the framework UNDAF programme, the Office has contributed to the preparation of the UN joint programme on climate change. In line with the UNDAF outcome related to environment, the Office conducted a study on the vulnerability of groundwater in the City of Kamapala with a focus on water quality. The main findings were shared with key stakeholders during a one-day workshop and will be used for a proper monitoring and protection of the aquifers used for water supply for Kampala City.

322. As a contribution to the UNDAF outcome on the access to sustainable and quality social services to the most vulnerable populations, the Office implemented the rain water harvesting project for the improvement of access to safe water for the communities of Sheema region (Bugongi, Shuuku & Kitagata sub-counties) by building autonomous water tanks and raising awareness on water hygiene.

ERITREA

Achievements

Education

323. As one of the “Literacy Initiative for Empowerment (LIFE)” countries, one strategic intervention in the sub-sector was selected that can significantly impact upon the sub-sector development at the national level and can also inform UNESCO’s long-term support strategy: the evaluation of the 10-year National Literacy Programme. Eritrea being selected as one of 18 new Priority Countries of the Education Sector, the outcomes of the evaluation were used to inform the content of next biennium’s plan.

Culture

324. Within the framework of the implementation of the World Heritage Convention (1972), UNESCO Nairobi Office supported the establishment of a National Heritage Committee in Eritrea which is now responsible for the development of national policy on culture and heritage. Further to Eritrea becoming a state party to the Convention, it largely lacks capacity to develop the nomination dossier unaided and to date has not managed to get any site inscribed on the World Heritage List. As part of capacity building for this committee, UNESCO Nairobi organized training on the 1972 and 2003 Conventions.

Communication and Information

325. At the request of the Government for capacity building in digitization techniques, UNESCO trained twenty-one Eritrean librarians, Archivists and IT specialists on building digital collections from information records of various formats in a workshop hosted by the Eritrean Research and Documentation Centre (RDC).

Challenges and lessons learnt

326. The distance from Nairobi coupled with the reluctance of the Eritrean government to work with UN agencies, made it difficult to implement many project activities in the country.

327. After several delays on the development of the UNDAF, Eritrea finally decided to stop the process of the preparation of another UNDAF. Thus it was difficult to place UNESCO activities within a broader UN assistance framework and benefit from joint activities. The distance and the cost of travel make it difficult to engage in activities in the country. Furthermore, the restrictions on the press mean that local educational institutions in journalism require significant support to participate effectively in UNESCO/CI programmes.

Participation in the UNCT Activities

328. UNESCO being a Non-Resident Agency, it was agreed that the Secretary-General of the UNESCO National Commission (NATCOM) act as an observer in relevant UNCT meetings. However, due to the lack of staff, of the Eritrea NATCOM and the frequency of the meetings, it was not possible for UNESCO to be represented at every meeting. Nevertheless, UNESCO is implementing activities that support those mentioned in the UNDAF. The completion of the UNDAF – foreseen in 2010 – has been delayed due to the pending release of government planning documents. Currently, there are no joint programme activities with UNCT members. However, there are several stand-alone activities that contributed to the UNDAF Programme until it was stopped in 2011.

SOMALIA

Background

329. Somalia continues as one of the most challenging operating environments for the UN. The country continues to suffer from a prolonged humanitarian emergency: a total 4 million people will enter 2012 in crisis; tens of thousands died in the prolonged drought of 2011; more than 500 000 Somali refugees leave for Kenya and Ethiopia, and 500 000 more are internally displaced people. The South and Central regions continued to be marked by conflicts. UNESCO is present in Somalia through the UNESCO PEER Programme (Programme for Emergency Education and Reconstruction) which maintains two project offices in the north of the country where security conditions are more favourable for programme implementation.

330. UNESCO was involved in the following activities in Somalia:

Strategic Partnership for Education in Somalia (USD 1.7 million, DFID): Within the reporting period, UNESCO PEER partnered with UNICEF to implement the *Strategic Partnership (SP) for Education in Somalia* that empowered Somali authorities to better manage the sector in increasing access to primary education services in the country, developed a sustainable examination system, elaborated a framework for a national textbooks policy and trained education managers to adapt curricula for use in the country.

Conflict Prevention and Peace-building in the Horn of Africa and the Great Lakes Region (USD 1.5 million, Government of Japan): Implemented in close cooperation and partnership with the Japanese Centre for Conflict prevention (JCCP), UNESCO worked to strengthen the network of NGOs and active in peace-building in Somalia, supporting a common website for networking and information sharing and training of NGO staff in conflict prevention.

UNESS for Somalia: In late 2011, UNESCO (ROSTA and PEER) developed the National Education Support Strategy for Somalia for the period 2012-2015 and the elaboration of a UNESCO Country Programming Document (UCPD) is likewise foreseen for early 2012. This will result in a more strategic approach to programming in the country and expand UNESCO support to all areas of the mandate.

Rapid Hydrosurvey for Horn of Africa: ROSTA, UNESCO Addis and UNESCO PEER have jointly developed and launched a proposal to provide an accurate map of the groundwater resources in affected areas in the region, including Somalia. The survey would provide urgently needed relief in the form of access to water and sustainable development/management of these same resources.

Somalia Consolidated Appeals Process (CAP) for 2012: UNESCO PEER will be present in the 2012 Somalia CAP through the project *Support to vocational skills training for youth at risk affected by drought and conflict in IDP camps in Central and Southern Somalia and Puntland* which is designed reintegrate 3000 youth in Puntland and Central South Somalia.

Challenges and lessons learnt

331. With the development of the UNESS and the UCPD, UNESCO is moving away from a project-based approach to a more strategic, long-term support to Somalia. Although access remains a challenge, it is felt that a more structured approach would likely achieve greater coherence and effectiveness. Increased joint planning by ROSTA and UNESCO PEER is resulting in a more “organizational” approach in the country which promises to widen the scope of programming and increase fund mobilization for the country.

DJIBOUTI

332. The Djibouti Antenna was created on 16 August 2010. On 1 January 2011, it was transferred from the Addis Ababa Cluster to the Nairobi Cluster. UNESCO has an antenna office in Djibouti whose head represents the Organization in all meetings and UNCT activities.

333. The activities in 2011 covered all the fields of competence of UNESCO. In education, the project “Culture of Peace” funded by Japan is implemented by the *Centre de Recherche, d’Information et de Production de l’Education Nationale* (CRIPEN) of Djibouti. UNESCO has also contributed to the reform of curricula of the country. In science, the project to support the research in water was launched in May 2010 and the final report will be issued in due course. In culture, the study on “Museum-National Library-National Archives” is completed and the results were handed over to the Government of Djibouti. A preliminary list natural sites worthy of conservation is in preparation with the collaboration of the Ministry of Culture and of Communication and the Permanent Delegation of Djibouti. UNESCO is supporting a study to assess the status of gender equality in the country as well as the setting up of a school of journalism.

UNESCO Office in Windhoek

ANGOLA

334. Nine years after the end of the decades-long war in April 2002, Angola has made significant progress in economic and political terms, with exceptionally high rates of reconstruction. The country is the second producer of oil in Africa after Nigeria, and has achieved consistently high economic growth in the past six to seven years. Angola however continues to face huge developmental challenges despite significant investments in social infrastructure, health and education services. Capacity building continues to be a national priority.

Achievements

Education

335. Angola has developed a Master Plan for Teacher Education (*Plano Mestre de Formação de Professores em Angola*) which sets eight target areas for action in the period from 2008 to 2015. During the biennium UNESCO has consistently contributed to the implementation of some of the target areas of the Master Plan, particularly focusing on improving the quality of education, the monitoring and evaluation of teacher education reform programme, and supporting the development of managerial and administrative capacities in teacher education at provincial and national levels. Impacts induced so far include: (i) Angola is currently finalizing the development of the National Qualification Framework for Teachers; (ii) the country has embarked on the development of the national ESD strategy; and (iii) Teacher Education Institutions (INFQ and INIDE) are leading an initiative on "Girls in Science", aimed at showing how to overcome stereotypes and preconceptions that hamper girls' enrolment and interest in scientific studies. The initiative is expected to be mainstreamed throughout the country later.

336. Both INIDE and INFQ are currently leading a process of mainstreaming of HIV and AIDS into the Teacher Training curriculum. The development of EMIS in Angola, within the framework of PAEP, the sectoral programme for the improvement of primary education was completed with a UIS-led team deployed at the Ministry of Education playing a leading role. UNESCO and UNICEF have jointly supported the development of the national Early Childhood Development (ECD) Policy and the strengthening of the capacity in ECD training through the improvement of the ECD training materials.

337. The celebration of some of UNESCO International Days are becoming regular annual events and provide platforms, for example, for dissemination of EFA-related research and data, debate and awareness raising on various issues that impact on quality improvement of education.

Natural Sciences

338. Angola has adopted and adapted the use of Micro-Electricity Teaching and Learning manuals developed within the Global International Basic Sciences Programme (IBSP). The country has also developed a proposal for the establishment of the Welwitschia/Tombua Desert Biosphere Reserve (WTDBR). This was done with support of UNESCO within the context of the UNESCO Man and the Biosphere (MAB) programme.

Culture

339. The main achievement in the past biennium was a completion of a national strategy on capacity development for the Angolan culture sector. This is coupled with the coordinated effort of the Angolan Ministry of Culture and UNESCO Windhoek office in moving forward the process of preparation for ratification of the outstanding UNESCO Culture Conventions.

Communication and Information

340. The *Centre de Formation des Journalists* (CEFOJOR) provided training in investigative journalism with support from UNESCO. In-depth investigative journalism is rare in the non-specialized press, hence the importance of establishing a core group of motivated journalists familiar with investigative journalism can contribute towards independent and critical media.

341. Moreover, UNESCO has involved Angola in the promotion of Open Access publishing by providing universal, unrestricted and free access to full-text scholarly materials via the Internet. Angola participated in the Academy of Science of South Africa (ASSAf) Regional Workshop on Open Access Journal Publishing. This is one of the various steps launched to increase scholarly publishing in developing countries, build capacity to grow Open Access in the region, and create regional alliances to deliver and scale up scholarly publishing.

Multi-sectoral initiatives

342. UNESCO has accumulated significant experience in building teachers' skills in ICT for education. One source of UNESCO expertise in this field is the development of the Information and Communication Technologies (ICT) Competency Framework for Teachers (CFT).

343. 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 regard to defining national ICT competency standards.

Participation in the UNCT

344. The UN system's interventions under the current UNDAF (2009-2013) focus on capacity development and advocacy. It is expected that the UNDAF will contribute to greater coordination of capacity development initiatives so that more effective and sustainable results can be achieved. The main UNESCO programmes, particularly under EXB resources, are very well placed to contribute to the attainment of the common results within the UNDAF five-year cycle. Overall there is a very good collaboration among UN agencies and between UN Agencies and other stakeholders. In education, there is a very good collaboration with UNICEF, with joint support to important policy initiatives of the Government, such as the development of the new ECD policy.

Challenges

345. Difficulties exist to engage fully as a Non-Resident Agency (NRA) in joint planning and programming processes, beyond UNDAF review and reporting. Much more consideration needs to be given on the timing of activities and the constraints of a post-conflict country, whose institutional organization, management and accountability set-up are not conducive to quick decision making and actions. For instance, UNESCO has been unable to sign the plan of operation for a funds-in-trust project for over a year while waiting for the approval processes in Luanda to be completed. Securing national ownership and leadership for several initiatives has been a particular challenge. The Angolan National Commission for UNESCO has been particularly supportive in soliciting national ownership and leadership of activities supported by UNESCO.

LESOTHO

346. Lesotho is currently slowly recovering from the impact of the global financial crisis, including a drastic drop in South African Customs Union (SACU) revenues due to the economic slow-down in South Africa. The government addresses this in the new National Strategic Development Plan (NSDP) 2012-2016. 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 has been supporting the government in the development of the NSDP, and will also support its implementation.

Achievements

Education

347. Lesotho completed an extensive comprehensive diagnostic study of the situation of teachers, elaborated through a highly consultative process involving all stakeholders, such as MoET, the Lesotho College of Education, the National University of Lesotho, teacher

training, as well as UN sister agencies, with the support of UNESCO. This study will serve as the base for curriculum reviews and a review of the teacher policy.

348. The country is making progress in addressing HIV and AIDS through education. Achievements with UNESCO's support include the establishment of a national network of teachers affected by HIV and AIDS, the "Teacher Organization Responding to HIV and AIDS in Lesotho" (TOREHA-Les) and the inclusion of a new subject on life skills, sexual and reproductive health and HIV and AIDS education in the teacher training curriculum. The country also adopted the Education Sector Policy on HIV and AIDS.

349. An important achievement concerns the work of the EMIS unit in MoET, with the support of UNESCO. The success of the EMIS unit is reflected in the elimination of the country's back log of three years of UIS questionnaire data and their subsequent submission to UIS. This now means updated representation of Lesotho in the global context in upcoming issues of the Global Monitoring Reports, as well as the use of the data for better policy planning; clear impacts from the work of UNESCO. The Lesotho National DESD Strategy was completed and widely disseminated. Lesotho also successfully organized the 29th Annual Conference of the Environmental Education Association of Southern Africa (EEASA).

Natural Sciences

350. Lesotho adopted and adapted UNESCO's Micro-Electricity Teaching and Learning manuals which uses new available ICTs and social networks to promote quality education, equity and sustainable development during natural disasters and/or armed conflict. Other examples in the science sector include the mapping of water-related legislation, policies and organizational structures of the water sector; an assessment of the role of women in the field of science; and the launch of an on-line platform aiming to engage scientists in the review and evaluation of subject content in legislative and educational materials and documents to provide policy-makers with innovative thought for policy planning.

Social and Human Sciences

351. The finalization of the internal statutes of the African Coalition of Cities against Racism and Discrimination and its adoption by the Coalition in Durban, South Africa is underway. Lesotho actively participated and benefited from this development.

Culture

352. UNESCO supported Lesotho, among the other English-speaking Southern African Member States in the exercise of the second World Heritage Reporting Cycle as well as in undertaking an inventory work in the area of intangible cultural heritage. Main achievements in this field, through a strong cooperation with the Ministry of Culture and the National Commission was the launch of the processes related to the: (i) overall national system of intangible heritage safeguarding and by extension, preparation of one nomination for the ICH lists; and (ii) successful preparation of the Sehlabathebe National Park World Heritage nomination file.

Communication and Information

353. Support was provided by UNESCO for the completion of a survey to determine the level of media and information literacy among teachers, in-service and in-training, in Lesotho. A series of workshops focusing on the role of media in education for sustainable development for the promotion of greater understanding of sustainability and development among media professionals of Lesotho were held. Journalists were trained to improve the quality of their reporting during the election period in Lesotho.

Multi-sectoral initiatives

354. 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 guidelines for a network of higher education institutions in order to make scientific information available through the Open Access Repository.

Participation in the UNCT Activities

355. In the current UNDAF (2008-2012), UNESCO has been contributing to the following 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).

356. 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. The process is well-coordinated with well-planned strategic planning meetings, involving all Non-Resident Agencies (NRA).

Challenges

357. Challenges for UNESCO's work in Lesotho revolve around the fact that the Organization is a NRA with implications for the Organization's work and presence "on the ground". This implies lower contact with the National Commission, government, development and civil society partners, when compared with contacts maintained as a resident agency.

358. The recruitment of and ALD stationed in Lesotho for a large TTISSA CapEFA has alleviated some of the challenges for the education sector, and somewhat strengthened communication with the National Commission through which a number of activities were implemented.

NAMIBIA

359. Namibia continued to be politically stable and experienced strong mixed economic results in the 2010-2011 biennium based on the mining, fisheries and tourism sectors. The country was reclassified as a higher middle-income country. On the other hand, youth unemployment continued to be markedly high, and the country still has one of the world's highest GINI Coefficient of 0.74.

Achievements

Education

360. The National Education Conference Recommendations were approved by the Cabinet, heralding a first step in a major education reform more geared to addressing the country's developmental needs. UNESCO played an important role in this conference. The Namibia ESD Strategy for the Education Sector 2009-2014 was validated by the national DESD Task Force, and subsequently published and disseminated. A national EE/ESD Policy and Action Plan was equally developed by the Namibia Environmental Education Network (NEEN), with UNESCO and UNDP support. A Regional Centre of Expertise (RCE) in ESD for the Khomas/Erongo region was acknowledged by the Institute of Advanced Studies of the United Nations University (UNU-IAS). The application process was supported technically and financially by UNESCO. Under the EDUCAIDS Programme, learning and teaching support materials on HIV and AIDS were produced, and adopted by the Ministry of Education, care and support systems were strengthened to cater for the psychosocial needs of teachers and learners affected by HIV and AIDS, and a National Taskforce on School Health was

established reinvigorating the National School Health Programme with support from UNESCO.

Natural Sciences

361. The science sector-related activities in Namibia brought about the completion and official adoption of a national strategy for Integrated Water Resources Management (IWRM) by the Namibian Department of Water Affairs. Furthermore, the Namibian Government hosted the process of screening and the adoption of indicators for Science and Technology Innovation for developing countries, with technical support from the Windhoek Office and UIS.

Social and Human Sciences

362. The finalization of the internal statutes of the African Coalition of Cities against Racism and Discrimination and its adoption by the Coalition in Durban, South Africa is under way. Namibia actively participated and benefited from this development. Further, the University of Namibia adopted a training module on gender in the media following technical assistance provided by UNESCO.

Culture

363. Namibia successfully completed the exercise of the second World Heritage Reporting Cycle. These countries also undertook inventory work in the area of intangible cultural heritage. Namibia is in the process of reviewing the heritage-related legislation as well as restructuring of heritage-related institutions. In the framework of the MDG-F joint programme in cultural tourism, in which UNESCO is the lead agency, the country also successfully commenced the project roll-out at ten pilot sites selected by stakeholders in the country. It is expected that tangible impacts in terms of employment creation and better livelihoods for rural communities will result from this programme.

Communication and Information

364. Community media in Namibia produced radio programmes for women on health education. Open Access strategies were developed and adopted in tertiary institutions using the UNESCO/Commonwealth of Learning OER Policy Guidelines. Both the University of Namibia and the Polytechnic of Namibia continued to adapt the UNESCO model curriculum for journalism education. Of particular note is that the government and the private sector have joined forces to reinforce and expand on multi-media community centres thus providing improved access to information services (as advocated by UNESCO) in the Oshikoto region. The use of user-generated content in the Kunene region contributed to improved information literacy level among girls and boys.

Multi-sectoral initiatives

365. Line ministries and institutions completed reviews of the ICT in Education and ODL policies; thus effectively commencing the 'mainstreaming' of these areas in the country's education system. Also, UNESCO actively participated in disaster risk management initiatives (together with UN sister agencies) resulting in the development and adoption by the government of a disaster risk management manual and operational procedures.

Priority Gender Equality

366. Programming in the Windhoek office succeeded in emphasizing gender equality via two main vehicles; (i) The UNCT is in the process of mainstreaming the gender perspective and approach in all programme planning, implementation and evaluation. This focused on issues pertaining to discrimination, poverty, democracy, governance, migration, urban development and ethics of science and technology with the use of the Gender Score Card being promoted by UNWOMEN; and (ii) UNESCO is a participating agency in the MDG-F

joint programme on gender. This programme will be evaluated in the period February to June 2012 and impacts in gender equality.

Participation in UNCT Activities

367. The UNESCO Windhoek office was fully engaged in United Nations Country Team and Common Country Programming thus also contributing to the overall Priority Africa results. UNESCO has been leading the UNDAF M&E working group and the UN Communications Group. The 2006-2010 UNDAF was extended to cover 2011–2012 in order to bring it in line with the national planning cycle, National Development Plan 4 (NDP 4). UNESCO has been fully participating in the development of the new UNDAF (2013–2017); as a member of the Reference Group for the Situation Analysis; as leader/convener of the M&E Working Group; and as a member in both the Programme Development Team and the Business Processes Working Group. In addition, the Director of the UNESCO Windhoek office was appointed as the interim UN Resident Coordinator in the period mid-June 2011 to mid-January 2012.

Challenges

368. Given the demands of the Member States, the Office is clearly understaffed in terms of the number of programme specialists, leading to delays in the delivery of some programmes. Also, there were distinct challenges associated with the IT system and the use of various management systems (SISTER, FABS, Sharepoint) from the viewpoints of procedures, equipment and connectivity, and the level of service received from the UN common services. These challenges have been addressed through an upgrade of the system following a DIT mission from Headquarters, purchase of new equipment and recommendations for the recruitment of a dedicated IT staff to ensure the optimum functioning of the system. The cost for the IT staff should be covered from the savings of costs that would otherwise go to paying for the sub-optimal UN Namibia common IT service. An ever-hovering challenge is that of the difficulties of mobilizing extra-budgetary funding for this upper middle-income country.

SOUTH AFRICA

369. South Africa continued to be the economic leader in the Southern Africa region, and an economic leader in Africa as a whole. The country hosted many major international events during the biennium, including the 2010 FIFA World Cup Tournament; the 7th International Conference of Education and Culture in Sports, and the 17th Conference of Parties (17th COP) of the Climate Change Convention. The country however faces major challenges with inequality, youth unemployment, and the HIV and AIDS pandemic. Also the ills of the 2008–2009 worldwide financial and economic crises have been felt in the country. These characteristics of the country, however, presented opportunities for collaboration with UNESCO, and several impacts were realized during the biennium.

Achievements

Education

370. The Government, civil society, and the private sector have fully embraced the call for Education for All (EFA), and are spearheading initiatives in EFA. An EFA Summit was organized by the South African government in conjunction with the finals of the 2010 FIFA World Cup, the 'One Goal Education for All Campaign', and the private sector. UNESCO's Director-General was invited to address the summit, where UNESCO made an appropriate contribution to the communiqué subsequently adopted. A clear impact of UNESCO's work in education in South Africa can be seen in the adoption and continued development of the Associated School Programme (ASPNet). South Africa has intensified its multi-sectoral response to HIV and AIDS; a move advocated by EDUCAIDS and other UN partners.

371. Also, with technical assistance from UNESCO, the South African Department of Basic Education has formulated a draft integrated strategy on HIV and AIDS for the period 2012-2016 and organized national/provincial consultations to validate the strategic framework. The findings from an assessment and review of technical and vocational education and training (TVET) in South Africa were among those utilized in the development of a SADC regional strategy for the revitalization of TVET. Comprehensive guidelines to complete the UIS education questionnaires for the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) and identify data gaps were prepared. Data Plans were reviewed and finalized with each ministry and the mapping of the National Qualification Frameworks (NQF) to the International Standard Classification of Education (ISCED) was finalized with South African Qualifications Authority (SAQA). It is expected that South Africa will now make improved submissions on education statistics to the UIS making use of the comprehensive guidelines. The launch of the Climate Change Education for Sustainable Development (CCESD) programme in South Africa was also supported by UNESCO.

Natural Sciences

372. The most important extra-budgetary project in science undertaken in South Africa by the UNESCO Windhoek office is the FETWATER, a capacity building initiative in integrated water resources management. The seventh FETWATER annual stakeholder meeting confirmed the ongoing impact of the programme. The impact is such that the South African government through the Department of Water Affairs (DWA) is proceeding with the further development and funding of the programme. UNESCO was also called upon to facilitate capacity building in Science, Technology and Innovation Policies for the SADC Region. What is more, the South African Government is in the process providing funding for this initiative via a Funds-in-Trust arrangement.

Social and Human Sciences

373. The finalization of the internal statutes of the African Coalition of Cities against Racism and Discrimination and its adoption by the Coalition in Durban, South Africa marked a major uptake of a South African institution (the City of Durban) of a UNESCO supported programme. The City of Durban hosts the Secretariat of the Coalition, and has organized and co-sponsored several of its regional meetings. Further, the City of Durban is spearheading relevant policy reforms to better address racism and discrimination.

Culture

374. South Africa was among several English-speaking Southern African Member States who successfully completed the exercise of the second World Heritage Reporting Cycle. The institutional support provided by South Africa in this regard clearly constitutes a positive response in issues advocated for by UNESCO. Further impact can be seen in the increasing involvement of South Africa in promoting South African Development Community (SADC) regional integration via the use of the country's experience and expertise in the ratification and implementation of UNESCO standard setting instruments (e.g. 2003 as well as 2001 and 2005 Conventions).

Communication and Information

375. South Africa has also been playing a leading role in the further development of CI initiatives promoted by UNESCO. The country celebrated World Press Freedom Day, and also co-organized the Pan African Conference on Access to Information that resulted in the adoption of the African Platform on Access to Information Declaration. Quality programming in community media is being undertaken in the country via the IPDC Project on the production of documentaries on Women in Science and Engineering. In the context of the follow-up to the WSIS Action Plan several universities in South Africa are involved in developing a curriculum for teaching Information Ethics in Africa. Also several universities

and colleges continue to adopt and adapt the UNESCO Model Curriculum in Journalism Education to their own use.

Participation in UNCT Activities

376. UNESCO participated in the 2011 South African UNCT retreat which mapped out strategies for further collaboration with government civil society and the private sector. The development of the new UNDAF is on-going, and UNESCO is collaborating with other UN agencies in this respect.

Challenges

377. The major challenge faced by UNESCO in South Africa is that of being a Non-Resident Agency (NRA). Further, the UNESCO National Commission in South Africa has been understaffed during the biennium, with no Secretary-General in post. A major challenge is the increased difficulties in mobilizing extra-budgetary resources for initiatives in this middle income country. Efforts at increasing the systematic leveraging of South African experience and expertise in promoting UNESCO mandates in other Southern African countries were initiated within the context of South-South collaboration.

SWAZILAND

378. Swaziland has been particularly hard hit by massive reduction in revenues from the Southern African Custom Union (SACU) as a result of the worldwide financial crisis. There were protests and teachers' strikes in the country sparked off by delayed payments of salaries. Government priorities were shifted towards financial resource mobilization during the biennium. This in a way contributed to the lowering of commitment to ownership and leadership of initiatives not directly linked to resource mobilization. Nevertheless, UNESCO supported programmes in capacity building and policy development progressed well with several results achieved during the biennium.

Achievements

Education

379. Swaziland finalized a new Education Bill that covers all education levels. Improved policies on youth and adult education were also adopted. 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. Efforts to strengthen Education for Sustainable Development were also supported by establishing a Mainstreaming Environment and Sustainability in African Universities (MESA) Chair at the University of Swaziland. A School Environmental Awards Programme to mobilize young people towards sustainability issues was also launched in collaboration with the Swaziland Environmental Authority (SEA).

Natural Sciences

380. Swaziland successfully completed a major review of the Science Technology and Innovation Policy with support from UNESCO. It is expected that the implementation of the updated policy will contribute towards enhancing the leverage of science for development in the country.

Social and Human Sciences

381. Two cities in Swaziland, Mbabane and Manzini, actively participated in the processes leading to the finalization of the internal statutes of the African Coalition of Cities against Racism and Discrimination and its adoption by the Coalition in Durban, South Africa.

Culture

382. Swaziland was also among several English-speaking Southern African Member States successfully completed the exercise of the second World Heritage Reporting Cycle. These countries also undertook inventory work in the area of intangible cultural heritage. A proposal for a fund-in-trust project for the development of a parental manual for promoting positive parenting in the face of the HIV and AIDS pandemic was completed and funding approved. This project will also emphasize the use of culture in the response to the HIV and AIDS pandemic.

Communication and Information

383. World Press Freedom Day was celebrated with support from UNESCO. Of particular note is the increasing importance of self-regulation of the media in the country as promoted by the Media Complaints Commission.

Participation in UNCT Activities

384. UNESCO engages with the UNCT in Swaziland in programming initiatives as stipulated in the 2011-2015 UNDAF. 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. In addition, outcome 5 on enhanced and strengthened capacity of key national and local level institutions for the improved governance was addressed through the review of the Science Technology and Innovation Policy in the country.

Challenges

385. As a Non-Resident Agency in Swaziland, UNESCO faced several challenges in participating efficiently in joint UN initiatives in the country, but inter-agency cooperation specifically in the Education sector and cooperation with the National Commission of Swaziland helped in facing the challenges. Further challenges stem from Swaziland's fiscal problems which impacts negatively on the capacity of local stakeholders to participate fully in all initiatives undertaken in the fields of education, sciences, culture, communication and information. It is also difficult to mobilize resources and interest from donor countries in view of the current threats to stability in the country.

UNESCO Office in Yaoundé

Contexte

386. Pendant le cycle biennal d'activités qui vient de s'achever, le Bureau UNESCO de Yaoundé a déployé toutes ses ressources dans la mise en œuvre des activités telles que définies dans les programmes des différents secteurs, en collaboration avec les Etats membres, les Agences sœurs du Système des Nations Unies et les différents partenaires internationaux au développement. Eu égard à l'expérience démontrée dans des domaines tels que l'éducation, le Bureau a mené des activités régionales et a pu mobiliser des ressources extrabudgétaires.

387. Le cluster de Yaoundé regroupe le Cameroun, le Tchad et la République Centrafricaine (RCA), les deux derniers étant des pays post-conflits. La présence des autres agences du Système des Nations Unies est assez significative des domaines de développement à travailler. Toutefois, l'on peut noter quelques contraintes dans les efforts de collaboration avec le Système des Nations Unies (SNU) : la difficulté d'intégrer les domaines de l'UNESCO autres que l'éducation dans les priorités nationales et l'UNDAF, en particulier dans les pays post-conflit ; la difficulté d'assurer une présence technique pour chaque secteur dans tous les pays du Cluster, en particulier pour les secteurs SC et CLT, au regard du plafond du budget des missions et du coût élevé des voyages, exacerbé par le coût des mesures sécuritaires ; enfin, le système de *reporting* UNDAF qui reste essentiellement basé sur des contributions financières et qui n'a pas permis de valoriser les appuis techniques.

Défis rencontrés

388. Les défis du Bureau se situent à deux niveaux, celui d'une collaboration plus forte avec les Commissions nationales et renforcement des ressources matérielles et techniques. Le Bureau de l'UNESCO Yaoundé a accès à l'ensemble des applications et outils informatiques développés à l'UNESCO (FABS, STEPS, SharePoint...) en matière de gestion opérationnelle et financière. Ces outils nécessitent cependant une bonne connexion internet pour être pleinement efficaces et adaptés au niveau élevé des activités qui sont mises en œuvre. Cette situation entraîne d'énormes ralentissements et souvent des coupures qui ont une incidence sur la réalisation des projets. Par ailleurs les frais de fonctionnement (Running cost) alloués au bureau ne correspondent plus aux besoins réels du Cluster. Le déploiement des outils informatiques tels que SISTER et SharePoint ainsi que la mise en œuvre du nouveau cadre contractuel à l'UNESCO n'ont pas été accompagnés d'une formation suffisante pour le personnel. Au niveau de l'administration, une formation auprès des services de DIT permettrait au responsable informatique d'actualiser et approfondir ses connaissances sur les systèmes informatiques utilisés au Siège afin de mieux les restituer au niveau du Cluster. Enfin une formation sur les méthodes d'archivage et de gestion des dossiers au Siège permettrait à nos collègues d'améliorer le système en place à Yaoundé pour la gestion des archives.

Activités réalisées

Education

389. Dans le domaine de l'éducation, le Bureau s'est déployé dans diverses activités dans le Cluster. L'UNESCO a contribué au renforcement des capacités des ministères en charge de l'éducation dans la mise en œuvre de leur plan de développement de l'alphabétisation et de l'éducation non formelle, et a apporté un appui dans l'élaboration et la mise en œuvre de la stratégie sectorielle de l'éducation dans les trois pays. Il a également participé aux efforts de renforcement des capacités des pays dans l'élaboration des outils de formation, de collecte et traitement des données statistiques en collaboration avec l'Institut de Statistique de l'UNESCO. Il a facilité l'application ou l'adaptation des dispositions internationales ou instruments internationaux relatifs au personnel enseignant en RCA et au Tchad. Sur le plan régional, le Bureau a accompagné les ministères dans le processus d'amélioration de l'enseignement supérieur et a élaboré les outils pédagogiques de formation à distance des enseignants, tout en lançant les sessions effectives d'auto-formation dans le domaine de l'éducation au VIH/Sida en milieu scolaire et extrascolaire. A l'échelle nationale, le Bureau a renforcé les capacités de la chaîne de supervision pédagogique et technologie au Cameroun, tandis qu'en RCA, il a apporté un appui dans les domaines de l'éducation à la citoyenneté (paix, dialogue interculturel, droits de l'homme) et au Développement Durable.

Sciences naturelles

390. Dans ce domaine, une étude diagnostique de l'aquifère transfrontalier entre le Cameroun et le Nigeria (partie sud, côté Cameroun) a été réalisée. En partenariat avec l'Institut de Recherche et de Développement (IRD) et l'Université de Bangui, une grande exposition scientifique dénommée « Exposition Sciences au Sud » a été réalisée pendant deux semaines dans l'enceinte de l'Université de Bangui. Un appui de ce secteur a été donné à la Commission Nationale Tchadienne pour l'UNESCO dans le cadre de la célébration de la Journée Mondiale de l'Environnement. Enfin, une étude a été réalisée conduisant à l'établissement d'un catalogue de données et une d'analyse critique de la situation économique, écologique et sociale de l'espace de la partie camerounaise du complexe transfrontalier TRIDOM qui regroupe 3 aires protégées Dja-Odzala-Minkebe (Cameroun).

Culture

391. A l'échelle du Cluster, le Bureau a aidé à l'élaboration et soumission de plusieurs dossiers de propositions d'inscription sur la liste du patrimoine mondial (Cameroun, paysage des chutes de la Lobe ; République Centrafricaine : Forêt et Résidences des Pygmées AKA ; Tchad : Parc National de Zakouma). Il y a aussi la participation des artisans du Cameroun de la République Centrafricaine et du Tchad à la Reconnaissance d'Excellence UNESCO pour l'artisanat 2011 (Yaoundé 2011). En RCA, le Bureau a appuyé le Musée National Barthélémy Boganda par une dotation en équipements informatiques et numériques pour la numérisation et l'inventaire des objets culturels, la mise en œuvre du projet du Projet « expression et réconciliation » (dans le cadre du Fonds de consolidation de la paix - PBF). Au Cameroun l'UNESCO a appuyé les musées communautaires de Foumban et de Babungo par une dotation en équipements informatiques et numériques pour la numérisation et l'inventaire des objets culturels. Au Tchad, l'appui du Bureau au musée National du Tchad par une dotation en équipements informatiques et numériques pour la numérisation et l'inventaire des objets culturels.

392. **Communication et Information** : En RCA, trois nouvelles radios communautaires ont été créées entre 2010 et 2011 à Kaga Bandoro, Bria et Bossangoa à travers la phase II du PBF. Dans le même ordre d'idées, le Programme international pour le développement de la communication (PIDC) a permis d'appuyer la Radio communautaire de Bossangoa par l'achat des équipements complémentaires. Le Bureau a permis le renforcement des capacités de la radiotélévision centrafricaine et l'achat et l'installation du matériel de numérisation des archives sonores. Pour l'année académique 2010-2011, trois étudiants centrafricains ont été inscrits à l'Ecole Supérieure des Sciences et Techniques de l'Information et de la Communication en Master II. Au Tchad, un projet financé par le PIDC en 2011 est en cours de réalisation et vise à renforcer les ressources humaines du Département de Journalisme de l'Université de N'Djamena afin d'aboutir à une école de journalisme. Toujours avec les financements du PIDC, un appui au renforcement du quotidien « Le Progrès » a été possible, deux radios communautaires ont été créées à Léré et Koumra, un support a été apporté au Haut Conseil de la Communication et à l'Association des Editeurs de Presse du Tchad. Au Cameroun, le projet de création d'une Radio communautaire (ONE UN) à Garoua Boulai est arrivé à terme et la mise en place de deux autres radios et d'une stratégie globale de communication pour le compte du « Programme du Villages du Millénaire au Cameroun » est en cours. Les travaux d'installation du Centre Multi media Communautaire de Bakassi sont arrivés à leurs termes. Enfin, le projet de la radio parlementaire au Rwanda est en cours de finalisation.

Participation aux programmes conjoints ONU

393. Le Bureau UNESCO Yaoundé participe régulièrement aux activités de programmation UNDAF dans les trois pays, de même qu'aux réunions de UNCT en RCA et aux réunions élargies (Tchad). Au Cameroun, pays hôte, le Bureau a participé à toutes les réunions de UNCT et à la conception et la mise en œuvre des projets conjoints tels que la Radio

Communautaire Garoua Boulai (5 agences dont l'UNESCO), le « village du millénaire du Cameroun » (Maroua et Meyomessi). En outre, le Bureau assure la présidence du Groupe Communication du SNU/Cameroun.

ARAB STATES

UNESCO Office in Amman

394. Despite being an upper middle income country Jordan is facing a number of developmental challenges: the country hosts one of the largest number of urban refugees in the world¹; it suffers from a scarcity of natural resources - in particular water²; is 96% dependent on external sources to meet its energy demands; and the economic participation rate of youth and women is very low paired with a high annual population growth rate and a young population (57% are below 30 years). In the wake of the so-called “Arab Spring” popular discontent over rising food and fuel prices, unemployment, lack of political participation and social injustice caused waves of protest in early 2011. Since March 2011 the number of Syrians seeking refuge in Jordan has been constantly growing and is expected to increase exponentially in the coming months.

395. **Overall achievements:** In the past two years the Office mobilized nearly US\$3.5 million from private and bilateral donors and is addressing important development concerns in all fields of UNESCO’s mandate.

396. The **Education** Sector focused on improving the quality of education mainly through assistance to TVET and Entrepreneurship Education, higher education and teacher training. The Ministry of Education (MoE) is better able to develop a new national TVET strategy and capacity development on quality standards of TVET; policy and planning in education improved through capacity development of MoE; professional teacher development was provided through a series of teacher training courses and modules on education in emergencies; human rights, cultural heritage and environmental education promoted through the Associated Schools Project Network (ASPnet) regionally coordinated by the Amman Office; non-formal education was provided to school dropouts in the Petra area and 850 vulnerable Iraqi and Jordanian children and youth in Amman; INEE Minimum Standards for education in emergencies were integrated into the MoE’s plans; Knowledge of Inclusive education and the rights of persons with disabilities increased through a school and media campaign; planning capacities were enhanced at the Ministry of Higher Education and Scientific Research (MoHE) through the establishment of a strategic Policy and Planning Unit and support to quality assurance accreditation systems. In May 2011 the regional launch of the Arabic edition of the EFA Global Monitoring Report under the patronage of Queen Rania Al-Abdallah was organized, attended by seven Ministers of and Deputy Ministers of Education from the region. Finally, an extrabudgetary Higher Education Scholarship Programme for vulnerable Jordanian and Iraqi Youth marginalized students to enrol at universities in Jordan and pursue higher education.

397. In the field of **Natural Sciences**, UNESCO’s main focus is addressing the adverse impact of climate change and the dramatic water scarcity through scientific research and awareness-raising. Through the extrabudgetary funds from the MDG-Achievement Fund, capacities, policy and planning skills and knowledge of national stakeholders were developed with regards to addressing climate change, biodiversity and water management. A series of tools on safe behaviour and preparedness at schools and public awareness raising tested through a pilot project on disaster risk reduction; national institutions are better able to prepare, implement, monitor and evaluate national science, technology and innovation policy. Technical support was provided to the national MAB committee that led to the successful nomination of Wadi Mujib as a MAB reserve. Environmental awareness was raised through the ASPnet and World Water Day was marked at schools. Through the distribution of

¹ Jordan hosts 2 million Palestinians with refugee status registered with UNRWA and around 450,000 mainly Iraqi refugees according to Government estimates.

² Jordan has one of the lowest levels of water resource availability per capita in the world and is considered as one of the four most water scarce countries in the world.

Microscience Kits at schools students in Jordan were encouraged to engage in scientific research. Scientists and Engineers were exposed to the foundations of entrepreneurship thinking and continued support is provided to the SESAME (Synchrotron Light for Experimental Science and Application in the Middle East) International Research Centre.

398. In **Communication and Information**, priority was given to promoting freedom of expression and access to information, strengthening media training capacities and supporting pluralistic media communication for sustainable development. 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 public other celebration events to mark World Press Freedom Day. A capacity development project for female citizen journalists in Jordan's rural areas was developed, whereas professional standards of local journalists were improved. Through the assessment of Jordan's media environment using UNESCO's Media Development Indicators (MDI) recommendations for improving media related legislation, policies and regulations in Jordan were provided to the government and the establishment of an independent self-regulatory media body regulating professionalism and journalist ethics related issues was initiated.

399. In **Culture**, the Office continued its support for the protection of Jordan's sites inscribed on the World Heritage (WH) List and assisted in improving the management of museums and cultural objects, as well as in promoting cultural diversity through awareness-raising activities. The monitoring and management of WH sites were strengthened through on-going technical support to national authorities and technical support to strategy formulation. A Risk Management Methodology has been developed for the WH site of Petra as part of an extrabudgetary Risk Mapping project and will be published as a UNESCO technical publication for heritage sites worldwide. Funds were raised to implement the Siq Stability project over the period of 30 months in Petra in continuation of the Rapid Assessment of the Siq project implemented in 2011. Intangible heritage was promoted through capacity development and an awareness campaign for the implementation of the 2003 Convention, as well as through support to the UNESCO led EuroMed Heritage project MEDLIHER. National Capacities in Museum Management were improved through the formulation of a national organizational structure in charge of museums based on a thorough needs assessment, capacity development activities for museum personnel, and the fostering of the use of museums as public spaces of informal learning for young people. Intercultural dialogue was promoted through a Night of Cultural Diversity and a comedy festival targeting youth of different vulnerable groups. Engaging Young People in Heritage is the aim of an intersectoral ED/CLT project that brought together national authorities, local educators and regional experts. Local institutes and think-tanks are better able to engage in interreligious dialogue as a result of the organization of forums.

400. **Challenges:** Short-living Governments and rotation of senior level management at ministries represent a great challenge for long-term planning and the sustainability of programs. Jordan being classified as an upper middle-income country has repercussions on the UN's ability to attract funding for development and has consequences for the operation of the UNCT. Royal NGOs and government organization have sometimes overlapping mandates leading to a duplication of efforts and unclear authorities for decision-making and resource allocation. Until October 2011 UNESCO had only one international programme staff (now two). Current core budget cuts and the pending UNESCO field network reform undermine long-term planning.

UNCT activities and common country programming

401. UNESCO is an active member of the UNCT and supported all UNCT activities and common country programming exercises. The UNCT in Jordan operates under a second generation UNDAF for the period 2008-2012 and is currently rolling out the UNDAF 2013-17. The following four priority areas were identified: Enhancing Systemic Reform; Ensuring

Social Equity; Investing in Young People; and Preserving the Environment. UNESCO is included in all UNDAF priorities and managed to have the work of all its sectors included.

402. **Involvement in United Nations joint programming and programmes.** UNESCO participates in the only one Joint Programme, the MDG-F “Climate change adaptation: Adaptation to Climate Change to Sustain Jordan’s MDG Achievement”. In addition, under specific UNDAF Outcome areas such as Disaster Risk Reduction and Response; UNESCO, UNICEF, WHO, UNWRA, UNFPA, UNDP and UNHCR are partly working together, however, not as joint programmes coordinated by the UNCT or under the overall supervision of the RCO.

403. **Areas of future cooperation within the UNCT:** Recent events in Jordan and the Arab region, driven by high youth unemployment, low economic participation rates and opportunities are offering additional entry points for UNESCO in Jordan and opportunities to expand its role within the UNCT. For example: entrepreneurship and TVET as well as science and research linked to job creation for youth (UNIDO, ILO, UNICEF); water management, research and water education (MDG-F project UNDP, WHO, FAO); supporting a more sustainable tourism sector (UNDP); professional development for teachers to enhance quality education (UNICEF); the promotion of human rights (UNDP); disaster risk education (UNICEF, UNDP); building of management Information Systems to collect, classify and utilise data in education with particular emphasis to drop-outs (UNICEF). In light of the upcoming municipal elections planned for late summer/early fall of 2012. UNESCO was approached with a request to lead the UN’s involvement in supporting media in better communicating and monitoring the elections.

404. To prepare for the case of a high influx of Syrian refugees to Jordan, a UNCT Jordan Syria Task Force led by UNHCR was activated in July 2011 to coordinate UN response in close partnership with the government of Jordan. Relevant agencies, including UNESCO, are scaling up support to assistance those in need now and the possibility for larger interventions in the near future.

405. UNESCO is part of the Education Working Group and since January 2010, UNESCO chairs the UN Communication Group, which provides a unified platform for communication and media challenges that the United Nations faces in Jordan. Under the leadership of UNESCO, the number and impact of UNCG activities have grown substantially improving the visibility of the United Nations in Jordan. UNESCO also co-chairs the UNDAF Environment Working Group

UNESCO Office in Beirut

406. In 2010-2011, political instability and insecurity was a challenge and led to weak coordination among institutional partners. The Beirut office has focused attempts to promote the sharing of information across sectors and partners, notably through the UN Country Team.

LEBANON

407. This biennium marked the first two years of the Lebanon UNDAF (2010-2014) for which UNESCO is the Lead agency for Education. The UNDAF interventions in **education** are in their initial phases but are already delivering first hand results such as the completion of the legislative review of the provision of education opportunity for out of school children and the development of thematic papers on different issues related to teacher education programmes. These will serve as the basis for national education policy development. At the request of the Ministry of Education and Higher Education (MEHE) UNESCO has provided

technical assistance to the Ministry in monitoring the implementation of its new National Education Strategy. In this regard, the Beirut Office has been working with the MEHE in revising and refining its education indicators.

408. A monitoring system for school performance was developed with MEHE through UNESCO's technical expertise to collect and analyze data in view of the calculation of the value added of each school.

409. Following the reform decision to introduce life skills-based reproductive health, including HIV and AIDS, in public schools, UBW funding was secured to support its implementation. The country is now strengthened with a situation analysis of the education sector responses to HIV and AIDS and a manual for school health educators were developed and adopted by the government. UNESCO has also assisted the government to address gender issues including gender based violence (GBV). By developing a teaching manual on gender sensitive teaching approaches in collaboration with MEHE and launching a study on school related GBV, UNESCO supported the revision of school textbooks for the elimination of gender stereotypes. In addition, UNESCO is working on piloting a Multi Grade School Modality for reintegration of early drop out and Out school children in schooling.

410. UNESCO continued to strengthen efforts in Literacy by building the capacity of the Ministry of Social Affairs (MOSA) and civil society organizations in Lebanon to deliver literacy services with focus on girls and women. In the context of a memorandum of understanding with MOSA, the National Committee for Adult Education in Lebanon has been reactivated and has, with UNESCO, trained trainers on literacy programmes. The national conference on literacy held with UNESCO's support led to a series of recommendations that are being implemented, most notably the preparation of a national strategy for literacy.

411. CRDP-Lebanon and MEHE participate in the Entrepreneurship Education in the Arab States Project-Component Two (2010-2012). The focus areas are: policy and coordination, curriculum development, teacher training, and networking. The project is implemented jointly by UNESCO, ILO and ETF.

412. Education for sustainable development (ESD) was brought to the forefront of public attention in Lebanon through the environment window. Capacity-building for two Universities in Lebanon was delivered integrating ESD issues in university programmes. ESD-Teacher Education Guidelines were developed in cooperation with the Department of Education/AUB and UNESCO implemented a training workshop for media professionals on how to report on climate issues in the media. In addition technical assistance was also provided to the Ministry of Environment (MoENV) and Biosphere Reserves staff towards the implementation of the Madrid Action Plan.

413. A capacity-building training workshop on the use of ESD-Teaching and Learning for Sustainable Future and YouthXChange Resource Kits and planting trees exercises were organized (April 2011) for school teachers/supervisors, NGOs, and students, as part of ESD programme.

414. In line with Lebanese reforms, UNESCO continues to build capacity of teachers and school managers in schools in dialogue skills and conflict resolution in the North of Lebanon and in twinning Palestinian and Lebanese schools. In the Context of Psych-Social Support for at risk children, UNESCO is working with selected primary schools in South and North Lebanon to use Art (Choral singing) as a means for increasing school retention and encouraging positive values.

415. Further work was undertaken as human rights education components were integrated in civic education curricula in public and private schools, via training for ASP-NET teachers & public librarians on Human Rights Education following the production of a Human Rights Kit.

In line with the UN Integrated Human Rights working group's human rights education strategy, UNESCO supported the raising awareness of over 2500 students at 30 high-schools and 4 universities on Human Rights issues and UPR recommendations.

416. In the field of **Social and Human Sciences**, in the area of Governance, "Youth participation" is a priority and UNESCO plays a leading role as a managing agent of the UN joint project (with UNICEF, UNDP and ILO) on "Youth empowerment and participation in Lebanon". A draft national youth policy has been finalized and is to be endorsed by the government. The policy is informed by up to date data analysis and sectoral policy research on Lebanese youth and was developed with the engagement and participation of youth organizations and activists of all fractions under the newly established national youth forum. An action plan on issuing the national youth card was prepared.

417. Smoother and diversified school to work transition is a crucial policy challenge to promote youth inclusion in social and economic life. UNESCO has launched a field study in coordination with 4 universities on female fresh university graduates to track their transition. The study aims to better understand the difficulties faced and their needs and to formulate gender responsive policy recommendations and further policy research priorities.

418. In **Culture**, capacities of partners were developed in the establishment of accurate high definition 3D digital data and documentation for World Heritage Sites through pilot on-site operation for Baalbek as well as the establishment of risks map for the World Heritage Sites. This was undertaken in parallel to a forest fire threat assessment of the Qadisha Valley WH site which was followed by training targeting Qadisha valley guards of Bcharre Municipalities Federation, and other volunteers from the region. It led to the activation of fire prevention measures and the development of a plan for early intervention during any fire incident within the valley. UNESCO promoted culture and normative instruments in Lebanon through events such as the organization of a photographic exhibition with guided tours on "Underwater Cultural Heritage", organized at the American University of Beirut's Museum.

419. Within the framework of sustaining cultural industries and crafts UNESCO and USEK university organized a training Workshop on "Creativity, Design - related to Pottery-Ceramics and blown glass" where young designers (from USEK university and the Lebanese University U.L) and crafts workers participated in the training Workshop. "Children day at the museum" activity raised awareness on heritage issues amongst the children and youngsters aged between 8 and 12 years. A visit to the museum was organized according to the concept: "Learning while playing".

420. In view of creating an enabling environment for intercultural dialogue in particular inter-religious dialogue, UNESCO developed a series of 6 inter-religious dialogue workshops. These were conducted in close coordination with the Lebanese National Commission for UNESCO, the Ministry of Education and the UNESCO chair on Interreligious dialogue at St Joseph University. The workshops trained over 200 teachers from public and private schools around Lebanon on the capacities and modalities of intercultural and interreligious dialogue.

421. UNESCO worked with the MEHE and the Lebanese National Commission to integrate the values of World Heritage in educational policies and practices, especially among youth through a wider diffusion of the kit World Heritage in Young Hands. Over 30 trainers were prepared for further training to teachers to be provided.

422. In **Communication and Information**, in order to promote access to knowledge and information UNESCO supported the opening of a model school library with the MEHE and the Goethe Institute. The Goethe institute is also working with UNESCO towards the establishment of a model public library using modern library management software that will then be scaled up for the Ministry of Culture and the countries public libraries. In this vein, the Beirut office organized a training workshop the importance of copyright in print and digital

environments while highlighting the importance of respecting these rights in the library everyday work.

SYRIA

423. In 2010 Syria continued its methodical approach to reforming its government processes. The UNDAF for Syria is in its last year and UNESCO was engaged with the UNCT in the finalization of the 2012-1016 UNDAF. The UNESS was revised in its analytical aspects and served as a crucial input in the preparation of the education window activities. The UNDAF finalization should also help increase UNESCO's work in the country. Until early 2011, cooperation with Syria focused on linking the country to regional initiatives and conferences and in reinforcing capacities in specific areas and in supporting their contributions to the region. Since March 2011 however, there have been no activities in Syria due to security concerns. The UNDAF is suspended until further notice. Until the situation stabilizes all attention is directed towards monitoring the flight and conditions of Syrian nationals to neighbouring countries.

424. In **Education**, at the request of the Ministry of Higher Education (MHE), UBO supported the review of the National Academic Reference Standards (NARS) of "Classroom Teachers" developed by the MHE. Following the establishment of the Regional Centre for Early Childhood Care and Education in the Arab States (RCECCEAS) in Damascus, Syria (est. in 2009), UNESCO has been working closely to further reinforce the CAT 2 Center's capacities. This was done through training workshop to build the Capacity of ECCE personnel in the country and the center and through the distribution of UNESCO Publications to the ECCE Center Library and the provision of material equipment. UNESCO Beirut continues workshops to strengthen the capacity of the Center Trainers and qualify them as regional Trainers.

425. In **Culture**, a Regional Meeting on the Protection of the Underwater Cultural Heritage was organized by the UNESCO Beirut office and by UNESCO Headquarters in cooperation with the Agency of Istanbul 2010 European Capital of Culture in Turkey. The meeting aimed to promote the 2001 Convention and its scientific standards among government participants. It aspired furthermore to inform country representatives and cultural decision makers of issues of the protection of submerged archaeological sites. Syrian and Lebanese participants attended the meeting with 17 other countries and 7 International experts, thus building a cooperation network with the participating countries and sharing experiences among a larger group.

426. In **Communication and Information**, UNESCO Beirut joined efforts with Ministries of Information and Communication in Syria for the first Arab Digital Local Content conference. In this conference, our aim was to support women's presence at the decision making level in media related institutions and in particular, support her involvement in the production of a local content.

427. In the area of **Natural Sciences**, following the agreement on the Madrid Action Plan (MAP) in 2008 the Man and the biosphere Program (MAB), set the objective of reviewing the status of the existing Biosphere Reserves in the Region. Thus, a training workshop aiming at building the capacities of the Member States National Committee and Biosphere Reserves managers in the Arab States was organized. Syria was represented by ministry of environment members as well as biosphere reserves' managers.

428. Training was provided for teachers of dry lands locations in Syria to help them gain a better understanding of their region's environmental problems and thus encourage them to seek possible solutions through discussion and practice. The objective was to have a knowledge transfer to students about their environment as well as how to adapt and help decreasing the draught effect. Subject matter and methods of the training were based upon

the Teaching Resource Kit for Dry land Countries and its innovative approaches that UNESCO has released and translated in Arabic.

UNESCO Office in Cairo

429. UNESCO Cairo Office (UCO) responded to the challenges brought to the region by the Arab Spring through redefining and strengthening its activities to promote best practices to support freedom of expression and press freedom as well as building up efforts to maintain the momentum for democratic transition concepts and ethics of democracy, especially among youth. Strong measures have been taken to protect cultural heritage of Egypt and Libya.

430. Main achievements in the field of **Education** include assistance to Egypt and Libya in reaching the EFA goals in the area of literacy, building capacity of teachers, supporting early childhood care and education, providing technical support to sector wide planning, and strengthening South-South cooperation through E9 initiative. UCO continued to provide Member States with best practice through the organization of international events and celebrations of EFA week, Teachers Day, International literacy day and launching the National Campaign for Literacy. Capacity-building activities focused on training workshops for teachers in literacy, ICT in education, early childhood, and educational statistics.

431. In the sphere of standard setting, a number of studies and policy advice activities were delivered to Egypt and Libya. A study on Egyptian teachers' working conditions was commissioned. Technical support to Libya in the areas of for strategic planning for education and higher education, TVET and pre-assessment process for post conflict Libya was provided.

432. Important strides were made in facilitating international cooperation and support of civil society. A major success was the approval of a second phase of Early Childhood Care and Education (ECCE) in Egypt with funding from AGFUND.

433. Egypt won the UNESCO Confucius Prize for Literacy 2010 for its program 'Females for Families', an innovative approach to solve societal problems by training village girls to become change agents within their communities.

434. With the Arab spring, the need to involve NGOs and youth has become more apparent; hence UCO supported two regional workshops, both focusing on the role of NGO's and youth in literacy.

435. In the field of **Natural Sciences**, the following results have been reached during the biennium 2010-2011 in the area of Science Policy and sustainable development, as well as on enhancing science and engineering education in the Arab Region:

- science education strengthened and sciences promoted in the Arab Region through newly proposed innovative Sciences and Engineering curricula;
- national and regional scientific community contribution improved towards the pursuit of Sustainable Development;
- popularization of Science in the Arab Region promoted;
- institutional and technical capacities built for the dissemination of renewable energy technologies.

436. The Ecology programme offered support to Member States from the Arab Region in the development of new Biosphere Reserves by encouraging participation in both the regional

network of BRs ArabMAB, and the World Network of Biosphere Reserves (WNBR). As a result, ArabMAB Network was strengthened through support provided for regional meetings and for capacity-building of young researchers and personnel working in biosphere reserves.

437. The Earth Science programme supported the Arab Geoscientists to exchange ideas and experiences and learn up-to-date knowledge on issues such as sustainable discovery of natural resources, climate change and other geological processes of the region. New initiatives by UNESCO and IUGS, such as the International Year of Planet Earth, Earth Science Education Initiative for Africa, as well as UNESCO's Global Network of Geoparks provided best practice and function as an important tool of information exchange between the Arab region and the rest of the science community.

438. The Natural Disaster Risk Reduction (NDDR) programme actively promoted advocacy and policy support for disaster preparedness and integration of risk reduction knowledge into educational and public awareness programmes and teaching materials. The programme also contributed to the development of a Disaster Risk Reduction strategy document for the Arab Region through the elaboration of a research document on logical means and thematic basis for the exchange of knowledge and expertise between Arab countries in the field of natural disasters, especially those climate-related.

439. Freshwater management knowledge base and capacities at regional level were improved through tools and applications for strengthening policies for water management in the Arab region; in particular, UCO drafted a toolkit on groundwater operational management and produced a digital encyclopaedia for water resources in the region. It also supported a research on sea water desalination and launched the Arab G-Wadi Network with the involvement of 20 key water institutions in the Arab region.

440. The state of knowledge and best practices in climate change risk management and adaptation in the Arab region was strengthened through support to applied research and studies focusing on climate change impacts on water resources using Regional Circulation Model (RCM). Scenarios to assist in developing National Water Resources strategies and studying the climate change impacts on the groundwater resources management and sustainability in the Arab region were developed.

441. Public awareness among school students towards rational use, conservation and protection of water resources in Egypt was enhanced through support to water ethics awareness programme covering 3 governorates in Egypt, namely: Cairo, Alexandria and Ismailia during summer 2010 with the participation of 107 schools students (12-18 years old). An informal water educational material for schools students was prepared and a multimedia was produced including 2-D still image cartoon of eighth stories addressing different target age groups promoting the concept of sustainable development.

442. Regional cooperation among the Nile countries was enhanced through networking, joint research and capacity building in the field of the Nile water resources management especially through the FUST FRIEND/Nile project.

443. Main achievements in the field of **Social and Human Sciences** include support to the democratic transition in Egypt, through the organization of a Youth seminar on 'Ethics and Democracy', held in June 2011 in Cairo. It provided a platform for discussion and promoted networking among more than 70 young activists and students in Egypt. The meeting identified current challenges and urgent needs for young people to fully engage political and social transition addressing the international organizations.

444. With support of UNESCO, the National Bioethics Committee in Jordan organized an expert meeting on 'Ethics of human stem cell research' in October 2011. UNESCO has provided universally agreed principles and existing national regulations on stem cell research in the Arab region. Based on the discussions held, a law was drafted and will be submitted to

the parliament after a series of consultations with national experts. The procedure of establishing such law in Jordan will be a good reference for other countries planning to establish regulations on stem cell research. In that view, a regional dialogue and exchange of information needs to be encouraged through UNESCO's database (GEObs) and UNESCO publications.

445. The 7th ordinary session of COMEST was successfully held in Doha in October 2011 hosted by the Qatari government. The meeting reported the work that COMEST has carried out on emerging ethical issues in science namely, global environment change, nanotechnology and ethics, gender and science, etc. The meeting provided an occasion to reflect on regional perspectives on these global issues and benefitted the science community in Qatar and in the region. Further involvement of science communities in the region to reflect on ethical perspectives is necessary in order to establish a regional approach to the ethics of science.

446. UCO has supported the establishment of a bioethics society in the Arab region initiated by the American University of Beirut, Lebanon. The society is currently under consultation with regional organizations working in the field of science and it is expected to be established in the next biennium. Cooperation with existing networks on bioethics in the other regions and involvement of a greater number of experts in the region are necessary for the success of the society.

447. In view of enhancing well-being of women in relation to health care and medical research, a "Bioethics Network on Women's Issues in the Arab Region" consists of experts, general public and institutions, working in the field of bioethics and medical care concerning women were established in 2010. In 2011, the first conference of the network was held in Cairo, and received a strong support from the participants from Egypt and the region. The conference identified current challenges surrounding women in different countries in the region and the short- and long-term actions for the network to be taken in order to meet its objectives. In the coming biennium, further support for the network to strengthen its function and to achieve its objectives of ameliorating women's health and rights is needed.

448. In the field of **communication and information**, UCO organized, first time in the recent history of Egypt, a public commemoration of the World Press Freedom Day (WPF) in Cairo together with the Egyptian Press Syndicate. The event attracted approximately 200 journalists including leading Egyptian media figures and was streamed live to the UN New York HQ and the global WPF commemoration ceremony held in Washington DC, USA.

449. UCO had undertaken long-term effort to assist Egypt in reforming its media landscape by conducting, drafting and translating into Arabic language the initial assessment study of the media landscape in Egypt, based on UNESCO IPDC Media Development Indicators. The study provides a set of evidence-based recommendations to strengthen the development of free, independent and pluralistic media. It was presented to stakeholders in three high-level public events held in Cairo in October and November 2011.

450. To assist Egypt's media in its transition, the UCO trained close to 40 Egyptian journalists on how to report elections and together with 'Al Ahram', the biggest daily newspaper in Egypt, organized the seminar "Egyptian National Press in Transition" with speakers coming from Le Monde Diplomatique (France), the Guardian (UK), the Dagens Nyheter (Sweden) and the Berliner Zeitung (Germany). In addition, a training workshop to strengthen self-regulation of Egyptian press was organized together with the Readers editor of the Guardian.

451. UCO and the Cairo University implemented a project aimed at strengthening journalism education and communication research in Egypt. The project resulted in the publication of a

research study on communication research and the establishment of a network of Arab communication researchers.

452. An International conference on Knowledge Management promoting e-government, transparency and accountability in Egypt was supported. The conference assembled leading experts from Arab States, the European Union and the USA and discussed knowledge management concepts and methodologies as well as to world best practices.

453. UCO, together with the Centre of Documentation of Cultural and National Heritage of Egypt, finalized the digitization of ancient Arabic manuscripts on chemistry. The project provides wide access to the Arab and Islamic scientific manuscripts on chemistry and published this collection in paper and electronic formats in Arabic, English and French.

454. The second phase of the ICT Competency Framework for Teachers (ICT-CFT) project was concluded by translating and publishing into Arabic language "UNESCO ICT Competency Framework for Teachers" booklet.

455. Eighteen journalists, coming from the ten different States of Southern Sudan have been trained in a four-day intensive training workshop, organized by UCO in Juba in February 2011. The training on conflict-sensitive reporting was aiming to equip media practitioners with specific skills and techniques regarded as essential in analyzing conflict and post-conflict related issues in the Southern Sudan. In addition, a special supplement of 3000 copies raising awareness of press freedom has been published and distributed together with the Juba Post, biggest independent daily in the country.

456. UCO has also developed a series of **gender-related activities** during the biennium. Following Dakar EFA event in 2000, Egypt launched the National Girl's Education Initiative supported by six UN agencies with UNESCO's full involvement and technical and financial support. This initiative reflects a non-traditional approach to the problem of girls' education. It is based on complementary strategies that address issues such as poverty, equity, empowerment, community and children participation, volunteerism, networking and ensuring high quality education. It aims at decreasing the gender gap in primary education enrolment rates and improving the quality of education and attainment of 'education for all' by 2015 (EFA Goal 5). The initiative has to-date assisted in the establishment of 1064 schools in 7 governorates, reaching out to an average of 28,000 girls.

457. 'Women in Integrated Water Resources Management in Egypt' project is currently being implemented under the umbrella of UNDAF activities with the main objective of raising awareness and increasing capacities practitioners, extension workers and communities to document and facilitate women's active, meaningful participation in integrated water resources management. The preparation of a communication manual/tool kit will be produced and disseminated within the scope of this project.

458. UCO is managing the L'Oreal-UNESCO 'For Women in Science' programme for the Arab region, as part of the global l'Oréal-UNESCO initiative.

459. A number of activities related to "Women Make the News" global initiative aimed at promoting gender equality in the media has been carried out by UCO in 2010. The initiative is a unique opportunity for all those who are committed to the promotion of gender equality in newsrooms to challenge the media to fulfill their democratic responsibility to represent women and men in a fair and balanced way.

Participation in the United Nations Country Teams (UNCT)

460. UCO has been a very active member of the UNCTs in Egypt and Libya before and after the revolution. This role increased after the revolution keeping in mind that the office had an

important role to play in Egypt and also in Libya since the UNCT Libya was relocated to Cairo during the Libyan revolution. The Office has received huge demands from Libya and Egypt in this regard especially in this critical period of change which both countries are passing through.

461. The Office attended UNCT meetings regularly for both countries and ensures UNESCO's visibility and support in its areas of competence.

462. **In Egypt**, UCO assisted in the development of the new United Nations Development Assistance Framework (UNDAF) for 2012-2017. UCO actively participated in the work of several UNDAF Priority Working Group including education and governance.

463. In **Libya**, efforts were put in the UN pre-assessment process for post conflict. More specifically, we were engaged in the following developments:

- participation in all UNCT/Libya meetings which took place in Cairo;
- participation in the pre-assessment process for post conflict Libya;
- participation in the Cairo Consultations for Libya in June 2011;
- preparation of the draft Education paper for the social services group jointly with UNICEF (leader UNESCO/UNICEF);
- participation in all teleconferencing with Tripoli or NY; and
- participation in the UNCT retreat, in Tripoli, December 2011.

With respect to Joint Programming, UCO is involved in the following projects:

464. Within the framework of the MDG Spanish Fund project on 'Climate Change Risk Management in Egypt' and to enhance the water policy of Egypt by considering the climate change in the Integrated Water Resources Management plans at national level, UCO succeeded to enhance the institutional and human capacities of the Ministry of Water Resources and Irrigation of Egypt (as the national counterpart) to develop climate change modeling and scenarios and to assess climate change impacts on the water resources of Egypt and to build the needed adaptation strategies through the organization of more than 5 technical training workshops and research support.

465. UCO actively participated in country level activities aimed to increase visibility of the UN system in Egypt. UCO provides UNIC Cairo Office on the regular basis with press releases and articles related to all UCO fields of competencies to be published in UN in Egypt bulletin, as well as cooperate with UNIC Cairo Office in facilitating activities aimed to improve media regulation and safety of journalists' issues in Egypt.

466. Both UNESCO and UNDP are working on developing a "Model Curriculum on Human Rights, Democracy, Citizenship and human security" with the transition government. This initiative was discussed with the previous Minister of Education and a project document was developed and submitted for funding by the EU.

Challenges and constraints

467. The Arab Spring brought not only new opportunities, but also challenges and constraints, in particular budget constraints exacerbated by the difficulty in finding donors, especially for projects addressing long-term development issues. To address these constraints UCO developed several extra-budgetary projects, as follows: the development of ECCE in Egypt, Sudan and Yemen; "Emergency support to protect freedom of expression

and emerging pluralistic media in Libya”; “Capacity of Mass Media Regulatory & Self-regulatory Frameworks in Egypt Strengthened”; and three projects to be funded by the IPDC.

468. Another challenge is the unstable political situation accompanied by the constant change of counterparts in the Member States’ institutions, undermining continuity, the availability of accurate data, and political will to tackle issues related to education and other domains of UNESCO’s competences. To address institutional instability and political uncertainty in the cluster countries, UCO/CI has designed an implementation strategy aimed to develop wide partnerships within public /private sectors and civil society as well as diversify local ownership of the projects to the maximum.

469. Ecology programme had to address limited technical and financial capacity, gaps in information and knowledge, weak institutional frameworks, limited national capacities for sustainable management of natural resources. There is a need to effectively integrate biodiversity strategies and action plans into national development plans, including poverty reduction strategies.

Challenges in the Earth Science area include lack of capacity of most Arab nations to utilize their geo- heritage assets, while simultaneously protecting them from degradation. There is need to promote the establishment of the Geopark in the region to conserve the unique geo-heritage sites and promote geo-tourism.

470. Weak national institutions have hampered NDRR programme management with poor technical and financial capacity as well as lack of accurate scientific data and research. NDRR management should be integrated into the policy-making and multi-stakeholder mobilization.

471. Partnerships between the public sector and civil society and the private sector should be established or strengthened to improve the implementation of community projects, particularly targeting the poor.

472. Other challenges include: the distribution of the available funds for each MLA by the number of offices within the Arab Region reduced the impact; lack of regional consultation; support from HQ back stoppers in the different lines of expertise is minimal; the administrative unit is moving away from its main role as a supporting unit to the programming activities.

Lessons Learned

473. Any division within each sector should be able to stick to its list of MLAs and ERs for a minimum period of 5 years (at least one biennium) with minimal changes. This will allow any programs a better chance to give its fruits and achieve its goals fully. There should hence be a better innovative way to link the activities of each C5 with its successor and that program specialists, on the basis of their evaluation, should be able to request to keep or continue a specific activity and carry it forward to the new biennium.

474. Better visibility and stronger impact of UNESCO activities as well as better resources mobilization from within the region would be reached if all regional bureau, cluster offices and national offices work to implement one sector work plan with better levels of regional consultation and all PS involvement.

UNESCO Office in Doha

475. The UNESCO Doha cluster office serves the six Gulf Cooperation Council (GCC) countries (Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and UAE) and Yemen, which joined the cluster in late 2009. UNESCO Doha works closely with the National Commissions in the seven countries to ensure the implementation of UNESCO's programmes in the natural sciences, education, culture, and communication and information technology. This report provides regional highlights and a summative analysis of the impact of the Organization's activities at country-level, highlighting major results achieved by the office. It outlines core UNESCO programmes and activities contributing to improving cooperation and accelerating progress towards the attainment of national development priorities.

Regional Highlights

476. **Education.** Capacity development in education planning and management was identified as a priority for all UNESCO Doha cluster countries during the regional UNESS. Consequently, UNESCO Doha, in cooperation with the Regional Centre for Education Planning (RCEP), strengthened educational planning and management systems through several capacity-building workshops that have enabled ministry education officials to engage in sector-wide planning of education systems. The RCEP assessment stressed the important role of the training in increasing knowledge on collection, analysis and management of data, education sector analysis, preparation, monitoring and evaluation of national education plans. In addition, most GCC countries are in the process of assessing the status of their Early Childhood Care and Education (ECCE) policy. UNESCO Doha in collaboration with Bahrain Natcom hosted a Sub-Regional Seminar on Student Assessment at the Secondary Level in Bahrain 21-23 November 2011. A stronger partnership needs to be re-established with Arab Education Training center for Gulf States and UNESCO. This seminar is enabling ministry officials to review their countries' efforts in student assessment and to learn lessons from international trends. UNESCO Doha office hosted a sub-regional symposium, in June 2011 in Doha, Qatar to discuss the inconsistency between the required skills and the ongoing training programs. Such forums enable the ministry officials to analyze their current situations, explore the gaps in ongoing teacher training programmes, and strategize on the way forward.

477. In the field of **Natural Sciences**, an awareness raising campaign on the issue of plastic waste was conducted under the title: 'Plastic not so fantastic'. The Arab Recycling Initiative website provides information ranging from class room materials, event details, to statistics regarding the waste management practices of different countries, collated from the widest range of stakeholder to ensure robust statistics, and information.

478. At the request of the Kuwait National Commission and Kuwait University, the establishment of the Arabian Peninsula Environmental Advisor's Network (APEAN) has been finalised. The Office seeks closer cooperation with Government authorities and NatComs, similarly to the cooperation with the Oman NatCom who is highly responsive and active.

479. In **Culture**, over 10 stakeholders from the entire sub-region have been trained in the prevention of illicit trafficking of cultural objects.

480. The implementation of the 2003 Convention on Intangible Cultural Heritage is steadily moving ahead in the sub-region. Falconry was inscribed as a collective intangible cultural heritage in 2010 which included the UAE, Qatar and Saudi Arabia. Over 40 trainers have been trained in an effort to expand the network of experts who can help promote, document and preserve intangible cultural heritage.

481. In the field of **Communication and Information**, an extrabudgetary project to Promote Library role and Information Literacy in Kuwait, Qatar, Saudi Arabia, UAE and Bahrain (with Procter & Gamble Gulf) enabled children to access different sources of information and knowledge they can explore at their own will, with libraries serving as an essential tool for furthering children's education. This project helped enhance library systems to encourage reading and research among students and teachers, and promoted ICT within schools. Major impact includes schools libraries equipped with better ICT equipment, with capacity of school teachers enhanced. Well-maintained libraries at schools are a powerful first step in arming today's children with the resources they need to be the leaders of the future. The major challenge is the amount of funds allocated to this activity, and tight schedule to implement this project.

BAHRAIN

482. **Culture and Science.** UNESCO Doha supported the production of a film on the natural and cultural heritage of Bahrain. Following the successful completion of the film, it has also been translated into Arabic and English.

483. UNESCO is seeking to rekindle, in cooperation with the National Commission, interest in revisiting the issue of the potential biosphere reserve and natural heritage site – the Hawar Islands - where significant achievements had been made in the past.

484. In the field of **Education**, education planning and management systems have been strengthened in cooperation with the Regional Centre for Education Planning (RCEP), through several capacity-building workshops, held in Bahrain in 2010. Half of the trainees were females.

485. A renewed commitment to the Education for All (EFA) goals has been made after the regional Medium Term Review Conference in 2010. As a result of training activities, members of the national EFA committee, education planners, policy-makers and curriculum developers are now capable of analysing and reviewing the EFA National Mid Term Review Report in those countries. The EFA Cluster Analytical Report and the EFA National Policy were also reviewed. This national capacity development effort enables the national authorities to revisit their national EFA plan and to modify and update it according to the report's recommendations.

486. Curriculum review at country level, as well as networking among the private and public universities were enabled through the promotion of guidelines for quality of higher education on the occasion of several seminars: (a) international Workshop on Curriculum Evaluation in the Gulf States organized by UNESCO Doha Office and UNESCO International Bureau of Education (IBE) in Abu Dhabi, September 2011; (b) sub-regional symposium in Kuwait in cooperation with Arab Open University, Kuwait, June 2011. Participants represented Ministries of Higher Education and/or Transnational or Cross border Institution (Oman, Qatar, Kuwait, Bahrain, UAE).

487. **Education and Communication.** Given the rapid changes in Bahraini and Yemeni societies, a new strategy for ASP-net schools was devised. It aims to help ASP coordinators identify best methodologies to run implementation of programmes for ASP-net schools, especially in light of rapid societal changes. The strategy was a result of a training workshop for national ASP-net coordinators from Bahrain and Yemen held in Bahrain, April 2010, in cooperation with the Bahraini National Commission.

488. In the field of **Communication and Information**, the third International Conference for e-Learning in cooperation with Bahrain University, Manama focused on the role of e-Learning in Supporting Learning Communities. Held in April 2010 in cooperation with Bahrain University, its key outcomes included a plan to promote information societies, ICT for

development, Information Literacy and ICT for education. The challenges were the unavailability of funds on time, delays in disbursement, and inadequate funds allocated to implement activities on the region. Doha Office managed to cooperate with potential partners, who have the capacity and contributed funds in order to organize this conference.

489. Media specialist from Bahrain media organizations participated in the conference “Freedom of Expression Conference” held on 3 May, 2010, Press Freedom Day, in the State of Kuwait. This conference enabled media specialists to exchange information, share experiences, and develop regional networks.

490. Participants from Bahrain media and information organizations participated in the conference on the ‘Changing Role of Information Professionals in the Knowledge Economy: Challenges and Opportunities’, 8-10 March 2011, in Muscat, Oman. This conference enabled information specialists to face challenges and discuss opportunities and methods to overcome challenges by finding creative solutions.

491. Freedom of Expression day was celebrated, with co-partners Al-Jazeera Public Liberties & Human Rights, and UN Human Right office in Beirut. Notable outcomes from UNESCO’s work on freedom of expression in Beirut include cooperation with key partners, such as the Al Jazeera Network and UN Human Right office, local and regional partners, thereby expanding the network of freedom of expression stakeholders in Arab Gulf countries. Moreover, a number of media professionals were trained on safety, safety guides were distributed widely, and capacity building initiatives were carried out, with a view to creating an enabling environment for media professionals. These efforts gained good media coverage, including by the Al Jazeera Network.

492. A Database of Media institutes and media organizations in the Arab region resulted from a project with ALJazeera Training Center entitled: ‘Media and Information Literacy’.

493. Lessons learned were mainly the need to foster cooperation with partners, such as universities, and information organizations, to enable the mobilization of extrabudgetary resources. Major results include information professionals trained in information technology, promoting an enabling environment for freedom of information, capacity building for the information professionals, international campaigns and capacity building initiatives for the information institutes and information professionals, with large media coverage of the event by media channels, and other international media organizations.

494. In the field of **Culture**, 40 stakeholders from the GCC countries representing institutions responsible for museums, archaeological sites, cultural and tourism authorities, and legal affairs have been trained to effectively prevent illicit trafficking of cultural objects. The training workshop was organized by UNESCO Doha Office in cooperation with the Section of Museums and Cultural Objects and the Bahraini Sector of Culture and National Heritage (Ministry of Culture and Information Kingdom of Bahrain) in Manama, 20-25 November 2010. Over the period of five days stakeholders learned about UNESCO’s actions in the fight against illicit trafficking in cultural property, ICOM’s role and tools in fighting illicit trafficking in cultural property shared their challenges and experiences in their respective countries, and concluded with a set of recommendations that each country would strive to implement. A follow up conference will be hosted in Riyadh, Saudi Arabia in early 2012.

495. A film entitled “Bahrain: A Land of Contrasts” was produced focusing on the natural and cultural heritage of Bahrain and is available in Arabic, English and German. This film has been widely distributed in Bahrain and to other neighbouring countries and has been a useful tool for national cultural authorities to raise awareness on the importance and value of Bahrain’s cultural heritage among a various sectors of Bahraini society.

496. It is expected that UNESCO will work closely with national cultural authorities in Bahrain to promote and protect the Hawar Islands, a potential natural heritage site.

KUWAIT

497. In the field of **Natural sciences**, Kuwaiti specialists participated in several workshops, conferences, seminars related to Natural Sciences. The protection of biosphere reserves and world heritage sites should be enhanced at national level, and the role of the Kuwaiti National Commission will be crucial in this regard.

498. UNESCO Doha, in cooperation with the Regional Centre for Education Planning (RCEP), strengthened **education** planning and management systems through several capacity building workshops, held in Kuwait in 2011. Half of the trainees were women.

499. Participants were representing Ministries of Higher Education/Division of Quality Assurance and/or Transnational or Cross border Institution (Oman, Qatar, Kuwait, Bahrain, UAE). In the field of Higher Education; there is a great need for a regional QA body or a network to develop benchmarks, criteria and procedures of QA making use of those practices that have proven to have fairly worked well in the western or Asia pacific region. Governments within the GCC need to establish, or encourage the establishment of a comprehensive, fair and transparent system of registration or licensing for cross-border higher education providers wishing to operate in their territory as well as capacity-building for reliable quality assurance and accreditation of cross-border higher education provision in the Gulf area which necessitates planning for training workshops.

500. The “Expert Meeting on the Integration and Complementarity between Higher Education and Primary and Secondary Education,” organized by UNESCO Doha and ISESCO, and held in Kuwait in December 2010, accomplished the following in Kuwait and in twelve other countries in the region³:

- Continuity and integration between Higher Education and Basic and Secondary Education defined;
- Experiences of countries participating in the areas of continuity and integration between Higher Education and Basic and Secondary Education were shared;
- The role of continuity and integration between Higher Education and Basic and Secondary Education in order to achieve efficient outcomes on education was identified;
- Criteria for continuity and integration between Higher Education and Basic and Secondary Education for ensuring the development of society was developed;
- A plan for continuity and integration between Higher Education and Basic and Secondary Education was endorsed;
- The application of modern education management techniques to enhance the continuity and integration between Higher Education and Basic and Secondary Education was discussed.

501. UNESCO Doha office contributed to the “Seminar on inclusive education policies for handicapped children” as agreed in the ISESCO-UNESCO cooperation programme for 2010-2011. The seminar took place in Kuwait, from the 25th September to the 28th September 2011. Participants from GCC countries and Yemen were invited to attend and participate in

³ Syria, Jordan, Tunisia, Egypt, Morocco, Algeria, Saudi Arabia, Qatar, Bahrain and the Sultanate of Oman, United Arab Emirates, and Yemen.

this seminar. The impact of this seminar was to help countries develop a road plan for inclusive education.

502. UNESCO Doha office is supporting Kuwait by providing a consultant to visit the Construction Training Institute (CTI), Kuwait to specify the improvements required so that the Kuwait CTI is upgraded to an internationally recognized level.

503. With regard to **Communication and Information**, notable outcomes from UNESCO's work on freedom of expression in Kuwait include cooperation with key partners, such as the Al Jazeera Network and the Kuwaiti Association for the Basic Evaluators of Human Rights. They also generated further interest from additional local and regional partners, thereby expanding the network of freedom of expression stakeholders in Kuwait. Moreover, a number of media professionals were trained on safety, safety guides were distributed widely, and capacity building initiatives were carried out, with a view to creating an enabling environment for media professionals. These efforts gained good media coverage, including by the Al Jazeera Network. Major outputs were that media professionals trained on safety guidelines. The impact is promoting an enabling environment for freedom of expression and freedom of information, capacity building for the safety of journalist and media professionals, international campaigns and capacity building initiatives for the safety of journalists and media professionals, with large media coverage of the event by ALJazeera Channel, and other International media organizations. Information Specialist from Kuwait also participated in the Third International Conference for e-Learning in cooperation with Bahrain University, Manama that took place in April 2010, as well as the Freedom of Expression day, with co-partners Al-Jazeera Public Liberties & Human Rights, and UN Human Right office in Beirut. Communication and Information sector supported Media specialist from all Arab Gulf countries, to participate in the conference on education for sustainable development in support of cultural diversity & biodiversity", on the period 24-26th of January 2011. Participants from Kuwait media and information organizations participated in the conference. A project with ALJazeera Training Center under the title: 'Media and Information Literacy' develops a Database of Media institutes and media organization in the Arab region.

504. In **Culture**, the GCC and Yemen's national capacities with regards to the prevention of trafficking of cultural objects were developed, following a sub-regional workshop entitled "Capacity-building of national institutions in the field of prevention against illicit trafficking of cultural objects." This workshop was held in Bahrain in November 2010, with the support of UNESCO, the UNESCO Headquarters Section of Museums and Cultural Objects, and the Bahraini Sector of Culture and National Heritage (Ministry of Culture and Information).

OMAN

505. In the field of **Science**, the focus in 2010 was to plan for a *Middle East Botanic Garden Networking Meeting* that took place in January 2011. Oman was chosen as the most suitable location because a professional botanical garden is currently being established in the country. In addition, as part of the overall effort to highlight the International Year of Biodiversity, UNESCO Doha and the Omani National Commission collaborated to host the *International Conference on Education for Sustainable Development in support of Cultural Rapprochement and Biodiversity*. Selected specialists from other cluster countries and several international specialists participated in this important meeting in Muscat in January 2011. Other countries from the Doha cluster that have been actively involved in botanical garden development are Oman, Qatar, Saudi Arabia, and the United Arab Emirates.

506. UNESCO Doha continues to stress the importance of tourism to help identify, establish and manage UNESCO natural heritage sites. The Omani National Commission is closely working with UNESCO Doha on this.

507. In **Education**, during 2010, an emphasis was placed on the reform and strengthening of TVET programmes in key cluster countries, in particular with regards to the role and participation of girls in TVET. A consultant carried out an excellent needs assessment of the labour market in Oman and identified the skills needed in addition to reviewing the current policy and the status of girls in the education and training system. The consultant provided policy recommendations in an extensive analytical report that will assist Omani officials in reviewing their TVET policy.

508. UNESCO Doha, in cooperation with the Regional Centre for Education Planning (RCEP), strengthened education planning and management systems through several capacity building workshop, held in Oman in 2010. Half of the trainees were females.

509. A renewed commitment to the Education for All (EFA) goals has been made after the regional Medium Term Review Conference in 2010. UNESCO Doha seized this opportunity to support Oman to make further progress on EFA. This national capacity development effort enabled the national authorities to revisit their national EFA plan and to modify it according to the report's recommendations.

510. UNESCO Doha office supported a sub-regional symposium, intending to facilitate networking among the massive private universities and government ones, enabling them to promote guidelines for quality of higher education. The symposium was held in 26-27 June 2011 in Kuwait with the cooperation of Arab Open University- Kuwait. Participants were representing Ministries of Higher Education –Division of Quality Assurance and/or Transnational or Cross border Institution (Oman, Qatar, Kuwait, Bahrain, UAE). Oman is an active member of quality assurance networks in the Arab region, including ANQAHE, within the framework of the World Bank and UNESCO's Global Initiative on Quality Assurance in Higher Education (GIQAC).

511. In the field of **Communication and Information**, media specialist from Oman media organizations participated in the conference "Freedom of Expression Conference" held on 3 May, 2010, Press Freedom Day, in State of Kuwait.

512. Participants from media and information organizations participated in the conference on the Changing Role of Information Professionals in the Knowledge Economy: Challenges and Opportunities. It was organized on 8-10 March 2011, Muscat, Oman. This conference was organized with the aim of helping information specialist, face challenges and discuss opportunities and methods to overcome challenges.

513. Information Specialist from Oman participated in the Third International Conference for e-Learning in cooperation with Bahrain University, Manama that took place in April 2010.

514. Communication and Information sector supported Media specialist from all Arab Gulf countries, to participate in the conference on education for sustainable development in support of cultural diversity & biodiversity", on the period 24-26th of January 2011. Participants from Oman media and information organizations participated in the conference.

515. A cross-sectoral activity organized between education, science and communication and information sector, to promote climate change and biodiversity, a conference organized in co-operation with Oman Ministry of Education, titled "conference on education for sustainable development in support of cultural diversity & biodiversity", on the period 24-26th of January 2011. This conference was organized with the aim of helping educational systems to promote international efforts to reduce the conceptual gap between culture and nature and assist in endeavours to go beyond the "biological and social" dichotomy.

516. Communication and Information sector supported Media specialist from all Arab Gulf countries, were invited to participate in the conference, in order to enhance their knowledge in climate change and biodiversity.

517. UNESCO Doha office organized a conference to celebrate Freedom of Expression day, with co-partners Al-Jazeera Public Liberties & Human Rights, and UN Human Right office in Lebanon - Beirut. Media specialist from Oman media organizations participated in the conference. A project with ALJazeera Training Center under the title: Media and Information Literacy, to develop a Database of Media institutes and media organization in the Arab region, which will enable media professionals, to have valuable information within their reach, and will enable media specialist in the Arab region to network with other media organizations and media specialist around the Arab region.

518. Overall impact of the Proctor and Gamble project is enhancing library systems, encourage reading and research among students and teachers, and promote ICT within schools. Two schools have been selected from Oman, through the National Commission. Total amount awarded is USD 8210.00

519. In Culture, in May 2011, the UNESCO Doha Office played an important role in building capacities for the development of national inventories of intangible cultural heritage, a pillar of the 2003 Convention on Intangible Cultural Heritage. In collaboration with the Omani National Commission and the Ministry of Heritage and Culture in Oman, the UNESCO Doha Office organized a workshop aimed at defining ways to efficiently raise awareness about the value of intangible cultural heritage and the necessity to safeguard it. The workshop used basic essential tools such as national inventories officially endorsed by the governments and international cooperation instruments like the 2003 Convention to build and reinforce the capacities of the countries of the Arabian Peninsula in producing inventories of their intangible cultural heritage. The workshop was attended by 40 participants from each of the GCC countries with the majority from Oman.

QATAR

520. In the field of **natural sciences**, the Doha Bank partnership for the ECO-schools programme completed the major restructuring elements of our website and we have finalized our branding redesign for the Environmental Schools initiative. There continue to be challenges regarding the partnership in this initiative which are in the process of being addressed. Important lessons learnt are the need for clarifying a greater strategic fit with partners so as to avoid unnecessary communication difficulties, especially for regional expansion. Effective partnership selection can save time and avoid miscommunication. That aside, a number of key support roles have been identified which can play important supportive roles for the start and growth of an initiative such as ours. In addition, the public works authority has just begun with an 'Invitation to Submit Prequalification for Design, Construction & Operation of a Natural Wastewater Treatment Lagoon System'. This is based on our interventions and networking, and designed to assist Qatar to solve a number of water & ecosystem related issues. Finally, Qatari specialists participated in several workshops, conferences, seminars related to Natural Sciences. This helped support development of the Al Reem Biosphere Reserve, support development of Khor al Udayd as a potential world heritage site, and support development of assessments, nomination file for Al Zubara potential world heritage site. Moreover, this assisted in establishing Quranic Botanic Garden in Qatar, assist establishing Qatar Museum of Nature, develop partnership agreement with Qatari business woman on "The Arab Recycling Initiative", and assist Qatar Islamic Science Foundation to develop an activity "Living Treasures", as well as develop and launch Eco-Schools Initiative.

521. **Culture & Science.** The Qatari site is the Al Zubara Pearling Village, adjacent to the existing Al Reem Biopshere Reserve. This will allow for a joint management plan to be

developed, considering not only the cultural heritage of the pearling village, but also the oyster banks in the Gulf of Salwa, as well as artisanal fisheries, associated ecosystems, and cultural and natural heritage of the ancient bedouin people. The production of the film documenting the cultural heritage of the Al Zubara pearling village, and its translation in Arabic, catalyzed interest and raised awareness. This was done with the support and assistance of the Qatar Museums Authority, the Qatar Marine Festival Organising Committee, the Katara Cultural Village, and the Ministry of Culture, Arts & Heritage, and it is a great example of the successful cooperation with different organisations. There is a significant political interest in pursuing such projects, and UNESCO is ideally placed to assist.

522. In **education**, UNESCO Doha office hosted a sub-regional symposium to discuss the inconsistency between the required skills and the on-going training programs, 20-21 June 2011 in Doha- Qatar. Lessons learned from this symposium are the need to improve teacher training programs in GCC countries and review the required skills and criterion for qualified teachers. Challenges encountered are inconsistencies in following up with recommendations and plans that have been set in Nov 2006. Recommendations for the way forward are to reinforce professional standards, and activate the guidelines of performance standards for Arab teachers through several programs and activities. These interventions have enabled review of status of Teacher training programs and the Social and Economic status of Teachers in some of the Arab Countries, and develop mechanisms for enhancement and development of teacher training programs. Qatar's participation in the international Workshop on Curriculum Evaluation in the Gulf States organized by UNESCO Doha Office and UNESCO International Bureau of Education (IBE) in Abu Dhabi, U. A. E. from 26-28 September 2011 and the "Seminar on inclusive education policies for handicapped children", 2011 enabled policy dialogue on these issues in Qatar.

523. In the field of Communication and Information, a project with ALJazeera Training Center under the title: Media and Information Literacy, to develop a Database of Media institutes and media organization in the Arab region, enabled media professionals, to have valuable information within their reach, and enables media specialist in the Arab region to network with other media organizations and media specialist around the Arab region. Also, Procter & Gamble Gulf (P&G Gulf) donated US\$ 70 000 to UNESCO, in order to implement the extrabudgetary project on library resources. Two schools have been selected from Qatar, through the National Commission. Total amount awarded is US\$ 8210.00. UNESCO Doha Office will manage the distribution of the amount between the nominated schools, and supervise the purchasing of required items. This initiative has helped foster an enabling learning environment. Also, UNESCO Doha office organized a conference to celebrate Freedom of Expression day, with co-partners Al-Jazeera Public Liberties & Human Rights, and UN Human Right office in Beirut. Media specialist from Qatar media organizations also participated in several regional conferences, which enables information specialists to discuss opportunities and methods to overcome challenges, and strengthen networks.

524. Notable outcomes of these initiatives include cooperation with key partners, such as the Al Jazeera Network and UN Human Right office. They also generated further interest from additional local and regional partners, thereby expanding the network of freedom of expression stakeholders in Arab Gulf countries. Moreover, a number of media professionals were trained on safety, safety guides were distributed widely, and capacity building initiatives were carried out, with a view to creating an enabling environment for media professionals. These efforts gained good media coverage, including by the Al Jazeera Network. The major challenge is the amount of fund allocated to this activity, since the hotel and air tickets are high. Lesson learned were mainly the cooperation with high potential partners, such as ALJazeera channels, and other UN agencies. Major outputs were that media professionals were trained on safety guides, promoting an enabling environment for freedom of expression and exchange of information, capacity building for the safety of journalist and media professionals, international campaigns and capacity building initiatives for the safety of

journalists and media professionals, with large media coverage of the event by ALJazeera Channel, and other International media organizations.

525. With regard to **Culture**, UNESCO Doha Office assisted in the feasibility study for a regional category 2 centre in contemporary art in Doha. The feasibility study was successfully submitted to the Executive Board and approved by the General Conference at its 36th session in November 2011. The Centre will aim to support contemporary artists and cultural professionals in the arts by providing residency and exchange opportunities, supporting research in the field and disseminating the available information online and through seminars and conferences. This feasibility study defined the scope and programming orientation of the centre, the governance structure of the centre (i.e. Governing Board, Executive Committee, Advisory Committee, Director, Secretariat, etc), budget, resources and development strategies, cooperation with UNESCO, location of premises, requirements for infrastructure, and the nature and legal status of the centre in accordance with 33 C/Resolution 19 and 33 C/Resolution 90. The joint commission (PX/FA) of the Executive Board recommended the proposal to the GC to adopt the establishment of the category 2 centre in Doha.

SAUDI ARABIA

526. In **natural sciences**, a dialogue with KFUPM in Dhahran to re-invigorate the IOCINDIO group on oceanographic issues, with Saudi Arabia leadership, was initiated. The interest of essential agencies, such as NCWCD and PME could be better, but it is limited to occasional visits and communication only. This should be enhanced considering the large geographical size of the kingdom, and its large population. UNESCO Doha has held discussions with colleagues at IOC, as well as with the IOCINDIO co-chair in Saudi Arabia, as to where, when, and how to organize the next IOCINDIO meeting. An additional discussion was held with ISESCO, who have confirmed that they are interested in participating this meeting as a partner. Private Sector companies have been contacted regarding the possibility to support the next IOCINDIO meeting in one of the concerned member states. 2011 saw more tangible outcomes in this regard. Moreover, His Highness Prince Turki bin Nasser bin Abdulaziz al Saud signed the foreword in the latest volume of our book series “Sabkha Ecosystems Volume III.: Africa and Southern Europe”. Further to APEAN, the secretary general is from Saudi Arabia.

527. In **Education**, a study on access of Girls and Women to Vocational Training and Employment in Saudi Arabia was realized. Key lessons learned are the need for expanding learning and training opportunities for females, increasing and improving employment opportunities for females, compensating for the reproductive role of females, and promoting gender mainstreaming. Recommendations address specific levels of intervention: Policy and legislation, Education and training system, Education and training institutions and programmes, Guidance, counselling, employment services, Employers, Documentation, research, statistics, and improved Information, communication, and media.

528. Members of the national EFA committee, education planners, policy makers and curriculum developers were trained in 2010 to analyse and review the EFA National Mid Term Review Report for Saudi Arabia. This national capacity development effort enabled the Saudi authorities to revisit the EFA Cluster Analytical Report and the EFA National Policy and strategy.

529. Participants from Saudi Arabia participated on an international Workshop on Curriculum Evaluation in the Gulf States organized by UNESCO Doha Office and UNESCO International Bureau of Education (IBE) in Abu Dhabi, U. A. E. in September, 2011.

530. UNESCO Doha office contributed to the “Seminar on inclusive education policies for disabled children” as agreed in the ISESCO-UNESCO cooperation programme for 2010-

2011. Participants from GCC countries and Yemen were invited to attend and participate in the seminar (Kuwait, 25-28 September 2011) which enabled countries to analyze their policies to assure inclusiveness.

531. UNESCO Office in Doha supported the Ministry of Education in Saudi Arabia with a consultant who undertook an identification mission for the finalization of and the development of the Action plan for the "Project to support the development of a strategic plan for human resource development of the Ministry of Education." The mission focused particularly on identifying technical assistance needs to help the establishment of reliable national estimates regarding teacher requirements. The proposed assistance will encompass all resources to be mobilized for the different levels of the school system in Saudi Arabia. The investigations conducted by the consultant focused on assessing the scope of the exercise and the technical potential necessary for its implementation.

532. **Communication and Information** sector supported Media specialist from all Arab Gulf countries, to participate in the conference on education for sustainable development in support of cultural diversity & biodiversity", on the period 24-26th of January 2011. Participants from Saudi Arabia media and information organizations participated in the conference. A project with ALJazeera Training Center under the title: Media and Information Literacy, to develop a Database of Media institutes and media organization in the Arab region, which will enable media professionals, to have valuable information within their reach, and will enable media specialist in the Arab region to network with other media organizations and media specialist around the Arab region. The Extrabudgetary Project, Promote Library role and Information Literacy covered Saudi Arabia and aimed to enhance library system, encourage reading and research among students and teachers, and promote ICT within schools. Three schools have been selected, through the National Commission. It is expected that this initiative will encourage a culture of reading and research amongst students. KSA participants contributed to several sub-regional communications activities hence strengthening media specialists networks and enabling media specialists to address challenges.

533. In the field of **Culture**, the GCC and Yemen's national capacities with regards to the prevention of trafficking of cultural objects were developed, following a sub-regional workshop entitled "Capacity-building of national institutions in the field of prevention against illicit trafficking of cultural objects." This workshop was held in Bahrain in November 2010, with the support of UNESCO, the UNESCO Headquarters Section of Museums and Cultural Objects, and the Bahraini Sector of Culture and National Heritage (Ministry of Culture and Information).

UNITED ARAB EMIRATES

534. In the field of **natural sciences**, UNESCO Doha has been working with the Environment Agency Abu Dhabi (EAD), Masdar, Boeing, and the International Centre for Biosaline Agriculture (ICBA) on halophyte ecosystem research and development in the arena of marginal soil/water conditions. Following a preparatory meeting in Abu Dhabi in early 2010, UNESCO Doha registered its interest in the production of a project document and comprehensive plan of a "Halophyte Pilot Farm" for the production of cash crop halophytes to be used both for agricultural development under extreme saline conditions, as well as for the restoration of adversely impacted coastal and marine sea grass and macro-algal systems. 2011 saw the culmination of these activities into an expert workshop on environmentally friendly farms for cash crop halophytes and biodiversity conservation, which was held in Abu Dhabi partnership between UNESCO Doha and the Environmental Agency of Abu Dhabi. Moreover, international specialists were present from numerous different nationalities and countries, such as Australia, Egypt, France, Germany, Greece, Italy, Kuwait, Oman, Pakistan, Qatar, Saudi Arabia, Turkey, United Arab Emirates, United States of America, and Ukraine. UNESCO staff members assisted facilitating the meeting, logistics, and two

presentations: (a) Halophyte Farm Potentialities in coastal hot and dry deserts – (Gulf specific – globally applicable) (b) Floating mangroves – carbon sequestration from the atmosphere and reducing high nitrogen and phosphate loads from the sea to prevent harmful algal blooms via large scale tropical floating mangroves in coastal waters.

535. All participants were invited to function as members of an International Advisory Committee, and additional specialists will be invited by proxy. It was also agreed to produce Sabkha Ecosystem Vol. IV: Cash Crop Halophytes & Biodiversity Conservation, and participants expressed their strong belief that it would serve the interest of halophyte and sabkha development best, by keeping the book series at Springer Academic Publishers. Three more volumes are planned:

- Cash Crop Halophytes and Biodiversity Conservation (Khan editor in chief)
- Asia / Pacific (Ozturk editor in chief)
- The Americas (editor in chief to be identified – suggestions from SC/EES welcome)

536. UNESCO Doha also supported the UAE based Ford Middle East conservation and environment grants scheme, which disburses USD 100 000 every year in the region, with a view to ensuring recognition of good environmental practice and gender balanced judging. Twelve organizations from around the region received grants in 2011.

537. In **Education**, UNESCO Doha, in cooperation with the Regional Centre for Education Planning (RCEP), Sharjah has strengthened education planning and management systems through several capacity building workshops, held in UAE and the GCC states in 2010 and 2011. Half of the trainees were females. UNESCO Doha's partnership with RCEP has been very effective in system-building capacity development in the region.

538. An international Workshop on Curriculum Evaluation in the Gulf States was organized by UNESCO Doha Office and UNESCO International Bureau of Education (IBE) in Abu Dhabi, U. A. E. in September 2011. This initiative had an impact on several levels. First, by clarifying the concept of curriculum evaluation, its rationale(s) and purpose(s); Second, it enabled countries to take stock of existing initiatives/experiences in the Gulf area of curriculum evaluation in basic education. The key result was the development of a framework for curriculum evaluation in basic education based on commonly-agreed quality criteria and curriculum evaluation strategies relevant to the Gulf countries. A major contribution of this workshop was that it enabled the ministry officials to explore follow-up steps with regard to finalizing the above-mentioned curriculum evaluation framework and implementing it at country level. The workshop was attended by 30 education and curriculum specialists from the Gulf countries (i.e. Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates and Yemen).

539. UNESCO Doha provided technical assistance and financial support to the first Arab Network for Quality Assurance in Higher Education (ANQAHE) conference, held from 13-15 December, in Abu Dhabi. Through presentations and workshops, speakers and delegates from QA agencies and HE institutions explored the unique issues facing higher education in Arab countries, and presented good practices to be shared across the region. UNESCO and The World Bank (sponsoring agencies) participated as plenary speakers. Expected results of this initiative are improved linkages between quality assurance and higher education policy. The seminar provided an opportunity for harmonization of quality assurance efforts in the region.

540. Most GCC countries are in the process of assessing the status of their Early Childhood Care and Education (ECCE) policy.

541. **Information and Communication** results include a project with ALJazeera Training Center under the title: Media and Information Literacy, to develop a Database of Media institutes and media organization in the Arab region, which will enable media professionals, to have valuable information within their reach, and will enable media specialist in the Arab region to network with other media organizations and media specialist around the Arab region.

542. Participants from UAE attended a range of conferences and seminars organized by UNESCO Doha in the region. Notable outcomes of these initiatives include cooperation with key partners, such as the Al Jazeera Network and UN Human Right office. They also generated further interest from additional local and regional partners, thereby expanding the network of freedom of expression stakeholders in Arab Gulf countries. Moreover, a number of media professionals were trained on safety, safety guides were distributed widely, and capacity building initiatives were carried out, with a view to creating an enabling environment for media professionals.

543. In the area of **Culture**, Doha Office provided support to the Section of Intangible Cultural Heritage to organize a sub-regional training of trainers workshop in Abu Dhabi to develop national capacities of the Cluster to improve the implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. The workshop was organized by UNESCO in collaboration with the Abu Dhabi Authority for Cultural Heritage from 10 to 14 April 2011 and was in response to the global strategy of capacity building for the effective implementation of the 2003 Convention. The workshop was funded by the UNESCO/Abu Dhabi Authority for Cultural Heritage Funds-in-Trust, and hosted by ADACH. Twelve Arabic-speaking experts provided training to over 40 trainers from the GCC countries and Yemen. This meeting is the first in a series of workshops devoted to training of trainers in an effort to expand the network of professionals who have the adequate skills to help promote, document and preserve the intangible cultural heritage in their communities, cities, and countries.

544. Participants from UAE participated on workshop on the promotion and safeguarding of the intangible cultural heritage of the Arabian Peninsula organized by UNESCO Doha, in collaboration with the Omani National Commission and the Ministry of Heritage and Culture in Muscat, March 2011

545. Capacity-building for the national institutions in the field of prevention against illicit trafficking of cultural objects was organized by UNESCO Doha Office in cooperation with the UNESCO Headquarters Section of Museums and Cultural Objects and the Bahraini Sector of Culture and National Heritage (Ministry of Culture and Information Kingdom of Bahrain), 20 to 25 November 2010.

YEMEN

546. In the field of **Natural Sciences**, despite the lack of funds for the science team at UNESCO Doha to work on Yemen, it supported an Arabic and English book on the natural heritage site of the Soqatra Archipelago. The science team has also been successful in ensuring the participation of Yemeni science experts in certain networks and events, again despite the lack of Yemen-allocated science funds.

547. In **Education**, UNESCO Doha, in cooperation with the Regional Centre for Education Planning (RCEP), strengthened education planning and management systems through capacity building workshops in Yemen. Half of the trainees were females. These trainings served an important role in increasing knowledge on collection, analysis and management of data, education sector analysis, preparation of national education plans, and monitoring and evaluation of national education plans. Moreover, a renewed commitment to EFA was made after the regional Medium Term Review Conference in 2010. UNESCO Doha seized this

opportunity to support Yemen and the national capacity development effort enabled the national authorities to revisit their national EFA plan and to modify and update it according to the report's recommendations. In addition, given the rapid changes in Yemeni society, a new strategy for the Associated Schools Project Network (ASPnet) schools was devised, aiming to help ASP coordinators identify the best methodologies to run implementation programmes for ASPnet schools, especially in light of these rapid societal changes.

548. **CapEFA.** Since the start of the Capacity Development for Education for All (CapEFA) country programme for Yemen in March 2010, UNESCO's focus on building the capacity of literacy and adult education stakeholders in the country has yielded visible results such as: (1) increased collaboration between and among governmental and non-governmental actors in the field of literacy and adult education which was previously almost absent; (2) endorsement of a detailed action plan for the implementation of literacy and non-formal education activities in the next biennium. The impact at country levels covers the following four areas: i) Advocacy and Communications; ii.) Partnership Building; iii) Training and Programmes; iv) Monitoring and Evaluation, Planning and Statistics. Three highly successful study visits were conducted to Morocco, Thailand, and Mauritania - which were an excellent strategy to expose Yemeni literacy stakeholders to successful experiences implemented in the three countries, all of which achieved significant results in literacy with the use of limited resources. The study visits helped the Yemeni delegation to better understand the mechanics of implementing literacy and non-formal education activities, such as Community Learning Centres, which they are expected to replicate and adapt to the Yemeni context.

549. UNESCO's emphasis on Yemen's national ownership of the CapEFA programme as well as NGO participation have been key factors contributing to the continued enthusiasm and sense of ownership among literacy and adult education stakeholders. The overall lack of coordination and the weak capacity of literacy stakeholders in Yemen continue to be a significant challenge, but one that is slowly being overcome. Much remains to be done to build the capacity of the LAEO and other literacy and adult education stakeholders in Yemen. The security situation in Yemen continues to be a general challenge to speedy progress. Despite this, the CapEFA programme is on track, with the continued support and help of local partners.

550. UNESCO Doha completed a first draft of the UNESCO Country Programming Document (UCPD) for Yemen. The UCPD includes a situation analysis of the development context, past achievements and lessons learned, a proposed results matrix, and information on key partnerships for each sector. Despite the challenges of obtaining sufficiently detailed information on past achievements, given that Yemen was transferred from the Cairo to the Doha cluster in late 2009, UNESCO Doha managed to draft a comprehensive document, in coordination with the sectors' comments from HQ.

551. With regard to **Communication and Information**, ICT serves as an essential tool for furthering children's education in Yemen. In this spirit, a local oil and gas company, donated more than 300 units of used computers to UNESCO Doha office, a few of which were distributed in Doha but most were shipped to Yemen. This project has enhanced ICT utilization within schools, and encourages reading and research among students and teachers. The major challenge was the tight schedule to implement this project. Lessons learned were mainly on improving cooperation with local donors, and managing extrabudgetary funds. Major results were schools equipped with better ICT equipments, with capacity of school teachers enhanced.

552. In the field of **Culture**, collaboration with the Yemeni Ministry of Culture enabled the Office to support the Yemeni National Commission in conducting a training workshop on the cutting and polishing of precious stones. The workshop aimed to promote the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions as a useful international tool to promote cultural industries and support new creative initiatives in

addition to raising the level of expertise of craftsmen working in this creative industry. By providing training and raising public awareness of the craft of stone cutting, the workshop helped craftsmen to not only learn better techniques for the occupation but to also reinstall and promote the value of this traditional creative industry. Through this training it is expected that the trained craftsmen will be better equipped to compete for delivering more competitive products to the market and thus raising their income and helping to maintain the diversity of creative industries in Yemen.

Challenges and Lessons Learnt

553. A lot of work, time and efforts have been spent on these highly visible and important achievements. Closer cooperation, exchange of information and collaboration on specific topics is sought after with Government authorities and the National Commissions. Better synchronization and follow-up of our efforts and work in all of our cluster countries is a priority for the future. Good initial success exists now in Qatar.

554. Specific points relating to UNESCO's cooperation with the GCC & Yemen:

- It is important to enhance the performance of the key sectors, e.g. Natural Sciences Program with additional staff.
- The Office commenced developing and enhancing working relations with Shell GTL, Maersk Oil Qatar, Volkswagen Middle East, Ford Middle East, 2B Communications, the Regional Clean Sea Organization (RECISO), Dolphin Energy, GSDP, QNFSP, Qatar Foundation, Qatar Gas, ADNOC, Saudi Aramco, and others.

UNESCO Office in Iraq

555. **Education.** A team of experts lead by UNESCO and UNICEF made considerable progress in the "Completion of a Comprehensive Assessment of Education Sector for Iraq" project, launched in May 2010. The final draft of the "National Education Strategy for Iraq" (NESI), elaborated in partnership with UNICEF and the World Bank, was finalized and is expected to be adopted in January 2012 by the Iraqi government.

556. The Education TV, renovated by UNESCO and launched in March 2011, became a real learning platform with 624 programs covering all subjects of grades 6, 9, and 12, and 25 animated TV clips promoting peace, human rights, gender equality, and noble values. A curriculum-focused website offers learning resources. Thanks to these interventions, Internally Displaced persons (IDPs), girls that were prevented from going to school, and Iraqi children in general, were able to break the limitations imposed by insecurity, social customs and isolation.

557. A quality assurance (QA) website and e-forum were developed to facilitate the dynamic dialogue on QA in the Higher education system raised between the 12 pilot universities' QA counterparts, technical experts, and UNESCO. The project has also focused on enhancing science and research through the successful development of a National Roadmap for Science, Technology and Innovation. Five Avicena e-learning centers have been developed, and their equipment process is now underway (Bagdad, Basra, Salahaddin, Kufa and Al-Anbar).

558. Advocacy and technical assistance were provided to the Iraqi Parliament and Ministry of Education for the formulation of the new Literacy Law adopted by the Parliament in 2011. UNESCO LIFE Website and e-Forum were developed and used by active partner NGOs in all Iraqi governorates to coordinate literacy interventions and share best practices in the field. More than 30,000 vulnerable youth and illiterates all over Iraq were targeted by Literacy

advocacy campaigns launched during 2010-2011. Literacy textbooks have been developed together with MoE including on Arabic Language, Mathematics and General Culture to be distributed to almost 40,000 students, in addition to a Teachers' Literacy Guidebook. NGO Grant Program launched for the establishment of 100 Community Learning Centers in partnership with national NGOs and MoE targeting 7000 vulnerable illiterates.

559. **Natural sciences.** The Geo-Fia database was successfully launched with the support of the European Union. Using Geographic Information System (GIS) technology, this database will be accessible to academics, policy makers and technical practitioners to provide layers of data about the country's hydrological resources, and contribute to more effective planning and policies. Access to water in rural areas was improved in cooperation with IOM through rehabilitation of twenty Karez (2000 year old canals) which led to restoring life in deserted villages. 800 families avoided displacement and benefited from better agriculture, opportunities for employment, and access to water for household use. 15 experts from the Ministries of Agriculture and Water Resources were trained on physical rehabilitation and maintenance on Karez and a Karez Restoration Manual was published. Sustainable Development of the Marshlands area has been advanced in close cooperation with the UN Assistance Mission for Iraq (UNAMI) through the definition of a set of principles for the environmental, economic and cultural development of the area.

560. **Culture.** Following the inscription of the Iraqi *Maqam* on the Intangible Cultural Heritage List, UNESCO worked with the Iraqi Maqam association to produce CDs of famous *maqam* performances, to be widely distributed and promoted among the younger generations. Sulaymaniyah Museum witnessed a substantial qualitative transformation in terms of management and organization, and the introduction of pioneering practices that are the first of their kind in Iraq. Through the implementation of the 'Restoration of Al Askari Shrine in Samarra City and Rehabilitation of Other Damaged Religious Sites Throughout Iraq' Project, Samarra was regaining gradually peace. Job opportunities were created for more than 600 residents. Training and capacity-building provided by UNESCO for Iraqi engineers led to a new class of national experts qualified to deal with similar sites. Displaced refugees are returning to their home town and economic situation is recovering slowly.

561. In the field of **Communication and Information**, for the special occasion of World Press Freedom Day 2011, UNESCO supported the creation of a Iraqi Bloggers Union, bringing together 30 bloggers and journalist from all Iraqi provinces. Participants were trained in digital media skills - including photography and video - and digital media integration from device to online publication. A conference organized by UNESCO, UNAMI HRO, and UNOPS, led to the creation of a Federation of human rights activists. The Journalist Protection Law has been amended and is in line with international standards.

Challenges

562. Iraq presents one of the most challenging operating environments of any UN operation due primarily to security constraints on the ground in addition of 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

563. 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. Based on the experience of UN agencies and international NGOs in project implementation in Iraq, early planning and coordination with partner ministries, NGOs and educational institutions were taken into consideration when designing programmes and implementing timeframes for projects. Nevertheless, 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.

564. Ensuring the sustainability of acquired knowledge and skills and their 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. The Office increasingly involves medium-level and, when possible, upper-level decision-makers in its training programmes and activities.

Engagement in the UNCT

565. The Iraq Office continues its full engagement to the UNCT and develops joint programmes with other UN Agencies as well as with other institutions such as the World Bank. Eleven of the twenty-two ongoing major UNESCO Iraq projects (i.e. budgets USD 500 000+) are jointly implemented with other UN organizations, namely UNDP, UNICEF, UNFPA, ILO, UN-HABITAT, UNOPS, UNESCWA and UNAMI.

566. 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. UNESCO is also a member of the UNDAF Fund Committee, with wide engagement across all areas of its mandate in Iraq, and is present in all five UNDAF Priority Areas. The Organization is co-chairing with UNICEF the Education Working Group newly-formed under UNDAF Priority 4: Essential Services. While education and culture remain the most visible aspects of UNESCO's contribution, our capacity in science, particularly with regard to hydrology has come to be valued; the Organization now leads the UNCT Water Task Force established early in 2010 by the DSRSG.

UNESCO Office in Rabat

567. Le Bureau de Rabat dans sa programmation au profit des pays qu'il couvre (Algérie, Maroc, Mauritanie et Tunisie), a pris comme référence diverses stratégies et initiatives nationales de développement, les objectifs stratégiques adoptés par la Conférence générale de l'UNESCO et notamment les priorités nationales issues des Bilans Communs de Pays

(BCP) et sur lesquelles sont basées les Cadres d'Assistance des Nations Unies au Développement (UNDAFs).

Activités communes aux pays du cluster

- En matière d'Education, par une l'action d'appui aux ministères de l'éducation du Maghreb, ED/Rabat a accompagné une équipe multidisciplinaire maghrébine pour la conception d'un module dont l'objectif est de renforcer les capacités des enseignants du secondaire en matière de prévention au VIH, dans le cadre d'un projet intitulé « Education au VIH/SIDA et Formation des Enseignants au Maghreb (Algérie, Maroc, Mauritanie. Modules de formation des enseignants du secondaire ». Ce biennium a connu aussi la publication de « L'analyse de la réponse du secteur de l'éducation en matière de lutte contre le VIH/SIDA en Algérie, au Maroc, en Mauritanie et en Tunisie ». Ce projet a été mené conjointement par ED/Rabat, l'ISESCO, UNESCO Beyrouth et l'Université américaine de Beyrouth avec la collaboration des ministères des pays concernés. Ce projet vise à améliorer la réponse du secteur éducatif face au VIH/SIDA et à faire progresser la base factuelle sur le VIH/SIDA et l'éducation, en veillant à ce que les enseignements, tirés à la fois de la pratique et de la recherche, puissent contribuer aux politiques, à la prise de décision ainsi qu'à la mise en pratique.
- L'égalité des genres, thème transversal et prioritaire pour le système des NU, a permis à l'UNESCO de développer des programmes conjoints dans le domaine de CI avec des agences telles que l'ONU Femmes pour l'amélioration de la représentation des femme dans les médias maghrébins.
- De la recherche-action a été faite sur la thématique « Femmes, droit de la famille et système judiciaire » qui a pour objectif de faire un état des lieux précis de la situation au Maroc, en Algérie et Tunisie, et de se pencher sur les véritables problématiques, afin de sensibiliser les décideurs politiques. La publication de ces études est disponible en arabe et français.
- 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. Ce réseau a pour objectifs, entre autres, d'encourager et promouvoir la recherche sur les droits humains dans les domaines de compétence de l'UNESCO, de mettre les connaissances produites par les sciences sociales à la portée de l'action publique et de promouvoir la création de liens étroits entre les chercheurs et les décideurs. Cette année, le Réseau travaillera principalement sur le droit de participer à la vie culturelle dès cette année.

Participation dans les travaux de l'Equipe de pays

568. La participation du Bureau a été très significative dans l'UNDAF 2007-2011 et dans le processus d'élaboration du BCP et de l'UNDAF 2012-2016. Les informations relatives à l'action du Bureau figurent dans les parties ci-dessous présentés par pays couvert.

Points forts de l'implication du Bureau dans les travaux de l'Equipe de pays

- 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.

Défis

- difficulté de s'impliquer au 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 l'UNESCO notamment dans les travaux de l'UNCT en Algérie ;
- 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.

MAROC

569. Au Maroc, le leadership de l'UNESCO au sein de l'équipe pays du système des Nations unies (SNU) sort renforcé, en particulier dans le domaine 'Culture et développement' et de la réduction de la vulnérabilité et des inégalités dues au genre. L'UNESCO 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. La culture et son potentiel de développement est intégrée 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. Parmi les résultats obtenus, on peut mentionner: i) la mise en place d'un cadre stratégique novateur, des mécanismes juridiques et règlementaires et des outils de préservation, de gestion et de valorisation du patrimoine culturel ; (ii) le renforcement des compétences des professionnels du patrimoine culturel en matière de préservation et gestion du patrimoine culturel à travers 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 ; (iii) l'amélioration des conditions de vie des populations bénéficiaires grâce à des nouvelles approches du développement des industries créatives et culturelles (notamment dans les secteurs du livre, de la musique et de la danse) et grâce à la mise en place de deux circuits de tourisme culturel reposant sur la valorisation des ressources culturelles locales et d'un centre d'interprétation visant la valorisation du site archéologique de Volubilis, bien inscrit sur la Liste du patrimoine mondial.

570. Le 'Programme multisectoriel de lutte contre les violences fondées sur le genre par l'autonomisation des femmes et des filles au Maroc', s'inscrit dans le résultat de l'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 ». Grâce à une approche globale et intersectorielle, ce programme est venu appuyer les programmes existants des différents

partenaires, tout en mettant en place des activités nouvelles et novatrices qui n'auraient pas pu voir le jour sans ces fonds additionnels. Il faut souligner que dans l'UNDAF 2012-2016, le Bureau de Rabat est impliqué dans l'égalité des genres et la gouvernance démocratique.

571. L'UNESCO a ainsi collaboré étroitement avec les partenaires institutionnels ainsi qu'avec la société civile, en s'appuyant sur une approche programmatique basée sur les droits humains. D'autre part, la synergie entre les différents partenaires a été encouragée, ce qui a permis de mettre en place des collaborations de travail solides et pérennes entre des espaces multifonctionnels (Oujda, Fès, Essaouira), entre des ONGs (dans la région de Fès), et entre les médias locaux (radios) et les ONGs (au niveau de Fès et de Marrakech). Des partenariats ont également été développés entre le centre multifonctionnel Batha de Fès et un centre situé en Palestine, pour l'échange de bonnes pratiques. Les résultats obtenus incluent : l'établissement d'un Plan d'Action composé de dix engagements dans différents domaines de compétence locale, tels que l'éducation, le logement, l'emploi ou les activités culturelles est le résultat du projet relatif à la Coalition des Villes arabes contre le racisme, la discrimination, la xénophobie et l'intolérance ; dans le cadre du projet intersectoriel SHS-ED, diverses actions de plaidoyer ont été menées avec les institutions de droits humains (Conseil National des Droits de l'Homme) et des collectivités locales marocaines, en coopération avec l'ONUSIDA, pour la valorisation des personnes vivant avec le VIH.

572. Le secteur des médias au Maroc a connu des grands changements ces dernières années en matière de liberté d'expression et d'accès à l'information publique notamment leur consécration dans la nouvelle Constitution marocaine. Malgré les progrès accomplis, un effort reste à fournir pour élaborer un cadre législatif concernant les médias communautaires qui n'existe toujours pas au Maroc et ce, afin d'honorer de manière définitive et complète le droit à la liberté d'expression.

573. L'UNESCO est la seule agence des NU à avoir un programme d'activités pour la communication et l'information. Le Bureau de Rabat a affirmé son leadership et expertise dans le domaine de CI par la réalisation et fourniture du site web des NU au Maroc. Il poursuit un plaidoyer pour la concrétisation des droits à la liberté d'expression et d'accès à l'information (ces droits sont consacrés dans la nouvelle constitution marocaine); sujet qui a été reflété dans le cadre de l'UNDAF 2012-2016 portant sur la consolidation de la gouvernance. En ce qui concerne les programmes conjoints, la question de l'égalité des genres est un thème transversal et prioritaire pour le SNU qui a permis à l'UNESCO de développer des programmes conjoints dans le domaine de CI avec des agences telles que l'ONU Femmes pour l'amélioration de la représentation des femmes dans les médias maghrébins.

574. Concernant la promotion de l'accès à l'information, le Bureau de Rabat a accompagné l'association Transparency Maroc et le Ministère de la Modernisation des Services publics tout au long du biennium 2010-2011 afin qu'un projet de loi progressiste sur l'accès à l'information soit adopté. Une étude a été publiée. Elle rappelle les avancées législatives majeures dans le domaine de l'accès à l'information.

575. D'autres résultats incluent : le lancement d'un programme sur l'amélioration de l'image des femmes dans les médias maghrébins et d'un vaste programme d'éducation aux médias et à l'information qui vise à intégrer ces notions dans les cursus de formation des enseignants.

576. Le Bureau de Rabat a contribué avec d'autres Agences du SNU au développement des objectifs des pays de la région du Maghreb à l'élaboration de politiques et le renforcement des capacités dans le domaine des sciences, de la technologie et de l'innovation à des fins de développement durable et de l'élimination de la pauvreté, e à la gestion durable des ressources en naturelles Dans ce cadre, les deux réseaux régionaux (ResEAU Arabe et Environnement Arabe) ont été maintenus et renforcés, comptabilisant

environ 500 membres. Cette base de données a été d'un grand soutien lors de l'organisation de conférences, workshops, etc.

577. Dans le domaine de l'**éducation**, à la demande des autorités nationales, un programme de développement des capacités des cadres du département de l'enseignement scolaire en matière de pilotage stratégique et de management du système éducatif a fait l'objet de nombreuses discussions entre ED/Rabat, l'IPE et les responsables nationaux concernés suite auxquelles un protocole d'accord entre le Ministère de l'Éducation nationale et l'IPE a été signé. Le lancement du rapport EPT 2011 au Maroc a fait l'objet d'un séminaire national portant sur la présentation du rapport mis à jour de l'évaluation à mi-parcours du programme EPT ainsi que sur le lancement du forum national de l'EPT.

578. 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 (MCA/Maroc) et 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 2010, par lequel l'APP met à la disposition de ED/Rabat un budget de US\$ 750.000 pour assurer les axes d'accompagnement susmentionnés.

579. Dans le cadre de la mise en œuvre de l'initiative LIFE au Maroc, et du programme de renforcement des capacités pour l'éducation pour tous Cap-EFA, le Bureau de Rabat a entrepris, en partenariat avec le Direction de la lutte contre l'analphabétisme (DLCA) et d'autres acteurs d'alphabétisation de la société civile, de nouvelles expériences en matière de formation en post-alphabétisation, de mobilisation communautaire et de planification locale des programmes d'alphabétisation des adultes.

580. 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 à des emplois et revenus décents, sur la base d'une croissance inclusive et non discriminatoire. De façon globale, le programme a 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. 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.

581. 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.

582. 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.

583. En mai 2010, la Mauritanie a été le pays hôte de la célébration sous-régionale de la Journée mondiale de la liberté de la presse organisée par l'UNESCO et autres partenaires sous le thème « Liberté d'information et droit de savoir, quel avenir pour le Maghreb ? ».

584. Le Bureau de Rabat a assisté le Ministère de la Communication dans l'élaboration d'une Stratégie nationale de développement des médias en Mauritanie. Une première évaluation du secteur des médias a été menée en juillet 2010 sur la base des indicateurs de développement des médias du PIDC. Depuis septembre 2010, le rapport d'évaluation est entre les mains du Ministère pour commentaires sur les recommandations de l'UNESCO afin d'engager un débat avec tous les acteurs des médias pour consolider la stratégie.

585. Finalement et dans le cadre du PIDC, le Réseau de femmes journalistes de Mauritanie a obtenu le financement nécessaire pour la mise en œuvre d'une activité de renforcement de capacités des membres du réseau sur les techniques du journalisme multimédia.

586. Le Bureau de Rabat est partenaire dans la fenêtre thématique « Environnement et changement climatique » du MDG-F. Le projet intitulé « Gestion locale de l'environnement et mainstreaming dans les processus de planification » couvrant la Mauritanie (US\$ 525 200 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 ».

587. Les efforts d'intégration de l'UNESCO dans l'UNDAF 2012-2016 ont permis à SHS de s'inscrire dans deux axes : protection sociale et gouvernance. Le fait de pas être 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.

588. Dans le domaine de l'**éducation**, le Bureau de Rabat a continué la mise en œuvre du Programme de renforcement des capacités nationales pour l'alphabétisation et l'éducation primaire non formelle (CapEFA Mauritanie 2009-2011) dans les domaines du renforcement des capacités des planificateurs, gestionnaires éducatifs, et acteurs communautaires et associatifs, du développement des programmes d'alphabétisation et d'éducation primaire non formelle, de la mise en place des centres d'apprentissages communautaires, et du renforcement du rôle de la société civile comme levier principal dans le processus de développement local. 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. Par ailleurs, un autre programme avec un budget de US\$ 300 000 « programme d'appui à la planification en Mauritanie », porte sur l'appui à la planification, domaine prioritaire pour le pays. Plusieurs cadres des secteurs concernés ont bénéficié de formation dans le domaine des statistiques. Par ces deux projets et ses différentes actions, ED/Rabat s'est positionné comme le leader technique dans le domaine de l'éducation.

589. Suite aux développements politiques récents, ce pays est entré dans une période de transition vers la démocratie. L'UNESCO 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, qui ont été des acteurs clés de la *Révolution du Jasmin*.

590. En décembre 2011, le Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie a été finalisé. Il s'agit d'un travail de grande ampleur qui a mobilisé plusieurs partenaires. La diffusion de l'ouvrage se fera dès le mois de janvier de 2012, parallèlement au cycle de formations régionales ciblant les jeunes. Les économies auxquelles a dû faire face le Secteur en novembre 2011 n'ont pas permis de finaliser l'édition de la version arabe du manuel. Une formation-test sur la base du Manuel s'est tenue à Sfax. Un rapport détaillé du cycle de formation, incluant des recommandations détaillées pour l'institutionnalisation et l'amélioration du processus de formation a été élaboré et diffusé auprès des diverses parties prenantes du projet. Une formation des formateurs s'est tenue à Tunis. Un module pédagogique a été élaboré et s'adresse spécifiquement aux formateurs (juristes, pédagogiques, inspecteurs). Suite aux rencontres effectuées par SHS Rabat en Tunisie dans le cadre de ses missions de suivi, l'Ambassade des Pays-Bas en Tunisie a exprimé un vif intérêt pour ce projet et a de ce fait contribué d'un montant de 25.000 Euros (appropriation au Programme Régulier) pour la réalisation d'un cycle de formation, sur la base du manuel UNESCO, dans trois régions tunisiennes vulnérables (Le Kef, Gafsa et Tozeur) . Un cycle de formation a eu lieu en décembre 2011 ; l'UNFPA en Tunisie a soumis une requête à l'UNESCO pour une réédition conjointe du Manuel en français et en arabe et pour la publication du module pédagogique, ce qui témoigne de l'écho positif qu'a connu ce matériel pédagogique inédit en Tunisie ; deux publications réactualisées de l'UNESCO, "Démocratie : Questions et réponses" (version arabe) et "Droits humains : Questions et réponses (version arabe)" ont été finalisées et imprimées.

591. En matière d'**Education**, en étroite collaboration avec le CNIPRE, l'UNICEF, l'UNESCO et la Commission nationale tunisienne, le ministère de l'éducation et de la formation tunisien ont organisé les 6 et 7 juillet 2011 un Colloque sur le rôle joué par les stratégies éducatives, notamment l'éducation à la citoyenneté dans la transition démocratique. Cette rencontre a permis aux responsables tunisiens et aux participants conviés de passer en revue et de discuter les stratégies scolaires adoptées dans des pays qui font l'expérience de la transition démocratique.

592. L'analyse de la situation de l'éducation préscolaire en Tunisie, élaborée en collaboration avec l'UNICEF et l'Institut supérieur de l'éducation et de la formation continue (ISEFC) a fait l'objet d'un rapport de grande qualité qui a alimenté la synthèse maghrébine "Etat des lieux vision et offre pédagogique préscolaire au Maghreb".

593. La Tunisie participe activement à l'étude lancée en 2010 par ED/Rabat sur les usages et les compétences des TICE dans l'éducation au Maghreb. Cette étude réunit un groupe d'experts de la sous-région et vise le renforcement des compétences des enseignants et l'enrichissement de leurs pratiques éducatives. L'étude concerne le système éducatif public et s'attache à décrire une large gamme de pratiques d'usages des TICE en classe tout en tenant en compte les contextes nationaux de développement des TIC dans les secteurs éducatifs des pays participants.

594. Dans le domaine des **sciences naturelles**, dans le contexte du « Printemps Arabe », et afin de renforcer les capacités institutionnelles dans les pays post-conflit, le Bureau de Rabat en partenariat avec Transparency International a traduit en français l'ouvrage intitulé "*Integrity Pacts in the Water Sector: An Implementation Guide for Government Officials*". Cette action offrait une réelle opportunité de partenariat et d'action vis-à-vis des décideurs politiques et de la société civile, à la veille de la mise en place de nouveaux gouvernements dans les régions affectées.

595. En ce qui concerne 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.

596. 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. 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.

597. L'UNESCO, dont le principal défi étant d'être agence non résidente en Tunisie, 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.

598. Il faut souligner que les domaines des compétences **Communication et Information** n'étaient pas reflétés dans l'UNDAF 2007-2011. Or dès le lendemain de la révolution toutes les agences des NU ont initié des processus de concertation afin d'arriver à un document reflétant les contributions de chaque agence pour répondre aux besoins à court et moyen terme du pays dans le cadre de la transition démocratique. Dans ce contexte, le mandat de CI a été effectivement reflété au niveau de la matrice de transition dans le premier axe d'action « Vers une gouvernance démocratique » à travers ses effets 1 (à l'horizon 2013, le gouvernement dispose d'un cadre légal et institutionnel conforme aux principes Universels en matière de Droits Humains et de Démocratie) et 2 (à l'horizon 2013, les citoyens femme-homme participent plus et mieux à la vie politique et associative.).

599. Dès le lendemain de la révolution l'UNESCO a accompagné la Tunisie dans le processus de transition vers un régime démocratique respectant les droits humains notamment le droit à la liberté d'expression, de la presse et d'accès à l'information publique et cela à travers la mise en œuvre de plusieurs actions : (i) en mai 2011, la Tunisie a été le pays hôte de la célébration sous-régionale de la Journée mondiale de la liberté de la presse organisée par l'UNESCO, en partenariat avec le Syndicat national de journalistes tunisiens et la Commission nationale tunisienne pour l'UNESCO sous le thème « Les médias du XXIe siècle au service de la démocratie » ; formations à la couverture électorale au profit de 94 professionnels des médias tunisiens, collaboration avec la Commission nationale tunisienne pour l'UNESCO ; publication du rapport de diagnostic du secteur des médias sur la base des indicateurs de développement des médias de l'UNESCO ; lancement du programme sur l'amélioration de l'image des femmes dans les médias maghrébins ; renforcement de la préservation du patrimoine documentaire par l'organisation d'une première réunion du Comité national Mémoire du Monde aux Archives nationales de Tunisie en 2010. L'inventaire du patrimoine documentaire tunisien est en cours d'élaboration dans le but de créer un Registre national de la Mémoire du monde.

ALGERIE

600. Dans le domaine de l'**Education**, une analyse de la situation a été effectuée la situation de l'éducation préscolaire en Algérie. Le principal objectif de cette étude était de procéder à une analyse de la politique de généralisation de l'éducation préscolaire en Algérie en identifiant les principaux défis posés en termes de qualité, d'accès, et d'équité afin de pouvoir proposer des mesures concrètes pouvant assurer une meilleure convergence des efforts nationaux.

601. Dans le cadre de la lutte contre les discriminations et la stigmatisation envers les PVVIH, ED/Rabat en partenariat avec l'ONUSIDA Algérie a soutenu la réalisation d'un guide élaboré par l'association algérienne Aids-Algérie. Le guide a été présenté et discuté lors d'un atelier à Alger qui a eu lieu le 20 Décembre 2010 à l'Institut National de Santé Publique.

602. Dans le domaine de la **culture**, 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 depuis le mois de décembre pour définir les modalités d'intervention.

603. Enfin, l'UNESCO accompagne l'Algérie dans la création d'un environnement favorable à l'édification des sociétés du savoir, sociétés qui se nourrissent de ses diversités et ses capacités et qui respectent les principes fondamentaux de la libre circulation des idées et l'accès universel à l'information et au savoir. Dans ce sens plusieurs projet ont été mis en œuvre pendant le biennium 2010-2011 : le projet de bibliothèque numérique Majaliss de l'UNESCO, l'e-OMED (Espace numérique ouvert pour la Méditerranée), la promotion de l'utilisation des logiciels libres dans l'éducation à travers le projet Miftaah.

UNESCO Office in Ramallah

Education

604. Within the programme on "Quality Systems for Quality Teachers" funded by the European Union (€3.6 million), technical assistance 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). National professional standards such as Teachers' Standards Guides and Principals' Standards were finalized. A new structure of teachers on the "career level" was developed. Five PhD students out of the twenty two have already defended their thesis. Under the umbrella of improving and developing professional development of teacher training programmes a group of fifteen MoEHE staff and university members attended a training held in Norway on the Use of Information and Communication Technologies (ICT) in Education and Special Needs Education, nine other participants attended a specialized international conference in Germany on the Use of ICT in Education. In line with UNESCO's global priority Gender equality the World Teachers' Day was celebrated on the 5th of October 2011 in Palestine with a focus on the role of teachers in promoting gender equality.

605. In the area of educational planning and management, UNESCO continued to support the strengthening of national education planning capacities in the occupied Palestinian territory, particularly regarding the scaling up of basic services in Area C. In collaboration with the United Nations Resident Coordinator Office, UNESCO provided further technical support to finalize a situation analysis as a basis for a strategic plan for Area C to be part of the Education Development Strategic Plan (EDSP).

606. In close collaboration with the MoEHE and the UNCT, UNESCO finalized the development of the education package covering the west bank and Gaza to address some gaps of technical assistance within the MoEHE in providing quality education for all focusing on early childhood development, inclusive and child-friendly education. In the framework of learning opportunities for marginalized communities, UNESCO continued its collaboration

with “Right to Play” to conduct play activities in 13 governmental school located in the restricted access area of Gaza, East Jerusalem and the West Bank.

607. The emergency education programme in Gaza, which started in 2009, is completed in its present phase and is being subjected to an external evaluation in January/February 2012. Over the past six months, activities focused on continued support for higher education institutions, as well as assistance to some of the most vulnerable primary and secondary schools in the Gaza Strip, where an integrated programme aimed at enhancing the quality of education and making the school environment safer was implemented. The project targeted 12 government schools located in the access restricted areas close to the Israeli border, was expanded to another 17 vulnerable schools, drawn from a list of the most vulnerable ones in the Gaza strip. These schools benefited from an integrated training and community development package which combines education and protection elements and which was developed by applying the principles of education for Disaster Risk Reduction to the situation of protracted conflict.

Culture

608. The acceptance of Palestine as a full member of UNESCO is dramatically changing the scenario for cooperation in the field of Culture. Preparatory efforts of the past 9 years, since World Heritage Committee’s decision 26 COM 6.1 to safeguard Palestinian cultural and natural heritage (Budapest, 2002), are coming to fruition. Nomination dossiers to inscribing cultural properties are ready for submission to the World Heritage Centre; while a number of local professionals have been trained in preparing World Heritage related documents. In the domain of intangible heritage, through both the Regular Programme, and the MDG-F for Culture and Development in the oPt (funded by the Government of Spain), UNESCO provided technical assistance to develop the framework for the inventory of a variety of forms of intangible cultural heritage, such as folktales, traditional dance, fishing culture and traditional agricultural knowledge.

609. A 4-day workshop for “Developing a National Charter for the Conservation and Management of Palestinian Heritage” was carried out in December 2011, in cooperation with the Ministry of Tourism and Antiquities, ICCROM, and several local Cultural Heritage organizations, with the support of the MDG-F and the Government of Malta. Key result of the workshop is a shared set of documents to be used for the definition of the Palestinian Heritage Law, assessed as a top priority by all stakeholders for an effective protection of cultural properties.

610. Within the framework of the MDG-F, the Sebastiya Integrated Conservation and Management Plan, first-of-its-kind as it gathers the protection of archaeological sites and features, historic urban fabric and cultural landscape together, is expected to be completed by March 2012.

611. Three projects were brought to completion: the “Bethlehem Area Conservation and Management Plan”, funded by the Government of Italy, the “Nablus Old City Centre Renovation, Restoration and adaptive re-use of Khan al Wakala” funded by the European Union,. The rehabilitation of the *khan* (caravanserai) and its refurbishment as an urban facility and incubator of compatible economic activities, is contributing to the revitalization of a quarter of the Old City particularly affected by marginalization; and the “Safeguarding Historical and Environmental Resources towards Sustainable Development in the Bethlehem Governorate”. The “Battir Cultural Landscape Plan”, was awarded the “Melina Mercouri International Prize for the Safeguarding and Management of Cultural Landscapes. Within the UN Trust Fund for Human Security (UNTFHS, mainly funded by the Government of Japan) Joint Programme “Livelihood Protection and Sustainable Empowerment of Vulnerable Rural and Refugee Communities in the Jordan Valley”, the first building, which aim was to show

the advantages of earthen architecture through the use of mud-bricks produced locally, has been terminated with the involvement of women in the production of the mud-bricks.

612. Technical assistance for the conservation of the archaeological site of Saint Hilarion Monastery/Tell Umm Amer in Nuseirat, south of Gaza City, is ensured through a partnership between UNESCO and the French Cooperation and the French Biblical and Archaeological School of Jerusalem.

Social and Human Sciences

613. With the fund from the Government of Norway, as well as the MDG Trust Fund “Gender Equality and Women’s Empowerment in the oPt” programme, UNESCO promoted gender equality and women’s empowerment in the Palestinian society through the activities of the Palestinian Women Research and Documentation Centre (PWRDC). The center accomplished four studies linked to education: ‘The conditions of community college students and their professional and academic future’; ‘Investigation of representation of gender in Arabic textbooks used at the 4th grade at Palestinian governmental schools’; ‘Between the educational policies and its impact. Analytical study of educational policies and its effect on gender power relations’; and ‘The effect of family socioeconomic characteristics on inter-gender differences in university field of study’. In addition, two fact sheets were completed on social attitudes towards people with disabilities from a gender perspective and Palestinian legislations and laws.

614. PWRDC continued its capacity development interventions and finalized four long term training courses; action research, project management, gender units training and the gender audit. A manual was produced to be used by Women NGO’s in campaigns on combating violence against women, as well as a manual on gender analysis, needs, roles, mainstreaming, gender audit and gender budget to be used by gender units at the Palestinian ministries. In collaboration with the Palestinian Legislative Council (PLC), PWRDC organized several workshops to present fact sheets on “Laws that are preventing women from participating in the labour market”, and “Laws that prevent women from decision making and call for actions”.

Communication and Information

615. Under a wider project financed by the Finnish Government, UNESCO supported the Palestinian Center for Development and Media Freedoms (MADA). MADA has created, jointly with other organizations, the Arab Network on Freedom of Expression. Under the same fund, Birzeit University’s Media Development Center facilitated internships for female journalists in the West Bank and Gaza. In turn, Filastiniyat supported networking through the Palestinian Female Journalists’ Club. It produced a Palestinian female journalist’s directory and a women professionals’ directory for the media.

616. UNESCO continued its support to AMIN Network on a project called “CITIZEN MEDIA: a tool for a change”, The project included workshops on advanced social media techniques targeted journalists, youth activists and bloggers in the West Bank and Gaza, aiming at providing an alternative media platform to promote freedom of expression, pluralism, social change and active participatory dialogue. On the same context of IPDC funded projects, “Enhancing women’s roles and voices in media” has been also successfully completed by our partner the first women community radio in the oPt, “Nissa FM” radio station, aiming towards strengthening the skills of female community reporters, especially from rural areas.

617. With regular programme funding, the CI sector supported training on conflict sensitive reporting in the West Bank and Gaza, in partnership with Birzeit University. CI also contributed to build capacities for coverage on humanitarian issues and development assistance within the Palestine News & Info Agency (WAFA).

Natural Sciences

618. In the field of **science education**, the MoEHE, in collaboration with UNESCO, the Consulate General of France and the Palestinian association of scientific mediation Al Nayzak, organized the second edition of the Palestinian Science Festival in October 2011. In echo with the UN World Science Day for Peace and Development and the yearly science festival organized in France, the Palestinian Science Festival was held, successively, in Ramallah, Hebron, Nablus, Abu Dis and Gaza. Around 10,000 children from the West Bank and Gaza were able to develop their skills of observation and deduction by approaching scientific experiments proposed by their elders, science students in three major Palestinian universities. In November 2011, UNESCO, under the Science Regular Programme, commissioned a study for the intelligent use of resources and technology for earthen architecture (e.g. recycling of water, solar and wind energy), which principles and applications will be employed in the buildings to be constructed within the programme.

ASIA AND THE PACIFIC

UNESCO Office in Almaty

619. During the 2010-2011 biennium, the UNESCO Almaty Cluster Office actively engaged in a wide range of activities both at the national and cluster levels in support of national priorities and needs.

620. In the field of **education**, UNESCO Almaty coordinated a review of education reform experiences and policy options in the cluster so as to improve evidence-based education policy making, in particular planning, budgeting and evaluation. Another focus area was HIV/AIDS preventive education.

621. In the field of **natural sciences**, priority areas included water, biodiversity, renewable energy and scientific innovation. Activities focused on increasing skills and knowledge of educators and policy makers in these areas through workshops, training and policy analysis.

622. In the field of **social and human sciences**, the Office focused on building inclusive, tolerant societies through dialogue, strengthening local partnerships as well as promoting the social inclusion of labour migrants as a vulnerable group in Central Asia.

623. UNESCO's activities in the field of **culture** focused on the promotion and protection of cultural diversity through the implementation of integrated operational and normative projects for the preservation of tangible and intangible heritage, development and promotion of traditional handicrafts, museums and the promotion of intercultural dialogue.

624. In the field of **communication and information**, the Office assisted Central Asian Member States in building inclusive knowledge societies by supporting freedom of expression and information, strengthening free, independent and pluralistic media, and fostering universal access to knowledge and developing infostructures.

KAZAKHSTAN

Key achievements

625. Recommendations were developed to improve education evaluation systems for measuring students' progress, especially for children with special needs. In November 2011, UNESCO hosted a UIS Regional Workshop on education statistics where the new International Standard Classification on Education (ISCED 2011) was introduced to the cluster countries.

626. The Green Pack Multi-Media materials with 25 educational modules on critical issues on environmental protection and sustainable development in Central Asia were prepared, tested and disseminated to secondary school teachers in cluster countries, in cooperation with the Regional Environmental Centre for Central and Eastern Europe and the Regional Environmental Centre for Central Asia in Almaty. The materials were presented and approved at the 7-th Pan-European CA Ministerial ESD conference "Environment for Europe" (Kazakhstan, September, 2011).

627. UNESCO continued to move towards upgrading analytical and results-based planning, budgeting, management and other practical tools and skills within the educational system. Capacities of stakeholders were enhanced in TVET policy review, management and financing. A national legislation survey was conducted for transition of labour market

requirements in the vocational training system, development of recommendations for TVET and business sector cooperation.

628. In April 2011 in Almaty, representatives of ten Eastern Europe and Central Asian countries identified strategies for improving prevention education in the region at a Regional Conference organized in cooperation with UNAIDS, UNFPA, UNICEF, ILO, GIZ and the Ministry of Education and Science of Kazakhstan. The awareness-raising events organized on the occasion of World AIDS Day 2010 targeted young people to sensitize them to issues related to HIV and AIDS, particularly stigmatization and discrimination of people living with HIV through photo exhibition "We are with you! We are together!"

629. UNESCO cooperated with the OSCE, bringing leading experts to Kazakhstan to share their expertise on transboundary water management. UNESCO cooperated with the National Institute of Geography of the Republic of Kazakhstan to conduct training on glaciers mass balance for young scientists.

630. In June 2011, the Almaty Office with the National Center of Scientific and Technical Information held a seminar on "Promotion of scientific researches and innovation for economic development." International lecturers familiarized Kazakh scientists and entrepreneurs with commercialization issues and opened up opportunities for international cooperation in commercialization and technology transfer.

631. In 2011, MAB National Committee of Kazakhstan was reestablished and due to its efforts, the country's first nomination submitted for inclusion in the global network of biosphere reserves under UNESCO's "Man and Biosphere" programme.

632. Technical assistance was provided for the launch of the Central Asian Bioethics Association (CABA), held in Astana in October 2011 with the cooperation of the Kazakhstan National Commission for UNESCO and RUSHAP advisor.

633. UNESCO Almaty worked in three countries to promote labour migrant awareness on HIV risk, conducting training and outreach activities for more than 1000 labour migrants in the cluster and educating more than 60 civil society, government and media on non-stigmatizing terminology and how to communicate effectively on labour migration and development in Central Asia, focusing on the special challenges of female labour migrants.

634. UNESCO Almaty launched the new UNESCO/Korea Funds-in-Trust project to strengthen the sustainability of crafts industry in Kazakhstan. Activities undertaken in 2010-11 aimed at improving the operating environment for artisans and enhance their production and distribution capacities. The 2010 UNESCO Award of Excellence was awarded to 92 handicraft products out of 357 entries.

635. With the support of the Government of Norway, UNESCO launched a programme for strengthening national capacities for effective safeguarding of intangible cultural heritage through trainings for authorities, specialists and communities on implementation, community-based inventorying and inscription of ICH elements into the Urgent Safeguarding list. New types of properties for serial and Transboundary World Heritage nominations, such as the Silk Roads, the Rock Art and the Western Tien-Shan were advanced through various consultation meetings and documentation activities of the potential Silk Roads through the UNESCO/Japanese Funds-in-Trust Project.

636. An analysis conducted by UNESCO on laws related to decriminalization of libel and defamation led to a proposal to the presidential commission on human rights in Kazakhstan for a legislative amendment on this issue. Recommendations on press freedom improvements were highlighted in the national human rights action plan and 2010 national report. Technical expertise was provided to the Parliament of the Republic of Kazakhstan

and international principles of the freedom of information were incorporated into the draft law on access to information and were widely discussed among civil society organizations.

637. 18 journalism educators and researchers (from leading institutions in Russia and Central Asia) conducted a rigorous peer review of recommended readings for courses in Russian and Kazak languages for the UNESCO model journalism curriculum.

Cooperation with the UN

638. UNESCO faces the challenge of working with a UNCT divided between two cities in Kazakhstan. UNESCO has been able to bridge this gap by working closely with UN partners in cities, taking advantage of communications technologies (audio and video conferencing) and working with the UNESCO National Commission, which maintains personnel in Almaty and Astana.

639. UNESCO retains its leadership role in the UNCT in Kazakhstan, chairing the UN Theme Group on ‘Good Governance, Participatory Democracy and Human Rights’ since 2007. UNESCO 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). In mid-2011 UNESCO and UNDP jointly hosted training for UNCG affiliated journalists on “Communication for Development” in Almaty. The training showcased UNESCO’s leadership in this area, and a similar training is planned for 2012 in Astana.

640. UNESCO and UNDP trained journalists in accurate, non-labelling and well-informed reporting on HIV and AIDS, facilitated scientific and technical cooperation in national and transboundary water issues, the safeguarding and protection of national and transboundary natural and cultural heritage, supported joint activities on aspects of education for sustainable development. UNESCO in cooperation with UNDP provided 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.

641. The new Resident Coordinator, Mr. Stephen Tull relied on UNESCO’s experience and leadership in the UNCT and UNDAF, particularly as UNESCO is one of the larger UN agencies present in Almaty.

Challenges and Lessons Learned

642. Many donors work in the water sector and there is a crucial need to better coordinate all activities; at the regional level there is a strong need to build capacities in transboundary water related issues. In the area of STI, strong international expertise is needed in the cluster countries to support commercialization, competitiveness and public-private partnerships.

643. According to the newly adopted procedures, jury members of the UNESCO Award of Excellence for Handicraft Products will have to be fully covered by the hosting country (once in two years). This procedure might endanger continuous implementation of the programme in Central Asia. Various implementation challenges in this very successful and one of the most visible programmes need to be addressed.

644. Central Asian States Parties need to work continuously and more effectively at the country level following decisions and agreed timeframes, especially with the on-going serial and Transboundary cultural heritage nomination processes. Countries find the preparation of consolidated nomination files cumbersome and prefer to prepare and submit single nominations.

645. 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.

KYRGYZSTAN

Key achievements

646. UNESCO Almaty together with the relevant stakeholders and NGOs provided support and recommendations and proposals for determining context-specific knowledge and skills required for adult lifelong learning. The Ministry of Education Advisory Board approved UNESCO recommendations on adult learning and revised the subject-oriented curriculum for adult education in colleges and evening schools.

647. President Roza Otunbayeva visited UNESCO HQ in March 2011 on the occasion of which she opened a UNESCO/UN Women photo exhibit “Women of Kyrgyzstan for Tolerance and Peace”.

648. At the request of the government and local partners, UNESCO launched a multimedia campaign “For Tolerance” in Kyrgyzstan, working closely with the UN Center for Preventive Diplomacy in Central Asia, the Kyrgyzstan National Commission for UNESCO, and the civil society. Activities included a blog, artwork competition on the theme of tolerance, and short PSA-style video; receiving the 3rd highest number of hits on the partner’s website during Tolerance Day week in 2011.

649. Cooperation continued with partners to improve the quality and dissemination of rights-based information on labour migration, especially for those who create and implement migration policy. The American University of Central Asia’s (Bishkek) Migration Research Network and news feed services reached more than 450 members in more than 40 countries.

650. Technical expertise was provided to the Academy of State Management under the President of the Kyrgyz Republic to build state capacity on implementation of the access to information law in Kyrgyzstan. Community Multimedia Centers (CMC) and Community Radio in Kyrgyzstan were acknowledged by the Kyrgyz government as an important tool for community development. Three new Community radio stations are functional in remote mountain valleys of Kyrgyzstan. Several CMCs in the south of Kyrgyzstan are also in development.

Cooperation with the UN

651. UNESCO actively participated in the preparation of the new UNDAF document for Kyrgyzstan, with a special focus on human rights and tolerance. UNESCO also actively participated in the UN Flash Appeal for Kyrgyzstan in 2010, with two education proposals endorsed (though not funded) – for psychosocial support through teacher training (secondary and higher education institutions) and for emergency support to national education authorities.

652. The EU-funded JP on operationalizing good governance in Kyrgyzstan was finally launched in October 2011. The programme was negotiated with donors for more than four years. UNESCO will work in the areas of building community dialogue, with a special focus on community media.

Challenges and Lessons Learned

653. UNESCO has not been able to benefit much from the post-conflict and peace-building funding in the country.

654. Experience as an NRA shows that without frequent missions and active participation in UNCT meetings, it is difficult to get UNESCO's priorities reflected in the CCA/UNDAF documents. Participation via email and conference calls, while cost-effective, does not yield the same results. Continued support must be provided for UNESCO to travel to UNCT meetings in order to participate in One UN/CCA/UNDAF/joint programming exercises.

655. UNESCO has proved its added value in the area of communication for migrants in Central Asia, facilitating the provision of practical, rights-enhancing information for migrants, government officials, civil society and media alike.

656. UNESCO must make further efforts to promote shared and multi-national candidatures for inclusion in the intangible cultural heritage list.

657. UNESCO has to contribute to the creation of enabling policy environment to support nascent community media development in Kyrgyzstan. Further activities under the auspices of IPDC are crucial to catalyze the local development process jointly with the newly launched EU/UN funded Social Justice Project for Kyrgyzstan. Training for broadcasters should change focus from metropolitan centers to the regions.

TAJIKISTAN

Key achievements

658. UNESCO Almaty with its partners provided assistance to gender responsive pre-school education, implementation of the early learning and school readiness national action plan: revision of the national basic programmes for pre-school education, development and adaptation of pre-school teacher training curriculum and modules with focus on girls and vulnerable groups and parenting education. Seven teacher training modules were developed, approved and disseminated to local teacher training institutes. A national workshop on pre-school education (October 2011) put forward recommendations for pre-school teacher training programmes and integration of training modules into a compulsory teacher training curriculum.

659. UNESCO's support for an international conference on tolerance in Dushanbe – Toward a Culture of Peace (April 2011) spawned new interest in the subject and a number of new projects in tolerance education. UNESCO's support to young researchers on migration led to new South-South partnerships, with universities in Kyrgyzstan and Tajikistan exchanging experience at a roundtable in Dushanbe in late 2011. A methodology training workshop for young researchers from the two countries is scheduled for 2012.

660. UNESCO Almaty supported ICT in education through a teacher training workshop in Dushanbe (October 2011) on infostructures for sustainable development and good governance.

Cooperation with the UN

661. There remains a large UN and donor presence in Tajikistan given its economic difficulties and development challenges after the civil war that took place in the mid-1990s.

662. The UNESCO Almaty Office is a visible and credible member of the UNCT in Tajikistan. UNESCO has contributed to the development of a new UNDAF for 2010-2015.

The UNDAF of Tajikistan for 2010-2014 supports Tajikistan's goals for its National Development Strategy and the Millennium Development Goals. UNESCO participated in the elaboration of UNDAF priorities, including democratic governance practices grounded in international standards and law; implementing development initiatives in an inclusive and participatory manner; the sustainable management of the environment; the combating of HIV/AIDS; and to ensuring that wider access to pre-school education is ensured and that more children complete their basic education, particularly girls. Culture is recognized as a cross-cutting theme in the Tajikistan UNDAF.

663. Early childhood care and education is a key area of cooperation within the present UNDAF following the decline of the ECCE system over the past ten years. Special attention is also given to girls' education bearing in mind that Tajikistan risks not to meet the EFA goal on gender equality. In both cases, UNICEF is the closest UN partner.

Challenges and Lessons Learned:

664. The main challenge for Tajikistan is to implement and monitor the national development strategies given the lack of the capacities of local partners.

665. Despite the fact that HIV prevention programme has been developed in Tajikistan, it is not part of school curriculum. Teachers do not receive sufficient training, support and motivation and lack educational materials. For this reason UNESCO focuses on materials using a participatory approach for varied groups in the national and Russian languages.

666. UNESCO needs to pursue its efforts to support the creation of enabling legal environment in Central Asia for free and open source software (FOSS) in the fields of education, culture and Access to Information to establish sustainable infostructures.

667. Limited funding and NRA status has prevented UNESCO from scaling up many activities and closer UN partnerships in the country.

UNESCO Office in Apia

668. The UNESCO Office for the Pacific in Apia covers 14 small island development states (SIDS) and Tokelau (associate member) as well as Australia and New Zealand. Of the 14 SIDS and the associate member, five (Kiribati, Tuvalu, Samoa, Solomon Islands and Vanuatu) are LDCs and the remaining ten are middle income countries (MICs), with Australia and New Zealand as developed nations.

669. In its effort to ensure the visibility of UNESCO in all of the member states, the office has adopted a two-pronged strategy in terms of its support to Member States based on categorising countries that urgently need national support and those where support is mainly through cluster support. Those that the office has provided specific support and therefore has made significant impact include four of the LDCs (Kiribati, Tuvalu, Solomon Islands and Vanuatu) as well as Papua New Guinea. The other countries of the cluster constitute a lesser priority. For Australia and New Zealand, the office has had minimal impact except their involvement in the consultation at the cluster level mainly on the planning of Medium Term Strategy as well as the office strategy for the 35/C5.

Regional Activities

670. In addition to the country-focused activities, there have also been a number of cluster-wide activities the office has been engaged in.

671. The UNESCO Office in Apia (Samoa) and Australia's Pacific Media Assistance Scheme (PACMAS) funded the creation of a unique co-operative framework at a meeting in Apia on the occasion of World Press Freedom Day 2011. The meeting was supported by the Asia Pacific Office of the International Federation of Journalists (IFJ). The participants agreed to cooperate as a regional alliance on media freedom and other issues of common concern, such as a database of media workers across the Pacific, a regional code of ethics and a regional Pacific media complaints council.

672. Acknowledging considerable progress of the Pacific World Heritage Action Plan (2010-2015) communicated through the country reports presented at the Workshop, the Workshop held in Apia in 2011 identified new regional actions to achieve remaining goals by strengthening networking and capacity building activities. With regard to the Pacific Heritage Hub (PHH) initiative, a regional facility for information sharing, capacity building and sustainable funding/partnership building, the Workshop endorsed the PHH scoping study, which recommends the University of South Pacific (USP) in Suva as host of the PHH.

673. UNESCO and the Oceania Regional Anti-doping Organisation supported the second Pacific Ministers of Sport meeting held in Noumea prior to the Pacific Games 2011. Eight Pacific Island countries have now ratified the Convention Against Doping in Sport and the Fund for Elimination of Doping in Sports has made grants to three national projects and one regional project in the Pacific.

Challenges

674. The number of countries in the cluster, together with the limited resources available to the office, continues to pose huge challenges to the ability of the office to have significant impact at the country level. The distances between these countries and the cost of communication also compound the ability of the office to be able to provide support to all the SIDS. Consequently the impact the office has varies significantly among the Member States it covers.

AUSTRALIA and NEW ZEALAND

675. Apia office has had minimum impact in these two countries throughout the biennium. However, the office has sought their assistance and cooperation in the implementation of its strategy for the Pacific, such as facilitating the participation of representatives from Pacific countries in the celebration of the World Press Freedom Day held at the University of Queensland in Brisbane Australia.

676. In New Zealand, UNESCO collaborated with the Open Education Resources Foundation (Dunedin, New Zealand) to develop OER resources advocating for OER University to provide alternative pathways for greater access to education. This has led to the establishment of the OER University which will be launched in 2012 piloting with limited number of students. In addition, UNESCO supported the project New Flags Flying of Radio New Zealand International as part of Memory of the World project. The project seeks to use existing audio-visual archived material to provide understanding of the context that motivated Pacific leaders to seek independence for their countries.

KIRIBATI

677. UNESCO Apia had a significant impact in Kiribati throughout the biennium mainly in the fields of education and culture and, to a lesser extent communication, despite the country not being able to take advantage of the participation programme over the last four biennia due to reporting issues.

678. In the field of **education**, UNESCO, with the financial assistance from the Japanese Funds-in-Trust, assisted the country in building the capacity and competency of the lecturers as in-service trainers. In collaboration with key partners UNESCO developed teacher competency modules which Kiribati as well as other Pacific countries adopted for the in-servicing of teachers. Through the UNESS process, UNESCO identified several priority key areas for its support towards the Kiribai Education Sector Plan 2008 – 2011.

679. With financial assistance from AUSAid UNESCO was able to influence the delivery of education in Kiribati. The MOE looks towards UNESCO for professional advice, assistance/support in the areas of teacher competencies, standard-setting for teachers, school leaders, literacy and numeracy; monitoring and evaluation of education progress as well as curriculum revision with emphasis on building local capacities. In addition, UNESCO supported the development of a climate change education framework for Kiribati which will be a model for development of similar approaches in other Pacific countries. The Framework outlines age specific learning outcomes for a wide range of aspects of climate change (the science as well as social, economic and cultural aspects) that can be integrated into existing school systems. The UNESCO Sandwatch initiative was taken up by the country as part of the response to climate change after an awareness raising workshop organized during the biennium.

680. In the area of **social and human sciences**, a youth project on climate change under the Youth Visioning for Island Living initiative was launched, the implementation of which will continue during the next biennium.

681. In the field of **culture**, an awareness-raising workshop was conducted targeting custodians of the country's intangible cultural heritage with financial assistance from the Japanese Funds-In-Trust. Consequently the country's traditional leaders endorsed and called on the government to ratify the UNESCO 2003 Convention. Government is currently processing for the ratification of the convention.

682. With the financial assistance from the Japanese Funds-In-Trust, UNESCO assisted the Communication and Information department in preparation of a media development project.

PAPUA NEW GUINEA (PNG)

683. Under the CapEFA programme, UNESCO facilitated a policy and institutional development process for literacy and non-formal education (NFE) in PNG through a policy review on literacy and NFE and a subsequent stakeholder meeting. UNESCO strengthened the capacity and enhanced knowledge and skills of the Government Secretariat in charge of literacy and NFE to monitor literacy and NFE programmes as well as to collect data on literacy-related information of the adult population. In addition, UNESCO is disseminating information about literacy and NFE in PNG in English and local language through a newly created website as part of the CapEFA project.

684. With financial support from the JFIT, UNESCO provided technical assistance and support to the Department of Education on training of teacher training institution staff as in-service trainers based on modules developed collaboratively by UNESCO Apia and its partners. The Department of Education has since made a commitment to roll out this in-service training to all teachers in all provinces.

685. UNESCO Apia was involved in developing tools to assess and monitor literacy and numeracy level in the country both at the formal and non-formal levels. At the formal school level, the country was identified as one of the pilot countries under the Pacific Benchmarking for Better Results (PaBER) which includes monitoring of literacy and numeracy as one of the

key components. The tool developed jointly by UNESCO Apia and Pacific Islands Literacy and Numeracy Assessment (PILNA) is used to assess the situation in the country.

686. In collaboration with the UNESCO Institute for Statistics (UIS), Apia Office was working with the key stakeholders in the country on improving the processes for the collection and processing quality education data that are crucial for the development of education in the country. The availability of reliable and valid education information at the national level is one of the key challenges the country is facing.

687. In collaboration with partners (UNDO and PIFS), the office participated in the production of the report on Urban Youth and Violence in Papua New Guinea and six other countries. In addition, UNESCO carried out a project on youth understanding of HIV/AIDS as well as building capacity for alternate livelihoods of sex workers as part of the initiative on Youth Visioning for Island Living.

688. UNESCO supported the development of the Pacific's first Media Development Indicators report in PNG. This examines and analyses media content from newspapers, TV and radio. As part of the process, a capacity-building program for the media was included as well as celebration of World Press Freedom Day. Consequently the Divine Word University in Madang, Papua New Guinea agreed to host annual World Press Freedom Day celebrations on the campus every year. Through IPDC, UNESCO supported the launching of a community radio in Nuku district, one of the remote communities in the country.

TUVALU

689. Given the remoteness and communication challenges and the limited resources available, UNESCO extended its assistance to Tuvalu through sub-regional interventions focussing collectively on all the Pacific Islands.

690. Through the JFIT project, UNESCO assisted the Education Department in addressing the issue of unqualified teachers in primary education. UNESCO provided in-service training for unqualified primary school teachers. Those who completed all the training programmes were recognized as qualified teachers by the Government.

SOLOMON ISLANDS

691. With financial support from the JFIT, UNESCO strengthened Solomon Islands in-service training in teacher competency and teaching effectiveness. With UNESCO's support, trained lecturers provided in-service training for primary school teachers in four provinces. In an effort to monitor countries' progress towards their education goals as well as the MDG and EFA goals, UNESCO with its partners strengthened the capacity of senior management staff of the Ministry of Education and Human Resource Development for monitoring and evaluating the progress of education in the country using EMIS and key education indicators.

692. In the area of education for sustainable development, UNESCO assisted the Solomon Islands in carrying out a mapping of the current situation of ESD in the country. The Ministry of Education intends to use the outcome of the mapping to integrate ESD issues and concepts into the curriculum.

693. As part of the UNESCO Youth Visioning for Island Living Initiative, a youth project on delivering positive messages about sustainable development for girls and young women was carried out by young Solomon Islands women. Also, in collaboration with partners (UNDO and PIFS), the office participated in the production of the report on Urban Youth and Violence in the country including six other countries.

694. The Communication and Information sector worked with the University of Queensland to launch the community radio-in-a-box which was trialled in the Solomon Islands with a view to utilising it in the Pacific in both developing community radio and post-disaster contexts.

695. UNESCO facilitated the procurement of a number of laptop computers, cameras and related equipment for the schools involved in the Marovo Lagoon project. The equipment was used to support the training of staff and students in the creation and use of wiki-based information management tools used in this project. This was identified as one of the few success stories in the Pacific in as far as integrating ICT into the school, considering the number of countries that have been involved in the OLPC initiative. In addition, the local language encyclopaedia on fauna and flora in the Marovo Lagoon area in the Solomon Islands was prepared as Open Educational Resource.

696. A publication “Underwater Cultural Heritage in Oceania” (UNESCO, 2010) was produced as a follow up to the Pacific Workshop on Underwater Cultural Heritage (UCH) held in Solomon Islands. This publication is used as a resource throughout the Pacific and contributed to awareness-raising of the protection of the UCH in the Pacific as well as the 2001 Convention. The country’s intention of joining the Cultural Conventions (2001, 2003, 2005) of UNESCO was followed up by UNESCO through a national workshop on cultural strategy of Solomon Islands. Government is now in the process of ratifying all three conventions. Solomon Islands hosted the Festival of Pacific Arts in 2012 with the support of UNESCO aiming to sensitize the countries to the urgent need to safeguard their cultural heritage.

VANUATU

697. With financial support from the JFIT, UNESCO strengthened Vanuatu in-service training by building capacities of lecturers in the teacher training institute as well as curriculum advisers, school inspectors and school principals focusing on developing teacher competency and teaching effectiveness.

698. Apia office also built capacities of senior management staff on how to monitor the country’s progress towards its education goals as well as the MDG and EFA goals. As a follow up to this the Ministry of Education sought UNESCO’s assistance in developing the M&E framework for the country’s current education strategic plan.

699. In the area of education for sustainable development, a mapping of ESD in the country was completed which will be as a basis for improving the quality of the curriculum.

700. In the field of communication and information, UNESCO was working with University Queensland to launch the community radio initiative in the country. The community radio-in-a-box initiative is tested in the Vanuatu as well as in the Solomon Islands to evaluate the potential to use this in the Pacific in both developing community radio and post-disaster contexts. UNESCO has also been working with local stakeholders to set up Vanuatu’s Memory of the World committee which is expected to be established during the 36/C5 period.

701. In the field of natural sciences, UNESCO supported the development of the Vanuatu National Tsunami Support Plan as well as training in Tsunami Warning Systems in collaboration with SOPAC and Hawaii based Pacific Tsunami Warning Centre (PTWC) and International Tsunami Information Centre (ITIC).

702. One of the achievements in the field of culture was the country’s ratification of the Intangible Cultural Heritage Convention in 2010 following a capacity -building and awareness-raising workshop conducted by Apia office with financial support of the Japanese Funds-in-Trust.

SAMOA

703. In the field of education and with financial support from the Japanese Funds-in-Trust UNESCO facilitated a dialogue among the Government of Samoa, NGOs, community-based organisations and church and village groups to discuss the way forward for non-formal education (NFE) for Samoa. Consequently UNESCO assisted the Ministry of Education, Sports and Culture (MESC) in updating a situational analysis of NFE which forms the basis for drafting an NFE policy in consultation with key stakeholders. The draft policy is expected to be finalised and adopted in 2012.

704. UNESCO also supported early childhood care and education (ECCE) and parent education at the community level in Samoa by developing a parent handbook and a facilitator guidebook in consultation with key partners in ministries, NGOs and pre-school educators. The trial sessions in selected communities and the accompanying publicity gave an indication of the high level of interest in the community. The MESC has committed itself to train personnel and to organize cluster groups for parent education in 2012, with complementary support from the JFIT. .

705. Samoa held national workshops on Education for Sustainable Development and Non-formal Education. Following the ESD workshop, a draft Non-formal Education Policy was developed as well as a climate change education for school-based education. These were informed by studies on ESD and NFE. Following a workshop on Sandwatch, Samoa MESC expressed interest in rolling this down to the school level as part of the response to climate change impact.

706. Following consultations with the UIS, the MESC made a commitment to improve its data collection as well as the analysis and reporting of progress based on the data collected.

707. At the request of the National Disaster Management Office, UNESCO supported the development of a community toolkit for disaster preparedness. The toolkit allows each village to work together to determine the roles and responses in disaster situations. It also includes a set of resources on all aspects of disasters, disaster response and post-disaster actions. Through UNESCO support a video “Sunami” documenting the events during and following the 2009 Samoa-Tonga tsunami was prepared as an education and training resource.

708. As part of its contribution to the International Year of Biodiversity 2010, UNESCO supported the preparation of an educational video on Samoa’s biodiversity entitled “Vanishing Knowledge.” A second video on small scale biogas production was produced by UNESCO for use in community renewable energy projects. The video is in Samoa and will be used to train Samoan farmers how to establish small energy units on farm.

709. The Urban Youth and Violence report covering six countries including Samoa was completed in partnership with UNDO and PIFS.

710. The report “Return[ed] to Paradise” focusing on deportation experiences in Samoa and Tonga” was published. UNESCO provided follow up support to Samoan Charitable Trust for Returnees to provide support services for returned individuals. The report has since created a lot of interest from development partners as well as from countries concerned by the issue.

711. A youth project on climate change was supported under the Youth Visioning for Island Living initiative.

712. Following an awareness-raising workshop on safeguarding of Samoa’s intangible cultural heritage in 2010, a follow up workshop to provide a full briefing on the cost and benefit of the country’s ratification of the ICH Convention is planned for 2012. The Pacific World Heritage Workshop hosted by Samoa in September 2012 with financial assistance

under the UNESCO/Australian Funds-in-Trust review progress in the implementation of the Pacific World Heritage Action Plan (2010-2015). The Workshop also endorsed “Pacific Heritage Hub” to be hosted by the University of the South Pacific, a regional facility for knowledge management, capacity building and sustainable funding/partnership building to be hosted by the University of South Pacific.

713. Following consultation with the MESC, UNESCO shared the initiative on Media and Information Literacy (MIL) in cooperation with consultant from the “School and Media” programme, Buenos Aires, Argentina.
Palau

714. UNESCO Apia had little activities directly benefiting Palau. However following the visit by the President to the General Conference in 2011, interest in the work of the organisation has grown.

715. With financial support from the JFIT, Apia office carried out an awareness-raising workshop in Palau in follow-up to which the country ratified the 2003 ICH Convention in November 2011 as the 5th state party among Pacific SIDS.

716. As part of the IPDC project, an Oceania TV station was set up to provide news from outer islands as part of a sub-group IPDC project for Micronesia to improve and extend the coverage of news reporting including FSM as well as Marshall Islands.

MARSHALL ISLANDS

717. In collaboration with other development partners UNESCO provided support towards the development of the National Youth Policy which is now implemented.

718. The Urban Youth and Violence report covering six countries including Marshall Islands was completed in partnership with UNDO and PIFS.

719. With financial support from the JFIT, UNESCO carried out an awareness-raising workshop during the biennium focusing on the safeguarding of the country’s ICH.

FEDERATED STATES OF MICRONESIA (FSM)

720. With financial support from the JFIT UNESCO assisted in building capacities of primary and secondary school teachers in Chuuk State, one of the four states in FSM. With successful completion of the project and at a request from the FSM Department of Education to extend assistance to Yap State, UNESCO started its in-service training programme to strengthen the capacities of primary and secondary school teachers and department staff in teacher competency and teaching effectiveness. One workshop was completed in November 2011 and two more workshops are scheduled for 2012 to complete the in-service training programme.

721. UNESCO supported youth groups in two states to document civic engagement of youth in Micronesia. The Urban Youth and Violence report covering six countries including Micronesia was completed in partnership with UNDO and PIFS.

722. UNESCO Apia worked with the Micronesia Conservation and Safety Trust in supporting the community of the Utwe Biosphere reserve in the development of a management plan.

723. UNESCO assisted the Historic Preservation Office of the FSM authorities in carry out an assessment study and emergency conservation works at Nan Madol archaeological site. At the same time, an information brochure on Nan Madol was produced in partnership forged with Japan International Cooperation for Cultural Heritage (JCIC-Heritage). All these efforts

led to the organization of a community consultation on Nan Madol safeguarding in FSM held in November 2011 with financial assistance under UNESCO/Japanese Funds-in-Trust. The meeting agreed on the outline of a management plan of Nan Madol and also a mid-term perspective in nominating Nan Madol for the World Heritage inscription. At the request of the leaders in Kosrae, FSM authorities are carrying out a consultation in Kosrae on the inclusion of the Lelu Ruins as a serial nomination before informing UNESCO of the incorporation of Nan Madol on its Tentative List.

724. As part of the IPDC project, an Oceania TV station was set up to provide news from outer islands as part of a sub-group IPDC project for Micronesia to improve and extend the coverage of news reporting including Palau as well as Marshall Islands.

COOK ISLANDS

725. The Ministry of Education with support from UNESCO worked to adapt the Canoe is the People teachers' manual for use in its high schools. This is the first Pacific country to undertake the process of integrating the material in their national curriculum. Through support provided through the UIS, UNESCO supported the country in the finalization of its national education structure according to the international standards classification. Following a workshop in 2011, the country made the commitment to adopt and adapt the UNESCO Framework for Cultural Statistics for their national cultural framework.

726. Following a severe cyclone in the country in 2010, UNESCO supported the Emergency Management Services to produce a video on traditional signs of natural disasters. The program will be aired on Cook Islands TV to raise awareness of the signs of disasters and how to respond.

727. Through the JFIT project, UNESCO supported the country in ensuring the implementation of its Freedom of Information Act. The project "Developing media and an enabling environment for freedom of information" focused on capacity-building of media organizations" not only in the Cook Islands but also in Kiribati and Nauru..

728. In the field of culture, an awareness-raising workshop focusing on the safeguarding of the country's intangible cultural heritage and ratification of the 2003 Convention helped in creating awareness.

NIUE

729. Niue held a national Education for Sustainable Development workshop in 2011 and has prepared an action plan based on the areas of integrated health education (HIV and non-communicable diseases) and culture for their focus areas in 2012.

730. Niue benefited from two youth projects in 2011. The first under the Youth Visioning initiative is undertaking capacity building on HIV&AIDS using a variety of events including theatre, T-shirt making and fashion. The second is a case study on civic engagement of youth in Niue.

731. The IPDC project of Broadcasting Corporation of Niue aimed at capacity building of staff at the state corporation as well as staff at kilocutz production to produce quality local content that addresses key development issues

TONGA

732. In an effort to monitor countries' progress towards their education goals as well as the MDG and EFA goals, the Apia office contributed towards strengthening the capacities of senior management staff of the Ministry of Education for monitoring and evaluating the

progress in education using EMIS and key education indicators. UNESCO also provided capacity development support for senior management staff of the Ministry of Education on policy and planning based on relevant information.

733. In the area of education for sustainable development, UNESCO supported the mapping of ESD in the country that led to the setting up of a national ESD committee. UNESCO is now working with the MOE on integrating relevant ESD issues into the national curriculum and this will continue into the new biennium.

734. UNESCO supported the development of the Urban Youth and Violence report covering six countries including Tonga was completed in partnership with UNDO and PIFS.

735. The report “Return[ed] to Paradise” deportation experiences in Samoa and Tonga” was published. In addition UNESCO provided follow up support to the association of Deportees in the country to provide support services for returned individuals.

736. A youth project on alternate livelihoods for sex workers was supported under the Youth Visioning for Island Living initiative.

737. In the area of natural science, assistance was provided towards the development of the country’s National Tsunami Support Plan (TSP), which is in the final stages of approval before implementation.

738. Following awareness-raising workshop on the safeguarding of the country’s intangible cultural heritage in 2009 (organized with the financial assistance from the JFIT) Tonga ratified the 2003 ICH Convention in 2010. Tonga was actively engaged in promoting Pacific cooperation in ICH safeguarding and played host to a regional meeting with support of ICHCAP, Category II Centre in RoK, in 2011 focusing on the safeguarding of ICH in countries in the Pacific.

739. Through IPDC, UNESCO supported the promotion of freedom of expression as well as the empowerment of Tongans in the transition process towards a more democratic government in 2011.

NAURU

740. With financial support from the JFIT UNESCO assisted the Department of Education and Training in addressing an issue of uncertified teachers in primary and secondary education in Nauru. UNESCO in partnership with a regional organization provided in-service training for one third of primary and secondary school teachers as well as teacher trainees to strengthen their capacities in teacher competencies and teaching effectiveness.

741. The Nauru Cabinet endorsed the country’s National Youth Policy which is expected to be implemented in the new biennium.

742. In culture, an awareness-raising workshop on the safeguarding of the country’s intangible cultural heritage was organized in view of the country’s possible ratification of the 2003 Convention.

743. With financial support from the JFIT, UNESCO supported the country on “Developing media and an enabling environment for freedom of information through capacity-building of Pacific media organizations” for Nauru as well as the Cook Islands and Kiribat.

FIJI

744. UNESCO supported the organization of a consultation on developing traditional knowledge resources as part of their on-going Education for Sustainable Development work. Using the Fiji ESD Mapping and Curriculum analysis, Fiji prepared a detailed plan of action for ESD. UNESCO's support consisted in assisting to develop traditional navigation and voyaging resources, as well as traditional knowledge and disaster preparedness.

A youth project on gender awareness was supported under the Youth Visioning for Island Living initiative.

745. In the field of communication and information, support was provided to the Fiji Memory of the World Committee for the development of their document archiving and school-based family tree project.

746. In the field of sciences support was given towards the development of Fiji's National Tsunami Plans & NDMO SOPs for Fiji.

747. Following an awareness-raising workshop on the safeguarding the country's intangible cultural heritage, Fiji ratified the 2003 ICH Convention in 2010. The Fijian authorities are taking a lead in South-South cooperation in capacity building for ICH safeguarding in the Pacific through exchange of experts and hosting regional meeting with support of ICHCAP, Category II Centre in RoK.

TOKELAU

748. UNESCO assisted with the development of Tokelau's first National Women's Policy which was endorsed by the General Fono in 2010. Similar ongoing support is given to the development of the First National Youth Policy and the first National Culture Policy.

749. UNESCO supported the publication of the traditional fishing in Tokelau and the translation of the material into English to provide greater access to the information under the LInKS program.

Engagement with UNCTs

750. With the vast distances between the member states and the UNCTs spread over the Pacific, the Apia office has struggled to fully participate in the activities of the UNCTs.

751. However with financial support from the Regular Programme through the 1% allocation, the office has been able to at least participate in the key activities of the work plan for the UNCTs. While the communication remains another challenge, the office has been able to be fully engaged in all of the activities of the Samoa UNCT and most of the Fiji UNCT mainly via teleconferencing. However with the communication challenges with Papua New Guinea, and lack of permanent presence on the ground, it makes it difficult for the office to be fully involved in the activities of the UNCT.

752. In spite of the challenges, the office has been able to be fully engaged in all of the planning of the new UNDAF (2012-16 for PNG and 2013-2017 for Fiji/Samoa) although lack of resources prevents the office from fully participating in the implementation of the activities under the current UNDAF. In the implementation of the current UNDAF, there were limited opportunities for joint programming although the office was able to link with other UN and regional agencies on areas relevant to the UNDAF such as HIV and AIDS, youth, and education. The office however was not able to fully participate in the joint annual review mission for the UNDAF.

753. In terms of the planning for the new UNDAF, UNESCO Apia has made the effort to fully participate in all of the activities. In the consultation for the PNG UNDAF, and with support from BSP, the office was able to engage in a consultation with all UN Agencies in PNG as well as other key stakeholders on potential areas for UNESCO engagement in the new UNDAF. The report is currently being used by the Apia office in its engagement in the development of the new UNDAF. Other U Agencies are also using the report to identify potential areas for collaboration with UNESCO in implementing the new UNDAF.

754. UNESCO has been involved in the CCA consultation in six countries (Palau, Tonga, Tuvalu, Kiribati, Nauru, and Tokelau) and took the lead in the consultation in two countries namely Tokelau and Nauru. The office was only able to do this with support from BSP through the allocation for the UNDAF. With the rolling out of the new UNDAF, the office is already having challenges especially in making commitment to possible joint programming areas due to the lack of resources.

755. In Nauru and Tokelau, UNESCO was the lead agency for the preparation of UNDAF including coordinating the Common Country Analysis, the national UNDAF consultation and preparation of the UNDAF national framework.

Challenges

756. As in previous biennia, the Apia Office faces challenges as it attempts to make inroads towards supporting the Member States. Some of the key challenges relate to the size of the countries and the vast distances separating one country from another, including:

- limited resources available to really make a difference at the country level considering the number of countries covered.
- The size of the area covered and the cost of communication and travel thus limiting opportunities to have direct engagement with national stakeholders
- The poor level of communication and information structures within the Pacific thus making it difficult to communicate electronically with many of the countries.
- The lack of capacity on the ground thus making it difficult to expect follow up work in the countries.
- Level and frequency of changes to key staff members thus making capacity building an ongoing and never ending process.

UNESCO Office in Bangkok

THAILAND

757. Director and Deputy Director of the Bangkok Office met the Prime Minister, the Minister of Foreign Affairs as well as several line Ministers, in particular the Ministers of Education and of Culture, of the new Government appointed in July 2011, to discuss the modalities of collaboration with the Royal Thai Government.

758. As a result, UNESCO Bangkok conducts regular and direct meetings with the Ministry of Education at various levels, in particular on the new UNESCO National Support Strategy (UNESS). Similar meetings are taking place regularly with officials from Ministry of Culture. In addition, a new relationship with the Ministry of Commerce has been initiated this year as that Ministry, together with UNESCO, is co-chairing the newly created multi-sectorial UN Joint Partnership on “Creative Economy”, an issue which remains a priority for Thailand.

759. As a Middle-Income Country (MIC) with GDP per capita that is four to five times that of its neighbors in the Greater Mekong Sub-region, Thailand has become an important provider

of ODA through grants for technical cooperation, loans and technical assistance (mainly to neighbouring countries for large infrastructure projects, such as dams and power stations, roads, rail, airports, etc). As a MIC, Thailand's relationship with the UN system had already changed before 2011, symbolized by the renaming of its UN Development Assistance Framework (UNDAF) to the UN Partnership Framework (UNPAF). In April 2011, the UNPAF was officially signed by the UN Resident Coordinator and the Ministry of Foreign Affairs. This was the public commitment for the four year collaboration between the UN Country Team and the Royal Thai Government. 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.

760. The major flooding that occurred in Thailand during the monsoon season has affected 12.8 million people in 58 provinces. 658 people lost their lives. This situation has led UNESCO to refocus its priorities onto the consequences of the disaster. For instance, the Office has mobilized expertise to support the Royal Government of Thailand's recovery efforts at the World Heritage site of Ayutthaya. In addition, the staff of UNESCO Bangkok volunteered to work with local education staff to clean the Community Learning Centres (CLCs) in various areas heavily affected by the flooding. Thanks to this solidarity operation, most CLCs could reopen on time.

Education

761. In June 2011, UNESCO Bangkok launched the UNESCO National Education Support Strategy (UNESS) for Thailand in order to ensure UNESCO's effective response to identified needs and demands for educational development in Thailand. The UNESS has identified areas of cooperation which will contribute to Thailand's economic empowerment and human development strategy through the promotion of quality education, and provides a framework of reference for UNESCO's continued support to education in 2012.

762. In furthering this support, UNESCO Bangkok also worked in collaboration with the UN Resident Coordinator Office (UNRCO), UNICEF and the Office of the Education Council (OEC) to coordinate a Development Cooperation Seminar on "Quality Learning in Thailand: For Some or for All?" The Seminar brought together government officials, international development agencies, the private sector, academics, media and other relevant experts to review several aspects of the current education system in Thailand. These include quality teaching, educational assessments, public-private partnerships, job-relevant skills as well as the urban and rural divide. A number of policy recommendations which emerged from the seminar are put forward to the Prime Minister for her consideration.

763. UNESCO Bangkok has focused its efforts on HIV prevention and health promotion, with a special focus on non-formal education and on several target groups, such as adolescents and men who have sex with men. UNESCO Bangkok has also collaborated with the National Science Museum on the launch of an exhibition on "Healthy Sexuality: The Story of Love" and a website, replicating the exhibition, which provides further information on sex, love, relationships, and gender-based violence. UNESCO is also supporting the integration of relevant issues into the Bangkok Plan for Strategic and Integrated HIV and AIDS Prevention and Alleviation 2012-2016.

Culture

764. In the field of culture, UNESCO's programmes have had very high visibility and impact. Following the disastrous 2011 floods, UNESCO Bangkok has mobilized expert assistance to support the Government's recovery efforts, particularly at the World Heritage site of Ayutthaya. The office also collaborated on arts therapy for affected flood evacuees under the aegis of the Prime Minister's office.

765. A record-breaking number of outstanding conservation projects in Thailand were recognized with the UNESCO Asia-Pacific Heritage Awards for built heritage conservation. As an indication of Thailand's growing leadership role in the region, the government has agreed to sustain the Regional Field Training Centre on Underwater Cultural Heritage that successfully implemented training for professionals from 2009-2011 under Norwegian extra-budgetary support. Thailand continues to make progress on the ratification of the 2003 and 2005 Conventions, with advocacy efforts by UNESCO Bangkok.

Intersectoral programmes

766. UNESCO Bangkok has developed a multi-sectoral programme that focuses on cultural dimensions of HIV/AIDS. A manual was published on using performing arts as a vehicle to raise awareness about HIV/AIDS. Targeting ethnic minority populations, UNESCO Bangkok developed culturally, linguistically and gender-appropriate training and information materials targeting minorities, focusing on HIV/AIDS and trafficking prevention. Following the methodology developed and refined by UNESCO over the last decade, a movie was produced in the minority Akha language for the first time.

Interagency programmes

767. UNESCO Bangkok has taken the lead by co-chairing with the Ministry of Commerce a multi-sectoral UNPAF Joint Partnership for the 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 will see 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.

768. UNESCO is a member of the UN Joint Partnership on Social Protection for Thailand, co-chaired by the Ministry of Social Development and Human Security (MSDHS) and the ILO. The partnership on social protection aims to enhance Thailand's capacity to design and implement a coherent universal social protection system. In 2011, the partnership undertook an assessment of existing social protection schemes in Thailand through a national dialogue process, allowing for the further design and implementation of social protection provisions and needed support from the UN. This has laid the foundation for further advocacy work as well as capacity-building on costing tools across the four identified social protection floors.

LAO PEOPLE'S DEMOCRATIC REPUBLIC

769. During 2011, UNESCO, as a non-resident agency, played an active role in the development of the UN Development Assistance Framework (UNDAF), thanks to an improved integration of UNESCO in the UNCT. The UNDAF Lao PDR is now under finalization together with its Action Plan. UNESCO's active involvement in the UNDAF preparation process and its regular participation in the Education Sector Working Group has 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.

770. The Round Table Implementation Meeting about the future socio-economic development of the country (Vientiane, November 2011) demonstrated the Government's strong commitment to lead the process of national development in economic and social sectors, and has also shown the growing alignment of development partners with national priorities, in particular as concerns infrastructure, social development and environment. The significant development of UNESCO's programmes (both regular and extra-budgetary) in Lao PDR has been made possible thanks to an excellent relationship with the National Commission as well as the two UNESCO National Officers based in the UN compound in Vientiane who ensure the daily management of the main operational projects in education

and the liaison with other UN Agencies. One of these National Officers, under the “2% of programme funds modality” managed by BSP, was also responsible for facilitating UNESCO’s participation in the preparation of the UNDAF and of its action plan for a period of 8 months. This has proven to be a very efficient modality to ensure the daily participation in a large number of UNDAF preparation meetings.

Education

771. Due to the Government’s reinforced partnership with donors some sub-sectors have benefitted from additional funding. UNESCO Bangkok works as an active member of the Education Sector Working Group, chaired by the Minister of Education and Sports, in which all donors are taking part. A large part of UNESCO’s action is focused on the expansion of access to and quality of education through “mobile teachers” in a non-formal approach to primary and pre-primary education, by developing the primary-level curriculum for the Non-Formal Education Equivalency Programme. As a result, children and youth who do not have access to formal education will have access to alternative education with a view to integrating the formal education at a later stage.

772. A UNESCO-supported updated Teacher Education Strategy and Action Plan (TESAP) for the period of 2011-2015 was approved by the Minister of Education and Sports in November 2011. The main achievements in the framework of this programme are the Ministry’s increased capacities to conduct research-based implementation review studies, assess system implementation gaps and bottlenecks, and develop counter action strategies. In addition, regular programme activities have also contributed to the development of pre-service inclusive education modules, an innovation that has enabled teacher trainers to prepare future teachers to manage diverse needs in the classroom, such as gender-sensitive and multilingual issues.

773. In the area of Technical, Vocational and Educational and Training (TVET), a comprehensive review on the current TVET system and policy was carried out as a basis for further concrete policy advice and technical support from UNESCO. Also, to assist the development of a concrete plan of expanding vocational education at the secondary level, a study visit of key policy makers and a policy workshop with several experts from abroad were organized. As a follow-up, the Lao Government has started to prepare a concrete action plan for expanding vocational education as a way of creating a new vocational stream in general secondary schools.

774. The CapEFA Lao PDR programme, funded by Scandinavian Funds, has made a significant contribution to the Lao Education Sector Development Framework (ESDF), in particular assisting the Lao Ministry of Education and Sports in implementing reforms in education with a focus on: Teacher Education (TE); Secondary Education (SE); Technical and Vocational Education and Training (TVET); and Non-Formal Education (NFE). The implementation of the programme has led to improved management structures and quality assurance mechanisms, as well as strengthened national capacities in evidence-based and gender-mainstreamed policy planning and formulation. In addition, the programme, involving cross-cutting activities in education, has also led to strengthened inter-departmental collaboration and interaction within the MOES.

775. In Lao PDR, UNESCO Bangkok and the Office of UNESCO Goodwill Ambassador Her Royal Highness Princess Maha Chakri Sirindhorn of Thailand’s Projects (OPSP) are cooperating within the framework of a project entitled: “Improving the Quality of Life for Children and Youth in the Asia-Pacific region”. The project has introduced the holistic model of “Total School Development” already implemented by Her Royal Highness in Thailand and its neighbouring countries Cambodia, Laos and Viet Nam. Fifteen pilot schools in Lao PDR have focused on school-based improvement of health and learning outcomes through the

school garden and lunch programme, which has resulted in the improvement of children's health and influenced policy making at the provincial level.

Culture

776. Lao PDR benefitted from intensive technical support in the World Heritage Periodic Reporting process and the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. A Cultural Heritage Impact Assessment was carried out at the government's request for new developments at the Vat Phou World Heritage site. A new Action Plan for implementing the Management Plan for the site is also being drafted with support from UNESCO Bangkok and the World Heritage Fund. Awareness about the world heritage was raised through a special exhibition staged in the Luang Prabang World Heritage town during the second annual Film Festival.

777. In July 2011, UNESCO Bangkok organized a stakeholders' consultative workshop and policy assessment for the implementation of the 2003 Convention for Safeguarding the Intangible Cultural Heritage, in preparation of a series of training workshops aimed at building national capacities in the implementation of the 2003 Convention to be organized in 2012-2013 under an extra-budgetary project funded by the Korean Government. This consultative workshop raised awareness among the participating policy-makers and senior government officials about their obligations under the 2003 Convention and the need to set up an appropriate institutional framework for the effective implementation of the Convention. The series of capacity-building workshops slated for 2012-2013 will empower all stakeholders, including community members and practitioners, to effectively safeguard their intangible cultural heritage.

Intersectoral work

778. An internal review of Bangkok Office's programmes implemented in Lao PDR was conducted in the last semester of 2011. Due to the number and size of programmes in the country, the Office understood that a review would be useful in order to draw out lessons learnt. In addition, the review aimed to assess the relevance, coherence, efficiency and effectiveness of UNESCO's programmes in Lao PDR. This evaluation of programmes will guide UNESCO Bangkok in the development of activities in Lao PDR in the next biennium.

779. UNESCO Bangkok is currently preparing a UNESCO Country Programming Document (UCPD) for Lao PDR. The Office expects the document to become a useful programming tool as well as a friendly and attractive presentation for donors covering UNESCO's programmes in Lao PDR. Moreover, it is foreseen that the UCPD will help UNESCO in establishing clear linkages between its actions, the country's development priorities, and UNCT actions.

MYANMAR

780. Myanmar stands at a major crossroads with the new civilian government formed in March 2011 and major reform initiatives launched by President Thein Sein. Myanmar's recent successful bid to assume the chair of Association of Southeast Asian Nations (ASEAN) in 2014 has further assured the countries in the region that the government's commitment to reforms is genuine.

781. It is to the credit of the current Myanmar government that it has not only decided to proceed with what appear to be system-wide reforms but also sees the need to start at the basics: poverty and rural development, health and education, ways to ensure greater transparency and accountability in government and a deeper engagement with stakeholders in the community and the private sector. These initiatives, along with renewed political dialogues with separatist border groups and with other political parties, is a reflection of the

scale of development and social reorientation that the government may well want to support in the short- and medium-terms.

782. The United Nations Country Team (UNCT) in Myanmar strongly encourages the continuation of such efforts as the best way to strengthen domestic and international confidence in Myanmar's commitment to a reform process that is incremental, systematic and sustainable. At this juncture, the UNCT considers it of crucial importance, for Myanmar's regional and global standing, to maintain the positive momentum that these initiatives have generated. The UN Secretary-General has advocated for the need for international understanding, encouragement and support to Myanmar's transition. In this context, the Government's reform agenda offers an unprecedented opportunity for greater mutual understanding between Myanmar and the international community, and for Myanmar and the UN to work together.

783. UNESCO's Project Antenna in Yangon, Myanmar, which has been operational since May 2009 under the authority and with the administrative and programmatic support from UNESCO Bangkok, has successfully completed the implementation of UNESCO's first extrabudgetary project on disaster risk reduction education (Myanmar Education Recovery Programme - Cyclone Nargis PCPD response project) in 2011. Through this project antenna, UNESCO, as member of the UNCT, is now responsible for several UN programme priorities and has developed joint programmes in close consultation with the government and donors.

784. UNESCO is co-leading with UNICEF, the education sector of the United Nations Strategic Framework (UNSF/UNDAF) 2012-2015 for Myanmar which is based on four strategic priority (SP) areas which are: SP-1 Encourage inclusive growth (both rural and urban), including agricultural development and enhancement of employment opportunities; SP2: Increase equitable access to quality social services; SP3: Reduce vulnerability to natural disasters and climate change; SP4: Promote good governance and democratic institutions and human rights. UNESCO is participating in all four strategic priority areas and is providing technical assistance in developing programme activities and outcomes linked to development of education, culture and communication and information sectors in Myanmar.

785. As part of the UNCT, UNESCO is proactively participating in the dialogue on reforms with the new government which has expressed full support to UNESCO for development of its programmes and presence in Myanmar. UNESCO, in collaboration with the Ministry of Education, is in the process of reviewing the government's plan for education sector, and will assist the Ministry of Education in strengthening teacher training institutions and education planning in partnership with UNICEF under the Multi-Donor Education Fund 2012-15. UNESCO will also initiate a peace education extra-budgetary project in the Northern Rakhine State to promote inclusive education for the ethnic minorities.

786. The Ministry of Culture, after a decade of suspended support in culture, has revived its interest in nominating World Heritage sites as well as pursuing 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. In Dec 2011, the Government of Italy provided support to UNESCO for an extra-budgetary project on "Safeguarding cultural heritage in Myanmar". The contribution will allow UNESCO to mobilize international expertise to assist Myanmar in protecting important heritage sites in the country, in particular, the ancient Pyu settlements dating back almost two millennia and Bagan, one of the world's most historically and artistically significant ensembles of monuments. Myanmar ratified the World Heritage

⁴ Since 1987, Myanmar has been listed as a Least Developed Country (LDC) with the Human Development Index rating of 149 (UNDP HDR 2010) and between 1990 to 2010, Myanmar's Official Development Assistance (ODA) per capita has been close to 5 USD, the lowest among all LDCs in the world.

Convention in April 1994, and does not yet have any sites inscribed on the World Heritage List.

787. In partnership with UNDP, UNESCO has started the Inle Lake conservation project, funded by the Government of Norway, to address the devastating impact of climate change as well as unsustainable natural resource use practices. The lake is a vital part of the broader ecosystem and economy of Shan State.

788. The CI sector is working with the new government and private sector partners in training of journalists and media professionals, as well as carrying out a technical need assessment of media sector in Myanmar. Most recently the Ministry of Information approached UNESCO to provide technical advice to the government on establishing the media regulatory and legal framework according to the international standards and best practices. This is an extremely welcome and positive development for UNESCO to advocate for freedom of expression and organize national seminars for newly elected parliamentarians, political parties, civil societies and private sector on the role of media, freedom of expression and information in the democratic setting.

789. UNESCO's project antenna has developed close working relationships within Government of Myanmar and UN agencies and is now a trusted partner of development partners in Myanmar. Given the opportunities for the Organization to contribute positively in the current period of multiple political transitions in Myanmar, the Bangkok office will need to provide increased programmatic, administrative and human resource support to UNESCO's operations in Myanmar. In this context, the donors have also expressed explicit support for a longer-term UNESCO's involvement and presence in Myanmar in order to be strategically and operationally effective in providing advisory technical assistance to UNCT and to the Government.

SINGAPORE

790. Singapore, which is striving to play an increasingly proactive role in Southeast Asia as a centre of excellence and a hub for socio-cultural interaction, considers UNESCO an important platform for the development of strategies to address its own national priorities, as well as to tackle global issues with which it is concerned. Yet, nearly five years after Singapore rejoined UNESCO (8 October 2007), much of the potential for collaboration remains to be reached, especially in terms of programmatic cooperation.

791. The Director-General visited Singapore in 2010, with the aim of enhancing the confidence of the Singaporean decision-makers in UNESCO and its relevance to their national agenda. As a result of the Director-General's mission and building on the high quality of Singapore's human resources (in particular in the areas of Technical and Vocational Education and Training, Communication and Information and Culture) the provision of specialized Singaporean expertise to support UNESCO programmes was identified as one of the main potential areas of collaboration. Discussions are still underway to concretize this commitment.

792. As an example of Singapore's leadership in UNESCO's fields of competence, the Singaporean Government co-organised In November 2011 the Asia Pacific Regional Network for Early Childhood (ARNEC), a network founded by UNESCO (core members are UNESCO, UNICEF, Save the Children, Plan International, Open Society Foundation and SEED Institute).

793. The Secretariat, both at Headquarters and in the Bangkok Office, is providing technical and legal support to the authorities, as required, in the preparations for. 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 1972 (Convention concerning the Protection of the World Cultural and Natural Heritage) Conventions.

794. Collaboration between UNESCO Bangkok and Singapore was discussed at a meeting with National Commission during the General Conference. UNESCO Bangkok suggested that more regional meetings be held in Singapore in the UNESCO's fields of competence, for the benefit of the countries of the region and for the renown of Singaporean institutions and expertise. It is envisaged that a senior level mission be undertaken in Singapore in 2012 to follow up on these issues.

UNESCO Office in Beijing

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 documentary heritage conservation.
- *Strong commitment to the EFA agenda renewed:* The EFA Week and national dissemination of the EFA Global Monitoring Reports have served as important platforms for high level policy dialogue on EFA related issues.
- *Sub-Regional Network on Earthquake Risk Reduction:* To focus on the high risk of earthquakes in the East Asia region, UNESCO, the United States Geological Survey (USGS) and the China Earthquake Administration, initiated a sub-regional network with the participation of East Asia member countries and the Russian Federation to construct regional seismotectonic maps.
- *Safeguarding and promotion of intangible cultural heritage:* UNESCO's collaboration with the cluster countries was strengthened by the establishment of three Category 2 Centres in the sub-region, in Japan, the Republic of Korea and in China. Further, China established a Department for Intangible Cultural Heritage and the Democratic People's Republic of Korea created a Korean Association for the Safeguarding of Intangible Cultural Heritage under their Ministries of Culture.
- *Reform of Journalism Education:* UNESCO Model Curriculum for Journalism Education was used as a standard for revision of the Chinese and Mongolian Journalism Curricula. The revised curricula was published in 2010 and disseminated to journalism schools and institutions nationwide.
- *Accelerating responses to HIV and AIDS for Achieving the MDG:* UNESCO supported the reinforcement of education response to HIV/AIDS in China and Mongolia by adapting the International Technical Guidance on Sexuality Education and integrating sexuality education into pre-service teacher education in China and TVET centers in Mongolia.

Cooperation with the UN

795. The UN in China and Mongolia faces the challenge of re-positioning itself to support Middle Income Countries (MICs) in the context of the changing needs and realities of these two countries. UNESCO is playing an active role in these deliberations.

796. In both countries the current Joint UN projects supported by the MDG- Fund and the UN Human Security Fund have either concluded or are near completion. As UNESCO has been a major beneficiary of funding under these programmes, we should build on the key outcomes and lessons learnt to generate ideas and proposals for a second generation of joint projects.

797. The IOS Evaluation Report of June-July 2011 acknowledges the active role of the UNESCO Beijing Office within the UNCT, highlighting its efforts to bring difficult topics such as migration and ethnic minority issues to the table.

Challenges and lessons learned

798. The Beijing cluster presents great potential for the establishment of strategic partnerships between high income countries and developing countries to exchange expertise, share ideas and cooperate in the fields of UNESCO's mandate. UNESCO Beijing continues to encourage the establishment of such fruitful partnerships by facilitating communication and networking along its five cluster countries.

CHINA

Key achievements

799. On 18 May 2010, UNESCO and the Government of China signed a Memorandum of Understanding (MOU) identifying strategic areas that cover all five sectors in which UNESCO and the Government of People's Republic of China will cooperate over the next five years.

800. UNESCO Beijing has successfully established and maintained private sector partnerships in China. In particular, UNESCO has received financial assistance from private companies and foundations to contribute to the implementation of UNESCO's mandate in the fields of education, natural sciences and culture.

Education

- *China National Medium and Long Term Education Reform and Development Plan Outline (2010 – 2020)*: UNESCO provided technical support during the preparation of the National Medium and Long Term Education Reform and Development Plan Outline and identified areas of cooperation with UNESCO for the implementation of the Plan Outline.
- *Education for Sustainable Development*: The National and Long Term Education Reform and Development Plan Outline has adopted Education for Sustainable Development (ESD) as a national policy, as a result of UNESCO's advocacy, capacity building and piloting of ESD.
- *Policy Research on Technical and Vocational Education and Training (TVET)*: UNESCO contributed to policy research to increase the knowledge on the linkage between TVET curriculum and labor market needs, as well as on school enterprise cooperation.

Natural Sciences

- *Mapping Technology for the "12th Five-Year Plan for Science and Technology Development of China"*: UNESCO supported the application of mapping technology to the national plan for science and technology development in China, so as to guide the drafting of the "12th Five-Year Plan for Science and Technology Development of China."
- *National Climate Change Adaptation*: The Assessment Report on Climate Change Impacts and Water Resources in the Yellow River Basin was published with solid policy recommendations for sustainable river basin management and planning.
- *Innovative Engineering Education*: A research initiative was undertaken to propose modification to the curriculum of engineering education programs and a pilot experiment for innovative engineering education was implemented at the Beijing Jiaotong University.

- *Policy Guidelines for Biosphere Reserves*: Policy guidelines developed to use *Biosphere Reserves as learning sites for Sustainable Development* were disseminated among various stakeholders.
- *Creation of an International Research and Training Centre for Science and Technology Strategy*: In order to promote the use of science and technology for economic development, the Government of China has proposed the creation of the above Center in Beijing under the auspices of UNESCO. The centre will cooperate with developing countries in enhancing their capacities.

Social and Human Sciences

- *Improving the socio-economic situation of migrants*: UNESCO collaborated with the Beijing Academy of Social Sciences to identify policy gaps limiting the integration of urban migrants in the areas of education, employment and social security and in organizing capacity building programs on citizenship education, rights protection and laws.
- *Combatting violence against women*: UNESCO contributed to the formulation of a national law and sensitization exercises to raise awareness on the negative impacts of domestic violence. In line with this, capacity building on eliminating domestic violence targeting university students was also undertaken with wide support from national partners.

Culture

- *Culture and Development*: UNESCO's policy recommendations on culture and development including culture-based ethnic minority development were directly fed into the national development frameworks and plans. UNESCO and the State Ethnic Affairs Commission are jointly developing a cultural impact assessment framework to serve as a standard assessment exercise for all development projects in ethnic minority areas.
- *Conservation and Management of World Heritage Sites*: 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

- *MOU between UNESCO and the Xinhua News Agency*: UNESCO and the Xinhua News Agency signed a MOU in 2010 that opens the way for a range of joint actions, including conferences and seminars for specialists and the general public, sharing of communication resources, the distribution of the UNESCO Courier.
- *ICT Access for People with Disabilities*: UNESCO *has* improved vulnerable group's access to ICT resources and increased disabled people's participation in the society.

Cooperation with the UN

801. During 2011, UNESCO intensified its collaboration with the UN in China through its constructive role in the Country Team and, Theme Groups as well as its participation in the implementation of UN Joint Programmes and activities planned under UNDAF (2011-15).

Joint UN Programmes

i. Culture and Development Partnership Framework (CDPF)

802. 2011 was the final year for the implementation of the above Programme, which was led by UNESCO. The final evaluation of the CDPF has given due recognition to the outcomes of the CDPF, as well as UNESCO's critical lead role in the Programme. The final evaluation has also noted that the CDPF has contributed directly to issues of equity by focusing exclusively on ethnic minorities. CDPF has been successful in championing a new appreciation of the values of culture, which is UNESCO's core mandate.

803. In the field of culture, the adaptation of the UNESCO Cultural Diversity Lens Toolkit into Chinese and whole-scale adoption of the principles of Cultural Impact Assessment by the government are two solid achievements representing encouraging signs of the sustainability of this Programme.

804. In the field of education, UNESCO contributed to the promotion of ethnic minority education by conducting a review of education policies for ethnic minorities and building the capacity of planners and policy makers in preparing and implementing culturally sensitive educational policies and programmes.

805. In the field of social and human sciences, UNESCO addressed issues of language barriers in employment for ethnic minorities and explored how minorities can be better included through facilitating dialogue among governments, CSOs and individuals.

ii. Climate Change Partnership Framework (CCPF)

806. UNESCO worked in partnership with the Yellow River Basin Commission (YRCC) to assess the water resources (surface water) in the Yellow River Basin. This assessment has led to the identification of management models and policy recommendations which can be adopted by other member states.

iii. Youth, Employment and Migration (YEM)

807. UNESCO activities under this Joint Programme have contributed to the exploration of innovative and inclusive approaches to reaching the rural-urban young migrant workers through multi-sectoral collaboration. UNESCO piloted innovative approaches to address challenges faced by migrants. As joint policy paper was prepared in consultation with the national and local partners to outline policy recommendations drawing from the experience and results of this Programme.

iv. Children, Food Security and Nutrition (CFSN)

808. The Children, Food Security and Safety and Nutrition (CFSN) Joint Programme seeks to improve children and women's nutritional and health condition in China. Under this Joint Programme, UNESCO works with education, media and civil society organizations to improve nutrition and food safety education in primary and middle schools, equip women's groups with knowledge regarding food safety law and skills for rights protection, and improve the coverage and quality of media reporting on nutrition, food safety and security issues.

v. End of Violence against Women (EVAW)

809. This Programme aims to improve prevention and response to domestic violence through implementing a multi-sectoral model and improving relevant policies and laws. UNESCO has been contributing by public awareness-raising activities and capacity-building of local governments and social sectors to protect women from domestic violence.

UN Theme Groups (UNTG)

810. UNESCO's contributions as Chair of the Theme Group on Gender have been appreciated by UN partners, government counterparts, the private sector and civil society representatives. Financial resources were mobilized for the second phase of the China Gender Facility (CGF), a multi-donor trust fund for supporting research and advocacy on gender issues, and for two major advocacy events organized by the UN.

811. The UNTG supported the successful bid of the All China Women's Federation (ACWF) in accessing funds from the UN's Gender Equality Fund for "Promoting Chinese Women's Political Participation".

Challenges and lessons learned

- Taking into consideration the country's great potential of extra-budgetary resources, in particular in the private sector, UNESCO should strategically expand its partnership with multinational companies in China and Chinese private companies.
- Much of UNESCO's past success in China is owed to its strong and wide partnership with government, academia, CSO and media partners. This partnership ought to be strategically maintained, strengthened and further expanded.

MONGOLIA

Key achievements

812. In July 2011, UNESCO and the Government of Mongolia signed a renewed Memorandum of Understanding (MOU) during the Director-General's official visit to Mongolia. The MOU identifies strategic areas covering all five sectors in which UNESCO and the Government of Mongolia will cooperate in 2011-2015 to support the country in achieving its development goals.

Education

- *Increased capacity of the Government at central and local levels to plan, implement and monitor literacy and lifelong learning programmes for rural, ethnic and disadvantaged populations:* As a result of UNESCO support, the Government is better prepared to take further leadership in responding to the diverse learning and development needs of disadvantaged populations outside the school system.
- *Strengthened skills and knowledge in sector-wide education policy analysis, planning and management:* UNESCO has been instrumental in strengthening the institutional capacity in education planning and management by training the core staff of the Ministry and national training institutions to serve as resource persons and trainers in the future.

Natural Sciences

- *Science Policy for Sustainable Development:* UNESCO supported Mongolia in the evaluation of the first phase of implementation of the 2007 Science and Technology Master Plan and developed an innovation policy system encouraging North-South-South and South-South partnerships.

Social and Human Sciences

- *Standard-setting to address social challenges of women:* A desk review of the effectiveness of laws, policies and programmes was undertaken so as to identify gaps

and recommend entry points to strengthen delivery mechanisms and promote more effective policies.

Culture

- *Normative action in Cultural Policy:* 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.
- *Culture and Development:* In 2010-2011, the development of cultural and creative industries was set as a priority through the enhancement of the creative and productive capacities of craftspeople with targeted capacity-building and participation in the UNESCO Award of Excellence for Handicrafts programme.
- *Preservation and Management of Heritage:* UNESCO enhanced capacities to preserve, manage and promote tangible, intangible and movable heritage through capacity-building initiatives pertaining to the 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.

Communication and Information

- *Promoting freedom of information:* UNESCO worked towards promoting an enabling environment for freedom of expression, including the recognition and compliance of legal, safety, ethical and professional standards in journalism, by introducing key UNESCO standards in Mongolia.
- *Improving information access for the rural disadvantaged population:* UNESCO supported the launch of a dedicated national TV channel for minorities, the creation of 10 local community radio stations, the establishment of internet access and the enhancement of capacities of local printers and publishers.

Cooperation with the UN

813. In Mongolia the UN signed off on the new UNDAF (2012-16) with its government counterpart. UNESCO will contribute to national development priorities in three areas: education, natural sciences and culture.

814. UNESCO in its role as the lead agency continued to play a key role in coordinating first “UN Joint Programme on Human Security”. The project will develop a comprehensive multi-sectoral approach to addressing the needs of disadvantaged communities, especially ethnic minorities. The project has significantly enlarged access of disadvantaged populations to various learning opportunities through the Community Learning Centres (CLCs) The Project has also enhanced access of ethnic minorities to information through the installation of Community Radios in remote and inaccessible areas.

Challenges and lessons learned

815. As a non-resident agency in Mongolia, the implementation of activities requiring intensive technical assistance constitutes a challenge.

DEMOCRATIC PEOPLE’S REPUBLIC OF KOREA

Key achievements

816. In 2011 the Director and Representative of UNESCO Beijing led a delegation of five Programme Specialists to hold strategic discussions on future cooperation with government

partners in DPRK covering all five Sectors. Key areas of cooperation have been identified. The UNESCO delegation also met with the UN Country Team to discuss how UNESCO and other UN agencies could work together to support the country within the United Nations Strategic Framework jointly prepared by UN agencies.

Education

- *Promoting Information and Communication Technology (ICT) in Education:* UNESCO enhanced the institutional capacity of key universities of education to integrate ICT in teacher education and introduce ICT in schools. UNESCO also contributed to strengthening teachers training curriculum with the development of national ICT competency standards for teachers.
- *Strengthening national Education sector's capacities:* UNESCO's support has focused on key areas, including education planning, ESD, , early childhood care through capacity-building activities and participation in international conferences and study tours.

Natural Sciences

- *Biodiversity preservation:* UNESCO initiated the establishment and publication of a comprehensive database inventorying flora and fauna species present in nature reserves.

Culture

- *Standard-setting for Heritage Preservation:* 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.
- *Safeguarding and Management of Heritage:* Awareness and capacities of DPRK authorities was 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.
- *Preservation of Movable Heritage and Development of Museums:* UNESCO supported the development of museums in DPRK by raising awareness of policy makers and culture professionals about the significance of movable cultural property and the necessity to ensure its security against illicit trafficking, as well as natural and man-made disasters.

Challenges and lessons learned

817. The constraint of financial resources, the lack of donor funding and difficulties to access reliable data constitute major challenges for UNESCO in DPRK. Despite these challenges, UNESCO actions bring international exposure to DPRK institutions.

UNESCO Office in Dhaka

818. During the period under review, the UNESCO Dhaka Office worked with different ministries, NGOs and development partners to promote the Offices' key priority areas, such as EFA, freedom of expression and the preservation of cultural heritage.

Key achievements

819. In the field of **education**, UNESCO Dhaka provided support through the Regular Programme and CapEFA to systematize the government's Non-formal Education (NFE) programming. Since most development partners focus on formal education, UNESCO's work in NFE has been recognized by the Ministry of Primary and Mass Education as helping to meet the challenges of high dropout and illiteracy in the country. Frameworks on equivalence, NFE delivery, MIS and teachers developed under this initiative will be used for sustaining NFE programming through government commitments and partnership with civil society organizations.

820. Another major activity was to assist the government with an overall assessment of sub-sectors, such as ECCE, TVET and ICT, with a view to improving programming and evidence-based policy-making. Effective networking among the stakeholders and partners concerned facilitates the coordination of technical resources and information sharing within the country as well as internationally in the areas of ECCE, gender and HIV/AIDS.

821. In the field of **culture**, UNESCO Dhaka collaborated with the national authorities, including the Department of Archaeology, on awareness-raising and national capacity-development on the conservation and management of cultural heritage sites. The project aims to provide assistance in the formulation of a national policy for the safeguarding of cultural heritage sites of Bangladesh and raising awareness, in particular about the safeguarding of Bangladeshi intangible heritage through the launching of Baul Song publications and documentations of hundreds of design motifs of traditional Jamdani Textile and weaving techniques.

822. In the field of **communication and information**, UNESCO Dhaka contributed to the formulation of Community Radio (CR) Policy, Right to Information Act and the upcoming broadcasting policy through advocacy efforts in collaboration with the media and the civil society organizations and active engagement with the national authorities. These policies promote people's access to information and foster freedom of expression. Initiatives on CRs facilitate the participation of the poor and marginalized in the development process. Independent and pluralistic media was promoted through capacity-building of journalists, journalism education, as well as the development of code of ethics and training manuals in reporting on disaster, election and EFA.

Cooperation with the UN

823. UNESCO Dhaka regularly participated in the UNCT discussions concerning UNDAF, UN reform strategies, aid effectiveness, security management, disaster risk reduction, and gender.

824. UNESCO was involved in five out of the seven pillars of UNDAF (2012 – 2016) signed in June 2011. UNESCO's inputs contributing towards the relevant UNDAF results are reflected in the UNESCO Country Programming Document (UCPD) for Bangladesh to be published early 2012.

825. UNESCO Dhaka has collaborated with UNICEF, UNFPA, UNIFEM, UNAIDS, ILO, IOM, WHO and UNDP, together with the government, development partners, universities, institutions and NGOs. UNESCO has implemented extrabudgetary programme on "Addressing Violence Against Women: Gender Responsive Programmes in Education System of Bangladesh" under the UN joint initiatives coordinated by UNFPA. Another important area of joint UN effort of UNESCO Dhaka is the "Capacity Strengthening on TVET Policy Analysis and sub-sector Programme Preparation" jointly with the ILO and Directorate of Technical Education and Bangladesh Technical Education Board of the MOE launched during the 2011-2012 biennium.

Challenges and lessons learned

- One of the key challenges is the coordination of UNESCO's biennial programming and budgeting process with UNDAF's five-year cycle. Given the limited financial contributions the organization can make, UNESCO needs to be equipped with sound technical expertise to collaborate with UNCT. UNESCO's sectoral and inter-sectoral approaches facilitate the Organization's contribution to developing comprehensive policies and strategies for poverty alleviation and other MDGs in collaboration with the UN agencies.
- Another challenge is to respond to the diverse and huge needs in the country given the limited financial and human resources in UNESCO Dhaka. To promote the key programmatic areas, the Office's financial resources had to be distributed thinly, apart from the areas which benefitted from extra-budgetary resources, such as CapEFA. In-house technical expertise cannot cover all the areas of work, and external expertise needs to be mobilized to manage substantial aspects of some programme activities.
- UNESCO needs strong expertise and technical resources locally and internationally to effectively collaborate under donor coordination mechanisms.
- The decision making processes are affected by quick turn-over in key government positions. Frequent political disruption in the country can also hamper and slow down implementation, resulting in delays.
- The sustainability and the building of ownership of programmes may be challenging because of externally set programme duration and cycle.

UNESCO Office in Hanoi

Key achievements

826. 2010-2011 have been significant years for Viet Nam. Despite the global economic down-turn, the country has achieved lower middle-income country status, a classification which both recognizes socio-economic progress and defines a new set of requirements for development assistance. The main focus of UNESCO's activities in Viet Nam in the past biennium has been to provide strategic support in the Education and Culture sectors, while gradually scaling up cooperation in the fields Natural Sciences and Communication and Information.

827. UNESCO provides leadership in the **Education sector** through its co-convening, with the Ministry of Education and Training (MOET), both the United Nations Programme Coordinating Group for Education and the Education Sector Group, which brings together government institutions, multi- and bilateral donors and international NGOs with the aim of harmonizing and aligning aid effectiveness in the sector. As ESG co-chair, UNESCO was designated as the coordinating agency for the Global Partnership for Education (formerly EFA-FTI) process, through which Viet Nam is eligible to obtain up to US\$80 million over three years to support its achievement of EFA goals. UNESCO has continued to strengthen its relationship with MOET through supporting programmes and policy developments in education management, literacy assessment, teacher education, curriculum review, quality assurance in higher education, education for sustainable development, education in emergencies, HIV and AIDS, gender and lifelong learning.

828. In the **Natural Sciences sector**, substantial progress has been made in planning for sustainable development in Viet Nam's biosphere reserves. Projects have focussed on the integration of local customary rights and practices into protected area management, building capacity in tourism management at biosphere reserves and further developing biosphere

reserves as sites for education and research for sustainable development, particularly in relation to growing climate change effects. A comprehensive survey for all of Viet Nam's eight biosphere reserves has been completed and will serve as an important reference for future activities in the sites. The Ha Noi office also works with the UNESCO Regional Science Bureau in Jakarta to implement regional programmes for the Natural Sciences.

829. Programmes of UNESCO's **Culture sector** support Viet Nam to implement the four UNESCO conventions the country has ratified, as well as to promote the culture and development agenda, which has been officially adopted by the UN General Assembly through the issuance of the Resolution on Culture and Development in 2010. Viet Nam's seven World Heritage sites bring substantial tourism revenue and are a catalyst for socio-economic development of the provinces in which they are located. UNESCO has focussed on capacity building efforts to strengthen site management. Quang Nam province has been supported to develop an integrated culture and tourism development plan, visitor management plans and heritage guide trainings for its WH sites. Other Culture activities include piloting projects in heritage education, inventorying of cultural assets, language preservation and community cultural mapping.

830. Activities in UNESCO's **Communication and Information sector** have focussed on technical assistance and sharing international standards and best practices with Vietnamese stakeholders. As Viet Nam prepares to draft its new Press Law, several publications on media law studies, resources, international practices and policy advice on governance of new media were made available to the Ministry of Information and Communication. UNESCO has also developed models for communal-level community communications, organized training courses for domestic and regional journalists assessed and provided recommendations for improvement of university information and communication curricula.

831. In 2010, the visit of the Director-General played a key role in raising the profile of UNESCO with the Government and development partners as well as within the UN. While in Ha Noi, the Director-General renewed UNESCO's Memorandum of Understanding (MOU) with the Government of Viet Nam, providing a framework for the Organization's engagement until 2016.

Cooperation with the UN

832. As a Delivering as One pilot country, the UN's development work in Viet Nam is defined by the One Plan. The One Plan 3 for the period 2012-2016 is in its final stages of development and will include three Focus Areas: i) Inclusive, Equitable, and Sustainable Growth, ii) Access to Quality Essential Services and Social Protection and iii) Governance and Participation.

833. UN organizations in Viet Nam are required to plan and coordinate programmes through inter-agency Programme Coordinating Groups (PCGs). Each of the eight PCGs is co-convened by a UN agency and line ministry around a thematic programme area. This participation of line ministries provides opportunities to harmonize the work of the UN to better align with Government priorities and increase national ownership.

834. UNESCO was one of twelve UN agencies participating in the Government of Viet Nam/UN Joint Programme on Gender Equality (JPGE), which sought to enhance capacities of line ministries and other stakeholders to implement two recently passed Vietnamese laws, the Law on Gender Equality and the Law on Domestic Violence Prevention and Control. As a part of JPGE, UNESCO supported Viet Nam to: i) conduct gender analysis of primary school textbooks to identify gender bias and stereotypes, ii) hold a gender training programme for education officials, iii) develop a package of teacher training modules to promote gender equality, iv) translate and contextualize guidelines for gender-sensitive reporting and v) train a number of media professionals on gender-sensitive broadcasting.

835. UNESCO successfully advocated including ‘culturally-appropriate programming’ as one of four cross-cutting issues that will shape One Plan programming. This result reinforces UNESCO’s global position on cultural diversity as the fourth policy area, or ‘pillar’, of sustainable development that should be mainstreamed throughout all development activities. In addition to holding the Secretariat for PCG Education, UNESCO has facilitated development of the Outcome on Education under the One Plan 2012-2016: “By 2016, increased quality and effective management of education and training systems, and increased access to pre-primary, primary and continuing education, particularly for the most vulnerable and disadvantaged groups”.

Challenges and lessons learned

836. The number of inter-agency Programme Coordinating Groups (PCGs) means that staff time is taken up by attending meetings and by other joint work of each PCG. Since 2008, PCGs have done joint annual planning and reporting with several formats that are different to UNESCO formats, therefore requiring additional work. The number and structure of PCGs for the One Plan 2012-2016 is still under discussion.

837. Another challenge will be to mobilize the necessary financial resources for the successful implementation of the One Plan. A number of donors have agreed to allocate their funding to the One Plan Fund (OPF), the joint-funding mechanism for the One Plan. In 2010, the 34% of the One Plan was funded by the OPF, up from 17% in 2008. These funds are allocated to agencies via the OPF Management Allocation Committee. Donors funding the OPF cannot give funds to specific agencies in country. For the One Plan 2012-2016, it has been foreseen that Agencies will need to raise 70% of their total expected funding from sources other than the OPF.

UNESCO Office in Islamabad

838. During the 2010-11 biennium, Pakistan passed through humanitarian crises as well as natural disasters. An important reform was the 18th Constitutional Amendment, which led to the abolition of concurrent Federal Ministries and paved the way for more provincial autonomy in various sectors, including education, health, agriculture and livestock, etc. A positive feature of this Constitutional Amendment was legal recognition of the right to free education. Terror attacks by extremists, sectarian killings, and military operations in the northern part of the country and insurgency in Baluchistan province led to the deterioration of law and order, killings and migration of minority ethnic groups. National economy received a significant set-back due to the floods, inflation and the country’s loan basket swelled. The country is struggling to meet the recommendations of IMF for generating additional revenue and elimination of subsidies, which may have an impact on social sectors.

839. The Planning Commission of Pakistan launched its 10th five-year development plan "Framework for Economic Growth" that continues the public sector investment programme and focuses more on productivity enhancement, especially in the government, deregulation of markets, encouragement of innovation and investment.

840. In view of the preparation of UNDAF (2013-17), a meta-analysis for the country was conducted and six key Strategic Priority Areas (SPA) were identified in consultation with all stakeholders in 2011.

Key Achievements

841. Education and Natural Sciences remained the two main domains of UNESCO's assistance to Pakistan over the past biennium. UNESCO expanded the scope of its activities in Pakistan, thematically as well geographically. UNESCO Islamabad was able to maintain the medium size portfolio of development activities and generate additional funds for humanitarian work, totaling some 6 million dollars. UNESCO interventions covered all the 4 provinces, and a growing number of districts were assisted. The major thrust was on upstream policy advice on the reforms in education, support for the protection of cultural heritage sites, and disaster risk management, especially the strengthening of flood forecasting and management system and in refugee affected areas of the two provinces bordering Afghanistan.

842. In the field of **education**, UNESCO Islamabad office supported the process of legislation to enforce constitutional Right to Free and Compulsory Education in the country. Awareness about the importance of girls' education and gender equality was enhanced through advocacy and sensitization of teachers. UNESCO advocated for the mainstreaming of the education of Afghan refugees' children to ensure every child living in Pakistan enjoys her/his right to education. The educational activities carried out in and around the refugee affected and hosting areas have contributed to promoting social harmony. UNESCO contributed to greater collaboration among provincial and national stakeholders, to develop institutional capacities on disaster risk response (DRR). UNESCO's role in promoting TVET and making general education more relevant for Pakistani youth was highly appreciated. UNESCO undertook situation analysis of education sector at the national and provinces'/areas' level to help guide respective education departments in the identification of challenges and issues, and facilitate sector-wide planning. Capacities of relevant institutions in Provincial/Area Departments of Education were strengthened in the fields like early childhood education, school health programme, EMIS, and HIV and AIDS prevention education. UNESCO worked closely with the relevant national/provincial organizations to institutionalize mechanisms for accreditation of teacher education programmes. Technical assistance continued during 2010-11 for the functioning of Literacy Resource Centres for professional development of literacy personnel, material development, research, and monitoring etc.

843. In the field of **culture**, the main thrust of UNESCO Islamabad's activities was on the biennial sectoral priority 1, i.e. protecting, safeguarding and managing the tangible and intangible heritage. Capacities of both national and private institutions were built in the preservation and protection of tangible and intangible cultural assets. These initiatives included trainings in GIS Cultural Mapping and the establishment of a mechanism for the mapping of cultural assets. Besides conducting studies on the issues of conservation of the World Heritage sites, particular attention was paid to building the capacities of the State Party to implement the World Heritage Convention 1972 and the 2003 Convention for Safeguarding Intangible Cultural Heritage, through training workshops on World Heritage Periodic Reporting and the safeguarding of intangible cultural heritage.

844. Moreover, in the post-conflict and post-disaster situation, UNESCO Islamabad highlighted culture as a source of economic income of communities through capacity building initiatives in cultural industries and livelihood opportunities for men and women.

845. In the field of **natural sciences**, the focus was on mobilizing science for Disaster Risk Reduction (DRR) and improved natural resource management. UNESCO supported the Government of Pakistan in the strengthening of Flood Early Warning System. UNESCO Islamabad also initiated UNESCO flagship programme "Man and Biosphere" in Pakistan to galvanize institutional support for the implementation of the Madrid Action Plan (MAP) for Man and Biosphere (MAB) in Pakistan, and add an additional site - the Juniper Forest Ecosystem of Ziarat - to the global network of biosphere reserves. The aim was to facilitate and promote capacity-building of all relevant stakeholders in the management of biosphere reserves in Pakistan and research on ecosystem services.

846. UNESCO Islamabad prepared Pakistan Case Study for World Water Development Report 2013 that gives a comprehensive and integrated perspective of the Indus Basin, including its challenges and opportunities, and presents an updated and comprehensive picture of the role of groundwater in sustained irrigated agriculture.

847. In the field of **communication and information**, UNESCO Islamabad focused its assistance on MLA 1 in the context of crises, conflict and disasters. The regular programme activities helped to engage academia and journalists' community in the country, and promote citizen journalism by training the trainers and starting up a course on "online journalism" in one of the women universities in Pakistan. The model has been replicated in more than 4 universities teaching mass communication. The innovative project of integrating mobile applications and cell phones in training programmes for teachers served as an intersectoral flagship project and was able to raise funding and generate interest and visibility thanks to the support of private sector, such as Nokia.

848. Through extra-budgetary funding, 7 press clubs were strengthened, which provided training and infrastructure to journalists to report from conflict areas. Another extra-budgetary project benefitting flood-affected communities in Pakistan concerned a series of broadcasting radio drama aiming to revive livelihoods. The project was first of its kind in Pakistan, and helped to establish strong linkages with the Ministry of Broadcast and Information in the country.

849. Pakistan remains on top of the list of the most dangerous countries for journalists, further efforts are needed to address the security of journalists and the use of the right of information law as a basis for the creation of an enabling environment for freedom of expression.

UN joint programming and programmes (Delivering as One)

850. UNESCO Islamabad played leading role in Joint UN Programme on Education. UNESCO served as Co-chair of the UN Thematic Working Group on Education and Convening Agency for 2 of its 4 components. After UNICEF, UNESCO was second major recipient of UN (EFW) Funds. UNESCO also participated as a member in some relevant components of all five Joint programmes under DaO in Pakistan, namely (i) Agriculture, Rural Development and Poverty, (ii) Disaster Risk management, (iii) Education, (iv) Environment, and (v) Health and Population.

Challenges and Lessons Learned

851. Constitutional Amendment and devolution have created new challenges for all international agencies, particularly UNESCO, which has limited resources and focus on upstream policy work. The UN Delivering as One process and the devolution require UNESCO's regular presence in the provincial capitals for planning processes, consultations, and implementation. This means that UNESCO has to thinly spread its resources. The abolition of certain Ministries has created coordination vacuum at the national level and international agencies including UNESCO are facing challenges of interacting with and reporting to an increased number of entities (4 provinces and 4 Areas).

852. Some legal issues related to the transferring to the provinces of responsibilities for matters that fall under international treaties and conventions (such as World Heritage sites, for example, when the Federal Ministry of Culture is to be devolved to the provincial Department of Culture) still need to be addressed. The absence of national level coordinating mechanisms may complicate the monitoring of the fulfillment of international commitments made by the State towards international conventions, internationally agreed development goals and treaties, including MDGs, EFA, and the World Heritage related responsibilities.

853. Sustained funding for early recovery and development beyond emergency is a challenge for UNESCO and the other UN agencies. The UNCT, including UNESCO, is struggling to find the right position and balance in aid community in supporting sustainable development agenda to achieve the MDGs, as well as other internationally agreed development goals, such as EFA.

854. Security situation in the country remains another key challenge for programme implementation and personnel safety.

UNESCO Office in Jakarta

855. During the biennium, the Jakarta Office has consolidated its strategy, which aims at maximising programme delivery in Cluster countries and in the region in terms of effectiveness, impact and visibility. The four core elements of this strategy are:

- The development of coherent and demand driven country programming Documents (UCPDs), which articulate UNESCO's role within the country's Development Plan and within the joint UN Programme (UNDAF).
- The adoption of a Regional Science Strategy, which aims at the development and implementation of a focused and coherent science programme for the region. In 2010 'The Regional Bureau's Science Support Strategy 2010-2013' was launched (cf. www.unesco.org/jakarta). This support strategy identifies four main Themes, which correspond to four regional flagship programmes.
- The development of strong partnerships at national level (Government, National Commissions, UN agencies, NGOs, stakeholders, donors) and at regional level (e.g. Southeast Asian Ministers of Education Organization (SEAMEO), Association of Southeast Asian Nations (ASEAN), International Council for Science (ICSU), Asian Institute of Technology (AIT), Asian Development Bank (ADB), university networks, UNESCO Chairs, UNESCO Goodwill Ambassadors, and with Category II Centres).
- Improvement of programme effectiveness. This includes a shift from the large number of small, often ad-hoc activities towards a coherent programme with larger initiatives (regional and national).

Cooperation within the UN System and with other partners

856. During the reporting period the Office pro-actively engaged in the development of new UNDAFs for Indonesia and the Philippines. In Indonesia, a middle income country, the new UN Partnership for Development Framework (UNPDF, 2011-2015) focuses in particular on three disadvantaged regions (Aceh/Nias, NTT, and Papua). UNESCO chairs one of the five UNPDF Working Groups, on Climate Change and Environment. In the Philippines, UNESCO co-chairs one of the Outcome Groups.

857. The development of UCPDs and UNESS for Indonesia, the Philippines and Timor Leste has proved to be very useful in the positioning of UNESCO's mandate and programme initiatives in UNDAFs. In 2011, new draft UCPDs have been prepared for Indonesia and the Philippines; these will be finalised early 2012 via consultations with the respective National Commissions. These UCPDs are demand-based, and fully aligned with National Development Plans and UNDAFs. This approach has strengthened the cooperation with the National Commissions and with other UN agencies. The JKT Office is currently reviewing the possibility of developing cooperation programming documents with Malaysia and Brunei

Darussalam (via self benefitting or Funds-in-Trust modalities). A new UNESCO - Malaysia Cooperation Program was formalized in November 2011, and will be followed by a Funds-in-Trust agreement early 2012.

858. The Jakarta Office, in its function as the Regional Science Bureau for Asia and the Pacific, also supported other UNESCO field offices in the region in the development of their UCPDs and the positioning of UNESCO in UNDAFs and One Plan.

859. The 1% support modality via BSP/BFC has been of key importance to ensure effective participation in the various UNCTs (in particular during UNDAF roll-out), and in the Regional undg and RCM meetings and working groups. This has contributed to greater participation and visibility of UNESCO in UNDAFs.

860. A positive development for the UN system in the region has been the expansion of the Asia-Pacific Regional Directors Team (UNDG-AP). Its membership now includes 18 agencies, including UNESCO. Both the Directors of the UNESCO Regional Bureaux in Bangkok and Jakarta are members of the UNDG-AP. UNESCO has contributed towards the preparation of three guidance documents developed by the UNDG-AP for UNCTs in the region:

- Mainstreaming Climate Change
- Social Protection
- Repositioning UN in Middle Income Countries

861. UNESCO also participated in the RCM, and contributed to the activities of the various Working Groups (UNESCO co-chairs the Education WG). Once every year the RCM and UNDG-AP hold a joint meeting to ensure efficient coordination and information exchange. The division of labour (RCM – regional level issues; UNDG-AP – support to UNCTs) works out well in general.

862. UNESCO Jakarta office has increased its cooperation with Category 2 regional centres and supported the establishment of three new Centres. The Category 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). During the biennium, these partners were also involved 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.

863. Following the signing of a new MoU in 2008, the partnership with SEAMEO was consolidated via the regional bureaux in Bangkok and Jakarta and the development of a cooperation programme with ASEAN launched.

864. Another important regional initiative relates to the establishment of the Forum of Asia Pacific Parliamentarians for Education (FASPPED), aimed at forging stronger partnership and cooperation on the EFA goals.

865. In November 2011, the Director-General signed an MoU on the Malaysia-UNESCO Cooperation Programme (initial funding of 5 million US\$). Pledges for support were made by Timor Leste (1.5 million US\$) and by Indonesia (10 million US\$) as contributions towards the UNESCO Emergency Fund.

866. The JKT Office pro-actively involved UNESCO Goodwill Ambassadors to contribute to visibility and impact of programme delivery. During the reporting period, the Office has substantially benefitted from the engagement in its work by Goodwill Ambassadors Christine Hakim (on school and community disaster preparedness) and Herbie Hancock (on safeguarding of WHS, ESD and disaster preparedness).

Key achievements at the regional and country levels

Regional

867. In 2010 the Jakarta Office launched 'The Regional Bureau's Science Support Strategy 2010-2013'. This Strategy builds on the C4 Strategic Programme Objectives (2008-2013), while reflecting on main challenges faced in the region that would benefit from a science approach. As such, the strategy identified four main themes (Climate Change, Water, Disaster, and Science Education linked to ESD). In terms of programmatic focus the strategy identified four flagship programmes. These Flagships are all heavily rooted in the sciences, but require inter-sectoral cooperation to generate maximum impact and benefits. The flagships are:

- BREES: a climate change and poverty alleviation programme
- SWITCH-*in-Asia*: a programme on water in the city of the future
- COMPETENCE: which focuses on STI, science education and ESD
- FORCE: a natural disaster and climate change preparedness programme.

868. The development and implementation of the flagships was supported through regular programme and extrabudgetary 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.

869. 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 (e.g. for Hanoi Office), or in post disaster context (e.g. to Pakistan in the aftermath of the floods). The Regional Bureau also supported the development of country based projects under the Science Regional Flagship Programmes. This includes initiatives in Bangladesh (COMPETENCE), Cambodia (BREES, SWITCH, COMPETENCE), Indonesia (BREES, SWITCH, COMPETENCE, FORCE), Thailand (FORCE), The Philippines (BREES, SWITCH, FORCE), Timor Leste (BREES, FORCE) and Vietnam (BREES, SWITCH).

870. The Regional Bureau continued to support the Science and Technology Policy Asia network (STEPAN), amongst others, via the workshop "National Innovation Systems and their operational Strategies and Management" held in Sri Lanka in November 2011.

871. Significant progress was made in the development of 'Connect-Asia', which is a regional connectivity platform initiative of the UNESCO Regional Bureau in collaboration with the School of Internet Asia hosted by Keio university and other network partners. This platform, which connects national networks of universities and research centres, provides high speed broadband internet and video conferencing facilities, with a view to stimulating connectivity, collaboration and joint initiatives. 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. A very successful connectivity event on "Building a Green Economy", with prominent speakers (Jeffrey Sachs, Irina Bokova, Herbie Hancock, Hans van Ginkel), was held in November 2011. 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.

872. The Regional Bureau strongly engaged in preparatory work and meetings for the upcoming United Nations Conference on Sustainable Development (Rio+20), including by organizing in cooperation with the Regional ICSU Office a Regional Consultation workshop on Rio+20 (held in Kuala Lumpur April 2011) as an input to the Rio+20 Summit on the role of Science in the transition towards a Green Economy.

BRUNEI DARUSSALAM

873. 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. The country is committed to an expansion of its economic base by developing other sectors. This will require a strong Science and Technology base, but current government spending in Research and Development is less than 0.1% of GDP (OECD recommends at least of 3%). UNESCO Jakarta continued to support the Ministry of Development in establishing a strong Science, Technology and Innovation policy. Without systematic planning and capacity-building, Brunei Darussalam may also face limitations in the human resources needed for the diversification of the economic activities.

874. Brunei Darussalam joined UNESCO as a Member State in 2005, and the National Commission was established in 2007. Therefore UNESCO Jakarta Office continued to offer capacity-building programmes and participation in UNESCO events to members of the National Commission, and professionals from Ministries, Universities and institutions in the country. These activities have generated a better understanding of the mandate and work of UNESCO in the region, and have strengthened the capacity of the Brunei Darussalam National Commission.

875. UNESCO Jakarta supported the participation of experts from Brunei Darussalam in a number of important regional and cluster level events on ESD, HIV/AIDS and education, science policy, and media capacity building. UNESCO JKT served as keynote speaker and resource person during the ASEAN Cooperative Conference on Inclusive Education (ACCIE 2011) held in July 2011 in Brunei Darussalam.

INDONESIA

876. Two important highlights in the cooperation between Indonesia and UNESCO relate to the visit of H.E. Susilo Bambang Yudhoyono, the President of the Republic of Indonesia to UNESCO HQ on 2 November 2011, and the official visit to Indonesia by the Director-General from 18 to 25 November 2011.

877. The new UN Partnership for Development Framework (UNPDF) of Indonesia 2011-2015 signed in August 2010 focuses on five outcomes: Social Services (incl. Education), Sustainable Livelihoods, Governance, Disaster Risk Reduction and Resilience, and Climate Change and Environment. UNESCO Chairs the UN Working Group on Climate Change and Environment, and participates actively in the four other UNWGs. UNESCO also chairs the Human Rights Working Group. In view of the size of Indonesia and the disparities in socio-economic development and MDG-status, the UNPDF identifies three priority regions for UN agencies to work together: Papua Land, East Nusa Tenggara (NTT), and Aceh/Nias.

878. UNESCO JKT has pro-actively contributed to new approaches taken by the UN system in Indonesia, promoting UN reform and Delivering as One. One example in the field of **education** relates to a project on school based management (SBM), which was led by UNESCO and implemented in collaboration with UNICEF with support from NZAid (budget US\$ 8.6 million). This cooperation has contributed to the institutionalization of SBM in the Ministry of Education and Culture. The 2000+ schools participating in CLCC have advanced

performance standards as a result of the program. Another initiative by UNESCO JKT relates to the establishment of a Sub-Working Group on 'HIV Education', bringing together development and national partners active in HIV and education.

879. In collaboration with the Foundation for Inclusion and Non-Discrimination in Education capacities and awareness about inclusive education in Indonesia were strengthened through workshops and the printing and dissemination of toolkits.

The Ministry of Education and UNESCO organized the "Third International Policy Forum of the International Task Force on Teachers for EFA" (Bali, September 2011) to promote the importance of quality of teachers.

880. In the field of ESD, UNESCO JKT has developed a Green School Programme, and various preparatory meetings were held in Jakarta with participation of experts from the five Cluster Countries (December 2010, June 2011). A draft MoU between UNESCO, the Ministry of Education and Culture and the Ministry of Environment on the Green School initiative has been prepared and will be signed early 2012. The BREES Youth Award has been developed as an inter-sectoral initiative, to provide schools and children with an opportunity to engage in ESD projects. The first year Award was for the schools around Cibodas BR, Indonesia and for Cat Ba BR in Vietnam (in cooperation with Hanoi office).

881. Indonesia and other countries in the Jakarta Cluster benefited from support provided under the Unified Budget and Workplan (UBW) programme managed via UNAIDS. These activities have focused on comprehensive education sector responses to HIV through situation-response analysis and curriculum development. The HIV e-learning module developed has reached 10,000+ students.

882. Indonesia assumed the Chair of FASPPED. In July 2010, Indonesia and UNESCO co-organised the 1st Meeting of the General Assembly of FASPPED. With the two years action plan in place, the adoption of the Statutes and the election of the new Bureau Members, the FASPPED is now well established and UNESCO will continue to support FASPPED.

883. In 2010-2011 Indonesia was hit by several major disasters: an earthquake and tsunami affecting the Mentawai Islands, a flash flood event (Papua), and a volcanic eruption of Mt Merapi (Central Java). As a result, the Office stepped up its programme in disaster response and preparedness. This relates particularly to disaster preparedness programmes for schools and communities. This ongoing programme benefitted from the active involvement from two UNESCO Goodwill Ambassadors, Christine Hakim and Herbie Hancock. UNESCO delivered this programme in many parts of Indonesia, which has resulted in better preparedness, especially in vulnerable locations.

884. Another initiative focused on the safeguarding of the Borobudur Temple Compounds, which were covered by volcanic ash. This project managed to attract financial support from a range of donors and private sector partners and focused on recovery of the Borobudur temple, and on restoring livelihoods of affected communities. Besides the large scale cleaning operation, the programme included training, capacity building, and visibility and fund raising events such as tree plantings, a golf tournament, and book launch 'Borobudur—the Road to Recovery'.

885. In the field of **science**, the Office developed and implemented programme largely at the sub-regional level. Representatives from Indonesia participated in essentially all regional science activities. In Indonesia, main efforts focused on the development and implementation of country initiatives under the four Science Flagships BREES, COMPETENCE, FORCE, and SWITCH. This was largely implemented through projects supported by Germany (Adaptive and Carbon-financed forest management in the Tropical Rainforest Heritage of Sumatra), Spain (Gunung Leuser, and Siberut Island biosphere reserves), and the JFIT supported science programme. These programmes have contributed to increased

management and implementation capacities, while also demonstrating best practice in forest management and preservation.

886. In 2010, Indonesia launched a large scale REDD+ programme, which has attracted substantial external support (incl. 1 billion USD from Norway). As chair of the UN Working Group on Climate Change and Environment, UNESCO has provided technical advice and backstopping to this initiative, and has advocated for a coordinated UN approach. This resulted, *inter alia*, in the establishment of a UN REDD+ Coordination Office in Indonesia. UN coordination and DaO, however, remain a challenge. Further efforts are needed to ensure UN coordination and distribution of labour.

887. Pursuant to an MoU signed with the Indonesian Journalists Association (Persatuan Wartawan Indonesia or PWI) in February 2010, UNESCO has provided assistance in new journalism school curriculum development, using the UNESCO guide.

888. In the field of **culture** UNESCO supported the International Conference on “Papuan Cultural Diversity in the Mosaic of Indonesian Cultures”. UNESCO JKT contributed to the WISDOM2010 Conference (December 2010), and the Bali World Cultural Forum 2011, which served as preparatory event towards the Bali World Cultural Forum 2012.

889. In the field of **social and human sciences**, UNESCO and the Indonesian Scientific Institute, in collaboration with IOM and ILO, organized a two-day regional event entitled “Migrants Workers in Asia: Policies and Practices in Social Sciences” (Jakarta, July 2011). This event identified key problems in dealing with migrant workers in both sending (Indonesia, Philippines) and receiving countries (e.g. Malaysia). The conference recommendations are under discussion with the newly established Taskforce for Migrant Workers.

MALAYSIA

890. In November 2011, the Director-General signed an MoU with Malaysia to establish the Malaysia – UNESCO Cooperation Programme. This programme was launched by the Prime Minister of Malaysia during the 35th session of the General Conference, pledging 5 million US\$ (plus 1 million US\$ per year) to implement the programme. A Funds-in-Trust arrangement will be developed early 2012, 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 Category II Centres (ISTIC and the Centre for Humid Tropics).

891. On November 18, 2011, the Malaysian Government launched the ‘Hari UNESCO’ (UNESCO Day), in recognition of the important mandate of the organisation. The event was opened by the Deputy Prime Minister Tan Sri Muhyiddin Yassin and showcased various cultural performances, traditional dances, costumes and games for about 3,000 visitors, consisting of a broad audience, including the diplomatic community and the UN. This day will be celebrated every year from now on.

892. The International Centre for South-South Cooperation in Science, Technology and Innovation (ISTIC), established as a Cat II Centre in Malaysia in 2008, and UNESCO JKT co-organised the ‘ISTIC Partners Round Table Workshop’ in June 2010 in Kuala Lumpur, which was attended by the Director ISESCO and by Directors of UNESCO Regional Science Bureaux from Montevideo, Nairobi and Jakarta.

893. In the field of **education**, UNESCO JKT worked on «Standards, Guidelines and Indicators for Strengthening School-to-Post-School Transition Programmes for Students with Physical Disabilities and Sensory Impairments” for Cluster countries.

894. Malaysia hosted and co-organised various other important events in collaboration with UNESCO, such as the 4th Geoparks Committee Meeting (Lankawi, April 2011), the Regional Consultation on Rio+20 (April, 2011), a meeting for Cluster countries on Reviewing the Education Sector Response to HIV (April, 2011), and the 22nd Pacific Science Conference (Kuala Lumpur, June 2011).

895. During the Cluster Workshop on “Celebrating Diversity and the Socialization of Memory of the World (MoW)” (Sulawesi, September 2011), two forms of traditional performing art from Malaysia were identified and prepared for submission to the Memory of the World International Committee. These included Gawai Dayah from Bidayoh community in Sarawak, North Borneo and Dikir Barat from Kelantan.

896. UNESCO provided advice to the Sabah Government on the preparation for the Crocker Basin nomination as a Biosphere Reserve.

PHILIPPINES

897. In March 2011, the Director-General visited the Philippines, which included high level meetings with the newly elected President Benigno S Aquino III, Vice President, various Ministers, Speaker of the House and others. Additional meetings were held with the ADB President and with the UNCT. The visit provided an opportunity to reconfirm UNESCO’s commitment to further strengthening the relations with the Philippines and with the UN system in the country. Discussions also focused on the newly established Cat II Centre for Lifelong Learning for Sustainable Development (CLLSD).

898. UNESCO’s participation in UN joint programming in the Philippines has substantially improved, mainly due to the recruitment of a full-time national staff and a part-time senior consultant in Manila. This has enabled UNESCO JKT, as a non-resident agency, to fully participate in the UNCT and in the UNDAF roll-out process. 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*. The new UNDAF (2012-2018) was finalized late 2011, and is fully aligned with the Medium Term Philippines Development Plan (2011-2017).

899. In February 2010, the Philippine National Commission and UNESCO Jakarta launched the first Philippines - UNESCO Country Programming Document (UCPD), which was prepared in coordination with the National Commission. To ensure the full alignment with the new UNDAF and with the Government’s MTPDP, a new Programming Document (PH-UCPD 2012-2018) was prepared in 2011 (to be finalised early 2012). Completed in 2010, the UNESCO Education Sector Strategy (UNESS) has become a valuable reference in national education planning, including the Basic Education Sector Reform Agenda (BESRA) and UNDAF.

900. In the field of **education**, UNESCO JKT in close cooperation with the Department of Education (DepED) organized the 'Roundtable Discussion on the 2010 EFA Global Monitoring Report' and the 'Education Makes News' workshop for Journalists (Manila, March 2011). In strengthening advocacy on the EFA goals in the Philippines, and strengthen advocacy for education and peace building, UNESCO JKT and E-Net Philippines organized a "Launch of the 2011 Education for All Global Monitoring Report in the Philippines" (Mindanao, May 2011). UNESCO Jakarta and Goodwill Ambassador Christine Hakim participated in the launch of the One Million Safe Schools and Hospitals Campaign, in The Philippines and Indonesia.

901. In the field of **science**, UNESCO JKT worked with local partners and foreign donors to develop country proposals under the Regional Flagships BREES and SWITCH. The Bicol

province, a typhoon-prone area, will benefit from the pilot initiatives, by strengthening the provincial government's capacities to plan and adapt to climate change, particularly in the areas of environmental management, water pollution, economic development and disaster management. Another flagship programme, FORCE, helped to foster awareness and capacities in response to natural disasters and other climate change impacts. UNESCO JKT partnered with the Philippine Institute of Volcanology and Seismology (PHIVOLCS) in developing awareness, preparedness, and education materials for community and schools, focusing on earthquakes and tsunamis. Another project, entitled Strengthening Resilience of Coastal and Small Island Communities towards Hydro-meteorological Hazards and Climate Change Impacts, was launched (2010-2013) in the Philippines with the support of the Japanese Funds-in-Trust for Science (MEXT).

902. UNESCO collaborated with the Goethe Institute and the French Embassy in the organization of the Science Film Festival (November, 2010 and 2011). UNESCO also teamed up with ASEAN and other partners in launching the first ASEAN Champions of Biodiversity awards, as part of the celebration of the International Day for Biological Diversity 2011 and the International Year of Forests (May, 2011).

903. In the field of **culture**, the Philippines continued to work on the long-term conservation of the Philippine Rice Terraces in view of its removal from the World Heritage in Danger list. The Philippine government has satisfactorily complied with the requirement of setting up an appropriate management structure for conservation, i.e., the Ifugao Cultural Heritage Office. A series of cultural events were organized by the National Commission for Culture and the Arts to launch the 'Dia del Galeon', for the first time in Manila. Culture, as an essential component of human development, a source of identity, innovation, and creativity for individuals and communities, as well as a tool for reconciliation and social cohesion, has been included as a cross-cutting theme in the draft UN Development Assistance Framework (UNDAF).

904. The Philippine Government has been actively promoting interfaith dialogue at the United Nations and other global forums. The 65th session of the UN General Assembly recently approved the Philippine-sponsored resolution "*Promotion on Inter-Religious and Inter-Cultural Dialogue*" under the agenda item Culture of Peace.

905. The Philippines remains one of the most dangerous countries for journalists and the Director-General issued several statements condemning the killings of Filipino journalists in 2010-2011. UNESCO in partnership with the National Commission and the Asia Pacific Information Network (APIN) developed an action plan to establish Information For All Programme Committees in APIN countries.

TIMOR LESTE

906. The situation in Timor Leste remained stable throughout the 2010-2011 period. This allowed the government and development partners to fully focus on the development and delivery of programmes in support of capacity development and nation building.

907. The cooperation with the newly established National Commission was further strengthened through training on UNESCO, its Governing bodies, and its programme cycle and the provision of financial support for the participation of officials from Timor Leste in regional UNESCO events. This resulted in an improved knowledge and awareness of UNESCO's mandate and programmes, and also helped to upgrade technical expertise of participants.

908. In the field of **education**, UNESCO continued to provide support to the development of a Management Information System for the Education sector. In 2010, UNESCO initiated a

project on '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 government and technical staff, District Coordinators, and representatives of the 3 CLCs have developed their capacities in a wide range of subjects such as Equivalency Education, Literacy Concepts, Pedagogy of Adult Learning, CLCs management and Effective Leadership. Livelihood projects have intensified in the rural communities where the CLCs are located. The project also developed inter-sectoral initiatives, such as on safeguarding and promoting the country's tangible and intangible cultural heritage, and on developing capacities of the country in ratifying/implementing the related UNESCO Convention.

909. The development of a number of projects was initiated, such as Development of the National Museum, forest and national park management, media capacity building, science education, disaster risk reduction capacity building, and vocational training.

910. 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. The workshop also explored the possibility to prepare Nino Konis Santana National Park as the first Biosphere Reserve. 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, a capacity building project was started in 2011, to prepare the nomination of Nino Konis Santana National Park as a BR.

911. 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 the Regional Information and Communication Technology network via SOI. As such Timor Leste has participated in a number of connectivity and e-learning events organised by UNESCO JKT and partners.

912. In the framework of the IPDC UNESCO JKT worked with Community Radio Association Timor-Leste (ARKTL) to create a module for running community radio. The module was first introduced in the districts of Ainaro, Baucau and Oecusse.

913. UNESCO involved institutions in Timor Leste in two sub-regional projects in disaster preparedness. Funded by UNESCAP, the first project contributed to the development of preparedness and education materials for community and schools, focusing on earthquakes and tsunamis. The other project entitled StResCom focuses on Hydro-meteorological Hazards and Climate Change Impacts and is funded through the Japanese Funds-in-Trust for Science (MEXT).

914. UNESCO JKT worked with local partners to recognize and promote local and indigenous knowledge for environmental management and climate change adaptation in Timor Leste, including a national workshop on promoting LINKS and SIDS programmes in Timor Leste (June 2011).

915. In an inter-sectoral initiative between SHS, ED and CI, UNESCO and the UN Mission in Timor-Leste (UNMIT) have trained journalists and teachers on Human Rights. This included the production of a handbook for Timorese journalism students and media practitioners on human rights reporting, framed within the Timorese context.

Challenges and Lessons Learned

- UNESCO JKT engagement in recent UNDAF roll out in Indonesia and the Philippines demonstrated that it is essential to develop a pro-active approach. The preparation of

UCPDs and UNESS documents ahead of the UNDAF roll out, helped to articulate UNESCO's support to and positioning in these joint UN programmes. In both UNDAFs UNESCO's mandates are well represented, while in Indonesia, UNESCO leads the UN Working Group on Climate Change and Environment and the Human Rights Working Group.

- The 1% support modality via BSP/BFC has been of key importance to ensure effective participation in the UNDAF roll out. In the Philippines, where UNESCO is a non-resident agency, this allowed the hiring of a full-time staff for this purpose. It will remain a challenge to ensure country presence and project implementation through extrabudgetary resources; given that the 2% support modality stops once the UNDAF is ready. This is relevant also in view of the proposed new field structure, which anticipates a more flexible presence at country level, based on extra budgetary opportunities and engagement in UNDAF implementation.
- The UNDAF roll-out in Indonesia provided a good opportunity to reflect on how the UN should position itself in Middle Income Countries (MICs). The UNCT decided to focus on three disadvantaged areas, which still show major MDG challenges. The lessons learned have been incorporated in the work of the UNDG-AP, leading to a guidance note on MICs.
- The regional dimensions of UN operations are gaining significantly in importance with the invigorated regional UNDGs. UNESCO is well represented in the UNDG-AP via the Directors of the two Regional Bureaux (BKK and JKT). However, due to non-compliance with one of the criteria for full membership (oversight function), UNESCO continues to be excluded from one of the main functions of the UNDG-AP, namely the assessment of RCs and UNCT, which needs to be addressed in the new field structure for UNESCO.
- The development of a Regional Science Support Strategy, with corresponding main themes and Science Flagship Programmes, has created a solid framework for a more focused regional science programme that addresses major challenges in the region. It remains a challenge to get all UNESCO field offices and partners (incl. Cat II Centres, National Commissions, Chairs, networks, etc) on board to align their programmes with the strategy. This will be essential in order to ensure a coherent, effective and impacting regional science programme.
- Fund raising to develop larger extra budgetary initiatives remains a challenge. The office has, over the past 4 years, substantially increased the extra budgetary programme (EXB\$/RP\$ = 3.5-4), but needs to see further growth to move from the current large number of small activities to a fewer large programmatic initiatives. New approaches and work modalities need to be developed to this end, including the development of project delivery teams, stronger collaboration between field offices and CFS on targeted fund raising initiatives, and by improving the capacity of staff in project development and fund raising.
- Recent experiences in the UNDG-AP and in a number of UNCTs has shown that the UN system still has a long way to go to fully embrace, internalise and operationalise the principles of UN Reform and of Delivery as One (DaO). The success of DaO will depend to a large extent on the change of the mindset of individual agencies and their staff to operate more coherently and transparently. Recent experiences in Indonesia in relation to the development of a sizable REDD+ programme, with initial support by Norway of one billion US\$, have yet again shown how difficult it is to develop joint UN system approaches to such emerging opportunities.

- The Office adopted a more pro-active approach towards the engagement of UNESCO Goodwill Ambassadors to contribute to visibility and impact of programme delivery. The Office has substantially benefitted from the engagement in its work by Goodwill Ambassadors Christine Hakim (on school and community disaster preparedness) and Herbie Hancock (on safeguarding of WHS, ESD and disaster preparedness). This could be adopted by other FO.

UNESCO Office in Kathmandu

Key achievements

916. In 2010-2011, Nepal's political situation was characterized by post conflict transition and transformation on all levels resulting in a permanent political instability. In this situation, UNESCO Kathmandu has been focusing its contribution to Nepal's development on mainly three areas, namely education for all, heritage preservation and media development. In these areas, UNESCO has provided technical assistance, where the Government and development partners had little or no expertise, for example, by assisting in ICT in education, heritage management, and capacity-building of journalists. This strategy is reflected in the "UNESCO Country Programming Document for Nepal 2011-2013" (UCPD) published in July 2011.

917. In the area of **education**, the Office's strategy consisted in supporting national efforts to reach the Education for All (EFA) goals within the framework of education-related national policies and strategies. Main strategic elements included providing technical expertise and capacity-building opportunities focusing on literacy and non-formal education, EFA monitoring, inclusive basic education, secondary education, ESD and gender equality.

918. Contributing to establishing building blocks for EFA (MLA 1), the Office focused on improving continuous learning and literacy, particularly for women resulting in an increased capacity of community learning centres to provide literacy training in mother tongue.

919. In support of building an effective education system (MLA 2), the Office's action focused on secondary education resulting in a better understanding of challenges in transition from primary to secondary education and of multilingual education, and a better gender responsiveness in education planning. The Office helped policy makers increase their skills in early childhood development management and better understand the status of ECD practitioners.

920. To support the government in planning and management of the education sector (MLA 3), the Office focused on integrating ESD in a sector wide framework and capacity enhancement of education officials and teachers. In the area of disaster risk reduction in education, a mapping of existing frameworks and initiatives was prepared and partners were sensitized to adopt a holistic approach to DRR in education. UNESCO's intervention also resulted in strengthening capacities to track results in education through improved education management information systems (EMIS). A special emphasis of the work was on fostering the debate on education in the future federal state structure, resulting in a better understanding of the impact of federalism on the education sector. The work of the Office also resulted in a better understanding of education policy simulation and costing and the preparation of an ICT in education master plan.

921. In the area of **culture**, the Office's strategy consisted in supporting national efforts to protect tangible and intangible heritage through effective implementation of the World Heritage Convention and the Convention on the Safeguarding of Intangible Cultural Heritage.

The strategy included working closely with national partners to manage the world heritage properties and building capacities for the implementation of the Conventions.

922. As regards the protection and conservation of world heritage (MLA 1), the Office put a strong focus on the two cultural and the two natural heritage properties. This action resulted in increased capacity to monitor issues, manage the sites and report on their status, and increased awareness on the need to integrate components such as tourism and disaster risk management in management plans. A major challenge was to address conflicts between conservation and development. Frequent advisory meetings allowed authorities and community interaction and resulted in increased understanding for reconciling global and local requirements.

923. In the area of the safeguarding of the living heritage (MLA 2), the Government ratified the 2003 Convention for the Safeguarding of Intangible Cultural Heritage in June 2010 and adopted a “Cultural Policy”, which includes strong references to the need to protect and promote intangible cultural heritage. The development of a framework for inventory making and intangible heritage governance was launched to be completed in the 2012-13 biennium within the frame of the JFIT funded regional capacity building project. The office translated the operational directives of the convention, prepared an overview of existing policies, strategies and programmes in the intangible cultural heritage sector and a strategy for awareness raising.

924. The office also focused on exploring perspectives for preserving Nepal’s music heritage through stakeholder discussions. This innovative action reviewed the documentation status of Nepal’s music heritage resulting in a better understanding of its management.

925. In the area of **communication and information**, UNESCO’s strategy consisted in promoting freedom of expression, freedom of the press and the right to information; building capacity of journalists and community media actors; and promoting documentary heritage. The strategy included creating national ownership of UNESCO approaches to communication and information and applying CI’s standard-setting tools and frameworks in Nepal.

926. As regards freedom of expression/access to information (MLA 1), the Office focused on celebrating World Press Freedom Day and providing training on safety of journalists resulting in increased awareness on these freedoms and contributing to a safer media working environment.

927. In the area of strengthening free, independent and pluralistic media and communication for sustainable development (MLA 2) the Office emphasized upstream activities. The *Model Curricula for Journalism Education* and the *Media Development Indicators: a framework for assessing media development* were translated and explained and the assessment of Nepal’s media landscape based on the MDIs started. UNESCO also supported Nepal’s community radios through the establishment of Radio Voice of Women and an assessment of community radios.

928. In support of fostering universal access to information and knowledge (MLA 3), the Office contributed to building the capacity of and creating networks between community multimedia centres and community learning centres. The celebration of World Audiovisual Heritage Day resulted in increased awareness of the importance of audiovisual heritage. The also initiated the establishment of a national Memory of the World Committee.

Cooperation with the UN

929. The Kathmandu Office has actively contributed to the work of the UNCT, notably within the framework of the present UNDAF (2008-2012). The Office is represented in all four

UNDAF theme groups, and other thematic or organizational coordination mechanisms. The Office has contributed to the preparation of the “Nepal Peace and Development Strategy 2010-2015”, which articulates how development partners could assist Nepal to realize the development agenda embedded in the Comprehensive Peace Agreement. The Office is also a member of the Education Cluster for humanitarian emergencies. Furthermore, UNESCO has actively 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 UNDAF will include strategies and actions to harness culture to contribute to development and social cohesion in Nepal.

Challenges and lessons learned

930. The main challenge for the office was to position itself in the still strongly humanitarian assistance-oriented development environment in Nepal, which is a post-conflict country, and to explain the value that UNESCO’s upstream work can add to the longer-term peace and development processes. This was also reflected in difficulties to raise extra-budgetary funding for UNESCO’s activities. The main resource-related challenges were to reconcile the low regular budget allocations with the real needs of the country as well as to efficiently compensate the absence of international programme posts and the insufficient number of national posts with the assistance from UNESCO’s regional office and Headquarters.

931. Lessons learned during the biennium suggest that UNESCO’s comparative advantage lies in a combination of strategic elements including: playing its role as a technical, up-stream oriented advisor addressing issues that go beyond short-term interventions; 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 harnessing its links with civil society to reach out to non-governmental stakeholders. More specifically, the Office must (i) reinforce its cooperation with development partners in education, while focusing on local partnerships for sustainable project development and implementation, (ii) undertake more systematically impact assessments of advocacy and awareness-raising activities, especially as regards gender, marginalized groups, languages, etc; (iii) have a stronger focus on gender equality issues, including the implementation of specific activities targeting gender and (iv) systematically use the education and science support strategies developed by UNESCO’s Regional Bureaux of Education (Bangkok) and Sciences (Jakarta) to compensate for the UNESCO Kathmandu Office’s limited human and financial resources.

UNESCO Office in Phnom Penh

Key achievements

932. The rapid economic growth (6% GDP) in Cambodia in some areas and sectors only and the rapid expansion of the urban labour market has concealed major social inequalities and structural problems in education and skills.

933. During 2011, UNESCO continued playing a strong leadership role in the field of **education**. The theme of **gender equality** has been consistently promoted through the celebration of international days and events such as the EFA - Global Action Week, international days on teachers, literacy, mother-tongue and HIV and AIDS. Participation of the Ministry of Education Focal Point at the UNESCO/IIEP International Forum on Gender Equality in Education in Paris also made important contribution to this process. Some significant achievements include the reinforcement of the capacities of the Ministry of Education officers in educational policy, planning and budgeting through training on Cambodia Analysis and Projection in October and November 2011. In Cambodia, UNESCO positions itself as the only agency working in the field of non-formal education with a three-year Non-formal Education Capacity Development Action Plan (capEFA) and the

development of a country literacy acceleration plan (CLAP). With 700 young people entering every day into the labour market without the adequate training, a review of Technical Vocational Education and Training (TVET) Policy was conducted to identify the need for improved and responsive approaches of linking TVET policy with economic, industrial and labor policies.

934. Cambodia has ratified all UNESCO conventions in the field of culture: through the International Coordinating Committee for the Safeguarding and Development of the Historic Site of Angkor (ICC/Angkor), UNESCO assisted the Royal Government of Cambodia in coordinating conservation (30 national and international projects from 16 countries) and development efforts (e.g. the local population's livelihood) in the World Heritage Site of Angkor as well as in the nearby town of Siem Reap. UNESCO also directly manages major restoration works in Bayon Temple (Japanese Funds-in-Trust), Angkor Wat temple (Italian Funds-in-Trust) and Srah Srang Royal Basin (Jet Tour Funds-in-trust project) as well as the Heritage Management Framework (Australian and Cambodian Funds-in-Trust). Three new contributors (Singapore, Poland and Russia) pledged to contribute to the safeguarding of Angkor during the last Plenary session held in December 2011. A new impulse was given to the implementation of the 2001 Convention on the protection of Underwater Heritage with the establishment of an underwater heritage unit within the Ministry of Culture and the completion of a preliminary cartography of the cultural underwater heritage in Cambodia. UNESCO ensured the coordination of the 3- year joint programme MDG-F Creative Industries Support Programme, jointly implemented by UNESCO, ILO, FAO and UNDP in partnership with the Royal Government of Cambodia. The Joint Programme aiming at preserving and promoting traditional handicrafts through the development of cultural policies, entrepreneurship skills and market linkages amongst indigenous communities, reinforced UNESCO's role in promoting cultural diversity. It appears clearly that there is an intersectoral opportunity with all projects related to the Indigenous People in Cambodia as the two cultural Indigenous centers created thanks to the MDG-F Creative Industries Support Programme are becoming central for bilingual education programmes as well as indigenous language radio programmes.

935. Given the increasing challenges to freedom of expression in Cambodia, UNESCO Office in Phnom Penh has been working in close collaboration with the Ministry of Information, the Press Council of Cambodia (PCC) and journalists all across the country to implement basic journalism trainings and to raise awareness about the importance of press freedom. Important skills and knowledge, such as effective news coverage, technical editing, code of ethics and professionalism form the basic foundation of all UNESCO training courses in Cambodia. UNESCO conducted workshops for journalists from rural and remote provinces on topics such as developmental journalism, citizen journalism, social media and human rights between June and December 2011. UNESCO partnered with the Ministry of Information and the Provincial Radio Station in Ratanakiri to support an indigenous language radio programme since 2009. The programme features content in four indigenous languages and represents the only initiative of its kind in Cambodia. In December 2011, UNESCO, in collaboration with other stakeholders, conducted a consultation on community media in order to discuss the current progress of the UNESCO programme and to develop a strategic approach to improving and broadening the programme's scope.

936. The archives of the Tuol Sleng Museum being on the Memory of the World Register since 2009, UNESCO supported the Tuol Sleng Genocide Museum's archives preservation and digitization efforts in collaboration with two American universities. UNESCO also provided assistance to the establishment of a National Memory of the World Committee.

Challenges and lessons learned

- The main challenge in the field of education is the decreasing budgetary allocations to education sector from 19.20% in 2007 to 15.91% in 2012;
- The limited capacities of the Department of Non-Formal Education (DNFE) is one of the critical challenges in the successful implementation of the CapEFA programme;
- There is massive proliferation of higher education institutions and programmes with limited quality assurance mechanisms. The capacities of the Academic Council of Cambodia (ACC) need to be further strengthened for quality assurance and accreditation processes;
- Support to the conservation, protection and preservation of museum collections in Cambodia and restitution of cultural objects to Cambodia still remains a daily challenge as provincial museums' inventories are not properly maintained due to the lack of financial and human resources
- The culture and development agenda, which has been officially adopted by the UN General Assembly through the issuance of the Resolution on Culture and Development in 2010, is being promoted outside the cultural sector in Cambodia: UNESCO Phnom Penh has been requested by the UNRC to undertake a research on the socio-cultural aspects of food security and nutrition in Cambodia.

Cooperation with the UN

937. The Phnom Penh Office contributes regularly 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.

UNESCO chaired most of the monthly meetings of Education Sector Working Group in the absence of Chair (UNICEF) and ensured its Secretariat.

938. As the lead UN agency for youth in Cambodia, UNESCO facilitated development of the National Policy on Cambodian Youth Development, which was approved by the Royal Government of Cambodia. In December 2011, UNESCO together with ILO, UNDP and UNV supported the first National Youth Employment Forum.

UNESCO Office in Tashkent

Key achievements

Education

939. The priorities of the education sector in Uzbekistan include the strengthening of the quality of education at all levels through increasing the effectiveness and the quality of the education processes and teaching methodology; updating curricula, textbooks and teacher materials; upgrading the qualifications of teachers through teacher training, establishing IT-based information systems for quality data collection and sector analysis, strengthening monitoring and evaluation systems. In line with the national priorities, UNESCO focused its action on the strengthening of the capacities of teacher education and training institutions. This objective was pursued by: (i) introducing and disseminating the best practices in quality education policies on management and teacher education, and (ii) capacity-building of teachers with a focus on sustainable development, preventive and inclusive education.

940. Recognizing that the prompt quality data collection and analysis are essential for effective and evidence-based policy formulation, UNESCO has initiated the development of the Education Management Information System (EMIS) for Uzbekistan. OpenEMIS will be piloted in five regions of Uzbekistan in 2012-2013, which will include capacity building for

policy makers. As a follow-up to CONFINTEA VI (2009) UNESCO Tashkent, in close cooperation with the National Commission of Uzbekistan for UNESCO, promoted effective policies to create enabling conditions for and developing capacities of the Adult Education and Learning in Uzbekistan. Corresponding policy recommendations were drafted and proposed to government on how to further promote right-based approaches to adult education through better governance, targeted financing and inclusive education. UNESCO Tashkent launched a new initiative on enhancing inclusive education through ICTs. With the support of private sector partners (e.g. Intel) 60 CMPC (Class Mate Personal Computers) were donated to specialized schools and 1:1 computing curricula piloted in these schools. Furthermore, UNESCO promoted policy dialogue and exchange of experience among the CIS countries on HIV preventive education.

941. A number of teachers were prepared nationwide to train teachers in building the skills for student-centered teaching and use of ICT in all phases of the learning processes. As a result, over 6300 school teachers were prepared on advanced teacher education curricula, while 330 Cluster Lead Schools, 12 in-service teacher training institutions, 5 pedagogical institutes are making use of teacher education curricula provided by UNESCO. In addition, a number of teachers were prepared to address HIV preventive education in secondary specialized and higher education institutions. Advanced international teacher education practices, resources and multimedia materials were adapted, translated in the Uzbek language and disseminated.

Natural Sciences

942. UNESCO promoted policy dialogue among parliamentarians, politicians and scientists to strengthen policies regarding, and raise public awareness about, the protection and effective use of natural resources in a sustainable manner. Focus was put on the sustainable management of freshwater and aquifers, particularly in the Aral Sea Basin, which remains one of the global environmental concerns. The fourth world largest in-land lake almost turned into a desert (with only 33 % of its surface covered by water today) causing not only socio-economic problems, but also, climate change in the region. A new UN joint project (end of 2011) was approved by UNFTHS to provide sustainable solutions to the Aral Sea disaster in a holistic manner, combining technology, policy and institutional options. UNESCO's proposed intervention is intersectoral (ED/SC/CLT), based on the promotion of sustainable management education and conservation of freshwater by more efficient use of natural resources to improve land management and well-being of local populations living in Aral Sea region.

943. UNESCO facilitated the establishment of a UNESCO Chair on ESD at the Urgench State University (Khorezm), with technical and financial support of the University of Bonn (Germany). The UNESCO Chair will promote an integrated system of research, training, information and documentation in the field of Education for Sustainable Development according to the Bonn Declaration on ESD. Equally essential is the facilitation between high-level, internationally recognized researchers and teaching staff of UrDU and other institutions in Uzbekistan, Central Asia and beyond.

944. Through the ZEF/University of Bonn-Germany project and in close cooperation with the national authorities, UNESCO promoted the economic efficiency and ecological sustainability of the affected Aral Sea Disaster region, while improving the natural ecosystem and its services. UNESCO's intervention focused on addressing the problems related to salted aquifers which harmed the development of a viable agriculture and raising awareness on clean environment, as well as the management of irrigation water.

Culture

945. The Government of Uzbekistan attaches much attention to the preservation of tangible and intangible cultural heritage and issued a number of legislative documents concerning the preservation, conservation and safeguarding of this heritage over the past biennium. UNESCO provided technical and financial assistance in achieving several specific results, such as state programmes for World Heritage properties and long-term programmes for safeguarding the intangible cultural heritage. The ratification of UNESCO conventions by Uzbekistan is the step towards ensuring the application of international standard-setting instruments in heritage protection and conservation through the development of the coherent management systems.

946. Cooperation between the national counterparts and UNESCO expanded widely. The key priorities are reflected in the UNDAF for 2010-2015, notably the focus on the strengthening of heritage conservation and capacity-building, increasing awareness of heritage protection and conservation, ensuring a smooth implementation of UNESCO conventions, promoting better protection and transmission of intangible heritage, enhancing capacities and institutions for the protection of cultural objects, and encouraging initiatives on arts education at the national level.

Communication and Information

947. UNESCO pursued the advocacy efforts for the enhancement of enabling environment for freedom of expression and access to information in Uzbekistan. The UNESCO Office actively worked with the UN Country Team as a member of Governance Team Group of UNDAF 2010-2015. Given the momentum created in the country (i.e. the move towards further liberalization and democratization of legislation regarding media), UNESCO provided technical expertise to the authorities in the review of media-legislation and development of the media.

948. UNESCO gained recognition as a lead UN agency in building capacities of the national media. In line with the national priorities, the capacities of the national media were enhanced on a wide range of subjects promoting sustainable development: climate change, HIV prevention and AIDS, healthy lifestyle. A review and harmonization of the national curricula in journalism education was launched to align them with UNESCO recommendations in 2011.

949. Uzbekistan is striving to digitize archives and increase the share of distance access and learning opportunities as part of the formal education system. Modernization of infrastructures is ongoing according to the Government decrees. UNESCO brought its expertise to bear in the field of national heritage preservation, using modern ICT, thus enhancing public access to these documents. Free and Open software was provided to the Ministry of Culture for inventory of the museum collections. Rare photo collections from Tashkent's and regional museums were digitized and edited so as to provide public access at the national and international levels.

Engagement in UNDAF Uzbekistan for 2010-2015

950. UNESCO Tashkent is chairing and coordinating the activities of Education Sectoral Group (ESG) which was established in the framework of UNDAF Uzbekistan for 2010-2015 in April 2010. Since then, ESG serves as a platform for coordination of technical assistance of UN agencies in education sector focused on promoting EFA goals, education policy planning, monitoring and evaluation, increasing quality of education, increasing access to education in preschool education and scaling up preventive life-skills in formal, non-formal and informal education systems.

951. Also, UNESCO Tashkent chairs Environment Team Group, promoting the integration of principles of ESD in policy formulation and capacity building activities of UN and other international partners in Uzbekistan.

Challenges and lessons learned

- The primary challenge in the quality of program implementation was the scarcity of human and financial capital to provide results-oriented assistance at national level. UNESCO Tashkent is making considerable efforts to raise funds and promote joint programming among international organizations and private sectors.
- Policy dialogue and awareness-raising activities targeting rights holders and duty bearers will be continued to adopt and apply international commitments and best practices in the fields of quality of education, safeguarding cultural heritage with the principles of five “C”: credibility, conservation, capacity-building, communication (including awareness-raising) and communities, promoting research and development, and ensuring freedom of expression.
- Considering its mandate and technical expertise, capacity-building activities proposed by UNESCO nationally and internationally are highly appreciated by the national stakeholders. Therefore, UNESCO Tashkent shall further expand its technical assistance within its core functions in the country, particularly as capacity-builder and catalyst for international cooperation.
- In light of the limited resources available, UNESCO Tashkent focuses its interventions in a fewer critical areas in support of the government priorities. When applicable, intersectoral cooperation is reinforced in addressing several programmatic and cross-cutting issues.

UNESCO Office in Tehran

952. UNESCO Tehran Cluster Office [UTCO] hosts UNESCO’s representative function to the Islamic Republic of Iran and Turkmenistan and has a full mandate for the implementation of UNESCO Programmes in Education, Sciences, Culture and Communication and Information as defined by 34C/4 and 35C/5. With this assignment, UTCO works in full cooperation with the Governments and UN Country Teams (UNCTs) in Iran and Turkmenistan in the development of UNDAFs and inter-agency cooperation.

953. In addition, Tehran Cluster Office provides certain back up support, when required, to UNESCO Offices in Afghanistan and Pakistan in the fields of science, culture, communication and information.

ISLAMIC REPUBLIC OF IRAN

954. A Member State of UNESCO since 1948, Iran’s participation in the programmes of UNESCO has been active, comprehensive and sustained. UNESCO’s central mandates and its current global leading roles in promoting EFA, science for sustainable development, promotion of cultural diversity and rapprochement of cultures makes UNESCO one of the most appreciated UN agencies in the country. Relationships between UTCO and the Iranian National Commission for UNESCO, the line ministries, academic institutions and management authorities related to UNESCO-designed sites, such as World Heritage sites and Biosphere Reserves are interactive, effective and constructive.

955. **Education:** Updated data show that Iran is well positioned to achieve MDG Goal 2 and most EFA Goals on primary education and literacy. In 2011, UNESCO’s contribution in the education sector continued to focus on the upstream level. The wide dissemination of EFA

Global Monitoring Reports and the national campaign for EFA through Global EFA Week, which happened in most provinces and the capital, are examples of joint efforts with the Ministry of Education and its education institutions. The Forum of Asia-Pacific Parliamentarians for Education Development (FASPPED) and Iran's two-year presidency of FASPPED helped to raise visibility of EFA in the country and improve awareness of policy makers on quality and inclusive education. For FASPPED meetings, UNESCO's Asia-Pacific Regional Education Bureau and IIEP worked with Tehran Office to support and facilitate the high level debates. The main challenges in EFA remain the same as the previous years, namely a) lack of extra-budgetary resources for UNESCO education programmes; b) need to sustain capacity development in central and provincial level institutions for education planning and education statistics and teacher training; c) need to improve transparency and visibility of the use of education resources related to EFA. In addition, TVET programmes need to be much further developed as a means to improve youth employment; new partners are required to move forward education for sustainable development (ESD); and, better cooperation should be promoted in prevention education concerning HIV/AIDS and drug abuse. A particular difficulty encountered in 2011 was the vacancy of the Education Officer post.

956. **Science: Science, technology and innovation** as a whole is considered as a main driving force for growth and sustainable development in Iran, with reports of significant advances in science and technology domains and applications, increasing numbers of higher education students (esp. female students now accounting for more than 60% of the enrolments in universities) and achieving postgraduate qualifications. UNESCO's programmes in science policy, science education, sustainable management of land and water resources, biodiversity conservation, oceanography studies, climate change and natural disaster management including earthquake and tsunami warning systems, are considered highly relevant to the national development in the country.

957. To promote STI for job creation and south-south cooperation, UNESCO's Category 2 regional centre on S/T Parks and Incubators Development (IRIS) started its service in 2011. The Center initiated technical training programmes for both Iranians and participants from other countries, co-organized Sheihbahaei Technopreneurship Festival (May 2011) and the Asian Conference on S/T parks (Nov 2011). In water and IHP programme, strong cooperation continued with the leading ministries, research institutions and especially two UNESCO category 2 centers (urban water, qanats and historical hydraulic structures) for sustainable water management. The International Drought Initiative (IDI) under IHP, proposed by Iran in 2010, made good progress not only in the preparation of two five-year pilot water basin projects on climate change impacts and adaptation under IHP/G-WADI, but also in shaping regional cooperation agenda through regional workshops. Research work continues toward transborder water management. In the spring of 2011, IOS carried out evaluation of all three Category 2 Centers in Iran, with positive conclusions.

958. In 2011, Dena Biosphere Reserve was officially established, providing a new platform for local and central government as well as UN agencies to work together on mainstreaming biodiversity conservation in local development in the central Zagros Mountain Range. Dena Biosphere Reserve is a designation with joint efforts of the local government, central government, GEF project under UNDP and academic institutions in Iran. Iran hosted a SACAM (South and Central Asian MAB) Network meeting in November 2011 at Qeshm Island, providing an important occasion for all South and Central Asian countries to look into priority issues such as climate change adaptation, transboundary conservation and green economy development related to biosphere reserves and similar ecosystems. Progress continues in building initial scientific and technical capacity in earthquake and tsunami warning systems through IOC and SC Sector, by training, field research, international exchange and development of new Iranian information infrastructures. Social and Human Science Sector is exploring possible cooperation with the Iranian research communities, especially related to science ethics, social transformation, global studies, philosophy and

studies on human security. Iran has started to explore cooperation with UNESCO in the improvement of science museums as instruments for science education. Main challenges for UNESCO science programmes include a) lack of extra-budgetary resources in Iran for Science related projects; b) growing complexities for international cooperation due to difficulties with travel, and financial transactions.

959. **Culture:** The inscription of Persian Gardens on the World Heritage List in 2011 generated a high visibility in public media. UNESCO's efforts to promote sustainable management of the 13 World Heritage sites are highly appreciated in Iran. Iran is also progressing well in the area of intangible heritage under the 2003 Convention, with two new items registered on UNESCO List of Intangible Cultural Heritage of Humanity: Naqqāli, Iranian dramatic story-telling and the Traditional skills of building and sailing Iranian Lenj boats in the Persian Gulf. UNESCO Award of Excellence for Handicraft continued making impact in the handcraft production field, and gained high visibility at national exhibitions and trade promotion events.

960. **Communication and Information:** The CI Sector progressed in capacity building in journalism and reporting, on specific issues related to climate change and natural disasters, as well as conflict reporting and video journalism. Partnerships were consolidated with major media organizations such as IRNA (Islamic Republic News Agency) and IRIB (Islamic Republic of Iran Broadcasting). Seminars and workshops with IRNA and IRIB and Iran National Commission covered a range of CI priorities, including the promotion of Memory of the World (MOW) programme, empowering the youth on the use of Free and Open Source Software (FOSS), strengthening journalism education, and the translations and distribution of UNESCO technical guidebooks on Model Curricula for Journalism Education, and Media Development Indicators.

Cooperation with the UN

961. Tehran Office is fully engaged in UNDAF development. Tehran Office contributes to UNCT Working Groups, including MDGs, monitoring and evaluation (M&E), information and communication (co-chair), gender equality, HIV/AIDS and Disaster Management Team (DMT), as well as Operational Management Team (OMT). UNESCO related international events, such as Global EFA week and launching of EFA Global Monitoring Reports, etc. are included in the Resident Coordinator workplan. For the new UNDAF 2012-2016, UNESCO's roles in all the theme groups were identified and included, namely, a) public health, b) poverty reduction, c) environment and sustainable development, d) drug control and e) natural disaster risk management. UTCO serves at the Advisory Committee for UNDAF Narratives together with UNDP, UNICEF and UNAIDS. A strong country ownership for the new UNDAF was achieved. One main challenge related to UNDAF for UNESCO is that education as a whole was not taken as a main theme for UNDAF cooperation. Culture is also less reflected. In addition, the difficulty in mobilizing extra-budgetary resources in the host country and from outside donors risks hampering the implementation of UNDAF.

TURKMENISTAN

962. The overall relationship between UNESCO and Turkmenistan has been sound, very constructive and gradually growing. The visit of the President of Turkmenistan to UNESCO in February 2010 confirms the strong interest of Turkmenistan in UNESCO and its programmes. This positive image is particularly attributed to the work of UNESCO in the field of culture, especially the World Heritage, but also education and sciences. There have been signs from Turkmenistan to broaden its cooperation with UNESCO, firstly in the fields of intangible culture and natural heritage, and also in other fields, such as higher education, environmental sciences and information and communication.

963. Turkmenistan hosted a major regional meeting (May 2011) on the serial WH nomination of Silk Roads, coordinated by WHC, resulting in the production of the Ashgabat Agreement. Within the Silk Roads programme, 29 cultural properties in Turkmenistan have been identified and included in the Tentative List of World Heritage, and 15 monuments along the Silk Roads in Turkmenistan have been studied with completion of the draft nominations. A draft of the first natural WH nomination of “Bathyz” State Nature Reserve has been prepared and is being reviewed and refined, with the technical support of UNESCO. Technical work is progressing in the revision of Statements of Outstanding Universal Values for the two existing WH properties “Ancient Merv” and “Kunya Urgench”.

964. Turkmenistan has had strong interest, since 2008, to become a state party of 2003 Convention on intangible heritage. This was finally achieved in 2011, with advice and technical support from UNESCO. What is urgently needed is technical training for Government officials and technical institutions working in the fields of intangible heritage in Turkmenistan. During 36C/5, UNESCO will focus on a) capacity building for heritage management, through UNESCO training courses; b) preparation of natural WH nominations and new cultural WH nominations; c) promoting safeguarding and promotion of intangible cultural heritage. The possibility of establishing a regional centre on traditional knowledge, identified in 2010, will be also explored further.

965. In **education**, Turkmenistan participated in the regional technical training on education statistics organized by Tashkent Office. Other intended activities in 2010, such as a UNESCO Chair on higher education and technical preparation toward the establishment of an ‘International Children’s Centre’ at the Caspian seashore recreation area “Awaza”, did not progress due to absence of education staff. The needs identified in Turkmenistan include: a) lack of capacity in education planning in the Ministry of Education; b) limited capacities in producing quality education statistics; c) effective use of ICTs for quality education improvement; d) quality of higher education.

966. In **the fields of science and environment**, technical support was provided through the Regional Bureau in Jakarta to assess the potentials of mineral resources in Turkmenistan as raw materials for solar panel production. UNESCO has engaged with Turkmenistan on its first technology park development in Ashgabat. UNESCO will continue its long-term cooperation on IHP and MAB, with particular attention to trans-border water management, efficient irrigation schemes, dry land management, biodiversity conservation, long-term ecological monitoring, and preparation of new Biosphere Reserve nominations (possible nomination of a first coastal Biosphere Reserve in the Caspian Sea).

967. In **Communication and Information**, UNESCO pursued its cooperation on ICTs for education and digital governance. Cross-cutting initiatives on e-learning and e-curricula were initiated together with the Education sector. With the growing interest of the country in information and knowledge societies, access to information and use of ICTs for higher education and research may improve, thus opening new avenues for cooperation.

Cooperation with the UN

968. UNESCO was involved in the elaboration of the new CCA and UNDAF. As the result , UNESCO is included in all the four main Development Outcomes in the new UNDAF (2010-2014): a) Strengthening Democratization and Rule of Law (ED, CI); b) Strengthening Human Development to Achieve the MDGs (ED, CLT, CI); c) Improving Sustainable Development and Inclusive Growth (SC, CLT); d) Promoting Peace and Security (ED, SC, CLT). However, due to very limited resources of the Office, the input for the implementation of the Turkmenistan UNDAF has not been progressing well.

Additional information on Afghanistan

969. In 2010, Tehran Cluster Office cooperated with Kabul Office mainly in the following activities: a) training of Afghan media professionals; b) support the participation of Afghan experts in IHP and MAB related regional conferences and workshops

Additional information on Pakistan

970. In 2011, Tehran Cluster Office cooperated with Islamabad Office on the following activities: a) Regional Training workshop on Museum Management and Capacity Building; b) CI training workshops on media and broadcasting and IPDC project implementation; c) support the participation of Pakistani representatives in MAB and Biosphere Reserve meetings, such as G-WADI regional meeting in Tehran and the SACAM Regional Meeting in Qeshm Island of Iran, and to participate in the Science Technology Parks and Incubators meetings and training (Isfahan). A technical plan for new Biosphere Reserves in Pakistan is under development, benefiting from the on-going Pakistan-UNDAF.

LATIN AMERICA AND THE CARIBBEAN

UNESCO Office in Brasilia

971. 2011 represented an important year to UNESCO and to the whole UN system in Brazil. Ranking fifth among the world's most-populated countries, with an estimated population about 196.655 million people, Brazil is an upper middle-income country listed in the High Human Development Category and its current position in the HDI ranking is 84th (0.718). However, inequalities and regional differences still exist as can be verified through the Inequality Adjusted HDI in the UNDP Human Development Report 2011.

972. The significant economic growth has led the country to be listed as the 6th world economy. The main challenge is to develop strategies and policies for the redistribution of this economic growth. Overcoming inequality and promoting social inclusion is an important path to real improvement in the quality of life of a majority of Brazilian citizens, and it also appears to be the biggest challenge in the coming years. In this scenario, UNESCO finds numerous opportunities to promote its values and actions in an integrated approach with the Federal Government.

973. The eradication of poverty and reduction of inequality is one of the most important priorities. In order to achieve this goal, an official consensus exists on the need to reinforce income transfer policies, despite of the recurrent criticism of these policies, considered by some as inefficient in the long-term. In the field of education, Brazil has strengthened its educational system by reformulating the most crucial evaluation methodologies and promoting a wide-ranging strategy, aiming to enable the universal access to education in all levels. It is still expected that Brazil will achieve the Dakar goals by 2015, especially with regard to the universal access for all Brazilian children, including those living in remote areas.

974. The first year of President Dilma Rousseff's mandate has been characterized by the launch of new strategies towards sustainable development and poverty reduction, aligned with the continuation of certain major and successful public policies that have demonstrated progress. The election, for the first time, of a woman as the President of Brazil has brought more visibility to gender issues, and President Dilma has nominated women to strategic ministries and secretariats, such as the Ministry of Environment, the Special Secretariat of Human Rights and the Civil Cabinet.

975. Science, Technology and Innovation have become a priority for Brazil. As a new feature, the President is seeking to foster technological innovation in the country just like other emerging economies have done - such as South Korea and India. In order to strengthen capacities, relevant partnerships have been established with the private sector with to support young scientists and students, and UNESCO is in a privileged position to contribute to this initiative.

976. In relation to the UN System, South-South Cooperation remains as a priority for the Brazilian government and is central to the UN activities in Brazil. The country has a leading role in the Community of Portuguese Language Countries (CPLP), which promotes cooperation among its members in all fields of knowledge. In May 2010, a Memorandum of Understanding (MoU) was signed between UNESCO and the Brazilian Government with a view to strengthening south-south cooperation, including the implementation of the Open Schools programme in Guinea Bissau.

977. Since 2010, the UNESCO Brasilia Office is working in close collaboration with the UNCT to develop the most appropriate strategy with which to meet the specific needs of the

country, and while building on national capacities developed during previous years. The strategy has to take into account the increasing demand for value added cooperation with technical relevance *vis a vis* the sustainability of the Office. It also has to consider current restrictions in the national legislation to fully implement cost recovery policies adopted by the UN agencies and programmes.

978. The reorientation undertaken in the Office since 2005 has resulted in a reduction of the portfolio of self-benefiting projects. Nevertheless, the country acknowledges the effective contribution of UNESCO in responding to national challenges through the implementation of around 50 cooperation agreements in UNESCO's areas of expertise, and through high level advice to Brazilian institutions with regard to the consolidation of national policies.

979. This trend has also led to a strengthening of cooperation with the private sector. Partnerships with Brazilian companies imbued with ideals of corporate social responsibility (CSR) have proven to be highly effective and of mutual interest. Examples of successful partnerships with the private sector were showcased in the "Open UNESCO" exhibit, launched by the DG during the 36th session of the General Conference.

980. Among the highlights in the implementation of UNESCO priorities in Brazil are the following:

- In addition to the launch, in 2010, of the Portuguese edition of eight volumes in UNESCO's *General History of Africa* Collection (which has reached the remarkable number of 390.00 public downloads), the production of pedagogical content for Brazilian schools is advancing and the possibility of financing the production of the 9th volume in the Collection, focused on the African Diaspora, is being examined. Progress in this area led to the well-recognized participation of UNESCO in the Iberoamerican Meeting on the International Year for Afro-Descendent People, convened by the Brazilian government and SEGIB (Secretaria-General Iberoamericana), in Salvador, Bahia, in November, 2011.
- Production of technical subsidies for the approval by the Brazilian Congress of the General Law on Access to Public Information, which places Brazil among the app. 90 nations which have decided to institutionalize similar legal frameworks. This is an important step towards the full implementation of the provisions of Article 19 in the Universal Declaration of Human Rights and directly influences the advocacy undertaken by UBO since 2010 in this area, including with regard to UNESCO's research on Media and Democracy.
- Preservation and valorization of the World Heritage sites in Brazil, including activities related to the fostering of sustainable tourism. Preservation of works of outstanding value, such as the digitalization of Aleijadinho's Prophets sculptures in soap stone at the Sanctuary of Bom Jesus de Matosinhos, Congonhas, MG, through the use of the most modern technologies in robotics and 3D scan.

981. Beyond cooperation projects, however, UNESCO is also intensifying its advocacy on international issues of importance to the Brazilian society, as for example, the sponsoring, in partnership with TV Globo, the Federal Government and UNDP, of a well-received broadcast Campaign on TV against Homophobia.

982. In the context of UN joint programmes and strategies, a milestone in 2011 was the participation in a Preventive Education Training focused on STDs and AIDS for Indigenous Communities in Amazon. The contribution of UNESCO was decisive for the success of this initiative, as the training was provided in indigenous languages for the first time.

983. Two other interagency programmes are still being implemented – a joint programme of the MDG Fund on violence prevention in three municipalities, and one on Human Security, financed by the Japanese Cooperation (JICA) – and appreciated by UNCT thematic working groups such as South-South Cooperation and Gender and Race.

UNESCO Office in Guatemala

984. In the area of education, UNESCO Guatemala is working jointly with the National Literacy Committee in a process of renewed focus on literacy and adult education methodologies in the context of education throughout life. Training was provided in 2010 and in 2011 to 600 literacy technicians nationwide. The office has led the work of the Bureau of Education for Peace, which brings together civil society organizations and the Ministry of Education in order to develop proposals for educational change in Guatemalan classrooms. This interagency group has developed a draft policy and prepared educational materials. Moreover, the promotion of the Education for All Objectives has been undertaken in different regions through the dissemination of reports and through workshops.

985. The office has worked on disaster prevention, training 500 teachers and staff of the Ministry of Education, based on INEE standards and other capacity building activities for disaster risk reduction. Moreover, the country's universities and the National Council of Science and Technology and their academic counterparts conducted a biotechnology project that produced a National Biotechnology Plan in addition to specialized workshops for scientists and students.

986. Active participation in the United Nations Country Team has been ongoing. The Office has led the Interagency Group on Indigenous and Intercultural Relations and has been co-leader of the Interagency Group on Education, Poverty and Inequities, which is also involved in UNETE, Communication and Gender Groups, as well as in Youth Development and Prevention of HIV / AIDS.

987. Under the UN Joint Programme "Consolidating Peace in Guatemala through Violence Prevention and Conflict Management", a Gender Equity Unit with ethnic relevance has been institutionalized in the Ministry of Education. Through the Unit, the Education Strategy of Comprehensive Sexuality and Violence Prevention will be implemented during a pilot phase involving 6 departments, the training of 478 technicians of the Departmental Directions of Education, 4.375 parents, 1.622 teachers and supervisors, and 4.894 students.

988. A module to support teacher training has been developed, comprising two components: 1) *The Characterization of Violence in the Education Environment in Guatemala*, and 2) *Guide for the Identification and Prevention of Bullying and Protocol for Identification, Care and Referral Violence Cases in the National Education System*.

989. Sensitization and training of a network of about 200 journalists and media nationwide was undertaken and the TV Maya of Guatemala was promoted as a multicultural channel. Festivals were organized as part of these activities on the themes of: "Youth for Peace", the "Campaign to Stop the Use of Firearms", "Training Days" and the "International Seminar on Communication: Journalism, Violence Prevention and Peace Culture".

990. With regard to culture, 20 companies were created with the cultural and creative participation of young indigenous men and women in rural areas. The office developed a Cultural Diplomacy Strategy through the Ministry of Foreign Affairs, implying a Cultural Diploma Course that is obligatory for diplomats assigned to embassies outside the country.

991. Throughout the biennium, training has been provided on creative and innovative industries related to intangible heritage (ancestral knowledge, herbal medicine, etc). A Diploma Certificate has been developed: *Running a Museum* focusing on cultural managers and curators, among others. So far, a total of 50 individuals have been certificated. The office responded to the emergency situation caused by the Tropical Storm Agatha by obtaining emergency funds and administrating US\$ 46 000 in order to safeguard the National Park Quirigua, which is a World Heritage Site. Moreover, in support of local famers, the programme *The Cacao Route* was implemented amongst the coco-producing communities, also with a view to enhancing the quality of the chocolate production.

992. An intervention strategy of the UN Technical Working Group for Indigenous Peoples and Interculturalism was developed and an action plan for the next 5 years drawn up.

993. The National Program of the Bicentennial in March 2010 with the "Public Announcement for the Preparation of the National Commemoration Act of the Independence Bicentennial" was launched. The event opened discussions and meetings of representatives from different sectors with an interest in strengthening the foundation of Guatemala by "Digging the past to improve the present."

994. The collection "The General History of Latin America" was presented in an event which culminated in the donation of the complete set of nine volumes to the National Library.

995. An international meeting "The Social Actors Excluded from the History of Independence" was also organized with the attendance of 150 persons, as well as 13 academic authorities from 11 countries, and through the provision of scholarships enabling the participation of teachers and students. The event focused on the daily life of marginalized social actors through history (women, youth, indigenous, Afro-Guatemalan, intellectuals and managers of the independence movement) in order to recognize their contribution to, and legitimate share in, the current construction processes in Latin America and the Caribbean.

UNESCO Office in Havana

Background

996. 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, representing UNESCO to the Governments of Cuba, the Dominican Republic and Aruba. The cluster includes Haiti that has a national UNESCO Office.

997. In addition to the implementation of Regular Programme funds (approximately USD 750 000 per biennium for programme activities, mainly in education, culture and communication and information), the Office has considerably increased its portfolio of extra-budgetary funds that now amounts to more than three million USD.

The Regional Bureau for Culture in Latin America and the Caribbean

998. 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 different

areas of cultural policies, the management of cultural properties - both tangible and intangible - networking on indigenous and afro-american religions and cultures, promotion of UNESCO's culture Conventions, safeguarding of intangible heritage, endangered languages, cultural diversity and cultural industries (emphasis on film and handicrafts), arts education and the cultural approach to HIV/AIDS (SIDACULT). The Office promotes networking and dissemination through its Portal for Culture, its Documentation Centre and two regional periodicals (*Oralidad* and *Cultura y Desarrollo*).

999. The XVIII Forum of Ministers of Culture and Officials in Charge of Cultural Policies in Latin America and the Caribbean took place in Santa Cruz, Bolivia in July 2011. The Forum focused on topics of high relevance for UNESCO, such as cultural diversity, inter-culturality, cultural integration, cultural rights, etc. The integration of the Forum into the new regional integration mechanism, the community of Latin American and Caribbean States (CELAC) was recommended. Moreover, appreciation was expressed for the continued support from, and collaboration with, UNESCO through the Regional Bureau for Culture. The next Forum will be held in Suriname in 2012, to be followed by Venezuela in 2013 and Cuba in 2014.

1000. Throughout the United Nations International Year of People of African Descent (2011), the Office developed and supported a series of highly visible activities, including an encounter of film-makers from the Caribbean and Africa, the production of an audiovisual by students of the International School for Cinema and TV and a concert dedicated to Afro-Cuban music and dance.

1001. The functions of clearing house, facilitator and coordinator have been strengthened over the past years. The fourth meeting of UNESCO culture specialists in Latin America and the Caribbean took place in Havana in April 2011 with a view to consolidating the regional programme for culture.

Selected main achievements

- Portal for Culture for Latin America and the Caribbean integrated into the Havana web-site with more than 100.000 entries;
- Policy debate on cultural policies, diversity and dialogue organized during the Forum of Ministers of Culture held in Bolivia, July 2011;
- Capacity building in the implementation of UNESCO's culture conventions advanced through the Caribbean Capacity Building Programme for World Heritage (CCBP), training of trainers for the intangible heritage convention, and training programmes on underwater cultural heritage;
- Promotion of the 2005 Convention through "Travelling Film Showcase" of the Caribbean Camaras de Diversidad project and encounters of filmmakers from Africa, the Caribbean and its Diasporas;
- Dialogue meeting held of experts from the Caribbean on "Museums in Historic Buildings";
- Exploration and recognition of the cultural heritage and cultural expressions of Afrodescendants in the framework of the 2011 International Year of People of African Descent;
- Consolidation of the SIDACULT network on the cultural approach to the prevention of HIV and AIDS.

The Cluster Office (Cuba, Dominican Republic, Haiti and Aruba)

1002. The Cluster Office covers three Member States (Cuba, Dominican Republic and Haiti) and one Associate Member (Aruba). In this function, the Office promotes cluster consultations and South-South cooperation and implements programme activities in the three above-mentioned Member States. During the period under consideration, efforts continued to serve the interests and needs of the four countries of the cluster on an equal basis. In education, emphasis was placed on raising the quality of education for all and in science the focus was on disaster preparedness, management of Biosphere Reserves and the promotion of the basic sciences. In culture, highlights were programmes implemented in cooperation with the offices in Port-au-Prince and Kingston, namely the Caribbean Capacity Building Programme for World Heritage and the Travelling Caribbean Film Showcase. In communication and information, special emphasis was placed on the training of communication professionals in areas such as hurricanes, basic sciences, education and the cultural approach to the prevention of HIV and AIDS.

1003. The offices in Havana, Kingston and Port-au-Prince jointly cover the Caribbean sub-region, which has called for increased coordination and cooperation with a view to responding to the specific needs of its sixteen Member States and five Associate Member States.

1004. 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 five inter-agency thematic working groups, all aligned around the five priority areas of the UNDAF: (1) local human development, (2) natural disasters, (3) environment and energy, (4) health and (5) food security. The preparation of a new UNDAF has been scheduled for 2012. This UNDAF will have to respond to the important measures that are being taken by the government in the areas of planning and economy.

1005. Following the reestablishment of the cooperation between Cuba and the European Union (and several of its Member States), UNESCO is now implementing a major cultural rehabilitation project in Havana Vieja, and UNESCO-IHE is about to start the implementation of two projects in water management, environment and food security. The Organization also participates, together with UNDP and FAO, in the implementation of the 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 within the same geographical areas.

Selected main achievements

- Progress in the rehabilitation of the Palacio del Segundo Cabo, Old Havana;
- Monitoring of the impact of climate change in Biosphere Reserves;
- Risk preparedness education in Associated Schools (risk mapping, manual and educational material prepared);
- 40 journalists from six countries trained in communication of heritage;
- Progress in the strengthening and improvement of the handicraft sector in five municipalities (in the context of the MDG-F).

1006. In the **Dominican Republic**, UNESCO participated actively in the preparation of the new UNDAF 2012-2016 (signed in 2011) 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. Education in particular, but also cultural and natural resource management is included in the UNDAF. The condition of being a 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 have significantly contributed to the successful implementation of activities and full participation in the United Nations system.

Selected main achievements

- Diagnosis developed of the attention given to early childhood;
- Cluster seminar on education with 300 participants;
- Pilot study completed on the perception of/ attitudes towards sciences among young people;
- Promotion of, and capacity building undertaken in, the UNESCO's culture conventions;
- Reflection on ethics, challenges and innovation in the Internet;
- Participation in the preparation of the UNDAF 2012-2016.

1007. The collaboration with **Aruba** was strengthened through the National Commission and particular needs were identified – such as in areas of multi-lingual education and tangible and intangible heritage - and Aruba has shown keen interest in participating in cluster activities that has proven to be of benefit to all participants.

Selected main achievements

- Participation of Aruba experts and delegates in core activities at cluster level in education, culture and communication and information,
- Identification of needs and areas for collaboration for the next biennium.

Global priority Africa

- Rich programme of highly visible activities in the framework of the United Nations International Year of People of African Descent 2011, including an encounter of film-makers from the Caribbean and Africa, the production of an audiovisual by students of the International School for Cinema and TV (EICTV) and a concert dedicated to Afro-Cuban music and dance. Awareness-raising of the public at large, of specialists and students (including of the EICTV), designers, etc;
- Facilitation of South-South exchanges between film-makers from Africa and the Caribbean;
- Sites of Memory identified and highlighted.

Global priority gender

- Broader gender vision introduced into 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 the Cultural Tools programme to include gender and violence against women.

1008. The main challenges during 2012 will be to further strengthen the function of the Regional Bureau for Culture by responding to the specific dynamics in Member States, maintaining and increasing the level of extra-budgetary funding, and by fully participating in UN coordination mechanisms in Cuba and the Dominican Republic. A particular challenge will be to respond to the expectations created in the Dominican Republic with regard to the education programme in the UNDAF.

UNESCO Office in Kingston

1009. The Kingston Cluster Office covers 13 Member States and three Associate Member States in the English and Dutch speaking Caribbean, and is also responsible for UNESCO's actions involving the non-self-governing territories of Anguilla, Bermuda, Montserrat, and Turks and Caicos. Most of the countries in the cluster are classified as Small Island Developing States (SIDS) with their principal features being smallness in geographical size and population; insularity; 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. The small developing island States constituted one of UNESCO's priority geographical groups for the 2010-2011 biennium, and the implementation of the organization's Programme in the Kingston cluster, like those of other UN agencies operating in the Caribbean, was undertaken in the context of global economic shortfalls and diminishing ODA resources - principally because of the middle-income status of countries in the cluster.

1010. 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 the period under consideration, the Office made considerable efforts to participate effectively in the work of the UN system in the sub-region and in the joint mechanisms set up to provide UN development assistance to the Member States, Associate Members and the non-self-governing territories. Contributions were made to the implementation and review of the United Nations Development Assistance Frameworks (UNDAFs) in Jamaica, Guyana, Suriname, and Trinidad and Tobago (2007-2011). The Kingston Office also participated actively in the completion of new Common Country Assessments (CCAs) and Common Sub-Regional Assessments, new UNDAFs for 2012-2016 in Barbados and the OECS; Guyana; Jamaica and Suriname, as well in the initiation of a new UNDAF for Belize (2013-2016). The active participation in selected milestone meetings on the preparation of the new UNDAFs, and timely submission of inputs, ensured that UNESCO's mandate, priorities, and programme areas were adequately incorporated or reflected.

1011. The Kingston Office also participated in several major meetings and conferences organized by the CARICOM and the OECS Secretariats or in collaboration with those regional entities. Among the most important were: (i) the Caribbean Regional Review Meeting of the Mauritius Strategy for the Further Implementation of the Barbados Programme of Action (Grenada, March 2010); (ii) the meeting of the CARICOM Council of Human and Social Development (COSHOD), which brings together Ministers of Education and Social Development (Guyana, October 2010); (iii) a meeting of the Ministers of Education in the OECS (St. Lucia); and (iv) the 10th and 11th Annual General Meetings of the Pan-Caribbean Partnership Against HIV and AIDS (PANCAP) (St. Maarten, October-November 2010, and The Bahamas, November 2011). In the context of the latter UNESCO was designated to present perspectives on future directions for PANCAP on behalf of the UN

system in the Caribbean as well as to represent the UN system on the PANCAP Executive Board. Participation in such important gatherings enabled the Kingston Cluster Office to concretely reflect views and areas of concern in discussions and recommendations.

1012. The implementation of both regular programme activities and extra-budgetary projects in the **Education Programme** was geared towards assisting countries in the Kingston cluster with regard to specific development challenges in education, such as the need to improve access, equity, quality and relevance of education at all levels (primary through to higher education). With a view to preparing quality skilled graduates for the needs of the Caribbean labour market, work was undertaken to strengthen technical and vocational education and training through support to TVET policies, procurement of basic equipment and awareness-raising of the global UNEVOC network and UNEVOC e-forum for TVET experts. The status and profile of 13 UNEVOC centres in the Caribbean were reviewed; policy advice and technical support were provided to Guyana, Jamaica, Suriname, and St. Vincent and the Grenadines; new national UNEVOC centres were established in Antigua and Barbuda as well as Guyana; and the FO and HQs collaborated closely to assess the current status of TVET in Eastern Caribbean countries and Jamaica. Collaboration was also strengthened with the ILO on TVET policy development in the sub-region, which resulted in the training of 40 TVET practitioners and experts in a joint UNESCO/ILO sub-regional workshop on TVET policy (Barbados, September, 2011).

1013. To improve the quality of early childhood care and education (ECCE), UNESCO, in partnership with UNICEF and the CARICOM Regional Early Childhood Development Working Group, prepared and disseminated a sub-regional report on the current status of ECCE in the Caribbean for the 2010 World Conference on Early Childhood Care and Education (WCECCE) held in Moscow. Support was also provided to: (i) Jamaica and Suriname to strengthen national systems for the collection of data to inform ECCE policy and planning; (ii) the CaribECD network to improve networking, information-sharing and capacity-building among ECCE practitioners and national ECCE institutions in the Caribbean sub-region; and (iii) the completion of ECCE policy briefs in Antigua and Barbuda as well as St. Kitts and Nevis. With regard to inclusive education, 30 curriculum specialists and policy makers from Caribbean countries were trained in inclusive education policies and curricula in a sub-regional workshop (Antigua and Barbuda, October 2011). A network of curriculum experts was subsequently set up to disseminate information on inclusive education, curriculum resource materials and good practices in curriculum development. Inclusive education policy guidelines and the curriculum resource package produced by UNESCO IBE were also disseminated, both of which are in high demand in the Kingston cluster. In literacy and non-formal education, assistance was provided to strengthen capacities in delivering quality adult literacy and life skills programmes through the training of 150 persons. Support was provided to Jamaica and Suriname within the framework of UN Literacy Decade and CONFINTEA VI Belem Framework for Action, and a network of 30 literacy and adult education experts was launched to promote information on literacy and adult education resource materials and related good practices. The UNESCO Institute of Statistics approved Jamaica as one of the Literacy Assessment and Monitoring Programme (LAMP) pilot countries and a national capacity-building workshop in LAMP was held in 2011 to set the stage for a three-year implementation of the LAMP project in the country. The Office also backstopped Jamaica and St. Kitts and Nevis in their promotion and awareness-raising activities related to International Literacy Day 2010.

1014. To strengthen the capacity of tertiary institutions and government bodies in higher education policy, research, quality assurance, science, technology and innovation, a Pan-Caribbean Conference on higher education was organized jointly with IESALC, the Organization of American States (OAS), and the Government of Suriname, (Suriname, April 2010). The Paramaribo Declaration, which was adopted at the end of the conference, put strong emphasis on improving policy framework, quality and relevance of higher education and strengthening science technology and innovation in Caribbean countries. Also, to

reinforce institutional and national capacities in education for sustainable development and climate change education, the Kingston Office (i) established an electronic forum to disseminate information and good practices on ESD and climate change education and supported a regional NGO, the Cropper Foundation in Trinidad and Tobago, to set up a website on ESD; (ii) supported the University of West Indies to develop and deliver an on-line course on environmental sustainability on ESD to 25 experts in the sub-region; (iii) trained teacher educators in Jamaica on mainstreaming ESD in teacher education curriculum; (iv) organized a sub-regional workshop for the Caribbean on Climate Change Education for Sustainable Development (British Virgin Islands, June 2011) for 30 participants from 16 countries in the Kingston cluster; the workshop participants issued the Tortola Declaration on Climate Change Education which recognized the importance of strengthening climate change education in the Caribbean. The recommendations of the BVI workshop was integrated into the SIDS Experts Meeting on Climate Change Education (The Bahamas, September 2011); and (v) established an electronic network of 40 experts to promote climate change education issues in the Caribbean.

1015. Similarly, the Kingston Office strengthened institutional capacities in the area of education policy, strategies and planning, using manuals and tools produced by UNESCO. The regional network of education planners trained by UNESCO was revitalized and 20 education planners and managers participated in a workshop to develop the UNESCO Education Support Strategy (UNESS) in Barbados and the Eastern Caribbean States in collaboration with the OECS Secretariat. Under the ICTs in education action, the Office supported Antigua and Barbuda and Trinidad and Tobago to prepare ICTs in education policies and master plans and raised awareness in the cluster countries of the UNESCO ICTs in education resource materials and toolkits such as the UNESCO Competency Framework for Teachers and ICTs in Education tool-kit. UNESCO participated in the World Bank sponsored workshops on ICTs in education policies and ICT competency framework for teachers held in Barbados and worked closely with the World Bank and Commonwealth of Learning to share experiences in ICTs in education. The Education and Natural Sciences Programme collaborated in improving the capacity of curriculum units of Ministries of Education in science education through the training of 50 secondary school teachers in Jamaica and 30 primary and secondary teachers in Guyana within the framework of the UNESCO Global micro-science project. With extra-budgetary funding, the Office implemented projects in (i) Grenada, focusing on the curriculum reform in which a number of education personnel and curriculum personnel have been trained and the capacity of the Ministry of Education and Human Resource Development has been strengthened to implement curricula reform initiatives; (ii) Antigua and Barbuda, on ICTs in Education in which education personnel and teachers have been trained in ICTs tools and IT literacy and which also resulted in the completion of a policy and a master plan on ICTs in education; and (iii) Belize, where 180 teachers have been registered for training and certified as official primary teachers.

1016. The Office continued its action to strengthen the response of education systems in the cluster to the HIV/AIDS epidemic through institutional capacity building in HIV and AIDS evidence-based policy, planning and programme implementation in Guyana, St. Lucia and Trinidad and Tobago, in partnership with the World Bank, the Partnership for Child Development at Imperial College, London, and the Education Development Centre in the U.S. It also provided support for advocacy and awareness-building activities relating to HIV prevention and the reduction of AIDS-related stigma and discrimination in The Bahamas, Dominica and St. Lucia. At the sub-regional level, the Kingston Office worked to enhance capacities in the cluster countries in monitoring and evaluating (M&E) HIV prevention programmes in the education sector - an activity, which was undertaken in close collaboration with the HIV and AIDS section at HQs, the UNAIDS, the Pan Caribbean Partnership against HIV and AIDS (PANCAP) and the Caribbean Health Research Council (CHRC), and which attracted an additional US\$ 65 000 in counterpart funding (in both cash and in-kind) from those partners. Also at the sub regional level, the Office initiated action to

strengthen standardized and certified teacher training in skills-based, comprehensive sexuality education, in partnership with UNICEF, UNFPA, the CARICOM Secretariat and the University of the West Indies (UWI) - an activity which attracted an additional amount of approximately US\$ 100 000 in counterpart funding (in cash and in-kind) from the partners.

1017. In furtherance of its actions on HIV and AIDS, the Office produced both scholarly and capacity-building resource material and publications on HIV and AIDS for the education sector, while also collaborating with Caribbean writers and international publishers, Macmillan, to develop culturally appropriate teaching and learning resources on HIV and AIDS for Caribbean schools. The Office implemented an intersectoral project to strengthen HIV prevention education and life skills among teenage mothers using ICTs in Jamaica and St. Vincent and the Grenadines in partnership with UN Women, UNAIDS, UNDP and the Caribbean Broadcast Media Partnership on HIV and AIDS (CBMP). The project activities helped to (i) strengthen the linkages at national level between duty bearers for education, HIV prevention and social and protective services for adolescents and teens; (ii) increase awareness of the issues of vulnerable young teenage mothers who are HIV positive; and (iii) empower the beneficiaries of the project to improve the management of their sexual health and decision-making, as well as their participation in programmes and contribution to messages targeting their peers.

1018. In the implementation of the **Culture Programme** activities during 2010-2011, emphasis was placed on a selected number of sub-regional priority actions to increase impact and visibility of the programme in the Caribbean. Major efforts were made in advocating and promoting the Convention on the Protection of the Underwater Cultural Heritage (2001); the Convention for the Safeguarding of the Intangible Cultural Heritage (2003); and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005). Concrete results of these efforts were seen in the increased ratification of the Conventions by Caribbean Member States in 2010: the 2003 Convention and the 2001 Convention by Jamaica; the 2001 Convention by St. Vincent and the Grenadines; and all three Conventions by Trinidad & Tobago.

1019. The Caribbean sub-regional workshop on the implementation of the World Heritage Convention, organized jointly by the Kingston Cluster Office and the Havana Regional Office for Culture in Latin America and the Caribbean (September 2010), provided the opportunity for Caribbean countries to review national situations, identify needs for heritage protection and assess the progress made in the Caribbean under the periodic reporting cycle and the 2004-2014 Caribbean Plan of Action. The 45 participants from Aruba, Belize, Cuba, Dominica, Haiti, Guyana, the British Virgin Islands, Jamaica, the Dominican Republic, St. Lucia, St. Kitts and Nevis, and Suriname were introduced to the training modules of the Caribbean Capacity Building Programme developed jointly by UNESCO Offices in Havana and Kingston. Caribbean countries with World Heritage sites benefitted from the sub-regional meeting on the periodic reporting organized by the World Heritage Centre (Barbados, March 2011) and in June 2011, the *Bridgetown and its Garrison in Barbados* was inscribed in the World Heritage List. Also, the presentation by the Kingston Office on “UNESCO’s Opportunities for Cultural/Heritage Tourism Development in the Caribbean” at the Caribbean Tourism Organization’s 11th annual conference on Sustainable Tourism Development (Barbados, May 2010) helped to increase awareness among major stakeholders and partners in cultural tourism of the importance of World Heritage. Similarly, the Caribbean meeting on the Protection of the Underwater Cultural Heritage (Jamaica, May 2011) resulted in the Port Royal Declaration for the Caribbean, which high-lighted the need for capacity building/training in underwater archaeology in the sub-region.

1020. The organization of the Caribbean Sub-regional Meeting on Intangible Cultural Heritage (Grenada, June 2010), attended by experts in culture from 16 Caribbean countries, resulted in (i) the adoption of the 2010-2012 Action Plan for the Safeguarding of the Intangible Cultural Heritage in the Caribbean; (ii) increased awareness of the importance of

the culture for development through the introduction of the UNESCO Toolkit on Cultural Diversity Programming Lens, which encouraged Member States such as Grenada and St. Kitts and Nevis to initiate the preparation of national cultural policy documents; and (iii) led to successful efforts by Grenada and St. Lucia to secure funds from the International Fund for Cultural Diversity. An expert from Trinidad and Tobago was trained in the regional training of trainers in Intangible Cultural Heritage (Havana, March 2011). The UNESCO Award of Excellence for Handicrafts programme was introduced to the Caribbean sub-region through a consultative meeting on the Award programme (The Bahamas, April 2011), which led to the formulation of a Caribbean strategy to launch the Award programme during the 2012-2013 period. The dissemination of information and resource materials on the second phase of the Slave Route project in the Caribbean resulted in the setting-up of a National Scientific Committee on Slave Route in St. Kitts and Nevis.

1021. The main focus of the **Communication and Information Programme** during the 2010-2011 biennium was on developing media capacity, especially Community Multi-Media Centres; promoting freedom of expression; encouraging the preservation of and access to documentary heritage; and promoting access to information. The programme continued its spotlight on freedom of expression and the celebration of World Press Freedom Day (3 May) by supporting two conferences on Caribbean media and communication (May 2010 in Trinidad and Tobago and May 2011 in St. Vincent and the Grenadines), both of which enabled media professionals to deliberate on and increase their knowledge about the state of the media as well as highlight measures to reinforce media capacity in the sub-region. To strengthen media capacity in Caribbean countries, the Kingston Office provided technical and financial support (i) to set up the Association of Caribbean Community Multi-Media Centres and train its members; and (ii) for the training of 20 journalists from eight Caribbean countries in reporting on science, education and culture at the Caribbean Institute of Media and Communication (CARIMAC) in Jamaica (December 2010). The implementation of International Programme for the Development of Communication (IPDC) projects during the period under review also contributed to strengthening media capacity in Grenada, Guyana, St. Lucia, the setting up of a new community radio station in Spring Village, Jamaica and enhanced the skills of 21 journalists from 10 Caribbean countries in reporting on elections in Caribbean democracies at a sub-regional training workshop (Jamaica, July 2011).

1022. Actions under the Memory of the World Programme resulted in the approval of four new heritage collections from Caribbean countries under the Kingston cluster by the MOW Regional Committee for Latin America and the Caribbean. The increasing number of nominations for the MOW Register and actions by many of the national MOW committees indicate the enhanced awareness of the value and importance of preserving and increasing access to documentary heritage in Caribbean countries. A conference on "Building Caribbean Knowledge Societies" (Grenada, June 2011) with about 50 participants from the countries under the Kingston cluster as well as UN agencies and the CARICOM Secretariat helped to promote UNESCO's actions on fostering knowledge societies and the Information for All Programme in the Caribbean.

1023. The **Social and Human Sciences Programme** prioritized three strategic focus areas during the 2010-2011 biennium, namely, social inclusion; the social dimensions of global environmental change; and youth development. The main results attained during the period were (i) increased recognition of UNESCO as an active, committed and valuable partner in provision of technical assistance to Member States and Associate Members to formulate policy responses to the social dimensions of development challenges in the Caribbean; (ii) increased exchanges among research networks and policy dialogues involving scientists, policy-makers and civil society; (iii) improved awareness about the social and ethical dimensions of climate change and how climate science and ethics can be brought to bear on policy development; (iv) shared regional vision and national responses to the challenges of climate change supported through dissemination and discussion of policy-oriented research reports and national experiences; (v) South-South cooperation in research endeavours,

particularly through support to social science departments in universities and social scientists to undertake joint policy-oriented research studies; and (vi) increased awareness and visibility of UNESCO actions on youth in the sub-region through the dissemination of best cases of UNESCO's interventions in favor of Caribbean youth and an educational tool entitled "*Youth PATH: A tool for Education for Sustainable Development*" designed for youth groups, government departments, private sector bodies and NGOs interested in involving young people in heritage tourism and community development.

1024. The main achievements of the **Natural Sciences Programme** during the period under review are: (i) operators of Sea Level Stations were trained and the sea-level observing network was enhanced with new coastal observing stations installed in Haiti and the Dominican Republic and connected to other existing networks to strengthen the capacity of Caribbean countries to adapt to climate change, and as a part of the Tsunami and Other Coastal Hazards Warning System for the Caribbean and Adjacent Regions, jointly with the National Disaster Management Agencies; (ii) experts from the English- and Dutch-speaking and other Caribbean countries were trained in international standards and uses of science, technology and innovation (STI) data and assisted in sharing experiences and good practices in collecting STI statistics; (iii) the cluster countries were assisted to implement the IHP recommendations, develop policies and regulations for managing water resources and identify issues related to groundwater, climate change and the impact of human activities and adaptation; and (iv) the completion of a major Report on Science, Technology and Sustainable Development in Caribbean SIDS.

1025. Moreover, to address the high failure rate of students in the region's CXC (CSEC) Mathematics Examinations, the Kingston Office supported the University of West Indies (UWI) to develop a Mathematics Bridging Programme and to organize Mathematics Olympiad workshops, mathematics problem-solving competitions, and a Mathematical Modelling programme. The Office similarly supported (i) networking among scientists and engineers from the sub-region to enhance collaboration and provide young scientists and engineers with an opportunity to learn about and explore their career opportunities; and (ii) the launch of the Caribbean Science Foundation (CSF) in Trinidad and Tobago (September 2010) with a focus on the application of science, technology and innovation in such areas as energy, water, transportation, agriculture, manufacturing, ICTs, and crime prevention in the Caribbean.

1026. The implementation of both the regular programme activities and extra-budgetary projects in the Kingston cluster during the period under review faced a number of challenges. Among these challenges it is worth highlighting the following: (i) difficulties in mobilizing extra-budgetary financial resources to support and sustain programme activities, given the middle-income status of the countries in the cluster; (ii) insufficient funds to respond effectively to demands by Member States and Associate Members, including request for UNESCO's support for activities aimed at reducing crime and violence among the youth, which remains a primary obstacle to sustainable development in Caribbean countries; (iii) the difficulties in planning and implementing activities in areas like the sustainable development of SIDS and adaptation to global climate change that require region-wide cooperation between UNESCO offices in Latin America and the Caribbean and other major stakeholders; and (iv) the slow pace of response from some of the contracted agencies, institutions and individuals in completing the approved tasks and in submitting contract deliverables; this slow pace often resulted in the need to amend contracts and held back the pace of implementation.

1027. A number of valuable lessons were also learnt during the implementation of the regular programme actions and extra-budgetary projects. One of the most important lessons is the need to enhance partnership and networks in programme delivery. The Kingston Office strengthened collaboration and partnerships with sister UN agencies working in the sub-region, the World Bank, National Commissions for UNESCO in Member States and

Associate Members, CARICOM and OECS Secretariats, International Development Partners, academic institutions, especially the University of the West Indies, professional bodies and civil society groups. The strengthened partnerships and collaboration with the various stakeholders helped to increase the recognition of UNESCO's position, mandates, multi-sectoral expertise, and comparative advantage within the UN system operating in Caribbean countries in the Kingston cluster. Another major lesson learnt is the need for greater coherence among UN agencies to further reduce duplication and overlaps in the work of the UN system in the sub-region. The development of the new UNDAFs for 2012-2016 in countries in the sub-region provided a good opportunity for the UN agencies to address gaps in coherence and the formulation and implementation of joint programmes. Collaboration with the NATCOMs was particularly essential in the delivery of the programmes; however, in some instances, such collaboration faced challenges because of inadequate capacity of some of the NATCOMs but where the NATCOMs have the requisite capacity, the collaboration was quite effective and productive. Collaboration between the Kingston Office and such other offices in LAC as the Havana Office, the Santiago Office and IESALC in Caracas also proved beneficial, productive and cost-effective in programme delivery in the sub-region. Yet another major lesson learnt was the usefulness and effectiveness of electronic networks supported by the different programme areas as strategic mechanisms for disseminating relevant information, resource materials and good practices to various stakeholders and communities of practice in the sub-region.

UNESCO Office in Montevideo

1028. The UNESCO Office in Montevideo has the responsibility of being the Regional Office for Science in Latin America and the Caribbean, UNESCO Representation to MERCOSUR and UNESCO Representation in Argentina, Paraguay and Uruguay. In this regard, the programmes being executed are mostly of regional and subregional scope, implemented through actions at country level.

1029. The strategy of the Office aims at interrelating the three levels of action it undertakes: regional, subregional and national. It favours multinational cooperation by supporting horizontal transfer of knowledge and experiences between institutions in the region and the promotion of multinational activities. It complements local efforts, by providing technical advice, financial support (partially) and the identification, formulation and execution of projects and programmes at local or regional level.

1030. Within this context, the UNESCO Office in Montevideo is participating in the process of design and execution of UNDAF 2007-2010 and 'Delivering as One' 2007-2010 in Uruguay, and at the same time participates in the current process of the design of the UNDAF in Argentina and Paraguay and revision of Uruguay's UNDAF.

1031. The 2010-2011 inter-agency work in Uruguay was very intense. It managed to harmonize the cooperation of the United Nations System with governmental priorities. At the same time, there is evidently a very important degree of appropriation of the cooperation on behalf of the government.

1032. The proposal of the Uruguayan government for the execution of the Joint Programme 2010-2011 'United in Action' emerged from initiatives from different bodies of the State. The framework of the proposal of 'Strengthening of national capacities and transformation of the State for the promotion of integral development' has three main axes:

- a) 'Strengthening of the state's capacities for the planning of development strategies';
- b) 'Promotion of citizen participation and local development', and

- c) 'Strengthening of social policies, social inclusion programmes and plans counteracting the different sources of inequities'.

1033. The defined Outcomes of UNDAF/One UN Programme were the following:

- By 2011 the country advanced in the generation of capacities for the incorporation of knowledge, innovations and diversification in the production processes of goods and services oriented towards a sustained and sustainable growth.
- By 2011 the country advanced in the formulation and the management of policies to eradicate and reduce poverty.
- By 2011 the country progressed in the formulation and the management of policies that make possible the access to more qualitative and fairer social services, the reduction of discrimination and the promotion of social integration processes.
- By 2011 the country progressed in the effective harmonization of the legislation and national practices with international commitments and in the strengthening of public institutions and of civil society for the formulation, execution, follow-up and evaluation of public policies.

1034. After a negotiation process, UNESCO became the leader of two of the ten projects of the Joint Programme (environment and education) and was co-executing agency of the joint project on citizen participation and local development (being UNDP leading agency). In addition UNESCO was leading agency in the inter-agency project in the Thematic Window on 'Culture and Development' of the UNDP Spanish Fund for the Achievement of the MDGs.

1035. UNESCO, together with UNFPA and UNDP lead the interagency group on the MDGs, Human Rights and Civil Society. The Resident Coordinator has invited these agencies to design a joint project on this subject to be financed with the coherence funds.

1036. It must be pointed out that the whole negotiation process of the Joint Programme identified deficit in the application of the 'firewall' of the Resident Coordination (at the same time Resident Representative of UNDP and UNFPA) and of the 'redlining', thus highlighting the action of UNICEF, UNIFEM and UNDP, who are then dealing with areas/subjects that clearly fall under UNESCO's mandate.

1037. The Office has concentrated its actions in priority problem-areas and supported the identification and formulation of operational projects. In particular, the Office has focused its action on inter-agency cooperation through the execution of projects and joint activities with other international cooperation organizations and the United Nations System.

1038. Furthermore, in these joint programmes, UNESCO has also had to adapt its procedures and working methods to align them with the United Nations Funds and Programmes (EXCOM), whose working modalities, roles and objectives are often quite different from those of UN specialized agencies such as UNESCO. Thus, the One UN Joint Programmes have enabled fundamental and sensitive issues regarding the UN reform to be addressed and clarified the operational limitations of the Delivery as One process.

1039. The main resulting challenge of the programming and joint executing exercise has been the coordination of the sectors of the Office to bring coherence to the work, foster impact, and optimise the results obtained at, and between, the regional, subregional and national levels. At the same time, the development of the Joint Programme has entailed an intense and specific programming effort at country level by our international programme specialists.

1040. It is worth mentioning that joint actions with Argentina and Paraguay's UNCT were being developed until the contract of our consultants came to an end due to budgetary restrictions.

1041. Cluster countries have relatively high (Argentina, Uruguay) and medium (Paraguay) general human development indices (UNDP Human Development Indices 2009). Member States have a growing awareness of the need for social programs and policies that integrates health, education, social support for families and children in vulnerable situations. The fight against poverty from a human rights-based approach to programming is reflected in the different UNDAF exercises of the three countries.

1042. In addition, there is a general move towards consolidating and expanding the MERCOSUR shared framework through larger-scale efforts of integration. UNESCO's strategies or promoting education as a fundamental right, improving the quality of education, promoting experimentation, innovation, and policy dialogue in education, go to the heart of the cluster needs in education. Thus, the context indicates both the need and the opportunity for UNESCO to play a greater role in the development of education in the cluster countries.

1043. Working at a sub-regional level, Montevideo has defined its strategy in harmony with the global programme of the UNESCO's Member States as well as the Regional Strategy of the ED Sector.

1044. The main objective of actions has been to ensure the right to a quality education with three lines of activities: Teaching learning in networks (Paraguay, Argentina and Uruguay), developing inclusive education with ECCE (MERCOSUR education agenda), and positioning secondary schools as centres of learning to live together and of democracy (Uruguay). The activities are grounded in the Regional Education Project for Latin America and the Caribbean – the strategy for achieving Education for All (EFA) goals. It is also clearly based on the Ministries' Recommendation emerging from the PRELAC II.

1045. Within the framework of the UN reform and with Uruguay being one of the ONE-UN pilot countries, UNESCO has, through all its Sectors, taken part in several joint activities launched by the Government of Uruguay and the UN System.

1046. UNESCO participated in the joint project "Environmental Vulnerability and Sustainability at Territorial Level" together with UNEP and UNDP and the Ministry of the Environment of Uruguay. The project aimed at providing scientific and technical advice on the use of the concept of environmental flows for water resources allocation based on the experience of the Ecohydrology programme in the region. Another contribution to this project was technical advice in the form of guidelines for the establishment of a national hydro-meteorological laboratory for the development of tools to support decision making in the field of water resources.

1047. Argentina, Paraguay and Uruguay actively contributed to the MAB Programme's regional activities such as the elaboration of the Iberoamerican Action Plan and through participation in the XV IBEROMaB Meeting held in Tumbes, Peru (23-26 November 2011), with a view to reaching agreements for regional cooperation on biosphere reserves. The participation of these countries in the regional context has a strong impact on the implementation of biosphere reserves and related learning experiences.

1048. UNESCO also contributed to the Joint Programme with the project: Support to the development of policies for environmental protection through the creation of monitoring instruments. The project was drawn up by UNESCO and UNEP and implemented by Ministry of Transportation and Public Works, Ministry of Housing, Land Use Planning, and Environment and the National Emergency System. Technical and scientific advice was provided in the area of Integrated Coastal Management and for the creation of a national

system of environmental indicators. Another contribution to this project was the technical advice for strengthening the National Emergency System mainly through capacity building activities.

1049. Technical assistance was also provided to the Seminar on Migration, population movements and mobility: challenges linked to Climate Change and Risk Assessment (Montevideo, Uruguay, 14 September 2010), for which UNESCO also collaborated with the International Migration Organization (IMO) and UNDP. The preparation of a related publication was suspended due to budgetary constraints.

1050. A partnership (MoU) between the Regional Bureau for Science in Latin America and the Avina Foundation has been built up in 2010-2011 for the creation of the Sub-regional Centre for Climate Change leadership training and management in MERCOSUR. To be launched during the Rio+20, the Centre will involve the participation of organizations from five countries in Latin America: Argentina, Brazil, Chile, Paraguay and Uruguay, and will be based in Uruguay. The focus of the Centre's work will be on the training of managers and leaders through innovative educational initiatives based on practical experience and theoretical content for concrete action, and the creation of a platform of professionals able to support public, private and civil sectors leaders regarding specific challenges in climate-change-related emergency actions and long term decision-making.

1051. A Regional Workshop "Education in Science, for Science and by Science" organized by the Ministry of Education and Culture of Uruguay and the UNESCO Regional Bureau for Science in Latin America and the Caribbean was held in Montevideo, 8-9 December 2011). The event is expected to have a wide impact on the quality of science education in Uruguay in the short term.

1052. The main actions undertaken in Argentina, Paraguay and Uruguay were associated to regional initiatives: the Forum of Ministers of Social Development, the Coalition of Latin American and Caribbean Cities against Racism, Discrimination and Xenophobia, the MOST Summer School (dedicated to youth social policies) and the research project "Rethinking Latin America". Two regional seminars on were held in Montevideo on the current situation of migration within MERCOSUR and on the problem of qualified migration in LAC.

1053. In the sub-regional context, UNESCO's programme for culture implemented in Argentina, Paraguay and Uruguay consists of a coherent set of activities contributing to sub-regional integration in the field of culture and is undertaken in collaboration with the other LAC Field Offices and particularly with the UNESCO Regional Office in Havana (Cuba). Following the recommendations of the Meeting of MERCOSUR Ministers of Culture, activities have been undertaken with a special focus on Cultural Heritage itineraries and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005).

1054. Cooperation has also been strengthened with the "broader UNESCO constituencies" especially with regional category 2 centers and UNESCO Chairs specialized in heritage and culture. With regard to intangible cultural heritage, a partnership was developed with the Centro Regional para la Salvaguardia del Patrimonio Cultural Inmaterial de América Latina (CRESPIAL), and with the Argentine UNESCO Chair on Cultural Tourism. Capacity building activities were undertaken with policy-makers and social stakeholders in the area of enhancing intercultural skills and highlighting shared values, both within the countries and at the sub-regional level.

1055. CLT has continued to support the Villa Ocampo project. The Villa hosted institutional programmes, thus the integration of the Villa with CLT regular programme activities has been pursued, particularly with regard to issues linked to interculturalism.

1056. In the context of the joint United Nations country level programming, the ONE UN reform process and the overall achievement of the MDGs, especially MDG-1763: “Strengthening Cultural Industries and improving access to the cultural goods and services of Uruguay” (Viví Cultura) was successfully implemented and the related lessons learnt are being used for other similar exercises in the sub-region.

1057. The Office has managed a very important activity budget with more than half of the funds being extrabudgetary resources. There is a need, however, to further improve planning for interagency action in order to be able to participate efficiently in the UNDAF processes in Argentina, Paraguay and Uruguay.

UNESCO Office in Port-au-Prince

Remarques préliminaires

1058. Pendant la période du rapport, Haïti a été frappé par deux désastres et a organisé, dans des conditions très difficiles, des élections présidentielles et législatives, ce qui n’a pas manqué d’avoir un impact considérable sur la réalisation du programme initialement prévu par le bureau pour le biennium 2010-2011.

Séisme : Le 12 janvier 2010, c’est-à-dire au tout début du biennium, Haïti était frappée par un séisme dévastateur qui a occasionné d’énormes pertes en vies humaines (300,000) et dégâts matériels importants touchant trois départements sur dix, dont la Capitale, Port-au-Prince.

L’essentiel du programme prévu pour le biennium a donc été revu de manière à faire face à l’urgence.

Choléra : Le 20 octobre 2010, Haïti était de nouveau frappée par un désastre : une épidémie de choléra qui a touché un demi million de personnes et a occasionné le décès de 7,000 personnes.

De nouveau, certaines activités du programme ont été revues pour faire face à l’urgence.

Elections : D’octobre 2010 à octobre 2011, Haïti a connu un processus électoral prolongé (une année au lieu de trois mois) qui a gravement nuit à la bonne marche de l’administration publique, ce qui occasionné des retards au niveau de la mise en œuvre des programmes.

Bureau : La direction du bureau a été perturbée tout au long de l’année 2010: absence du directeur pour raisons de santé, gestion du bureau à partir de BFC, nomination d’un chef de bureau par intérim. Ce n’est qu’en décembre 2010 que le bureau a retrouvé la stabilité en matière de direction. Dans le même temps, pour parer à l’urgence, le personnel a été renforcé par des éléments nouveaux. Malheureusement, ce renforcement a souffert de la précarité des contrats (4 mois en moyenne) et du manque d’expérience de la plupart des nouvelles recrues.

Education

1059. L’ensemble des moyens prévus pour le biennium ont été redéployés pour faire face à la double urgence provoquée par le séisme et le choléra. Les ressources du programme régulier ont donc été ajoutées aux ressources mobilisées dans le cadre de l’Appel Eclair. Les actions entreprises ont suivi trois axes principaux : (1) sauver l’année scolaire (2) contribuer à la reconstruction des écoles (3) lutter contre le choléra et (4) œuvrer au renforcement des capacités du MENFP.

- (1) Sauver l'année scolaire : Un appui psycho-social a été apporté aux enseignants afin de les aider à surmonter le stress provoqué par le séisme et de les mettre en mesure d'aider leurs élèves traumatisés. L'Unesco a également appuyé le Ministère de l'Education et de la Formation Professionnelle à adapter les programmes scolaires de manière à terminer l'année scolaire dans les délais et organiser les examens nationaux dans les délais. Des aides ponctuelles en équipements et matériels pédagogiques ont également été apportées à des écoles sinistrées. L'UNESCO a équipé le bureau semi-permanent du Ministre de l'Education et son cabinet.
Cette activité s'est déroulée avec succès.
- (2) Aider à la reconstruction du système éducatif : L'Unesco a reconstruit et équipé 7 établissements d'enseignement dont 5 centres de formation professionnelle. Vu l'importance de l'eau potable, l'Unesco a également remis sur pied l'unique laboratoire universitaire spécialisé dans l'étude de l'eau.
- (3) Lutte contre le choléra : La lutte contre le choléra a ciblé deux publics : les élèves du fondamental d'une part (dessins animés autour du personnage de Ti Joël) et les élèves du secondaire d'autre part (série de programmes télévisés ciblant les adolescents, Kitè Jèn yo palé, la parole aux jeunes). De nombreuses agences des Nations-Unies, ONG et associations de la société civile ont apprécié et utilisé les bandes dessinées dans leurs activités de sensibilisation à la lutte contre le choléra. Les étudiants en médecine ont également été mobilisés pour servir la communauté et contribuer à l'éducation à l'hygiène et la lutte contre le choléra. Le bureau a appuyé la Commission nationale dans l'organisation d'un Rallye sur l'eau qui a permis aux jeunes de découvrir les sources de l'eau potable en Haïti et d'être sensibilisés à leur protection.
- (4) Renforcement des capacités : Outre ces actions d'urgence, l'action du bureau a très rapidement ciblé le renforcement des capacités du Ministère de l'Education et de la Formation Professionnelle (MENFP). C'est ainsi qu'un appui a été apporté en matière de collecte de statistiques scolaires et de la planification. Par ailleurs, un vaste programme a été mis en place en matière de formation des enseignants visant à (a) aider à la formulation d'une stratégie et à la mise à niveau des établissements de formation. De nombreuses voies ont été explorées dans les domaines du curriculum, de la gouvernance universitaire et de l'assurance-qualité ouvrant des perspectives très intéressantes en matière de développement des capacités.

1060. Coordination entre les partenaires (Groupe Sectoriel Education, GSE) : La poursuite des activités du GSE a été un élément clé dans la coordination des partenaires internationaux, notamment dans la situation de quasi-chaos suite au séisme. C'est ainsi que les autorités publiques haïtiennes ont pu obtenir une matrice de toutes les interventions, que des chevauchements ont pu être évités et des synergies ont pu être identifiées. Le GSE a réussi à élaborer un Cadre de partenariat, une sorte de charte balisant les relations entre le MENFP et les partenaires internationaux. Le GSE est plus que jamais l'instance vers laquelle se tournent les autorités nationales (Présidence, Primature, MENFP) et les 16 partenaires internationaux pour toute question liée à l'éducation en Haïti.

1061. Le bureau a également continué des programmes d'appui à l'alphabétisation (LIFE) ; d'éducation à la citoyenneté (MDG-Violence); des thématiques liées au genre et à la lutte contre le VIH/SIDA.

Sciences naturelles

1062. Dans le domaine des Sciences, l'action du bureau a été centrée sur la réduction des risques. Une étude a été réalisée sur la réduction des risques liés aux désastres. Grâce à des fonds de l'Union européenne, le bureau a entamé un travail de fond d'appui aux

autorités nationales en matière de réduction des risques liés aux tsunamis. Ce programme a permis l'intégration des équipes haïtiennes dans le réseau régional. Dotée d'un premier marégraphe, Haïti est maintenant à même de contribuer des informations et d'analyser celles qu'elle reçoit du réseau régional.

1063. Le bureau a également œuvré pour l'amélioration de l'enseignement des sciences en faisant connaître le concept de microscience.

1064. Par ailleurs, un appui a été apporté au comité national MAB, l'homme et la biosphère, en vue de l'inscription d'un premier site protégé.

Culture

1065. L'activité dans ce domaine a été marquée par la réaction au séisme. La priorité a été accordée à la préservation des monuments historiques et à la restauration. L'action a permis de sauver des bibliothèques et des œuvres d'art. Avec l'aide de la MINUSTAH et UNPOL, des sites du patrimoine ont été protégés des voleurs. En appui à l'ISPAN, des moyens matériels ont permis la protection de nombreuses églises et autres monuments.

1066. Le bureau a également appuyé le Ministère de la Culture et de la Communication à remettre sur pied un groupe d'artisans de la ville de Jacmel qui avaient perdu leurs locaux et leurs moyens de production. L'activité a permis la constitution d'une coopérative gérée, collégialement, qui produit et commercialise des produits de l'artisanat local et notamment des masques en papier mâché.

1067. Jacmel, ville lourdement affectée par le séisme, une action de soutien à l'École de musique a permis d'appuyer le travail de l'équipe pédagogique locale en faisant jouer la solidarité régionale. Six enseignants cubains ont effectivement pu dispenser des enseignements à un nombre croissant d'enfants.

1068. Des actions ont été menées en soutien aux personnes vivant dans les camps en raison du séisme. L'opération « Un livre un enfant » a permis aux enfants vivant dans les camps de disposer de livres de lecture généreusement contribué par des donateurs privés. Des spectacles de rue organisés avec le concours d'artistes locaux ont permis à des populations lourdement affectées par le séisme de retrouver, l'espace d'un instant, le sourire et l'espoir.

1069. L'activité du bureau a également permis l'animation d'un Dream Center au profit d'enfants des rues hébergés par le TIMKATEK.

Communication et information

1070. Immédiatement après le séisme, et grâce à l'appui du Norwegian Refugee Council, l'Unesco a pu monter une action de soutien au secteur des médias sinistré par le séisme.

1071. Les interventions se sont faites autour de deux axes: (1) l'aide aux déplacés; (2) l'aide au secteur des médias.

(1) L'aide aux déplacés: Il s'agit notamment de services internet mobiles permettant aux déplacés d'accéder à l'information et de se préparer au retour à la vie active.

(2) L'aide au secteur des médias a pris de nombreuses formes: hébergement temporaire d'associations de journaliste; formation; soutien à la mise en place d'un master en journalisme; appui post-traumatique aux journalistes; remise en selle d'équipes de journalistes par la fourniture d'équipements; etc.

1072. Le bureau a également poursuivi des activités engagées avant le séisme comme la mise en place de radios communautaires; le renforcement de bibliothèques publiques ; etc.

1073. L'une des réalisations majeures du bureau dans le domaine des médias est l'élaboration et l'adoption d'un Code de déontologie, validé par un grand nombre d'associations professionnelles de journalistes représentant les médias les plus en vue.

Coopération avec d'autres agences des Nations-Unies

1074. Outre la coordination du Groupe Sectoriel Education, GSE, citée plus haut, diverses activités ont été entreprises avec d'autres agences des Nations-Unies. On citera à titre d'exemple l'action entreprise avec la Mission des Nations-Unies pour la Stabilisation d'Haïti (MINUSTAH) visant la protection des cloches de la Cathédrale de Port-au-Prince contre le pillage. Une autre activité a été la collaboration avec UNAIDS concernant l'éducation pour la lutte contre le VIH/SIDA. Le bureau de Port-au-Prince a également contribué à l'organisation d'un atelier sur la formation professionnelle par le bureau de l'Organisation Internationale du Travail (OIT). Une autre activité importante concerne le projet MDG sur la violence, mis en œuvre conjointement avec plusieurs agences des Nations-Unies et coordonné par le PNUD.

UNESCO Office in Quito

Key Achievements

1075. In the area of **education**, UNESCO/Quito has provided technical guidance to cluster countries in order to assist them to achieve quality education for all, within the framework of UNESCO's Medium Term Strategy and Education for All goals. Results in this area have been clearly identified around nine main lines of action: (1) provision of expertise for the development of public policies aiming at achieving EFA goals in the Andean countries; (2) provision of high-level inputs for the strengthening of Education for Sustainable Development (ESD) components in public policies and projects; (3) delivery of research and technical guidance for literacy programmes targeting young people and adults; (4) development of a network of quality schools; (5) strengthening of professional networks and development of the teaching profession; (6) analysis and provision of expertise for the improvement of public policies on education and cultural diversity; (7) provision of technical guidance for public projects on education and human rights and a culture of peace; (8) sensitization of public decision-makers about a culture of prevention (HIV/AIDS education, Education and Sexuality, Risk reduction); and (9) analysis of current status of gender equality in the educational programmes of the Andean region. It is worth underlining that, with the purpose of sharing approaches and experiences on the quality of education and defining agreements and commitments for the fulfillment of the EFA goals, UNESCO, in coordination with the Ministries of Education and the National Commissions, has promoted a new approach to quality education through the Andean Forum on quality education.

1076. In the field of **culture**, UNESCO/Quito sensitized governments with regard to the effects of climate change on World Heritage Sites, leading to a better preparation of public authorities of Ministries of Culture and Ministries of Environment to implement effective strategies against climate change. As a result, both Ministries are now working together on these matters. Capacity-building opportunities were provided to Andean states to empower them to better implement the 2003 Convention. To this end, a network of NGOs has been set up and is currently exchanging best practices on safeguarding intangible cultural heritage. Craftsmen's work and the social value of handicraft were promoted in the Andean region through the creation of the "UNESCO Award in recognition of excellence in the field of craft". As a result their products were inserted in the Andean craft market with innovative designs while respecting traditional themes and processes. At the same time, numerous educational and cultural institutions, cultural promoters, community leaders and other champions were trained about enhancing the Afro-Ecuadorian identity at the national level leading to the strengthening of the cultural skills and competencies of Afro-descendants in Ecuador. The

capacities of the Ministry of Heritage, public civil servants and other key stakeholders were similarly strengthened for the development of inter-cultural public policies in Ecuador.

1077. In the area of **science**, technical assistance and policy advice have been provided to Member States in the Andean region on environmental issues within the framework of the Man and the Biosphere Programme (MAB) and of the International Hydrological Programme (IHP). Policy dialogue has also been supported on the protection of indigenous peoples living in isolation and initial contact - PIAs, on biosphere reserves-related issues and on water resources. At the same time, institutional and human capacities were strengthened in the Andean countries through the active participation of regional representatives in the regional activities of the MAB and IHP programmes. An enhanced interaction with a number of relevant stakeholders in the SC sector enabled an increased visibility of UNESCO in this field. Initiatives like the presentation of UNESCO's Science Report 2010 and the celebration of the International Year of Chemistry 2011 provided visible fora for the analysis and reflection on these issues.

1078. The **communication and information** field continued to be highly polarized in the Andean region, with most governments expressing reservations vis-à-vis the media. In this difficult environment, UNESCO/Quito succeeded in installing a dialogue among the different stakeholders, thus playing a honest broker role which has been recognized by all sectors involved. This leading role culminated in the application of UNESCO's Media Development Indicators in Ecuador (fully completed), Bolivia and Venezuela (in progress), with the active participation of all media sectors and sensitivities. UNESCO/Quito delivered the Ecuadorian MDI Report to the President of the National Assembly in a public event as a contribution for the drafting of a new communications law. Moreover, World Press Freedom Day was celebrated in Bolivia, Ecuador and Colombia, providing wide public exposure to freedom of expression issues. The capacities of NGOs monitoring FEX in the Andean region were strengthened through training and networking opportunities. Independent media and community media were supported through IPDC projects and FIT projects, leading to empowered professionals with enhanced skills and increased knowledge of communication issues. Communication programmes in Andean universities were reinforced based on UNESCO's Journalism Model Curricula, resulting in better trained communication and journalism students in the region. The Information for All Programme (IFAP) provided assistance to civil society institutions and governmental institutions on the development of e-government policies, thus contributing to developing transparency and accountability standards in the region. UNESCO/Quito, in collaboration with the Trust of the Americas of the Organization of American States (OAS), evaluated the current situation of people with special needs in Latin America in terms of access to knowledge and use of ICTs in education. This evaluation will serve as a basis for public policy guidelines in 2012-2013.

Challenges and lessons learnt

1079. Promotion of the implementation of the 1970 Convention could not be satisfactorily undertaken as the relevant authorities in Andean countries are hesitant with regard to this convention, considering that it does not allow an effective fight against illicit traffic.

1080. The debate on intercultural policies continues to be quite complex due to the diverse interests of indigenous and African descent peoples, which require a permanent search for consensus. The direct involvement of communities in the implementation of cultural enterprises clearly ensures their sustainability.

1081. UNESCO's positions and proposals in the area of communication have had a significant impact on parliaments, media, governments and academic circles. In this sense, UNESCO's work has been successful and widely recognized by main CI actors and observers. However, a certain tension between the involved stakeholders has continued to increase. In such a polarized media environment, very few organizations have the moral

authority and credibility to moderate or lead the debate on communication-related issues. UNESCO has succeeded in being one of the leading institutions in this field, together with the OAS and the UN Rapporteur on Freedom of Expression.

1082. The EFA Report is well-received in all Andean countries, with one exception where the data is considered to not reflect the actual reality.

Gender- equality

1083. Most of the activities implemented by the Office focused on policy advice/dialogue and capacity building and all of them gave priority to the participation of women. The Office has also ensured the introduction of gender-sensitive components at planning stages of RP and Extra-Budgetary projects and activities.

1084. The Yasuni Programme, for example, succeeded in introducing an important gender equality component in the regional platform for the planning and administration of the Yasuni Biosphere Reserve, achieving a gender-balanced participation of the communities involved. An IPDC project focused on building a network of Colombian women journalists and promoting gender-equality guidelines in Colombian and Ecuadorian media. MDG projects were designed with a gender equality approach and in coordination with UNWomen. It should also be noted that many ministers and high-level authorities in the Andean countries are women. Gender equality is becoming a high priority in most national policies, which aim at providing increasing opportunities for women.

Contribution to UN country team (UNCT) activities and common country programming exercises

1085. UNESCO has contributed to position the right to education as a strategic axis in the UNDAFs of the Andean countries. Culture, science and communication have also become part of UNDAF exercises although it has required a stronger effort on the part of UNESCO's to ensure that these areas are considered by the other UN agencies and, most importantly, by national governments.

1086. In **Ecuador**, UNESCO participates actively in several interagency thematic groups on Education (lead agency), Inter-culturality, Sustainable Development and Gender, Human Rights and Governance, and HIV/AIDS. Within the framework of UNDAF Ecuador (2010-2014), UNESCO has implemented a series of programmes and activities in cooperation with other agencies in the field of sustainable development and cultural diversity through the Spanish-MDG funded projects. For example, the "Cultural diversity and Social Inclusion" project has allowed the Organization to provide technical support for the elaboration of a National Plan against Racism and Discrimination, which has been endorsed by the Government and officially launched at the national level by the President of Ecuador. This is the first document ever produced in the country on this topic. At the same time, the "Conservation and management of the natural heritage of the Yasuni Reserve" project has contributed to a high visibility of UNESCO and has strengthened the collaboration with other agencies.

1087. In **Colombia**, the current UNDAF (2008-2012) has been recently revised and an extension until 2014 has been proposed to the Government. UNESCO has participated in the drafting of the new UNDAF and is responsible for areas such as education, indigenous and Afro-Colombian perspectives, science (management of water; early warning systems), a culture of peace and community media.

1088. In **Bolivia**, the new UNDAF covers the period of 2013-2017 and includes UNESCO programmes and projects in the areas of culture (social and political rights, social and cultural rights, cultural heritage, culture and development, culture of peace, prevention of

HIV/AIDS and inter-culturality), communication (ICTs for transparency and accountability), education (quality education indicators, human rights and preventive education) and science (sustainable management of protected areas).

1089. In **Venezuela**, the current UNDAF covers the period of 2009-2013, but UNESCO's participation is very limited.

Challenges and opportunities

1090. A challenge faced by UNESCO at the cluster level is to ensure an effective presence and participation in UNCT activities in countries where the Organization is non-resident. While in Ecuador the Office plays a very active role in UNCT, in other countries our capacity to participate remains limited, particularly in sector areas where RP budget is low, such as SC or SHS.

1091. Certain themes and activities, which are the core of UNESCO's programme continue to be difficult to introduce into UN common documents. This is the case, for instance, with the area of freedom of expression, which does not easily find its way into national development agendas.

UNESCO Office in San Jose

1092. In 2011 the San Jose office (SJO) strengthened the participation in the UN Country Teams (UNCT) of its cluster countries: Costa Rica, El Salvador, Honduras, Nicaragua and Panama. UNDAF rollouts were completed and signed in Honduras, El Salvador and Panama, and will be completed in 2012, and are ongoing in Costa Rica and Nicaragua. Videoconferencing enabled the Office to participate on a regular basis in the UNCT meetings where UNESCO is non-resident, and on certain occasions the staff in the project antenna offices in Honduras and Nicaragua represented the Office in key UNCT and UNDAF meetings. As a result of these efforts, the San Jose Office is a fully integrated member of the UNCT.

1093. Our strengthened participation in the UNCT, the UNDAF, and the results achieved from both regular programme and extrabudgetary (EXB) activities, have enabled SJO to achieve several major objectives:

- Enhanced visibility of UNESCO in the cluster countries,
- Better alignment of activities with national development plans and UNDAFs
- Improved implementation of country-level activities,
- Strengthened participation in UN Reform processes and Delivering as One.

1094. SJO continues its participation in eight MDGF Joint Programmes: projects on culture and development (Honduras, Nicaragua and Costa Rica), on climate change and economic governance (Nicaragua), on youth, employment and migration (Costa Rica), and on conflict-resolution and peace-building in Panama and Costa Rica. These programmes will all terminate during the course of 2012 and a major focus will be to assure the sustainability of their final results.

1095. The key issues in the sub-region that tie-in with UNESCO priorities are:

- Youth development and strategies for reducing youth violence and improving their employment and education opportunities;
- Gender equality, promoting women's rights, and ending domestic violence,
- Development HIV/AIDS preventive education and information programmes;

- Sustainable development practices for managing ecosystems and resources;
- Capacity building in responding to natural disasters and climate change;
- Culture and development;
- Good governance and citizen participation.

1096. The main challenges ahead include:

- Bringing the 8 Spanish MDGF to a successful conclusion in 2012;
- Securing new sources of extrabudgetary funding;
- Strengthening participation the UNCTs and UNDAFs further;
- Assuring equitable distribution of activities and resources among the countries of the cluster;
- Promoting intersectoral cooperation and joint activities within the office.

Main achievements

Education

1097. Through the regional programme *Institutional Strengthening of Education Ministries*, San Jose's education unit in 2011 reinforced the capacities of the cluster countries to reach their EFA goals. This Programme was fully implemented through training courses on Finance and Budget of Education, Management of Education and Evaluation. More than 80 professionals were trained by the alliance UNESCO-GIZ-INCAE.

1098. The Education sector contributed to the promotion of Peace, Human Rights and Building of Citizenship in order to prevent conflicts and violence in the sub region through the First Central American Seminar for Peace in 2011. The main topics and objectives were related to human rights, tolerance, multiculturalism, democracy and peaceful coexistence.

1099. The ED unit, with the support of OREALC, IIEP, the Central American Educational and Cultural Cooperation (CECC), successfully carried out two courses in 2011: *Statistics, Monitoring and Evaluation* and *Teaching Training Public Policies*. The ED sector also introduced the regional Programmes for Illiterate Youth and Adults and helped to a new data collection system to measure illiteracy rates of the region.

1100. With a focus on prevention, the education sector reached more than 3700 young people informed about HIV/AIDS and Sexual Education, as well as more than 70 young trainers and more than 4 community networks that actively participated in the experience. The Education sector also made two sub-regional researches about methodologies to improve learning about sexual education in schools and two baseline researches with national impact in Costa Rica and Panama.

Natural sciences

1101. SJO's science sector was active in 2011 in the areas of climate change and natural disaster prevention. The flagship activity of UNESCO's science in the region is the European Commission-funded extrabudgetary project entitled 'Strengthening Early Warning Systems (EWS) in Central America from a multi-threat perspective', which the sector implemented in the six countries of the region (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama). The project focuses on strengthening the capacities of vulnerable people and local, national, and regional institutions to confront natural disasters, such as floods, landslides, volcanic activity and tsunamis. One key product of the project is an on-the-ground inventory and diagnostic of existing EWS to enable Central American countries to formulate strategies for the sustainable management of EWS. The project also contributed to harmonizing procedures and legal frameworks within the region, which was done through a legal study led by UNESCO in collaboration with the national disaster risk reduction

authorities in each country. The project also strengthened the capacity of the ministries of education to teach EWS, and provided them with state-of-the-art teaching materials validated in each country.

1102. UNESCO held a sub-regional meeting in Costa Rica on science policy in August 2011 with high-level government representatives (including the Minister of Science and technology of Costa Rica) from throughout Central America. This was the first time that countries from the region had met to discuss science policy issues, and resulted in important outcomes for the region, such as the establishment of a permanent Central American forum on science policy, the agreement to establish a science policy fund for the region to finance sub-regional activities, to allow for student exchanges in the region and to promote free access to scientific information.

1103. SC/SJO carried out projects which reinforced the biosphere reserves in the Cluster, including their governance, and the role of indigenous populations play in promoting sustainable practices in biosphere reserves. The science unit organized a major regional forum for MAB's 40 year anniversary in San Jose, bringing together the top MAB experts from Latin America and the Caribbean, with the participation of the Vice President of Costa Rica and the Vice Minister of the Environment. The high-level forum was well covered in the media and brought visibility to the MAB programme in Costa Rica and in all of LAC. Agreements for collaboration were established between biosphere reserves in Costa Rica, Brazil and Spain.

Social and human sciences

1104. As previously reported, the Social and Human Sciences unit promoted the right to take part in cultural life through the launching of national state-of-the-art studies in Costa Rica and Bolivia. These studies identified the main achievements in the promotion and protection of this right as well as the obstacles that the countries still face. Through the commissioning of studies in Costa Rica, El Salvador, Guatemala and Nicaragua, UNESCO SJO helped build the understanding of how the human rights of migrants are violated in the countries of origin, of transition and of destination. The final objective is to draw up recommendations for policy-makers so that they can design appropriate policies to protect the rights of migrants.

1105. As part of UNESCO's activities in the MDG-funded windows on "Youth, employment and migration" in Costa Rica and on Peacebuilding and Conflict resolution in Panama, the skills of young people for the developing and running of micro-enterprises were promoted in Costa Rica. For 2012 similar training for youth in entrepreneurship will be introduced in Panama as part of the MDGF Joint Programme on peacebuilding and conflict resolution.

1106. Through research studies on the link between research and policy in the area of poverty eradication, UNESCO SJO sensitized academics and policy-makers on building bridges between the two of them and making researchers more aware of what policy-makers need in order to formulate and design effective social policies.

1107. With research in El Salvador and Mexico (specifically in the Chiapas region), UNESCO is seeking to understand the complexity of the social problems confronting the vulnerable group of young women facing violence, migration and global environmental changes. The recommendations from these studies will assist all the stakeholders in the formulation of programmes and policies.

1108. UNESCO continues to promote a preventive approach on the issue of violence among and towards youth and adults in the areas of culture, communication, non-formal education, and entrepreneurship, and which has proven to be attractive and cost-effective. Adults received training regarding communication skills with youth at risk and alternative conflict resolution models. Young men and women participated in various workshops (street theatre,

theatre on values, preparation of TV and radio programmes, preparation of web-pages, preparation of business plans, etc) to promote social, economic and cultural integration.

Culture

1109. The CLT unit in 2011 continued its activities under the three MDGF Joint Programmes (JP) on culture and development (Honduras, Nicaragua and Costa Rica), which will come to a close in the course of 2012. The results that CLT has achieved in these Joint Programmes have strengthened recognition among both the governments and UNCTs of the Cluster of the central role culture plays in development and in achieving the MDGs. Through these Joint Programmes, 2012 will see the completion of cultural centers on the Nicaragua's Caribbean Coast and in rural areas of Honduras.

1110. Culture and Development is now also present in the CCAs and the UNDAF documents of those countries and is seen as an area to develop so as to achieve social cohesion, fight youth violence and create new economic opportunities. A new economic sector of Creative Industries is emerging in those countries which are diversifying their offer of cultural goods in the tourism market.

1111. Concrete results were achieved to create cultural institutions at the regional and local levels. This is the case in the two Autonomous Regions of the Caribbean Coast of Nicaragua (RAAN and RAAS) where, as a result of UNESCO's efforts, a Culture Secretariat was created for the first time in history.

1112. Cultural infrastructures in marginalized areas were built with its respective sustainability plans in the three countries. The example of *El Parque La Libertad* illustrates how the common efforts from the National Government, the UN System and the private sector can result in a High Tech Centre aimed at offering training to young people from marginalized areas so that they can start their own microenterprises. Seven Cultural Community Centres were designed in the Caribbean Coast of Nicaragua in a joint effort with UNDP. In Honduras, UNESCO was directly in charge of large works in 8 regions including the inaccessible region of La Mosquitia.

1113. Capacity-building in culture constituted one of the main challenges in a sub-region. UNESCO created, in close cooperation with public universities, two permanent Masters in Cultural Management: one in the Caribbean Coast of Nicaragua with the URACCAN University and one in Tegucigalpa with the National University (UNAH). The originality of these newly created training offers is their target audience: local actors working at the community level to revitalize and safeguard cultural expressions to generate a local offer of cultural goods and services.

1114. The creation of new cultural contents was achieved through several initiatives ranging from research (two new research Funds were created in partnership with universities in Honduras and Nicaragua) to the creation of national cultural information systems in the two countries as well as the framework of a regional unified cultural system for Central America. These platforms contribute to the promotion of a new image of this sub-region showing its rich cultural diversity and its potential as a pole of sustainable tourism.

Communication and information

1115. The Office's Communication and Information unit contributed to strengthening within the countries in the cluster the freedom of expression and freedom of the press as fundamental human rights, the promotion of safety of journalists, the development of community media, and the development of policies on citizen access to information and uses of information technologies for transparency and good governance.

1116. The CI unit promoted strategies of communication for development with local governments, with a view to increasing citizen participation as well as introducing new and innovative uses of ICTs including those that are Internet-based. Throughout the subregion, UNESCO San José trained youth, women and children in the use of ICTs as tools for creating access to information, developing audio visual messages on preventing violence, creation of new content for radio and television and designing of web pages for exchanging information in rural communities.

1117. In 2011 the CI unit devoted special attention to assisting journalists and media organization in developing the initiatives to help end impunity for crimes against journalists. In cooperation with the Mexican Senate, it organized the celebration of World Press Freedom Day 2011 in Mexico City, with a focus on the issue of ending impunity for crimes committed against journalists. A key result of the WPFDD celebration was the drafting of concrete recommendations for actions at both the national and state levels for ending this impunity.

1118. The CI unit, in the framework of the implementation of the Joint Programmes in Costa Rica, Nicaragua and Panamá, established in 2011 Community Multimedia Centers and Centers for Access to Technologies that are providing people in rural areas better access to ICTs, offering online learning of English as second language and reinforcing the production of audiovisual content for dissemination in social networks.

Country-Level Activities

COSTA RICA

1119. SJO's activities for the MDGF Joint Programmes on Youth, Employment and Migration (YEM) and on Peacebuilding and Conflict Resolution provided job and educational opportunities (both formal and informal) for youth, and promoted a culture of peace and non-violence through training in leadership and conflict resolution techniques and in the use of new digital media to promote messages of peace and non-violence. For YEM, the ED unit strengthened technical education offered by the Ministry of Public Education and built links between technical education and the business community. Activities for this programme included teaching English as a second language with online learning as well as outreach programmes to vulnerable youth. These education activities tied in with the UNDAF expected result of strengthening the capacity of public institutions and with sustainable and equitable human development. The regional activity on Public Policies for Teachers was a key component of this cooperation in Costa Rica.

1120. SJO, through its culture unit, is the lead agency in the implementation of the MDGF project "Intercultural Policies for social inclusion and generation of opportunities." This project is empowering rural and marginalized urban communities in relation to their cultural expressions and rights, and providing capacity building in the sustainable management of their cultural resources. The MDGF Joint Programme contributed to the established of the above-mentioned *El Parque de Libertad*.

1121. The culture unit contributed to the celebration of the Year of African Descendants with the production of educational materials on African history and of the tragedy of the slave trade. Another pedagogical tool implemented was "*Diversidades: el juego de la creatividad*" which aims to strengthen intercultural dialogue at schools.

1122. CLT also contributed to the development of technical tools to improve the process for constructing cultural public policies that are assisting the Costa Rican government with its efforts to elaborate the first National Policy and Law on Culture.

1123. Costa Rica was one of the countries where the SJO unit for social and human sciences carried out a study on the right to take part in cultural life. The main objective of this study

was to identify the state of implementation of this right, the obstacles that the country still faces for its total fulfillment and make recommendations on policies for its promotion and protection.

1124. The DIPECHO project worked on the Santa Ana, San Jose EWS for landslides on mount Tapezco. National meetings were held with Ministry of Education counterparts to ensure the development of materials on EWS and build the capacity of the ministry to address EWS in their curricula.

1125. Following the work done in 2010 by UNESCO San Jose in collaboration with the World Technopolis Association (WTA) on science parks for LAC, the University of Costa Rica (UCR) was designated as the pilot science park for the region.

1126. The SHS unit for the MDGF Joint Programme on “Youth, Employment and Migration,” focused its activities on the promotion of entrepreneurship among young people in Desamparados and Upala. The activity had two components: 1) training of trainers on micro-entrepreneurship, and; 2) first edition of the contest entitled “Make your business a reality”. This contest handed out several prizes or incentives to young people who are in the process of launching their micro-enterprise.

1127. The CI unit trained youth in the rural communities of Frailes, Bijagua and Upala in web page design and online radio to promote access to information and communication.

Another training programme for youth, “The use of ICTs on Violence Prevention,” took place in San Jose and focused on participants developing radio productions for preventing violence and providing information to the public on anti-violence measures.

As part of the Joint Programme on Youth, Migration and Employment, the CI unit in 2011 refurbished and equipped a community multimedia and training center in the Frailes region of Desamparados. A similar center will be developed in Upala in 2012.

EL SALVADOR

1128. In El Salvador, the DIPECHO project has worked at the local level in the San Salvador EWS for landslides on the Picacho Volcano. National meetings were held with Ministry of Education counterparts to ensure the development of materials on EWS and build the capacity of the ministry to address EWS in their curricula.

1129. Various regional DIPECHO meetings were held in El Salvador, including a regional tsunami meeting which resulted in the development of key proposals for future work in the region such as the establishment of a regional tsunami early warning system, as well as a regional meeting on landslides.

1130. The culture unit focused its efforts in El Salvador on strengthening capacities of the Culture Secretariat by providing methodological strategies centred on community participation process related to cultural mapping, cultural policies and decentralization.

1131. The Education sector provided technical support to the ministry of education in the development of statistical indicators related to measuring success in achieving education for all and assisted with educational budgeting and planning.

1132. The CI unit promoted good governance at the municipal level through a series of workshops for local governments on promoting access to information and communication strategies for promoting citizen participation.

HONDURAS

1133. In 2011, UNESCO completed the majority of its activities for the MDGF Joint Programme on Creativity and Cultural Identity for Local Development. As earlier reported, these activities focused on:

- Establishing cultural strategies and inclusive cultural programs and applying them for the development of the local sector, in order to create the basis for the design of a Culture and Development National Policy promoting cultural diversity and strengthening cultural identities.
- Setting up creative and cultural industries created in order to promote social and economic growth, allowing the expansion of opportunities for the national population in 8 regions.
- Generating information on the contribution of culture to national development and as a tool for public policy and private investment.

1134. For 2012, the main focus of this Joint Programme will be completing the restoration of eight cultural sites and public spaces in Honduras.

1135. SJO's activities contributed to the UNDAF objective of "equal and universal access to formal, non-formal and cultural educational services" and involved studies on the teachers' burn out as well as on HIV/AIDS, literacy and teacher training as well as the assisting with the formulation of policies on basic education and literacy, including education for adults and out-of-school youth.

1136. The Ministry of Education and the UNESCO National Commission worked closely with the ED unit to organize a major event for the launching of the Education For All Report which provided impetus for developing further cooperation with the government, NGOs and civil society and other UN agencies.

1137. The Office completed activities to strengthen the capacities of anthropological and historical museums to preserve their collections, improve their management, and promote more use of the museums' facilities by local residents. These cultural activities contributed to the UNDAF objective of improving access to cultural educational services under the priority of investing in human resources.

1138. SJO's science unit continued its support for initiatives to establish new biosphere reserves in Honduras including transboundary reserves with Nicaragua, El Salvador and Guatemala, and is involving Honduras in the development of a Mesoamerican Network of Biosphere Reserves.

1139. The DIPECHO project in Honduras will be working in the El Paraiso and Francisco Morazan EWS for floods and landslides due to the Choluteca River. National meetings were organized with the Ministry of Education counterparts to develop materials on EWS and build the capacity of the ministry to address EWS in their curricula.

1140. UNESCO, with the support the Republic of Korea, has collaborated with national counterparts in Honduras to undertake a preliminary fact finding mission for the preparation of a Comprehensive Plan for the Establishment of E-Government Platform and ICT Framework and Master Plan for Capacity Building and Disaster Reduction in Honduras. A high-level forum is planned for early 2012 in Tegucigalpa.

1141. The CI unit developed cooperation with the National Commission for a project to train teachers in the uses of ICTs in education with a focus on rural areas.

NICARAGUA

1142. In 2011, the Spanish MDGF Joint Programmes on climate change, on water and sanitation under the economic governance window, and on culture and development continued to be a major focus of SJO's cooperation in Nicaragua. The objective of the MDGF programme on water and sanitation is to strengthen democratic economic governance through increased participation and coordination between social and institutional actors, strengthening of institutional frameworks and investment in infrastructure.

1143. UNESCO has focused its activities for the MDGF climate change JP on assisting the stakeholders to manage the BOSAWAS biosphere reserve in a modern, transparent and inclusive way and in accordance with the Madrid Action Plan. The climate change Joint Programme established an early warning system for risks such as floods and earthquakes within the Bosawas biosphere reserve, in coordination with the Ministry of the Environment and Nicaraguan Civil Defence.

1144. Nicaragua is participating in the regional activity 'Strengthening Early Warning Systems in Central America from a multi-threat perspective'. A workshop in San Rafael del Sur brought together key local and national authorities for training by a UNESCO tsunami expert on improving on-the-ground preparation for and response to tsunamis. Meetings with the Ministry of Education helped develop materials on EWS and build the capacity of the ministry to address EWS in curricula.

1145. Following the production of the book 'Mayangna Knowledge of the Interdependence of People and Nature: Fish and Turtles', UNESCO and its partners, including the Ministry of Education, incorporated elements of the book into the national school curricula in order to provide indigenous populations a way to learn about science and nature through their own experiences. This process will be continued with the continued support of Norway and is part of the LINKS programme (Local and Indigenous Knowledge Systems).

1146. The CI unit for the Joint Programmes on climate change and on water and health trained the target communities in the uses of ICTs for gathering information and for radio production. The CI unit saw the development and equipping of eight community multimedia centers that will provide a venue for ICT training in 2012. It also promoted media pluralism and independence by training community radio associations of the Caribbean Coast (Bilwi and Puerto Cabezas) on ICTs in radio production.

1147. SJO's activities for the culture and development JP strengthened skills of the indigenous and Afro-descendant communities of the RAAN and RAAS in cultural revitalization and production, and promoted policies for preserving cultural diversity and protecting their tangible and intangible cultural heritage, including through entrepreneurial initiatives. The culture unit designed seven Cultural Community Centres in the Caribbean Coast of Nicaragua in a joint effort with UNDP.

1148. Main achievements include the establishment of a Masters in Cultural Management programme with URACCAN University, mapping of cultural resources of the Caribbean Coast, a conservation plan on cultural spaces, methodological guidelines for revitalizing cultural expressions in 6 cities in Nicaragua, and a conservation plan for documentary and literary heritage.

1149. In 2011 the Education sector contributed to raising the improving the quality of education in Nicaragua through the program Institutional Strengthening of Education Ministries. The programme focuses on assisting countries in reaching their EFA goals and offered courses about Management on Education and Evaluation.

1150. The ED sector also strengthened its presence in Nicaragua through its contributions to the preparation of the Strategic National Plan on Education. The plan was designed and

introduced through the National priority on Education. The Education sector is collaborating with Science Sector on DIPECHO.

1151. The ED unit will be in permanent contact with the Nicaragua's focal point for the Literacy Programme for Youth and Adults, in order to make progress in the construction of literacy indicators. The programme Institutional Strengthening of Education Ministries carried out training on the themes of Statistics, *Monitoring and Evaluation* and *Teaching Training Public Policies*.

PANAMA

1152. The ED unit worked with the ministry of education to promote EFA goals and provide technical support in order to improve their capacities in statistics. It focused its efforts for the MDGF Joint Programme "Communities without Fear" on using manuals on management and peaceful resolution of conflicts. These manuals were produced in 2010 for the teacher training at national and community level workshops, which taught conflict resolution techniques and how to integrate the culture of peace and non-violence themes into the academic curricula.

1153. The DIPECHO project in Panama focused on the Darien EWS for floods in Kuna of Wargandi and Emberá Wounaan regions. National meetings were held with Ministry of Education counterparts to ensure the development of materials on EWS and build the capacity of the ministry to address EWS in their curricula.

1154. The CI saw the completion in 2011 of two community multimedia and learning centers, in Chorrera and San Miguelito, in collaboration with USAID, Fundación Comunidad, INFOPLAZAS-SENACYT (Secretariat for Science and Technology), and the local municipalities. The centers will offer a variety of training activities for the community and will also be used by other UN agencies participating in the Joint Programme. UNESCO will use the centers for training in conflict resolution, especially for women's organizations, and in providing training in ICTs with the goal of having the youth participants produce messages promoting a culture of peace and non-violence for their peers.

1155. The CI unit also promoted the production of contents related with freedom of expression for communication professionals and specialists from regional and national institutes and governmental institutions.

1156. The culture unit facilitated Panama's participation in a sub-regional workshop on cultural indicators that was organized in cooperation with UIS and took place last year. The Office also assisted Panama in developing a methodology for measuring how cultural activities contribute to Panama's economic growth.

UNESCO Office in Santiago

Major results, challenges, lessons learnt

1157. During the period under consideration, the Regional Office focused its efforts on the right to quality education for all in LAC. Within the framework of the Regional Education Project for Latin America and the Caribbean (EFA/PRELAC), UNESCO Santiago developed its work plan following the recommendations formulated by the EFA/PRELAC Committee, composed of all countries in the region, in order to provide technical advice on education policy making. The project is a strategy designed to meet the goals of education for all in the countries of the region. It aims to foster substantial changes in education policies and practices in order to achieve the goals of the 2000 Dakar Framework for Action.

1158. The work experience reaffirms the need to set the programme activities of the Organization within the framework of a regional strategy which – while taking national differences into account - does move the educational agenda of the region both with regard to defining priorities for international cooperation and with regard to the development of concrete actions aligned with those priorities. The joint commitment of ministerial authorities with shared priorities clearly provides sustainability both for the efforts of UNESCO and those of the countries themselves.

1159. In terms of the development planning and the impact of UNESCO's activities, the Santiago Office has made significant progress in the dissemination and communication of actions taken by developing an annual summary of activities, a media newsletter, as well as diverse news bulletins and also by setting up a special task force on the development of quality publications. These activities, requires considerable resources thereby adding complexity to communication tasks which are crucial for the visibility of the Organization.

1160. Special circumstances related to post-disaster situations in three countries within the region in 2010 (Haiti, Chile, Guatemala) re-directed UNESCO Santiago's work and resources. Efforts were oriented towards meeting the mandatory education requirements emerging from these situations and such flexibility and adaptation should be more explicitly built into future programming formulation exercises.

1161. Changes at different levels of government have presented challenges for some activities, but this is an expected situation that frequently occurs in LAC. Close coordination with other agencies/institutions that provide support to education policies remains highly necessary.

1162. A permanent challenge concerns the identification of extra-budgetary resources for the development of concrete activities. This need has been satisfactorily met during 2010-2011, where significant contributions from major donors were mobilized. However, further progress in this area is needed in future.

1163. Due to the successful work undertaken by the Planning, Management, Monitoring and Evaluation Section of UNESCO Santiago, information and data on educational systems and student learning have been produced and highly valued by all involved stakeholders. The same applies to the high-level technical training provided to relevant Ministries in an effort to bridge the capacity gaps in the region.

Main Regional Actions

1164. The EFA/PRELAC technical meeting was organized concurrently with the ECOSOC Annual Ministerial Review Regional Preparatory Meeting and in conjunction with the United Nations Department of Social and Economic Affairs (UNDESA), to prepare for the discussion of education scheduled for July 2011 in Geneva. The meeting was held in Buenos Aires on 12 and 13 May 2011, and focused on matters of importance to progress in achieving EFA in Latin America and the Caribbean, notably the role of teachers and issues of equality and quality in relation to EFA goals. The role played by information and communication technologies (ICT) as a key teaching/learning tool was also on the agenda.

1165. OREALC/UNESCO Santiago provides two high-level technical tasks as inputs to public education policy design and decision-making. Both include national capacity building. The first consists in updating and disseminating indicators that reflect the education systems' effectiveness through its Regional Information System (SIRI), which delivers data from all countries in the region. The second consists in collecting comparable data on pupils' attainment through studies by the Latin American Laboratory for the Assessment of Quality in

Education (LLECE), which is conducting its third study, the results of which are expected in 2013.

1166. UNESCO Santiago also implemented an ambitious project with a view to strengthening the region's capacity to improve teacher quality: *Regional Teachers Strategy for LAC*. This project provides guidance with regard to educational reforms and future government policies and programs relating to teachers in LAC. With the technical support from the CEPPE Center from Chile (*Centro de Estudios de Políticas y Prácticas en Educación*), and in consultation with LAC countries and experts from universities, teachers' unions and other stakeholders, the "state of the art" of the situation regarding teachers in LAC was captured, and a set of recommendations for policies and programs to improve teacher quality developed. In the framework of these actions, an active experts' regional network, and a website to share knowledge and information: www.politicasdcentesalc.cl has been created. The initiative has received strong support from the Ministries of Education in the region and will be submitted to evaluation in due course.

1167. Activities relating to HIV/AIDS and sexuality education have become increasingly relevant. The Office collaborated on strategic advocacy with senior Ministry of Education officials in the different countries concerned. The region's contribution to intensifying activities against homophobic harassment has been acknowledged, with particular reference to Brazil's efforts to address homophobia in a multi-sectoral manner. As a result of the regional initiatives undertaken, the ways in which UNESCO can participate in the ongoing work at local, national and international levels have become clarified. UNESCO Santiago is well positioned to provide active support in this area, and has engaged with a number of important NGOs and governmental counterparts, which will facilitate programming for the coming biennium.

1168. UNESCO Santiago is part of the UNDG LAC Regional Team, consisting of Directors of UN Agencies, Programmes and Funds working in the Latin America and the Caribbean Region, and the Office is also part of the Peer Support Group (PSG), which is the operational arm of the UNDG LAC Regional Team providing Quality Support Assurance (QSA) for the UNDAF process. The group is composed of technical staff appointed by the relevant regional and/or headquarters offices of UN Agencies to serve as PSG members and trained specifically in CCA/UNDAF processes by the UNSSC and DOCO.

Main Actions in Chile

1169. UNESCO Santiago supports an innovative strategy in Higher Education for vulnerable populations in 7 Universities "Inclusion Network in Higher Education" (propaedeutic). The strategy is aimed at supporting young people who are considered socially and economically vulnerable, by delivering adequate educational support which can facilitate their entrance into college on the basis of special scholarships provided by universities. Each year, this example is followed by new universities and a growing number of students become beneficiaries. The Government considers this strategy of inclusion relevant and has awarded scholarships in support of 1000 Universities in 2012.

1170. The Regional Office also provided support to the National Forum on Quality Education for All. This organism has been working for the right to education in Chile, with support from UNESCO, for 8 years. The Forum has succeeded in mobilizing various social actors in favor of this right and has influenced the work of some parliamentarians in the pursuit of national arrangements for quality education for all. Through seminars and organized debates, the issue of school segregation has been maintained on the public agenda as one of the main problems to be addressed in the country. The movement has had an important and growing impact, which in and by itself promotes sustainability.

1171. With regard to the One UN Joint Programme, national capacity building for intercultural

conflict prevention and management, financed by Spain MDG Fund, seeks to address existing conflicts between the indigenous population and Chilean society at large. In this context, the 2nd conference on multilingualism and indigenous languages was organized jointly with the Ministry of Education and the University of Santiago, and different fora for debating intercultural issues and indigenous cultures were developed. A massive media campaign proved very successful in involving radio stations at national and local level, sending creative messages and voices of publicly known personalities who addressed intercultural issues and promoted respect for indigenous cultures. The related UNESCO website platform received numerous visits during the three-month campaign; a photo contest was launched with intensive participation; and a gastronomic fair was held in a one-day format, receiving more than 2,500 visitors and 45 media repercussions, with all data being monitored through the Radio University of Chile and Foundation Gonzalo Rojas.

1172. Motivated by the massive call for free and quality education led by students throughout Chile, the Regional Bureau requested the United Nations Special Rapporteur on the Right to Education to issue a study on the legal framework for education, with a view to enhancing the human rights approach in Chile's education system. The analysis has undertaken a legislative comparison with Argentina, Uruguay, Chile, and Finland, while paying special attention to provisions in Chilean legislation. The report was widely disseminated and appreciated by a variety of actors and stakeholders in Chile, including the Minister of Education.

EUROPE AND NORTH AMERICA

UNESCO Office in Moscow

1173. During 2010-2011 biennium, the UNESCO Moscow Office increased its involvement in the UN Development Assistance Framework (UNDAF) process in the cluster countries and made significant progress on the implementation of the transitional arrangement between the Office and the Moscow based UNESCO Institute for Information Technologies in Education (IITE). New forms of engagement between the whole UN system and the host country were also under discussion in the Russian Federation.

1174. Guided by the key priorities of the UNESCO Medium Term Strategy for 2008-2013, the Moscow Office has aligned its programming with the needs and priorities of the cluster countries through continuous consultations with the National Commissions for UNESCO, relevant government bodies and civil society at all stages of planning, implementation and assessment of the results achieved.

1175. "Delivering as One" has become one of the core principles of the UNESCO Moscow Office programming to better assist the countries in achieving the Millennium Development Goals (MDG). The implementation of joint projects and UNESCO-supported activities has been carried out in a coordinated fashion.

1176. Though non-resident in four of the five cluster countries, the Office ensured UNESCO's participation in UN Country Team work in all the countries. The Director and programme specialists regularly attended thematic and UNDAF-related UNCT meetings, involving staff from the National Commissions. As a result, activities proposed by UNESCO have been integrated into UNDAFs for Armenia, Azerbaijan, Belarus and Republic of Moldova. In close cooperation with the National Commissions, UCPDs for the Republic of Moldova, Belarus and Azerbaijan have been developed.

1177. One of the most important events in the past two years both for UNESCO as a whole and for the UNESCO Moscow Office in particular was the participation of UNESCO Director-General, Irina Bokova, in the 2011 Global Policy Forum held in Yaroslavl, Russian Federation in September 2011, which focused on modern States in an age of social diversity. This proved the relevance of the Organization's contribution to social and intellectual issues that are at the centre of the discussions of world leaders and the global community.

1178. Partnership with the Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation of the CIS (IFESCO), the World Bank Russia, and close teamwork with UNESCO-UNEVOC (Bonn), IBE (Geneva), IITE (Moscow) and UNESCO Networks – ASP Net Schools, National UNEVOC Centers, UNITWIN /UNESCO Chairs were instrumental for the success of capacity-building activities in the cluster countries.

1179. In a number of areas of UNESCO's competence, the following shared results have been obtained for several cluster countries:

- national capacities strengthened in education policy research and analysis, teacher development, ICT-enhanced education, technical and vocational education and training (TVET) and higher education to support reforms in the education sector in Armenia, Azerbaijan, Belarus and Moldova;
- a joint outline developed for capacity enhancement of the Caucasus region countries (Armenia and Azerbaijan) to establish and manage biosphere reserves (BR); action plans established for all cluster countries to recognise BRs as the principal internationally-designated areas of sustainable development;

- appropriate policy responses to climate change in the cluster countries generated at the International conference on legal and ethical aspects of climate change (Baku, June 2010);
- issues of the common migration space and the establishment of regional agreements on migration of the CIS Member States advocated at the annual session of the Inter-Parliament Assembly of CIS (IPA CIS) in St. Petersburg;
- two important documents for CIS countries developed by the IPA CIS: recommendations for harmonization of medical education with the UNESCO Ethics Education Programme (EEP) and declaration on the “Ethical Principles of Science Activity”;
- national cultural policies and priorities supported, experience sharing opportunities and policy recommendations provided to sustain development of arts education, museum management for better protection of cultural objects reinforced through a series of training sessions and conferences;
- professional capacities of Armenian, Azerbaijani, Belarus, Moldovan and Russian media workers significantly enhanced in multimedia journalism, use of innovative technologies and coverage of socio-political, inter-ethnic and multi-confessional issues.

1180. Technical support was provided for HIV programming in CIS countries where the number of people living with HIV had doubled since 2000 and reached an estimated total of 1.4 million in 2011. This is the only region in the world with growing HIV incidence, prevalence and number of AIDS-related deaths. Development of comprehensive education sector responses to HIV and AIDS has been included in national AIDS plans, UNDAFs and UCPDs in the regional countries. However, fully fledged and scaled-up school based HIV prevention and sexuality education is still to be achieved in the region. Therefore, the UNESCO Moscow office has assisted 10 CIS countries to assess the situation related to HIV prevention education. The existing policies and practices in prevention education were brought into discussion at several national and regional events supported by UNESCO and contributed to greater acknowledgement of the importance of obligatory comprehensive HIV prevention programmes by national decision makers and development partners.

1181. Regional education professionals have benefited from access provided to Russian version of International Technical Guidance on Sexuality Education (ITGSE) and EDUCAIDS technical resources and other information, communication and training materials on prevention education, care, support and protection of HIV-positive learners.

1182. CIS countries, and especially those with relatively large numbers of children and adolescents living with or affected by HIV (Russia, Ukraine, Belarus, Uzbekistan, Kazakhstan and Kyrgyzstan) are increasingly challenged by stigmatization and discrimination against HIV-positive learners in education institutions. To assist the countries to address these issues, the UNESCO Moscow Office in cooperation with ILO Regional Bureau has developed “Recommendations on HIV Policy Implementation in Education Sector” which provide comprehensive rights-based and evidence informed advice on supporting HIV-infected and affected learners and educators and protecting them from discrimination as well as delivering scientifically accurate, age-specific and gender responsive HIV prevention and sexuality education in all kinds of educational institutions.

1183. The visibility and recognition of UNESCO’s global and regional HIV programming has significantly improved in CIS countries thanks to several big regional events organized by the UNESCO Moscow office, production of regionally adopted and ITGSE and EDUCAIDS based resource materials and continuous liaison with relevant government, civil society, UN and other development partners in the Member States.

ARMENIA

1184. Armenia cooperates with the UN through 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. The UNESCO Moscow Office has contributed to the preparation of the Armenian UNDAF and aligned its programming with the objectives set in the UCPD and UNDAF.

1185. **Education.** Assistance was provided, jointly with UNDP, to the Ministry of Education and Science to develop and use Capacity Needs Assessment Methodology (CAPNAM) to inform the national education system restructuring objectives and approaches. National capacities have been strengthened in policy research and analysis in several areas: teacher development, ICT-enhanced education, TVET, and Higher Education. To promote education for sustainable development, UNESCO, UNDP and the Government of Armenia have developed a joint project proposal.

1186. **Natural Sciences.** Institutional mechanisms to formulate evidence-based policies have been strengthened thus creating conditions for economic growth, decent work opportunities and safer work environments. Technical capacity-building and experience sharing opportunities provided by UNESCO brought about significant progress in the establishment of the first biosphere reserve in Armenia on the basis of Shikakhokhsky natural reserve. On the international arena, the Chairperson of the Armenian MAB Committee was elected a leader of a MAB thematic group on sustainable development of urban sites.

1187. **Social and Human Sciences.** UNESCO's cooperation with Armenia in the area of social and human sciences has mainly focused on promotion of bioethics, environmental ethics and strengthening national Ombudsman and other human rights institutions. The UNESCO Bioethics Core Curriculum has been piloted in Armenian universities and resulted with the first cohort of young scientists and professionals trained in bioethics. The Moscow office has also helped Armenian experts and policy makers to strengthen linkages between research and policy in the field of human rights and gender equality in order to increase women's political participation and ensure full realization of women's and men's right to take part in cultural life.

1188. **Culture.** Within UNDAF and UCPD frameworks, the UNESCO Moscow office has mobilized resources to support the Ministry of Culture and the Ministry of Economy in regional development through a long-term project "Roads of Culture and Tourism in Armenia for Sustainable Development and Dialogue". Thanks to this project, several local communities in two provinces have increased their awareness of social, cultural, and economic value of the World Heritage sites and intensified their participation in the sites' management and conservation. A number of other regional projects have promoted cultural and linguistic diversity and reinforced arts education in Armenia.

1189. Armenia hosted the annual Forum of Interpreters, Writers and Publishers of the CIS and Baltic countries in October 2010. Supported by UNESCO, the Forum contributed to the celebration of the International Year for the Rapprochement of Cultures and promoted linguistic diversity and intercultural dialogue in the cluster countries. In particular, the Forum called on the governments to establish a financing structure for international translation projects.

1190. **Communication and Information.** UNESCO has mobilized the resources of the International Programme for the Development of Communication (IPDC) to build up community media, train civil journalists and improve access of local communities to quality information. UNESCO supported activities have enhanced the plurality and diversity of the media in Armenia and promoted citizen journalism at provincial level.

AZERBAIJAN

1191. In Azerbaijan, the UNESCO Moscow Office activities have been organized to follow the priorities established in the UCPD for 2011-2013 and the country's UNDAF for 2011-2015. The UNDAF builds on the national development strategy document for 2008-2015 (SPPRSD1) which prioritizes sustainable economic and social development, poverty reduction, and good governance. The timeframe of the SPPRSD (2008-2015) and UNDAF (2011-2015) is aligned with that of the Millennium Development Goals (MDGs), and the strategy incorporates the country's national MDG targets.

1192. **Education.** Guided by the national ten year (2003-2013) strategy to reform secondary compulsory education and adapt TVET to the needs of the fast-evolving market economy, and with funding provided by the Governments of Japan and Azerbaijan, new TVET curriculum and training materials have been developed to support the reforms. Technical assistance was provided to the Ministry of Education to review the primary and secondary education curriculum, increase the use of ICT in education and reinforce national capacities in delivering a good quality HIV-prevention education.

1193. **Natural Sciences.** Capacity-building for the establishment and management of biosphere reserve sites in Azerbaijan was developed. A significant milestone has been achieved with the adoption of several environmental laws and practical steps initiated by the government to create the first biosphere reserve in the country. UNESCO has provided international expertise for preparation of the nomination documents for creation of the first biosphere reserve in Azerbaijan on the basis of the Zagatala natural reserve.

1194. Azerbaijan has been also assisted in strengthening institutional mechanisms and formulating evidence-based policies that favour the creation of enabling conditions for economic growth, decent work opportunities and safer work environments. On the international arena, at the EuroMAB-2011 meeting the Chairperson of the Azerbaijani MAB Committee was elected to be a leader of a MAB thematic group on education for sustainable development.

1195. **Social and Human Sciences.** UNESCO's cooperation with the Commissioner for Human Rights of Azerbaijan and other institutions dealing with human rights, gender equality and migration issues, as well as bioethics, and environmental ethics continued throughout 2010-2011 with women and youth as the focus. Two annual international ombudsmen conferences held in Baku led to the development of an appropriate policy response to climate change, the associated environmental degradation and its implications for the protection of human rights in the region. Existing barriers to the realization of migrants' and national minorities' human rights as well as civic engagement of youth have been assessed and relevant policy recommendations have been provided to the government and civil society to act upon.

1196. Regional cooperation in the field of bioethics in Eastern Europe was strengthened on the occasion of the 18th (ordinary) session of the International Bioethics Committee (IBC) of UNESCO, held in Baku in June 2011, at the invitation of the Government of Azerbaijan.

1197. **Culture.** Experts' and community members' capacities have been strengthened in cultural heritage documentation and safeguarding, mainstreaming culture for local economic development, promoting cultural tourism, and reinforcing museums as access points to knowledge, culture and research. Improvements in the cultural and tourist infrastructure in Sheki region of Azerbaijan and publication of a monograph on the Maiden Tower (a World Heritage property) are concrete examples to illustrate how UNESCO supports use of culture for sustainable development and preservation and promotion of World Heritage sites.

1198. Azerbaijani museums have been supported to mobilize their educational resources for safeguarding and promoting traditional arts and crafts (especially, carpet weaving) through cooperation with local schools and intergenerational dialogue. Modern ICTs have been used to enhance the role of museums as places of access to global knowledge: at the Museum Centre in Baku a Virtual Branch of St. Petersburg based Russian Museum has been created and supplied with e-based educational programmes and virtual excursions.

1199. **Communication and Information.** A number of printed and electronic educational tools (including a handbook for journalists “Climate Change and Ecological Stability”) have been produced; a series of training sessions for Azerbaijani broadcast journalists and other media workers led to the improvement of knowledge and reporting skills on climate change related issues as well as gender-related reporting to combat violence against women.

1200. Freedom of the press and freedom of expression were promoted by commemorating the World Press Freedom Day through a round table “New Frontiers, New Barriers”.

BELARUS

1201. The UNDAF for the Republic of Belarus for 2011-2015 is the first joint strategy of the UN organizations working in Belarus. The UNDAF focuses on five strategic areas within the UN mandate in order to most effectively respond to key national priorities. These areas have set the direction and scope of action of the UN development assistance to sustainable social and economic development, environmental sustainability, national health care and migration management in line with international standards, and national governance system.

1202. The UNDAF supports the achievement of the MDGs and it is symbolic that the period covered by the UNDAF coincides with the remaining timeframe for achieving the MDGs. While most of the MDGs have already been achieved in Belarus, more attention should now be given to further enhance the quality of the results and sustainability of the country progress.

1203. **Education.** In preparation of the new national Code of Education which came into force in September 2011, UNESCO assisted Belarus in strengthening national capacities in education policy research and analysis. UNESCO’s technical support has been instrumental in promotion of universal access to inclusive quality education, HIV prevention in educational settings and TVET further development.

1204. A number of youth initiatives have been supported to halt the spread of HIV and reduce stigma and discrimination against people living with HIV and key populations at high risk of infection. For the first time in Belarus, web-based seminars were used to train youth leaders and workers which set a new trend for cost saving capacity building in HIV programming. Partnerships among youth and student organizations working on HIV prevention in CIS countries, cross-border experience sharing and capacity-building have been forged through the organization of the CIS Youth Forum, in Minsk in September 2011, in collaboration with the Association of UNESCO Clubs of Belarus.

1205. **Natural Sciences.** National policy development on renewable energy sources (RES) was supported through UNESCO’s assistance in sharing regional knowledge and good practices in the sphere of efficient energy use. Representing an important contribution to UCPD and UNDAF implementation in Belarus, UNESCO’s support has also facilitated the establishment of cooperation between institutions of countries participating in RES initiatives.

1206. With the development of nomination documents and joint action plan a further progress has been made in Belarus efforts to create in the Eastern Polesie region (in cooperation with the Russian Federation) a transboundary biosphere reserve with water and wetlands ecosystems of significant importance.

1207. Within the International Year of Chemistry the Moscow office supported Belarus in enhancing secondary school students' knowledge in chemistry and strengthening chemistry teaching at schools. This resulted in excellent performance of the Belarusian students at the International Chemistry Olympiad in Ankara in 2011.

1208. **Social and Human Sciences.** Within the frameworks of UNESCO Programme on the Environmental Ethics and International Decade on Education for Sustainable Development (2005-2014), the UNESCO Moscow office has assisted Belarus in reinforcing national capacities in the area of bioethics, environmental ethics and human rights. Pilot testing of the UNESCO Bioethics Core Curriculum in the International Sakharov Environmental University (Minsk) has become the entry point for inclusion of bioethics into higher education training programs. Bioethics has been integrated also into the agenda of mass media in Belarus as a result of a training for journalists. Young people's awareness has been raised on environmental ethics. These results have contributed to the Office's strategy at the mid-way point of the UN Decade of Education for Sustainable Development 2005-2015.

1209. **Culture.** National capacities have been strengthened in the field of safeguarding intangible cultural heritage, promoting diversity of cultural expressions and reinforcing arts education, networking and management of museums for protection of cultural objects. Belarusian experts (managers, academicians, educators and decision-makers) participated in a number of regional meetings and seminars which has resulted in policy improvement and capacity building in safeguarding and intergenerational transmission of cultural heritage and museum management in the CIS countries. Educational role of Belarusian museums has been enhanced and acknowledged regionally. UNESCO has also assisted in creation of the national inventory of intangible heritage of Belarus and improvement of national legislation on safeguarding intangible cultural heritage.

1210. **Communication and Information.** Documentary heritage preservation was enhanced through cooperation of library, museum and archive specialists. The Sapiuha family library has been virtually reconstructed by joint efforts of the National Library of Belarus and National Library of Russia. Musical scores of the Baroque pieces of music "Polatsky Shytak" and the anthology of Belarusian music of the 17-20 centuries have been also digitized and made available for experts and public on CDs.

1211. In cooperation with the Belarusian State University, the Moscow Office also promoted the use of ICT in education and information and media literacy among education specialists of Belarus.

THE REPUBLIC OF MOLDOVA

1212. Under the UNDAF (2007-2011) extended through the end of 2012, UNESCO's cooperation with Moldova was guided by UCPD for 2009-2011 and national priorities reflected in the UNDAF. The visibility of UNESCO's inputs into UNDAF implementation was insured by regular reporting on the completed activities in the periodical "UN in Moldova".

1213. Culture as a vector for local and regional development has been introduced in the new UNDAF for 2013-2017, thanks to UNESCO's active participation. In line with the "One UN" strategy, UNESCO is expected also to contribute to: public administration development through achieving increased transparency, accountability and efficiency of central and local public authorities in the fields of UNESCO's activities; providing access to more sustainable regional development, economic opportunities, and decent work through involvement of local communities into the implementation of projects on cultural and ecological tourism, as well as preservation and protection of cultural and natural heritage; providing equitable and continuous access to a good quality and relevant education system to all children and youth, with particular attention to pre-school, primary and lower secondary education; improving

environmental management in compliance with international and regional standards, including UNESCO's Conventions.

1214.**Education.** UNESCO, UNICEF and the World Bank have successfully accomplished the Education for All – Fast Track Initiative (EFA FTI) Catalytic Trust Fund project and supported the Government program to achieve primary education for all children in line with the priorities of the Consolidated Strategy and Action Plan for the Education Sector. UNESCO has supported the Ministry of Education and Youth to establish a National UNEVOC Center and develop national capacities in education policy research and analysis in such areas as Teacher Development, ICT-enhanced education, TVET and Higher Education.

1215.The HIV desk of the Moscow office in cooperation with SHS-HQs has supported Moldavian youth and student organizations in networking and more active participation in national and regional responses to HIV epidemic. This has resulted in significant increase in the number of youth NGOs and student associations involved in larger scale prevention activities. Close cooperation with the Commission of the Republic of Moldova for UNESCO and the Ministry of Youth and Sports has been instrumental for expanding the UNESCO supported initiative from the Northern Moldova (which has HIV prevalence twice higher the national average) to cover the entire country and contribute to a national behavior change information and communication campaign which has reached about 25,000 young people.

1216.**Natural Sciences.** Recommendations have been extended to the Government of Moldova on reinforcing efforts to establish biosphere reserve(s) in the country which would help apply sustainable development principles to water and wetlands ecosystems and rural areas, which in its turn, would contribute to poverty reduction and biodiversity protection and conservation.

1217.**Social and Human Sciences.** National capacities in the area of bioethics and environmental ethics have been reinforced by means of training journalists and media workers. As a result, journalists from different regions of Moldova, Gagauzia and Transnistria have improved their knowledge of bioethics and environmental ethics, got familiar with the concept of “climate change” and have learnt how to report on them in mass media to sensitize and educate public.

1218.**Culture.** Capacities for protection of cultural tangible and intangible heritage have been enhanced, cultural diversity has been promoted and intercultural and interreligious dialogue has been supported through participation of experts from the Republic of Moldova in regional expert meetings and trainings focused on safeguarding World Heritage in the context of new global challenges, protection of intangible cultural heritage and strengthening the role of museums in education and cultural tourism development.

1219.With UNESCO's assistance, the creation of the national inventory of intangible cultural heritage has begun in Moldova. Traditional arts and crafts have been promoted through research and mapping as well as contests and festivals of traditional craftsmanship which involve local communities. Two publications on traditional Moldovan arts and intangible heritage have contributed to public awareness raising.

1220.**Communication and Information.** A culture of tolerance, observance of ethical principles for protecting private life and presumption of innocence has been promoted among Moldovan media professionals and their skills in using information technologies and multimedia have been developed. To increase the efficiency of journalistic self-regulatory structures special recommendations have been developed with UNESCO's assistance.

1221.The freedom of expression and access to information was promoted by commemorating the World Press Freedom Day in May 2011. The International Media Forum

organized with UNESCO's support focused provided a good opportunity to establish constructive dialogue within the Moldovan mass media community.

RUSSIAN FEDERATION

1222. During 2010-2011, UNESCO worked with the UN CT to define a new strategy for UN partnership with Russia. A permanent member of G8, G20, and UN SC, Russia increasingly positions itself as an emerging donor. The new strategy rests on three pillars: a) accelerated engagement of Russia in the UN through active participation, partnership and mobilisation of Russian programmatic, financial, intellectual, and advocacy resources; b) supporting the donor role of the Russian Federation in international cooperation; c) supporting Russia in implementation of its commitments under UN conventions where UN expertise and networks can add value.

1223. In its efforts to become an important overseas development assistance provider (mainly to neighbouring CIS as well as other countries), Russia convened a number of important international conferences with UNESCO's participation including the World Conference on Early Childhood Care and Education (WC ECCE, September 2010), Yaroslavl Global Policy Forum (September 2011), Regional MDG-6 Forum (October 2011). UNESCO Director-General Irina Bokova participated both in the WC ECCE and Yaroslavl Forum where held a bilateral meeting with President Medvedev, and discussed the depth of Russian-UNESCO cooperation and the importance of taking these ever further in order to respond to rising global challenges.

1224. **Education.** UNESCO has been engaging Russia in experience sharing and policy dialogue on key issues such as early childhood development, preschool education, ICTs in teacher education, and TVET. The WC ECCE, initiated by UNESCO and the Russian Government, became an important step to mobilize stronger commitments to ECCE and to reinforce effective ECCE programme delivery. Supported by the Moscow city government and UNESCO, a large scale project "From Infancy to School" has enhanced educators' capacities in the context of increasing educational continuity between preschool and primary school and provided good practice for country wide replication.

1225. In close cooperation with the Commission of the Russian Federation for UNESCO, the Coordination Committee of UNESCO Chairs in the Russian Federation, UNITWIN /UNESCO Chairs have been actively involved in the implementation of the UNESCO's Strategy for UN DESD. National experts in ESD and ecological education have started to use the Russian version of ESD Lens for education policy review and improvement.

1226. The International seminar on CDIO – reform of engineering education, which was organized in cooperation with Skolkovo foundation, was one of the important contributions of UNESCO to the Russian engineering higher education reform process.

1227. The HIV desk of the Moscow office in partnership with the National Children Fund and the leading Russian media project for children Smeshariki has developed a new education tool – a brochure with cartoon based stories and animated cartoons on a CD. Available on-line, this tool is used by teachers, parents and caregivers to teach 3 to 10 year old children important interpersonal and communication skills and develop their sense of tolerance, love for peace and rejection of cruelty, violence and discrimination on any basis including gender.

1228. **Natural Sciences.** Increased interaction between authorities, international organizations and biosphere reserve managers facilitated by UNESCO has catalyzed the establishment of the first Belarus-Russian transboundary biosphere reserve. The legal aspects of biosphere reserve status in the national legislation has been addressed, sustainable management of water resources of the Volga River Basin has been further promoted thanks to long term partnership with the Coca-Cola company.

1229. A new strategy for cooperation among CIS Member States in the field of Hydrology and a new structure of the UNESCO IHP-VIII (2014-2019) have been adopted on the occasion of the meeting of representatives of the National Committees of UNESCO International Hydrological Programme (IHP) from the CIS countries hosted for the second time by the Russian Federation.

1230. To achieve the objectives of the 2011 International Year of Chemistry, public awareness of chemistry's contribution to the quality of life has been raised in Russia and other Russian speaking countries and communities. Young people's interest to chemistry has increased thanks to specially created thematic web platform.

1231. **Social and Human Sciences.** A series of international conferences organized in Moscow by UNESCO and its partners have promoted a multilateral research-policy dialogue on a wide range of issues related to gender equality and women's participation in socio-economic and political life, youth involvement in social transformation, common migration space of the CIS Member States and the role of NGOs in the protection of human rights of migrants.

1232. Bioethical issues have been introduced into the agenda of mass media for public sensitization and bioethics has been included into the higher education for training experts in this area. The Lomonosov Moscow State University and Kazan State Medical University were the first to pilot the UNESCO Bioethics Core Curriculum. Russian journalists have been provided with a handbook "Bioethics and Journalism". In addition, two integrated training programmes on bioethics and environmental ethics for distance education (e-learning) have been elaborated by the UNESCO Moscow office in cooperation with the UNESCO Institute for Information Technologies in Education (IITE) and the Regional Network of National Bioethics Committees. Application of advanced ICTs helped to expand the audience and reduce the cost of experts training and public awareness raising.

1233. **Culture.** Significant results were achieved in the promotion of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions through several country and regional studies, conferences and events. For example, the first International Festival of Traditional Cultures and Crafts "EthnoRainbow" supported by UNESCO and held in May 2011 in Russia, provided bearers of traditions and masters of arts and crafts from CIS countries a platform for cultural dialogue for sustainable development. CIS Member States have been also supported to implement the 1972 UNESCO World Heritage Convention through building national experts' capacities.

1234. Within UNESCO/IFESCO joint project, the current system of arts education in Russia has been studied and recommendations for legislation improvement have been made to reinforce arts education. These recommendations have been shared with other CIS Member States to help them develop arts education. Two other examples of successful regional capacity building, networking, research and experience sharing initiatives facilitated by UNESCO are associated with long-term UNESCO/IFESCO museum project and interdisciplinary academic research on cultural and psychological aspects of Christianity and Islam in the context of contemporary culture. Over 80 museums from across the region have enhanced their management capacities thanks to several training courses based on UNESCO/ICOM Museum Studies Training Package and bilingual educational and presentational kit "Running a Museum – XXI Century" developed by the UNESCO Moscow office.

1235. In October 2011, the renowned Bolshoi Theater opened in Moscow after six years of restoration. UNESCO has assisted with an international expert evaluation of the restoration works and an acoustical analysis of the theater's main building.

1236. **Communication and Information.** Promotion of freedom of expression and press freedom is indispensable for democratic development of Russia. To strengthen free independent and pluralistic media in Russia, UNESCO has assisted in production of relevant educational materials for journalists (for example, a course book “International Standards for Mass Media and Regulation Practice” for media training institutions) and facilitated their training. The UNESCO supported workshops, media festivals, summer schools, and seminars have improved knowledge and skills of more than 100 journalists and editors in multimedia technologies and multimedia journalism, promotion of freedom of expression, plurality and diversity, tolerance and dialogue between cultures through media. Many of these activities organized in Russia have benefitted also participants from other CIS countries.

1237. UNESCO supported Russia’ endeavors to preserve its rich cultural and language heritage through establishment of the Centre to Advance Multilingualism in Cyberspace (CAMC) at the North-Eastern Federal University, publication of a handbook on best library practice in preserving multilingualism in cyberspace, disseminating information on culture and traditions of autochthonic population of Khanty Mansyisk Region, Sakha Republic Yakutia and the Republic of Buryatia, building self documenting capacity of indigenous people via modern ICTs, and through special events promoting the International Year of the Rapprochements of Cultures, the World Day of Cultural Diversity and the International Day of the World’s Indigenous People in 11 Russian regions.

1238. ICTs play an increasingly important role in Russian education system and teachers’ information literacy must be improved to let them use the available technologies. Therefore, UNESCO’s “Media and Information Literacy Curriculum for Teachers” has been translated into Russian and reviewed by national experts to identify opportunities for its integration into teacher training practices.

UNESCO Office in Venice

1239. During the 2010-2011 biennium, UNESCO Venice Office (UVO-BRESCE) focused on fostering cooperation, enhancing capacity-building and providing specialized expertise in science and culture with special emphasis to South Eastern Europe (SEE) and the Mediterranean region while contributing to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue.

1240. The Office continued to closely cooperate with the National Commissions for UNESCO and the authorities of SEE countries, as well as other EU and non-EU countries in Central Europe (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, the former Yugoslav Republic of Macedonia, Greece, Hungary, Moldova, Montenegro, Romania, Serbia, Slovenia, Turkey and Ukraine) for the implementation of the approved programme for 2010-2011 in the fields of science and culture, whilst increasing its previous year’s trend to implement inter-sectoral programmes, mainly connected to the UN reform processes. This biennium also witnessed the Office’s first official visit to Cyprus.

1241. UNESCO’s role in interagency cooperation in Europe and Central Asia was reinforced thanks to the active participation in the Regional UN Development Group (UNDG) for Europe and Central Asia and in the Regional Coordination Mechanism (RCM) for the ECE Region meetings.

Overall assessment – Delivering as One UN, UNDAF and Joint Programmes

1242. Activities have been implemented within the approved UNDAFs and/or One UN Programmes in Albania, Bosnia and Herzegovina, Montenegro, Serbia, the Former Yugoslav

Republic of Macedonia. It also continued to plan and negotiate with the Governments and the UN Country Teams (UNCTs) for the next cycle of UNDAFs and/or One UN Programmes in Albania, Montenegro, Turkey, Ukraine and UNMIK/Kosovo.

1243. Inclusion of education, culture and science as part of the national development programmes has been given emphasis. The demand for cross-sectoral and interdisciplinary approaches led to increased interagency cooperation and complementarity of expertise.

1244. UNESCO's presence at country level was increased, in particular through the establishment of four MDG-F Project Offices in Albania, Turkey, the Former Yugoslav Republic of Macedonia and Montenegro, in addition to the existing established Antenna Office in Bosnia and Herzegovina.

1245. DAO in Albania and Montenegro led to additional extrabudgetary resources via funding of activities from the One UN Coherence Fund, particularly in Albania. The impact of joint funding mechanisms has been an improved focus on national activities and better negotiation with national partners.

1246. The following Joint UN Reports were elaborated with UVO's contribution: 'Articulating a Common Position of the United Nations System to advance ROMA Inclusion in Europe' (lead UNICEF); Rio+20 inter-agency Report "Towards Sustainable and Inclusive Development in Europe and Central Asia"; UN Action Plan on Climate Change in Europe and Central Asia (lead UNEP, UNDP); UNDG ECA position paper, which is an important step in the cooperation within UNDG Europe and Central Asia.

1247. Capacity-building of seventeen UNESCO staff members on common themes in the management, coordination and implementation of the MDG-F Joint Programmes was realized on the occasion of a training workshop; conclusions and lessons learned were shared with the MDG-F Secretariat and UNESCO HQs.

Main programme achievements in SEE at regional or sub-regional level

1248. Thanks to both Regular Programme and extra budgetary funding, UVO worked with international experts and donors to improve and protect the natural and cultural heritage in Venice as well as in SEE and Mediterranean area to foster dialogue among cultures and religions.

1249. In early 2010, UVO Governance Bodies have launched and endorsed the UNESCO Venice Office's cross disciplinary (Science and Culture) actions into 3 main focus areas: The Future of Venice and its Lagoon; Enhancing Regional Cooperation and Policy-advice in the Fields of Science and Culture; and Safeguarding Natural and Cultural Heritage: Enhancing Intercultural Dialogue for Peace and Sustainable Development.

A. The Future of Venice and its Lagoon

1250. The evaluation of the current situation of Venice and its Lagoon world heritage site, and the formulation of a shared sustainable vision for its future, by analyzing issues related to conservation, urban development, cultural tourism and sustainable development in Venice, were realized on the occasion of a series of thematic workshops organized with key local partners and international experts.

1251. Awareness about the necessity of reducing and mitigating the risks from natural disasters in SEE and the Mediterranean was raised on the occasion of the concert "Music to Soothe a Savage Planet", organized at the Gran Teatro La Fenice, which was attended by over 1,000 people. A Japanese TV crew filmed the concert for a documentary as well as a

videographer from the University of Georgia. The event was also picked up in the local media and was considered to be extremely successful.

B. Enhancing Regional Cooperation and Policy-advice in the Fields of Science and Culture

1252. Cross-disciplinary actions aimed at supporting the development and implementation of integrated cultural and scientific policies at the national and regional levels in SEE, focused on assistance to Member States, capacity-building to implement UNESCO Conventions and the establishment of platforms and networks of cooperation. Further milestones included the initiative to create a MAB network in the Mediterranean and Black Sea (Conferences in Sicily, Italy and Antalya, Turkey), linking the network to the EUROMED.

1253. Representatives of MAB National Committees, experts and managers/coordinators of Biosphere Reserves in the region analysed the revitalization and expansion of the Biosphere Reserve Network on the occasion of a Brainstorming Meeting on a future strategy for the MAB Programme in SEE and the Mediterranean. Results underlined the need for further training to ensure that the people in the BRs are well-equipped with the knowledge and skills to face the needs of the present and future. A project document has been further elaborated and is ready now for submission to potential donors in order to mobilize additional resources.

1254. The conclusions and Recommendations adopted by an Expert meeting and a Ministerial Round Table on 'Strengthening Scientific Research and Higher Education in South Eastern Europe (SEE)' organized in Tirana, Albania, in 2010, define clear commitments towards the strengthening of cooperation in the SEE region and indicate clear measures to be enacted for a proper implementation. As a follow-up, and in line with the DG's new strategy for the cooperation with the European Commission, a SEE UNESCO-EC working group has been proposed in order to support member States in the implementation of the regional cooperation strategy in science and research. The next Ministerial meeting will be organized in Serbia in 2012.

1255. A brainstorming session was held on Science Diplomacy and water shared systems in SEE, and discussed the role of UVO in improving collaboration both within the scientific community and between scientists and policy makers.

1256. A multi-stakeholder partnership has been established in order to explore ways of re-connecting highly skilled SEE emigrants with their countries of origin for improving their capacity in STI; the concept of a SEE-Brain-net was also developed in order to improve the STI capacity as well as the "scientific/academic environment" in SEE countries using Diaspora as sources of valuable resources.

1257. UNESCO World Science Day for Peace and Development (2010-11) was celebrated through public encounters organized by the Venice Office and partners. Different scientific issues ranging from climate change, green societies, scientific networks, biotechnology, science diplomacy and biodiversity were presented and discussed with students from local secondary schools and universities. A joint statement of research in Venice has been signed in 2011.

1258. In the framework of the International Year of Chemistry (IYC) UVO offered special financial grants to two young SEE chemists and organized a "brainstorming meeting" on the occasion of the International Conference on Green Chemistry convened in Sofia, on 26-29 May 2011. This led to the creation of a SEE Network in Phytochemistry (SEEPPhytoChemNet), which was officially launched during a meeting 30 September – 1 October 2011 in Sofia. As a follow-up of these meetings, the SEE PhytoChemNet started officially its activity and an action plan for the next year as well as the working rules of the Network have been approved.

1259. The Venice Office promoted the establishment of and supported the SEE Network for Mathematics and Physics, SEENET-MTP. In this framework the Office supported the “Balkan Summer Institute” which includes a Summer School on MTP and two workshops held in Serbia in August 2011. The BSI initiative was composed of four complementary events attended by 178 participants from 28 countries.

1260. The following results have been attained on the occasion of the 7th Ministerial Conference on Cultural Heritage in SEE, hosted by the Ministry of Culture of Serbia (with the participation of Ministers responsible for cultural affairs and high representatives from Albania, Bosnia and Herzegovina, Bulgaria, Croatia, The Former Yugoslav Republic of Macedonia, Greece, Moldova, Montenegro, Romania, Serbia, Slovenia, Turkey and Italy): the adoption of a Joint Declaration highlighting new priorities for regional cooperation on culture and cultural heritage; anticipating to the Ministers two new initiatives to be launched by UNESCO in 2011-2012 for enhancing cultural cooperation, respectively on “Culture: a Bridge to Development” and “Heritage and Dialogue”, and getting a preliminary agreement by participating countries on their launch and follow-up activities; confirmation by the participating countries of the willingness to support the regional strategy for capacity-building on cultural heritage safeguarding and management, based on the development of regional centres of excellence. Bulgaria shall host the Ministerial Conference in 2012.

1261. Awareness was raised on the fight against illicit trafficking of cultural objects in SEE through the production and presentation of a 15-min video, realized with the support of all Ministries of Culture of the region. The video was produced in English as well as in specific language versions for Albania, Bosnia and Herzegovina, Bulgaria, Croatia, The Former Yugoslav Republic of Macedonia, Montenegro, Romania, and Serbia, thanks to the financial support of the Austrian government. Translation and production in Greek and Turkish are also foreseen.

1262. Activities on the above topic developed in the Former Yugoslav Republic of Macedonia and in Albania led to the following expected results: awareness-raising tools produced and distributed; awareness and visibility raised on the importance of the fight against illicit trafficking in The Former Yugoslav Republic of Macedonia and Albania, with regard to the related institutions and professionals, the media, and the general public; capacities developed of professionals and institutions participating in the national meetings; international cooperation enhanced with and between the countries of the region, and between SEE countries and external partners; UNESCO Convention (1970) promoted, its implementation supported and exchange of information and good practices with international partners realized.

C. Safeguarding Natural and Cultural Heritage: Enhancing Intercultural Dialogue for Peace and Sustainable Development

1263. Cross-disciplinary actions were 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 heritage for sustainable development, social cohesion, as well as intercultural dialogue.

1264. The regional project Preserving Natural World Heritage and Cultural Landscapes in South Eastern Europe: Capacity Building in Tourism Planning and Management aimed to create an action plan for providing a regional university-based learning platform for professionals in protected area management. The Center for Tourism Research and Studies of Novi Sad, Serbia, was responsible for developing a framework for a university curriculum relating to the topic, based upon a study of the available training materials and courses already offered within the region.

1265. Cooperation with the Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE) led to the consolidation of the recently launched MedUnESD Network on the one side and, on the other side, to further testing, refining and finalizing the teaching materials on the use of BRs as learning places for ESD in Europe. Other results include: teaching material developed making a substantial link between the educational process that could take place in Biosphere Reserves and other designated areas, and their management, using as a vehicle the "Education for Sustainable Development" (ESD); finalization of the "Training Handbook on Education for Sustainable Development in Biosphere Reserves of the SEE and the Mediterranean Region" to build the capacities on how to use the biosphere reserves and other UNESCO designated areas as learning and demonstration sites to apply holistic ESD programmes (ESD laboratories); the UNESCO Chair and Network on Sustainable Development Management and Education in the Mediterranean officially launched.

1266. The creation of the following transboundary Biosphere Reserves: Osogovo Mountain (FYR of Macedonia and Bulgaria); Skadar/Shkodra Lake (Montenegro, Albania); Prespa Lake Region (FYR Macedonia, Greece, Albania) was supported. A new coordinated experimental programme related to BRs in the region, allowing for the development of appropriate and more adequate management guidelines and models to be extended to the countries involved, was defined on the occasion of the international workshop "Developing the biosphere reserves' network in the SEE and Caucasus regions", organized by the Turkish National Commission for UNESCO and the MaB National Committee in 2010, supported by the UNESCO Office in Moscow.

1267. A regional Agreement on a shared vision and the creation of a co-management platform for the Drin River Basin have been reached on the occasion of a second consultation meeting for the Drin Dialogue, involving competent Ministries of the Drin Basin riparians (Albania, the Former Yugoslav Republic of Macedonia, Greece, UNMIK/Kosovo as a UN-administered territory under UN Security Council resolution 1244, and Montenegro), the joint Commissions/Committees in place in the sub-basins (Prespa Park Management Committee, Lake Ohrid Watershed Committee, Lake Skadar-Shkoder Commission) and key stakeholders at national and transboundary levels, held in Tirana, Albania, in November 2011, with the support and collaboration of the Albanian Ministry of Environment, Forests and Water Administration, United Nations Economic Commission for Europe (UNECE), Global Water Partnership – Mediterranean (GWP-Med), Mediterranean Information Office for Environment Culture and Sustainable Development (MIO-ECSDE) and UNDP.

1268. A stakeholders training on water management issues in the Sava River Basin led to the following results:

- (i) Development of first Sava River Basin Stakeholders Analysis, aiming at generating the necessary information to assist the ISRBC to decide on the establishment of the SWP as means for effective stakeholders' involvement.
- (ii) Recommendations on measures for organic pollution, pollution by nutrients and hazardous substances and for groundwater, and on measures for hydromorphological alterations (including future infrastructure projects), and integration with other sectors (hydropower, navigation, floods), sediment quality and quantity aspects. All comments and suggestions were included in the final draft version of the Programme of Measures to be then integrated into the Sava River Management Plan during the first months of 2012.
- (iii) A Sava River Basin Stakeholder Analysis to be submitted by the end of February 2012.

1269. The regional platform of cooperation for the Safeguarding of intangible cultural heritage was reinforced through cooperation with the Ministry of Culture of Serbia and the Serbian National Commission for UNESCO. The activity focused on the organization of the 5th

regional seminar of the SEE Experts Network on Intangible Cultural Heritage, which led to the following results: regional network of experts reinforced and re-launched; Information and good practices exchanged on the meeting's proposed topics between the participating countries; priorities and lines of action for future cooperation and capacity-building in SEE presented and approved. Next meeting announced will be held in Greece in 2012.

Other Regional Programme Achievements in Culture

1270. In the framework of the Regional project Cultural Heritage: a Bridge towards a shared future, an extraordinary meeting of the Ministries of Culture of SEE was held in Venice on 20 November 2010. This project, thanks to the establishment of a "Trust Fund for Cultural Heritage in SEE" managed by UVO, has served as the main operational arm of the plans of action approved by the Annual SEE Ministerial Conferences on Cultural Heritage, initiated in 2004. Over this period, 18 projects have been implemented in 9 SEE countries. The last ongoing initiative is Joint Nomination of Stecak's – medieval tombstones necropolis to the WH List. This Initiative is being supported by Bosnia and Herzegovina, Croatia, Montenegro and Serbia and was commended by the 6th Ministerial Conference on Cultural Heritage in SEE as a good practice for fostering intercultural dialogue in the region, based on the concept of a shared cultural heritage.

1271. Experts on Intangible Cultural Heritage from Albania, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, the former Yugoslav Republic of Macedonia, Montenegro, Romania, Serbia, Ukraine, Turkey, Italy, Cyprus, Slovenia and Estonia addressed issues related to the implementation of the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage (2003); the revitalization of intangible cultural heritage; cultural tourism and ICH, on the occasion of a Seminar organized by the Romanian Ministry of Culture and National Heritage, with the support of UVO. Training of trainers' on the safeguarding of intangible cultural heritage in Europe was achieved on the occasion of a meeting organized in Sofia, Bulgaria, which was attended by trainees from Bulgaria, Greece, Hungary, Italy, Serbia and Turkey.

1272. The promotion and transformation of national History Museums in SEE was initiated; cooperation between the National History Museums of Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Greece, Montenegro, Romania, Serbia, Slovenia, The former Yugoslav Republic of Macedonia and Turkey was facilitated and the first draft of a pilot regional travelling exhibit, tentatively entitled "Imagining the Balkans: Identities, Nations and Memories in South-East Europe", has been drafted and circulated. This activity should be considered as a flagship project of the "Culture: a Bridge to development" initiative launched in the SEE region by the Director-General of UNESCO.

Other Regional Programmes' Achievements in Science

1273. The SC Unit joined a number of consortia for elaborating and submitting proposals within the framework of EU Programmes. Within the framework of the regional IPA project "Regional Strategy for R&D in Western Balkans", in cooperation with the UNESCO Institute of Statistics, UVO/SC has been requested to assess the quality of STI statistical data in the region and the R&D evaluation system to be performed. Also to date, the project "Open Space Discovery" about e-learning in science education has been accepted and final negotiations with the EC are in progress.

ALBANIA

1274. The new One UN Programme of Cooperation 2012-2016 was officially launched in October 2011; five priority areas were identified in cooperation with the Albanian government: governance, the rule of law, economy and environment, regional and local development and

inclusive social policies. UNESCO continued to implement activities under two of the five priority areas of the previous Programme, namely the Governance and Environment Pillars.

1275. UVO has been regularly participating in UNCT and Technical and Thematic Working Group meetings under the previous One UN Programme, ensuring UNESCO's cooperation at both the strategic and operational levels. Under the new One UN Programme 2012-2016, UNESCO will serve as the coordinator for supporting the country's natural and cultural heritage via tourism and other regional development activities.

Achievements under the Governance Pillar

1276. UVO continued the implementation of the project "Support the work of the Inter-ministerial, Advisory and Technical Working Groups on the Sectoral Strategy on Science, Technology and Innovation. The "Sectoral Strategy on Science, Technology and Innovation (STI)", approved in July 2009, was published in a bilingual English-Albanian version. The Albanian Government (Prime-Minister and Minister of Education and Science) hosted in 2010 a high-level Ministerial meeting highlighting the importance of Diaspora return to the implementation of this Strategy. 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.

1277. A multi-year FIT project for the "Restoration and revitalization of the historic center of Gjirokastra, a UNESCO World Heritage Site" was concluded during the biennium. The roofs and facades of 17 historic monuments were restored with funds from the Albanian Government. One of the buildings restored was the home of an artisan center which was financed from UNDP via the MDG-F Joint Programme in Culture and Development.

1278. Support was provided to the Government of Albania for the continuation of activities of the Center for Restoration of Monuments in Tirana. The 2nd restoration course and all other planned training activities were completed. A feasibility study on the transformation of the Center into a 2nd category UNESCO Center has been finalized through funds from the Coherence Fund for Albania, as well as two 3-month training courses and a publication on the Center's activities, which was finalized and distributed in July 2011.

1279. Within the project "Safeguarding Albanian Iso-Polyphony", an electronic database of Albanian folk iso-polyphony has been completed. This second phase of the project has been financed by the Coherence Fund for Albania and finished in 2010.

1280. Main results of the MDG-F Joint Programme "Culture and Heritage for Social and Economic Development", operationally closed on 06 December 2011 include:

- (i) The first ever Masters'-level Program on Cultural Resource Management was established at the University of Tirana. The Program is considered to be one of the flagships of the JP by national counterparts and is fully accredited by the Albanian Ministry of Education and Science.
- (ii) The management and governance structure of the National History Museum (NHM) in Tirana was upgraded by introducing new positions and enabling the staff to acquire new knowledge and skills to better cope with the contemporary developments/challenges of museums today. The Conference room was converted into a multipurpose educational and film screening room.
- (iii) The museum at Apollonia archaeological park has been fully renovated with funds from the JP and reopened after nearly 20 years to the public. A report on the fiscal mechanisms and governance structure of the Archaeological park system has been shared with the national counterparts and printed in English and Albanian. Mapguides for Antigonea and Apollonia archaeological parks have been printed in English,

Albanian and French languages and a multi-lingual audio-guide has been produced for Antigonea archaeological park.

- (iv) Albania's participation in the Alliance of Civilizations (AoC) has been supported via a revision of history and geography textbooks in line with the National Strategy on the AoC; a Rapid Response Media Mechanism on intercultural and interreligious issues was established; reports prepared and trainings with journalists organized on issues related to the National Strategy; two local NGOs have organized a series of AoC-related activities, like an essay competition, TV talk shows, a documentary film "Island of Peace", etc.; and an online AoC documentation center has been linked to the Albanian National Commission for UNESCO's website, with some materials being available in print version, as well. The closing conference on all AoC-related activities was held in April 2011.
- (v) Optimization of the National Film Archive's performance was ensured by providing a 35mm film projector for the envisioning of the Albanian filmic fund, as well as the powerful film storage server for the digitized films. NFA cinema hall is now up and running for public (for free) every Wednesday.
- (vi) Three study tours for best practices in management of cultural resources were undertaken: in March 2010, 10 managers from Albanian museums went to Milan; in April 2010, 3 Albanian museum managers went to Barcelona; and in April 2011, 10 managers from Albanian archaeological parks went to Rome and Pompeii.

Achievements under the Environment Pillar

1281. A biennial project on "Natural Risk Preparedness and Mitigation - Building capacity in the field of risk mitigation for Cultural Heritage properties" for a total of USD 210 000 was approved for co-financing by the Coherence Fund in Albania in 2010. The project aims at helping Albania improve its response capacity to seismic risk thereby mitigating possible negative effects on its Cultural Heritage, as elements of a more general strategy aimed at reducing the impact of climate change effects as well as man-induced natural disasters. Capacities 15 selected cultural sites managers, municipal and civil protection agency representatives from selected major heritage sites of Albania (Gjirokastra, Berat, Saranda-Butrint and Apollonia archaeological park) have been built on the occasion of a UVO and ICCROM training workshop. The general objective of the training was to introduce the disaster risk issue within the developing process of WHS disaster risk management plans.

BOSNIA AND HERZEGOVINA

1282. 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.

1283. In addition to the CCA and UNDAF processes in which UNESCO is involved, UVO is also actively engaged in activities financed by the Spanish MDG Achievement Fund (MDG-F). UNESCO is a full partner agency in the Joint Programme (JP) "Improving Cultural Understanding in BiH", under the Culture and Development thematic window; it is also a sub-contractor to UNDP in the JPs under the thematic windows of 'Economic Governance and Environment and Climate Change'.

1284. The MDG-F JP "Improving Cultural Understanding in Bosnia and Herzegovina" was granted a 6-month extension by the MDG-F Secretariat due to the fact that the initially planned activities were requested to be enlarged by the partners with complimentary funding. During 2010-11 the following main results were achieved:

- (i) A new methodology for collection of cultural statistics as well as administrative mapping of culture sector was fully completed in 2010 and embraced by the government partners. The new system with the fresh database of all government partners will directly assist partners in filling the Compendium form and thus enabling the country to become fully complying with the methodology of the Council of Europe.
- (ii) BiH is actively implementing all UNESCO Conventions in the field of culture and a tri-lingual publication of all UNESCO conventions was printed and distributed to all relevant institutions, as well as a kit on the 2005 Convention. A working group for Intangible Heritage is finalizing the representative list of BiH.
- (iii) Over 50,000 beneficiaries were directly reached (indirectly over 1.1. Million people) on improving cross-cultural understanding at a community level with a focus on creating initiatives, partnerships and projects across the country. An intercultural module, consisting of a set of five educational materials and which has been developed with participation of respective education sector stake-holders, serves as reference for enhancing approaches and school practices towards quality intercultural education.
- (iv) Capacities of cultural industry sector beneficiaries from focus municipalities were largely increased through target trainings, workshops and projects. A number of municipally-driven initiatives have been created whereby culture industry workers interconnected and learned from experiences of others.
- (v) Over 2,400 teachers in four municipalities attended teacher trainings on interculturalism. The development of a system to monitor the implementation of improved education policies and the publishing and distribution of the Intercultural Module mentioned above are also on track.
- (vi) Due to the sensitivity of the theme, additional efforts and time were vested for the development of a Behaviour Change Campaign. The amount of events the programme has organised is now totalling to 139 events with an attendance of 4,583 beneficiaries (of which 3,047 were women).
- (vii) Targeted trainings focusing on enhancing the cultural industries were completed and plans made for future activities, extending the original scope of projects agreed. Due to an increased demand, additional training is to take place in the third year of the JP;
- (viii) UNESCO is continuing with the restoration/rehabilitation of cultural symbols and it should be underlined that original targets number of 5 monuments has been expanded to 12, while the number of municipalities has been increased from 5 to 9, ensuring a wider promotion of joint cultural values of the country and its cultural diversity: historical, cultural and ethnical. Laying the foundations of strong national ownership of the programme was the first step in ensuring sustainability of the JP;
- (ix) A process of adjusting the present legal framework of BiH aiming to fully adopt present legal frameworks with UNESCO Conventions, CoE Conventions' and EU directives is ongoing, the GAP analysis is completed;
- (x) Ongoing construction of a tourist info point in Zavala, Ravno Municipality, including construction of the site museum to present the cultural and environmental particularities of the site;
- (xi) Joint UNESCO/UNDP tender for Spanish Square in Mostar launched.
- (xii) The report on cultural development sweet indicators tested for BiH finalized and launched;
- (xiii) The final report on improvement of cultural tourism capacities of Mostar and Visegrad is prepared and presented to the Municipal councils;

- (xiv) The Action plan for implementation of the Cultural Strategy of BiH is elaborated and officially approved by the Council of Ministers of BiH in September 2011;
- (xv) ICOMOS Publication on Old Fortress of BiH completed.

1285. Within the MDG-F JP "Mainstreaming environmental governance: linking local and national action in B&H" (UNDP, UNESCO, FAO, UNEP, UNV), the following results were achieved by UNESCO: 12 experts from BiH attended the International Conference 'Energy Efficiency (EE) in Cultural heritage'; 4 experts from the Institutes for Protection of Monuments attended two specialized workshop on EE organized by UNDP Croatia and Ministry of Environment of Croatia (April-May 2011); a study on Energy Efficiency of the Sarajevo City Hall was prepared; technical documentation for the establishment of an info point of Vjetrenica Cave is prepared in order to enhance its management system and capabilities; the tender for the Museum of Herzegovina in Trebinje, to improve energy efficiency of the building is under elaboration.

1286. Within the MDG-F JP "Securing Access to Water through Institutional Development and Infrastructure" UNESCO, as subcontractor of UNDP, achieved the following results:

- (i) Survey for the school children was prepared and distributed during visits to 13 selected schools. Visits also included prepared presentations on the programme objectives and specifically addressed topics of sustainable water usage and water protection; visits included delivery of posters and toolkits promoting sustainable water use and water protection. Revisiting schools during second project period aimed at checking advances in awareness and gained knowledge, so as training towards project preparation for the emerging needs of the schools relating to water management.
- (ii) School projects-HEIS emphasized the significance of new approaches to teaching youth about the importance of water, which resulted in a series of projects. Exceptional interests of all schools that participated in the program and students' creativity in solving problems relating to their peers and communities was recognized.
- (iii) The Publication "Water for Life" was updated. Actually two publications were written, one for primary schools (prepared and published in combination of local BiH languages and translated into English, published in 5000 copies), and another for secondary and higher education, prepared in all three BiH official languages and translated into English, published in 5100 copies (1700 of each in Bosnian, Croatian and Serbian). The publication was promoted at four promotional regional workshops in Banja Luka, Mostar, Sarajevo and Tuzla. Students from 13 primary schools across BiH received awards for their projects in the field of water protection. At the ceremony attended by over 100 children and teachers, the significance of new approaches to teaching youth about the importance of water was emphasized, which is a concrete result of a series of projects that the students themselves defined.

1287. 2010 has been the closing year of the JP financed by United Nations Human Security Trust Fund (UNHSTF), "Community Reconciliation through Poverty Reduction". The total budget of this JP was USD 2 286 269 out of which UNESCO's component was USD 300 000. The project aimed to promote community reconciliation, as it is necessary for a common future vision which envisages the developed of the ethnic communities in the region, from which all communities will benefit in the short as well as in the long term. The JP focused on activities in three municipalities, Mostar-Blagaj, Stolac and Trebinje, where three cultural-historical monuments were restored in the region.

1288. As part of the activities to safeguard the diversity of cultural expressions (poetry, opera, and contemporary arts), UVO provided support to the Sarajevo International Theatre Festival, Sarajevo Film Festival, and Sarajevo Winter Festival.

BULGARIA

1289. Within the framework of a full-sized project on “Collaboration for Nature Conservation and Sustainable Local Development in Strandja Mountain in Bulgaria” (funded by EEA Grants) in close collaboration with the Bulgarian MAB National Committee UVO supported the Bulgarian Biodiversity Foundation (BBF) for the organization of a Workshop on "Best practices for sustainable use and biodiversity conservation in protected areas in regards of the Biosphere reserve concept", held in Strandja Nature Park, Bulgaria, on 13-17 March 2011. More than 70 participants (including local people from the town of Tzarevo and the municipality) took part in the workshop. The major results are:

- (i) Highlighted practical benefits from a future Biosphere Reserve for the local communities in Strandja Mountains and outlined collaborative management structure in the region with the potential participants, rights, obligations;
- (ii) Demonstrated real opportunities of Strandja Nature Park to become the first contemporary Biosphere park in Bulgaria;
- (iii) Officially endorsed idea for establishment of a Biosphere Park in Strandja Mountains by the Regional governor of Burgas, achieved during a joint meeting on March 17th;
- (iv) Wide media coverage of the international workshop and dissemination of the results among the local population through a press conference organized at the opening of the workshop in Tzarevo and attended by 11 journalists from Burgas, and work with local media before, during and shortly after the event.
- (v) A more formal nomination process has now been undertaken by local and national stakeholders, with the support of the Bulgarian MAB NC.

CROATIA

1290. 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.

1291. The International Conference on Energy Management in Cultural Heritage held 6-8 April 2011 in Dubrovnik, was organised by UVO in collaboration with UNDP Croatia and additional co-organisers and co-sponsors. More than 90 highly qualified authors presented their work at the Conference, which was attended by more than 300 participants from 22 countries. The two-day conference provided a platform for exchanging experiences from best practice cases in Croatia, SEE, EU and in the world on Technologies and applied methods, Legislative framework, Financing and Education of renewable energies and energy efficiency in Heritage sites.

1292. The National Commission for UNESCO and the Ministry of Culture of Croatia successfully co-organized with their Slovenian counterparts the first SEE Youth Forum on Cultural Heritage: Networking for a Better Common Future, in Poreč, Croatia and Škocjan Caves, Slovenia, 21-26 May 2011. UVO supported this forum, in particular the participation (via the MDG-F JPs) of youth from BiH, Albania, FYR of Macedonia and Turkey.

1293. The International Centre for Underwater Archaeology (ICUA) in Zadar, was approved as a category II centre under UNESCO's auspices by the 35th General Conference. The Centre aims to contribute to the international cooperation on underwater cultural heritage through training on conservation and restoration of underwater findings. In 2011, the UNESCO Venice Office supported ICUA in:

- (i) The organization of a World Conference on Underwater Heritage (IKUWA 4) on “Managing Underwater Cultural Heritage “(Zadar, 29 September-2 October 2011);
- (ii) 2 international training courses: a basic course on underwater archaeology (2-week course, May-June); and an advanced course on conservation and restoration of underwater heritage (3-month course, 26 September-December).

GREECE

1294. In the framework of a cooperation agreement with the Austrian Academy of Sciences, Austrian and Greek experts and researchers cooperated in 2010 to create a Feasibility study for a new Biosphere Reserve on the island of Samothraki, Greece, financed by the Austrian Academy of Science. The project aimed to clarify whether the creation of a MAB BR on Samothraki would provide added value in guiding socioeconomic development in a coherent and systemic way. In addition to the completion of the feasibility study, other results included:

- (i) Obtained upper-level support from the MAB-Greek Committee to the Samothraki process and integrated the initiative into the BR’s network;
- (ii) Design of a management strategy;
- (iii) Screening of potential solutions to the obstacles to nature protection and livelihood;
- (iv) Elaboration of a first approximation of zoning according to the Sevilla strategy;
- (v) A brief report on the economic analysis of tourism and its potential to generate revenue to cover part of the expenditure for the new MAB management on Samothraki has been elaborated;
- (vi) The publishing and dissemination of an information and publicity materials;
- (vii) The project also received a Sustainability Award in 010 from the Austrian Ministry of Science and Research.

1295. 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). This new project aims at achieving the following objectives:

- (i) Development of a management plan and monitoring standards for the proposed biosphere reserve on the island of Samothraki with clear management goals, structure, roles and responsibilities in line with national and local legal frameworks and policies.
- (ii) Elaboration of some modules / projects towards sustainable development for the proposed Samothraki BR, in particular relating to the economy (such as tourism, agriculture, fishing), energy self-reliance, waste management, and sustainable infrastructure, leading to first steps in implementation in collaboration with the local administration, NGOs, and civil society networks.
- (iii) Development of a science perspective for setting up a long-term socio-ecological research station within the international LTSER network in collaboration with the archaeological division of Samothraki.
- (iv) Contribution to the development and reinforcement of a regional network of MAB reserves in SEE and the Mediterranean, in terms of management guidelines (structural and procedural) and related monitoring tools for sustainable development along the lines of the Sevilla Strategy, the Madrid Action Plan, and the UNEP-MAP integrated coastal zone management protocol.

MOLDOVA

1296. 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.

1297. The Proceedings from the *2007 International Conference on Science and Education Policies for the Central and Eastern Europe, Balkans, Caucasus and Baltic States* were published in 2010 by UVO as Volume no.7 under the Science Policy Series.

MONTENEGRO

1298. 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 represents the UNDAF, and covers the period 2012-2016.

1299. The first Integrated UN Programme for Montenegro had three strategic programme pillars: Social Inclusion, Democratic Governance, and Sustainable Economic Development & Environmental Protection (SEDEP). As of December 2011, the Participating UN Organizations were: UNDP, UNICEF, UNHCR, WHO, IOM, FAO, UNESCO, UNIDO, UN Women, UNEP, UNECE. The Integrated UN Programme, both Phase I and II, were developed by all Participating Organizations and in close consultations with the Government through Pillar and Sector Working Groups.

1300. UNESCO contributes to key results in the Democratic Governance Pillar which covers the following areas: improving the role of e-governance in the interaction between the inhabitants of Montenegro and State institutions; and enhancing science and technology governance, as well as synergies between culture and development. Fact-finding missions took place in order to develop capacity-building activities for 2012 in research management and to make them more competitive in the EU Research Framework Programme and Diaspora.

1301. In 2010-11 UNESCO was mostly involved in the work of the SEDEP Pillar, since this Pillar began implementation of a Joint Programme with UNDP and regionally-based organizations UNEP, UNIDO and FAO. The JP, "Improving the business environment through green jobs and institution building", is 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 2012 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.

1302. Within the MDG-F JP "Improving business environment through green jobs and institutional building" during 2010-11, the following results were achieved:

- (i) Two Public-Use Planning (PUP) Training Workshops aimed at enhancing local governance processes while considering the need for a better integration between socio-economic development and the conservation and protection of natural and cultural

assets of the Durmitor WH site / Tara River Basin Biosphere Reserve was held in Zabljak, at the Durmitor National Park from 26 April to 8 May 2010 and again from 27 to 31 October 2010.

- (ii) A multi-stakeholder consultation platform was activated on the national level and for the Durmitor area WH site and Tara River Basin BR. Government national representatives, national civil society and private sector organisations can now better align their efforts and give continuity to the enhancement of their support to local governance processes while considering the need for a better balance between socio-economic development and the conservation and protection of natural and cultural assets of the Durmitor WH/Tara River Basin BR.
- (iii) Management and coordination of UNESCO activities in the JP in Montenegro was strengthened with the addition of an NPO due to the need to assure a more continuous and effective presence of UNESCO staff in Montenegro and, by doing so, to: assure a smooth coordination of experts/consultants interventions in the area of Durmitor; assure a more effective coaching of the multi-stakeholder consultation process which was initiated in Fall 2010 (see below), and; better liaise with UNDP and partner UN Agencies in the framework of this JP;
- (iv) A study tour to WHS in Austria and Italy was held 21-26 February 2011 for five participants from the Public Enterprise for the National Parks and the Ministry of Sustainable Development and Tourism of Montenegro. During the tour the participants learned about best practices that could help strengthen the sustainable development and governance of the Tara River Basin Biosphere Reserve and in the Durmitor World Heritage site in Montenegro, reinforcing their management capacity of these UNESCO designated sites.
- (v) Two round of meetings with the local stakeholders in September and November 2011 allowed to gather overviews of opinions and interests of Municipality of Pljevlja and Zabljak representatives, as well as of Durmitor NP representatives and business sector with regard to UN programme for the Durmitor area; stakeholders' plans and activities for the area; management issues within the protected area; and meaning of the WH designation for their activities.

1303. UVO supported the organisation of the 6th Ministerial Conference on Cultural Heritage in South-Eastern Europe (SEE), convened by the Government of Montenegro (Ministry of Culture) in Cetinje and Budva, on 23 April 2010. The Conference led to the presentation and approval by the 10 participating countries of a the Cetinje Declaration and Action Plan, as main strategic documents for the further strengthening of cultural cooperation in the sub-region.

1304. Within the framework of the sub-regional project "Cultural Heritage – a Bridge towards a Shared Future" (Italian FiT) UVO supported the preparation and approval of the Management Plan for the historical core of Cetinje. As a follow-up to this activity, UNESCO is now assisting the Montenegrin authority in the preparation of the candidature file for the inscription of Cetinje in the WHL 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.

1305. A first national capacity building workshop on community-based inventorying of intangible cultural heritage in Montenegro was organized in Cetinje (Montenegro) from 24-31 October 2011 by UNESCO, in close cooperation with the Ministry of Culture and the National Commission for UNESCO of Montenegro. The event brought together experts, NGOs, community members, local authorities, government officials, and actors at the heart of the 2003 UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage.

1306. In 2011 UVO supported the re-print of the Guide Book to the Montenegrin Museums, firstly published in 2005 with the support of the same Venice Office, in 3 language versions: Montenegrin, English, and Italian. The guidebook is the only existing publication providing useful information for visiting all Museums and art collections in Montenegro.

SERBIA

1307. Serbia is part of a New Generation of UNDAFs moving from a situation of development assistance to one of partnership for development. UVO 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.

1308. In close consultation with the Serbian National Commission in 2010 UNESCO also contributed to the preparation of “chapeau”, a non-legally binding document describing planned activities (with resources).

1309. While not a signing agency to the JP, within the framework of the MDG-F Joint Programme, “Sustainable Tourism for Rural Development”, UNESCO collaborated with UNDP Serbia for a workshop in Eastern Serbia, held 1-2 December 2010 on “Cultural Heritage and Partnerships for Rural Development”. UNESCO, together with UNDP, coordinated two cultural heritage consultants to facilitate the required training courses. In addition, UNESCO provided the expertise of one staff member/internal expert on partnerships for development at UNESCO designated sites from UVO. The results of this activity were raised awareness about the importance of preserving UNESCO designated sites and the need to create partnerships for rural development and/or cultural tourism. Around 30 local stakeholders attended.

1310. Seven medieval fortresses in Serbia were targeted within the activity “Safeguarding and Promotion of Medieval Fortresses along the Danube”, aiming at supporting the sustainable management of the medieval fortresses along the Danube. The results of the activity, part of the sub-regional project “Cultural Heritage – a Bridge towards a Shared Future” (Italian FiT) included:

- (i) Organization of workshops in the targeted sites, with participation of all relevant stakeholders, on the sustainable management of the fortresses
- (ii) Identification and sharing of good practices in the sustainable use of cultural heritage resources, and creation of a network of communities, experts and institutions
- (iii) Organization of a final conference (Smederevo, 4 June 2010) for presenting the workshop results and good practices, and the establishment of a co-operation agreement between stakeholders of all involved sites
- (iv) Creation of information and promotional materials, including dedicated interactive web-portal
- (v) Realization of travelling exhibition on the fortresses, to be displayed on all sites involved by the project
- (vi) Realisation of a training programme on the sustainable management of cultural heritage, with participation of students from 9 South-East European countries
- (vii) Activities included interventions for promoting intercultural dialogue and the diversity of cultural expressions, with special focus on the support to the International Theatre Festival of Smederevo.

1311.UVO supported in 2011 the translation/adaptation and publishing of the Serbian version of the World Heritage in Young Hands Kit, in close cooperation with the Serbian National Commission. A launching ceremony of the kit has been organized with UVO' support on 24 October 2011 during the UN Week celebrations.

1312.In close cooperation with the Serbian National Commission for UNESCO and the UNRC Office, UVO also contributed to the UN Week's events in Serbia by organizing a photo exhibition of stećaks Mediaeval Tombstones on 21st October 2011 in the National Museum in Belgrade. The exhibition took place simultaneously also in Bosnia and Herzegovina, Croatia, and Montenegro.

1313.UVO supported the organisation of the 7th Ministerial Conference on Cultural Heritage in South-Eastern Europe (SEE), convened by the Government of Serbia (Ministry of Culture) in Belgrade, on 9-10 June 2011 (see paragraph 15 under regional activities).

1314.Support to the Serbian Government (Ministry of Culture) has been provided for the preparation of the Annual South-East European Seminar of Experts on Intangible Cultural Heritage held in Belgrade, 11-14 May 2011 (see paragraph 24 under regional activities).

1315.UVO supported Serbia in preparing for the Annual Heads of State Summit (Belgrade, 1-2 September 2011) in close cooperation with BSP and the Serbian National Commission for UNESCO.

1316.Capacity-building in basic sciences (mathematics and theoretical physics) was supported through the strengthening of the SEE Mathematical and Theoretical Physics Regional Network (SEENET-MTP). In particular, the University of Nis, which hosts the secretariat of this Network, has been involved in a mapping activity related to mathematics and physics research institutions operating in SEE countries. A meeting entitled, "Excellence in Basic and Engineering Sciences and Education – Physics and Mathematics in South Eastern Europe" was held 18-21 February 2010. Around 50 scientists from the region attended this meeting, during which the preliminary questionnaires for the mapping activity were finalized.

1317.UVO supported the Balkan Summer Institute in Physics (BSI) held 20-31 August 2011 in Djerdap, Serbia. It was the central event in the SEENET-MTP Network Program in 2011 and it consisted of 3 topic-oriented meetings: Seminar, School and Workshop. The BSI 2011 covered research and teaching problems of interest for: Educators (Seminar), advanced undergraduate, graduated, PhD and younger postdoc students (School) and leading researchers in the region and all over the world.

1318.Support has been provided in preparation for the SEE Ministerial Roundtable for Science, Technology and Innovation and Higher Education to be held in Belgrade in 2012.

THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

1319.UNESCO as a non-resident agency and in close consultation with the National Commission 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

1320.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 USD 4 000 000, out of which UNESCO's component is USD 926 000. Main results achieved in 2010-11 under this JP included:

- (i) The 2nd World Conference on Interreligious and Inter-civilization Dialogue brought over 300 religious leaders and theologians together in Ohrid, who showed their commitment to inter-faith dialogue in the Declaration on “Religions and Cultures – Contribution to Peace, Mutual Respect and Co-Existence, Ohrid 2010”. The proceedings were also produced in hard copy and on DVD for distribution in five languages.
- (ii) At the 2010 National Youth Conference “Shared Visions” over 50 youth from around the country confirmed their commitment to interethnic dialogue, understanding and collaboration in a Declaration on Interethnic and Interreligious Understanding amongst Youth. UNESCO also supported the 2011 National Youth Conference.
- (iii) Youth in eight FYR Macedonian towns collaborated on projects of interethnic and interfaith dialogue on topics of shared cultural heritage.
- (iv) 11 UNESCO Clubs around the country implemented project activities for enhancing interethnic dialogue in universities and the three pilot municipalities, focusing on themes such as culture, environment and technology. Festivals, debates, round tables, workshops and discussions were held with over 500 participants. Seven of these were new UNESCO Clubs in communities and universities around the country.
- (v) Two inclusive journalism and intercultural communications workshops for young and mid-career professionals have been organized during the month of July 2011.
- (vi) 2 new UNESCO chairs were approved and started activities: the UNESCO Chair in Enhancing Responsible Journalism and Intercultural Communication at The School of Journalism and Public Relations (SJPR) and the UNESCO Chair in Intercultural Dialogue Studies at the University of Sts. Cyril and Methodius (UKIM).
- (vii) With UNESCO support, SJPR produced a textbook titled Media, Citizens and Intercultural Communication, which is meant to educate journalism students in the ideas and techniques for culturally, civic and conflict sensitive reporting. A shorter, handbook version for practicing journalists was presented at a February 2011 workshop where the suggested techniques were put into practice.
- (viii) With the support of UNESCO, the Ministry of Education and Science and the National Commission, the World Heritage in Young Hands (WHYH) kit was translated and adapted into Macedonian, to be used as an extracurricular activity in Macedonian schools. Teachers and principals from 10 pilot schools were trained on how to use the kit and UNESCO is continuing to try to further integrate the use of the kit into the main educational system.
- (ix) A Master’s degree in intercultural communication, with a special focus on future educators and building their skills to effectively teach in a multicultural and multilingual setting is in the course of being developed. A conference on the role of higher education in a multicultural society took place in March 2011.
- (x) In cooperation with the Office of the OSCE High Commissioner on National Minorities, UVO organized an International Conference on “The Role of Higher Education in Fostering Inter-cultural Dialogue and Understanding in a Multiethnic Society” from 16-17 March 2011 in the premises of UKIM in Skopje. The conference brought together higher education leaders, scholars and students to discuss how higher education today contributes or could contribute to creating a culture of dialogue at the institutional, local, regional and international levels. It was attended by over 200 national and international delegates including government representatives, academics, experts, diplomats, NGOs, students, media and civil society.

1321. In the UNDAF priority area of Democratic Governance, UNESCO continued to implement the project “Establishment of Regional Center for Digitization of Cultural

Heritage” which in 2010-11 achieved the following results: the center became fully operational, the premises are fully equipped and required staff has been employed by the Ministry of Culture, Cultural Heritage Protection Office (6 staff employed); the draft Digitization Strategy has been finalized and submitted for approval to the Government; a training of 30 employees of cultural institutions was held; the works for the digitization of cultural heritage, starting from the digitization of the archives of the Cultural Heritage Conservation Centre in Skopje initiated.

1322. In 2010 UNESCO closed the project “Krushevo Ethno Town”. Inauguration of the Krushevo Ethno Festival took place on 18 July 2010 and the project’s achieved the following main results: Visibility and awareness about Krusevo’s cultural heritage and tourism offer greatly enhanced; Cultural heritage diversity promoted and supported, by means of inclusion of different culture groups in the project’s activities and the support offered to the safeguarding of their forms of expression; Strengthened safeguarding and viability of local intangible cultural heritage; Contributed to the restoration and refurbishing of registered cultural monuments and buildings; Promoted local tourism-related entrepreneurship (with special focus on small businesses, private craftsmen, and cultural associations) and supported its sustainability and capacity-building.

1323. Under the UNDAF priority area Environment Protection, in 2010 UNESCO continued to support the national authorities for the preparation and implementation of a management plan for Ohrid world heritage site. Following its submission to the WH Committee in February 2010, the Management Plan for the Natural and Cultural Heritage of the Ohrid region is being implemented and stakeholders’ involvement strengthened.

1324. In addition, UNESCO supported a project on “Trans-boundary dialogue and a Man & Biosphere Reserve co-management scheme facilitated for the Prespa region”. In this context, a road map has been approved for the MAB Trans-boundary Biosphere Reserve Designation Process, a lead partner identified and a draft application dossier was prepared.

TURKEY

1325. 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 new programming framework aimed at the repositioning of the UN System in the Middle Income Countries (MIC) and for which Turkey has 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.

1326. 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. UNESCO has been involved in the preparation of the UNDAF rollout in Turkey since 2009.

1327. In 2010-11 UVO continued to closely work with the Turkish National Commission for UNESCO and the MaB National Committee on the designated sites to foster cultural and natural issues integration and, together with UNESCO Moscow Office supported the international workshop “Developing the biosphere reserves’ network in the SEE and Caucasus regions”, Antalya, 15-19 February 2010. The workshop explored topics of common interest that could be investigated further within the framework of a new coordinated

experimental programme related to BRs in the region, allowing the development of appropriate and more adequate management guidelines and models to be extended to the countries involved.

1328. Under the MDG-F Joint Programme, “Alliances for Culture Tourism (ACT) in Eastern Anatolia”, involving UNESCO, UNICEF, UNWTO and UNDP, an independent, external evaluation had extremely positive results especially in terms of national/local ownership, inclusiveness, cooperation between UN partner agencies, and delivery of expected outcomes. After being granted a six-month extension and subsequent 3-month extension, it is expected to close in March 2012. During 2010-11, the main results achieved included:

- (i) development of capacities of the Site Management Planning Team of MoCT;
- (ii) finalization of the Ani Site Management draft plan to be submitted to the Ani Site Management Advisory Board for the approval before the final submission for the stakeholders' contribution; this is an important achievement as the methodology is based on international standards and leveraged directly with the institutional structures and capacities of the relevant institutions for the first time in Turkey.;
- (iii) enhanced knowledge on the legislative and normative framework for the safeguarding of cultural heritage through the publication of specialized brochures;
- (iv) effective monitoring and conservation, renovation, observation, inspection, licensing and project management activities in relation to the registered sites and assets developed;
- (v) mapping of Intangible Cultural Heritage of Kars Province research outcomes submitted to MoCT for their archives and further processing; the establishment of the Culture House and related activities for the promotion of the Minstrelsy tradition considered as an important contribution to the sustainability of this important expression of ICH in the province of Kars; the 6th International Minstrels Festival held in June 2011 through the contribution of the Municipality of Kars, and the participation of performers from Turkey and abroad (Kyrgyzstan, Georgia, Azerbaijan and Iran); the Kars Minstrels Fest, organized in September and regular Festive events were also held on the occasion of Ramadan in August;
- (vi) The "saz" and "tar" making and performing training courses completed; regular traditional music courses continue to be taught once a week and keep the atelier operational for the production of traditional instruments.

UKRAINE

1329. UNESCO became one of the twenty UN Agencies (including IFC, IMF, and WB) participating in the Ukraine-United Nations Partnership Framework (UNPF) for the period of 2012-2016, which focuses on four priority thematic areas: Sustained Economic Growth and Poverty Reduction; Social Development; Governance; and Environment and Climate Change. UNESCO has committed to contribute under all four thematic areas.

UNMIK/KOSOVO* (as defined under UN Security Council Resolution 1244)

1330. At the invitation of the UN Development Coordinator (UNDC) and the Special Representative of the Secretary-General (SRSG) five non-resident agencies - UNODC, UNESCO, UNEP, UNIDO and UNCTAD - have formally joined the UN Kosovo Team (UNKT) and have signed the UN Strategic Framework for Kosovo (UNSF) and the UN Common Development Plan (CDP) for 2011-2015. As a result,, UNESCO shall contribute to the achievement of the overall Outcome “Access to sustainable and gender-equitable economic and livelihood opportunities, quality public and social services and prompt, accountable and gender-responsive justice mechanisms”, through activities related to TVET; support to

inclusive, quality education in selected municipalities; strengthening the rural Development Network outreach information service.

1331. Under the overall programme “Safeguarding of Cultural heritage in Kosovo”, UNESCO has completed implementation of the following restoration campaigns which benefited from extrabudgetary resources: 2nd phase of project on enhancing inter-cultural dialogue in the region of Pec, with a special emphasis on cultural heritage as a tool for reconciliation; restoration of the church St Savior of Prizren; restoration of seven sites Hadum Mosque in Gjakove, Djakovica Municipality; St. Sava Church in Mitrovica/Mitrovic;, St. Archangel Michael Church, Shtime/Stimlje Municipality; Hamam, Mitrovice, Kosovska Mitrovica Budisavci Monastery, Budisavc/Budisavci, Klina Municipality; the Church of the Presentation of the Virgin, Lipjan/Lipljan, Lipjan/Lipljan municipality; Mosque, Decan/Decani Municipality); the 1st phase of the restoration of frescos of Bogoriodica Ljeviska Church, was started in October 2011.

1332. Tendering process have been completed for the following activities: restoration of the structure, façade and wall paintings of the Decani Monastery; restoration of wall paintings of the Church the Mother of God Odigitrija and the Throne of Good’s Mother of the Pec Patriarchate; preparation of the Technical Design - Restoration Conservation Project for the Church of Annunciation of Gracanica Monastery; restoration of the wall paintings of the Monastery of Gracanica.

1333. The Restoration of Wall paintings of Bogorodica Ljeviska Church of Prizren and for restoration of four Ottoman fountains are on-going.



Organisation
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189 EX/4

Add.2

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Original anglais

Point 4 de l'ordre du jour provisoire

RAPPORT DE LA DIRECTRICE GÉNÉRALE SUR L'EXÉCUTION DU PROGRAMME ET BUDGET ET SUR LES RÉSULTATS OBTENUS AU COURS DE L'EXERCICE BIENNAL PRÉCÉDENT (2010-2011 – 35 C/5) (PROJET DE 37 C/3)

ADDENDUM 2

Résumé

Le présent document fournit des informations financières sur les ressources utilisées pour mettre en œuvre le Programme et budget (35 C/5) pour l'exercice biennal 2010-2011.

Grand programme I – Éducation

Ressources

1. Dans le cadre de la gestion axée sur les résultats, le grand programme I a eu recours aux ressources suivantes :

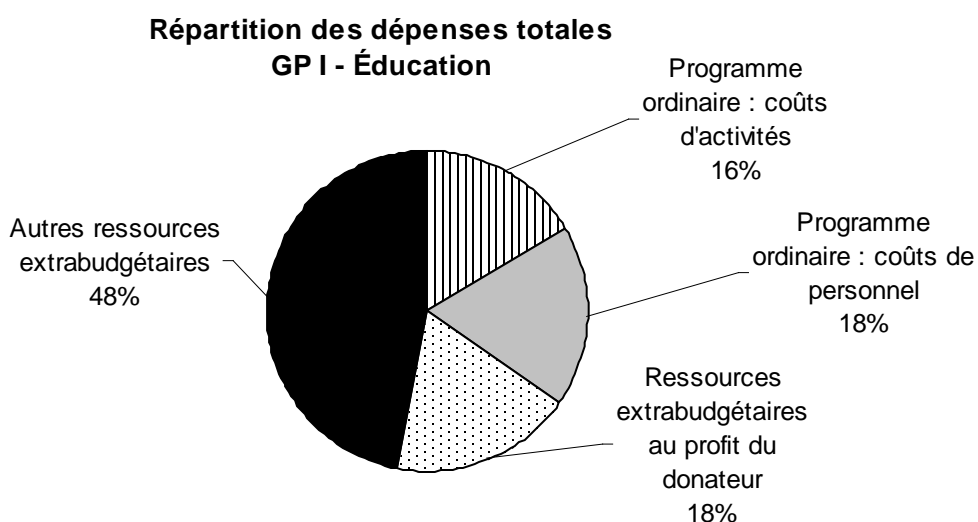
- Budget du Programme ordinaire : 109 996 000 dollars

- Coût d'activités : 51 777 000 dollars
- Coûts de personnel : 58 219 000 dollars

Effectifs : 254 postes établis, dont 202 postes du cadre organique, 35 d'entre eux étant réservés à des administrateurs nationaux (NPO) affectés hors Siège (sauf personnel en service dans les Instituts de l'UNESCO pour l'éducation et dans les centres de catégorie 2 affiliés à l'UNESCO).

- Fonds extrabudgétaires : 206 305 000 dollars

- Ressources extrabudgétaires au profit du donateur : 57 983 000 dollars
- Autres ressources extrabudgétaires : 148 322 000 dollars



Grand programme II – Sciences exactes et naturelles

Ressources

2. Dans le cadre de la gestion axée sur les résultats, le grand programme II a eu recours aux ressources suivantes :

- **Budget du Programme ordinaire : 58 228 000 dollars**

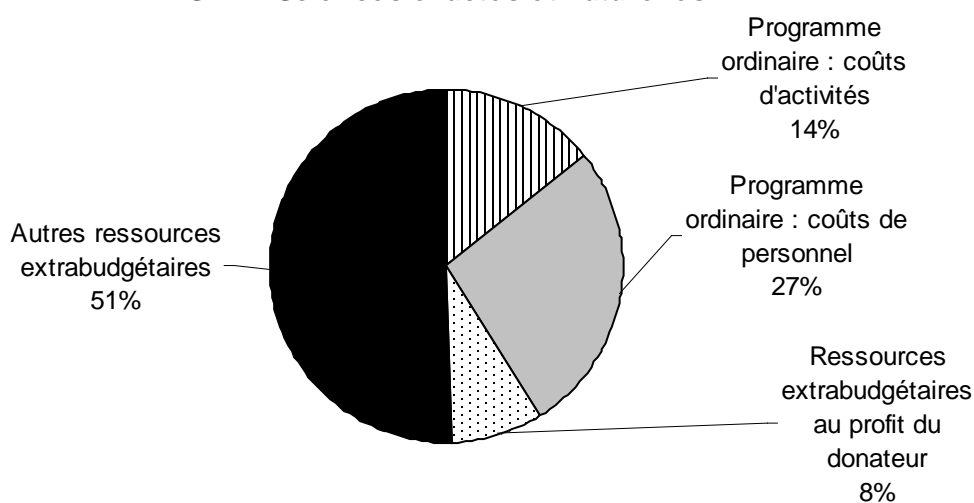
- Coût d'activités : 20 022 000 dollars
- Coûts de personnel : 38 207 000 dollars

Effectifs : 170 postes établis, dont 119 postes du cadre organique, 13 d'entre eux étant réservés à des administrateurs nationaux (NPO) affectés hors Siège (sauf personnel en service dans les Instituts de l'UNESCO pour les sciences et dans les centres de catégorie 2 affiliés à l'UNESCO).

- **Fonds extrabudgétaires : 83 384 000 dollars**

- Ressources extrabudgétaires au profit du donateur : 11 601 000 dollars
- Autres ressources extrabudgétaires : 71 783 000 dollars

**Répartition des dépenses totales
GP II - Sciences exactes et naturelles**



Grand programme III – Sciences sociales et humaines

Ressources

3. Dans le cadre de la gestion axée sur les résultats, le grand programme III a eu recours aux ressources suivantes :

- **Budget du Programme ordinaire : 27 951 000 dollars**

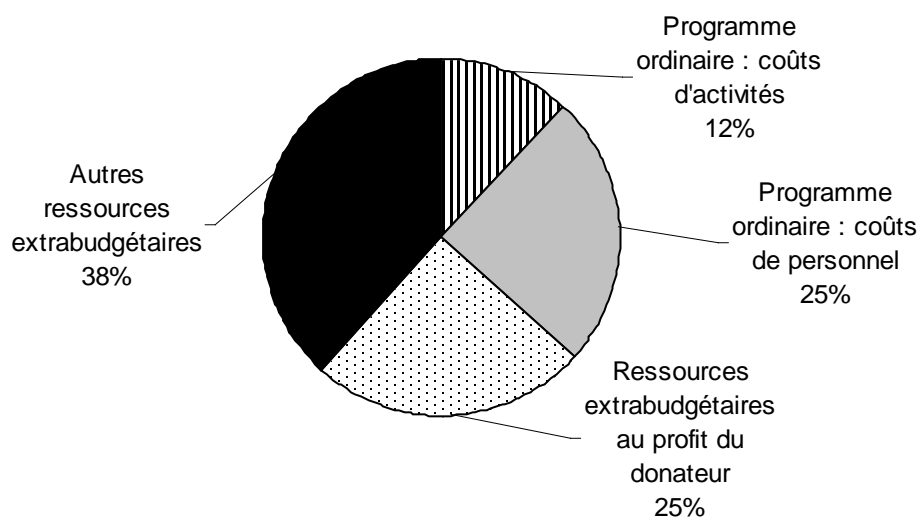
- Coût d'activités : 9 025 000 dollars
- Coûts de personnel : 18 926 000 dollars

Effectifs : 84 postes établis, dont 63 postes du cadre organique, 5 d'entre eux étant réservés à des administrateurs nationaux (NPO) affectés hors Siège (sauf personnel en service dans les centres de catégorie 2 affiliés à l'UNESCO).

- **Fonds extrabudgétaires : 48 281 000 dollars**

- Ressources extrabudgétaires au profit du donateur : 19 151 000 dollars
- Autres ressources extrabudgétaires : 29 130 000 dollars

**Répartition des dépenses totales
GP III - Sciences sociales et humaines**



Grand programme IV – Culture

Ressources

4. Dans le cadre de la gestion axée sur les résultats, le grand programme IV a eu recours aux ressources suivantes :

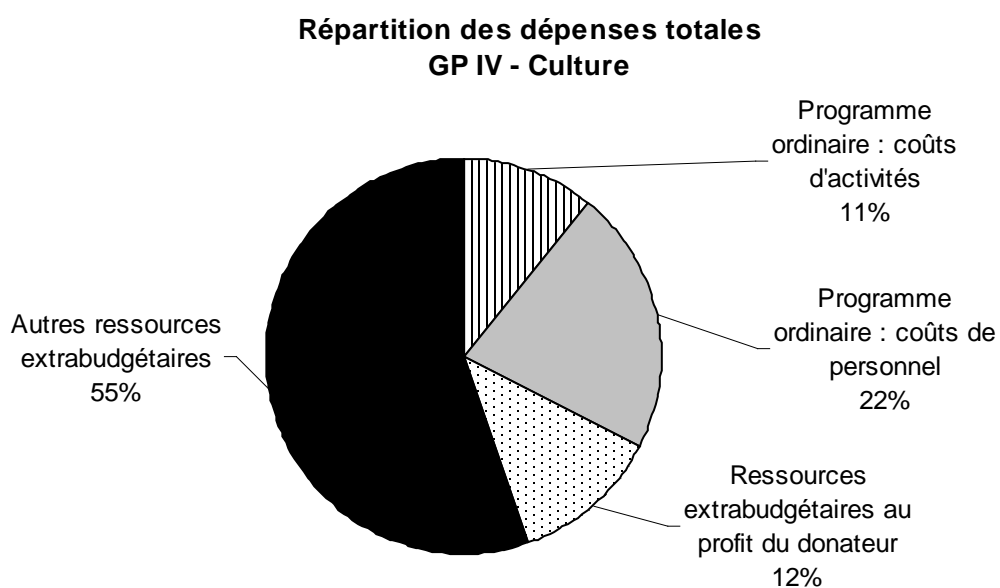
- **Budget du Programme ordinaire : 55 709 000 dollars**

- Coût d'activités : 18 632 000 dollars
- Coûts de personnel : 37 077 000 dollars

Effectifs : 159 postes établis, dont 114 postes du cadre organique, 14 d'entre eux étant réservés à des administrateurs nationaux (NPO) affectés hors Siège (sauf personnel en service dans les centres de catégorie 2 affiliés à l'UNESCO).

- **Fonds extrabudgétaires : 115 686 000 dollars**

- Ressources extrabudgétaires au profit du donateur : 21 081 000 dollars
- Autres ressources extrabudgétaires : 94 605 000 dollars



Grand programme V – Communication et information

Ressources

5. Dans le cadre de la gestion axée sur les résultats, le grand programme V a eu recours aux ressources suivantes :

- **Budget du Programme ordinaire : 31 490 000 dollars**

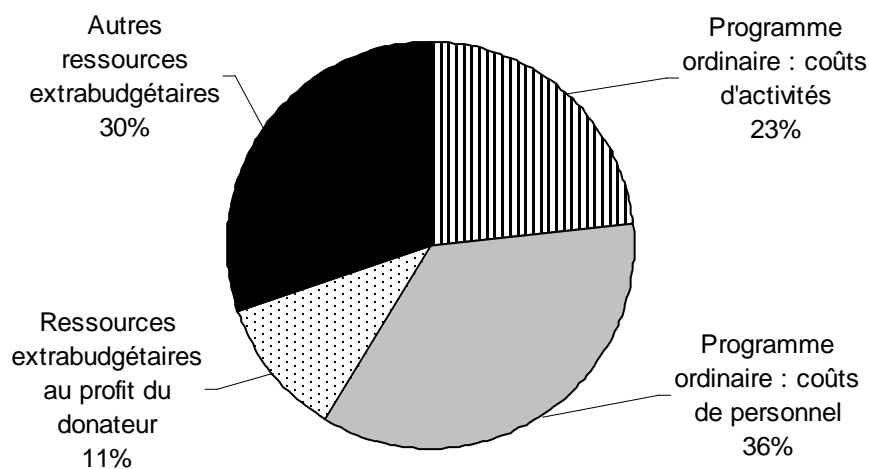
- Coût d'activités : 12 598 000 dollars
- Coûts de personnel : 18 892 000 dollars

Effectifs : 89 postes établis, dont 64 postes du cadre organique, 13 d'entre eux étant réservés à des administrateurs nationaux (NPO) affectés hors Siège (sauf personnel en service dans les centres de catégorie 2 affiliés à l'UNESCO).

- **Fonds extrabudgétaires : 22 273 000 dollars**

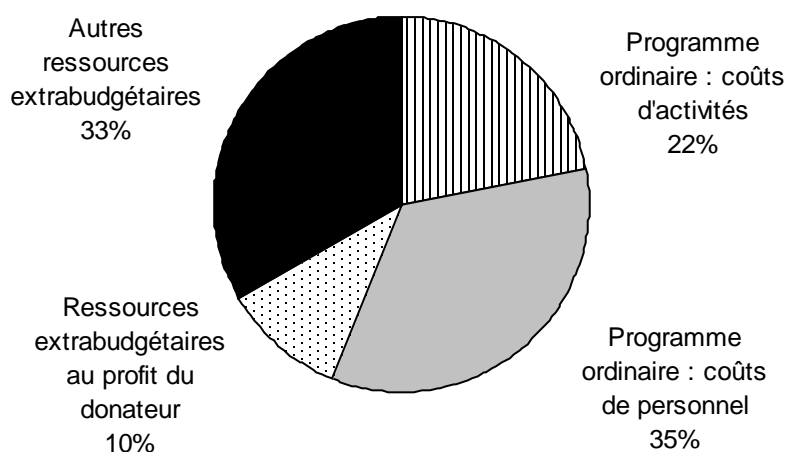
- Ressources extrabudgétaires au profit du donateur : 6 045 000 dollars
- Autres ressources extrabudgétaires : 16 228 000 dollars

**Répartition des dépenses totales
GP V - Communication et information**



APERÇU GLOBAL DE L'EXÉCUTION DU BUDGET

Aperçu global de l'exécution du budget Répartition des dépenses totales UNESCO



Exécution du Programme ordinaire par titre du budget en 2010-2011

Titre du budget		35 C/5 approuvé	Allocation pour le plan de travail	Dépenses au 31 décembre 2011
<i>(en milliers de dollars des États-Unis)</i>				
Titre I	Politique générale et Direction	44 627	47 101	44 793
Titre II.A	Programmes	359 490	368 151	350 490
Titre II.B	Services liés au programme	30 968	38 873	38 393
Titre II.C	Programme de participation et bourses	21 841	21 870	21 040
Titre III	Soutien de l'exécution du programme et administration	183 424	183 279	173 306
	Réserve pour les reclassements/ promotions au mérite	2 000	-	-
Titre IV	Augmentations prévisibles des coûts	10 650	-	-
	Virement sur le Compte spécial pour le renforcement de la sécurité des bâtiments de l'UNESCO dans le monde en application de la résolution 35 C/97 et de la décision 187 EX/4	-	1 340	1 340
Total		653 000	660 614	629 363