



United Nations
Educational, Scientific and
Cultural Organization

UNESCO

2015



#UNITE4HERITAGE

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#متحدون مع التراث

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#UNITE4HERITAGE

كلية الآداب / جامعة بغداد
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Cover

On Saturday 28 March 2015, UNESCO Director-General Irina Bokova launched #Unite4Heritage at Baghdad University – a global movement and social media campaign powered by UNESCO that aims to celebrate and safeguard cultural heritage and diversity around the world.

The campaign calls on everyone to counter the propaganda of cultural cleansing and the destruction of cultural heritage, and to stand up against extremism and radicalization by celebrating the places, objects and cultural traditions that make the world such a rich and vibrant place.

The launch of #Unite4Heritage took place in front of students, government ministers and university officials.

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2015



Untitled, tapestry by
Papa Ibra Tall (1935–2015)
at UNESCO Headquarters.

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Contents

UNESCO's contribution to the 2030 Agenda for Sustainable Development	7
Chapter 1 Education for the 21st Century	21
Chapter 2 Fostering Freedom of Expression	39
Chapter 3 Protecting our Heritage and Fostering Creativity	51
Chapter 4 Learning to Live Together	67
Chapter 5 Building Knowledge Societies	83
Chapter 6 One Planet, One Ocean	95
Chapter 7 Science for a Sustainable Future	109
UNESCO at COP21	125
The 70th anniversary of UNESCO	141
Annexes	159

PAZ
PEACE
السلام
PAIX



Preface

by Irina Bokova, Director-General of UNESCO

2015 was a turning point year for countries across the world – the deadline for the Millennium Development Goals and the Education for All objectives, and the year to reach agreement on the new 2030 Agenda for Sustainable Development and on climate change at COP21.

2015 was also the 70th anniversary of UNESCO and the United Nations – a year in which to celebrate the salience of UNESCO's essential humanism and the relevance of its mission to foster the soft power of education, sciences, culture and communication to lay lasting foundations for peace and sustainable development. In this spirit, UNESCO worked across the board to support governments and their societies.

The rise of violent extremism and the number of deadly terrorist attacks in France and in countries across the world have stressed the profound relevance and urgency of UNESCO's action to 'build peace in the minds of men and women'. In the midst of enduring unresolved conflicts and rising humanitarian crises, UNESCO's vision to prevent radicalization and hatred through quality education and youth empowerment has never been so relevant today. UNESCO bolstered its role in responding to the threat of violent extremism, to combat all forms of racism and anti-Semitism. This included a sharper focus on education for global citizenship and human rights. In June, UNESCO led a major international conference on the Internet and youth, to counter radicalization in the virtual world. This conference launched a global initiative which harnesses the unique role of UNESCO on social and human sciences to better understand the processes of radicalization, and the full power of communication and information to combat violence. In March, I launched UNESCO's new global #Unite4Heritage campaign, at the University of Baghdad, Iraq, to counter the propaganda of violent extremism, by engaging young women and men across the world. UNESCO stepped up action in the protection of cultural heritage under attack, and to fight against the illicit trafficking of cultural goods. The landmark UN Security Council Resolution 2199, banning cultural trade originating from Syria, and linking heritage

issues with security issues, represents a major breakthrough in the global understanding of the role of culture for the protection of people across the globe. The same principles apply in Mali, where UNESCO has delivered on its promise to rebuild the mausoleums in Timbuktu.

2015 also proved to be a turning point for UNESCO in its work to help shape a new vision of sustainable development, based on innovation and human resource. In this sense, the 2030 Agenda is truly people-centred and innovation-oriented. The World Education Forum in Incheon, Republic of Korea, in May 2015 was instrumental for the adoption of the new comprehensive Sustainable Development Goal on education, at the heart of the 2030 Agenda. UNESCO also joined forces with all partners to fully integrate the role of science, technology and innovation in the new UN 2030 Agenda for Sustainable Development. UNESCO launched its new *UNESCO Science Report: Towards 2030*, to provide an essential baseline to help orient implementation and drive assessment of the 2030 Agenda over the years to come. A special section of the report is dedicated to UNESCO's participation in the historic agreement reached in Paris at the Climate Change Conference (COP21). On the occasion of the 10th anniversary of the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions, the 2030 Agenda also marked a leap forward, acknowledging for the first time so explicitly the role of culture and cultural diversity as an enabler of sustainable development. UNESCO also strengthened its efforts to combat all forms of discrimination and racism, building notably on the power of sports to learn to live together, with the revision of the International Charter of Physical Education and Sport, to foster a culture of respect, inclusion and excellence.

Drawing on a unique mandate, and seven decades of experience, UNESCO remains at the forefront of global efforts to build a more peaceful, just and sustainable world for human rights and dignity, for every woman and man. This Annual Report opens a window onto how, every day, we are taking this mission forward across the world.

'We must counter a threat that is fuelled by an exclusive vision of the world and identity, based on false interpretations of faith, hatred of others, ignorance and intolerance,' said UNESCO Director-General Irina Bokova in her address at the Leaders' Forum, and in the aftermath of the 13 November terrorist attacks in Paris.

Irina Bokova

UNESCO's contribution to the 2030 Agenda for Sustainable Development

Girls from Ban Houy-Youkpasso School in Thailand smile after a World's Largest Lesson, a project supported by UNESCO, and part of UK film director Richard Curtis' major initiative 'Project Everyone'. This initiative set to make the new Sustainable Development Goals (SDGs) famous in every school in the planet, reaching 7 billion people in seven days in September 2015.






THE GLOBAL GOALS
For Sustainable Development

LIFE ON LAND


UNESCO's contribution to the 2030 Agenda for Sustainable Development

UNESCO actively contributed to the shaping of the 2030 Agenda for Sustainable Development – adopted by the UN General Assembly in 2015 – drawing on its humanist mandate, and mobilizing all of its partners and stakeholders. Designed as an agenda of the people, by the people and for the people, it highlights the vital importance of human capacities, skills and knowledge to adapt and respond to the challenges and opportunities of the present and the future, many of which are still unknown. It places national ownership and support at the country level as a cornerstone for its successful implementation. Building upon the achievements and lessons learned of the Millennium Development Goals (MDGs), it seeks to address their unfinished business.

Like millions of children around the world, these students from Nurul Hudda Primary School in Tudun Wada Zaria (Nigeria) were informed about the new 17 SDGs adopted by the United Nations at the end of September 2015.

The 17 Sustainable Development Goals (SDGs) and 169 targets included in the 2030 Agenda go far beyond the MDGs by addressing the economic, social and environmental dimensions of sustainable development in a balanced and integrated manner. It is a universal agenda, applying to all countries, regardless of their development status, aiming to address inequalities and ensure that 'no one is left behind'. The 2030 Agenda will truly transform the scope and practice of sustainable development work in the years to come.

The 2030 Agenda confirms the relevance of UNESCO's mandate and gives new impetus to the Organization's actions at the global, regional and national levels. It gives pride of place to the fundamental

contribution of quality education at all levels and to the importance of lifelong learning opportunities for all (SDG 4). It breaks new ground in acknowledging the growing importance of science, technology and innovation (STI) for sustainable development (SDGs 9 and 17). It contains ambitious goals in the areas of freshwater (SDG 6) and the ocean (SDG 14), which are major priorities for the Organization. It recognizes the role of information and communication technology (ICT) and of the media in accelerating access to development opportunities and in promoting good governance and the rule of law (SDG 16). It promotes culture as a key enabler of sustainable development. It contains targets on the preservation of natural and cultural heritage (SDG 11), the recovery and return of stolen assets (SDG 16), and on sustainable tourism that creates jobs and promotes local culture and products (SDGs 8 and 12). It upholds a vision of just, peaceful, equitable and inclusive societies recognizing the value of knowledge, heritage and diversity. It promotes human rights and has a strong focus on gender equality (SDG 5).

The 2030 Agenda also confirms the way of working of UNESCO as a specialized agency. Fully utilizing the core functions of specialized agencies like UNESCO, i.e. the emphasis on normative and standard setting work; the provision of integrated policy advice; the ability to implement cross-sectoral and interdisciplinary approaches; capacity development; partnership with a large range of stakeholders, investment in



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SUSTAINABLE DEVELOPMENT GOALS



ELYX by YAK

high quality data, statistics and analysis, will be key to support countries in the implementation of the 2030 Agenda.

A significant part of the 2030 Agenda is devoted to ensuring that populations and countries most in need, including countries facing conflict, post-conflict and disaster situations, receive appropriate and timely support from the international community, especially in terms of relevant policy assistance and capacity development, where UNESCO, as a specialized agency, has a key role to play. The 2030 Agenda acknowledges that

the world today has become more fragile, marked by an amplified complexity of crises, with increased occurrence of relapse back into conflict and the rolling back of fundamental development gains.

These situations raise a series of challenges in terms of educational crises, as millions of children and youth have been forced out of school due to conflict – today, 42 per cent of out-of-school children live in conflict-affected countries. With the increasing average duration of crises, and educational services under strain, the future of these children and youth is uncertain.

Conflict and post-conflict situations also put cultural heritage at risk, whether by intentional destruction, collateral damage, or by looting and illicit trafficking of cultural objects – a rising threat that the Director-General of UNESCO has qualified as cultural cleansing. The same happens to cultural diversity: persecution based on religious, ethnic or cultural affiliation risks altering in an irreversible manner the social fabric of societies and the ability of different communities to live together.

Elyx, the first 'digital ambassador' for the UN and the creation of renowned French artist Yak, presents the new SDGs as part of a global UN social media communication campaign.

GOAL 4

ENSURE INCLUSIVE AND EQUITABLE
EDUCATION AND PROMOTE LIFELONG
OPPORTUNITIES FOR ALL

SUSTAINABLE DEVELOPMENT

More at sustainabledevelopment.un.org/



QUALITY
LEARNING

DEVELOPMENT GOALS

ment.un.org/sdgsproposal

The 2030 Agenda therefore calls on the international community to prevent conflict, to eliminate all forms of violence and to promote peaceful, just and inclusive societies. UNESCO's work to prevent violent extremism through education, the media and culture is critical to achieving this objective.

The new agenda recognizes the challenges of disasters, climate change and external shocks. It commits to building the resilience of the poor and of those in vulnerable situations, and to reduce their exposure and liability to climate-related extreme events. It is a universal roadmap that is strategically linked to the Sendai Framework for Disaster Risk Reduction 2015–2030, the Paris Climate Change Agreement and the Addis Ababa Action Agenda.

This ambitious and transformative agenda will require a well-coordinated, nimble and flexible UN system, able to support countries to deliver on their sustainable development commitments, overcoming remaining institutional and operational obstacles. Coherence and coordination across policy areas and at the global, regional and country levels will be of paramount importance, as well as the ability to deliver real change. In-depth consultations on the longer-term positioning of

The 2030 Agenda gives pride of place to the fundamental contribution of quality education at all levels and to the importance of lifelong learning opportunities for all (SDG 4). This confirms the relevance of UNESCO's mandated role to lead and coordinate the 2030 education agenda and to develop an appropriate global coordination mechanism.

the UN system have already been held at the UN Economic and Social Council (ECOSOC), focusing on a wide range of issues including the functions, governance, funding, capacity, impact and partnerships of the UN. UNESCO has actively participated in shaping this process and the scope of the new Agenda – the Organization is fully committed to taking forward its implementation.

Gender equality: a crosscutting concern for the entire 2030 Agenda

Gender equality and the empowerment of women are crosscutting concerns for the entire 2030 Agenda. The SDGs incorporate the two-track strategy that has long been advocated for gender equality: a stand-alone goal on gender equality, women's empowerment and women's rights (SDG 5); and integration of gender equality in other key goals.

For its part, UNESCO recognizes gender equality and the empowerment of women and girls as one of its two global priorities. The Organization has intensified its efforts to mainstream gender equality considerations in all its programmes, and will continue to do so in the context of the implementation of the 2030 Agenda. UNESCO is also exploring and establishing synergies between its various areas of work and corresponding SDGs. For example, UNESCO's inventory of policy instruments that affect gender equality in science, technology, engineering and mathematics (STEM) will contribute to a special thematic report in 2017 (target 5.5) on women's leadership.



The SDGs incorporate the two-track strategy that has long been advocated for gender equality: a stand-alone goal on gender equality, women's empowerment and women's rights (SDG 5); and integration of gender equality in other key goals. In the previous year, UNESCO has intensified its efforts to mainstream gender equality considerations in all its programmes, and will continue to do so in the context of the 2030 Agenda.

A strategic alignment for UNESCO's Priority Africa

Africa is one of UNESCO's two Global Priorities. Its Operational Strategy for Priority Africa is aligned with the 2030 Agenda for Sustainable Development, which in turn integrates fully the 2063 Agenda of the African Union. Moreover, UNESCO's Operational Strategy for Priority Africa is in line with Africa's official position for the 2030 Agenda, namely the Common African Position (CAP), which focuses on six pillars: (i) structural economic transformation and inclusive growth; (ii) science, technology and innovation; (iii) people-centred development; (iv) environmental sustainability, natural resources management and disaster risk management; (v) peace and security; and (vi) finance and partnerships, which are all part of the SDGs.

This strategic alignment will enable UNESCO to increase the scope of its action in and for Africa, and to improve the commitment of its sectors, institutes and specialized networks, as well as the mobilization of external actors, including strategic and financial partners. The ability of UNESCO to work with the wide array of stakeholders involved in Africa will be an important comparative advantage for the implementation of the 2030 Agenda, which promotes South-South and triangular cooperation, both regionally and internationally.

■ Education

UNESCO is well positioned to make leading contributions to SDG 4 devoted to quality education and lifelong learning, thanks to its universal mandate, its demonstrated ability to lead a coordinated global education movement (Education for All), and its confirmed monitoring and benchmarking capacities – including through the *Global Monitoring Report*, the development of statistical and policy capacities, and the work carried out by the UNESCO Institute for Statistics (UIS), the International Institute for Educational Planning (IIEP), and overall policy assistance to countries. All this adds to UNESCO's extensive experience in core education areas, from planning to quality; from education for sustainable development to education for global citizenship; and finally, its knowledge in capacity development in areas vital for the effective management of education systems and data, especially through its unique category 1 centres.

In 2015, the Incheon Declaration adopted during the World Education Forum, confirmed UNESCO's mandated role to lead and coordinate the 2030 education agenda and to develop an appropriate global coordination mechanism. In this context, UNESCO was asked 'to undertake advocacy to sustain political commitment; facilitate policy dialogue, knowledge sharing and standard setting; monitor progress towards the education targets; convene global, regional and national stakeholders to guide the implementation of the agenda; and function as a focal point for education within the overall SDG coordination architecture'.

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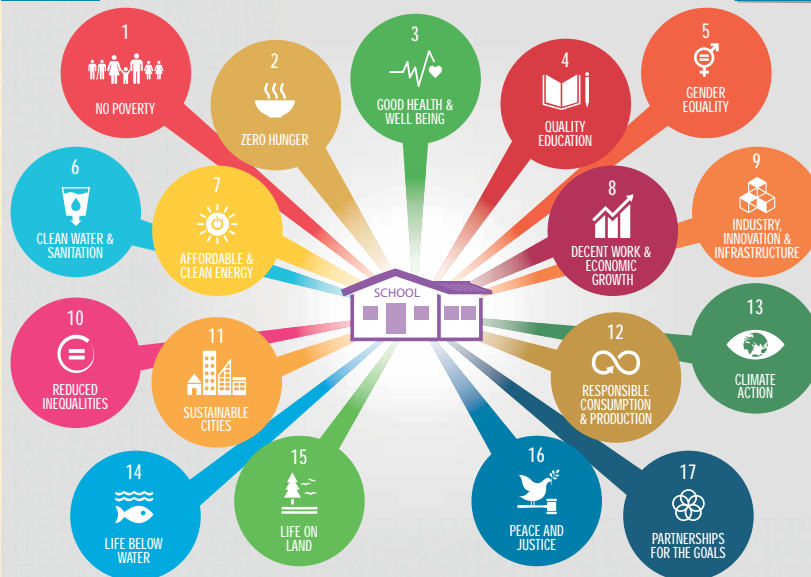
In September 2015, 193 world leaders committed to 17 Global Goals for sustainable development to end extreme poverty, fight inequality and injustice, and protect our planet by 2030. Education is essential to the success of every one of the 17 new goals.

The Education 2030 Framework for Action, adopted by the global education community during UNESCO's General Conference in November 2015, is the result of an unprecedented consultative process led by UNESCO. It provides guidance to countries on how to implement SDG 4 on education and its related targets, and proposes ways of implementing, coordinating, financing and monitoring Education 2030 to ensure inclusive and equitable quality education and lifelong learning opportunities for all. It proposes indicative strategies which countries may wish to draw upon in developing contextualized plans and strategies, taking into account different national realities, capacities and levels of development and respecting national policies and priorities.

The work to achieve SDG 4-Education 2030 has already begun at country level and UNESCO, together with the SDG 4-Education 2030 co-convening agencies and regional partners, has started a cycle of regional meetings to identify priority areas and review coordination and monitoring mechanisms. Regional meetings have already been held in West and Central Africa (Dakar, 23–25 November 2015), Asia-Pacific (Bangkok, 25–27 November 2015), and the Arab States (Cairo, 14–15 December 2015).

■ Natural Sciences

The new 2030 Agenda represents a significant step forward in the recognition of STI to sustainable development. UNESCO has specific comparative advantages to provide a valuable contribution in this area:



Infographic produced by the Global Partnership for Education to communicate on the essential role of education in achieving all the newly adopted SDGs.

EDUCATION REDUCES POVERTY AND INCREASES INCOME

GOALS 1 4 8

If all children left school with basic reading skills,
171 MILLION
people could be lifted from poverty.¹



12%
drop in poverty

One extra year of school increases earnings by ²



for individuals



for women

EDUCATION LEADS TO BETTER HEALTH

GOALS 2 3 6



Improved nutrition

A mother's education improves her children's nutrition, especially as she seeks higher levels of schooling.¹

4 MILLION
child deaths prevented

thanks to the global increase in women's education.²



EDUCATION PREVENTS INEQUALITY & INJUSTICE

GOALS 5 10 16

Increase in per capita income



A 0.1% improvement in a country's education equality can, over 40 years, raise its per capita income by 23%.⁴

\$1 BILLION

per year is lost by some countries by failing to educate girls at the same level as boys.²



Decrease in the risk of war



If the secondary school enrollment rate is 10% higher than average, the risk of war drops by 3%.⁴

Increase in political participation

Literate people are more likely to participate in the democratic process and exercise their civil rights.⁵



UNESCO's experience in protecting water-related ecosystems will prove essential to achieve SDG 6.

In this photo, Villagers cross the river using a makeshift raft in Mingaladon Township, Yangon (Myanmar).

its universal and multi-sectoral mandate and convening power in the sciences, with both normative and operational expertise; shared leadership in core areas of the 2030 Agenda (including water, science-policy interface, biodiversity and climate change), with the support of intergovernmental and international scientific programmes and fully operational related partnerships; significant policy assistance to countries

for the development of science systems, including through its category 1 science institutes – such as the UNESCO Institute for Water Education (IHE) and the UNESCO International Centre for Theoretical Physics (ICTP) –, through national chapters of science programmes such as the International Hydrological Programme (IHP), and a network of category 2 centres and chairs in the sciences.

UNESCO also has demonstrated monitoring and benchmarking capacities in core SDG areas through its World Water Assessment Programme (WWAP) and its *World Water Development Report*, the *UNESCO Science Report*, the Global Observatory of Science, Technology and Innovation Instruments (GOSPIN), the Man and the Biosphere (MAB) Programme and the World Network of Biosphere Reserves. UNESCO's role was reinforced in



2013 when it was requested to host the secretariat of the UN Secretary-General's Scientific Advisory Board.

Building on the extensive preparatory work of the UN Conference for Sustainable Development (Rio+20), the 2030 Agenda introduced a stand-alone ocean goal (SDG 14). As the recognized UN mechanism for global cooperation on ocean science, IOC-UNESCO is in an exceptional position to make a major contribution to this goal. Through its global monitoring and standard-setting roles, IOC-UNESCO will contribute to the objectives relevant to the 2030 Agenda: a healthy ocean, early warning systems for ocean hazards, resilience of society and ecosystems to climate change and variability, increased scientific knowledge, development of research capacity and supporting the transfer of marine technology.

■ Social and Human Sciences

Through its membership in the UNGD Human Rights Working Group, UNESCO is actively contributing to the development of a system-wide position on human rights for the implementation of the SDGs. Through its work during the International Decade for the Rapprochement of Cultures (2013–2022), UNESCO will provide support to national initiatives, including for post-conflict peace building, in order to enhance strategic choices in policy-making and programming, as well as to develop special initiatives related to the broader intercultural dialogue domain. UNESCO will also reinforce its activities related to the 2030 Agenda's specific goals on cities as enablers for peace and sustainable development (SDGs 11 and 16),



and to foster increased collaboration between city-level actors in promoting inclusion, diversity and combating all forms of discrimination, including racism. Together with member cities, UNESCO is contributing to the proposed New Urban Agenda which will be adopted at the UN Conference on Housing and Sustainable Urban Development (HABITAT III) in October 2016.

Because of its ongoing work to promote a culture of peace and non-violence, UNESCO has been charged with preparing the Secretary-General's report to the 70th session of the General Assembly on 'Promotion of a Culture of Peace and Interreligious and Intercultural Dialogue, Understanding and Cooperation for Peace'. UNESCO will also support the achievement of the 2030 Agenda through its work to engage young women and men in driving change and claiming respect for fundamental freedoms and rights.

UNESCO's Management of Social Transformations (MOST) Programme in particular has a very important role to play. For more than 20 years, it has been connecting knowledge and country-specific policy design in relation to the objectives of the international community in such diverse areas as poverty, hunger and inequalities, inclusive and equitable quality education, gender equality, sustainability, inclusive and quality education, and social justice and governance. By means of its summer schools for young professionals, its national committees and its forums of Ministers of Social Development, it should henceforth make a special contribution to reflection on the design of policies aimed at achieving the SDGs, taking into account local and national realities as well as emerging trends and long-term perspectives. By establishing inter-agency consultation mechanisms, it also aims to make valuable contributions to the new agenda.

UNESCO's MOST Programme in particular can make valuable contributions to SDG 1. For more than 20 years, it has been connecting knowledge and country-specific policy design in such diverse areas as poverty, hunger and inequality, social justice and governance.

■ Culture

The 2030 Agenda specifically mentions culture's role as an enabler for sustainable development in the political declaration and includes a number of specific entry points for culture, including a significant reference to cultural and natural heritage.

UNESCO has a well-established leadership and comparative advantage within the UN system in the field of culture at both normative and operational levels based on its Culture Conventions; its clear mandate and convening power in the area of culture and the Organization's significant expertise in supporting Member States in this area, especially in capacity building and in providing technical assistance at international, regional and national levels; its growing capacities for the monitoring of culture, its recognized role in the protection of culture in emergency and conflict situations; and its strong networks of specialized centres and experts fostering innovation and information exchange, all place UNESCO in a privileged position to make a valuable contribution to the agenda's implementation.

■ Communication and Information

The 2030 Agenda places strong emphasis on access to information and fundamental freedoms, and is entirely consistent with UNESCO's Medium-Term Strategy for 2013–2021 on promoting freedom of expression, media development and access to information and knowledge. UNESCO has demonstrated expertise and networks in promoting an enabling



© UN Photo/Marco Dominio

UNESCO's continued support to international and regional cooperation in the protection of tangible and intangible cultural heritage will be an essential contribution to the 2030 Agenda. View of the Great Mosque of Djenné in Mali, a country where UNESCO has undertaken many actions to ensure rehabilitation of cultural heritage severely damaged by armed groups in 2012 and 2013.

environment for a key fundamental freedom (SDG 16.10) namely, freedom of expression, which also encompasses press freedom and journalistic safety, and has a clear Member State mandate and capacity to monitor progress in regard to attacks on journalists and ending impunity for such attacks. It also has

a role in facilitating pluralism, gender equality, women's empowerment and citizen participation in the media, and in supporting sustainable and independent media institutions. UNESCO is the only UN agency responsible for community media, which is the media closer to rural, hard-to-reach and marginalized populations.

The Organization's dedicated programmes are designed to enable universal access to and preservation of information and knowledge, and also give UNESCO strong tools to contribute to the 2030 Agenda. Due to the crosscutting nature of ICT, especially the rapid acceleration of highly-capable



also the UN agency responsible for six of the 18 Action Lines of the Geneva Plan of Action, which was agreed upon at the first WSIS Summit in 2003. In this respect, UNESCO helped to shape the Outcome Document of the WSIS+10 Review High-Level Meeting, adopted by the UN General Assembly in December 2015, and will draw on all its tools and expertise to take it forward – along with SDG 16, including its Target 10, on public access to information and fundamental freedoms. UNESCO has an acknowledged role as vice-chair of the UN Group on the Information Society (UNGIS), and its Director-General serves as vice-chair of the Broadband Commission for Sustainable Digital Development, jointly with the Secretary-General of ITU. UNESCO's Open Access to Scientific Information and Research Initiative adds to the Organization's contribution to fostering equitable and inclusive societies, a crosscutting commitment of the 2030 Agenda.

■ Sharpening the Organization to move forward

For UNESCO, both in its normative and operational roles, the new 2030 Agenda for Sustainable Development constitutes an essential and foundational reference in future engagement with its Member States at the global, regional and country levels. To this end, a comprehensive review of the Organization's objectives, priorities, operations and funding is being undertaken to ensure that it is well positioned to support the world community in achieving sustainable development.

The agenda also calls for enhanced integration, stronger partnerships and innovative solutions across traditional sectors. Internal efforts are currently being conducted to improve integration at UNESCO, as well as to map the contributions of UNESCO to different 2030 SDGs and targets across sectors.

and affordable smart mobile devices, UNESCO is very well-gearred to effectively contribute to potentially all the SDGs. Overall emphasis on poverty eradication, social inclusion, gender equality, cultural diversity and peaceful societies is consistent with UNESCO's strategy and approaches in the area of communication and information that contribute to SDGs 8, 9 and 16.

The Organization is also well positioned to make crucial contributions to SDG 4 through its programme related to ICT in education which has been recognized worldwide for its innovation and cutting edge strategies. UNESCO is

© World Bank



Enhancing the use of enabling technology, in particular information and communications technology, to promote the empowerment of women is one of the targets of SDG 5, and an area where UNESCO strives to foster gender equality. Women statisticians in Turkmenistan participating in data processing and analysis.



© UN Photo/Cia Pak

On 22 September, the north façade of the UN Headquarters in New York served as screen for a short film bringing to life each of the 17 Goals, in an effort to raise awareness about the 2030 Agenda for Sustainable Development.

It is recognized that these efforts require attention to a range of issues, including the mobilization of interdisciplinary and integrated SDGs-related knowledge; the harnessing of wide networks and numerous UNESCO centres and chairs as key partners for the implementation of the SDGs; the building of human and institutional capacities; and the strengthening and enhancing of coordination and collaboration with the UN and other partners.

The 2030 Agenda places national ownership and assistance at the country level as a cornerstone for its successful implementation. In its country-level programmes, UNESCO will prioritize country-level engagement, providing

advice for policy development and implementation, and developing relevant institutional and human capacities, strengthening with Member States the sustainability of the field network.

UNESCO cannot act alone in taking forward the 2030 Agenda. It will need to further develop its ability for engaging with partners and capitalizing on its specialized networks and institutes. This includes strengthening partnerships across the board, with donors, UN partners, the private sector and civil society. The effective implementation of the 2030 Agenda will also require enhanced coordination and cooperation among UN specialized agencies and international stakeholders.

For UNESCO, the 2030 Agenda, together with the interlinked Sendai Framework for Disaster Risk Reduction 2015–2030, the Paris Climate Change Agreement and the Addis Ababa Action Agenda, is one universal agenda for peace, people, prosperity, the planet, human rights and dignity – the essence of a new humanism.

The following chapters of this Annual Report present in detail UNESCO's specific actions undertaken throughout 2015 in its various fields of competence, which already contribute to the implementation of the 2030 Agenda for Sustainable Development.

An urgent need for quality data

Progress in SDG implementation cannot be measured without proper data collection. This is where UNESCO Institute for Statistics (UIS) can make a strong contribution to the 2030 Agenda for Sustainable Development, thanks to its recognized institutional expertise in the development, collection, analysis of internationally comparable statistics and related capacity-development and policy. The 2030 Agenda calls for 'increased support for strengthening data collection and capacity-building in Member States, to develop national and

global baselines where they do not yet exist'. Dedicated targets under SDG 17's section on 'Data, monitoring and accountability' also request that capacity-building be enhanced by 2020 to support developing countries, including least developed countries (LDCs) and small island developing states (SIDS) 'to increase the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts'.

Aid support depends on where a child is born



There is a huge disparity in terms of the amount of aid allocated per child.

From \$4 in Chad to \$41 in Afghanistan over 2011-2013.

Infographic by the UNESCO Institute for Statistics (UIS) representing the amount of aid allocated per child to achieve quality education between 2011-2013 in several countries. The 2030 Agenda calls for proper data collection as a means to assess the successful implementation of the SDGs.



Children line up in a schoolyard to enter their classrooms in Sierra Leone. Analysis of education sector plans in 30 countries, carried out for the 2015 Education for All Global Monitoring Report, shows that the country has made substantial advances towards gender parity in primary enrolment because it has included a gender goal in its national education plan.

A large group of young African children, likely in a school setting, are gathered together. They are wearing blue and orange uniforms. The children are looking towards the camera with various expressions, some serious and some smiling. The background shows a building with windows and a door.

CHAPTER 1

Education for the 21st Century

Education for the 21st Century

Education is a basic human right and the foundation for sustainable, inclusive and just development. In 2015, the international community adopted the 2030 Agenda for Sustainable Development with 17 goals. Education was given its own standalone goal, SDG 4 to: 'Ensure inclusive and quality education for all and promote lifelong learning opportunities for all.' Together with seven other UN agencies, UNESCO has launched a new vision for education towards 2030. This vision is distinguished by its holistic and humanist approach, which contributes to a new model of development, based on respect for life and human dignity, equal rights, social justice, cultural diversity, international solidarity and shared responsibility for a sustainable future.

■ The way forward

This graphic including parents of students sitting at a classroom in Kuri Kuri Primary School, in Dol Dol (Kenya) was tweeted by UNESCO to promote lifelong learning during the World Education Forum held in May.

Worldwide 58 million children remain out of school, most of them girls, and millions of youth and adults are still denied the benefits of education. In May, the World Education Forum in Incheon (Republic of Korea) adopted a vision for education for the next 15 years which aims to transform this situation and ensure that all children, youth and adults have access

to inclusive, equitable quality education and lifelong learning opportunities. The Incheon Declaration was adopted by the global education community, including government ministers from more than 100 countries, NGOs and youth groups and entrusted UNESCO to lead, coordinate and be the focal point for education within the overall Sustainable Development Goal (SDG) coordination. The Declaration calls for countries to provide inclusive,

equitable, quality education and lifelong learning opportunities for all, and underpins the education goal and targets of the 2030 Agenda for Sustainable Development. 'This Declaration is a huge step forward,' said UNESCO Director-General Irina Bokova. 'It reflects our determination to ensure that all children and young people gain the knowledge and skills they need to live in dignity, to reach their potential and contribute to their societies as responsible global citizens. ... It affirms that education is the key to global peace and sustainable development.' In November, more than 70 ministers, and representatives of 184 Member States, the United Nations, multilateral and bilateral agencies, civil society, regional organizations, the teaching profession, academia, young people and the private sector adopted the Education 2030 Framework for Action, by acclamation. This is a roadmap for governments and provides guidance for the implementation of SDG 4. 'Today, with the Education 2030 Framework for Action, governments from across the world have agreed on how to translate a promise on paper to change on the ground,' Irina Bokova said.



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STOP
LEARNING!**
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■ The importance of data

Good educational programmes are built on reliable data. The UNESCO Institute for Statistics (UIS) works to produce the data necessary to devise such programmes, and to embody them in online tools and publications designed to make them accessible to a wide audience.

Its *eAtlases on Out-of-School Children, Literacy and Teachers* provide rapid access to the latest data and indicators. They include maps, charts and ranking tables on the most pressing education issues.

Left Behind: Girls' Education in Africa explains and gives examples of the disparities between the educational experiences of boys and girls in Africa. The picture it draws is of great progress, but also great challenges remaining.

The *Out-of-School Children Data Explorer* provides a nuanced view of the barriers that the most marginalized children face in their pursuit of primary education.

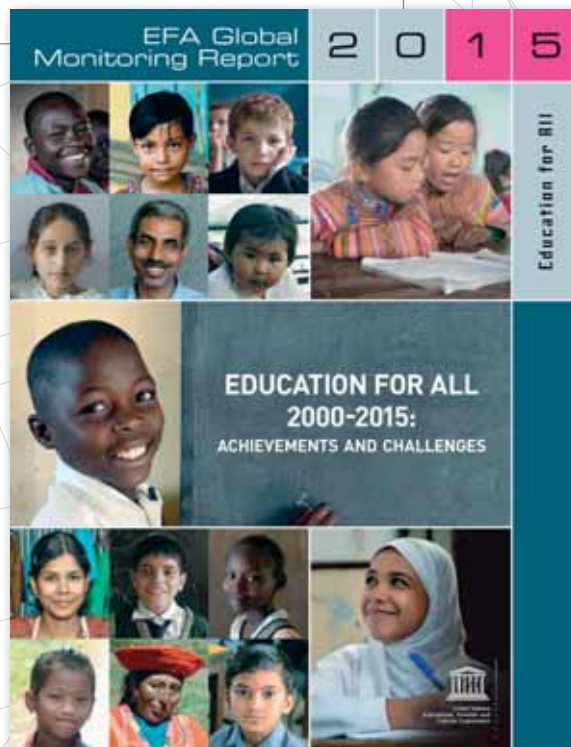
Is funding going to the countries where children are most excluded? This is the question addressed by *2030: How Far Are We from the Goal?* which maps data on out-of-school children to education finance data.

SDG 4 on Education and the Education 2030 framework for Action has clarified the need for new measures of learning. In response UIS created a Database of Learning Assessments, the first collection of standardized information on public examinations and national learning assessments around the world. The companion

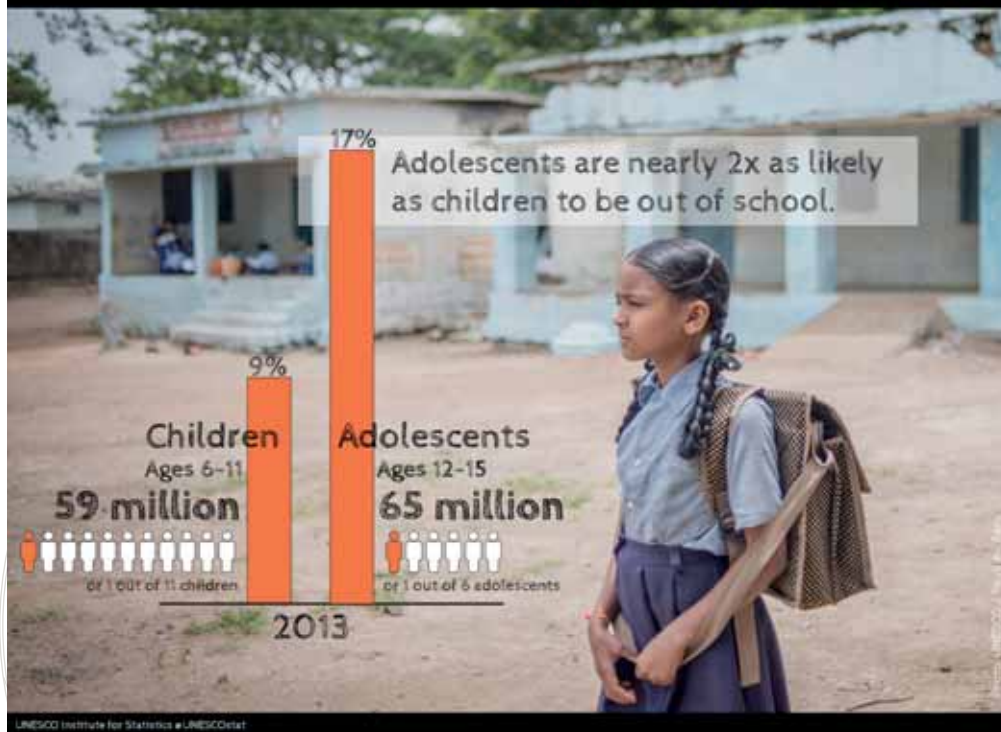
2015 EFA Global Monitoring Report *Education for All 2000–2015: Achievements and Challenges*

The Education for All (EFA) report published by UNESCO in 2015 provides a complete assessment of progress in education since 2000. It explains possible determinants of the pace of progress, and identifies key lessons for shaping the post-2015 global education agenda. There has been tremendous progress across the world since 2000: two-thirds more children were enrolled in primary school in 2012 than in 1999, primary school completion increased in the vast majority of countries, almost two-thirds of countries reached gender parity in primary education, and 17 more countries reached the literacy goal. However, there remain major problems in the international educational system. In 2015, one in six children in low and middle-income countries did not complete primary school, conflict remains a barrier to education for many, and an additional 4 million teachers are needed to get all children into school.

Catalogue of Learning Assessments provides detailed metadata on each assessment, including its scope, coverage and units of analysis. These resources are the first stepping stones in the development of cross-national learning metrics for primary and lower secondary education. Additionally, the renewed focus on equity in the SDG agenda has led the UIS to redefine its vision for supporting the monitoring of equity in education in the SDGs and Education 2030 agenda. The *UIS Data Centre* now includes cross-nationally comparable education indicators disaggregated by gender, rural/urban status and wealth. Further work is being carried out to respond to the SDG equity monitoring needs and the UIS has recently launched the *International Observatory on Equity and Inclusion in Education* project which enables stakeholders to find the data and resources needed to understand and assess the state of the world's educational equity.



124 million children and adolescents are out of school and the number is rising



As the international community is setting a new Sustainable Development Goal that includes universal secondary education, new data from 2015 from the UNESCO Institute for Statistics (UIS) show that the global number of children and young adolescents not enrolled in school is rising, as seen in this UIS infographic.

Serge and Beate Klarsfeld, UNESCO Honorary Ambassadors

In October, the Director-General designated Serge and Beate Klarsfeld UNESCO Honorary Ambassadors and Special Envoys for Education about the Holocaust and the Prevention of Genocide. This designation recognizes their commitment to reconcile justice and truth in post-war Europe, their struggle to re-establish the individual identities of the victims of Nazism, their wake-up call to societies to recognize their historical and moral responsibilities in the aftermath of the Second World War, and their dedication to the ideals of the Organization. Mr and Mrs Klarsfeld argue that the Holocaust is not just the story of 6 million people killed because they were Jewish, but a mass of individual stories, which they work to preserve and share.



© UNESCO/Pilar Chiang-Joo

■ UNESCO's role in promoting education as a tool to prevent violent extremism

As the primary UN entity to contribute to peace and security by promoting collaboration among States through education, UNESCO is uniquely placed to lead activities designed to assist Member States in promoting and implementing education as a key tool for addressing the worldwide challenge of preventing the recruitment and radicalization of youth through education in its broadest sense including schools, the community and media. At the Organization, this work is carried out within the overall framework of Global Citizenship Education (GCED) – a 2030 Agenda for Sustainable Development target and a priority of UNESCO and the UN Global Education First Initiative since 2012. GCED emphasizes key skills and competencies such as critical thinking, empathy, respect, and aims at empowering learners to assume active roles to face and resolve global challenges, and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.

Throughout 2015, UNESCO undertook several actions to support country efforts to prevent violent extremism, promote peace and human rights education, education about the Holocaust and other genocides, and education for sustainable development.

On 29 July, the Organization addressed world leaders in Rome (29 July) regarding UNESCO's leadership role on education to prevent violent extremism, during the Counter Violent Extremism Summit (CVE Summit) Process Senior Official's Check-In Meeting.



© UNESCO/Bob Kasner

This event gathered representatives from more than 65 countries and multilateral organizations to review progress in countering today's terrorist threats and in embracing a more preventive and proactive approach to countering violent extremism.

On 29 September, UNESCO Director-General Irina Bokova addressed the Leaders' Summit on 'Countering ISIL and Violent Extremism', hosted by the President of the United States, H.E. Mr Barack Obama, at the UN Headquarters in New York.

President Obama was clear about the nature of the struggle against violent extremism and the most appropriate response: 'Ideologies are not defeated by guns but new ideas,' he said. 'The path is not less democracy but more democracy, human rights and the rule of law.'

On this occasion, UNESCO Director-General spoke of the scale of the challenge, and stressed the Organization's primary role in the UN system to promote education for human rights and peace, and to prevent violent extremism.

On 29 September, UNESCO Director-General Irina Bokova stressed the Organization's primary role in the UN system to promote education for human rights and peace, and to prevent violent extremism, in her address at the Leaders' Summit on 'Countering ISIL and Violent Extremism', at the UN Headquarters in New York.

New UNESCO Clearinghouse on Global Citizenship Education

In January 2015, the new UNESCO Clearinghouse on GCED was launched during the Second UNESCO Forum on GCED. The clearinghouse is hosted by the Asia Pacific Centre of Education for International Understanding (AP CEIU), and is a response to demands from Member States for easy access to good-quality and evidence-based information and educational resources on GCED. This new clearinghouse provides written documents and audiovisual materials, including teaching and learning materials, academic papers and other publications on issues including policy and pedagogy from all over the world. The search function is currently in English, and will soon be available in French and Korean.

Image used by UNESCO to promote Global Citizenship Education throughout 2015.



© UNESCO



US Deputy Secretary of State Antony Blinken made a forceful appeal for respect, civic engagement and responsibility at the High-Level Event on Preventing Violent Extremism through Education hosted at UNESCO Headquarters on 6 November.

She also underscored the strategic importance of quality education to counter violent extremism, and highlighted two forthcoming activities of UNESCO: the first ever High-Level Event on Preventing Violent Extremism through Education, co-organized with the United States and to be held later in November, and the development of a Teachers' Guide

on the Prevention of Violent Extremism to support educators across the world. She placed this work in the context of the UN Global Counter-Terrorism Strategy and the implementation of the 2030 Sustainable Development Agenda.

In October, UNESCO Member States expressed their collective commitment to PVE-E (preventing violent extremism through education) through the adoption of a decision by the Executive Board which highlighted the high relevance of UNESCO's mandate to the subject. As a follow up to the decision, UNESCO instituted a focal point in the Education Sector for preventing violent extremism through education.

The High-Level Event on Preventing Violent Extremism through Education was hosted at UNESCO Headquarters on 6 November, to discuss implementing global citizenship education to stop violent extremism. On this day, UNESCO Director-General Irina Bokova and US Deputy Secretary of State Antony Blinken appealed for respect, civic engagement and responsibility. 'No one is born a violent extremist,' said the Director-General, and she added, 'Violent extremists are made, they are nurtured, they are fuelled... We must respond with skills for critical thinking, with opportunities for civic engagement, with competences for dialogue across cultures.' Mr Blinken stressed that UNESCO's role was more necessary than ever, and announced that the United States would work with UNESCO to develop a dynamic digital education resource on violent extremism and genocide.

Utilizing its extensive experience working with and for youth at

YOUTH AND THE INTERNET

FIGHTING RADICALIZATION AND EXTREMISM

16-17 June 2015
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the national, regional, and international levels, UNESCO is already engaged in the development of relevant intersectoral initiatives to counter youth radicalization to violent extremism. In June 2015, UNESCO organized an international conference to raise awareness on strategies to prevent the use of the Internet as a tool for youth radicalization to violent extremism. The conference launched UNESCO's New Integrated Framework for Action: Empowering Youth to Build Peace, and, an integrated follow-up proposal 'Youth 2.0 - Building Skills, Bolstering Peace,' which adopts an all-inclusive approach that connects UNESCO's areas of competences in youth, sport, education, culture, and communication and information, and aims at supporting youth with the resilience, online competencies, and confidence to resist and counter radicalization to violent extremism through the Internet (for more information, see p. 88).



© UNESCO

UNESCO provides an assessment of Holocaust education worldwide

In January, UNESCO published in partnership with the Georg Eckert Institute for International Textbook Research a ground-breaking study about representations of the genocide of the Jewish people in curricula and textbooks worldwide. The research compared for the first time historical understandings of the Holocaust found in 272 currently valid curricula from 135 countries, and in 89 textbooks published in 26 countries since 2000. Drawing on data which includes countries in which there exists no or little information about how the Holocaust/Shoah is conceptualized, narrated and taught, the study shows where the Holocaust is established in official guidelines and how it is presented in curricula, and contains a close textbook study, focusing on the comprehensiveness and accuracy of historical narratives. Highlighting evolving practices worldwide, the book also formulates recommendations to help education stakeholders develop literacy concerning the Holocaust and other genocides and mass atrocities in history.

In the framework of the Intergovernmental Information for All Programme (IFAP), and of this year's actions to prevent violent extremism, UNESCO organized this conference in June to foster the sharing of experiences on policy interventions, projects and processes for reducing the use of the Internet as a tool for youth extremism and radicalization.

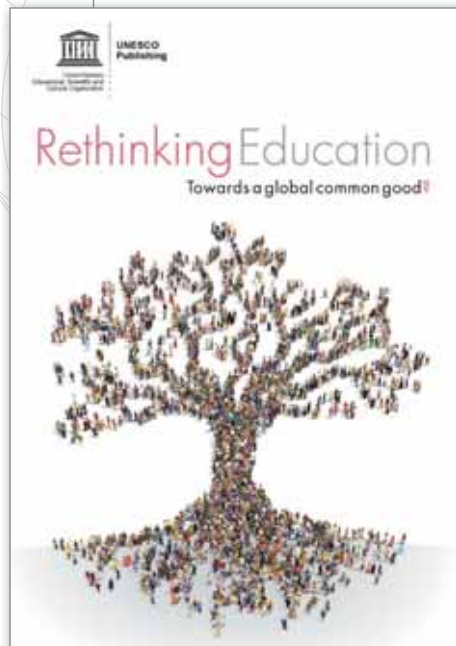


In the context of the 2015 International Day of Commemoration in Memory of the Victims of the Holocaust, the UNESCO Headquarters hosted the exhibition 'Shoah by Bullets: 10 years of investigations' featuring the French Yahad-In-Unum Association's extensive research on massacres of Jews by Nazi units in Belarus, Lithuania, the Russian Federation, the Republic of Moldova, Poland and the Ukraine.

© UNESCO/Nora Houguemadé

Rethinking Education: Towards a global common good?

Recognizing the emergence of a new global context of learning, the Director-General of UNESCO established a Senior Experts' Group to rethink education in a changing world. The result of the work of the group is presented in the publication *Rethinking Education: Towards a global common good?* which was launched in November 2015. In the spirit of the landmark publication *Learning: The treasure within* (UNESCO 1996), the report of the Senior Experts' Group reconsiders the purpose of education and the principles that govern education and knowledge as common goods. The publication is intended as a call for policy dialogue and as a platform for research on the future of learning.



© UNESCO/Yulia Plakhotina





The promise of an exciting and brighter future thanks to education is suggested by this striking photo at the School in Hadiboh (Socotra, Yemen) in March 2015. Shot by staff member Yulia Plakhutina from the ITE/ Moscow-UNESCO Institute for Information Technologies in Education, this photo was one of the runners-up of the UNESCOMMUNITY 2015 Photo Contest.

■ Literacy in context

Acquiring basic skills such as literacy and numeracy is an essential first step to enable people to act as responsible citizens of the world. UNESCO continues to promote and encourage initiatives to improve literacy levels worldwide and to expand people's capabilities and enable them to act as responsible citizens of the world.

The 2015 theme for the UNESCO International Literacy Prizes was 'Literacy and Sustainable Societies'. In a ceremony at UNESCO Headquarters, the Director-General awarded five prizes to original and transformative literacy programmes from Chile, Madagascar, Mozambique, Slovakia and Sri Lanka. 'Women and men all over the world need literacy to take charge of their lives,' Ms Bokova said. 'Literacy is indispensable to raise awareness and gather necessary grassroots participation in our efforts to improve the way we care for our planet and manage its resources. This transformation can only happen if society's

most vulnerable youth and adults acquire basic literacy skills that equip them with the knowledge and confidence to improve their own lives and build more resilient communities.' Each of the five winners received US \$20,000, a diploma and a medal.

Celebrations for International Literacy Day on 8 September included the awarding of the UNESCO Confucius Prize for Literacy. Among the three winners was the Juan Luis Vives school in Chile. Its Literacy for People Deprived of Liberty programme operates in Valparaiso Prison, Rancagua Prison and the Remand Centre Town of Casablanca, and reaches around 150 inmates every year, both men and women. Dr Sonia Álvarez, Director of the school, said: 'When we started, the first big challenge was to put together a team of teachers. It's not enough to have a qualification; these teachers need a calm temperament because the challenges are permanent.' The students had to be coaxed back to education. 'School did not mean much to

them because they didn't feel welcome,' she explained. 'There were rules they didn't want to follow, conduct which was punished. Over time these students began to value our school.'

The two King Sejong Literacy Prizes went to Associação Progresso, a Mozambican NGO, for its effective 'Literacy in Local Languages, Springboard for Gender Equality' programme in Mozambican languages, and Sri Lanka's National Institute of Education for its Open School Programme, which addresses the learning needs of disadvantaged groups.

■ Education for Sustainable Development

Today's learners are tomorrow's decision-makers. Education for Sustainable Development (ESD) is essential for the future of the world.

In December, the UN General Assembly adopted resolution 70/209 recognizing ESD as 'a vital means of implementation for sustainable development'. At the close of the UN Decade of Education for Sustainable Development (2005–2014), Member States reaffirmed UNESCO's role as lead agency for its follow-up, the Global Action Programme (GAP) on ESD. UNESCO provides support to Member States and assesses progress towards the achievement of ESD. It encourages governments to scale up ESD through implementation of the GAP, and to increase efforts to institutionalize ESD, in the framework of the 2030 Agenda for Sustainable Development. The resolution highlights the importance of education for achieving sustainable development,



Inmates from the Valparaiso Prison in Chile receive training as part of the Literacy for People Deprived of Liberty programme. This project was one of the three winners of the 2015 UNESCO Confucius Prize for Literacy.

© UNESCO/Carolina Jerez

These schoolgirls from Freswota Primary School in Vanuatu have been trained by the Wan Smolbag Theatre NGO to fight domestic violence, promote the role of women in society, and prevent sexually transmitted infections (STIs), in particular HIV. This is one of the 25 amazing game changers in the area of sustainable development who have shared their stories for the UNESCO Green Citizens project.

and empowering learners to take informed decisions and responsible actions to ensure environmental integrity, economic viability and a just society. GAP implementation mechanisms have been put in place, including five Partner Networks bringing together over 80 key ESD stakeholders that advance the GAP together with UNESCO at the global level.

The Ninth UNESCO Youth Forum, 'Young Global Citizens for a Sustainable Planet', held at UNESCO Headquarters in October, brought together over 500 young men and women from all over the world to give their perspectives on issues related to climate change and the post-2015 Sustainable Development Agenda. The Mahatma Gandhi Institute of Education for Peace and Sustainable Development organized a session on 'Youth contribution in monitoring the Sustainable Development Goals'. This discussed Sustainable Development Target 4.7, which includes ensuring that by 2030, 'all learners acquire the knowledge and skills needed to promote sustainable development including, among others, through Education for Sustainable Development and sustainable lifestyles'. This forum helped to keep the voices of future generations central to the new development agenda.

© Simon Baker/Sipa



A prize for Education for Sustainable Development (ESD)

The UNESCO-Japan Prize on ESD was created to honour individuals, institutions and organizations engaged in ESD, and to support the implementation of the GAP and raise its visibility. The Director-General made its first awards to Asociación SERES (Guatemala and El Salvador), Jayagiri Centre (Indonesia) and rootAbility (Germany). 'This prize is a new step forward in the framework of the Global Action Programme on ESD,' Ms Bokova said. Hiroshi Hase, Minister of Education, Culture, Sports, Science and Technology of Japan, said: 'All three projects aim to spread the word about innovative new ideas. I am sure that the laureates' activities will have an enormous impact on the entire world, and I hope that implementation of ESD will greatly contribute to the resolution of global issues.'



© Bartosz Hadytniak

According to the UNESCO Gender and EFA 2000-2015, providing free textbooks for girls and recruiting female teachers have helped improve the accessibility and quality of girls' education at primary and lower secondary levels in India. Three young girls in the Rajasthan Desert (India) share a tablet device.

■ Education for girls

Countries all over the world are now fully aware of the importance of educating girls to create a fundamental asset in all aspects of development. UNESCO and the Government of Pakistan launched a three-year 'Girls' Right to Education' programme to support access, retention and improving the quality of girls' education in hardest-to-reach areas of the country through capacity-building and targeted interventions at both institutional and community levels.

In a video statement, the Director-General said: 'This major initiative reflects the deep commitment of the Government of Pakistan to support girls' education as a human rights issue and as a breakthrough strategy for human development and peace.' The programme is being implemented in 12 districts with low enrolment, low illiteracy rates for adults (particularly women), and poor retention of girls in primary schools. The programme aims to get 50,000 more girls enrolled in primary schools, increase their retention and improve

learning outcomes by supporting access, quality and safe learning environment. In a UNESCO project sponsored by Nokia, girls are using mobile phones to practice handwriting and improve their literacy. One participant said: 'I said to my mother I need to be educated and my mother eventually agreed because she said I had helped her a lot and I deserved it.' Pakistan's Minister of State for Federal Education and Professional Training declared: 'The government aims to introduce ICT in all schools in the country.'

■ Education in emergencies

There are now 34 million out of school children and adolescents living in conflict-affected countries. Education is central to restore hope and a positive outlook on the future, and is a prerequisite to build resilience and to prevent violent extremism. UNESCO and its partners are working to help young people affected by crisis situations retain or recover a normal pattern of life by ensuring they have access to safe schools.

In November, all Member States of UNESCO were invited to endorse the Safe Schools Declaration in the presence of HRH Crown Prince Haakon of Norway and the Director-General of UNESCO. The declaration, which has now

been endorsed by 51 States, provides governments with the opportunity to express political support for the protection and continuation of education in situations of armed conflict. Irina Boková said: 'In conflict situations, schools, teachers, schoolchildren are not collateral damage – they are directly targeted. This is a human rights crisis, a security crisis, and a long-term development disaster.' Prince Haakon said: 'In areas affected by warfare, going to school is often the most dangerous thing a child can do. . . . In Syria alone, there have been more than 4,000 attacks on schools over the past four years.' The Safe Schools Declaration highlights the importance of ensuring learning opportunities remain accessible in these situations.

The conflict in Syria and its impact on the adjoining region have created a profound humanitarian and developmental crisis. It has had a devastating impact on access to quality education: an estimated 8.1 million Syrian children and youth inside Syria and in neighbouring countries are in need of education. The latest region-wide analysis indicates a learning gap of nearly 70 per cent for Syrian refugees aged between 15 and 30. UNESCO launched 'Bridging Learning Gaps for Youth' at the beginning of 2015, a two-year programme aligned with the Regional Refugee and Resilience Plan (3RP). It supports access to quality secondary and higher education, teacher training, and the resilience of education systems in affected countries, in particular Syria, Jordan, Lebanon and Iraq.



UNESCO and its partners are working to help young people affected by crisis situations to have access to safe schools. On 10 September, Digaña, 6, (second from left) is happy to be back in class at Teabat al Reah School in the Zumar sub-district of Nineveh Governorate (Iraq).

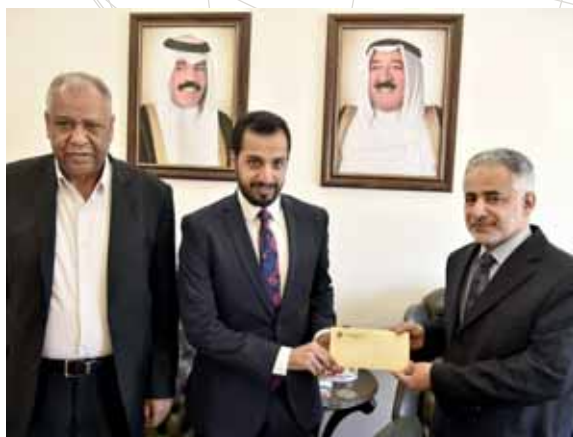
These internally displaced children will now have a chance to come back to school. They will attend the new secondary school at Baharka Camp in Erbil (Iraq), officially opened by UNESCO on 17 March 2015.

This is a major milestone in the Organization's efforts to provide quality secondary education to children and adolescents from these vulnerable communities.



© UNAMI - United Nations Assistance Mission for Iraq

In October, the State of Kuwait made a major contribution to support UNESCO education initiatives in response to the Syria crisis in Lebanon. (From left) Education specialist Dr. Ibrahim Higazi, Deputy Ambassador of the State of Kuwait in Lebanon Mr. Mohamed Al Saoud Al-Waqyan, and Director of the UNESCO Office in Beirut Dr. Hamed Al-Hammami at the solemn handover ceremony in Beirut.



© UNESCO Beirut

The great challenges in this region include high levels of unemployment, violence, criminality and extremism. Building resilient education systems and ensuring that young people can access them can help to tip the balance in favour of peace. The programme supports the No Lost Generation (NLG) strategy, and is an integral part of the nationally led response processes.

UNESCO also celebrated the opening of the newly constructed Baharka Secondary School for internally displaced persons (IDPs) at Baharka Camp in Erbil (Iraq). The school will host up to 500 students and 20 teachers in two shifts. This represents a major milestone in UNESCO's efforts to provide quality secondary education to children and adolescents from IDP communities, and ensure equal opportunities for girls and boys. Axel Plathe, Director of the UNESCO Office for Iraq, said: 'The young people in the Baharka camp are at risk of

losing everything. They want and need to go to school, and we are glad that we can provide them with this opportunity.' Abdul Aziz Satori, Director-General of Examination/ Representative of the Government of Iraq Ministry of Education, said: 'The Regional Government of Kurdistan and the Ministry of Education have opened their schools for the youth and children of the IDP community to enable them to continue their education and help them restore a sense of normalcy in their lives.'

The Government of Japan has pledged US \$3 million to help UNESCO implement two education projects that will benefit IDPs and Syrian refugees in Iraq, including the Kurdistan region. Mr Plathe said: 'The future of the youth in the region depends on what we do today. Their access to quality education is the cornerstone for the reconstruction of Iraq.' The project, 'Expanding Secondary Education for Syrian Refugees in Iraq,' is focused on expanding access to quality secondary education for Syrian boys and girls living in and outside camps in the Kurdistan region of Iraq. The project, 'Bridging Urgently the Gaps in Secondary Schooling for Girls of IDP Communities in Iraq,' aims to bring internally displaced girls back to school and protect them from violence. Together the projects will provide assistance and education opportunities to 4,500 Syrian refugees and 14,500 IDPs.

This picture taken by artist Mohammad Golchin portrays girls studying outdoors in the Taleh Mountains (Islamic Republic of Iran). It participated in the 2015 Alfred Fried Photography Award, presented by the Photographische Gesellschaft and Edition Lammerhuber, with the support of UNESCO. This award aims to present human efforts to live together in peaceful coexistence.



■ Learning cities

Mothers come to class in order to receive an education on life skills, and vocational and entrepreneurial training, both in their local languages and Portuguese, in this school in Mozambique. This is made possible thanks to the Integrated Approach for Adult Education Programme, implemented by the UNESCO Office in Maputo.

The Second International Conference on Learning Cities (ICLC), organized by UNESCO and the Government of Mexico City, was held in September in Mexico City. Cities are laboratories for sustainable development, and this conference assessed progress in building sustainable learning cities as part of UNESCO's 2030 Education Agenda. Participants included mayors, city education executives and experts from international organizations, NGOs and corporations dedicated to the promotion of lifelong learning. They deepened their understanding of how to develop sustainable learning cities, shared

expertise, and strengthened partnerships and networks. By adopting the Mexico City Statement on Sustainable Learning Cities that identifies strategic directions for building sustainable learning cities and outlines eight action points to further the development of learning cities, the delegates pressed for the expansion of sustainable learning cities worldwide, with the aim of contributing to social cohesion and economic and environmental sustainability. The conference also saw the launch of *Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities*. The 12 cities featured in the book each received the UNESCO Learning City Award 2015.

■ Education worldwide

These are just some of the many initiatives all over the world in which UNESCO has been involved.

People's Republic of China

An International Conference on ICT and Post-2015 Education was held in Qingdao, as an immediate follow-up to the World Education Forum. It attracted more than 300 international experts from 90 countries. The Vice-Premier of the State Council of the People's Republic of China, Ms Liu Yandong, shared a letter from Chinese President Xi Jinping. He asserted that: 'China is willing to expand the platform of international communication and cooperation with all the countries in the world, as well as to actively promote innovative development combining ICT and education, exploring a way of sustainable development of education and creating a better future for mankind.' Irina Bokova said: 'UNESCO's starting point is clear: technology . . . must be a means to empower women and men, to take forward equality, justice and dignity for all.' Delegates discussed follow-up actions to assist Member States to better unleash the potential of ICT in education.

Costa Rica

In March, an international forum, 'Finding Synergies and Building Bridges: Reorienting Education towards Sustainable Development, Sustainable Consumption and Global Citizenship', was held in San José. It offered a platform to identify how the Earth Charter can further contribute to the process of values clarification and act as



© UNESCO Maputo

an integrated ethical framework for three initiatives: ESD, Education for Sustainable Consumption (ESC) and Education for Global Citizenship (EGC). These are all working towards complementary goals, and can easily be seen through an ethical lens. Participants worked to clarify concepts, highlight their importance, and identify common underlying values, synergies and possible areas of collaboration.

Mozambique

The three-year (2015–2017) Malala project aims to empower young women and their families through literacy, vocational and entrepreneurial training. It is being implemented by UNESCO in partnership with the Mozambique Ministry of Education and Human Development, and in synergy with the UNESCO CapEFA (Capacity Development for Education for All) Programme. In June, a training workshop, 'Integrated approach to literacy and adult education to empower young women and their families through learning in rural and peri-urban communities in Mozambique', was held in Maputo. It was organized by UNESCO Maputo and the UNESCO Institute for Lifelong Learning, in coordination with DINAEA (the National Directorate of Literacy and Adult Education) and Matola IFEA (the Institute for Training Adult Educators).

Senegal: the PEFOP Platform of Expertise

The Platform of Expertise in Vocational Training for Africa (PEFOP) is part of the UNESCO-IIEP Dakar Pole. The platform supports the overhaul of vocational training policies in Africa, to fuel



While many countries are bi- or multilingual, education is generally taught in the dominant or national language, which results in a repeated marginalisation of minorities. The 2015 EFA Global Monitoring Report assesses the progress countries have made towards addressing the major role that maternal languages play in improving the quality of education and diminishing illiteracy. Children in Bangladesh holding textbooks in English and Bengali.

economic growth and competitiveness, and to help young people secure quality employment. It aims to make vocational training policies operational through the mobilization, enhancement and empowerment of public and private actors. A launch workshop, held in Dakar in November, brought together nearly 100 national and international officials and experts.

Emergency lessons in Nepali textbooks

The April Nepal earthquake left tens of thousands youngsters homeless and at great risk. To promote better understanding of emergency preparedness, response and recovery, the UNESCO office in Kathmandu and the Non Formal Education (NFE) Centre of Nepal's Ministry of Education have produced a series of textbooks entitled *Education in Emergencies: Self-learning Materials for Non-Formal Education*. They intersperse interesting graphics with stories and poems to convey life-saving lessons. The Nepali-language books are being distributed in 14 districts which are among those most severely affected by the earthquake. UNESCO will strengthen its commitment to working with the government of Nepal toward establishing a comprehensive strategy and policy, as well as effective tools for disaster preparedness and risk reduction before, during and after incidents.



After having lost their homes to the 7.8-magnitude earthquake in April 2015, people living under shelter in a village in Dhading district (Nepal) listen attentively to the community radio programme 'Milijuli Nepali' ('Together Nepal') launched by BBC Media Action as a discussion platform for affected families. This is a good example of the extent to which societies rely on community media as accountable sources of relevant information. In September 2015, UNESCO hosted an international seminar on sustainability strategies for community media, which resulted in a set of recommendations for strengthening policy worldwide.



CHAPTER 2

**Fostering Freedom
of Expression**

Fostering Freedom of Expression

2015 was a particularly challenging year for journalists worldwide, and UNESCO worked hard to combat impunity for crimes committed against them, and to support actions to enhance their protection. The Organization was once more at the forefront of major international initiatives to foster free expression, gender equality in the media and professional standards for today's constantly evolving digital age, while pushing forward local media initiatives to support social inclusion and citizen participation.

■ UNESCO stands up for the safety of media professionals

Promoting the safety of journalists and combatting impunity for those who attack them are central elements in UNESCO's support for press freedom on all media platforms. UNESCO monitors the issue closely, having tracked the deaths of more

than 700 journalists and media workers in the last 10 years. Silencing journalists through death is the ultimate act of censorship. Other threats range from intimidation and harassment to restrictive policies and arbitrary detention, and attacks on women journalists. More than nine out of ten murders of journalists remain unsolved. The result is a vicious cycle of impunity and a chilling effect on

society in a climate of fear and self-censorship. To combat this, UNESCO leads the UN Plan of Action on the Safety of Journalists and the Issue of Impunity, whose worldwide activities are focused on awareness-raising, capacity-building and research.

■ Driving the debate on the safety of journalists after Charlie

In the wake of the January terrorist attacks including against the French satirical magazine Charlie Hebdo, UNESCO staff members, Permanent Delegates and Goodwill Ambassadors took part in a march of 1.5 million people in Paris on 11 January. Director-General Irina Bokova joined in alongside more than 40 world leaders led by the President of France, François Hollande.

On 14 January, UNESCO organized a day of reflection on freedom of expression and the safety of journalists. More than 60 journalists from around the world, leaders from religious communities in France, and representatives of UNESCO Member States attended the event. Topics addressed included international efforts to promote the safety of journalists; ways to advance respect for diversity and

'The cartoonist's job is to continue a dialogue with all religions... but to always remain impertinent... And people should know that when we draw, we're nurturing a conversation', said French editorial cartoonist Plantu at the opening of 'Journalism after Charlie', a one-day debate organized at UNESCO Headquarters on 14 January, one week after the terrorist attacks including against the French satirical magazine Charlie Hebdo.



© UNESCO/Fabrice Gentile



© UNESCO/Pilar Chiang-Ioo

freedom of expression; harnessing media in fostering dialogue; and encouraging positive engagement by young people. Another thematic debate on the subject was organized on 27 March, as part of the 59th meeting of the Bureau of UNESCO's International Programme for the Development of Communication (IPDC). IPDC is the only multilateral forum in the UN system designed to mobilize the international community to discuss and promote media development in developing countries. In 2015, the IPDC bureau was able to allocate small grants to 71 projects, many of which dealt with journalists' safety, thanks to the extrabudgetary support from Member States.

In July, UNESCO convened several discussions on the safety of journalists, during the 2015 International Association for Media and Communication Research Conference in Montreal (Canada), and the Global Communication Association Conference in Berlin (Germany). More than 100 specialists discussed the Organization's new initiative for academic research agenda on the safety of journalists, and presented their work on the psychological traumas suffered by journalists, their working conditions in different countries, drone journalism, and specific threats to women and war journalists.

On the local level, the UNESCO Office in Islamabad co-organized in October

a one-day national consultation and validation workshop on the state of journalists' safety in Pakistan. The workshop presented the findings of a comprehensive analysis of the national media safety landscape in the country, implemented in 2013–14 using the UNESCO Journalists' Safety Indicators (JSI). The findings were also shared with a variety of key stakeholders from government authorities and the media sector. An important goal of the event was to discuss the way forward based on these findings and the implementation in Pakistan of the UN Plan of Action on the Safety of Journalists and the Issue of Impunity.

In the wake of the January terrorist attacks including against the French satirical magazine Charlie Hebdo, UNESCO staff members, Permanent Delegates and Goodwill Ambassadors took part in a march of 1.5 million people in Paris on 11 January.

Infographic produced by UNESCO and shared through social media on International Day to End Impunity for Crimes against Journalists (2 November).



Crimes against journalists

#ENDimpunity

1 journalist is **KILLED** every 5 days in the pursuit of his/her profession

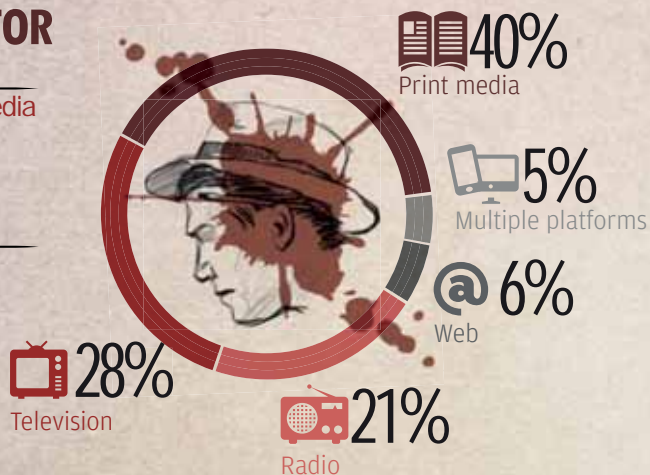
since 2006 **more than 700** journalists have been killed in the line of duty

This year alone, UNESCO Director-General Irina Bokova condemned over 70 cases of killed media personnel (up until September 2015)

KILLED JOURNALISTS BY SECTOR

from 2006 to 2014

Traditional media accounts for **89%** of all victims.



Why marking International Days matters

World Press Freedom Day, 3 May 2015

Every year, World Press Freedom Day serves as an occasion to inform citizens of violations of press freedom – a reminder that in dozens of countries around the world, publications are being censored, fined, suspended and closed down, while journalists, editors and publishers are harassed, attacked, detained and even murdered.

Besides UNESCO-catalysed events in more than 80 countries, World Press Freedom Day 2015 was celebrated globally at an international conference, 'Let Journalism Thrive! Towards Better Reporting, Gender Equality, and Media Safety in the Digital Age' in Riga (Latvia) at the beginning of May. The outcome of this gathering, co-hosted by UNESCO and the Ministry of Foreign Affairs of Latvia, was the adoption of the Riga Declaration, a non-binding statement expressing the commitment of over 500 participants to promote independent journalism for sustainable development. The Declaration calls for improving the quality of journalism, enhancing gender equality in the newsroom and promoting the safety of journalists. It also reiterates the essential contribution of journalists to the realization of the new United Nations Sustainable Development Goals (SDGs), in particular SDG 16 on the promotion of peaceful and inclusive societies with access to justice for all.

During the Riga conference, the 2015 UNESCO/Guillermo Cano World Press Freedom Prize was awarded to Syrian

journalist and human rights activist, Mazen Darwish, who was imprisoned at the time. A lawyer and press freedom advocate, Darwish is the president of the Syrian Centre for Media and Freedom of Expression, co-founder of the Voice newspaper and syriaview.net, and founder of *Media Club*, the first Syrian magazine about media affairs. He was released in August.

One of the many notable activities to mark World Press Freedom Day around the world was a seminar on independent journalism held in Kathmandu (Nepal), jointly organized by UNESCO and the Center for Media Freedom. Participants discussed how their government could formulate policies to ensure the safety of journalists in the digital age, the safety of women journalists and gender equality, and the relationship between independent journalism and corporate influence.

© UNESCO Amman



One in a series of cartoons produced live by Latvian artist Zemgus Zaharāns during the international conference, 'Let Journalism Thrive! Towards Better Reporting, Gender Equality, and Media Safety in the Digital Age', held in Riga (Latvia) at the beginning of May.



© Zemgus Zaharāns

International Day to End Impunity for Crimes against Journalists, 2 November 2015

UNESCO commemorated in Paris the second International Day to End Impunity for Crimes against Journalists. The Day was designated by the UN General Assembly in 2013, in honour of French radio journalist Ghislaine Dupont, who was kidnapped and killed on 2 November 2013 in Mali, along with colleague Claude Verlon.

As an advance commemoration of the Day (which falls on the anniversary of the killing, 2 November), UNESCO partnered with the Inter-American Court of Human Rights and Inter-American Commission on Human Rights (bodies of the Organization of American States), to host an international conference in San José (Costa Rica) on 9 and 10 October. It brought together leading judges and prosecutors from the Latin American and Caribbean region. The conference examined how impunity towards crimes against journalists is considered one of the main factors fuelling the cycle of violent crime against human rights more broadly.

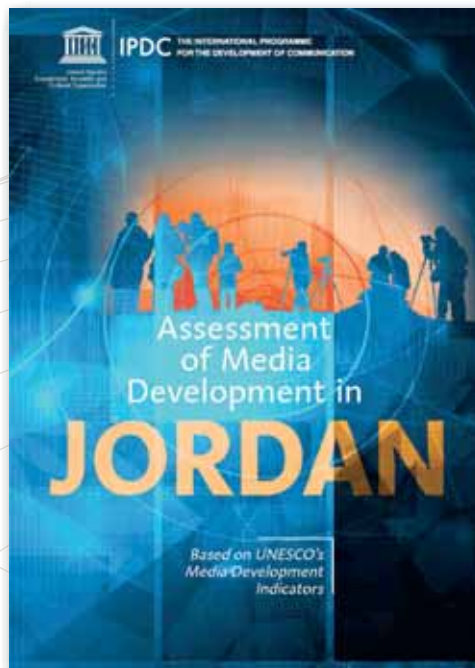
Director of the UNESCO Office in Amman Costanza Farina (left) takes part in a discussion on media freedom organized by the Office on World Press Freedom Day (3 May). The UNESCO Office in Amman also launched on this day the Legal Support to Media Web Portal, an online one-stop-shop for media laws and regulations in Jordan.



World Trends in Freedom of Expression and Media Development – Special Digital Focus 2015 and Media Development in Jordan were launched by UNESCO in 2015. Together, they provide an updated assessment of the state of the media in a world transformed by digital journalism.

Experiences and details of the jurisprudence of international courts were shared, and there was discussion of the role of national high courts. The conference informed the discussion at the UNESCO international conference ‘News Organizations Standing Up for the Safety of Media Professionals’ held on 5 February 2016.

On Impunity Day itself, the UNESCO Representative to Iraq, the Human Rights Commissioner and the president of the Iraqi Journalists Syndicate (IJS) issued a joint statement in which they urged the Iraqi authorities to take all necessary measures to ensure that there are investigations and trials when crimes against journalists are perpetrated in



the country. In Iraq, the safety situation of journalists remains dramatically poor, with more than 100 cases of assassinations of journalists not having been investigated thoroughly. UNESCO and IJS had signed a project agreement earlier in May for enhancing Iraqi journalists’ capacities for conflict-sensitive reporting.

The Day was also marked by events in about 20 countries, including eight in Africa, and at the UN General Assembly in New York.

■ **New UNESCO publications take stock of the state of the media**

The International Day to End Impunity against Journalists also saw the release of an UNESCO report, *World Trends in Freedom of Expression and Media Development – Special Digital Focus 2015*. The report takes stock of

the response rate of Member States to the request for information about the impunity of those responsible for the killing of journalists and media workers. Of 57 countries in which journalists had been killed, 24 responded to the request, an improvement on 2014’s response rate. The *World Trends* report also focuses on protecting journalists’ sources in the digital age, the role of Internet intermediaries in fostering freedom online, and countering hate speech. In a media environment transformed by digital technologies, this special volume in the *World Trends* series is a uniquely authoritative reference for governments, journalists, media workers, civil society, the private sector, academics and students.

The Organization also launched this year its report on *Media Development in Jordan*, based on the UNESCO/IPDC Media Development Indicators (MDIs), before an audience of more than 100 people from the media sector, the international community, the government and civil society. Following Tunisia, Egypt, Libya and Palestine, Jordan is the fifth Arab country for which an MDI assessment has been published. This factual study is the most comprehensive and in-depth analysis currently available of the contemporary Jordanian media sector. The assessment offers a series of recommendations aimed at supporting policy-makers and media development actors to address gaps on the way to a free, independent and professional media environment. The assessment also suggests inputs to the ongoing review of the national media strategy action plan.

■ Strengthening journalists' skills and safety in troubled times

Training journalists in the professional, legal, ethical and security aspects of their work is one of the main actions the Organization undertakes to ensure their effective protection.

Nepal

In the framework of the UNESCO-EU project 'Empowering People to Enjoy their Right to Information', two five-day training sessions for journalists were co-organized with the Federation of Nepali Journalists (FNJ), in the cities of Diktel (Khotang District) and Bardibas (Mahottari District), Nepal. The aim was to enhance their understanding

of the Right to Information Act and its use in investigative journalism. Participants identified possible areas for investigative reporting that could benefit from the Right to Information Act, including local development, sociocultural and gender discrimination, misuse of power, and corruption. Journalists reporting on these issues will help strengthen democracy and increase state accountability.

Students from Escuela Arturo Alvear Ramos in Valle del Tránsito, Atacama, learn radio broadcasting techniques to encourage citizens affected by the spectacular flooding of towns and valleys in the north of Chile in March 2015 to resume their lives. This activity is part of the 'Atacama volvió a clases' ('Atacama Is Back at School') project co-ordinated by the UNESCO Office in Santiago and several national authorities.

UNESCO trains Nepali journalists on disaster coverage

Dolakha is a high-risk seismic zone in Nepal, and one of the districts worst affected by the 7.8-magnitude earthquake which struck the country on 25 April 2015. As several other earthquakes and aftershocks followed throughout the year, the UNESCO Office in Kathmandu organized a training session in November to enhance the capacity of journalists for covering disasters at their different stages (before, during and after the event). The training provided knowledge and skills on selecting crucial related topics, preparedness of journalists, ethical reporting standards, disaster management and state accountability.



Award-winning journalists from the African diaspora came to Ethiopia for the Pan-African Workshop for Professional Media Production co-organized by the UNESCO Office in Addis Ababa in 2015. The aim was to build capacity of African photojournalists, documentary film-makers and feature writers, to encourage positive representations of the continent, and ensure that local content and local voices are put forward on the international stage. The workshop was funded by the Swedish and US Governments.



© UNESCO/Edouard Joubert

South Sudan

Despite the backdrop of increased attacks against journalists and media houses in South Sudan, the UNESCO Office in Juba was able to organize in July a two-week training course on photojournalism and conflict-sensitive reporting through photography for 20 young South Sudanese journalists. Funded by the Swedish International Development Cooperation Agency (SIDA), the training covered basic journalism skills and freedom of expression, the history of photography, best practices in digital photojournalism including photo development, photography as a profession in a country in conflict, digital photo editing, and ethics in photojournalism.

Also in July, the Office in Juba trained 20 commissioned officers drawn from

all levels in the police academy, police-training unit and police college as trainers of trainers. The curriculum was drawn from the UNESCO *Security Forces Training Manual*, and covered media laws, state obligations on the safety and protection of journalists, the UN Plan of Action on the Safety of Journalists and the Issue of Impunity, and good practices for improving the relationships between the media, security personnel and the government.

■ Women make the news again!

On International Women's Day (IWD) on 8 March, UNESCO joined forces with the Global Alliance on Media and Gender (GAMAG) to launch the 2015 edition of the 'Women Make the News' initiative under the theme 'Yes We Must! Reaching Gender Equality in the Media by 2030'.

This global project aims at focusing worldwide attention on the issue of gender equality in and through the media, driving debate and encouraging action-oriented solutions until global objectives are met.

Editors-in-chief of newspapers, radio stations, and television on and offline were invited to join the UNESCO initiative, and to produce special supplements or programmes on these topics, as well as to entrust women journalists and reporters with editorial responsibility for the newsroom.

Achieving gender equality in the media was one of the main topics addressed during the Special International Gender and Media Side Event of the 59th session of the Commission on the Status of Women (Beijing+20) in March this year.

At a time when global partners were finalizing the post-2015 SDGs which will guide the development agenda for the next 15 years, UNESCO organized two events in Geneva (Switzerland) in December: an International Development Cooperation Meeting on Gender and Media, and the first GAMAG General Assembly. During the first meeting, over 200 participants from 65 countries discussed the necessity for further international development cooperation on gender and media. Unanimous agreement was reached over the Geneva Framework, which focuses on deepening partnerships to support, enable and finance gender equality and the empowerment of women and girls in the media. The first GAMAG General Assembly brought together more than 120 representatives from over 700 member organizations, and provided a platform for dialogues between all regional chapters of GAMAG.

■ Supporting young people in freedom of expression

Youth networks have been strengthened by research and training workshops conducted through the SIDA-funded project 'Promoting an Enabling Environment for Freedom of Expression: Global Action with Special Focus on the Arab Region' and the Finnish-funded project 'Promoting Freedom of Expression in Egypt, Libya, Morocco, Syria, Tunisia and Yemen'. The EU-funded 'Networks of Mediterranean Youth Project (NET-MED Youth)', which involved work with other Sectors of UNESCO, has promoted skills and tools to empower young women and men in the Western and Eastern basins of the Mediterranean.

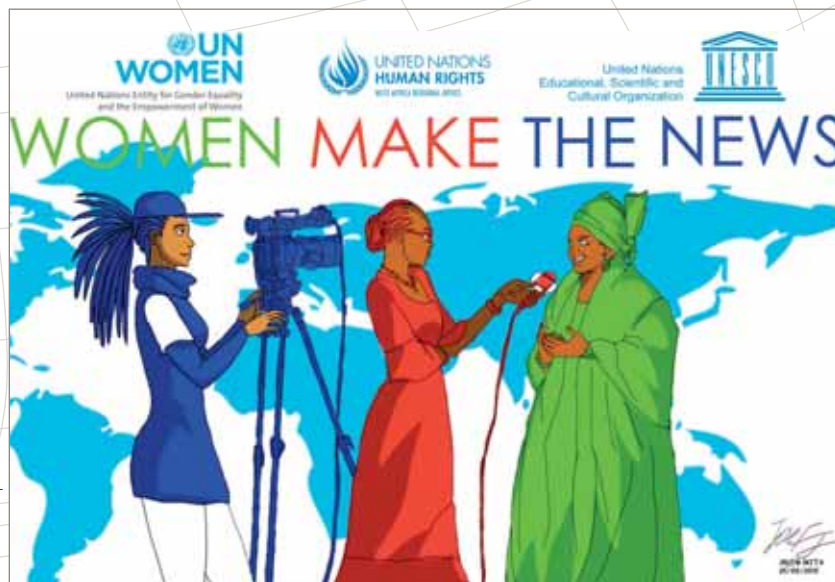
■ Empowering citizens through media and information literacy

UNESCO promotes media and information literacy (MIL) to help citizens critically understand the role of media, the Internet and other information providers, to evaluate their content, contribute their own content and make informed decisions.

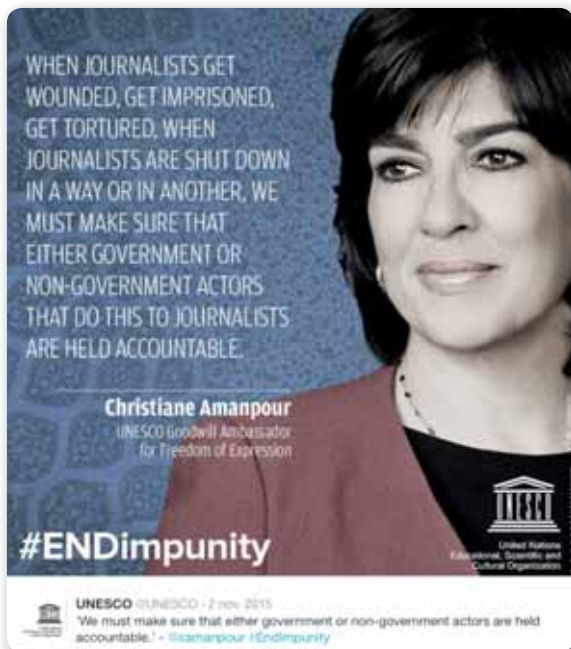
The 2015 Global Media and Information Literacy Week was hosted at the end of June by Temple University and the National Association for Media Literacy Education in Philadelphia (USA). This annual event was led by UNESCO and the United Nations Alliance of Civilizations (UNAOC) in connection with the Global Alliance for Partnerships on Media and Information Literacy (GAPMIL) and the Media and Information and Intercultural Dialogue University Network (MILID University Network). For the fifth time,

MIL Week attracted diverse actors committed to promoting media and information literacy as a way to foster social inclusion, and intercultural and interreligious dialogue. UNESCO and its partners invited stakeholders all over the world to organize local initiatives online or offline. The 2015 MILID Yearbook, entitled *MIL for Sustainable Development Goals*, was officially released in Philadelphia.

This year, UNESCO launched a free massive open online course (MOOC) on MIL for young people (aged 15–25), in partnership with Athabasca University (Canada) and the University Network on Media and Information Literacy and Intercultural Dialogue (UNESCO/UNAOC-MILID). Over 300 young people were trained to better engage in promoting peace, tolerance, dialogue and equality, as well as in countering hate speech. Participants described how the course has transformed their perspectives.



Poster designed by Joseph Jatta for the UNESCO Office in Dakar to promote the 'Women Make the News' initiative. This global project aims to focus worldwide attention on the issue of gender equality in and through the media, driving debate and encouraging action-oriented solutions until global objectives for gender equality are met.



A message by newly-designated UNESCO Goodwill Ambassador for Freedom of Expression and Journalist Safety Christiane Amanpour was tweeted by the Organization to raise awareness on the International Day to End Impunity for Crimes against Journalists (2 November).

Christiane Amanpour, new UNESCO Goodwill Ambassador for Freedom of Expression and Journalist Safety

On 29 April, the renowned journalist and CNN chief international correspondent, Ms Christiane Amanpour, was designated a UNESCO Goodwill Ambassador for Freedom of Expression and Journalist Safety. This title was bestowed upon Ms Amanpour in recognition of her efforts to promote free, independent and pluralistic media, having the right to work free from the threat of violence, and contributing through this to peace, sustainability, poverty eradication and human rights. Ms Amanpour has won every major television journalism award, including eleven News and Documentary Emmy Awards, four Peabody Awards, two George Polk Awards, three duPont-Columbia Awards and the Courage in Journalism Award.

■ Radio: a medium for the future

The fourth edition of World Radio Day (13 February) maintained the success of previous years, bringing the world together through more than 320 events in over 80 countries across the globe. Hundreds of radio stations and media organizations took part in the celebrations, and around 100,000 World Radio Day-related tweets were sent out. The enthusiastic participation that marked the Day proves that radio remains a relevant medium, particularly when it includes young people as creators and producers of radio programming.

At UNESCO Headquarters, almost 20 radio stations, from major international broadcasters to local and community outlets, came together to broadcast live, participate in debates and demonstrate the potential of youth broadcasting to hundreds of visitors. The International Telecommunication Union (ITU), the European Broadcasting Union (EBU) and UNESCO hosted a joint live broadcast which was streamed online. It featured special reports and segments by radio stations from every corner of the world, as well as a special evening of programming from the ITU Headquarters in Geneva.

As an alternative to public and commercial media, community media are characterized by their local accountability to the societies they serve. In 2015, UNESCO hosted a two-day international workshop on sustainability strategies for the sector, which produced a set of recommendations for strengthening policy worldwide.

What do young people want from their national broadcasters?

In April, over 40 participants, including representatives of youth organizations and TV broadcasters from the Middle East and North Africa, and programme-makers from Europe, met in Jordan for a 'Youth on Screen' conference, a collaborative initiative framed under two projects funded by the European Union. They exchanged ideas, experiences and discussed new TV programme formats, with the aim of better responding to the needs of young people, facilitating their engagement, and improving the image of young women and men in media content. Among the issues addressed were the media consumption habits and the needs of young audiences, and the representation of young people in mainstream media. Later in November, national meetings to further discuss these topics were organized in Jordan and Palestine, and more will follow throughout 2016 in other southern Mediterranean countries.

Among other activities to develop community radio leaders in 2015, a two-day workshop was organized by UNESCO in Kigali (Rwanda) in October to support four local radio stations. Addressed at community radio practitioners, the workshop contributed to reconfirming priority needs, mobilizing local involvement and leadership. This event was held in the framework of a project supported by UNESCO and SIDA. Round-table discussions enabled the trainees to leverage the potential of information and communication technology (ICT) to empower community radios by improving their infrastructure and networking.

World Radio Day 2015 (13 February) celebrations at UNESCO Headquarters brought over 20 radio broadcasters together to showcase the power of young people in radio.





The #Unite4Heritage campaign was launched in March by the Director-General, in response to the unprecedented deliberate destruction of cultural heritage, particularly in the Middle East. While the campaign aims to mobilize governments and stakeholders, youth have been particularly responsive and engaged. This photo portrays staff member Nuria Roca Ruiz (bottom row, second from left) and young people in Jordan participating in an activity organized in June by the UNESCO Office in Amman.

CHAPTER 3

Protecting our Heritage and Fostering Creativity



Protecting our Heritage and Fostering Creativity

Culture is particularly at risk during armed conflict, targeted for its role as a symbol of identity and belonging. Throughout 2015, the world witnessed increasingly violent manifestations of cultural cleansing – a phenomenon which includes not only attacks against cultural heritage, but also against minorities and their cultural expressions. In the Middle East, Africa and elsewhere, World Heritage properties, museums and other historic sites faced destruction and looting, contributing to the growing illicit trafficking of cultural property. UNESCO met these challenges with swift action, launching the Global Coalition 'Unite for Heritage', establishing the Heritage Emergency Fund, implementing UN Security Council Resolution 2199 with strategic partners, and working to raise awareness among the general public through the #Unite4Heritage Campaign. Thus, in its response to cultural cleansing, UNESCO has continued to prove its commitment to protecting humanity's heritage and safeguarding its creativity.

■ Heritage in danger

Mali: From destruction to reconstruction

Between 2012 and 2013, Mali's cultural heritage suffered severe damage, particularly in Timbuktu, where many valuable ancient manuscripts were burned or stolen, and 14 of its

16 mausoleums of saints were destroyed by armed violent extremist groups.

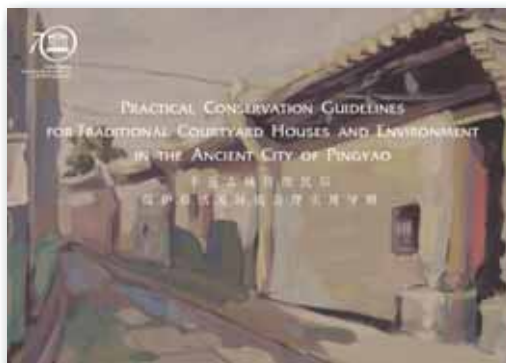
Yet 2015 was a year of renewal for Mali's cultural heritage. In January, an international conference on the 'Ancient Manuscripts of Mali' brought a panel of scientists and experts together to discuss the conservation and presentation of these historic treasures.

To reconstruct the destroyed mausoleums, the Government of Mali turned to outside financial and technical partners, through a programme coordinated by UNESCO. The oldest of the mausoleums date back to the 13th century and rebuilding them using traditional methods represented a large technical challenge. Yet in July, UNESCO Director-General Irina Bokova inaugurated the rebuilt mausoleums, three years after their destruction. She paid tribute to the inhabitants and masons of Timbuktu, saying, 'Your endeavour to safeguard essential elements of your history is proof of Mali's recovery, rallying and regained confidence.' The Mayor of Timbuktu responded that 'Through me, the communities of the city of 333 saints express their gratitude to UNESCO.'

New conservation guidelines for traditional courtyard houses

The Ancient City of Ping Yao (People's Republic of China) is an exceptionally well-preserved city founded in the 14th century, and since then its traditional courtyard houses have remained in continuous use. It was inscribed on the World Heritage List in 1997, but economic development is now threatening its authenticity and integrity. The Ping Yao County Government and UNESCO published two sets of guidelines designed to steer its development and conservation.

The *Conservation Management Guidelines* provide local authorities with clear approaches for conservation, restoration and maintenance of the traditional courtyard houses, in order to maintain their integrity and authenticity when adapting them to meet contemporary living standards. *Practical Conservation Guidelines* is a simplified version written to provide local residents with a better understanding of the requirements and standards.



On 18 July, UNESCO Director-General Irina Bokova praised the people of Timbuktu for their efforts to rebuild the city's mausoleums damaged by severe destruction between 2012 and 2013.



Iraq and Syria

Throughout 2015, cultural heritage sites in Iraq and Syria, including many religious places, were intentionally destroyed as a means of systematically persecuting and discriminating against individuals and groups based on their cultural and religious background, in violation of their human rights. UNESCO worked continuously to prevent and mitigate this destruction of the world's cultural heritage, while condemning it as a war crime.

Iraq is home to one of the oldest civilizations in the world, with a cultural history spanning over 10,000 years, earning it the title of 'Cradle of Civilization'. In the Mosul Museum, as well as the archaeological sites of Hatra and Nineveh, extremists violently smashed many statues and bas-reliefs. Destruction at the archaeological sites of Nimrud and Khorsabad, as well as many other religious sites, also made headlines during the course of the year. Thousands of books on philosophy, law, science and poetry were burned across the country, including in Mosul in February.

UNESCO continued to condemn these violent actions throughout the year. Speaking at a press conference on the devastation of the Mosul Museum and archaeological sites in the Nineveh region, the Director-General said 'This tragedy is far from just a cultural issue: it is an issue of major security.' On behalf of UNESCO, the Director-General also alerted the International Criminal Court to the crimes committed in this region, as under the Rome Statute the deliberate destruction of cultural heritage may amount to a war crime.



© Ieo Hoshviti

Further responding to this crisis in Iraq, in June, UNESCO's partner ICOM presented an updated Red List for the country during a ceremony at the Louvre Museum (Paris, France), which was attended by the Director-General.

On 30 November in Erbil, UNESCO also organized a symposium under the patronage of the Minister of Culture of Iraq on 'Threats to the Diversity of Cultural Expressions and Means for Addressing its Protection and Promotion', as well as an exhibition on the cultural heritage and diversity of Iraq as seen through the eyes of displaced artists.

That spring in Syria, fear rose that its World Heritage site of Palmyra was at risk from intentional destruction. Palmyra contains the monumental ruins of a great city that was once one of the most important cultural centres of the ancient world. It lay at the crossroads of several civilizations, and its art and architecture, dating mainly from the first and second centuries AD, married Greco-Roman techniques with local traditions and

Persian influences. Its history during the Umayyad era testifies to the ability of the Arab-Muslim world to connect with distant cultures and civilizations. In addition to this alarm over one of the most significant cultural sites in the Middle East, the dangers facing the local civilian population were also a top concern. UNESCO called for an immediate end to hostilities and asked the international community to do everything possible to protect civilians and safeguard this unique cultural heritage. Countries across the region are signatories to the international conventions that confer an obligation to protect cultural heritage during times of conflict.

Unfortunately, these efforts did not prevent the partial destruction of the site. In June, ancient Muslim mausoleums were reportedly destroyed in the Palmyra area, followed by the destruction in July of the famed Lion Statue, as well as funerary busts. According to reports and propaganda material, these acts were committed in public, with the local



population, including children, forced to witness the destruction of their heritage. UNESCO called upon religious leaders, intellectuals and young people in particular to respond to the false arguments of these fanatical extremists, and to uphold the value of respect for different cultures and religions. Artists, film-makers and photographers continue to cooperate with UNESCO in documenting the great culture of Mesopotamia, ensuring that it remains a vital part of the memory of the world.

In 2015, two leading scholars of Syrian antiquities lost their lives while working to preserve their heritage. Khaled Al-Asaad, head of antiquities in Palmyra, was murdered in August after working for more than 50 years at the site. Qasem Abdullah Yehiya, the Assistant Director of laboratories at the Syrian Directorate General of Antiquities and Museums, died in a rocket attack on the Damascus Citadel and the National Museum. The Director-General declared that 'the untimely deaths of Mr Al-Assad and Mr Yehiya

A crossroad of civilizations, rich of many remains intact from Roman times, the World Heritage site of Palmyra was a vibrant city showing the intermingling of the peoples of the area. The destructions perpetrated in 2015 by violent extremists rendered this place desolate. UNESCO ceaselessly reminded the international community that protecting heritage is as much about preserving Syria as preserving its people. Above: Former view of Palmyra's Great Colonnade and Tetrapylon.



© UNESCO/Pilar Chiang-Joo

are a terrible loss to the cultural heritage community in Syria and globally.'

Syria's heritage continued to be targeted during the remainder of 2015. Details of damage to the Mar Elian monastery, a major pilgrimage site for Syria's Christian community, came amid news reports that several hundred people, including Christians, had been kidnapped by ISIL/Daesh. Later in August, the Director-General firmly condemned the destruction of the ancient temple of Baalshamin, one of the most important and best preserved buildings in Palmyra. The temple was erected in the first century AD and enlarged by the Roman Emperor Hadrian, and bore witness to the depth of the pre-Islamic history of the country.

In September, the Temple of Bel at Palmyra too was blown up. One of the Orient's most important religious edifices in the 1st century, it represented a remarkable fusion of the styles of the ancient Near East and the Greco-Roman tradition.

UNESCO Director-General Irina Bokova met President of France François Hollande, former French Culture Minister Fleur Pellerin, and Francis Joannès from the Pantheon-Sorbonne University, in the Mesopotamian Gallery of the Louvre Museum, on 18 March. Together they sent a strong message of solidarity to the people of Iraq and Syria, and reiterated the urgent need to safeguard cultural heritage of both countries.

In October, ISIL/Daesh destroyed parts of Palmyra's Arch of Triumph, an iconic 2,000-year-old civil monument, in addition to several funerary towers. Built by Septimius Severus, it was a symbol of the city, a masterpiece of civil architecture and urban planning. Topped by geometric and floral ornaments, it marked the junction with Palmyra's immense colonnade and the Temple of Bel.

UNESCO's response to this destruction was manifold. An EU-funded project for the 'Emergency Safeguarding of the Syrian Cultural Heritage' trained Syrian professionals, as well as professionals from neighbouring countries, in an effort to prevent further destruction of the country's cultural heritage. Five training workshops were organized by the UNESCO Office in Beirut in cooperation with its partners ICCROM, ICOMOS, Interpol, the Arab Regional Centre for World Heritage (ARC-WHC) and CyArk, which covered issues such as first aid measures, social

cohesion through intercultural dialogue, and the fight against illicit trafficking, as well as digital documentation in 3D. In addition, two working meetings regarding inventory systems in Syria were held in Berlin with the German Archaeological Institute and the Freie Universität Berlin.

Thus even after this terrible catalogue of destruction, Palmyra and Syria's other historic sites remain symbols of cultural diversity, intercultural dialogue, and the encounters of different peoples in a spirit of tolerance and respect, in this centre for trade between Europe and Asia. It is impossible to erase 4,500 years of history, but the physical destruction makes it even more essential to raise awareness of the past and significance of this heritage for people, and particularly the youth, of Syria, across the world. The power of culture is greater than all forms of violent extremism, and UNESCO will continue to pursue its work to transmit our heritage to future generations, through education and with the help of modern technology.

Yemen

Yemen too suffered from conflict and destruction. Since the beginning of the civil war, many of Yemen's cultural heritage sites have been exposed to airstrikes and other attacks. The Old City of Sana'a, a UNESCO World Heritage site, has suffered several bombing raids which destroyed houses and historic buildings, and also caused human casualties. UNESCO deplored the loss of human lives as well as the damage inflicted on one of the oldest and best examples of Islamic urban landscape. The capital Sana'a has been inhabited for more than 2,500 years, and bears witness to the wealth and beauty of the Islamic civilization. The dense rammed earth and burnt brick towers, strikingly decorated, of its Old City are famous around the world. They are an integral part of the country's identity and pride. Since the beginning of the conflict in Yemen, several houses within the historic area have, however, suffered extensive damage and collapsed as a consequence of shelling and explosions. The images of magnificent many-storeyed tower-houses and serene gardens reduced to rubble were shocking.

Other sites, such as the medieval city of Sa'dah, the old walled city of Shibam, the Sufi shrines in the Hadramaut region, and the Dhamar Museum suffered from damage and destruction. The Director-General repeatedly condemned these attacks and reminded all parties to the conflict to respect their legal obligations and refrain from targeting cultural property.

In response to the conflict in the country, the UNESCO Office in Doha launched an Emergency Response Plan that included the organization of an Expert Meeting on the Safeguarding of Yemen's Cultural Heritage from 15 to 16 July.

Mar Elian monastery, located in al-Qaryatayn (Syria), south-west of Palmyra and south-east of Homs, was founded in 432 on the claimed spot of St. Elian's death, martyred in the 3rd century AD. It was famous for its beautiful frescoes. Its intentional destruction in August was strongly condemned by UNESCO.



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Several traditional houses were destroyed in June in the Old City of Sana'a (Yemen), a World Heritage site.

Following the adoption of an Action Plan for the Safeguarding of Yemen's Cultural Heritage, UNESCO prepared rapid assessment forms for historical buildings, archaeological sites and museum collections in Yemen to be used in the field, and also developed a corresponding mobile phone application for electronic damage assessment. In close cooperation with the General Organisation for the Preservation of Historic Cities in Yemen (GOPHCY), UNESCO has revised the GIS database of the Old City of Sana'a and its quarters of Rawda and Bir al Azab.

Tunisia

On 18 March, just as news was breaking of a deadly attack at the Bardo Museum in Tunis, which killed 21 people and injured

about 50 others, the Director-General and François Hollande, President of France, met at the Louvre Museum to call for the protection of culture under attack in the world. The objective of this meeting was to reiterate the urgent need to safeguard the cultural heritage of Syria and Iraq, with President Hollande and the Director-General also firmly denouncing this attack on a symbol of the openness and cultural diversity of Tunisian society. The President and the Director-General further condemned the deliberate destruction of several cultural heritage sites in Iraq by extremists as war crimes, saying, 'Minorities are being persecuted and their heritage destroyed along with everything that embodies diversity and free thought.' President Hollande commended UNESCO's efforts to defend cultural heritage and promised France's support.

Libya

Instability and conflict have affected many parts of Libya throughout the year and, most worryingly, the activities of ISIL/Daesh continued to accelerate.

In this difficult context, the UNESCO Office for Libya has carried out eight training workshops for staff of the Libyan Department of Antiquities and other professionals, including the management of risks to cultural heritage in the emergency context, museum management and first-aid, cross-border cooperation in the fight against illicit trafficking as a source of terrorist financing, preventive conservation and risk preparedness, security at museums and sites.



© UNESCO/Christian Manhart

The Nepal earthquake

Natural disasters also took a heavy toll this year, with UNESCO working to assess the impact of April's devastating earthquake in Nepal on that country's cultural heritage. The Kathmandu Valley (a World Heritage area) is famous for its seven groups of monuments and buildings, which represent a broad range of historical and artistic achievements. Monuments and sites within the area were heavily affected, as were several others nearby cultural and natural heritage sites. Some were almost fully destroyed. Irina Bokova said, 'As we are receiving more

information from the ground, I am deeply aggrieved by the magnitude of human loss caused by the earthquake in Nepal. I am also shocked by its devastating impact on the unique cultural heritage in the country.' UNESCO's response to the disaster was carried out in close collaboration with the Government of Nepal and with the support of various donors and agencies. These efforts included immediate and urgent mitigation measures related to cultural heritage, such as sifting and securing rubbles of archaeological value, the protection of remains, and the compilation inventories and condition reports for damaged property

UNESCO and the Government of Nepal immediately collaborated to respond to the devastating impact of April's earthquake on the monuments of the Kathmandu Valley (a World Heritage area). The monuments were a major source of income and economic growth through tourism, as well as places of worship. In this photo, shot by Christian Manhart, Director of the UNESCO Office in Kathmandu, locals attempt to preserve the monuments' treasures.

in order to establish baseline information for each site. The revitalisation of traditional craftsmanship and skills for restoration and rebuilding was also highlighted by UNESCO to sustain the World Heritage property's Outstanding Universal Value (OUV).

The international community's response to destruction

The loss of such cultural treasures, in these and other countries, deprives communities of physical evidence and documentary accounts of their past, but also of a precious source of social capital and economic well-being. It is essential to protect these testimonies of the history and traditions of our cultures, as they contribute to our global patrimony and sense of identity, while also representing a fundamental source of resilience and dignity. How do we protect, preserve, and ensure the transmission of this heritage? In what way does education play a central role? These questions were the focus of 'Culture and Heritage in Danger: Education as a Force for Resilience', an event organized by UNESCO in September as a platform for the exchange of ideas.

In an effort to integrate a concern for cultural into security policies, the UNESCO Office in Beirut organized an Awareness-Raising Seminar on the Implementation of the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its two Protocols (1954 and 1999), under the patronage of the Minister of Culture for Lebanon, and in partnership with the Organization of the International Committee of the Blue Shield. The seminar was aimed at staff of the UN Interim Force in Lebanon (UNIFIL) and provided participants with a wide and detailed overview of the Convention's legal assets, penalties and best implementation practices. It focused on military measures, with practical examples from the Middle Eastern region whose cultural heritage is particularly at risk.

Following the international community's recognition that illicit trafficking in cultural property may contribute to financing terrorism in Iraq and Syria, UNESCO mobilized its partners to take action in this regard and successfully advocated for a world-wide moratorium on the trade in Iraqi and Syrian cultural property, as set forth in groundbreaking UN Security Council Resolution 2199, adopted on 12 February under Chapter VII of the UN Charter. For the first time, the link between illicit trafficking of cultural property and terrorism is explicitly recognized as a threat and UNESCO, together with INTERPOL, is entrusted with assisting Member States in implementing the relevant paragraph of this binding Resolution. Welcoming the role given to UNESCO by the Security Council, the Director-General reaffirmed the Organization's commitment 'to stand by Member States to ensure the full respect of the UNESCO 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property.' She subsequently announced the launch by UNESCO of a coalition to stop this illegal trade, whose members include the UN Office on Drugs and Crime (UNODC), the World Customs Organization, INTERPOL, the International Council of Museums (ICOM), the International Council on Monuments and Sites (ICOMOS), and representatives of countries bordering Syria and Iraq.

In June, the Director-General launched the Global Coalition 'Unite for Heritage' in the framework of the 39th session of the World Heritage Committee in Bonn (Germany). The Coalition aims at strengthening UNESCO's action for the protection of culture in emergency

An international competition for the future of Bamiyan (Afghanistan)

An international jury chose the winning entry in a competition organized by UNESCO to design a Cultural Centre for Bamiyan (Afghanistan). An Argentina-based architecture team beat 1,070 other proposals from 117 countries. The winning design, *Descriptive Memory: The Eternal Presence of Absence*, blends perfectly into the landscape, takes advantage of thermal inertia and ground insulation, and gives a nod to the ancient local building traditions. The Afghan President, Ashraf Ghani, gave his approval to the winning design, thanked UNESCO for its contribution, and expressed his dedication to protecting Afghanistan's cultural heritage.



© UNESCO/Bamiyan Cultural Centre

situations by engaging with a wide array of partners, not only from the culture and heritage sector, but also from security and humanitarian organizations, governments, the private sector, civil society and the media. With a view to more effectively protecting cultural assets in conflict situations, ensuring that cultural rights of refugees or displaced persons are respected, raising awareness among youth of the value of culture and of inclusive, open and pluralistic societies, the Director-General declared that, 'the threat is global and our response must be global... Our main challenge is to succeed in getting all the players involved in this struggle to work together: police, customs officials, museums, governments, actors from the cultural, humanitarian and security sectors, civil society and the media.'



The San Antonio Missions (United States of America), a site encompassing a group of five frontier mission complexes built by Franciscan missionaries in the 18th century, illustrate the interweaving of Spanish and Coahuiltecan cultures. The site was inscribed on UNESCO's World Heritage List in 2015.

Culminating this important advocacy work, the 38th General Conference of UNESCO adopted in November 2015 a Strategy for the reinforcement of the Organization's actions for the protection of culture and the promotion of cultural pluralism in the event of armed conflict. This document outlines the path for the Organizations' future work through two key objectives: on the one hand, strengthening Member States' ability to prevent, mitigate and recover the loss of cultural heritage and diversity as a result of conflict; and on the other hand, incorporating the protection of culture into humanitarian action, security strategies and peacebuilding processes. With the creation of UNESCO's Heritage Emergency Fund, a funding mechanism specifically dedicated to the protection of cultural heritage in emergency situations

resulting from both conflict and natural disasters was put in place, enabling the Organization to assist its Member States to more effectively prepare and respond to these situations.

■ The #Unite4Heritage Campaign

#Unite4Heritage, launched by Irina Bokova in March in Baghdad (Iraq), is a global social media campaign with a focus on the Arab region which targets youth in particular. It was developed in response to the unprecedented attacks against cultural heritage and diversity that affected the region and seeks to address the root causes of radicalisation and provide an alternative narrative to violent extremism and the propaganda of hatred disseminated by extremist groups by promoting global citizenship and tolerance. #Unite4Heritage has since become a 'conversation of record' for online discourse related to celebrating and safeguarding cultural heritage. The numbers speak for themselves: 500 UNESCO-created posts viewed more than 9 million times; 35,000 campaign-related tweets and 10,600 Instagram photos; 60,000 visits to the campaign website and 520 press articles; 12 participating UNESCO Field Offices with activities involving more than 8,000 people.

When launching the campaign, Irina Bokova spoke to students at Baghdad University. 'We must respond to violent extremism', she said, 'by showing that exchange and dialogue between cultures is the driving force for all.'

© National Park Service / Robert Howen



We must respond by showing that diversity has always been and remains today a strength for all societies. We must respond by standing up against forces of fragmentation, by refusing to be divided into 'us' and 'them'. We must respond by claiming our cultural heritage as the commonwealth of all humanity.'

In addition to building its online community, #Unite4Heritage is implementing on-the-ground activities and events involving young people from local communities through UNESCO Field Offices across the Arab Region. For instance, in April, on the initiative of the UNESCO Office in Bamako, ambassadors and representatives of Morocco, South Africa, the European Union, France,

Promotional images used for the #Unite4Heritage campaign to explore the links between past and present, cultural heritage and youth's identities.

© UNESCO



Germany, Switzerland, USAID, the UN Multidimensional Integrated Stabilization Mission in Mali (MINUSMA) and the World Bank brought their support to the campaign during a visit to Timbuktu, to see the final stages of the reconstruction of the World Heritage monuments.

Additionally, the UNESCO Office in Beirut organized eight workshops for 1,600 children between age 11 and 15 from schools in Lebanon. The aim was to increase their awareness of protecting heritage in times of war, and to introduce them to the UNESCO Conventions (of 1954, 1970 and 1972). They were given guided tours, at either one of Lebanon's World Heritage sites or of the National Museum. Interactive tools designed especially for this initiative provided information on the Conventions. In addition, the children were introduced to the art of mosaic.

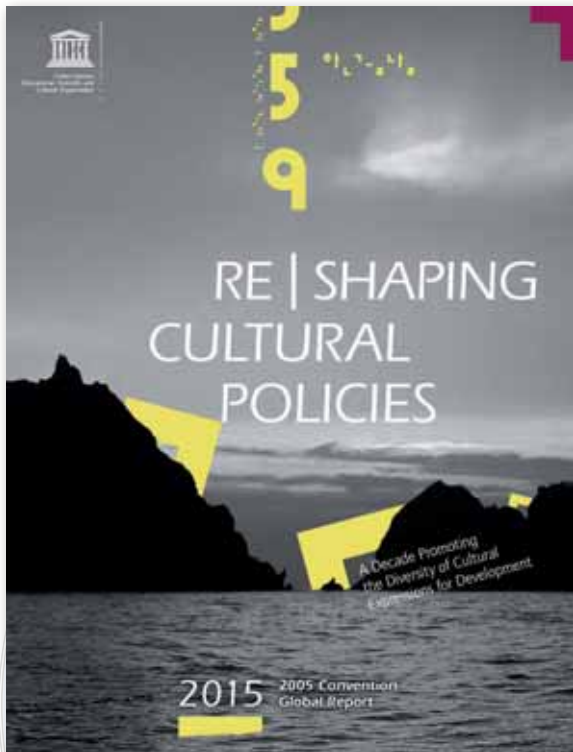
Protecting Underwater Heritage



© UNESCO / Ulrike Guertin

Dr Dolores Elkin (Argentina), a member of the Scientific and Technical Advisory Body to the 2001 Convention, dives to assess the state of the Spanish galleon San José.

The *San José*, a Spanish galleon, sank in the archipelago of Las Perlas, Panama, in the 17th century. In 2003, Panama ratified the 2001 Convention on the Protection of the Underwater Cultural Heritage, which aims to safeguard underwater heritage and counter the looting and commercialization of shipwrecks, while supporting international research and cooperation. At the request of the National Institute of Culture of Panama, UNESCO sent an emergency assistance mission of the Scientific and Advisory Body to the Meeting of States party to the 2001 Convention to the site, to cooperate with the Panamanian authorities to assess the work carried out by the commercial company under contract to salvage the shipwreck. The mission found that commercial exploitation had greatly damaged the site and its artefacts, and condemned the lack of compliance with scientific standards set out in the Annex to the 2001 UNESCO Convention. Furthermore, it called for an end to the export or sale of artefacts taken from the site.



Re|Shaping Cultural Policies, the first UNESCO Global Report on the monitoring of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions was launched in December. Among other issues, it analyses the integration of culture in sustainable development frameworks, and the promotion of human rights and fundamental freedoms.

Mongol herders perform a coaxing ritual to encourage a female camel to accept a newborn calf or to adopt an orphan. The mother is tied close to the calf and a singer begins a monotone song accompanied by gestures and chanting. As changes in the social and cultural environment have negatively affected its viability, this practice was inscribed on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding in 2015.

■ The power of common rules

In October, UNESCO celebrated the tenth anniversary of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Now ratified by 141 Parties, the 2005 Convention provides a framework to forge new pathways for creativity and innovation in the pursuit of inclusive, equitable and sustainable growth and development. This anniversary year offered an opportunity to create new momentum towards its full implementation as a roadmap for development.

In December, Irina Bokova launched the first UNESCO report on impact of the Convention. *Re|Shaping Cultural Policies* takes stock of developments in the cultural and creative industries. It looks at the trade in the cultural products, notably between developed and developing countries, and investigates whether the Parties to the Convention have stepped up their support for cultural creation, encouraged media

diversity, and opened their markets to cultural goods from developing countries.

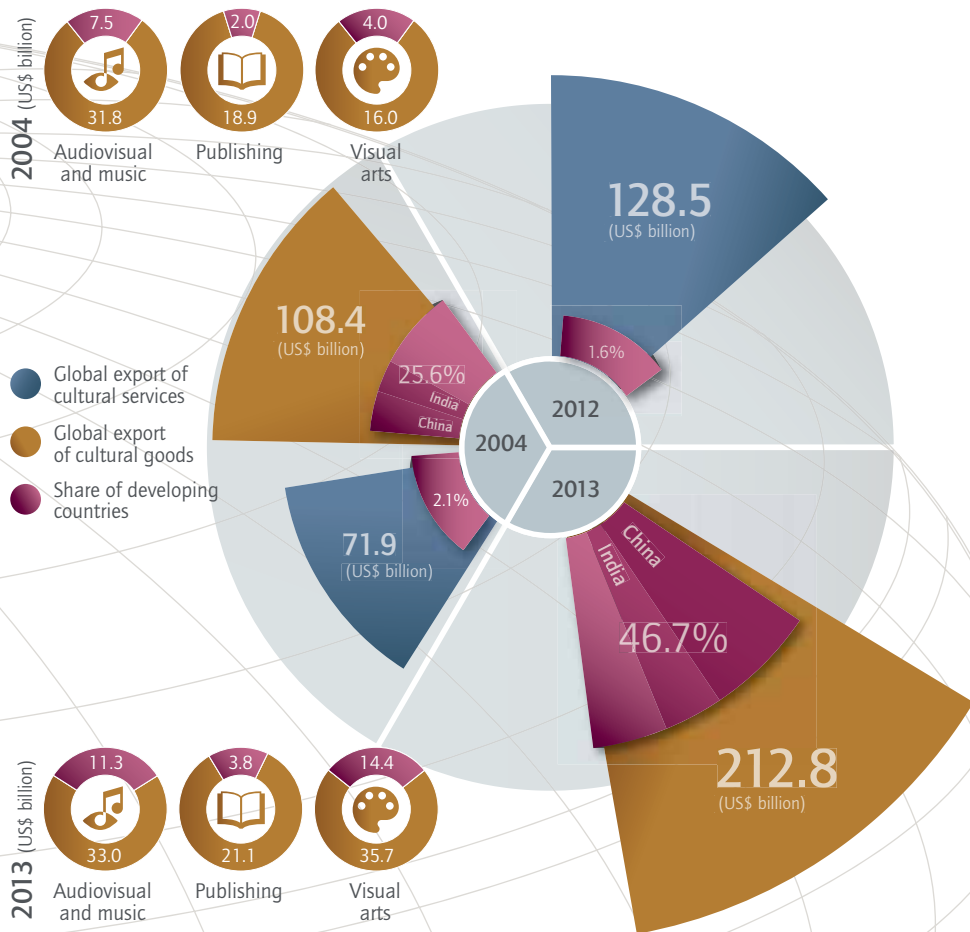
The 2003 Convention for the Safeguarding of the Intangible Cultural Heritage sets out core ethical principles to guide all safeguarding efforts. How can those core principles be integrated into one or more model codes of ethics that could orient the work of different actors in different contexts? And how can a model code be translated effectively into concrete, practical tools which can be used in the day-to-day work of safeguarding? An expert meeting in Valencia (Spain) in April addressed these and related questions. The Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage examined its conclusions in its tenth session in Windhoek (Namibia) in December, and these experts will continue to work on these approaches.

In September, UNESCO participated in the UN Sustainable Development Summit, at which the 2030 Agenda for Sustainable Development was adopted. Building on the



Millennium Development Goals, the new agenda integrates the economic, social and environmental dimensions of sustainable development to stimulate action over the next 15 years in areas of critical importance for humanity and the planet. It sets out 17 Sustainable Development Goals (SDGs) and 169 targets. The Summit represented a substantial step forward for sustainable development in many fields. For the first time, the role of culture and cultural diversity has been acknowledged explicitly as an enabler of sustainable development, in the framework of SDGs related to education, food security, the environment, economic growth and sustainable consumption and production patterns, peaceful and inclusive societies, and sustainable cities. Thus UNESCO's Culture Conventions are now essential for implementing the 2030 Agenda.

In November, the UNESCO General Conference adopted the text of a new standard-setting instrument on the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society. Member States have agreed to establish and implement a set of global guidelines for the protection and promotion of museums and collections, which should become the cornerstone of international museum policies. The adoption of this Recommendation reflects the international community's commitment to assisting Member States and their museums in fulfilling their roles in contemporary society, which include promoting sustainable development and intercultural dialogue. Museums are one of the most prominent institutions for safeguarding heritage and encouraging creativity. Brazil, the Philippines and the Czech Republic gave financial support to this initiative.



The Zhi Zheng Art Museum in Shenzhen (People's Republic of China) will also partner with UNESCO to create a High-Level Forum on museums and to support the implementation of the Recommendation, as well as other museum-related activities.

This graphic from the UNESCO 2015 Global Report Re-Shaping Cultural Policies illustrates the balance of the flow of cultural goods and services, and the mobility of artists and cultural professionals between 2004 and 2013.

© plural | K. M. Reinhold, S. Wucher

UNESCO's Regional Work Plan for Culture in LAC

The UNESCO Regional Office for Culture in Latin America and the Caribbean organized a regional workshop from 18 to 19 September, in the context of the Third Meeting of Ministers of Culture of the Community of Latin American and Caribbean States (CELAC). Taking place in Havana (Cuba), the workshop was supported by the Ministry of Culture of Cuba and the Cuban National Commission for UNESCO. The aim was to discuss and validate the Regional Work Plan for Culture (2016–2021), which is related to the implementation of the SDGs. UNESCO's participants included the Director-General.

■ Cities: drivers of sustainable development

In November, the Director-General announced that 47 cities in 33 countries (including 22 cities from countries not previously represented) had been designated as part of the UNESCO Creative Cities Network. The Network covers seven creative fields: Crafts and Folk Art, Design, Film, Gastronomy, Literature, Media Arts and Music. Launched in 2004, it now has 116 Member Cities. It aims to foster international cooperation and investment in creativity as a driver for sustainable urban development, social inclusion and cultural vibrancy. The 2030 Agenda for Sustainable Development highlights culture and creativity as key levers for sustainable urban development, and the Network is an essential platform for its implementation. UNESCO also launched a Culture and Sustainable Urban Development Initiative

to support the 2030 Agenda, convening an International Conference on Culture for Sustainable Cities in Hangzhou (People's Republic of China) in December. The objectives of the conference were to share experiences and propose strategic recommendations to strengthen culture-based sustainable urban development initiatives; to discuss the draft UNESCO Global Report on Culture and Sustainable Urban Development; and to contribute to the reflection on a 'New Urban Agenda' in the context of implementing the 2030 Agenda. Among the topics for discussion were the role of culture in implementing the 2030 Agenda; cultural heritage for sustainable cities; creativity at the core of the urban economy; cultural institutions and events, levers for urban regeneration; the need for an integrated vision for urban management; multicultural cities; and best practices for sustainable urban development.



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UNESCO Artist for Peace Ms Bibi Russell, Chairperson of the Republican Association 'Hunarmand' Mr Muhammadyusuf Kurbanov, and Head of the UNESCO Office in Tashkent Ms Krista Pikkat take part in the 'Atlas Bayrami' festival of traditional textile in Margilan (Uzbekistan) in September. The festival was co-organized by the UNESCO Office in Tashkent to celebrate the beauty and diversity of Uzbek textiles, and support the development of quality craftsmanship to create income-generating opportunities, especially for women.



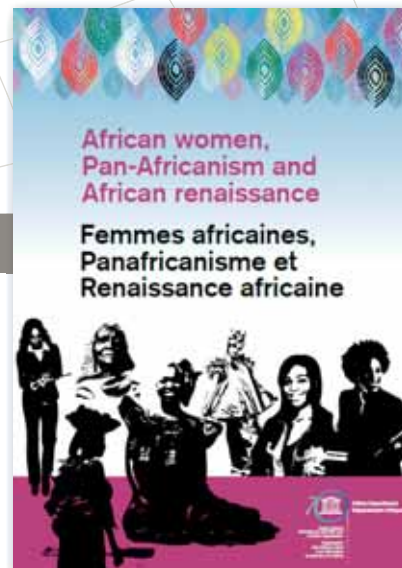
In 2015, Varanasi (India) joined the UNESCO Creative Cities Network within the field of music. The image portrays musicians playing at Varanasi during Kumbh Mela pilgrimage celebrations.



2015 saw the launch of the Chinese translation of the UNESCO Report Gender Equality, Heritage and Creativity, published in 2014 in English, French and Spanish.

Ten years of the African World Heritage Fund

UNESCO's celebrations of the tenth anniversary of the African World Heritage Fund (AWHF) provided an opportunity for the international community to renew its commitment to safeguard Africa's heritage. This includes monitoring how the World Heritage Convention is being implemented in Africa; identifying the main challenges in reconciling safeguarding and development in order to suggest sustainable solutions; and raising awareness among heritage professionals, communities and young people. The ceremony included a video projection on the African world heritage, an artistic showcase by an African storyteller and the launch of the UNESCO publication *African Women, Pan-Africanism and the African renaissance*. UNESCO Member States also proclaimed 5 May every year as African World Heritage Day.





Young people dance to the rhythm of music played by DJs at the Organization's Headquarters on the first day of the 2015 edition of the UNESCO Youth Forum. The Forum was attended by some 500 participants from 159 Member States. One of their key recommendations is to 'Increase intercultural exchange between refugees and youth organizations through exchange programmes and sport events'.



CHAPTER 4

Learning to Live Together

Learning to Live Together

Throughout 2015, and in the midst of numerous crises worldwide, UNESCO strove to foster dialogue and understanding among peoples, protect human rights and help women and men to create knowledge to build more just, safe, inclusive and informed societies. To reach these objectives, the Organization spared no efforts to increase the promotion of a culture of peace, disseminate key data on quality physical education, establish and develop major partnerships for sports projects, and empower young people as major agents of change.

UNESCO Director-General expressed solidarity with France following the terrorist attacks in Paris

In condemning the attacks perpetrated in Paris on 13 November, Ms Bokova said, 'On behalf of UNESCO and in my own name, I present my most heartfelt condolences to the people of France and to all the mourning families so terribly bereft by these barbaric acts. This crime . . . represents an attack against the whole of humanity. . . . Violent extremists have struck at the core of togetherness, hitting places of conviviality that bring people together, cafés, a stadium and a venue dedicated to live performances, places of culture in a city that is seen throughout the world as a symbol of culture. . . . This resurgence of hate calls for a new response based on great unity to reinforce our affirmation of the values of peace, dialogue and compassion, and to stand up to barbarism. UNESCO will support France, our host country, in this ordeal.'



UNESCO Director-General Irina Bokova lays flowers in memory of the victims of the terrorist attacks that struck Paris on 13 November. © UNESCO/Pilar Chiang-Joo

■ Promoting a culture of peace and intercultural dialogue

Today, across the world, people are being brought together in ways that were unimaginable 50 years ago. Adapting to differences, and understanding and respecting others are crucial for creating and maintaining peace.

This was the objective of the Third World Forum on 'Intercultural Dialogue, Sharing Culture for Shared Security', held in Baku (Republic of Azerbaijan) in May, in collaboration with the UN Alliance of Civilizations, the World Tourism Organization, the Council of Europe and the Islamic Educational, Scientific and Cultural Organization. In the presence of the President of the Republic of Azerbaijan, H. E. Ilham Aliyev, UNESCO Director-General Irina Bokova addressed an audience from over 100 countries: 'We recognize the deepening interdependence of the world – our responsibility is to make this a source of strength' The Director-General underlined that the protection of cultural heritage has become an imperative for security and peace. 'We say it again today . . . cultural diversity is another way to say human dignity and human rights.'

The Forum saw the launch of *Agree to Differ*, a publication on the International Decade for the Rapprochement of Cultures (2013–2022), for which UNESCO is the lead agency. It analyses the current challenges of social exclusion, extremism and intolerance, and discusses issues related to cultural and religious diversity, inter and intra-religious dialogue, citizenship, democratic governance, the importance of sharing knowledge and the power of local actors in peacebuilding (including young people and women). *Agree to Differ* is a fresh assessment of the contemporary world, acknowledging its contradictions and pointing to solutions. Its pictures of experiences at the international, regional, national and local levels call for the rapprochement of cultures and mutual understanding. 'Agreeing to differ – or agreeing to disagree – does not imply a passive form of tolerance for the views of others – it means an active engagement with others, on the basis of respect, equal dignity and compassion,' said Ms Bokova.

'Together for Peace' was the theme of an event on 20 September in Bujumbura (Burundi), organized by the *Atelier Ecole de la Foi* (School of Faith), in collaboration with the UNESCO House for the Culture



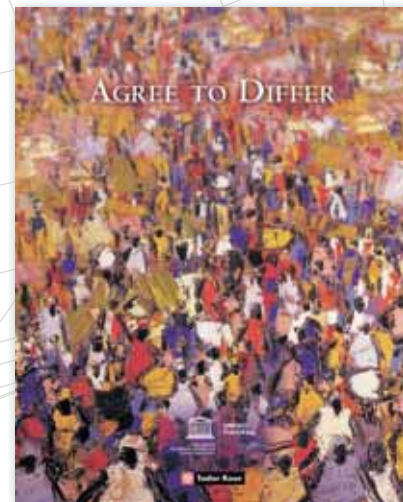
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of Peace in Burundi, the Ministry of Interior Affairs and Patriotic Education, the Mariya Arafasha Foundation, the Justice and Peace Commission and other organizations working in the field of peace, including Peace One Day—Great Lakes. Its inspiration was the theme of the International Day of Peace: Partnerships for Peace, Dignity for All. People in Burundi continue to remember the words of Nelson Mandela, mediator in the Burundi conflict in 2000: 'I dream of an Africa which is at peace with itself.' Violence is once more becoming prevalent in Burundi, but there is a strong determination to avoid war. The Director-General's core message was that 'Promoting a culture of peace calls for building mutual understanding between communities, social groups and individuals.'

'Rapprochement of Cultures: One Humanity Beyond Diversity' was the theme of the Fifth International Forum of NGOs in official partnership with UNESCO, held in Beijing in July, an activity of the International Decade for the Rapprochement of Cultures (2013–2022). Its four main discussion topics were training for global eco-citizenship for peace and sustainable development; learning from science to unlearn prejudices; digital culture, cyberspace for knowledge and dialogue; and art, the meeting point of cultural expressions.

In July, UNESCO and the City of Mostar (Bosnia and Herzegovina) celebrated the tenth anniversary of the inscription of the Old Bridge Area of the Old City of Mostar on the World Heritage List. In the 1990s, conflict most of the historic town was destroyed along with the Old Bridge.

Peace march on 20 September in Bujumbura (Burundi) as part of an event co-organized by the UNESCO House for the Culture of Peace in Burundi and in anticipation of World Peace Day 2015.



The UNESCO-Tudor Rose co-publication Agree to Differ was launched in May during the Third World Forum on 'Intercultural Dialogue, Sharing Culture for Shared Security' held in Baku (Republic of Azerbaijan).



2015 saw the tenth anniversary of the inscription of Stari Most, Old bridge of Mostar on the World Heritage List. Destroyed during the outbreak of military hostilities in the region in the 1990s, its restoration is a symbol of reconciliation and international cooperation.

This year saw the start of the UN International Decade for People of African Descent (2015–2024). A series of events in September at UNESCO Headquarters also drew on UNESCO's Slave Route Project, and included activities organized in collaboration with *Fait à Cuba*, a cultural association, and the Valois Gallery. They comprised an international seminar on the theme 'Artists and the Memory of Slavery: Resistance, creative liberty and heritage'; an exhibition, 'Modern Times, Artists and the Memory of Slavery', of monumental artworks by 15 contemporary sculptors and visual artists from Africa and the Caribbean; and a performance entitled 'Oggun Today' based on an exploration of tradition and modernity through music and dance.

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UNESCO General History of Africa on films

UNESCO Member States were informed in February that a series of six documentary films, each 52 minutes long, drawing on the General History of Africa, are to be produced by the well-known BBC journalist and producer Zeinab Badawi. This project will translate into images one of UNESCO's major contributions to knowledge of Africa, and offer to a broad public an African perspective on the continent's history. This series of books is a useful tool for promoting intercultural dialogue and building lasting peace, as will be the films.

The bridge was reconstructed in 2004, and many of the edifices in the Old Town have been restored or rebuilt with the contribution of an international scientific committee established by UNESCO. With pre-Ottoman, Ottoman, Mediterranean and Western European architectural features, they provide an outstanding example of an urban settlement where diverse cultural, ethnic and religious communities have long coexisted, and are symbols of reconciliation and international cooperation. The celebrations included a conference on 'Historic Urban Landscape – Mostar-2015' aiming to raise awareness of the importance of the management of historic cities.

■ Human rights, inclusion and migration

Human rights should be the concern of everybody on the planet, regardless of their social status, personal history or ethnic identity.

In March, UNESCO Headquarters saw the commemoration of the International Day for the Elimination of Racial Discrimination, opened by Irina Bokova and William Bell Sr., Mayor of Birmingham, Alabama (United States of America), a city symbolic of the fight against racism. The Director-General

underlined the importance of learning from injustice: 'We will fight against racism and discrimination by teaching respect and tolerance, by sharing the common history of all humanity – including its most tragic chapters.' She called for unity in today's battle against discrimination, highlighting initiatives such as the International Coalition of Cities against Racism (ICCAR), which promotes cooperation at the local and municipal level. Mr Bell reviewed the history and global impact of the Civil Rights movement, and underlined our responsibility to promote respect for human rights: 'Human rights extend to everyone, and we must work constantly to let everybody know that they have an obligation to work towards eliminating racism.'

The Seventh Africities Summit also examined issues of racism, discrimination and xenophobia in cities worldwide. Held in Johannesburg



(South Africa) in December, it included a panel discussion organized by UNESCO, in partnership with the City of Durban (South Africa), on 'Global

Solidarity for Diversity, Inclusion and Non-Discrimination'. Nada Al-Nashif, UNESCO Assistant Director-General for Social and Human Sciences, reaffirmed UNESCO's commitment, in the context of ICCAR, to work closely with African cities to fight against discrimination. She praised the leadership of the City of Durban in keeping the ideals of the Coalition alive: 'UNESCO will accompany you towards creating a world truly inclusive, fair and underpinned by universal principles of solidarity, social justice and human rights.'

'Learning from historical tragedies to combat racial discrimination today' was the theme to which International Day for the Elimination of Racial Discrimination was dedicated in 2015.



En la piel de Jacques Prévert (Inside the Mind of Jacques Prévert), a rust metal sculpture by Dominican artist Miquelina Rivera, was one of the monumental artworks featured at UNESCO Headquarters in September during the exhibition 'Modern Times, Artists and the Memory of Slavery'.

Delegates produced recommendations on the need for inclusive cities for sustainable development, participatory policy-making with the engagement of all citizens, disaggregated and comprehensive data, global solidarity and action through networks.

Aide et Action, with the support of UNESCO and the Bernard van Leer Foundation, organized a consultation on how the Indian government, civil society, corporations and local stakeholders can implement inclusive policies, programmes and partnerships to safeguard the rights and entitlements of internal migrant children in India. Participants were drawn from the government, academia, UN Agencies, NGOs and IGOs. Their recommendations were to work to understand the dynamics of internal migration and the impact on children; outline solutions for the inclusion of migrant children in education and protection programmes; share best practices; identify challenges, policy gaps and opportunities to create inclusive

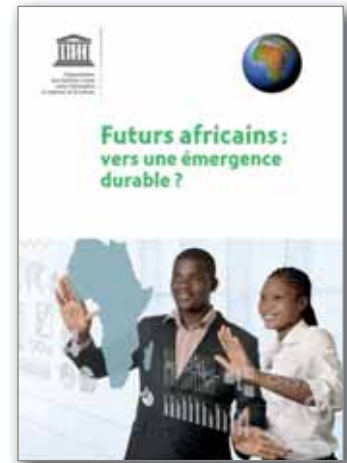
policies; identify areas of convergence between the government and civil society; and bring together organizations and groups working with migrant children on a national platform.

To commemorate Human Rights Day (10 December) and International Migrants Day (18 December), UNESCO organized a round table on 'Changing the Discourse: The positive face of migration' in December. Many countries are facing rapid increases in levels of migration. UNESCO emphasizes that creating the conditions for migrants to be integrated effectively into the society of receiving countries makes it possible to harness their potential and can be beneficial for everyone. To achieve this, we need to change the discourse about migration, providing data and arguments to help challenge stereotypes, and upholding migrants' human rights. It is necessary to address both the humanitarian and the development aspects of the worldwide refugee crisis, while not forgetting the root causes of migratory flows.

The Organization actively sent out tweets to help raise worldwide awareness on the current migration situation during International Migrants Day 2015 (18 December), like this one from the UNESCO International Bureau of Education (IBE-UNESCO).



Emergence in Africa: what future for the continent?



The International Forum on emergence in Africa and future perspectives of the continent was organized in December by UNESCO's Africa Department, in order to elaborate on Africa's emergence leading to a prosperous, inclusive and peaceful continent. With a population of 1 billion by 2050, Africa must definitely foster more inclusive economic growth. On this occasion, the book *Futurs Africains : vers une émergence durable* (African futures, towards a sustainable emergence) was launched, in line with African Union's Vision 2063 which has been integrated in the 2030 Agenda for Sustainable Development.

'If migrants are treated with dignity and are given the opportunity to develop fully, then this can have a positive impact on every aspect of life – cultural, economic, political and social,' said Ms Al-Nashif.

Social inclusion is at the heart of the 2030 Sustainable Development Agenda and the newly adopted Sustainable Development Goals (SDGs). Five different SDGs (4, 8, 9, 11 and 16) refer to the concept in different contexts, and Goal 16 is fully dedicated to it.



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Through its intergovernmental social science programme on Management of Social Transformations (MOST), UNESCO has launched a pioneering project that uses social science methodologies to empower policy-makers to measure and improve the degree of inclusiveness of public policies. UNESCO's objective is to help governments increase the degree of inclusiveness of their public policies related to issues such as education, culture, science, youth, sport and health care; and, ensure that they benefit everyone and contribute to equitable and sustainable development. A Policy Initiation Workshop on 'Promoting Social Inclusion through Public Policy in Malaysia' in June saw the launch of the project by the UNESCO Jakarta Office (Indonesia) and the Institute of Malaysian and International Studies (IKMAS).

This event brought together eminent international experts and Malaysian national stakeholders. A similar initiative was launched in Timor-Leste in December.

■ Fostering social transformations

Humanity is a work in progress: our societies are in a continual state of transformation. UNESCO strives to ensure that social changes take a positive direction, and a number of activities throughout the year were focused on this objective.

The First Forum of Ministers of Social Development for the Eastern African Region (in Nairobi in February) was organized by the Government of Kenya through the Kenya National Commission

for UNESCO, in cooperation with UNESCO's MOST Programme. Ministers from 13 countries shared best practices, their challenges and concerns about achieving justice, and how to address them. The forum included a panel on 'Population, reproductive health and economic well-being' and another on 'Youth, employment, entrepreneurial promotion and skills development'. It concluded with the adoption of the Ministerial Nairobi Declaration on Global Justice. This contains 17 policy recommendations on poverty education and reduction of inequalities; education, sciences and technological advancement as key drivers of development; cooperation with academic and research communities; and establishing networks of officials.

Eastern African countries adopted this year the Ministerial Nairobi Declaration on Global Justice to help fight poverty and inequality in the region. Women and children from Turkana County, one of the poorest areas in Kenya.



"That challenge of transforming ourselves and transforming our world is one of the most urgent challenges that we face."

Pregs Govender, deputy chair, South African Human Rights Commission & primary speaker at WSSF2015.

World Social Science Forum 2015
13 – 16 September



International experts, including Pregeluxmi Govender, anti-apartheid activist and deputy chair of the South African Human Rights Commission, met in September to discuss global inequality during the third World Social Science Forum 2015 under UNESCO's patronage.

'Transforming Global Relations for a Just World' was the theme of the third World Social Science Forum (WSSF), organized by the International Social Science Council (ISSC), under UNESCO's patronage, in Durban (South Africa) in September. Over 1,000 people from 84 countries attended. Participants considered ways of addressing

Plurality of languages and places of philosophy

On World Philosophy Day in November, a round table brought together philosophers from several countries at UNESCO Headquarters. It focused on three major topics: knowledge and dissemination of the philosophical thought of non-Western cultures; philosophy outside of the academic enclosure, using new places and formats; and the variety of places and forms of teaching and learning philosophy. 'We need to share the wonder of philosophy more widely and differently. We are working to make philosophy, the most ancient of disciplines, reach broader audiences thanks to cutting-edge technologies – for instance, through online teaching tools,' said Irina Bokova.

Philosophy students from the University of Calabar in Nigeria parade to celebrate 2015 UNESCO World Philosophy Day (19 November).

injustice and inequality, and examined the trends, magnitude, nature, causes and drivers of inequalities and injustices. This encompasses not just issues such as access to basic services, relations among peoples and overall quality of life, but also the national and international processes that generate inequality. UNESCO's MOST Programme organized three main events: a ministerial and research session, a panel on gender equality and another one on the Arthur Lewis Centennial. The ministerial panel 'Contributing to a just world within the post-2015 agenda: which role for social science?' included ministers and high-level representatives from Argentina, Ecuador, Kenya, Malaysia, Nicaragua, Oman and South Africa, as well as heads of regional and global social science organizations, who discussed the challenges and the responses needed to achieve a more just world. UNESCO will work with its governmental and non-governmental partners, through

its MOST programme, to take forward the dynamic of the WSSF.

In November, the Seventh Latin American and Caribbean Conference on Social Sciences took place within the framework of the 25th General Assembly of the Latin American Social Sciences Council (CLACSO). One of the largest academic research events in social sciences and humanities in the world, it focused on democratic transformations, social justice and peace processes. The UNESCO Cluster Office for Central America, in San José (Costa Rica), organized a multidisciplinary panel which addressed the link between social sciences and the formulation of public policies; it focused on relevant issues for the region, such as inequality, inclusion, development, youth and ethics. The participants identified problems and challenges related to these themes, and proposed options for the promotion of inclusive social policies.



■ Sport and anti-doping

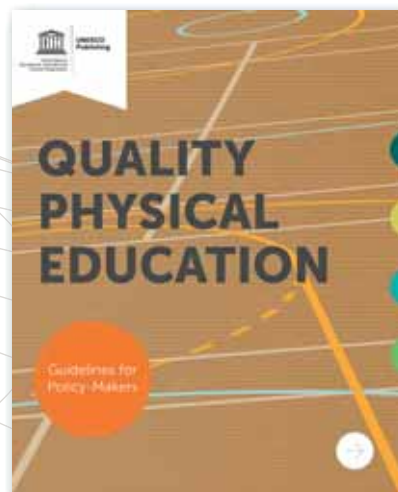
UNESCO is the UN agency mandated to promote physical education and sports, which contribute to human development, healthy lifestyles and a peaceful world.

Early April, UNESCO and Saudi Arabia's Al-Hilal Football Club signed a three-year agreement to work together for the promotion of social inclusion through sport. Al-Hilal will provide US \$1.5 million of funding for projects concerned with quality physical education in schools and the social integration of young people, especially in conflict and post-conflict zones. 'More than ever today, we need to nurture the power of sport as a pillar of healthy societies, societies at ease with themselves and others, societies united in their diversity, based on human rights and equal dignity,' said Irina Bokova, who sees sport 'as a transformational force for social inclusion, gender equality, and youth empowerment, with benefits extending far beyond the grounds of stadiums'. 'We are very proud of the partnership with UNESCO, and we will do our best to achieve the goals set by the Organization,' said Mohammad Al-Hmaidani, President of Al-Hilal. Several sport stars took part in the ceremony.

UNESCO's General Conference, at its 38th session, adopted the revised International Charter for Physical Education, Physical Activity and Sport. 'This is a strong recognition of physical education as a driver for promoting gender equality, social inclusion, non-discrimination and sustained dialogue in our societies,' the Director-General said.

© UNESCO/Pilar Chiang-Joo

Based on the universal spirit of the original 1978 Charter, the revised Charter highlights the health benefits of physical activity, the inclusion of persons with disabilities, the protection of children, the role of sport for development and peace, and the need to protect the integrity of sport from doping, violence, manipulation and corruption. This modernized version contains input from the Intergovernmental Committee for Physical Education and Sport (CIGEPS) and its Permanent Consultative Council, and from UNESCO's Executive Board. It is a follow-up to the Declaration of Berlin which was adopted by the Fifth World Conference of Sport Ministers (MINEPS V).



In partnership with several international organizations, UNESCO released in 2015 Quality Physical Education: Guidelines for Policy-Makers to inform the provision of quality physical education across the full age range from early years through secondary education.

In April, UNESCO Director-General Irina Bokova and the President of Saudi Arabia's Al-Hilal Football Club, Mohammad Al-Hmaidani, signed a three-year partnership for funding quality physical education projects in conflict and post-conflict zones.



Colour? What Colour?

In November UNESCO and Juventus Football Club launched *Colour? What Colour?*, a report on measures to fight racism and discrimination in international football. Drawing on research and surveys involving an international team of experts, researchers, football managers and officials, it takes stock of what has been and is being done, examines ways to assess measures undertaken, envisages complementary actions, and offers best practices. In her foreword to the report, Irina Bokova argues that sport provides a unique platform to promote the values of intercultural dialogue and understanding, as well as gender equality, while reinforcing social inclusion. However, Ms Bokova cautions against the fact that sport can also be exploited to divide and discriminate.



UNESCO launched a photo contest in November to showcase the potential of sport to promote positive values, transcend barriers and empower young people in their communities and beyond. This photo from Peruvian photographer Jussy Pizarro, chosen as one of the ten runners-up, captures the pleasure of girls and boys drawn together in active pursuit of a ball in Havana (Cuba).







© Lapresse

A merry crowd shakes hands with football star and President of Juventus Football Club Legends David Trézéguet during his visit to Bangui (Central African Republic) in November. Mr Trézéguet and a UNESCO delegation assessed progress on a social rehabilitation project for former child soldiers, which is part of the partnership between UNESCO and Juventus Football Club in favour of inclusion and against all forms of discrimination.

UNESCO and Juventus unite to the benefit of child soldiers in CAR

President of Juventus Football Club Legends David Trézéguet visited Bangui (Central African Republic) to assess the progress of a project for the social rehabilitation of 100 children (former child soldiers, or children affected in their physical or moral integrity). The project, in partnership with the École des Métiers d'Art, includes classes in literacy and training in a range of professional skills including welding and wood sculpting. 'We are here to support UNESCO in this undertaking and help take the children back to a normal life,' Mr Trézéguet said. The delegation then travelled to Mali, where they launched a similar project.

Mr Han Meilin, famous Chinese painter, sculptor and designer, was designated as a UNESCO Artist for Peace on 13 October, in recognition of his long-term commitment to promoting art and artistic education in the People's Republic of China, his support to providing quality education to young people in Asia and Africa, and his dedication to the ideals and aims of the Organization.



© Han Meilin Art Museum

The Conference of Parties (COP5) to the International Convention against Doping in Sport held its fifth session at UNESCO Headquarters in October, with key partners including the World Anti-Doping Agency (WADA), the International Olympic Committee (IOC), the International Paralympic Committee (IPC), the Council of Europe and Interpol. It celebrated a decade of work by UNESCO and 182 State Parties to eradicate this serious problem. More than 350 participants from over 115 countries met to discuss anti-doping challenges and propose solutions. 'Prevention is better than cure. . . . We must continue our advocacy work to educate and enforce in order to fulfil our ambition of eradicating doping from sport worldwide. The only possible way to fight doping effectively is through education,' Irina Bokova said. The use of performance-enhancing substances causes serious health problems, and also undermines fairness and ethical behaviour. UNESCO considers that educating young people about the dangers of prohibited substances is a key tactic, and is working with the Brazilian Anti-Doping Authority ahead of the 2016 Olympic and Paralympic Games in Rio de Janeiro (Brazil). In 2015, the Fund for the Elimination of Doping in Sport approved 30 new initiatives amounting to more than US \$670,000.

■ The power of youth

Young people are major agents of change. They have the creativity and the capacity to make change happen. UNESCO works with and for young people to empower them and to help them drive social innovation, participate fully in their societies, work to eradicate poverty and inequality, and foster a culture of peace.

The Ninth UNESCO Youth Forum, 'Young Global Citizens for a Sustainable

Planet', met in Paris in October. Over 500 young women and men from all over the world focused on issues related to climate change and the post-2015 Sustainable Development Agenda.

The aim was to ensure that the voices of future generations remain front and centre of the new development agenda. This was a crucial time to establish youth as a top concern on the international agenda, just one month after the UN Summit on

the Post-2015 Development Agenda and one month before the UN Climate Change Conference (COP21). The young participants shared their visions for the future and recommended actions on a global scale, concerning rights, freedoms and responsibilities; diversity and identity; learning, personal development and sustainability; knowledge, awareness and media; local practices, biodiversity and the prevention of natural disasters.

Young people exchange ideas during a working group session from the 2015 UNESCO Youth Forum at UNESCO Headquarters in October.



Created in 1986, the Brazilian Criança Esperança programme has already invested over R \$290 million (US \$86.3 million) in at least 5,000 projects, directly benefiting over 4 million people. In 2015, it raised more than US \$6 million in donations. On the last day of the campaign (15 August), the 30th edition of the Criança Esperança Special Show, which showcases projects highlighting the importance of education and other themes promoted by UNESCO, was, as every year, broadcast on Globo TV, the biggest Brazilian television network. This show alone drew donations of over R\$16 million (US \$4.7 million). The partnership between Globo TV and UNESCO will finance 30 social projects in five regions of Brazil over the next two years. UNESCO is responsible for the selection process for the projects, and provides monitoring.



© UNESCO Beijing

The Youth Peer Trainers Programme in Mongolia was developed and is sponsored by UNESCO with the Mongolian Education Alliance (MEA) and other partners. It has enhanced the capacity of approximately 500 young people by providing them with information and skills related to claiming their rights, effective communication,

In August, and for the second consecutive year, another group of future Youth Peer Trainers from different aimags in Mongolia were taught skills in driving change and claiming respect for fundamental rights and freedoms, as part of the Mongolia Youth Training of Trainers (TOT) Programme supported by the UNESCO Beijing Office.

gender-based violence, non-violent conflict resolution, and dealing with adversity. In 2015, 36 young people from 14 provinces in Mongolia were trained — and then they in turn trained their peers — to live as responsible citizens in their transition into adulthood. The programme was structured into two parts: first, the training of trainers, and second, providing support to the trainers to educate peers in their provinces. During the training, the topics addressed were knowing and claiming your rights, fundamentals of leadership, good governance and participation, non-violent conflict resolution, human rights and equality, and dealing with adversity and challenges. The pedagogical approach applied was participatory and innovative, and based on a training manual, *How to Become a Responsible Young Leader*, prepared in collaboration with UNESCO and MEA.

Ms Tereza Campello (left), Brazil's Minister of Social Development and the Fight against Hunger, and Ms Nada Al-Nashif (right), UNESCO's Assistant Director-General for Social and Human Sciences, discuss on 10 July the achievements and good practices made on social promotion and inclusion in Brazil.



© Ana Nascimento/IMDS

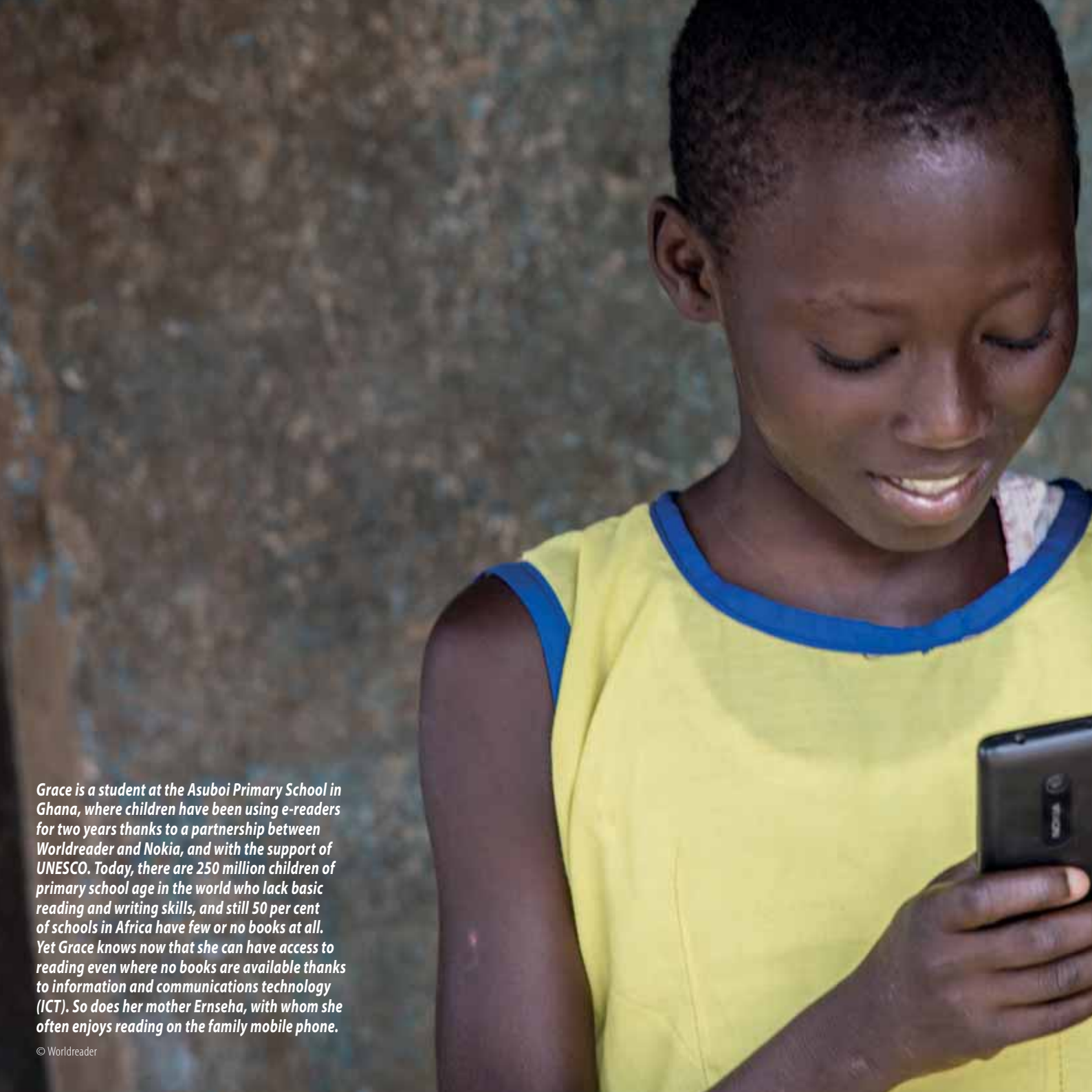
In celebration of International Youth Day 2015, 64 young artists came together in Gaza in September to paint the longest mural in Palestine, breaking the national record by its length and the number of artists involved. Organized at the initiative of UNESCO's Networks of Mediterranean Youth (NET-MED Youth) project, the activity took place in cooperation with the UN Relief and Works Agency (UNRWA) and the General Union

of Cultural Centres (GUCC). The artists coloured the UNRWA compound's northern wall with strong messages on hope, peace and tolerance, rights, and youth civic engagement, this year's theme for International Youth Day. The NET-MED Youth project is implemented by UNESCO and funded by the European Union, and aims at mainstreaming youth issues and priorities across national decision-making and policy

implementation in Eastern and Western Mediterranean countries. It aims to achieve this by building the capacities of young people and youth organizations.

In celebration of International Youth Day 2015, hundreds of people in Gaza stopped on 9 September to admire the work in progress of young Gazan artists set to paint the longest mural in Palestine, an initiative of UNESCO's Networks of Mediterranean Youth (NET-MED Youth) co-organized by the UNESCO Office in Ramallah.





Grace is a student at the Asuboi Primary School in Ghana, where children have been using e-readers for two years thanks to a partnership between Worldreader and Nokia, and with the support of UNESCO. Today, there are 250 million children of primary school age in the world who lack basic reading and writing skills, and still 50 per cent of schools in Africa have few or no books at all. Yet Grace knows now that she can have access to reading even where no books are available thanks to information and communications technology (ICT). So does her mother Ernseha, with whom she often enjoys reading on the family mobile phone.



CHAPTER 5

**Building Knowledge
Societies**

Building Knowledge Societies

Knowledge and information can change the world provided they are shared. In 2015, UNESCO's continuing efforts to help achieve inclusive knowledge societies were framed by discussions around the Post-2015 Sustainable Agenda and the newly adopted Sustainable Development Goals. The Organization supported its Member States in their endeavour to create knowledge environments based notably on accessible new technologies, and the preservation and dissemination of knowledge as key levers of development. While encouraging integration of information and communication technology (ICT), the Organization continued to emphasize that its increased use should be accompanied by high ethical and human rights standards.

In 2015, UNESCO hosted several high-level events to empower people with disabilities by encouraging enhanced use of information and communications technology (ICT), in line with the new SDG agenda set by UN Member States to end poverty, promote peace, share wealth and protect the planet by 2030.

■ Enabling ICT for sustainable development

Ahead of the adoption by Member States of a new Sustainable Development Agenda later in the year, the 2015 edition of the World Summit on the Information

Society (WSIS), held in May, served as the platform for establishing the links between information and communication technology (ICT) and the Sustainable Development Goals (SDGs). The WSIS Forum 2015 was held in Geneva (Switzerland), with the theme of 'Innovating Together: Enabling

ICTs for Sustainable Development'. Deputy Director-General of UNESCO Getachew Engida used the opportunity to stress that the transition to new SDGs requires a move beyond ICT pilot projects, and scaling up ICT integration throughout all relevant activities. He also highlighted the importance of multi-stakeholder cooperation and collective action. During the Forum, UNESCO convened a high-level dialogue on 'Making Empowerment a Reality – Accessibility for All' along with five Action Line meetings on various related topics such as free, independent and pluralistic media, culture and ICT, ethical dimensions of the information society, and e-learning open solutions. The principles agreed during the WSIS Forum 2015 provided a basis for international action and helped to promote the use of ICT for advancing the global development agenda.

In December, the UN General Assembly (UNGA) held a WSIS+10 Review High-Level Meeting on the implementation of the WSIS recommendations to date. The outcome document recognizes that 'the same rights that people have offline must also be protected online', 'call[s] on States to take all appropriate measures necessary to ensure the right to freedom



© CHANGE

of opinion', and affirms a 'commitment to bridging digital and knowledge divides'. It also includes many other UNESCO themes, such as the protection of journalists, ICT and education, cultural diversity, science, multilingualism, and respecting the rights and needs of people with disabilities and indigenous peoples.

During this high-level meeting, UNESCO hosted a side-event under the theme 'Building on WSIS+10: Putting Knowledge Societies at the Heart of the 2030 Agenda'. The participants agreed that using ICT for sustainable development would at all times require an enabling environment to build inclusive knowledge societies. It was noted that bringing greater linguistic and cultural diversity to the Internet serves as a critical success factor for Internet development. An Internet accessible for all requires multiple conditions for aspects ranging from infrastructure to content, and should be underpinned by respect for human rights.'

Start of the Train My Generation – Gabon 5000 project

2015 saw the kick-off of the Train My Generation – Gabon 5000 project, resulting from a three-year partnership signed in 2014 between UNESCO and Internet provider Airtel Gabon. Thanks to this project, 5,000 Gabonese young people aged 17–35 should be trained to use ICT for e-learning and receiving a vocational education. The first sessions were held this year in partnership with the Ministry of Education and Vocational Training and the African Institute of Computer Science (Institut africain d'informatique, IAI).

© UNESCO Tehran



At the beginning of December the UNESCO Office in Tehran and the Iranian National Commission for UNESCO invited stakeholders and beneficiaries to a 'National Consultative Meeting on the Role of ICTs for Empowerment of Persons with Disabilities' in Tehran. Mr Sadollah Nasiri Gheydari, Acting Secretary-General of the Iranian National Commission for UNESCO, and Ms Esther Kuisch-Laroche, Director and Representative of the UNESCO Office in Tehran, opened the event.

Empowering people with disabilities through ICT

Technological advances can enable societies to be really inclusive. Nowadays, information and available knowledge should be accessible to all, and new technologies constitute a key tool to achieve this. In June 2015, UNESCO hosted an international expert meeting on the 'Establishment of a Global Centre for Excellence for the Empowerment of Persons with Disabilities using Information and Communication Technologies (ICTs)'. Co-organized with the Permanent Delegation of the State of Kuwait to UNESCO, the meeting brought together more than a dozen experts from Brazil, Ecuador, France, India, Ireland, Kuwait, the United Kingdom and the United States of America, as well as the UN Economic Commission for Western Asia (UNECA).

The experts discussed the proposed centre, to be based in the State of Kuwait, defining its vision, mission, functions, objectives, scope and title. They also reflected on the development of a strategic roadmap and on the required infrastructure. The participants were requested to identify problems and barriers to the access of information and knowledge by people with disabilities, and to match these with possible solutions, appropriate ICT and assistive technologies.

This year, the International Day of Persons with Disabilities (3 December) was dedicated to the theme 'Inclusion Matters: Access and Empowerment for People of all Abilities'. Out of the global population of people with disabilities, 80 per cent live in developing countries. One-third of out-of-school children have disabilities, and fewer than 2 per cent of children with disabilities in developing

This year's edition of The State of Broadband report produced by ITU and UNESCO's Broadband Commission was released on 21 September 2015 in Geneva (Switzerland).



countries are in school. Faced with these facts, UNESCO celebrates this Day to advocate that access to information and knowledge be provided to all people with disabilities through the use of ICT. By contributing to the implementation of the UN Convention on the Rights of Persons with Disabilities (2006), and of the Sustainable Development Agenda, the Organization requests Member States to make every effort to create a world which is inclusive, pluralistic, open, participatory and knowledge-based.

■ Broadband: a promising development tool

Our technological societies require broadband connectivity to bridge people and communities, and provide access to services. In February, the 11th Meeting of the Broadband Commission for Digital Development took place at UNESCO Headquarters. Commissioners participated in UNESCO's flagship Mobile Learning Week, co-organized this year with UN Women, and in a Mobile Learning Week High-Level Policy Forum on the theme 'Leveraging Technology to Empower Women and Girls'. They interacted with ministers of education and senior representatives of international organizations to discuss the many uses of mobile broadband for education.

Mobile phones, tablets and e-readers with broadband connectivity could prove to be the long-sought answer in the global effort to bring high-quality education to people everywhere, especially in the world's poorest and most isolated communities. Encouragingly, most progress has taken place in the developing world, which has accounted for 90 per cent of global net additions for mobile cellular, and 82 per cent of global net additions of new Internet users since early 2010. International Telecommunication Union (ITU) figures show that mobile broadband is the fastest-growing technology in human history. The number of mobile phone subscriptions now exceeds the world's total population of around 7 billion, and active mobile broadband subscriptions exceed 2.1 billion – three times higher than the 700 million wired broadband connections worldwide.

Dial 12385: New hotline for people with disabilities in the People's Republic of China

The People's Republic of China has more than 85 million people with disabilities. It was one of the first countries to ratify the Convention on the Rights of Persons with Disabilities. In 2015, the UNESCO Office in Beijing helped increase the access to information of people with disabilities by supporting the creation of a hotline to provide information on laws and policies on their rights and available services for them. The hotline covers 291 prefectural-level cities, so it can potentially benefit all 85 million people in this category. Customers dial 12385, and are connected to a call centre hosted in each city, which provides information on policies and services available locally in addition to those available nationally. In Beijing alone, the hotline had received more than 10,000 calls by November, demonstrating the high demand for such rights-based information. UNESCO helped to develop the hotline's knowledge database and a handbook for call centre personnel, who are expected to provide information on education, employment, accessibility, social participation, services and welfare.



© China Disabled Persons' Federation (CDPF)

A report by the Broadband Commission's Working Group on Education, led by UNESCO, indicated that worldwide, over 60 million children of primary-school age do not currently attend school; almost half that number never will. The situation worsens as children grow older, with over 70 million not enrolled in secondary school. However with increasingly sophisticated mobile devices now packing more computing power, the Commission believes broadband-connected personal wireless devices could be the way to provide them with access to education. H.E. Mr Paul Kagame, President of Rwanda, who co-chaired the Commission, stressed that broadband should be regarded as a basic utility, like water and electricity.

■ New sustainable development strategies for knowledge societies

Mobilizing key actors in favour of Internet governance

In line with its commitment to foster worldwide protection of human rights, UNESCO supports and promotes discussion on the ethical dimensions of knowledge societies. This includes shaping the evolution and use of the Internet through the implementation of principles, norms, rules, decision-making procedures and specific projects.

This year, UNESCO organized several events in support of sustainable development strategies for knowledge societies. In March 2015, it organized a 'CONNECTing the Dots' international multi-stakeholder conference, to discuss



the first draft of a comprehensive study entitled *Keystones to Foster Inclusive Knowledge Societies*. This major global event attracted some 300 participants from governments, civil society, academia, the private sector, inter-governmental and international organizations, as well as innovators and pioneers in the Internet governance space. The study examines current and emerging interrelated trends, challenges and opportunities around access to information and knowledge, freedom

of expression, privacy, and the ethical dimensions of the information society. The conference provided a major platform to explore the findings of the study, and to develop possible responses and options to orient UNESCO's future actions. In addition, this UNESCO study, its findings, recommendations and the partnerships it has mobilized represent an important contribution to the WSIS+10 review process and the Post-2015 Sustainable Development Agenda.

Mobile phones, tablets and e-readers with broadband connectivity could be the answer in the global effort to bring high-quality education to people everywhere, as seen in this infographic produced by UNESCO.

Infographic produced by UNESCO in the context of its International Conference on 'Youth and the Internet: Fighting Radicalization and Extremism,' held at its Headquarters in June 2015. In February 2016, Twitter announced the deletion, since mid-2015, of some 125,000 accounts linked to terrorists and the expansion of its anti-terror teams. That is a concrete response also to UNESCO's endeavour to sensitize major Internet private companies about their corporate responsibility in fighting youth radicalization online.



From socializing and entertainment to homework, the Internet is nowadays an essential part of life for young people. However, it also provides violent extremists with powerful tools to propagate hatred and violence, and to identify and groom potential recruits, creating global online communities that promote radicalization. This is why in June 2015 UNESCO organized a conference entitled 'Youth and the Internet – Fighting Radicalization

and Extremism' which brought together researchers, policy-makers, NGOs focused on young people, experts and practitioners. During the conference, Director-General Irina Bokova called for greater efforts to remove gender bias, bridge linguistic divides and enhance capacities, to enable every young woman and man to participate online for the benefit of all. She also launched a new Integrated Framework of Action to support youth in building peace online.

The questions addressed in these two events were also discussed during the tenth Internet Governance Forum (IGF), which took place in João Pessoa (Brazil) in November. The main theme was 'Evolution of Internet Governance: Empowering Sustainable Development'. UNESCO presented the final version of Keystones to Foster Inclusive Knowledge Societies. The Organization also launched the sixth publication in its Internet Freedom series, Principles for Governing the Internet, which reviews and analyses more than 50 Internet-specific declarations and frameworks relevant to Internet principles. Three workshops enabled discussion of burning subjects such as balancing transparency and privacy, and mitigating online hate speech and youth radicalization. The IGF is an essential platform for enabling wide-ranging discussions on how to build knowledge societies in a collaborative atmosphere.

Shaping the ethical dimension of the information society in Latin America and the Caribbean

The Information for All Programme (IFAP) provides a platform for international policy discussions, cooperation and the development of guidelines for action in the area of access to information and knowledge. In 2015 two key events in Latin America and the Caribbean were organized within this programme with the objective of discussing and improving the ethical dimensions of the information society in the region.

In September, Member States and Associate States of the Organization of Eastern Caribbean States (OECS) gathered at the first Conference and Consultation on the Ethical Dimensions of the Information Society and Internet Privacy. The conference, held in Saint Kitts and Nevis, examined ethical challenges for small island developing states (SIDS), and provided strategic recommendations for shaping programmes and policies for national and regional information and knowledge societies.

In November, experts, legislators and civil society representatives from Latin American and Caribbean countries met in Santo Domingo (Dominican Republic) at a conference on 'The Challenges of the Internet, Governance and Ethical Dimensions of the Information Society: Towards an Integrated Agenda of Latin America and the Caribbean'. Together they shared experiences and explored common regional approaches to Internet governance and info-ethics in building open and inclusive knowledge and information societies. The conference fostered regional cooperation and integration efforts, as well as a more effective and expanded role for access to information and knowledge, in supporting sustainable development strategies and managing Internet-related challenges. Discussions built on previous agreements from major regional and international conferences, as well as on the 2030 SDG Agenda and the WSIS process.

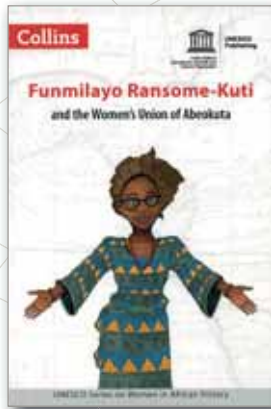
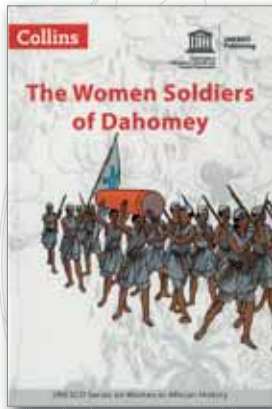
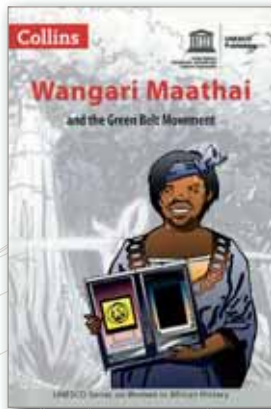
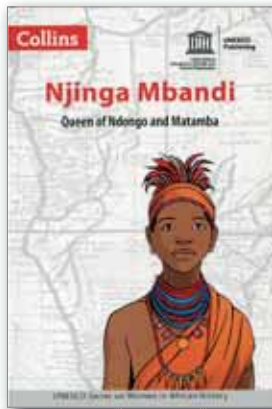
© World AB



What can be done with the huge piles of electronic waste dumped in Africa? The Woelab, a community hackerspace in Lomé (Togo), had the idea of recycling components to make a low-cost 3D-printer. This project was one of the ten Netexplor Award winners presented at UNESCO Headquarters during the 2015 Netexplor Forum in February.

Netexplor Forum 2015 takes stock of digital innovation

The Netexplor Forum is an independent observatory of information and reflection on the new uses of the Internet. The 2015 Forum, organized in partnership with UNESCO, presented the highlights of a year's observation of digital innovation worldwide. It was inaugurated by the Director-General of UNESCO and Ms Axelle Lemaire, Minister for Digital Affairs of France, followed by Mr Thierry Happe, co-founder of the NETEXPLOR Observatory. Organized around the presentation of awards to ten winners, this year's programme covered a broad range of issues such as sustainable development, health and prevention, education and management.



Covers of the first four titles in the UNESCO-HarperCollins series on inspiring African women, launched in 2015.

New UNESCO comic strip series on Women in African History

In 2015, UNESCO and HarperCollins launched the first four titles in a comic strip series which highlights the legacy of inspiring African women who have distinguished themselves in the history of their continent in areas as diverse as politics, diplomacy and resistance against colonization, the defence of women's rights and environmental protection. This series is based on the UNESCO project *Women in African History: An E-Learning Tool*, launched in 2013.

Celebrating the power of books to share knowledge

Throughout the year, UNESCO continued to lead the fight against illiteracy, and to work to have it included as a crucial ingredient of the SDGs for the years after 2015. Books play an essential role as invaluable platforms for freedom of expression and formidable knowledge transfer tools. The book industry is also a significant driver of development.

On World Book and Copyright Day (23 April), UNESCO celebrated the potential of books as part of its mandate to foster the dissemination and preservation of knowledge. Many book fairs, lectures, public readings, debates and performances took place in more than a hundred different countries. The Organization hosted a rich programme of activities at its Headquarters, including a conference on Digital Publishing for a specialized audience. It also dedicated several workshops, discussions and a book fair exhibition to publishing alternatives for the visually impaired.

World Book and Copyright Day 2015 also saw the inauguration of Incheon (Republic of Korea) as 2015 World Book Capital City. UNESCO bestows this title on a city in recognition of the quality of its programmes to promote books and reading, and the dedication of all players in the book industry.

On World Book Day (23 April), children had the opportunity to experience how visually impaired kids can read picture books, during several workshops animated by specialized publishers at UNESCO Headquarters.







View of one of the exhibition and conference halls hosting the opening celebration of Incheon (Republic of Korea) as World Book Capital 2015. This title is bestowed every year by an international committee of experts representing the book industry and UNESCO.

This also provides an opportunity to reflect on better ways to disseminate culture and support careers in publishing, bookshops, libraries and schools. Later in June, an international committee of experts met at UNESCO's Headquarters to designate Conakry, the capital of Guinea, as World Book Capital for 2017. The city was selected on account of the quality and diversity of its programme, its focus on community involvement, its well-structured budget, and its clear development goals with a strong emphasis on youth and literacy.

Launch of a Coalition of Artists for the General History of Africa

As part of its commitment to support initiatives that contribute to knowledge transfer, in October UNESCO launched an international coalition to involve artists in the promotion of the *General History of Africa*. Launched in 1964, the *General History of Africa* project was established with a view to remedying the general ignorance of Africa's history. Back then, the challenge consisted of reconstructing Africa's history from an African perspective, depicting a truer picture of the continent, its cultural diversity and its contribution to the general progress of Humankind, freeing it from racial prejudices ensuing from the slave trade and colonization. The project has involved contributions from 350 experts from many different disciplines, and their work is available in eight published volumes. Over 50 years later, and by mobilizing artists from all fields of creativity, UNESCO is continuing

to foster the use of the History by young people as a unique instrument to represent the continent's past from an African perspective. Participants at the launch ceremony included the Assistant Director-General for Culture of UNESCO, Alfredo Pérez De Armiñán, Equatorial Guinea's Ambassador and Permanent Delegate to UNESCO, and Representative of the Africa Group, Mariano Ebang Ebang Anguesomo, and Ray Lema, musician and spokesperson for the Coalition of Artists for the General History of Africa.

New inscriptions on the Memory of the World International Register

The UNESCO Memory of the World Programme aims at facilitating the preservation of documentary heritage while increasing worldwide awareness of its existence. In October, following a three-day meeting in Abu Dhabi (United Arab Emirates), its International Advisory Committee inscribed 47 new nominations on the Memory of the World International Register. The Committee examined and approved new items of documentary heritage proposed by 40 countries, as well as by the Association for Recorded Sound Collections, at its 12th meeting. The Memory of the World Register now includes a total of 348 documents and document collections, from all continents, and safeguarded on various materials including stone, celluloid, parchment and sound recordings.

The Golden Letter of the Burmese King Alaungphaya to King George II of Great Britain (1756) is a unique testimony of outstanding aesthetic value. It is a trade proposal from the King to grant the English a base in a favourable situation, in exchange for military support against his enemies. Engraved on pure gold and decorated with 24 rubies, this is the sole surviving golden letter from Burma. It was inscribed on the UNESCO International Memory of the World Register in 2015.





Robinson Island, one of San Blas Islands (Panama), is home to the Kuna, an indigenous community living primarily of fishing in an area where an extensive coral reef shelters a vast diversity of marine life. The protection of this ecosystem is crucial for their survival, yet it is being threatened by tourism. In September 2015, IOC-UNESCO and Mexican Institutions co-organized a symposium dedicated to Latin American and Caribbean Large Marine Ecosystems. This is one of IOC-UNESCO's many initiatives that make use of the best available science and training capacities to develop tools to support sustainable coastal and marine ecosystem-based management, and assist vulnerable populations.

An aerial photograph of a small tropical island or lagoon. The island is densely packed with traditional thatched-roof huts, many of which are built on stilts over the water. Several palm trees are scattered throughout the village. A small wooden pier extends into the clear, turquoise water on the right side of the island. Two small wooden boats are visible in the water near the shore. The overall scene is vibrant and idyllic, showcasing a traditional coastal community.

CHAPTER 6

One Planet, One Ocean

One Planet, One Ocean

Natural hazards – earthquakes and tsunamis, floods and droughts – can be devastating for communities already at risk from unsustainable development practices. In 2015, UNESCO continued to contribute to a global vision of the way forward to achieve sustainable development, by raising awareness and educating people on how to deal with natural hazards and climate change, as well as by supporting new mitigation and adaptation strategies for the protection of ocean resources and services.

■ The road ahead for disaster risk reduction

Disasters will continue to be a threat to lives and sustainable development unless disaster risk is managed more successfully. Expected annual losses are now estimated at US \$314 billion in the built environment alone.

In 2015, the UN Office for Disaster Risk Reduction (UNISDR) organized in March the Third UN World Conference for Disaster Risk Reduction. Held in

Sendai (Japan), its objectives were to complete the assessment and review of the implementation of the previous Hyogo Framework for Action; to consider the experience gained; to adopt a post-2015 framework for disaster risk reduction; to identify modalities of cooperation based on commitments to implement this framework; and to determine modalities for periodic review of the implementation of the framework. UNESCO supported the organization of eight working sessions and participated in numerous public forums.

The main outcome of the conference was the adoption of the new Sendai Framework for Disaster Risk Reduction 2015–2030. The Sendai Framework articulates the following priority actions: to improve understanding of disaster risk; to strengthen disaster risk governance; to invest in disaster risk reduction for resilience; to enhance disaster preparedness for an effective response; and to 'Build Back Better' in terms of recovery, rehabilitation and reconstruction.

Nepal

The devastating earthquake in Nepal in April killed thousands of people, and underscored the importance of understanding the Earth's processes. The region has been the focus of ongoing joint research on the seismic hazards of the Himalayas, by the Earth System Physics (ESP) section of the International Centre for Theoretical Physics (ICTP) and Tribhuvan University. It was necessary to investigate the nature of the aftershocks. The southern part of the fault that lies beneath the Kathmandu region did not rupture during the April event; could the continued tremors indicate that Nepal is headed for another killer quake? ICTP donated GPS instruments to monitor post-seismic deformation, and

Artistic performance on the second day of the third UN World Conference for Disaster Risk Reduction held in Sendai (Japan) in March 2015, where UNESCO participated to review achievements and adopt a post-2015 framework for disaster risk reduction.



© UNISDR Photo Gallery



A forum entitled 'Looking Beyond Disaster' was convened by UNESCO in Port Vila and Tanna Island (Vanuatu), in October and November respectively, to empower youth by sharing knowledge and good practices related to natural disasters such as the passage of Cyclone Pam, seen in this image. With gusts of wind peaking at a frightening 320 km/h, Pam was the most intense tropical cyclone in the southern hemisphere in 2015.

© UNICEF/Dan Mc Garry

their installation across the epicentral area was coordinated with Tribhuvan University. Powered by solar energy, they are networked and transfer data in real time to a central office at the University's premises. The results to date were among the topics discussed at an international workshop on 'Nepal (Gorkha) Earthquake 2015: Present Knowledge and Way Forward on Future Research' in June.

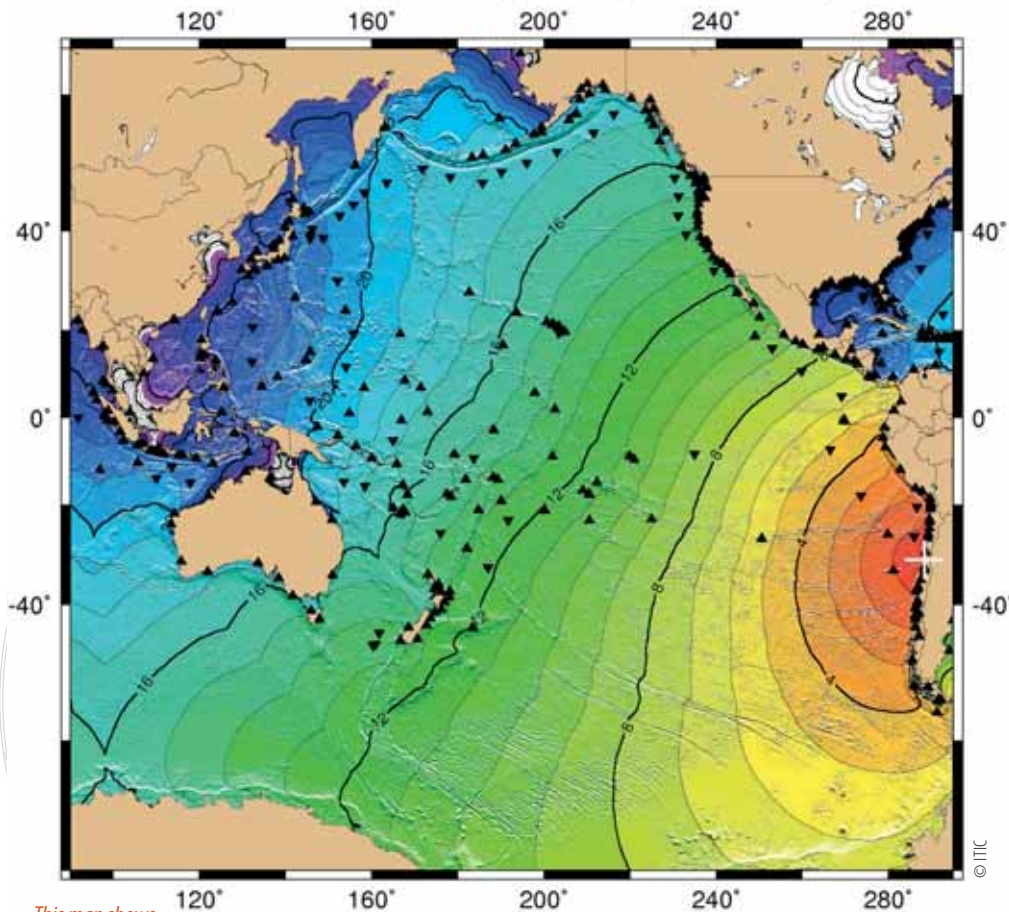
Vanuatu

Empowering young people by sharing knowledge, experiences and good practices

in relation to the passage of Cyclone Pam and severe dry weather caused by El Niño, as well as preparing an action plan for the future, were the objectives of the 'Looking Beyond Disaster' (LBD) forum held in Port Vila and on Tanna Island (Vanuatu) in October and November. When given the ability to support disaster and climate risk management at local, national, regional and global levels, young people can improve the resilience of individuals, communities and entire countries. The participants decided that in order to strengthen their own community

they should work on water preservation; build a community centre as a safe evacuation shelter; promote awareness-raising to involve chiefs; set up a youth group or committee; receive training for emergency situations; establish community development projects; start a seed bank; and develop an income-generating project of raising poultry. The participants recognized the considerable impact of initiatives to prepare in advance on responses to disaster situations, and placed an emphasis on 'creating solutions now' rather than 'solving problems later'.

Tsunami Travel Times, 16 Sep 2015, M8.3 Off Illapel, Chile



This map shows the tsunami travel times after the 8.3-magnitude earthquake which took place on 16 September 2015 in the shallow depths near the coast of central Chile at 22:54 GMT. The earthquake triggered activation of the Pacific Tsunami Warning and Mitigation System established under the auspices of IOC-UNESCO.

■ Increasing protection from tsunamis worldwide

Tsunamis can be among the most devastating of natural disasters. Their damage can be minimized by precise forecasting, early warning and awareness-raising strategies. Several strategic activities were organized and supported by UNESCO this year to strengthen the protection from the devastating effects of tsunamis around the world.

The Pacific Ocean

On 22 May 1960, a huge earthquake occurred south of Chile, generating a tsunami that battered the South American coast and later struck Hawaii, Japan and the Philippines. The final death toll was over 2,000. The scale of the disaster highlighted the need for an alert system for the Pacific, where 75 per cent of the world's deadliest tsunamis occur. In 1965 the Intergovernmental Coordination Group for the Pacific Tsunami Warning and Mitigation System (PTWMS) came into being under the leadership of UNESCO's Intergovernmental

Oceanographic Commission (IOC-UNESCO). Today it has 46 Member States, and has evolved beyond issuing warnings to include work on prevention, preparing populations to respond to tsunami threats, and technology transfer. It has access to more than 150 seismic stations around the world, verifies whether a tsunami has been generated and estimates its size. While undeniably successful, the system still has gaps. Even if it can alert national authorities quickly, the message must then be relayed to vulnerable coastal populations, which could be hit minutes after an earthquake happens. To commemorate the 50th anniversary of the PTWMS, a symposium was held in April on 'Making the Pacific Ready for the Tsunami Threat' in Honolulu (United States of America). Participants presented the achievements of the last 50 years, reviewed the current state of the system, and identified practical and tangible next steps.

In February, more than 40 countries bordering the Pacific tested their readiness in a simulated alert exercise, Pacwave15. This exercise was designed to evaluate enhanced forecasting products developed by the Pacific Tsunami Warning Centre (PTWC), which provide detailed forecasts concerning the maximal tsunami wave amplitude, its direction and power. The countries chose one of six scenarios concerning earthquakes off the shores of southern and northern Japan, Tonga, the Philippines, Chile and Peru, or Colombia and Ecuador. Messages were issued by PTWC in Ewa Beach, Hawaii and the Northwest Pacific Tsunami Advisory Centre in Japan to focal points in every country. The aim was to enable each country to assess threats with precision and determine the appropriate level of alerts.

Chile is one of the most seismically exposed countries in the world. A major earthquake and tsunami in 2010 prompted the Chilean authorities to modify local building codes. Local populations are now well prepared, regional cooperation is effective, and warning and response mechanisms are efficient. UNESCO has done significant work on education for tsunami preparedness and is currently working on multi-hazard risk mapping and assessment in the region. On 16 September 2015, an earthquake with an 8.3 magnitude occurred near the coast of central Chile, activating the PTWMS. It triggered a tsunami which spread across the Pacific, with waves up to 4.75 m. Timely alert messages allowed for the evacuation of nearly 1 million people in areas at high risk. National authorities confirmed that there were eight fatalities, mainly because of buildings collapsing during the earthquake, and the coastal fringes of several cities were flooded.

That there were not many more casualties and more damage shows the effect of the work that has taken place.

The Caribbean Sea

Over the last 500 years, 75 tsunamis have occurred in the Caribbean. IOC-UNESCO has also established a Tsunami and Other Coastal Hazards Warning System for the Caribbean and Adjacent Regions, and in March a large-scale tsunami response exercise was designed to test its functioning. Two scenarios were prepared, simulating tsunamis generated by earthquakes just north of Panama, and off the coast of Florida (USA). Fictitious alert messages were sent by the US National Tsunami Warning Centre in Palmer, Alaska to the relevant countries. Other participating countries received fictitious alert messages sent by the PTWC. Countries could choose to extend the test at the local level by sending out a public alert via sirens or loudspeakers.

Explaining what harmful algal blooms are all about

Harmful algal blooms occur in nearly all aquatic environments. Careful management is needed to prevent or minimize the environmental, socio-economic and health impact they can have on both aquatic ecosystems and humans. Researchers engaged in the Global Ecology and Oceanography of Harmful Algal Blooms (GEOHAB), a joint programme of the Scientific Committee on Oceanic Research (SCOR) and UNESCO's Intergovernmental Oceanographic Commission (IOC-UNESCO), finalized this year *Harmful Algal Blooms - Scientific Summary for Policy-Makers*. This publication synthesises a decade of GEOHAB research, provides an overview of the current scientific understanding of harmful algal blooms and mitigation options, and will assist non-specialist decision-makers in planning for, monitoring and managing harmful algal events.



Representatives from the government and the local community in Pandeglang District (Indonesia) learn about standard operating procedures for the dissemination and communication of tsunami early warning and emergency response during an activity organized by the UNESCO Office in Jakarta in July 2015.



Remembering the 1945 Makran Tsunami

Interviews with Survivors Beside the Arabian Sea



■ The ocean: a central player in the climate system

Phytoplankton in the ocean produces more oxygen than all the trees in the planet together. The ocean slows the rate of climate change by absorbing about 30 per cent of human carbon dioxide emissions. Monitoring the effects of climate change on the ocean is critical to understanding what is changing and how these changes will influence society. Some effects of climate change on the marine environment are already visible, but others can only be projected, based on enhanced observations, experiments and modelling.

World Oceans Day on 8 June provided an opportunity to launch a call to take the ocean into account in climate negotiations. Representatives of the scientific community and civil society formulated recommendations to this end during a day of discussions organized by IOC-UNESCO and the Ocean and Climate Platform at UNESCO Headquarters, which was attended by Director-General Irina Bokova and Laurent Fabius, Minister of Foreign Affairs for France. Discussions focused on ocean acidification, the socio-economic impacts of climate change, the ocean as a source of eco-innovation and citizen commitment, and the place of the ocean in climate negotiations. The workshops, round tables, UNESCO Campus and exhibitions were designed to highlight the ocean's essential role in climate processes.

In March 2015, the third International Symposium on the Effects of Climate Change on the World's Oceans, organized by the International Council for the Exploration of the Sea, the North Pacific Marine Science Organization and

Boat races filling the gap in ocean observation data

Data on ocean variables are collected by autonomous instruments, research vessels and specially equipped merchant ships. On trade routes the waters are well observed, but in other areas far fewer observations can be made. As data on the Antarctic seas are under-reported, the International Monohull Open Class Association (IMOCA) Ocean Masters World Championship, whose participants sail around Antarctica, provided an ideal opportunity to fill the gap. During COP21, the skippers of all 30 IMOCA yachts signed an agreement with IOC-UNESCO to participate in a data-gathering project during their five championship races in late 2015 and 2016, in collaboration with experts from JCOMMOPS and the WMO. They will be equipped with a standard environmental pack, which will serve the needs of scientific research and operational oceanography without compromising their sailing performance.

In 2015 IOC-UNESCO published Remembering the 1945 Makran Tsunami – Interviews with Survivors Beside the Arabian Sea. This booklet captures nearly 100 accounts of the 1945 Makran disaster as told by eyewitnesses and second-generation survivors in Pakistan, Iran, Oman and India.

The Indian Ocean

On 28 November, staff from the UNESCO Offices in Islamabad and Jakarta, NED University of Engineering and Technology (NED-UET) and OXFAM Pakistan met to commemorate the 70th anniversary of the Makran tsunami, which caused hundreds of deaths. They watched a UNESCO documentary on this 1945 tsunami. The commemoration also included a workshop on 'Tsunami Inundation Modelling', an international conference, 'Steps towards Tsunami Resilience', and an exhibition on the work done by the partners, organized with the support of the UNESCO Office in Jakarta and the Indian Ocean Tsunami Information Centre (IOTIC).

© UNESCO

IOC-UNESCO, was held in Santos (Brazil). It was attended by 284 experts from 38 countries, and presented opportunities to share the latest information on the impacts of climate change on the ocean, as well as on possible pathways for adaptation and mitigation.

Coastal wetlands are crucial to the climate because they store 'blue carbon' aboveground and in the sediments. When they are degraded, this carbon is released back into the atmosphere as carbon

Poster for the third International Symposium on the Effects of Climate Change on the World's Oceans, co-organized by IOC-UNESCO, where the latest information on the impacts of climate change on the ocean was shared, as well as possible pathways for adaptation and mitigation.

dioxide. Coastal wetlands are among the most threatened ecosystems on Earth.

Twelve per cent of the urban population in Africa lives in areas classified as low-elevation coastal zones. The coastal regions are the habitat of several endangered species. They are also important fisheries where over 3 million people obtain their primary source of income. However, this region is predicted to be hit the hardest by the effects of climate change. Healthy coastal systems will help mitigate the impact. IOC-UNESCO, Conservation International (CI) and the International Union for Conservation of Nature (IUCN) have jointly set up a Blue Carbon Initiative to research and protect this resource.

Third International Symposium
Effects of Climate Change on the World's Oceans
 March 23–27, 2015 Santos, Brazil
www.pices.int/climatechange2015.aspx

Local Organizers: BRASIL, UNESCO, PICES, ICES CIEM

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United Nations Educational, Scientific and Cultural Organization | Intergovernmental Oceanographic Commission | ocean-climate.org

World Oceans Day
 8 June 2015, UNESCO
 Healthy Ocean, protected Climate

From 23 to 25 September, they co-organized a meeting of its Blue Carbon Scientific Working Group in Zanzibar (Tanzania), which was attended by 68 participants mostly from African countries. It brought together international experts, the African coastal carbon research community and decision-makers to assess the state of knowledge of blue carbon ecosystems, and to identify gaps and opportunities to accelerate research.

UNESCO and IOC-UNESCO's Sub-Commission for Africa and Adjacent Island States held its third session (IOCAFICA III) from 14 to 15 April in Nairobi. Attended by more than 50 participants representing 23 Member States across the region, UN Agencies, regional programmes, NGOs and experts, the session reviewed progress in the implementation of IOC-UNESCO programmes on ocean sciences, services and observations in the region, and discussed future activities.

World Oceans Day draws attention to the vital role the ocean plays in our everyday life as a major source of oxygen with the hope of mobilizing the world behind a project of sustainable ocean management. In 2015, IOC-UNESCO dedicated this day's activities to the ocean's role in the climate system, ahead of the global climate change negotiations taking place during COP21 at the end of the year.

In April 2015, ahead of World Oceans Day celebrations, over 900 Hong Kong students along with teachers and volunteers formed a giant fish to send a global message to stop consuming reef fish in order to protect the Earth's coral reefs. The image was accompanied by chopsticks and the Chinese characters 節制, which mean 'refrain'.



© Kids Ocean Day Hong Kong/Ocean Recovery Alliance/Alex Hafford & John Quigley

Delegates welcomed the progress IOC-UNESCO has made in implementing activities in Africa. Expert and institutional capacities were developed through training courses and workshops. Four candidate regional training centres were established within the framework of the Ocean Teacher Global Academy.

Delegates also assessed human resources, infrastructure and equipment capacities. To conclude the three-day session, the delegates adopted an ambitious work plan for 2015–2017 focusing on strengthening ocean observations in the African oceans and coasts, and developing an African ocean data portal.

The Joint World Meteorological Organization (WMO)-IOC Technical Commission for Oceanography and Marine Meteorology has moved its

Observing Platform Support Centre (JCOMMOPS), which monitors ocean-observing networks, to Brest (France). In March, IOC-UNESCO and the WMO inaugurated the new centre. Its director, Mathieu Belbéoch, said, 'In addition to satellites, there are 10,000 buoys, floats and ships with equipment that take the pulse of the ocean.' They contribute to the Global Ocean Observing System (GOOS), the permanent global system for ocean observations over the long term. GOOS plays a vital role in improving the collection of data required for the development of climate forecasts and climate change detection. The JCOMMOPS support centre assesses networks' performance while encouraging their harmonization and optimization.

Every two years, the IOC-UNESCO Assembly brings together representatives from its Member States (147 in 2015) and partners. The 28th assembly was held in June in Paris, and for the first time IOC-UNESCO organized an Ocean Science Day prior to the sessions. Its objective was to increase the visibility and understanding of ocean science, current challenges and emerging issues, and to highlight the need to carry out further research and develop new technologies for the benefit of society. It provided an opportunity for the marine scientific community to discuss emerging issues that require international collaboration in marine science and technology with colleagues as well as with a wide representation of national stakeholders and decision-makers from Member States.

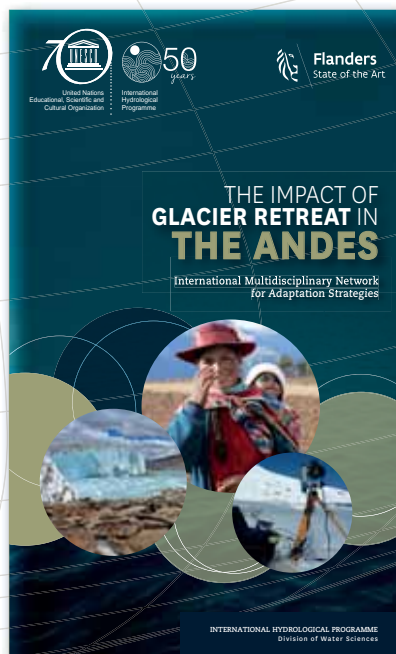
■ Devising new adaptation strategies to climate change impacts

Now that climate change is clearly taking place, one of UNESCO's major roles is to help find ways to address the challenges it creates.

CONNECT-Asia (Collaboration for Network-eNabled Education, Culture, Technology and science) works in education and research, and shares experience in using information and communication technologies (ICTs). The UNESCO Office in Jakarta collaborated with the University of the South Pacific (USP) to deliver a master class on climate change using the CONNECT-Asia Network. It attracted 1,455 participants from 56 countries, mostly from the Pacific region and almost half from Fiji. It showed how island nations face a unique set of challenges to sustainable and prosperous development, looking at issues ranging from the science background to the impacts of climate change on different sectors and the different options for the Pacific Islands to reduce their already minimal contribution to global greenhouse gas emissions.

In the Andean countries, glaciers act as a buffer for climate variability, and they also provide water resources in the dry season. But global warming has caused the glaciers to decline, affecting environmental services, ecological diversity and socio-economic activity. UNESCO's International Hydrological Programme (IHP) works to improve the diagnosis of glacier conditions and to identify opportunities to implement policies on adaptation to climate change.

A follow-up meeting to a project by its Ice and Snow Working Group for Latin America and the Caribbean on 'The Impact of Melting Glaciers in the Andes: International Multidisciplinary Network for Adaptation Strategies' took place in Santiago (Chile) in September. It discussed the monitoring activity and possible joint actions with other bodies on adaptation strategies. This meeting was followed two months later by a symposium and professional training session in Santiago on 'Andean Hydrology for Water Resource Management: Concepts and Tools'. Scientists and decision-makers from the Andean countries came together to improve the dialogue between science and politics, and to share information and good practices about taking a multidisciplinary approach to adaptation strategies.



Tweet sent out by the Organization to celebrate 10 years of IOC-UNESCO's Project Office for the International Oceanographic Data and Information Exchange (IODE) in Oostende (Belgium). IODE is a programme created to enhance marine research, exploitation and development through cooperation among Member States.

Celebrating ten years of IOC-UNESCO's International Oceanographic Data and Information Exchange Project Office

IOC-UNESCO's International Oceanographic Data and Information Exchange (IODE) programme aims to enhance marine research, exploitation and development, by facilitating the exchange of oceanographic data and information between Member States, and by meeting the needs of users for data and information products. IOC-UNESCO established a Project Office for IODE in Oostende (Belgium), in April 2005. In March 2015 its tenth anniversary was celebrated at a special event in Bruges (Belgium). It included a conference, the presentation of scientific papers, and an exhibition including posters, video displays and hands-on demonstrations of the wide range of IODE activities and services.

Global warming over the 20th century has led Andean glaciers to increasingly be out of equilibrium with their current climate. In 2015, UNESCO published The Impact of Glacier Retreat in The Andes to support involved countries in sustainably managing their water resources.



A video featuring Shrimp fishing on horseback in Oostduinkerke (Belgium) inscribed on the list of Intangible Cultural Heritage since 2013 was the top video in 2015 on the UNESCO TV channel in YouTube, with an estimated 1,307,604 minutes watched.

'Responding to climate change is far more than a technical and political issue. It is an ethical issue', explained UNESCO's Director General, Irina Bokova, emphasizing the need to empower the people who are already experiencing its impacts during the outreach event 'Raising Awareness of Climate Change: Key Findings of the IPCC 5th Assessment Report'. The event, organized jointly by the Intergovernmental Panel on Climate Change (IPCC) and IHP on 7 December 2015 at UNESCO Headquarters, focused on translating science into practical solutions and on the potential of education and awareness-raising as powerful drivers for change.

The People's Republic of China joins Africa in promoting marine science and technology

Both the People's Republic of China and Kenya support initiatives to improve capacities for the exploitation of marine resources. In April 2015, the Chinese State Oceanic Administration joined IOC-UNESCO in organizing the Second China–Africa Forum on Marine Science and Technology in Nairobi (Kenya). The participants agreed that limited financial resources and poor coastal and ocean observation infrastructure are the main obstacles to the development of a blue economy and harnessing the rich resources of the oceans and seas. The participants also agreed on the establishment of a Joint Coordination Committee for the implementation and evaluation of the planned China–Africa marine science and technology programmes.

■ Water for our future

Water resources and services are central to achieving global sustainability. The 2030 Agenda for Sustainable Development includes a goal specifically on freshwater and sanitation (SDG 6), which demands solidarity in achieving sustainability over the long term.

In 2015, UNESCO celebrated five decades of its water programme: the International Hydrological Decade (IHD), which started in 1965, and the IHP, launched in 1975. Over the years its content and purpose have evolved from an internationally coordinated hydrological research programme into an encompassing, holistic programme to facilitate education and capacity-building, and enhance water resources management and governance. Today, the IHP facilitates an interdisciplinary and integrated approach to watershed and aquifer management, which incorporates the social, economic and environmental dimensions of water resources, and promotes and develops international research in hydrological and freshwater sciences to meet current water challenges at national, regional and global level, especially through the worldwide network of the UNESCO Water Family. The IHP was involved in the drafting of SDG 6, and is designed to contribute to its implementation.

The 50th anniversary celebrations included screening a series of films entitled '50 Years, 50 Movies on Water' from June to November. Each session was introduced by an expert, focused on a specific water-related challenge and its possible solutions, and concluded with a

A worldwide shortfall in water supply of 40 per cent by 2030

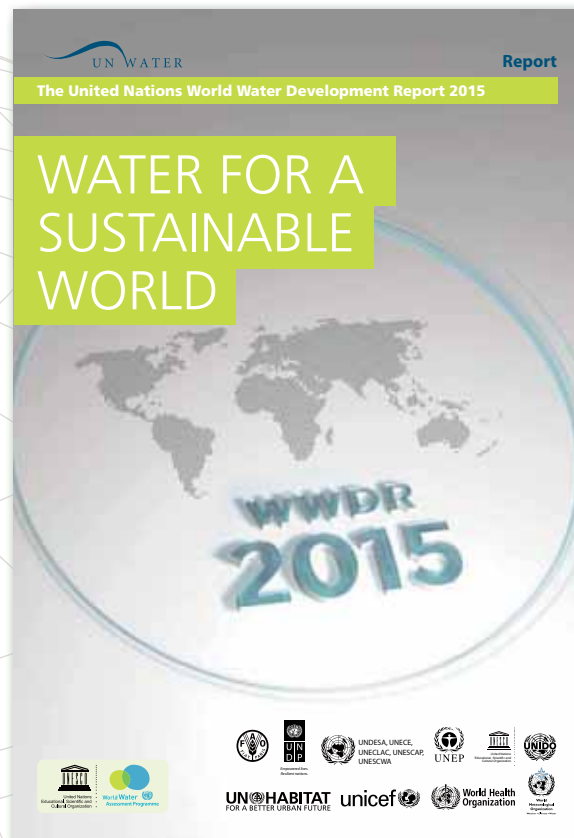
World Water Day (20 March) was celebrated under the theme of 'Water and Sustainable Development'. It saw the launch of the 2015 edition of the UN World Water Development Report (WWDR) *Water for a Sustainable World*, in New Delhi (India). The report demonstrates how water resources and services are essential to achieving global sustainability. Taking into account economic growth, social equity and environmental sustainability, it describes how challenges and change factors will affect – and can be affected by – water resources, services and related benefits. The report provides a comprehensive overview of major trends, with examples of how some challenges have been addressed, their implications for policy-makers, and further actions that can be taken. It makes the alarming projection that there will be a worldwide shortfall in water supply of 40 per cent by 2030. The report's launch was an opportunity to organize a high-level policy round table in Nairobi to discuss its findings and recommendations for the African region. The report was also launched in several other countries, with the collaboration of the UNESCO Offices in Almaty, Bangkok, Beijing, Bonn, Cairo, Jakarta, Kingston, Montevideo, New York, Paris, San José and Tashkent.

discussion. A special session was dedicated to young people, to introduce them to the key themes concerning water and the solutions to the challenges we face.

A commemorative event was organized during the 38th session of the General Conference in November, where a panel of regional representatives shared their views with the audience about the impact of UNESCO's water programmes in their regions over the past 50 years, as well as their vision for their future collaboration with IHP. The celebratory book entitled *Water, People and Cooperation: 50 Years of Water*

Programmes for Sustainable Development at UNESCO was published in English, French and Spanish. It summarises IHP's past achievements and current activities, and presents options for the future.

The Republic of Korea hosted the seventh World Water Forum, 'Water for our Future', at Daegu and Gyeongbuk in April. The Forum is a unique multi-stakeholder platform where the international water community can work together to address the global water challenges of the 21st century, especially water security, water quality and preventing water disasters.



Programme specialist Anil Mishra, from the Division of Water Sciences, introduces the International Hydrological Programme's '50 Years, 50 Movies on Water' event featuring water-related disasters and hydrological changes, and moderated by his colleague Alexander Otte, during the 38th session of the General Conference on 12 November 2015 at UNESCO Headquarters.

Water, People and Cooperation: 50 Years of Water Programmes for Sustainable Development at UNESCO was published in 2015, in English, French and Spanish. It summarizes the International Hydrological Programme's past achievements, current activities and options for the future.

Over 30,000 people from 168 countries attended this seven-day event. IHP, WWAP, UNESCO-IHE and UNESCO water-related Category II centres were strongly involved in this event. Among the areas where IHP took the lead or coordinated planning were transboundary surface water and groundwater resources; water conflict resolution; climate change impacts on water resources; water-related disasters; ecosystem management for water services and biodiversity; water quality and pollution; water education; and water cultures, equity and justice. One of the main conclusions of the forum

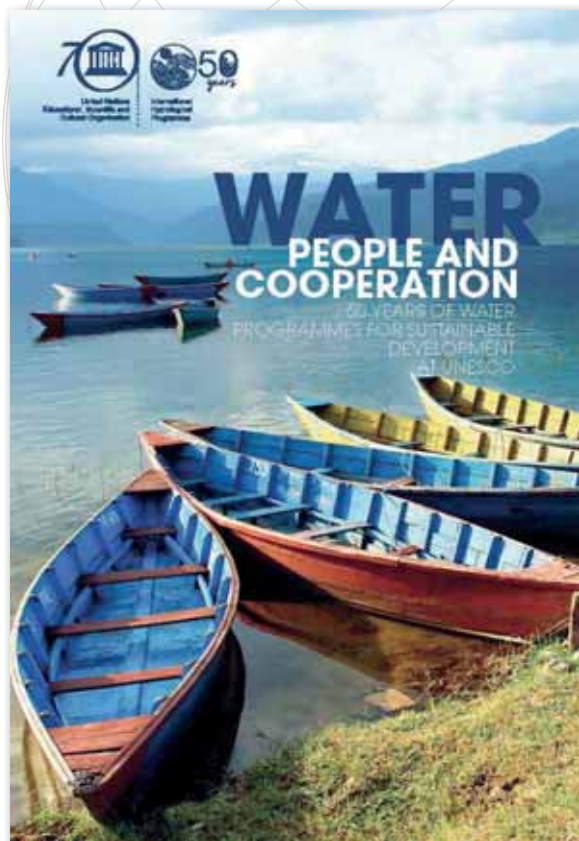


was that in the next decade the political agenda will need to include water as a top priority in order to ensure a water-secure future for all.

In June, the Government of Tajikistan hosted the High-Level International Conference on the Implementation of the International Decade for Action 'Water for Life' (2005–2015) in Dushanbe. It was organized in partnership with UN Agencies and other relevant institutions. UNESCO and the International Association of Hydrogeologists organized a high-level round table, 'Water Cooperation as Catalyst to Achieve Water Related Goals'.

The Government of Mexico presented this official postage stamp to commemorate the 50 years of the UNESCO International Hydrological Programme on 11 November 2015, with the purpose of promoting sustainable management of water resources and sanitation for all.

It discussed water cooperation after 2015, and in particular the promotion of an interdisciplinary and integrated approach to transboundary water management through the implementation of innovative practices and tools in monitoring and data collection, as well as water diplomacy and conflict prevention.



UNESCO at EXPO Milan 2015

The World's Fair EXPO Milan 2015 was dedicated to the theme 'Feeding the planet, energy for life', and focused on best practices for dealing with problems related to water, food and energy. The fair provided an opportunity for UNESCO to showcase the vital role of cultural and natural diversity as drivers for sustainable development, and the Organization provided a broad set of activities. An exhibition, 'Behind Food Sustainability', took a look at what communities living in World Heritage sites and Biosphere Reserves can teach us about humanity's relationship with food and nature. 'Water Worlds', a multimedia installation, explored a series of locations beginning with the Venice Lagoon. There was also an international conference on 'Waterscapes and Historic Canals as a Cultural Heritage' and a Children's expo. The UNESCO Regional Bureau for Science and Culture in Europe, based in Venice (Italy), jointly with the Italian National Research Council (CNR), the Joint Research Centre of the European Commission (JRC) and the UN Food and Agriculture Organization convened a workshop on 'Addressing Our Emerging Water Futures: The Water–Food–Energy–Ecosystems Security Nexus'. It examined the options for a nexus-style governance of water resources.



© Dr. Cécile Gaspar

The UNESCO Office in Almaty was among the bodies organizing a side event on 'Education and Capacity Building for Sustainable Water Management'.

IHP was also a lead organizer of the UN-Water event 'The Pivotal Role of Water in Climate Change Adaptation

and Mitigation' on 7 December. The event raised awareness on the significance of water for climate change adaptation and mitigation, and the role the UN system can play in assisting countries in this regard.

Papehau, a 10-year-old Tahitian girl, is watching a rescued baby green sea turtle reaching out to the lagoon. This is a very rare occasion because the number of green sea turtles nesting in French Polynesia has been declining. This picture taken by marine biologist Cécile Gaspar (France) was the winner of the 2015 World Oceans Day photo contest.



The shortage of engineers is a major concern in Africa and across the world, where there has been declining interest of young people, especially women. As a means to increase female enrolment into engineering and science-based professions, the UNESCO Office in Nairobi organized Scientific Camps of Excellence for a second consecutive year. Students from Kisumu Girls' High School (Kenya) at a third mentorship camp from 23 to 28 November 2015.

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CHAPTER 7

A photograph of three students in a chemistry laboratory. On the left, a male student in a green and white school uniform is holding a round-bottom flask containing a red liquid, which is being heated by a Bunsen burner. In the center, another male student in a similar uniform is looking intently at the flask. On the right, a female student in a white school uniform is pointing at the flask and writing in a notebook. The background shows a blue wall and a white door.

Science for a Sustainable Future

Science for a Sustainable Future

The new 2030 Agenda represents a significant step forward in the recognition of Science, Technology and Innovation (STI) as a driving force for sustainable development. With this objective in mind, UNESCO worked in 2015 with Member States to develop national policies and enhance their capacity in the natural sciences. The Organization also continued to make gender equality a priority, and its actions this year were designed to increase the participation of girls and women in all scientific domains. Another continuing concern has been to provide an ethical perspective to support decision-makers in their scientific choices.



Tweet sent out by UNESCO on the eve of World Science Day for Peace and Development (10 November) to raise awareness of the persistent gender gap in science research.

■ Mobilizing for sustainability and science beyond 2015

The awareness that scientific actions must be designed for sustainability has gained ground, but there is still a long way to go.

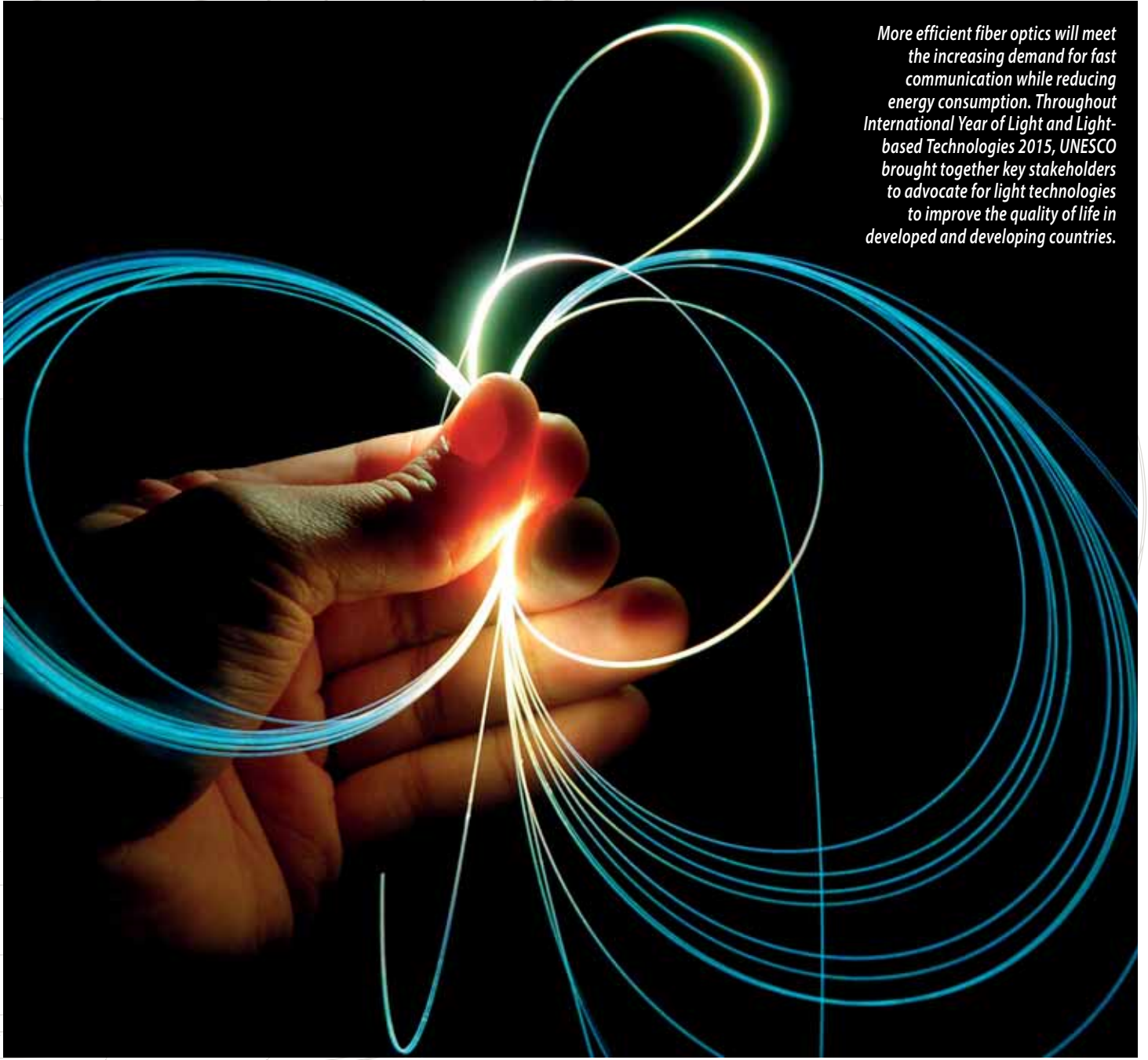
An Africa–Asia consultation on Sustainability Science for the Post-2015 Agenda, held in March in Harare (Zimbabwe), drew over 55 experts and decision-makers in science, engineering, technology and innovation from ten African countries with other participants from Europe, Asia and the United States joining in via videoconferencing. The meeting was also streamed live to selected universities and development partners, so over 120 individuals and institutions were able

to participate. This African panel joined with an Asian panel to discuss the role of sustainability science in enhancing the implementation of the SDGs after 2015. The ‘think tank’ of high-level experts identified areas where sustainability science could aid Africa’s economic, social and technological resurgence. It declared that the new Sustainable Development Agenda will rely heavily on mobilizing Science, Engineering, Technology and Innovation (SETI) to create sustainable economic development and shared prosperity. However, many countries have not yet fully acknowledged the importance of sustainability science for economic development.

As a follow-up to the consultation, UNESCO and the Government of Ghana held in July the first of a planned series of dialogues targeting African ministers, parliamentarians and experts. The event in Accra, on the theme ‘Regional Ministers and Parliamentarians on Mobilizing Science for Africa’s Sustainable Development post-2015’, formed part of UNESCO’s continuing efforts to find ways to strengthen Africa’s performance in SETI. Politicians are key to achieving the effective exploitation and application of SETI across the continent.

New data to bridge the gender gap in STEM

UIS data shows that only 28 per cent of the world’s researchers are women. A growing number of women are enrolling in universities, but many do not continue to obtain the higher-level qualifications required for a research career. UIS believes that providing data is an essential basis for addressing this loss of talent. As a result, through the new project STEM and Gender Advancement (SAGA) the Institute is developing a series of indicators about the dynamics that shape women’s decisions to pursue STEM careers, from their educational pathways to social factors, such as starting a family and the workplace environment. This evidence base should help to better target policies at the country, regional and global levels.



More efficient fiber optics will meet the increasing demand for fast communication while reducing energy consumption. Throughout International Year of Light and Light-based Technologies 2015, UNESCO brought together key stakeholders to advocate for light technologies to improve the quality of life in developed and developing countries.

Introducing solar energy in rural schools in Sub-Saharan African countries

The 'Solar Electrification of Rural Schools' project was launched to support the goals of the UN Decade of Sustainable Energy for All (2014–2024) in developing countries. With the financial support from the OPEC Fund for International Development (OFID) and Panasonic, the project was implemented in five countries of the Sub-Saharan region: Benin, Madagascar, Mauritania, Niger and Togo. The aim of the project is the electrification of rural schools using locally available solar energy. This will also contribute to the improvement of quality teaching and learning and, therefore, help to bridge the gap between urban and rural schools. The project also includes an ICT component and capacity building efforts to ensure the sustainability of the project and the related infrastructure and equipment installed. This consists of a national training seminar on renewable energy addressing local technicians, project managers and engineers, a national forum covering the role of renewable energy in addressing global sustainability, and the inauguration of a solar school.

Approximately 600 teachers and 24,658 school children (42 per cent of whom are girls) at primary and secondary level from 75 schools benefited directly from this project. Governments and civil society organizations from the five beneficiary countries were directly involved in the project which can serve as a model to be duplicated at a national and international level.

Children from Benin benefit from the installation of solar panels that bring electricity to their school.



On 19 and 20 January, UNESCO Headquarters saw the launch of the International Year of Light and Light-based Technologies 2015 (IYL). This global initiative highlights the importance of light and optical technologies for the future development of more sustainable lifestyles, and their contribution to alleviating poverty, while providing a unique opportunity to inspire, educate and connect the citizens of the world. UNESCO was joined by a large consortium of scientific bodies for this initiative. More than 50 people spoke at the two-day conference, including diplomats, decision-makers, five Nobel laureates, and chief executives from the private sector and NGOs from around the globe. They explained how light-based technologies can provide solutions to global challenges in a wide range of fields including energy, education, agriculture and health. The event included an exhibition of light art and partner-related work. All three facades of the Headquarters building on the place de Fontenoy were lit up by a recreation of an Aurora Borealis by artist Kari Kola.

To raise awareness of the importance of developing and promoting sustainable technologies, the UNESCO Office in Santiago (Chile) organized a drawing contest on the theme of the IYL. It attracted hundreds of entries, and the winners were congratulated during the celebration of UNESCO's 70th anniversary in Santiago de Chile on 20 November.

Another UNESCO event for the IYL was an international conference focusing on the accomplishments of the Islamic civilization in its Golden Age (from the 8th to the 15th centuries CE), and the life and works of Ibn Al-Haytham, whose

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United Nations
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**AFRICA
 ENGINEERING
 WEEK 2015**
 14 - 19 September

Engineers are the drivers of innovation,
 social and economic developments
 and are necessary to solve global
 challenges such as sustainable
 development, climate change mitigation
 and poverty reduction

One week long
 students in schools across Africa
 will undergo educational workshops
 with a focus on engineering.

VENUE
 Victoria Falls, Zimbabwe

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■ Engineering education in support of the SDGs

All countries need scientists and engineers to help them find their own solutions to sustainable development challenges. It is crucial to build capacity by providing facilities for study and attracting young students to these fields.

The Vice-President of the Republic of Zimbabwe, E. D. Mnangagwa, attended the Africa Engineering Week organized in September in Victoria Falls by UNESCO, in cooperation with local organizations including the Engineering Council of Zimbabwe, the Zimbabwe Institution of Engineers and the Federation of African Engineering Organizations (FAEO). Students from 1,000 African schools participated in hands-on activities designed to increase the visibility of engineering and its role in sustainable development, and to encourage them to choose this field by getting a clearer sense of what engineering involves and what career paths exist.

UNESCO and the African Network of Scientific and Technological Institutions (ANSTI) partnered with the University of Nigeria, Nsukka, to organize the Sixth Biannual Regional Conference of Vice Chancellors and Deans of Science, Engineering and Technology (COVIDSET) in October in Nigeria. Over 80 vice chancellors, deans, principals, development partners, individuals from the private sector and policy-makers from 12 countries (Ethiopia, Ghana, Kenya, Mauritius, Mozambique, Nigeria, Sierra Leone, South Africa, United States of America, Uganda, Zambia and Zimbabwe), attended the conference,

pioneering *Book of Optics* was published in about 1028 CE. The conference, which took place at UNESCO Headquarters on 14-15 September, provided new historical insights and informed discussion of the current trends and challenges of research and education within and

beyond the Arab and Islamic world. It was accompanied by an exhibition on Ibn Al-Haytham with digital replicas and facsimiles of documents and works of scholars from the Islamic Golden Age, and featuring an exceptional 17th-century microscope.

New UNESCO Science Report: Towards 2030

Every five years, the *UNESCO Science Report* analyses emerging trends worldwide in STI policy and governance. The 2015 edition was launched on 10 November, World Science Day for Peace and Development. It covers the period from 2010 to 2015, and its key message can be summarized in four words: more research, better development. Despite austerity budgets since 2008 in many high-income countries, global spending on research and development (R&D) grew faster (+31 per cent) than the global economy (+20 per cent) between 2007 and 2013, driven by a business enterprise sector which maintained or augmented its own investment in research and innovation as a buffer against the crisis. The end of the commodities boom has exposed the vulnerability of those resource-based economies which failed to use the past decade of strong growth to make their economies less reliant on raw materials and more rooted in knowledge. Others have already begun the transition. Meanwhile, the governments of many developing countries have increased their commitment to R&D and are seeking to empower the private sector to drive economic growth, in order to alleviate their own development burden. Strategies include support for technology incubation hubs, infrastructure development and investment in vocational and higher education to counter the skills shortage.

For many developing countries, sustainable development has become an integral part of their national development plans for the next 10–20 years. Among higher-income countries, a firm commitment to sustainable development is often coupled with the desire to maintain competitiveness in global markets

that are increasingly leaning towards 'green' technologies. The quest for clean energy and greater energy efficiency now figures among the research priorities of numerous countries. The *UNESCO Science Report: Towards 2030* provides essential baseline information on the concerns and priorities of countries at the time of adoption of the 2030 Agenda for Sustainable Development in September 2015. The next edition of this monitoring report will offer an opportunity to analyse progress in implementing this agenda over the period 2015–2020.

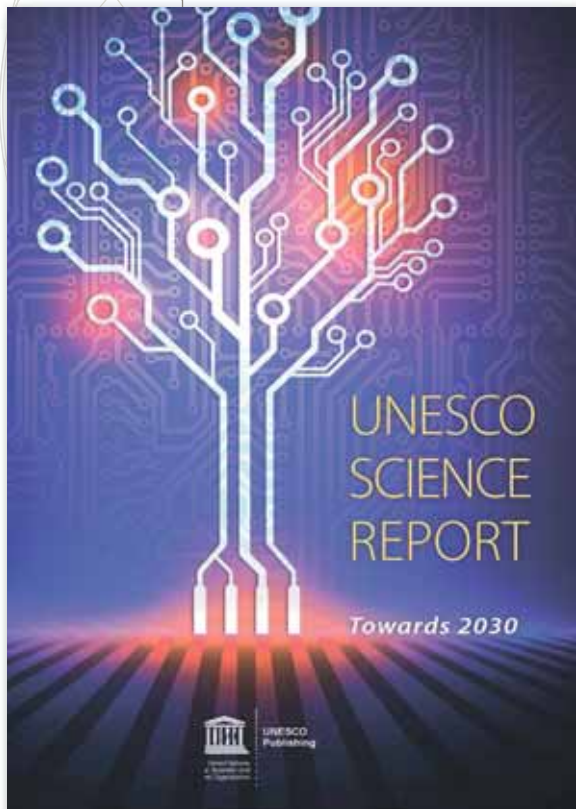
which was also streamed live with many participants joining in online. The theme was 'University Education and Training in Science and Engineering and Technology in Africa post 2015', and it provided a platform for university leaders responsible for science and engineering and other stakeholders to deliberate on strategic issues in science and engineering education, and how it could be developed to aid implementation of the Post-2015 Development Agenda.

■ Taking stock of the place of science in the world

In 2013 UN Secretary-General Ban Ki-moon created a UN Scientific Advisory Board. This initiative acknowledged the need for leading specialists equipped with the right tools to evaluate the place of science in society, assess its progress and consider its influence on people's lives, and then share these insights to strengthen the interface between science, policy and society. UNESCO hosts its Secretariat.

The third meeting of the Board took place in Kuala Lumpur (Malaysia) in May. Its deliberations led to recommendations on how to coordinate global data collection and create access that reduces the data divide between rich and poor, as well as on how to improve the use of scientific knowledge in policy-making at all levels. It also offered advice on identifying the greatest risks resulting from climate change.

In December, a fourth meeting was convened in St Petersburg (Russian Federation). The Board offered recommendations on the transition from the Millennium Development Goals to the 2030 Agenda for Sustainable Development and the SDGs, and on the outcomes of the 21st Conference of the Parties to the UN Framework Convention on Climate Change (COP21). The discussion highlighted the strong links between climate change mitigation, health, food security and other aspects of sustainable development, and the need to address these issues together. The Board pleaded for investments in science to help countries stay well below the 2°C threshold for the increase in global





Children in Bangkok learn about air pressure during their school's Science Day activities, ahead of World Science Day for Peace and Development 2015.

temperature, and to assess the potential risks of exceeding this limit. As well as supporting scientific research, investment is needed in translating scientific discoveries into action for society.

'The Enabling Power of Science' was the theme of the 2015 World Science Forum (WSF), organized by UNESCO, the Hungarian Academy of Sciences, the International Council for Science (ICSU), the American Association for the Advancement of Science (AAAS), the World Academy of Sciences for the advancement of science in developing countries (TWAS) and the European

Academies Science Advisory Council (EASAC). Held in Budapest (Hungary) in November, it examined the ways in which science improves our quality of life. The programme provided a platform for dialogue and collaboration between representatives of the scientific community, the private sector, governments and civil society. Young scientists and researchers were given specific opportunities to participate in the debates. UNESCO Director-General Irina Bokova said, 'The 2030 Agenda for Sustainable Development embodies a new vision for humanity,

for the planet, for peace, for the next 15 years – science stands at its heart as a force for positive transformation and a development multiplier.'

At the WSF, the 2015 UNESCO Kalinga Prize for the Popularization of Science was awarded to Diego Andrés Golombek (Argentina), in recognition of his tireless contribution to science communication and education in diverse and entertaining formats, and particularly for his role in the development of Argentina's first scientific and cultural department at the Ricardo Rojas Centre in Buenos Aires, where the sciences meet the arts.

Professor Diego Andrés Golombek (Argentina), winner of the 2015 UNESCO Kalinga Prize for the Popularization of Science.



© Diego Andrés Golombek

The 2015 UNESCO Sultan Qaboos Prize for Environmental Preservation was awarded by Ms Bokova to Fabio A. Kalesnik, Horacio Sirolli and Luciano Iribarren of the Wetlands Ecology Research Group at the University of Buenos Aires (Argentina), for their outstanding achievements in support of environmental preservation. An international jury chose the winners for their research on a wide range of ecological aspects of wetland ecosystems on different spatial and temporal scales in the Delta del Paraná, and for their critically valuable socio-environmental studies, environmental education and training initiatives.

‘Science for a Sustainable Future: Celebrating the UNESCO Science Report’ was the overarching theme of the worldwide celebrations on the World Science Day for Peace and Development. This offers an opportunity to demonstrate to the wider public why science is relevant to their daily lives, and to engage them in debate on related issues. Among the events was a Science, Technology, Engineering and Mathematics (STEM) career fair at Harare Gardens in Zimbabwe, organized by

the UNESCO Regional Office for Southern Africa in partnership with the Government of Zimbabwe and the Transformative Gender Institute.

Finally, on 14 December, the UNESCO Carlos J. Finlay Prize for Microbiology 2015 was awarded to Dr Yoshihiro Kawaoka (Japan) in the auditorium of the Academy of Sciences of Cuba in December. The Assistant Director-General of UNESCO, Mr Getachew Engida, highlighted the contribution of Dr Kawaoka’s research to the development of studies on influenza and Ebola, and vaccines against highly pathogenic influenza virus with pandemic potential. This prize was first awarded in 1980 and created to pay tribute to renowned microbiologists who have made internationally important contributions to the development of their science.

■ Fostering increased cooperation: UNESCO Global Geoparks and Biosphere Reserves

UNESCO’s work with geoparks began in 2001, but the UNESCO Global Geoparks designation was only ratified by Member States in November 2015. These are single, unified outstanding geological sites and landscapes of international geological significance, which are managed with a holistic concept of protection, education and sustainable development. They take an increasingly popular bottom-up approach of combining conservation with sustainable development while involving local communities.

Addressing the lack of data on gender and water issues

UNESCO’s World Water Assessment Programme (WWAP) is also addressing gender gaps, and particularly the lack of data on gender and water issues at the global level. It launched a project to develop and test ‘Sex-Disaggregated Indicators for the Collection of Global Water Data’. The methodology it has developed for sex-disaggregated data collection, using multi-sectoral gender-sensitive water indicators, is intended as a basis for implementing gender-sensitive water monitoring in framework of the post-2015 agenda and the SDGs. It has produced a toolkit for gender-sensitive water monitoring which includes a list of high-priority gender-sensitive water indicators, a methodology for collecting sex-disaggregated data, guidelines for data gathering in the field, and a questionnaire for practitioners to collect sex-disaggregated data. This toolkit and a book, *WWAP Sex-Disaggregated Indicators for Water Assessment Monitoring and Reporting*, were launched in November.



The Global Geoparks Network is a legally constituted not-for-profit organization which the 120 UNESCO Global Geoparks so far designated across 33 countries are required to join. UNESCO supports Member States' efforts to establish UNESCO Global Geoparks all around the world.

UNESCO's Man and the Biosphere (MAB) Programme has been running for more than 40 years. Its aim is to establish a scientific basis for the sustainable relationships between people and their environments. Its International Co-ordinating Council is responsible for designating UNESCO Biosphere Reserves, sites that promote solutions to reconcile the conservation of biodiversity with its sustainable use.

The 27th session of MAB's International Co-ordinating Council (ICC) took place in June at UNESCO Headquarters. It added 20 new sites to the World Network of Biosphere Reserves, creating a total of 651 sites in 120 countries, including 15 transboundary sites. The ICC examined the periodic review reports for the biosphere reserves, which aim to reconcile the conservation of biodiversity with the sustainable use of natural resources.

The East Asian Biosphere Reserve Network (EABRN) has now been operating for 20 years, putting it among the longest-running and most active bodies of its kind in the world. EABRN brings together conservation scientists, biosphere reserve managers, local communities and civil society representatives for open exchanges, debates, research and cooperation.



UNESCO UIS offers the latest data to measure investment in science and innovation

The UNESCO Institute for Statistics (UIS) *eAtlas of Research and Experimental Development* presents the latest data on resources devoted to R&D in almost 200 countries and territories. Available in English, French and Spanish, this edition tracks trends and measures the impact of policies that reflect the renewed emphasis on investment in science in the SDGs. Its baseline data is essential to measure progress on priorities such as the educational qualifications of researchers, their global distribution and the fields of science pursued in research. Many indicators are disaggregated by gender, making it possible to better evaluate the role of women in science.

Innovation is key to development, but the lack of standardized definitions and indicators has made it a challenge to measure innovation or produce indicators. To help fill the gap, UIS has also produced new indicators on innovation in manufacturing, covering the types of innovation implemented by firms, the activities and linkages they make use of, and the obstacles they face. This dataset represents the first collection of publicly available indicators on types of innovation for 65 countries at different stages of development, including several in Africa. UIS is also working with countries and regional partners to structure the national production of innovation statistics, in particular by providing conceptual and methodological training about data collection and analysis to help form national capacity.

Infographic from the UNESCO UIS eAtlas of Research and Experimental Development with breakdown information on the sources of funding for research and development activities per country.

It links the MAB community in seven countries – the Democratic People’s Republic of Korea, the People’s Republic of China, Japan, Kazakhstan, Mongolia, the Republic of Korea and Russia’s Far East – with more than 50 biosphere reserves. This is a key mechanism in a region experiencing rapid economic growth and development. In 2015, the network organized its sixth international in-depth training course, building capacities of biosphere reserve managers – including a higher than average proportion of women – for the effective management of biosphere reserves as learning sites for the sustainable management of changes and interactions between social and ecological systems.

Haiti is promoting the creation of a botanical garden that will be integrated into its La Selle Biosphere Reserve, and is also active in environmental education through the UNESCO Associated Schools Project (ASP) Network. At the same time, Chile has extensive experience in forest policy management and in cooperating with biosphere reserves elsewhere in the world. In July, representatives of the Haitian MAB National Committee visited Chile to meet staff of the National Forestry Corporation (CONAF-Chile), and explore the opportunity for collaboration based on these activities. They examined the management models for La Campana-Peñuelas Biosphere Reserve, discussed cooperation protocols, and shared experiences and the possibility of strengthening capabilities in the two nations. This visit gave rise to new



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opportunities to exchange practices and seek benefits for both countries within the framework of South–South cooperation. La Campana-Peñuelas is also working with the Fontainebleau-Gâtinais Biosphere Reserve (France).

In the 1970s, 40 per cent of Ethiopia was covered in forests, but by late 1990s that figure had fallen to a mere 2.7 per cent. Reforestation efforts have since brought it back up to about 6 per cent. Lake Tana (Ethiopia) was designated an UNESCO Biosphere Reserve in December. The UNESCO Addis Ababa Science Team have developed several proposals to support the new reserve, such as a bird-watching trail, a botanical walk and a nursery for the propagation of 160 indigenous tree species in the Tarrageddem Church Forest inside the Reserve. It also plans to make a film on the importance of church forests (that is, forests surrounding and controlled by Christian Orthodox churches) and on bird life in the Reserve. However, much more needs to be done, including improving tree-species variety and forest cover, and researching sustainable forms of economic utilization.

The Cacique Lempira, Señor de las Montañas biosphere reserve (Honduras) covers a total area of 168,634 hectares and has a population of over 150,000 who live essentially on agriculture and tourism. The site is located in an ecological region of pine-oak forests and humid tropical forests, and hosts a large number of endangered and endemic species. This is one of the 20 new sites added in 2015 to the UNESCO World Network of Biosphere Reserves.

■ Gender and science

The high-level conference 'Re-Thinking Women's Empowerment and Gender Equality in 2015 and Beyond' was held at UNESCO Headquarters on International Women's Day (4 March). The eminent panellists included Dr Masoumeh Ebtekar, Vice-President of the Islamic Republic of Iran; Laura Chinchilla, former President of Costa Rica; Tsetska Tsacheva, President of the National Assembly of the Republic of Bulgaria; Gertrude Mongella, former Secretary-General of the Fourth International Conference on Women, Beijing; Nicole Ameline, President of the CEDAW Committee; and Professor Hynd Ayoubi Idrissi, member of the Committee on the Rights of the Child. They discussed progress made since the World Conference on Women in Beijing in 1995, and the remaining challenges in achieving gender equality. Topics included education of girls and women, and recognizing the importance of women's empowerment for sustainable development.

March saw the announcement of the five winners of the 2015 L'Oréal-UNESCO For Women in Science Awards. Each has made a major contribution to the physical sciences, where the gender imbalance is even greater than for science overall. They all offer role models to inspire future generations.

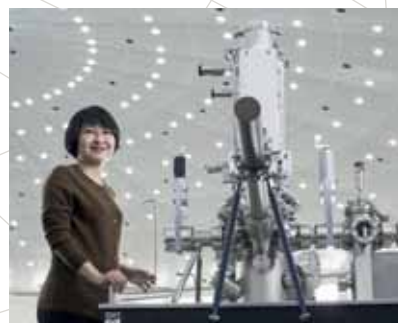
For the sixth time the L'Oréal-UNESCO For Women in Science (FWIS) Sub-Saharan Africa Programme awarded fellowships to 12 women scientists in the fields of life and engineering sciences, food and water security, health, and the new and emerging areas of laser science/technology, nanotechnology, renewable energy

and climate change science. The award ceremony in Johannesburg (South Africa) in December was an acknowledgement of the contribution African women scientists make to solving the myriad challenges of the continent as well as to global knowledge, and to the importance of continuing to build capacity in this field.

'Strengthening capacity in gender-responsive SETI policy systems and governance for sustainable development in Africa post 2015' was the theme of a regional workshop held in Harare (Zimbabwe) in July. The workshop was organized by UNESCO in partnership with ANSTI, GenderINSITE and the African American Success Foundation (AASF), in response to the fact that many national policies give little attention to gender mainstreaming and to evaluating progress in attracting and retaining women to SETI in Africa. There is a need for gender mapping to enhance capacity-building initiatives, and systematic operational frameworks to promote the advancement of women. Evaluating and reforming policies in this area is particularly timely in the context of the African Union Science, Technology and Innovation Strategy for Africa 2024 (AU-STISA-2024) and the SDGs. The workshop, attended by 40 scientists, academics, policy-makers, and representatives of the media and the private sector, from nine African countries, provided a platform for discussion and sharing of ideas and good practices.

Participants from 13 countries from Latin America and the Caribbean gathered at the Training Centre of the Spanish Agency for International Development Cooperation (AECID) in Santa Cruz de la Sierra (Bolivia) in November. They attended the workshop





The winners of the 2015 L'Oréal-UNESCO for Women in Science Awards are (far left): Prof. Thaisa Storchi Bergmann (Brazil); (and from top to bottom): Prof. Dame Carol Robinson (United Kingdom of Great Britain and Northern Ireland); Prof. Yi Xie (People's Republic of China); Prof. Molly S. Shoichet (Canada); and Prof. Rajaâ Cherkaoui El Moursli (Morocco).

© Brigitte Lacombe

According to UIS's *Women in Science* interactive tool, while more Indian women are enrolling in university, relatively few pursue careers in research. The reasons range from stereotypes encountered by girls to the family-caring responsibilities and bias women may face when choosing a career. Woman scientist at the Indian Agricultural Research Institute in Pusa, New Delhi (India).



© FAO/John Spaul

entitled 'Gender Mainstreaming in Decision-Making on Water Governance', organized by the International Hydrological Programme (IHP) and the Ibero-American Water Directors Conference (CODIA). It was designed to enhance water security and sustainability by improving gender equality in water access, management and governance. Twenty-eight water professionals, governmental representatives and members of NGOs reflected on the importance of gender mainstreaming in the water sector; assessed progress in the institutionalization of gender mainstreaming in public institutions; and addressed how to integrate a gender approach in management throughout the project cycle. The workshop, which focused on good practices, provided an opportunity for exchanging experiences while facilitating the collective construction of knowledge and the establishment of future collaborations.

In Africa and across the world, the shortage of engineers is even greater than the shortage of scientists, and a major concern is the declining interest

and enrolment of young people, especially women, in engineering courses. UNESCO's Scientific Camp of Excellence concept aims to increase female enrolment into engineering and applied science courses, and to encourage women to take up science-based professions. In the camps, students are introduced to women scientists and engineers who serve as role models. Kenya's work in this field has focused on secondary schoolgirls. In May, it hosted camps which mentored pupils from 343 secondary schools from six counties in the North Rift Region. In November, over 100 students were mentored at Kisumu Girls High School. A total of 20 teachers were also mentored on gender equality issues and the teaching STEM from a gender-responsive perspective. The reaction from the participating students and schools has been very encouraging.

In October, Professors Shobhana Narasimhan and Elizabeth Simmons, two distinguished physicists and teachers, directed a workshop to teach career skills for women in physics, organized by the Abdus Salam International Centre for Theoretical

Physics (ICTP), a UNESCO Category I Institute. Fifty women physicists from 26 countries shared their thoughts and learned from one another. Women lack access to career-advancing resources and opportunities equivalent to those of their male colleagues, and having children tends to slow their career progress. Professor Narasimhan said, 'Physics suffers from gender stereotyping more than other fields. People are OK with the idea of women doing biology, but at some deep visceral level there is something weird about a woman doing physics.' Professor Simmons added, 'One thing that women from developing countries have pointed out as a challenge is the lack of equipment and the lack of resources that makes their work that much harder.'

■ Ethics in science and technology

Political choices regarding progress in the fields of science and technology need to be guided by sound reflection on ethical implications. Since the 1970s, UNESCO stimulates and promotes this international and transcultural debate, and tries to involve all countries.

The 22nd ordinary session of the International Bioethics Committee (IBC) and the ninth ordinary session of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) were held jointly for the first time at UNESCO Headquarters in October. Members of both advisory bodies had the opportunity to discuss draft reports and possible future collaboration. This innovative approach of bringing together experts on bioethics and the ethics of science was aimed at raising visibility, strengthening synergies

and multiplying the impact of UNESCO's actions. COMEST and IBC presented reports for discussion on the 'Ethical perspective of science, technology and society: a contribution to the post-2015 agenda'; 'Ethical principles for climate change: adaptation and mitigation'; 'The principle of the sharing of benefits'; and 'Updating reflection on the human genome and human rights'.

The latter provided the opportunity for the IBC experts to call for a ban on 'editing' of human DNA to avoid unethical tampering with hereditary traits. The experts argue that 'gene therapy could be a watershed in the history of medicine and genome editing is unquestionably one of the most promising undertakings of science for

the sake of all humankind.' But the IBC report on the human genome and human rights cautions that 'this development seems to require particular precautions and raises serious concerns, especially if the editing of the human genome should be applied to the germline and therefore introduce hereditary modifications, which could be transmitted to future generations'. The IBC therefore called for a moratorium on this specific procedure.

In November, UNESCO Director-General Irina Bokova awarded the 2015 UNESCO Avicenna Prize for Ethics in Science to Professor Zabta Khan Shinwari from Pakistan, in recognition of his work in biotechnology, biosafety and biosecurity. The prize rewards his contribution to advancing the social

responsibility of science, and his work to promote the participation of indigenous peoples and women in science, including his defence of the intellectual property rights of indigenous groups.

As in previous years, UNESCO continued to organize Ethics Teachers' Training Courses, meant to reinforce and increase the capacities of Member States in the area of ethics education. This year, the course was delivered in Bangladesh, the People's Republic of China, India, Kazakhstan, Kenya, Lebanon, South Africa and Tunisia. Continuous support was also provided to the establishment of independent and multidisciplinary ethics committees in Chad, Comoros, Ecuador and El Salvador, through the Assisting Bioethics Committees (ABC) Project.



Children from Onuki Elementary School in the region of Tohoku (Japan) learn to farm rice as part of the ESD Rice Project, a regional cooperation-based initiative supported by UNESCO that uses farming methods to promote sustainable development education. This is one of eight remarkable projects promoted by the UNESCO Green Citizens initiative launched in partnership with Klorane Institute and SIPA PRESS in October 2015.



Patagonian glaciers represent the third largest reserve of fresh water on Earth, yet they are receding at a faster rate than anywhere else in the planet as a result of climate change. In 2015, the 21st Conference of the Parties to the United Nations Framework Convention on Climate Change (COP21) convened to reach a new international agreement to remedy situations such as these, by keeping global warming below 2°C. View of the Perito Moreno Glacier, at the UNESCO World Heritage site of Los Glaciares National Park (Argentina).

A wide-angle photograph of a massive glacier wall, likely the Perito Moreno Glacier, showing a striking turquoise color. The glacier is surrounded by snow-capped mountains and a lake filled with icebergs. The sky is blue with some clouds. The text 'UNESCO at COP21' is overlaid in white on the lower part of the image.

**UNESCO
at COP21**

UNESCO at COP21

'Changing minds, not the climate'

The 21st Conference of the Parties (COP21) to the UN Framework on Climate Change (UNFCCC) was a major event not just for the United Nations, but for the whole world. From 30 November to 12 December, leading politicians from 196 countries came together in Paris to negotiate on action to limit climate change, and the result was a historic deal. It should prove particularly beneficial to the poorest countries in the world, which have done the least to bring about anthropogenic climate change, but will suffer the most from it.

Because climate change has such a wide-ranging impact, every aspect of UNESCO's brief – educational, scientific and cultural – is relevant, and every sector of the Organization had a role to play, both in the events leading up to COP21, and in the Conference itself. In its home city, UNESCO hosted a pavilion at the Conference, as well as putting on events at its Headquarters. Throughout 2015, UNESCO and IOC-UNESCO worked in close collaboration with the French authorities, as the host of COP21, to prepare

a series of pre-COP21 events through which they aim to put their expertise at the service of Member States, to help them identify promising recommendations and make informed decisions.

The Education Sector worked to promote climate change education. The Communication and Information Sector worked on the enhancement of public awareness. The Natural Science Sector dealt with issues relating to water, biodiversity and biosphere reserves;

disaster risk reduction; renewable energy; science policy and traditional knowledge. The Intergovernmental Oceanographic Commission (IOC), a leading actor in establishing ocean observing systems of tremendous value for climate research, played a major role in drawing attention to the crucial and often overlooked role of ocean and coastal resources in the international climate regime. The Social and Human Sciences Sector contributed to the development of an agenda for sustainability.

UNESCO staff members Peter Dögsé, Cynthia Guttman, Jorge Esparza-Velásquez, Flavia Schlegel, Marie-Ange Théobald, Vincent Defourny, Kristof Vandenberghe, George Papagiannis and Laetitia Kaci on 4 December 2015 at the Conference venue in Le Bourget (France). On this date, UNESCO hosted a series of events on the occasion of the thematic day on education at COP21.



The Culture Sector mobilized support to help World Heritage sites cope with climate change, and to show how they represent both an asset to be protected and a resource to strengthen the ability of communities to resist, absorb and recover from its effects. UNESCO as a whole worked to ensure that all programmes and initiatives were carried out in a way that respected cultural diversity, and took full account of equality issues, including gender equality. And at the start of the UN International Decade for People of African Descent (2015–2024), it focused particularly on the needs and experiences of Africa.

■ In preparation for COP21

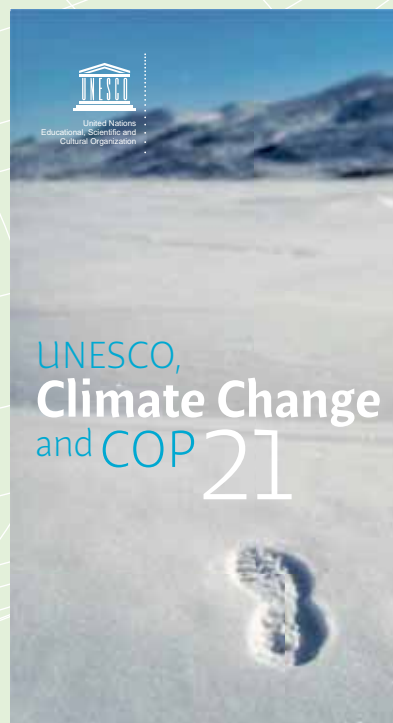
As part of the preparations for COP21, a conference on the links between biodiversity and climate change was organized on 9–10 February on the initiative of UNESCO and two French NGOs, Association Humanité et biodiversité and the Institut Inspire. ‘Assises du Vivant 2015 – Biodiversity and Climate Change in Interaction: Creating new life possibilities’ gave an opportunity to scientists and academics, as well as representatives of civil society, the private sector and the arts, to explore new constructive approaches to climate change by sharing their views and experiences. They examined a number of initiatives around the world that show how it is possible to cope with the rhythm of renewal of ecosystems, and that using biodiversity is not necessarily inconsistent with conservation. The debates focused on three themes: Rethinking conservation: towards ‘no regrets’ strategies; Developing ecological solidarity and environmental justice: teaming up with the rest of the living world; and Doing business differently: articulating performance and resilience.



© UNESCO/Pilar Chiang-loo

Responding to the UN Secretary-General's call for a more active engagement of the private sector, CEOs from around the world gathered at UNESCO to present the business solutions to fight climate change during the Business and Climate Summit (20–21 May 2015).

A four-day scientific conference on ‘Our Common Future under Climate Change’ (7–10 July) provided the largest forum for the scientific community ahead of COP21. It was attended by participants from 100 countries, and was designed to shed light on climate negotiations by providing a strong knowledge base which should help ensure that political decisions are built on a sound understanding of climate change. Organized under the umbrella of the International Council for Science (ICSU), Future Earth, UNESCO and major French research institutions, with the support of the French Government, it brought together more than 2,200 leading climate experts to share the latest science on climate change



Earth to Paris, a coalition of partners helping to drive awareness about the connection between people and planet, and the need for strong climate action, hosted the high-impact, live-streamed summit ‘Earth To Paris: Le Hub’ on 7–8 December during COP21. UNESCO Director-General Irina Bokova, the Mayor of Paris and the heads of UNICEF, UNDP and leading environmental activists opened the event.

UNESCO's main communication material at COP21.

From 2–6 December, the Ocean & Climate Platform, established with the support of IOC-UNESCO, organized a mobilization at Le Bourget to raise awareness about the major role of the ocean as a climate regulator. Romain Troublé and Elodie Bernollin from Tara Expeditions and Stéphane Latxaque from Surfrider Foundation Europe (in this photo) participated along with several other major partners of IOC-UNESCO.



© Thierry Nectoux

and to design effective solutions for a sustainable future. The outcome declaration, 'Science offers robust foundations for ambitious outcomes at COP21 and beyond', stated that 'Ambitious mitigation to limit warming to less than 2°C above preindustrial levels is economically feasible.' However, if we are to limit warming to this level, emissions must be zero or even negative by the end of the 21st century.

■ IOC-UNESCO at the forefront

The earth's ocean is one of the two main suppliers of the oxygen we breathe – the other are forests – and acts as a major regulator of the global climate system. IOC-UNESCO is the UN organization charged with promoting ocean science and the study of ocean-related impacts, and coordinating international scientific cooperation over these issues. It provided its expertise at a dozen joint exhibitions and events before and throughout COP21.

IOC-UNESCO began its COP21 countdown with a heavy mobilization of scientific and civil society institutions around ocean and climate science and awareness-building. More than 1,200 people, including policy-makers, scientists, civil society organizers and youth representatives assembled at the UNESCO Headquarters on 8 June 2015. The event also counted on the high-level participation of Heads of State and senior decision-makers, from H.S.H. Prince Albert II of Monaco and H.E. President Tommy Remengesau of Palau, to Laurent Fabius, COP21 President and French Foreign Minister. Stakeholders engaged in various workshops and round tables focused on the ocean-climate nexus, all celebrating the World Ocean Day under a common message of 'Healthy Ocean, Protected Climate'.

During COP21, IOC-UNESCO participation comprised three types of events. In the Conference Centre, it participated in events geared towards decision-makers and national

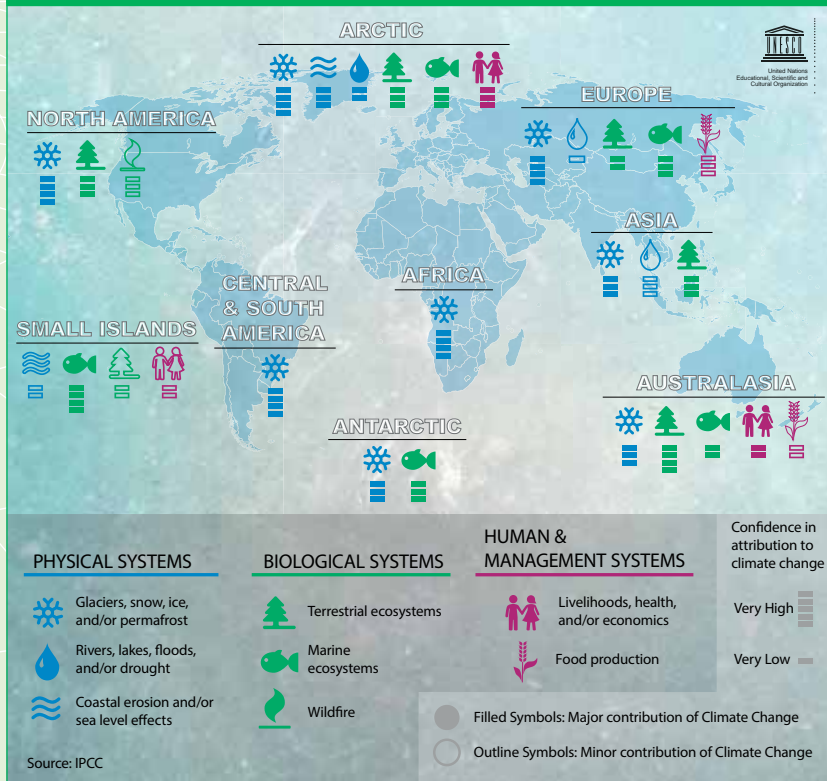
delegations. In the Climate Generations Areas, events were aimed especially at civil society stakeholders. The third area was ocean-related events that ran parallel to COP21 in Paris, including a film screening, press conferences and seminars.

A warmer atmosphere and an acidifying ocean are worsening the nefarious impacts of pollution, overfishing and unsustainable development on the resilience of our ocean. This argument was at the heart of the side-events that took place at COP21. 'One Ocean, One Climate, One UN: Working together for a healthy and resilient ocean' was organized by UN-Oceans, the UN inter-agency coordination mechanism and coordinated by IOC-UNESCO. The event provided an opportunity to highlight how science is essential to support effective policies and climate action, as well as what the UN System is doing to help States' effort in climate change mitigation and coastal

adaptation. The issue of financing and effective implementation mechanisms was also addressed with a view to support local action targeted to ocean protection and resilience.

An ocean session was organized by the Government of Peru on the occasion of Resilience Day. It reviewed the actions undertaken by the UN System and civil society to raise the issue of the oceans as a solution for climate change. Global ocean observation and research are necessary to understand the impact of changing climate, to assess vulnerability, and to monitor the efficacy of adaptation and mitigation efforts. Scientific measurements are necessary to comprehend the natural processes, and to find solutions to the impacts that coastal communities already face. Developing an ocean-based sustainable economy, including sustainable management of fisheries, aquaculture and tourism, is essential to bolster ocean resilience.

REGIONAL-SCALE IMPACTS ATTRIBUTED TO CLIMATE CHANGE



Infographic from the Intergovernmental Panel on Climate Change's Fifth Assessment Report, tweeted by UNESCO during COP21 to communicate on the various impacts of climate change at the regional scale. The findings of this report were presented in December during an event co-organized by the Panel and UNESCO, at the Organization's Headquarters.

On 8 December, the second day of the 'Earth To Paris: Le Hub' summit, speakers came to UNESCO Headquarters to share with digital reporters and bloggers ideas and best practices related to global issues and climate, and the role that media and technology can play in creating a better world.

The symbolic importance of the polar bear places it at the crossroads of current developments in the Arctic. Management of this species in the context of rapid environmental changes was the topic of a symposium convened in September by Pôles Actions association and the UNESCO Man and the Biosphere Programme Secretariat.



© Christopher Wood

Living with polar bears?

Can we, and do we want to, live alongside polar bears? That was the question a symposium asked on 25 and 26 September. The symbolic importance of the polar bear places it at the crossroads of current developments in the Arctic. Inuit live with polar bears, and their experience is paramount. But new players engaged in Arctic development also have information regarding the management of this species in the context of rapid environmental changes. This conference, organized by the Pôles Actions association in cooperation with the UNESCO Man and the Biosphere Programme Secretariat, highlighted the relationship between polar bears and the human populations in the Arctic, and examined the exploitation of Arctic resources. Scientists, diplomats and members of NGOs from France, Norway, the Russian Federation, Canada and the United States reported on the place of the polar bear in the cosmology of the Inuit, the trafficking to which it is subject, geopolitics, methods of monitoring the bears and the preservation of their habitat.

■ Ocean & Climate Days at COP21

In order to build awareness around the interlinkages between the ocean and climate change, both among UNFCCC negotiators and for the general public, two day-long events were organized by the IOC-UNESCO, the Ocean and Climate Platform and the Global Ocean Forum, featuring high-level speakers and a comprehensive representation of ocean and climate stakeholders from civil society, the scientific community and policy-makers.

Without education, no sustainable development

On 3 December, the 'Ocean and Climate Forum', a coalition of civil society organizations and scientific institutions supported by IOC-UNESCO, inaugurated the series, bringing decision-makers together with scientists, economic actors, civil society and youth representatives, to debate the link between oceans and the climate. The IOC's Executive Secretary, Vladimir Ryabinin, said, 'We need to have all society with us, to make people feel that they belong to the ocean and the ocean belongs to them. . . . We need to engage all heads of state, scientists, negotiators and businesses that are present at COP21.' The debate was divided into four panels highlighting the key stakeholder groups assembled and targeting several issues from the issues and gaps in ocean and climate research to the challenges and opportunities of managing an ocean-based sustainable economy.

On 4 December, the 'Oceans Day at COP21' followed up on the recommendations of the 'Ocean and Climate Forum', as well as those of previous UNFCCC Oceans Days, the Oceans Day at Rio+20 and the outcomes of the World Ocean Day celebrations held at UNESCO in June to advance the climate and ocean agenda within the UNFCCC during and beyond COP21. It also promoted political leadership, involving high-level personalities to draw attention to the need for COP21 to adopt an ambitious agreement. Among those attending were Irina Bokova, UNESCO Director-General; Vladimir Ryabinin; Ségolène Royal, Minister of Ecology for France; HSH Prince Albert II of Monaco; Tommy E. Remengesau, Jr., President of the Republic of Palau; and Manuel Pulgar-Vidal, Minister of the Environment for Peru. The organizers presented a strategic

plan focused on priority issues such as mitigation, adaptation, financing, capacity-development, public education, ocean science and observation.

The UNESCO Director-General chaired the closing panel, emphasizing the essential role of healthy oceans, and calling on the international community to mobilize to protect them. She mentioned IOC-UNESCO's central role in contributing to a better understanding of the physical, biological and chemical changes due to climate change, and UNESCO's work on the preservation of marine ecosystems through its unique Marine World Heritage Programme. She also drew attention to the extent to which the livelihoods of Small Island Developing States (SIDS) rely on a healthy ocean, and confirmed that the SIDS were at the heart of UNESCO's agenda.



The thematic day on education organized on 4 December was attended by a number of eminent international officials. Ms Najat Vallaud-Belkacem, Minister of Education for France, called on her counterparts from around the world to gear their education systems to the challenges of sustainable development. The essential role of education in safeguarding biodiversity as well as linguistic and cultural diversity was highlighted. UNESCO Director-General called for Education for Sustainable Development to be recognized in the final climate agreement, and outlined three crucial actions which would enable countries to move forward in their response: integrating sustainable development more deeply into national education systems; giving teachers the knowledge, resources and skills to fulfil their role as change agents; and creating stronger and more innovative partnerships, including with the private sector.

Najat Vallaud-Belkacem, Minister of Education for France, and UNESCO Director-General Irina Bokova on 4 December at COP21.

Julian Barbière and Vladimir Ryabinin from IOC-UNESCO celebrate the gathering of 25,000 signatures of the Ocean's Call for Climate. This Call aimed to contribute to successful negotiations for an ambitious agreement at COP21 by raising awareness about the link between ocean and climate. It was launched as part of the many World Oceans Day activities organized by IOC-UNESCO at the Organization's Headquarters on 8 June 2015.



UNESCO World Heritage sites as global observatories

On 5 December, the UNESCO Pavilion hosted an event on the theme of 'UNESCO Sites, A Climate Change Observatory'. The aim was to explore how the UNESCO-designated World Heritage sites, Biosphere Reserves and Global Geoparks can serve as world field observatories. These are special places where climate knowledge can be gathered and solutions found to address the impacts of climate change on human societies and cultural diversity, biodiversity and ecosystem services, and the world's natural and cultural heritage. Practitioners from UNESCO sites, researchers, experts and policy-makers shared their experiences through interviews and round-table discussions.



Issue no. 77 of the UNESCO World Heritage Review, published in October 2015, explains how today, as the planet finds itself confronted with the impact of climate change, the existence of the World Heritage network is proving to be of the highest importance in monitoring changing conditions and advancing solutions on the ground.





UNESCO-designated World Heritage sites, Biosphere Reserves and Global Geoparks can serve as world field observatories to gather climate knowledge and find solutions to the impacts of climate change on human societies. Field trip at Núi Bà National Park in the newly designated Langbiang Biosphere Reserve (Viet Nam), which maintains the integrity of 14 tropical ecosystems and is the habitat of many wildlife species.

+ ou - 5 mètres documentary series launched at UNESCO

+ ou - 5 mètres ('Plus or minus 5 metres'), a French-language series of documentaries directed by Dominique Hennequin, was launched at UNESCO Headquarters on 1 December. The programmes are based on a journey from the surface to roughly 5 metres depth, between air and sea, across the world's oceanic basins. Diver-photographer Joe Bunni reaches out to local communities, guides and scientists to ask for their opinions on how best to protect their increasingly fragile surroundings. Manatees, sharks, Komodo dragons, polar bears – these and many more species have to endure the impacts of a warmer atmosphere and increasing levels of pollution. The premiere included a debate featuring Mr Bunni and other distinguished specialists.

■ Blue carbon resources

During the UNFCCC COP21, the Government of Australia announced the establishment of an International Blue Carbon Partnership, and invited other countries to join this effort. IOC-UNESCO, co-organizing the International Blue Carbon Initiative, supports this activity. It is envisaged that the partnership will bring together governments, non-profit organizations, intergovernmental agencies

Underwater view of mangrove shot by diver-photographer Joe Bunni. His work features in the + ou - 5 mètres ('Plus or minus 5 metres') documentary series launched at UNESCO Headquarters in December.



and scientists to increase understanding of the role of coastal blue carbon ecosystems in climate change action. The Partnership will work to amplify efforts to better manage blue carbon resources by establishing a network of stakeholders to support the integration of coastal blue carbon ecosystems into national greenhouse gas inventories; the development of innovative approaches to protect coastal blue carbon ecosystems; science and research to support blue carbon measurement and management; capacity-building and knowledge transfer; and the mobilization of funding to support coastal blue carbon ecosystem management.

■ Towards an ambitious agreement inclusive of the ocean

During the second week of COP21, the scientific community continued to lobby participants, pressing for an ambitious agreement that recognized the importance of the oceans and coasts in the global climate system. IOC-UNESCO and the Global Ocean Forum co-organized a side-event specifically targeted to the UNFCCC negotiators. The event ‘The Importance of Addressing Oceans and Coasts in an Ambitious Agreement at the UNFCCC COP21’ reviewed and discussed the major ocean and climate issues at stake in the negotiations. The participants agreed on a series of recommendations calling for the international community to: adopt strict reductions in CO₂ emissions to avoid disastrous consequences for coastal and island communities, marine ecosystems and ocean chemistry, and limit warming to less than 2°C; incorporate



While constituting only 2–6 per cent of the total area of tropical forests, the degradation of blue carbon ecosystems – seagrasses, tidal marshes and mangroves – is equivalent to 19 per cent of carbon emissions from global deforestation. During COP21, the International Partnership for Blue Carbon – of which IOC-UNESCO’s Blue Carbon Initiative is part – was created to scale up efforts to better manage these resources.

full consideration of oceans into the agreement; further develop and apply mitigation measures using the oceans; implement ecosystem-based adaptation strategies through integrated coastal and ocean management institutions at all levels; develop and support measures to address the issues associated with the displacement of coastal and island populations as a result of climate change; fund adaptation and mitigation efforts in coastal and island communities; develop capacities in these communities; strengthen the advancement of global marine observations, research and related capacity development within the UNFCCC processes and beyond; and expand public outreach and education efforts.

On 10 December, IOC-UNESCO and the Ocean and Climate Platform convened an ‘Ocean and Climate Moment’, a

gathering at the UNESCO Pavilion to highlight the key scientific messages issued throughout COP21 about the ways and means to advance integrated ocean solutions to climate change. It drew together representatives from UN agencies, SIDS, international scientific bodies and independent experts, who provided answers and recommendations. The participants focused on the impacts of climate change on the ocean and coasts on a global scale: what data and ocean observation systems are needed to effectively monitor these impacts, how to organize international scientific research around these issues, and proposals to foster science–policy synergies to build a post-COP21 strategy for ocean and climate research, with an emphasis on SIDS. A proposal to develop a special report on the Ocean as part

of the next cycle of the International Panel on Climate Change (IPCC) was also formulated.

The ocean community closed off COP21 with an event for all stakeholder groups that had presented their expertise and insights in the various ocean-related events during the Conference, hosted by the IOC, the International Union for Conservation of Nature (IUCN), the Global Ocean Forum and the Ocean and Climate Platform. In the process of drawing their first conclusions, the participants focused on some of the efforts that had been made to highlight the link between ocean and climate change issues. They placed emphasis on the need to move forward on an ocean-climate strategic agenda that fosters partnerships among all stakeholder groups, and that places due importance on the need for a strong

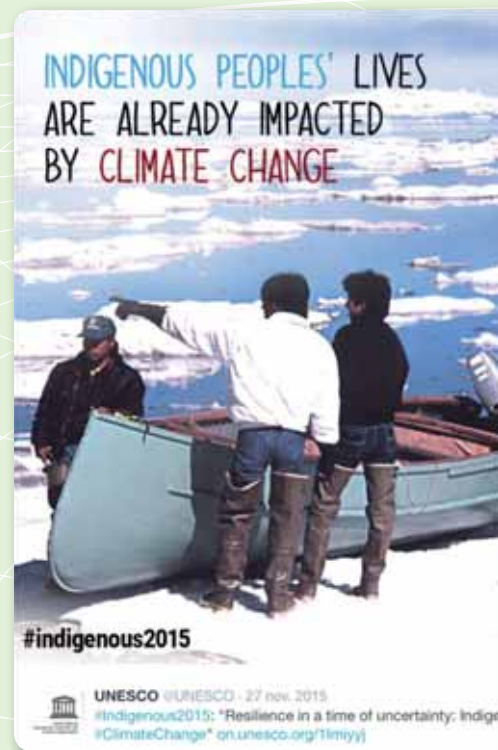
knowledge base for policy-making. The Paris Agreement adopted on 12 December highlights the role of the ocean in its preamble part and makes reference to 'sinks and reservoirs of greenhouse gases', 'research', 'systematic observations', and 'early warning systems', which all bear on IOC-UNESCO activities, mandate, core functions and strategic frameworks.

■ Water security

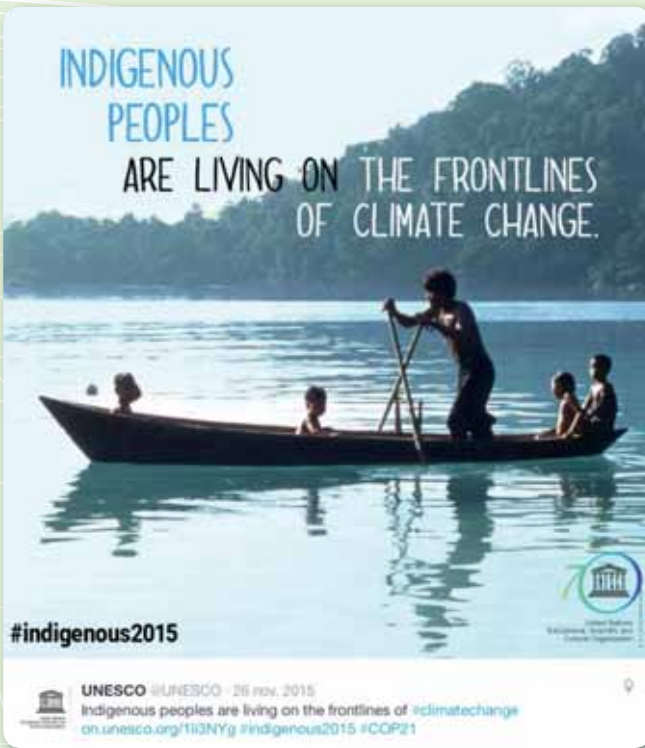
Evidence of the impact of climate change on the earth's hydrological cycle is mounting in many regions of the world. UNESCO supports scientific networking in order to contribute to the assessment and monitoring of changes in water resources as a result of climate change. It has helped to raise the awareness of policy-makers at the national, regional and international levels. UNESCO dedicated an entire day of COP21 (2 December) to water security and climate change, through eight thematic sessions. 'Water and Climate Day at COP21' brought together representatives from the International Hydrological Programme (IHP), World Water Assessment Programme (WWAP), UNESCO-IHE Institute for Water Education, water centres and chairs of water-related bodies to discuss water and climate-related issues and solutions, and to share details of projects for coping with water-related climate change impacts. The themes of the sessions included groundwater, water in schools, data tools and methodologies, water quality, transboundary water governance, capacity development and cooperation.

A new seminal WWAP book on transboundary water governance

For rivers, lakes and aquifers that cross international boundaries, the inherent nature of climate change means that international law needs to be able to deal with the tension between the preservation of the status quo, and the flexibility needed to meet new demands and face new uncertainties. Various strategies can be employed to enhance the flexibility of water governance arrangements. COP21 saw the launch of a new book from WWAP, *Transboundary Water Governance and Climate Change Adaptation: International Law, Policy Guidelines and Best Practice Application*. It explores the role of water governance in a transboundary context, identifying best practices and effective policy guidelines, and ascertains the contribution that international law can make. The book will benefit policy-makers, researchers, civil society and others who are interested in examining how transboundary water governance arrangements can be strengthened to better address climate change adaptation needs.



From 1 to 4 December, UNESCO hosted an international conference on 'Water, Megacities and Global Changes'. Its organizers included ARCEAU-IdF (a group of water stakeholders from the metropolitan region of Paris), UNESCO-IHP, the French Academy of Water (Académie de l'eau) and the International Office for Water (Office international de l'eau). By 2025 more than a billion people will be living in about 100 megacities, each with more than 10 million people. Achieving water security is a major challenge especially in the context of climate change, and such large conglomerations are particularly vulnerable to water-related risks. Researchers, water service providers for large cities, politicians and representatives of leading civil society organizations took stock of current knowledge, shared innovative experiences, and discussed the role of water and the variety of approaches for its management in existing and emerging megacities.



■ Climate change and indigenous peoples

Over 400 million indigenous people live in territories that are highly vulnerable to the impacts of climate change. They are experiencing its effects even though they contribute little to its causes. It is threatening their way of life, and this in turn will affect the world's cultural and biological diversity. The voices of indigenous people are often side-lined in climate change debates, but they rang clearly at an international conference organized by UNESCO and France's National Natural History Museum with the support of the indigenous peoples' organization Tebtebba. 'Resilience in a Time of Uncertainty: Indigenous Peoples and Climate Change' brought scientists, decision-makers and representatives of

indigenous peoples to UNESCO Headquarters on 26 and 27 November. Indigenous peoples' knowledge systems can strengthen the climate change knowledge base. They presented details of these and of community-based solutions which highlight the links between cultural diversity and environmental sustainability. For the past ten years UNESCO has been supporting local knowledge systems and community-based activity that draws on them, through its Local and Indigenous Knowledge Systems (LINKS) initiative.

Furthermore, concerning cultural heritage being both impacted by climate change and a source of resilience, the World Heritage Centre contributed to the organization, during COP21, of a side event by US/ICOMOS, ICOMOS France and the American Planning Association on

Tuesday, 1 December 2015. The process initiated through this event represented a major opportunity for UNESCO to strengthen its cooperation and contributions to the IPCC, leveraging on its leading role and networks in the culture sector, in order to improve the treatment of cultural heritage in the next IPCC Assessment Report.

Finally, a special event was also organized to discuss how underwater cultural heritage can provide vital evidence about the way human populations have adapted to, or been affected by, climate changes in the past. For over 90 per cent of the existence of humankind, the sea was about 40-130 meters lower than the level of today. A substantial amount of prehistoric and historic evidence of human life is now submerged.

Tweets sent out by UNESCO a few days before the start of COP21, to create momentum and raise awareness on the impact of climate change on indigenous peoples worldwide.

These underwater remains provide an extremely important source of information about the first civilizations, human origins, and also about climate change and its impact.

The main contribution of UNESCO's Management of Social Transformations (MOST) Programme was to organize events focused on social transformation in the face of climate change. Two discussions took place, on 1 and 7 December. MOST saw these as an opportunity to promote positive social reinvention. Cooperation between disciplines, between various actors, and the inclusion of new actors, was at the centre of the discussions. The first day was devoted to the understanding of

climate change. Contributions were made by experts in social entrepreneurship, the social and human sciences, the earth sciences and the arts. Helping societies to transform themselves means giving them a deep knowledge of climate change as a perennial situation with which we must learn to live. The second day was devoted to the mobilization of societies in the face of climate change, through the arts, the media and the mechanisms of international relations and the law. The event put a particular emphasis on young people, who represent the most legitimate population to express their vision of a sustainable and desirable world, as well as to lead the social transformations that they want to see happen.

Robert Redford at UNESCO for the environment and indigenous peoples

Actor and film director Robert Redford came to Paris during COP21, and visited the Organization's Headquarters to give his support to indigenous peoples' struggle to survive in a world threatened by climate change during an event co-organized by UNESCO and the Natural Resources Defense Council (NRDC). He said, 'One of the reasons why I am in Paris is to draw attention to indigenous cultures and to their values; to say why we need to recognize how vulnerable they are because of climate change. . . . But indigenous people themselves have great stories to tell us. They were the closest to the land and this relationship with the land, a lot of us have lost it over time. It is time to listen to what these cultures have to tell us.' And he added, 'We have destroyed a lot of the resources that should have been left untouched. In order to protect the future . . . we should give the reins to the young people. They have the intelligence and the will and the passion to do something about the environment.'



Indigenous peoples' knowledge systems can strengthen the climate change knowledge base. This was the theme of an international conference co-organized in November by UNESCO. Families from the arid region of the Ocoña Basin (Peru) use their Andean traditional knowledge of native crops, irrigated farming and llama herding to increase resilience to climate change, and improve water availability and management.



Robert Redford at UNESCO Headquarters on 6 December, with Papuan traditional leader Mundiya Kepenga, poet and activist Kathy Jetnil-Kijiner (Marshall Islands) and Deputy Secretary General of the Indigenous Peoples' Alliance of the Archipelago Mina Setra (Indonesia).



UNESCO Headquarters facades served as stage for Mosaic of Change, a spectacular live architectural projection and storytelling platform launched on the evening of 16 November to mark the celebration of the Organization's 70th anniversary. This immersive design experience was presented in partnership with Millennium ART and Obscura Digital, and made possible thanks to the Global Title Sponsorship of the Li Ka Shing Foundation.



The 70th
anniversary
of UNESCO

The 70th anniversary of UNESCO

UNESCO was created after the Second World War as a platform for peace on the basis of humanity's moral and intellectual solidarity. Throughout the decades, it has helped to change the way people understand each other and the planet. As much remains to be done, its founding principles are the source of inspiration to meet present and future challenges. Across all five continents, numerous events were held to celebrate the 70th anniversary of the Organization, its ideals and achievements, and its vision for the 21st century.



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■ From past to future

UNESCO was founded in 1945 to develop the 'intellectual and moral solidarity of mankind' as a means of building lasting peace. In its early years, UNESCO worked to rebuild schools, libraries and museums destroyed during the Second World War, and served as an intellectual forum for exchanging ideas and scientific knowledge.

As many countries acquired independence in the 1960s and 1970s, the Organization devoted its energy to working for access to education for all, the protection of the environment, the end of racism, safeguarding cultural and natural sites of outstanding universal value, advocating for freedom of expression and the rights of citizens to information, and helping lay the foundations of tomorrow's Knowledge Societies, among other issues.

The world held its breath for an instant on 12 August 1965 when a team of experts, engineers, archaeologists and contractors removed the enormous mass of rock overhanging the Abu Simbel temple, threatened by the construction of the Aswan High Dam and the consequent flooding of an extensive stretch of the Nile Valley. The international campaign for safeguarding the Nubian monuments in Egypt was one of UNESCO's major contributions to the world and the origin of the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage.

Although UNESCO has achieved much, millions of girls and boys still have no access to education, biodiversity is still shrinking, climate change is a major threat especially to some of the poorest countries in the world, and cultural heritage and diversity are being challenged in many situations. To meet the requirements of the 21st century, UNESCO's agenda today is based on policies that address sustainable development in all its dimensions – economic, social, cultural, environmental, scientific and economic – with the intention to foster inclusive development and dignity for all. This is in line with UNESCO's 70-year-old founding principles, at a time when UNESCO's soft power – providing cooperation for human rights and dignity, and supporting sustainable development and lasting peace – has never been in such high demand.

Starting with a tribute to Nelson Mandela, on 31 October 2014, followed by a special event 'UNESCO: 70 Years in the Service of Human Dignity' on 28 April 2015, and ending with a new edition of the Leaders' Forum on 16 November 2015, UNESCO's 70th anniversary celebrations took place all around the world.

■ Events in Paris

On 28 April, UN Secretary-General Ban Ki-moon and the heads of all other UN Agencies joined UNESCO Director-General Irina Bokova at a special event, '70 Years in the Service of Human Dignity', at UNESCO Headquarters. The event was designed to honour UNESCO's achievements and actions around the world, particularly its efforts to build peace and create sustainable development. Participants highlighted the core values and concepts that were determined in 1945 and continue to underpin its actions today. Mr Ban Ki-moon paid tribute to the Organization as a 'powerful force for peace', a 'champion of freedom of expression', and 'a staunch defender of education, culture and sciences'. Entertainment including singing, music, screening of large-scale audiovisual material, and other types of performance retraced the origins of UNESCO and demonstrated how the ideas defended by the Organization, and its operational programmes, contribute to constructing the defence of peace in the minds of men and women, through education, culture, science, information and communication.

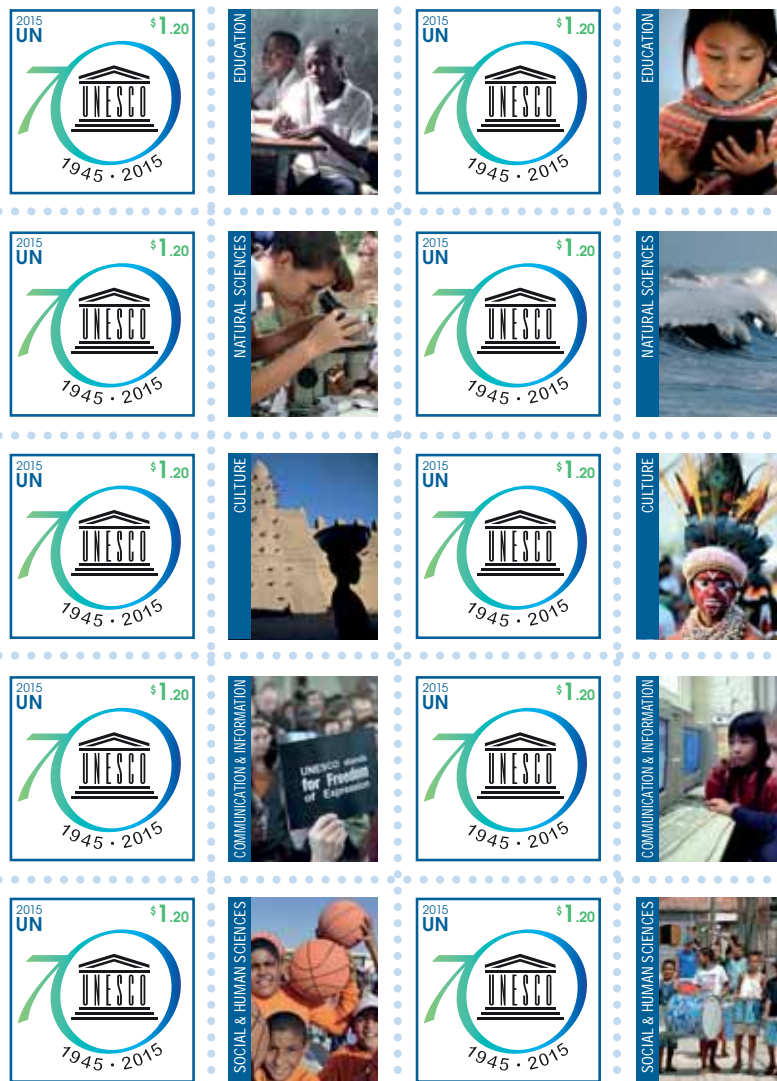
Mr Getachew Engida, the Deputy Director-General of UNESCO (left) presenting the ceremonial gavel to H.E. Mr Stanley Mutumba Simataa, Deputy Minister of Information and Communication Technology of the Republic of Namibia and President of the General Conference of UNESCO during the closing ceremony of the 38th session of the General Conference on 18 November.



Four days after the terrorist attacks in Paris, President of France François Hollande spoke at UNESCO's Leaders' Forum emphasizing the importance of cultural heritage as a unifying force in the fight against violent extremism, and praising the role of UNESCO.



Commemorative set of stamps designed at UNESCO Headquarters for the 70th anniversary of the Organization.



A conference held on 28 and 29 October, 'Making a Difference: 70 Years of UNESCO Actions', examined the impact of UNESCO's ideas and initiatives on the world. How have UNESCO's values and ideals been translated into practice over the past 70 years? Why does history matter for UNESCO? These questions were

addressed by an international group of researchers, covering a wide range of topics from World Heritage conservation to post-conflict reconstruction, from peace building to dissemination of knowledge.

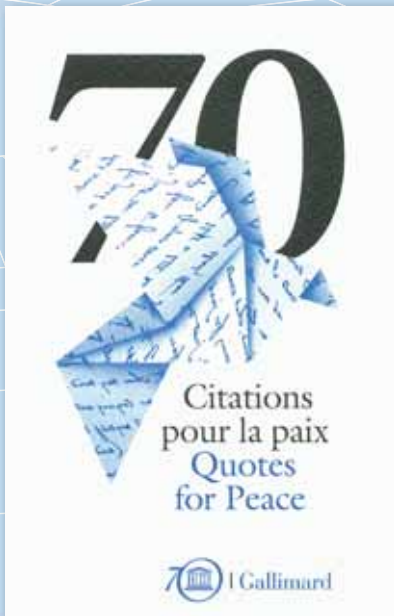
These researchers are working on a new history of UNESCO, covering not

only its ideas but also their relevance and their impact on the ground. The great Colombian writer Gabriel García Márquez commented in an interview in the *UNESCO Courier* in 1991 that since its creation, UNESCO has sought to 'build a utopia that would allow us to share an Earth on which no one would take decisions for other people'. Although it is much easier to describe UNESCO's projects and programmes, or to outline their results, than to study the Organization's ethical impact, a full history of UNESCO must take account of the more intangible aspects of its influence.

The 38th session of UNESCO's General Conference took place from 3 to 18 November. On 16 and 17 November this anniversary conference included a Leaders' Forum which gathered a record number of Heads of State and Government at UNESCO. Together they denounced terrorism and expressed determination to work with the Organization to promote dialogue, education and the safeguarding of cultural heritage in its diversity. The leaders had come to Paris for the 70th anniversary of UNESCO and took part in an event that was marked by mourning for the victims of the terrorist attacks that struck the French capital on 13 November.

The Director-General of UNESCO reiterated the Organization's solidarity with France and the victims of terror everywhere when she introduced an evening programme that featured a performance by the World Orchestra for Peace, which has been designated an UNESCO Artist for Peace.

During this meeting, the world's leaders spoke about the actions of UNESCO since its creation 70 years ago,



UNESCO Publishing and Gallimard marked the Organization's anniversary with the launch of 70 Quotes for Peace, a bilingual edition in English and French, illustrated by internationally renowned cartoonist Plantu. The book features quotes from artists, intellectuals, activists and politicians testifying to a strong conviction that peace, in order to be sustainable, must be built upon mutual understanding.

On 20 November, Mr Michael Worbs (Germany) was elected Chairperson of the Executive Board at its 198th session.



© UNESCO/PiIar Chiang-Joo



Mr Hao Ping, President of the 37th session of the General Conference and Vice-Minister of Education for the People's Republic of China, organized a performance of the Beijing Opera Yi Mai Qian Qiu on 2 November at UNESCO Headquarters, to celebrate the 70th anniversary of the Organization.

© UNESCO/PiIar Chiang-Joo

and about its current and future responsibilities on the international stage, notably within the framework of the 2030 Agenda for Sustainable Development. The Presidents of Bulgaria, Cameroon, the Former Yugoslav Republic of Macedonia, Lithuania, Malta, Azerbaijan, France, the Acting Head of State of Libya and the Deputy Prime Minister and Minister of Foreign Affairs of the Slovak Republic all highlighted the key role of UNESCO in countering extremism.

The Forum was followed by the launch of 'Mosaic of Change', a universal storytelling platform specially created to celebrate the anniversary. Curated and organized by Millennium ART, delivered with the creative technology of Obscura Digital, and made possible with the generous support of the Li Ka Shing Foundation, it comprised a multimedia projection on the facades of UNESCO Headquarters, and an interactive media wall exhibition inside the premises, which were designed to provide an immersive experience.

The Closing Session of the General Conference on 18 November reaffirmed the Organization's role in the fight against violent extremism and in taking forward the 2030 Agenda for Sustainable Development.

Visitors at UNESCO Headquarters explore the Mosaic of Change Interactive Media Communication Installation, the official exhibition for UNESCO's General Conference in 2015. The Installation provided a unique large-scale digital experience showcasing UNESCO's seven themes through audiovisual content and dynamic data visualizations.

© Mosaic of Change







Africa Week 2015 was dedicated to UNESCO's 70 anniversary and its accomplishments in the African continent. Live performance during the gala evening on 29 May, the last day of the Week.

Africa Week celebrations

Earlier in May, the Organization's anniversary was also celebrated during Africa Week 2015, under the theme 'UNESCO and Africa, 70 Years Later'. The Week proved an opportunity to link conferences and debates on critical issues for the African continent with exhibitions of African crafts, screenings of films (Abderrahmane Sissako's *Timbuktu*, Orlando von Einsiedel's *Virunga* and Justin Chadwick's *The First Grader*), food tastings and a gala evening. Africa Week is organized each year by the African Permanent Delegations to UNESCO, in an endeavour to increase the visibility of the continent by highlighting the diversity of its cultural and artistic heritage.



MOSAIC OF CHANGE



Celebrating UNESCO's 70th Anniversary



EDUCATION FOR THE 21ST CENTURY



LI KA SHING FOUNDATION



#unesco70
#mosaicofchange



MOSAÏQUE DU CHANGEMENT



Célébrant les 70^e anniversaire de l'UNESCO



APPRENDRE À VIVRE ENSEMBLE



LI KA SHING FOUNDATION



#unesco70
#mosaicofchange

UNESCO staff strike a pose at the Mosaic of Change photo booth, set up at the Organization's Headquarters alongside the Mosaic of Change Interactive Media Communication Installation for the 38th session of the General Conference.

© Mosaic of Change

The staff of the UNESCO Office in Brasilia proudly smile at the camera while wearing one of the commemorative T-shirts designed by Oskar Metsavaht for the 70 years of the Organization. Mr Metsavaht, a UNESCO Goodwill Ambassador, is the founder and style director of Osklen, one of Brazil's most iconic fashion brands, and the president of the NGO Instituto-E. His two designs were exposed at the Organization's Headquarters all through the 38th session of the General Conference.



© UNESCO Brasilia



A dancer from the National Ballet of Cuba, under the direction of UNESCO Goodwill Ambassador Alicia Alonso, performing at La Havana (Cuba) on 14 March, in honour of the Organization's 70th anniversary.

■ UNESCO's 70th anniversary worldwide

The events at UNESCO Headquarters were only a part of the celebrations of the Organization's 70th anniversary. Meetings, activities and events of all kinds were organized by UNESCO national offices, regional bureaux and cluster offices, along with national commissions, and in cooperation with governmental and non-governmental partners.

Latin America and the Caribbean

Discussions in Uruguay on UNESCO's impact in Latin America

On 17 June the UNESCO Regional Office for Science in Latin America and the Caribbean (ROSTLAC) and the Uruguayan National Commission for UNESCO organized the conference entitled '70 Years of UNESCO: Its Impact on Latin America'. This offered participants a chance to reflect on the fundamental contribution that UNESCO has made since its inception, as well as on the construction of innovative social, cultural and scientific paradigms in Latin America. Although much has been achieved, there are still key issues that require urgent solutions.

The conference was followed by a discussion on 23 July on the theme '70 Years of UNESCO: Culture and Heritage'. About 50 guests, including diplomats, university officials and the general public, enjoyed a debate between Nelson Inda, President of the Commission for Cultural Heritage of the Nation and member of the National Commission for UNESCO, and Mariano Arana, architect and politician, former Minister of Housing, Spatial Planning and Environment for Uruguay, and former Mayor of Montevideo.

In addition, ROSTLAC organized a competition to invite designers to produce a poster on the theme 'Science in Latin America and the Caribbean: The 70th anniversary of UNESCO'. The winning design was produced by David Vladimir Peguero, an architecture student from the Dominican Republic.

Joint celebrations in Costa Rica

2015 saw not only UNESCO's 70th anniversary, but also the 30th anniversary of the establishment of the UNESCO Office for Central America, and the 65th anniversary of the Costa Rican National Commission. All three anniversaries were celebrated in a ceremony at Parque La Libertad, San José. The event was organized by the Presidency of Costa Rica and the National Commission for UNESCO, and it included a concert and a poetry recital.

Ballet in Cuba

Under the direction of UNESCO Goodwill Ambassador Alicia Alonso, the National Ballet of Cuba honoured UNESCO's anniversary by restaging on 14 March the ballet *Tula*, inspired by the life and work of the renowned Cuban writer Gertrudis Gómez de Avellaneda. This initiative was sponsored by the Cuban National Commission for UNESCO and the UNESCO Regional Office for Culture in Latin America and the Caribbean in Havana.

Celebrating cultural heritage in the Dominican Republic

The Ministry of Culture of the Dominican Republic organized an event on 15 January to celebrate UNESCO's anniversary by highlighting the rich cultural heritage of Santo Domingo. The event was attended by UNESCO Director-General Irina Bokova, who said, 'Santo Domingo is a city of encounters – here, for the first time, the American, European and African cultures came together for very dynamic systems of knowledge, languages, ideas and experiences.'

A concert by the National Philharmonic Orchestra in Peru

In the framework of a series of celebrations held throughout the year, the UNESCO Office in Lima and the University of Lima organized a Gala Concert on 24 March dedicated to the young Pakistani Nobel Peace Prize laureate Malala Yousafzai. The Philharmonic Orchestra of the University of Lima, the National Choir and the National Children's Choir performed Mexican composer Arturo Márquez's piece, *Alas (a Malala)* ('Wings to Malala').

The Philharmonic Orchestra of the University of Lima, the National Choir and the National Children's Choir performing in Lima (Peru) on 24 March, to celebrate UNESCO's anniversary.



Concierto de Gala en celebración a los 70 años de UNESCO



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During her official visit to the Dominican Republic in January 2015, UNESCO Director-General Irina Bokoya took part in an event organized by the Ministry of Culture in celebration of the 70th Anniversary of UNESCO, and joined these girls in their classroom at the Padre Eulalio Antonio Arias School in Santo Domingo.

Africa

Celebrating UNESCO and the new SDGs in Zimbabwe

UNESCO Regional Office for Southern Africa (ROSA) chose for its celebrations in Harare (Zimbabwe) the theme '70 Years of Experience for 17 Goals', linking UNESCO's anniversary with the newly-adopted Sustainable Development Goals (SDGs). Its core event was a meeting in October, attended by UNESCO staff and national commissions from the region, government officials, ambassadors, heads of other UN

Agencies and partners. As well as highlighting UNESCO's contribution to peace and sustainable development over the last 70 years, the meeting reconfirmed UNESCO's strong commitment to the 2030 Agenda for Sustainable Development.

ROSA also hosted on 28 October a strategic planning meeting of UNESCO field offices and national commissions in the region. It discussed ways to strengthen the cooperation between UNESCO field offices and national commissions at national and regional levels.

Also in October, a regional support strategy workshop on education was held in Harare. This event was designed to enable representatives of governments, national commissions and UNESCO education programme specialists to draft an Education Support Strategy and Regional Plan of Action for Southern Africa.

Speaker of the Parliament of Uganda Ms Rebecca Kadaga and Secretary-General of the Uganda National Commission for UNESCO Mr Augustine Omare-Okurut (back row, centre) join members of the National Commission and pupils from the Buddo Primary School at the Silver Springs Hotel in Kampala on 28 September, to cut a cake in honour of the 70 years of the Organization.





© UNESCO Harare

Zimbabwe Jazz sensation Ms Duduzile 'Dudu' Manhenga sings before attendants to the party organized by the UNESCO Office in Harare at the end of October, to celebrate the newly-adopted Sustainable Development Goals and seven decades of UNESCO.

Celebrating UNESCO all year through in Uganda

The Uganda National Commission for UNESCO (UNATCOM) tagged all the activities it organized with partners in 2015 as 'UNESCO@70' activities, to raise the public profile of the anniversary. Ms Rebecca Kadaga, Speaker of the Parliament of Uganda, was the chief guest at the main anniversary event at the Silver Springs Hotel in Kampala. Over 130 guests attended, including UNATCOM partners from ministries, UN Agencies, academics, cultural leaders, civil society organizations and schools.

Highlighting UNESCO's achievements in Namibia

An event on 28 October in Windhoek, organized by the Namibia National Commission for UNESCO and the UNESCO Windhoek Office, examined the Organization's work in the country, its orientation and its programmes. A public lecture and round-table discussion followed on 25 November. The celebrations concluded with a three-day camp for young people from UNESCO's Associated Schools Project Network (ASPNET) held in February 2016.

Reflecting on UNESCO's values in the Republic of the Congo

The staff of the UNESCO Office in Brazzaville met on 16 November to discuss the values of UNESCO and the rise of terrorism and extremism in the world. After watching a video on Nelson Mandela, the staff discussed the issues of dialogue, communication and tolerance.

Arab Region

Visual arts, dance and poetry in Lebanon

The Lebanese National Commission, the UNESCO Office in Beirut and UNESCO ASPnet schools in the country joined efforts on 11 December to celebrate the 70 years of the Organization. Events were held at the UNESCO Palace in Beirut and under the patronage of Mr Raymond Arajgi, Minister of Culture of Lebanon. These included: a seminar on 'Culture in the Face of Violence and Discrimination in a Changing World' in the presence of academics, politicians and the media; a visual arts symposium on UNESCO's values conducted by the Lebanese painter Bernard Renno; a festival illustrating the diversity of the Lebanese culinary heritage; a dance festival organized by the ASPnet schools featuring artistic

Performance on 11 December at the dance festival organized in Beirut by the UNESCO ASPnet schools in Lebanon, the Lebanese National Commission and the UNESCO Office in Beirut to celebrate the 70 years of the Organization.

expressions from UNESCO's five regions; and an Al-Zajal (recited or sung poetry) contest, which has been inscribed on the UNESCO Representative List of the Intangible Cultural Heritage of Humanity since 2014.

Schools come to the Kuwait National Museum to celebrate UNESCO

The Kuwait National Commission for UNESCO, in cooperation with the Kuwait ASPnet, hosted the 70th anniversary of the Organization at the Kuwait National Museum, with the patronage of the Minister of Education, Mr Bader Al-Essa. The event was attended by many official authorities and embassies in Kuwait, and included a variety of activities and performances presented by schools highlighting UNESCO's main fields of competence and achievements over the last 70 years.

Europe and North America

The Batumi music festival celebrates UNESCO's anniversary in Georgia

Local and international musicians and ensembles gathered in Georgia's seaside city of Batumi to perform in a classical and folk music festival celebrating the 70th anniversary of UNESCO. From September 10–15, three venues in Batumi hosted the Batumi Music Fest and a raft of world leading artists including French composer Laurent Petitgirard, Japanese violinist Michi Sugiura, and local pianist and newly-designated UNESCO Artist for Peace Elisso Bolkvadze, who founded the festival in 2012. Other artists who performed in the festival are the Tbilisi Opera and Ballet Theatre Orchestra and the Georgian Voices Folk Ensemble.





© Martin Good / Shutterstock.com

UNESCO joins a traditional festival in Bosnia and Herzegovina

To raise the profile of its 70th anniversary celebrations in the country, UNESCO granted patronage to several cultural events, including the traditional festival 'Days of Mowing – Kupres, Bosnia and Herzegovina'. This festival gathers folklore ensembles from across Bosnia and Herzegovina and abroad, to participate in concerts and shows featuring traditional dance, sports and crafts. On the last day, harvesters take part in a competition that dates back 200 years. In 2015, the festival also hosted an international symposium entitled 'CIOFF Festivals – A Contribution to the Safeguarding of World Cultural Heritage'.

Exchanging views on peace with the Austrian media

On the occasion of the 70th anniversary of the Organization, the Austrian National Commission for UNESCO hosted a high-level panel discussion on the achievement of peace via education, science and culture today, in cooperation with the Austrian

Federal Chancellery, the Federal Ministry of Education and Women's Affairs, and the daily newspaper Der Standard. The panel attracted considerable media attention and public interest.

Celebrating at the Kozjansko Regional Park biosphere reserve in Slovenia

In celebration of the 70th anniversary of UNESCO, the Slovenian National Commission organized an event on 26 September at Podsreda Castle, at the heart of the Kozjansko and Obsotelje Biosphere Reserve. More than 100 participants gathered at this medieval site to celebrate this important milestone, and to exchange opinions during the roundtables 'UNESCO's World Heritage Today' and 'Rapprochement of Cultures – Intercultural Dialogue'. The President of the National Assembly and the Minister of Education, Science and Sport gave the opening addresses, while the President of the National Commission presented a keynote speech on UNESCO's value in modern times.

The famous Georgian pianist Ms Eliso Bolkvadze was designated as a UNESCO Artist for Peace on 22 January, in recognition of her support of musical education and creativity of talented young Georgians. Later in September, Ms Bolkvadze spearheaded, and performed in, the Batumi music festival (Georgia) dedicated to UNESCO's 70th anniversary.

A gala evening in Luxembourg

On 29 October, Association luxembourgeoise pour les Nations Unies and the UNESCO Chair for Human Rights at Luxembourg University convened a gala evening to honour the 70th anniversaries of the UN and UNESCO. High-profile speakers and young artists met for the promotion and protection of human rights.

View of Podsreda Castle, at the heart of the Kozjansko and Obsotelje Biosphere Reserve, where more than 100 guests attended an event organized by the Slovenian National Commission on 26 September in honour of UNESCO's anniversary.



© Kozjanski park

Asia and the Pacific

Photo awards in the People's Republic of China

Ever since 1998 the China Folklore Photographic Association (CFPA, an NGO official partner of UNESCO) has been organizing a call to photographers all over

the world to document folklore. This year saw an exhibition of winners of the ninth Humanity Photo Awards (HPA), its biennial international photo contest, in Shangri-La City. The organizers chose UNESCO's 70th anniversary as the theme for this event, which attracted about 250 national and international photographers.

Dancers on stage at the Moonlight Square of Shangri-La City (People's Republic of China) on the evening of 18 September, during the gala event of the ninth Humanity Photo Awards. The organizers chose UNESCO's 70th anniversary as the theme for this year's edition of the photo contest, which attracted about 250 international photographers.



Celebrating books and UNESCO in Bangladesh

The Ekushey Book Fair at the Bangla Academy in Dhaka is one of the greatest book fairs in the world. It attracts hundreds of writers and publishers, and millions of visitors each February. The Bangladesh National Commission for UNESCO selected a double stall at the fair for its anniversary celebration. It displayed UNESCO publications, posters, leaflets, photos and related material.

Celebrating intangible cultural heritage in the Islamic Republic of Iran

Celebrations of the 70 years of UNESCO in the Islamic Republic of Iran focused on culture, and specifically on intangible cultural heritage, which has become an increasingly important aspect of UNESCO's cultural activities. An event held in May in Tehran included keynote speeches and reports, an exhibition and cultural performances on the importance of intangible cultural heritage for the promotion of peace, solidarity and sustainable development. This event was organized by the Regional Research Centre for Safeguarding Intangible Cultural Heritage in West and Central Asia, under the auspices of the UNESCO Intangible Cultural Heritage Centre in Tehran, and in cooperation with the UNESCO Tehran Cluster Office, the Iranian National Commission for UNESCO, and the Iranian Cultural Heritage, Handicrafts and Tourism Organization (ICHHTO).

Postage stamps in Thailand

Thailand Post released two sets of 20 stamps each to celebrate UNESCO's 70th anniversary. The designs feature all

© UNESCO Hanoi



37 of South-East Asia's World Heritage sites. The sets were released at an event held in Bangkok on World Post Day (9 October), attended by representatives of the Universal Postal Union (UPU), the Asia-Pacific Postal Union (APPU) and the UNESCO Office in Bangkok.

World Heritage and the 70th anniversary in Viet Nam

UNESCO's 70th anniversary was celebrated in Viet Nam in conjunction with the fifth anniversary of the inscription of the Central Sector of the Imperial Citadel of Thang Long (Hanoi) on the World Heritage List. Representatives of the government and UNESCO examined their joint achievements, and declared their commitment to continued and enhanced cooperation to deal with new challenges.

The Government of Viet Nam and representatives from UNESCO, including Head of the UNESCO Office in Hanoi Katherine Müller-Marin and Director of the World Heritage Centre Mechtild Rössler, smiled at the camera at the Central Sector of the Imperial Citadel of Thang Long (Hanoi), where they celebrated the Organization's 70th anniversary and the fifth anniversary of the inscription of this site on the UNESCO World Heritage List.

Stamp designed by Sergio Baradat (United Nations) featuring the UNESCO World Heritage site of the Historic City of Ayutthaya (Thailand). The city was founded in 1350 and was the second capital of the Siamese Kingdom. This is one of the 20 stamps released in 2015 by the Thailand Post to celebrate the 70 years of UNESCO.



Night view of the new entrance to UNESCO Headquarters on Place de Fontenoy, inaugurated on 10 April 2015 and designed by architects Laurence Carminati and Yann Keromnes. The contemporary elegance of the polished concrete, glass and steel entranceway reconciles the need for enhanced security with the architectural style of the main UNESCO building and its urban environment. This new entrance allows for easy wheelchair access and is built over an environmentally friendly heating and cooling system.

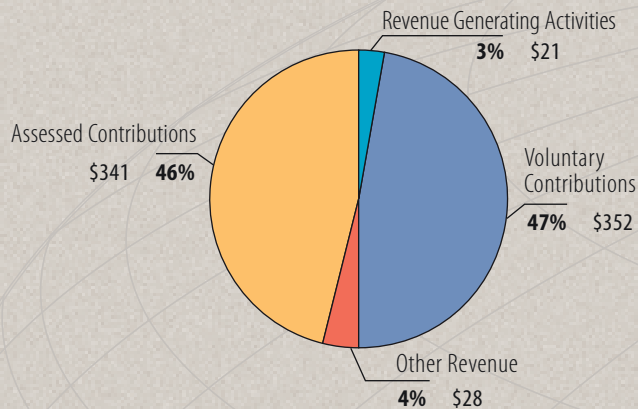


Annexes

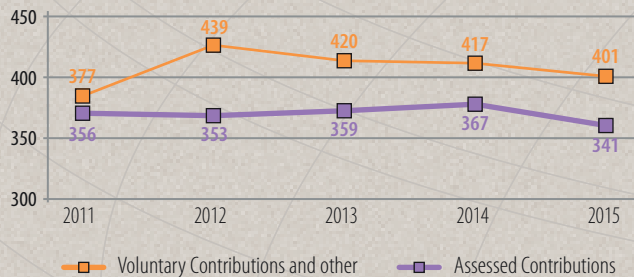


1. Financial information

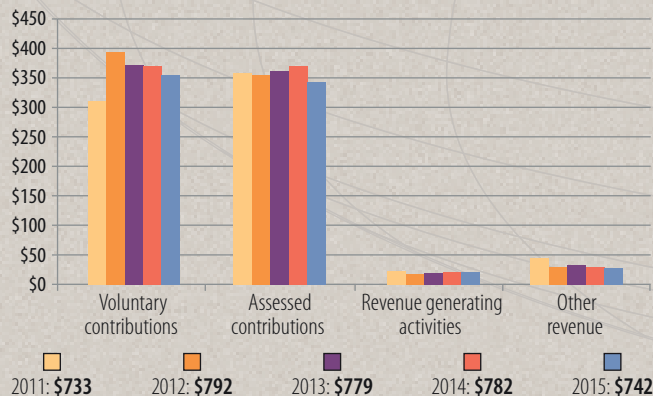
Total revenue by nature, 2015 *in millions of US \$*



Revenue trend, 2011–2015 *in millions of US \$*



Revenue by nature, 2011–2015 *in millions of US \$*



Top 25 donors to extra-budgetary projects and Institutes, 2015 *in thousands of US \$*

1	Italy	29,006
2	Sweden	25,288
3	European Union (EU)	22,386
4	Brazil	21,257
5	Netherlands	18,564
6	World Bank/IBRD	13,655
7	Japan	11,660
8	Norway	11,284
9	Peru	9,745
10	Republic of Korea	9,463
11	Netherlands Organization for International Cooperation in Higher Education (NUFFIC)	7,531
12	United Nations Development Programme (UNDP)	6,281
13	Switzerland	5,910
14	People's Republic of China	5,665
15	Kuwait	5,520
16	Germany	4,473
17	France	3,988
18	Union économique et monétaire ouest-africaine (UEMOA)	3,975
19	Finland	3,659
20	International Atomic Energy Agency (IAEA)	3,245
21	United Kingdom of Great Britain and Northern Ireland	2,741
22	Education Above All Foundation (EAA)	2,622
23	Canada	2,437
24	India	2,086
25	Belgium	1,994

Assessed contributions to the regular budget: Top 25 assessments, 2015 *in thousands of US \$*

Rank		Scale of assessment in %	Amount assessed for 2015	Unpaid contributions as at 31 December 2015		
				Contributions unpaid for the year	Contributions unpaid for previous years	Total unpaid
1	United States of America*	22.000	71,830	71,830	310,917	382,747
2	Japan	10.834	35,373	-	-	-
3	Germany	7.142	23,319	-	-	-
4	France	5.593	18,261	-	-	-
5	United Kingdom of Great Britain and Northern Ireland	5.179	16,909	-	-	-
6	People's Republic of China	5.148	16,808	-	-	-
7	Italy	4.448	14,523	-	-	-
8	Canada	2.984	9,743	-	-	-
9	Spain	2.973	9,707	-	-	-
10	Brazil	2.934	9,580	9,580	9,546	19,125
11	Russian Federation	2.438	7,960	-	-	-
12	Australia	2.074	6,772	-	-	-
13	Republic of Korea	1.994	6,510	-	-	-
14	Mexico	1.842	6,014	-	-	-
15	Netherlands	1.654	5,400	-	-	-
16	Turkey	1.328	4,336	-	-	-
17	Switzerland	1.047	3,418	-	-	-
18	Belgium	0.998	3,258	-	-	-
19	Sweden	0.960	3,134	-	-	-
20	Poland	0.921	3,007	-	-	-
21	Saudi Arabia	0.864	2,821	-	-	-
22	Norway	0.851	2,779	-	-	-
23	Austria	0.798	2,605	-	-	-
24	Denmark	0.675	2,204	-	-	-
25	India	0.666	2,174	77	-	77

* The United States of America has suspended the payment of its contributions since 2011

Annual programme expenditure, 2015 *in millions of US \$*

Sector*	Core funding	Voluntary funding	Total
Education	49.5	88.5	138
Natural sciences	28.8	32.8	61.6
Social and human sciences	13.8	5.8	19.6
Culture	27	34.9	61.9
Communication and information	13.5	9.4	22.9
Total	132.6	171.4	304

* Excluding category 1 Institutes and Brasilia office.

2. Fellowships

A total of **190** Fellowships were awarded by the Fellowships Section covering the period from 1 January 2015 to December 2015 under both Regular and Extra-budgetary Programmes for a total value of **US \$3,553,917**. The breakdown by programme and sources of funding is presented below.

UNESCO Regular Budget (RP)

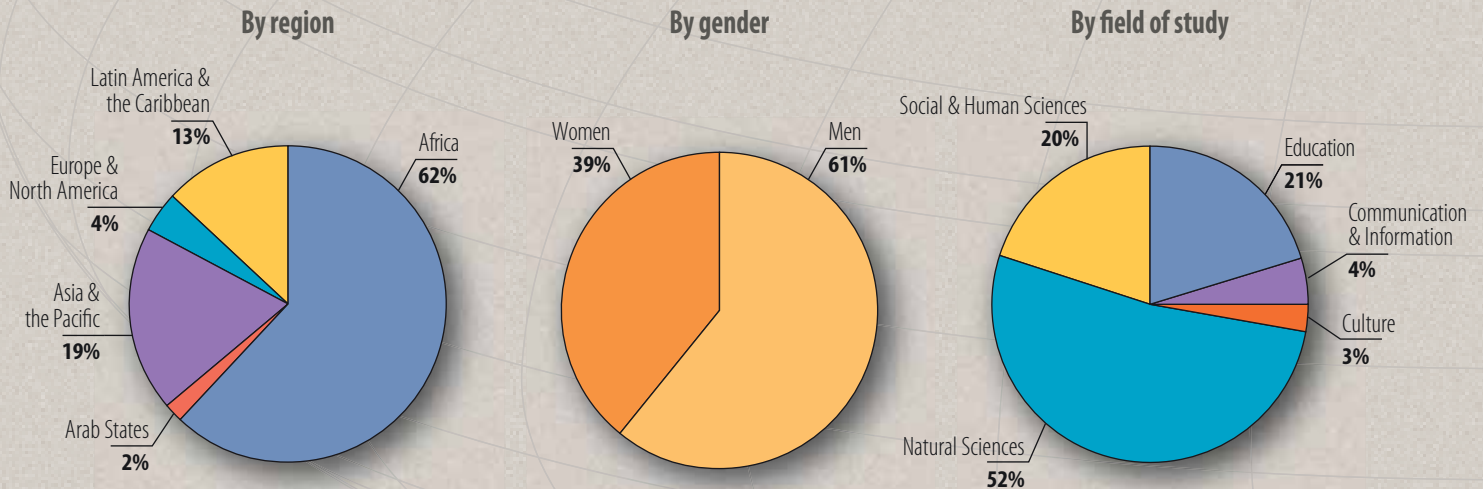
170 fellowship awards, under the Co-Sponsored Fellowships Scheme with UNESCO seed money (RP) totalling **US \$350,000**.

UNESCO/Poland	44 awards
UNESCO/Czech Republic	3 awards
UNESCO/ISED – Russian Federation	19 awards
UNESCO/People's Republic of China – The Great Wall	32 awards
UNESCO/Republic of Korea – KOICA	25 awards
UNESCO/Israel – MASHAV	47 awards

Extra-budgetary Funds (FIT)

A total of **20** fellowships were awarded under the Extra-budgetary project Fellowships Programme UNESCO/Keizo Obuchi with a total value of **US \$385,917**.

Distribution of the fellowships



3. Prizes

Education

UNESCO-JAPAN PRIZE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

Asociación SERES (Guatemala/El Salvador), Jayagiri Centre (Indonesia), rootAbility (Germany)

UNESCO-KING HAMAD BIN ISA AL KHALIFA PRIZE FOR THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION

The Omar Dengo Foundation National Programme of Educational Informatics (Costa Rica), Open Source Physics project, Ministry of Education (Singapore)

UNESCO KING SEJONG LITERACY PRIZE

Associação Progresso (Mozambique), the National Institute of Education (Sri Lanka)

UNESCO CONFUCIUS PRIZE FOR LITERACY

Platform of Associations in charge of ASAMA and Post-ASAMA (Madagascar), Juan Luis Vives School (Chile), Association Svatobor (Slovakia)

Natural Sciences

L'ORÉAL-UNESCO AWARDS FOR WOMEN IN SCIENCE

Laureates: Rajaà Cherkaoui El Moursli (Morocco), Yi Xie (People's Republic of China), Dame Carol Robinson (United Kingdom of Great Britain and Northern Ireland), Thaisa Storchi Bergmann (Brazil), Molly S. Shoichet (Canada)

UNESCO KALINGA PRIZE FOR THE POPULARIZATION OF SCIENCE

Professor Diego Andrés Golombek (Argentina)

UNESCO SULTAN QABOOS PRIZE FOR ENVIRONMENTAL PRESERVATION

Fabio A. Kalesnik, Horacio Sirolli and Luciano Iribarren, Wetlands Ecology Research Group, University of Buenos Aires (Argentina)

CARLOS J. FINLAY UNESCO PRIZE FOR MICROBIOLOGY

Professor Yoshihiro Kawaoka (Japan)

UNESCO-EQUATORIAL GUINEA INTERNATIONAL PRIZE FOR RESEARCH IN THE LIFE SCIENCES

Professor Manoel Barral-Netto (Brazil), Professor Balam Bhargava (India), Dr Amadou Alpha Sall (Senegal)

Social and Human Sciences

AVICENNA PRIZE FOR ETHICS IN SCIENCE

Zabta Khan Shinwari (Pakistan)

UNESCO/JUAN BOSCH PRIZE FOR THE PROMOTION OF SOCIAL SCIENCE RESEARCH IN LATIN AMERICA AND THE CARIBBEAN

Manuel Alejandro Olivera Andrade (Bolivia)

UNESCO-UNAM/JAIME TORRES BODET PRIZE IN SOCIAL SCIENCES, HUMANITIES AND ARTS

Bernard Binlin Dadié (Côte d'Ivoire)

Communication and Information

UNESCO/GUILLERMO CANO WORLD PRESS FREEDOM PRIZE

Mazen Darwish (Syria)

4. World Heritage inscriptions

INSCRIPTIONS

List of World Heritage in Danger

IRAQ

- Hatra

YEMEN

- Old City of Sana'a
- Old Walled City of Shibam

Cultural sites

CHINA (PEOPLE'S REPUBLIC OF)

- Tusi sites

DENMARK

- Christiansfeld, a Moravian Church Settlement
- The Par Force Hunting Landscape in North Zealand

FRANCE

- The Climats, Terroirs of Burgundy
- Champagne Hillsides, Houses and Cellars

GERMANY

- Speicherstadt and Kontorhaus District with Chilehaus

ISLAMIC REPUBLIC OF IRAN

- Susa
- Cultural Landscape of Maymand

ISRAEL

- Necropolis of Bet She'arim – a Landmark of Jewish Revival

ITALY

- Arab-Norman Palermo and the Cathedral Churches of Cefalù and Monreale

JAPAN

- Sites of Japan's Meiji Industrial Revolution: Iron and Steel, Shipbuilding and Coal Mining

JORDAN

- Baptism Site "Bethany Beyond the Jordan" (Al-Maghtas)

REPUBLIC OF KOREA

- Baekje Historic Areas

MEXICO

- Aqueduct of Padre Tembleque Hydraulic System

MONGOLIA

- Great Burkhan Khaldun Mountain and its surrounding sacred landscape

NORWAY

- Rjukan-Notodden Industrial Heritage Site

SAUDI ARABIA

- Rock Art in the Hail Region of Saudi Arabia

SINGAPORE

- Singapore Botanical Gardens

TURKEY

- Ephesus
- Diyarbakir Fortress and Hevsel Gardens Cultural Landscape

URUGUAY

- Fray Bentos Cultural-Industrial Landscape

UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

- The Forth Bridge

UNITED STATES OF AMERICA

- San Antonio Missions

Mixed site (cultural and natural)

JAMAICA

- Blue and John Crow Mountains

EXTENSIONS

Natural sites

SOUTH AFRICA

- Cape Floral Region Protected Areas

VIET NAM

- Phong Nha – Ke Bang National Park

Cultural site

SPAIN

- Routes of Santiago de Compostela: Camino Francés and Routes of Northern Spain

5. Intangible Cultural Heritage inscriptions

List of Intangible Cultural Heritage in Need of Urgent Safeguarding

COLOMBIA

- Traditional Vallenato music of the Greater Magdalena region

MONGOLIA

- Coaxing ritual for camels

PORTUGAL

- Manufacture of cowbells

THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

- Glasoechko, male two-part singing in Dolni Polog

UGANDA

- Koogere oral tradition of the Basongora, Banyabindi and Batooro peoples

Representative List of the Intangible Cultural Heritage of Humanity

ALGERIA

- Sbuà, annual pilgrimage to the zawiya of Sidi El Hadj Belkacem in Gourara

ANDORRA – SPAIN – FRANCE

- Summer solstice fire festivals in the Pyrenees

ARGENTINA

- Filete porteño in Buenos Aires, a traditional painting technique

AUSTRIA

- Classical horsemanship and the High School of the Spanish Riding School Vienna

AZERBAIJAN

- Copper craftsmanship of Lahij

BULGARIA

- Surova folk feast in Pernik region

CAMBODIA – PHILIPPINES – REPUBLIC OF KOREA – VIET NAM

- Tugging rituals and games

COLOMBIA – ECUADOR

- Marimba music, traditional chants and dances from the Colombia South Pacific region and Esmeraldas Province of Ecuador

DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA

- Tradition of kimchi-making in the Democratic People's Republic of Korea

ETHIOPIA

- Fichee-Chambalaalla, New Year festival of the Sidama people

GREECE

- Tinian marble craftsmanship

INDONESIA

- Three genres of traditional dance in Bali

KAZAKHSTAN – KYRGYZSTAN

- Aitysh/Aitys, art of improvisation

NAMIBIA

- Oshituthi shomagongo, marula fruit festival

PERU

- Wititi dance of the Colca Valley

ROMANIA

- Lad's dances in Romania

SAUDI ARABIA

- Alardah Alnajdiyah, dance, drumming and poetry in Saudi Arabia

SLOVAKIA

- Bagpipe culture

TURKMENISTAN

- Epic art of Gorogly

UNITED ARAB EMIRATES – OMAN

- Al-Razfa, a traditional performing art

UNITED ARAB EMIRATES – SAUDI ARABIA – OMAN – QATAR

- Arabic coffee, a symbol of generosity
- Majlis, a cultural and social space

VENEZUELA (BOLIVARIAN REPUBLIC OF)

- Traditional knowledge and technologies relating to the growing and processing of the curagua

6. New UNESCO Biosphere Reserves

20 New Biosphere Reserves approved by the International Co-ordinating Council of UNESCO's Man and the Biosphere (MAB) Programme, including one Transboundary Biosphere Reserve.

ALGERIA Belezma

ARGENTINA Patagonia Azul

CHINA (PEOPLE'S REPUBLIC OF) Hanma

ETHIOPIA Lake Tana

FRANCE Gorges du Gardon

HONDURAS Cacique Lempira, Señor de las Montañas

INDONESIA Bromo Tengger Semeru-Arjuno

INDONESIA Taka Bonerate-Kepulauan Selayar

ISLAMIC REPUBLIC OF IRAN Tang-e-Sayad and Sabzkuh

ITALY Appennino Tosco-Emiliano

ITALY Ledro Alps and Judicaria

ITALY Po Delta

KAZAKHSTAN Aksu-Zhabagly

MYANMAR Inlay Lake

SOUTH AFRICA Gouritz

SOUTH AFRICA Magaliesberg

SPAIN Macizo de Anaga

SPAIN/PORTUGAL Meseta Iberica (Transboundary)

VIET NAM Langbiang

7. New UNESCO-assisted Global Geoparks

CHINA (PEOPLE'S REPUBLIC OF) Dunhuang

CHINA (PEOPLE'S REPUBLIC OF) Zhijindong Cave

CYPRUS Troodos

GREECE Sitia

ICELAND Reykjanes

INDONESIA Gunung Sewu

ITALY Pollino

JAPAN Mont Apoi

SPAIN Lanzarote and Chinijo Islands

8. Inscriptions on the Memory of the World International Register

ASSOCIATION FOR RECORDED SOUND COLLECTIONS (ARSC)

- Humanity's First Recordings of its Own Voice: The Phonograms of Édouard-Léon Scott de Martinville (c.1853–1860)

BARBADOS

- The West Indian Commission Papers

BRAZIL AND URUGUAY

- Funds of the Committee for the Defense of Human Rights in the Countries of Southern Cone
- The War of the Triple Alliance Iconographic and cartographic presentations

CHINA (PEOPLE'S REPUBLIC OF)

- Documents of Nanjing Massacre

ECUADOR

- The Gaze of the Other: Documentary heritage of the Salesian apostolic vicariate in the Ecuadorian Amazon 1890–1930

FINLAND

- Archive of the Skolt Sámi village of Suonjel Suenjel

FRANCE

- Louis Pasteur's Archive
- The Mappa mundi of Albi

FRANCE AND THE CZECH REPUBLIC

- The moving picture shows of Émile Reynaud

GEORGIA

- The Oldest Manuscripts Preserved at the National Archives of Georgia

GERMANY

- Autograph of h-Moll-Messe (Mass in B minor) by Johann Sebastian Bach
- Documents representing the beginning and the early development of the Reformation initiated by Martin Luther

GERMANY, THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND AND MYANMAR

- The Golden Letter of the Burmese King Alaungphaya to King George II of Great Britain

GREECE

- The Derveni Papyrus: The oldest 'book' of Europe

HUNGARY

- Three documents related to the two most outstanding results of the work of Roland Eötvös

INDONESIA

- Asian-African Conference Archives

ISLAMIC REPUBLIC OF IRAN

- Kulliyāt-i Sa'di

ISLAMIC REPUBLIC OF IRAN AND GERMANY

- Al-Masaalik Wa Al-Mamaalik

ISRAEL

- Aleppo Codex
- Isaac Newton's Theological and Alchemical Papers

ITALY

- Codex purpureus Rossanensis
- Collection of Barbanera Almanacs

JAPAN

- Archives of Tōji temple contained in one-hundred boxes
- Return to Maizuru Port—Documents Related to the Internment and Repatriation Experiences of Japanese (1945–1956)

MAURITIUS

- The Records of Indentured Immigration

MEXICO

- Judicial files concerning the birth of a right: the effective remedy as a contribution of the Mexican writ of amparo to the Universal Declaration of Human Rights (UDHR) of 1948.

MEXICO AND ITALY

- The work of Fray Bernardino de Sahagún (1499–1590)

MYANMAR

- Myazedi Quadrilingual Stone Inscription

NETHERLANDS

- Selected data collections of the world's language diversity at the Language Archive
- Utrecht Psalter

NEW ZEALAND

- Sir Edmund Hillary Archive

POLAND

- Files and library of the Unity of the Brethren
- The Book of Henryków

PORTUGAL AND SPAIN

- The Manuscripts of the Commentary to the Apocalypse (Beatus of Liébana) in the Iberian Tradition

REPUBLIC OF KOREA

- Confucian Printing Woodblocks
- The Archives of the KBS Special Live Broadcast "Finding Dispersed Families"

RUSSIAN FEDERATION

- The Sobornoye Ulozheniye of 1649

SENEGAL

- Collection of old postcards from French West Africa
- William Ponty School Collection of Papers

SERBIA

- Telegram of Austria-Hungary's declaration of war on Serbia on 28th July 1914

SPAIN

- Indigenous language vocabulary from the New World translated into Spanish

SWITZERLAND

- Bibliotheca Bodmeriana (1916–1971)

TURKEY

- The Old Assyrian Merchant Archives of Kültepe

UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

- Autograph First World War Diary of Field Marshal Sir Douglas Haig, 1914–1919
- The Churchill Papers

UNITED STATES OF AMERICA

- Moses and Frances Asch Collection. Center for Folklife and Cultural Heritage, Smithsonian Institution

ZIMBABWE

- Nehanda and Kaguvi mediums' judgement dockets (April 1897). Case between State versus Nehanda and Kaguvi spirit mediums leading to their execution.

9. Ratifications of conventions adopted under the auspices of UNESCO

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

ALGERIA 26/02/2015 *Ratification*

BELIZE 24/03/2015 *Accession*

MAURITANIA 24/03/2015 *Ratification*

UGANDA 08/04/2015 *Ratification*

DOMINICA 07/08/2015 *Accession*

SAMOA 23/10/2015 *Accession*

Convention for the Safeguarding of the Intangible Cultural Heritage 2003

KUWAIT 09/04/2015 *Ratification*

MARSHALL ISLANDS 14/04/2015 *Acceptance*

IRELAND 22/12/2015 *Ratification*

Convention on the Protection of the Underwater Cultural Heritage 2001

MADAGASCAR 19/01/2015 *Ratification*

ALGERIA 26/02/2015 *Ratification*

SOUTH AFRICA 12/05/2015 *Acceptance*

GUATEMALA 03/11/2015 *Ratification*

SAUDI ARABIA 13/11/2015 *Ratification*

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

LUXEMBOURG 03/02/2015 *Ratification*

AUSTRIA 15/07/2015 *Ratification*

LAO PEOPLE'S DEMOCRATIC REPUBLIC 22/12/2015 *Acceptance*

10. Permanent Delegates who presented their credentials

Africa

ZIMBABWE H. E. Mrs Rudo Mabel Chitiga, Ambassador Extraordinary and Plenipotentiary of Zimbabwe to France *Permanent Delegate (28/1/2015)*

TOGO H. E. Mr Sankardja Lare-Sambiani, Ambassador Extraordinary and Plenipotentiary *Permanent Delegate (29/01/2015)*

SOUTH AFRICA H. E. Mr Rapulane Sydney Molekane, Ambassador Extraordinary and Plenipotentiary of South Africa to France *Permanent Delegate (10/02/2015)*

GAMBIA H. E. Mr Yusupha A. Kah,
Ambassador Extraordinary and
Plenipotentiary of the Republic of Gambia to
France *Permanent Delegate* (03/04/2015)

ZAMBIA H. E. Mr Humphrey Chilú
Chibanda, Ambassador Extraordinary
and Plenipotentiary of Zambia to France
Permanent Delegate (20/07/2015)

MAURITIUS H. E. Mr Joel Rault, Ambassador of
the Republic of Mauritius to France *Permanent
Delegate* (06/10/2015)

GABON H. E. Mrs Rachel Annick Ogoula
Akiko, Ambassador *Permanent Delegate*
(06/10/2015)

SWAZILAND H. E. Mrs Njabuliso Busisiwe
Sikhulile Gwebu, Ambassador *Permanent
Delegate* (03/11/2015)

Arab States

LIBYA H. E. Mr Suliman Abdulkadar Ael-
Maleh, Ambassador *Permanent Delegate*
(06/10/2015)

KUWAIT H. E. Mr Meshal Hayat, Ambassador
Permanent Delegate (27/11/2015)

BAHRAIN H. E. Mr Muhammad Abdul
Ghaffar, Ambassador Extraordinary and
Plenipotentiary of the Kingdom of Bahrain to
France *Permanent Delegate* (21/12/2015)

Asia and the Pacific

NEPAL H. E. Mrs Ambika Devi Luintel,
Ambassador of Nepal to France *Permanent
Delegate* (11/02/2015)

INDONESIA H. E. Mr Hotmangaradja
Pandjaitan, Ambassador Extraordinary
and Plenipotentiary of Indonesia to France
Permanent Delegate (24/02/2015)

JAPAN H. E. Mrs Kuni Sato, Ambassador
Extraordinary and Plenipotentiary *Permanent
Delegate* (02/04/2015)

REPUBLIC OF KOREA H. E. Mr Byong-Hyun
Lee, Ambassador Extraordinary and
Plenipotentiary *Permanent Delegate*
(28/04/2015)

FIJI H. E. Mr Deo Saran, Ambassador of the
Republic of Fiji to Belgium and European
Union *Permanent Delegate* (09/09/2015)

SRI LANKA H. E. Mr Tilak Ranaviraja,
Ambassador of Sri Lanka to France *Permanent
Delegate* (06/10/2015)

Europe and North America

UKRAINE H. E. Mr Oleg Shamshur,
Ambassador Extraordinary and
Plenipotentiary of Ukraine to France
Permanent Delegate (03/02/2015)

SERBIA H. E. Mr Darko Tanaskovic,
Ambassador *Permanent Delegate*
(10/02/2015)

HUNGARY H. E. Mr Zoltán Csefalvay,
Ambassador Extraordinary and
Plenipotentiary of Hungary to UNESCO and
OECD *Permanent Delegate* (23/02/2015)

BOSNIA AND HERZEGOVINA H. E. Mr Ivan
Orlic, Ambassador Extraordinary and
Plenipotentiary of Bosnia and Herzegovina to
France *Permanent Delegate* (03/04/2015)

GREECE H. E. Mr Georgios Veis, Ambassador
Permanent Delegate (15/07/2015)

ANDORRA H. E. Mrs Cristina Rodriguez
Galan, Ambassador Extraordinary and
Plenipotentiary *Permanent Delegate*
(16/07/2015)

CANADA H. E. Ms Elaine Ayotte, Ambassador
Permanent Delegate (25/08/2015)

SPAIN H. E. Mrs Maria Teresa Lizaranzu
Perinat, Ambassador *Permanent Delegate*
(07/09/2015)

BELGIUM H. E. Mr Jean-Joël Schittecatte,
Ambassador Extraordinary and
Plenipotentiary *Permanent Delegate*
(09/09/2015)

MONTENEGRO H. E. Mrs Dragica Ponorac,
Ambassador Extraordinary and
Plenipotentiary of Montenegro to France
Permanent Delegate (06/10/2015)

SLOVENIA H. E. Mr Andrej Slapnicar,
Ambassador *Permanent Delegate*
(06/10/2015)

POLAND H. E. Mrs Krystyna Zurek,
Ambassador *Permanent Delegate*
(06/10/2015)

ROMANIA H. E. Mr Adrian Cioroianu,
Ambassador *Permanent Delegate*
(26/10/2015)

Latin America and the Caribbean

CUBA H. E. Mrs Dulce Maria Buero
Rodriguez, Ambassador Extraordinary
and Plenipotentiary *Permanent Delegate*
(20/03/2015)

COSTA RICA H. E. Mr Jorge Eduardo Arroyo
Perez, Ambassador *Permanent Delegate*
(02/04/2015)

ECUADOR H. E. Mr Galo Mora Witt,
Ambassador Extraordinary and
Plenipotentiary *Permanent Delegate*
(06/05/2015)

HONDURAS H. E. Mr Roberto Alejandro
Ramirez Aldana, Ambassador *Permanent
Delegate* (16/07/2015)

NICARAGUA H. E. Mr Mauricio Lautaro Sandino
Montes, Ambassador Extraordinary and
Plenipotentiary of Nicaragua to Belgium
and European Union *Permanent Delegate*
(09/09/2015)

URUGUAY H. E. Mr Guillermo Dighiero,
Ambassador *Permanent Delegate*
(06/10/2015)

11. Designations of eminent personalities

UNESCO Special Envoys

SERGE AND BEATE KLARSFELD

Honorary Ambassadors and Special Envoys for Education about the Holocaust and the Prevention of Genocide, France 26/10/2015

UNESCO Goodwill Ambassadors

CHRISTIANE AMANPOUR

UNESCO Goodwill Ambassador for Freedom of Expression and Journalist Safety, United Kingdom of Great Britain and Northern Ireland 29/04/2015

UNESCO Artists for Peace

ELISSO BOLKVADZE

Georgia 22/01/2015

THEODOSII SPASSOV

Bulgaria 16/09/2015

HAN MEILIN

People's Republic of China 13/10/2015

12. New UNESCO Creative Cities

Crafts and Folk Art

- Al-Ahsa (Saudi Arabia)
- Bamian (Afghanistan)
- Durán (Ecuador)
- Isfahan (Iran)
- Jaipur (India)
- Lubumbashi (Democratic Republic of the Congo)
- San Cristóbal de las Casas (Mexico)
- Sasayama (Japan)

Design

- Bandung (Indonesia)
- Budapest (Hungary)
- Detroit (United States of America)
- Kaunas (Lithuania)
- Puebla (Mexico)
- Singapore (Singapore)

Film

- Bitola (Former Yugoslav Republic of Macedonia)

- Rome (Italy)
- Santos (Brazil)

Gastronomy

- Belém (Brazil)
- Bergen (Norway)
- Burgos (Spain)
- Dénia (Spain)
- Ensenada (Mexico)
- Gaziantep (Turkey)
- Parma (Italy)
- Phuket (Thailand)
- Rasht (Iran)
- Tucson (United States of America)

Literature

- Baghdad (Iraq)
- Barcelona (Spain)
- Ljubljana (Slovenia)
- Lviv (Ukraine)
- Montevideo (Uruguay)

- Nottingham (United Kingdom of Great Britain and Northern Ireland)
- Óbidos (Portugal)
- Tartu (Estonia)
- Ulyanovsk (Russian Federation)

Media Arts

- Austin (United States of America)

Music

- Adelaide (Australia)
- Idanha-a-Nova (Portugal)
- Katowice (Poland)
- Kingston (Jamaica)
- Kinshasa (Democratic Republic of the Congo)
- Liverpool (United Kingdom of Great Britain and Northern Ireland)
- Medellín (Colombia)
- Salvador (Brazil)
- Tongyeong (Republic of Korea)
- Varanasi (India)

13. Highlights of partnerships signed in 2015

JANUARY

- **OPEC Fund for International Development (OFID)** signed agreement for enhancing primary teacher and head teacher education in Madagascar, Rwanda, Somalia and Uganda. *(US \$1 million)*
- **Germany** signed agreement for the UNESCO-UNEVOC International Centre for Technical Vocational Education and Training (TVET). *(€2.3 million)*
- **United Nations Office for the Coordination of the Humanitarian affairs (UNOCHA) and Saudi Trust Fund for Iraq** supported providing access to quality education to adolescents and young adults in conflict-affected areas in Iraq. *(US \$1.9 million)*
- **UN Peacebuilding Fund** supported the project La Paix est la voie du Développement in Democratic Republic of the Congo. *(US \$0.5 million)*
- **Global Environmental Facility Agency (GEF)** under UNDP contributed to the International Waters: Learning Exchange and Resource Network, and Strengthening Global Governance of Large Marine Ecosystems and Their Coasts Programmes. *(US \$ 7.5 million)*
- **Malaysia** signed up to five projects for implementation in Asia in the areas of education, the sciences and culture. *(US \$1.2 million)*
- **European Union** supported the Journalism and Media Project in Gambia. *(€0.8 million)*

FEBRUARY

- **Canada** signed agreement on the 2015 International Day of Commemoration in Memory of the Victims of the Holocaust. *(CAD 0.1 million)*
- **Monaco** signed the Framework Agreement for Cooperation. *(€0.2 million)*

MARCH

- **European Union** contributed to the Optimizing and Enhancing the Integrated Atlantic Ocean Observing System – Atlantos Project. *(€0.7 million)*
- **Canada** signed agreement in support of the EFA Global Monitoring Report. *(CAD 0.9 million)*
- **Japan** signed agreements to support four specific packages – Bridging urgently the gaps in secondary schooling for girls of Internally Displaced Person communities in Iraq; Expanding secondary education for Syrian refugees in Iraq; Preventive conservation of Iraq's museum collections and cultural heritage sites at imminent risk; and Urgent capacity development for managing natural disaster risks of flash floods in Egypt, Yemen, Jordan and Sudan. *(US \$5 million)*
- **Norway** signed the Programme Cooperation Agreement. *(NOK 85.5 million)*
- **Qatar Development Fund** signed agreement in support of the protection of cultural and natural heritage in emergency situations. *(US \$0.9 million)*
- **Spain** contributed to the project Enhancing oceanography capacities on the Canary Current Large Marine Ecosystem (CCLME) in Western Africa countries. *(US \$0.2 million)*
- **UN Peacebuilding Fund** supported the Programme prioritaire d'appui aux initiatives de prévention de conflits et de consolidation de la paix en Moyenne Guinée et en Guinée forestière. *(US \$0.3 million)*
- **Republic of Korea** signed agreement for the project Creative industries development for the diversity of cultural expressions – Strengthening the sustainability of creative industry in Mongolia, Viet Nam and Uganda. *(US \$0.4 million)*

APRIL

- **Malaysia** supported two projects for implementation in Asia in the area of science. *(US \$0.7 million)*
- **Gordon and Betty Moore Foundation** supported the Marine Spatial Planning of the International Oceanographic Committee. *(US \$0.5 million)*
- **World Bank** signed agreement for the Renforcement des Systèmes d'Information et Cartographie des écoles en République démocratique du Congo – Programme Cap Education for All (EFA). *(US \$0.2 million)*
- **France** signed agreement on the Revitalization of cultural institutions and services in flood affected municipalities of Bosnia and Herzegovina. *(€1 million)*
- **Sweden** gave additional support to the project Local Development through the Rehabilitation and Revitalization of the Historic Built Environment in Palestine. *(SEK24 million)*
- **Republic of Korea** signed two agreements for Developing Regional Quality Tools to Facilitate the Cross-Border Mobility of Students in Asia and the Pacific, and for Promoting intercultural dialogue and a culture of peace in South-East Asia through shared histories. *(US \$2 million)*
- **Malaysia** signed up to two projects for implementation in Asia in the area of education. *(US \$0.4 million)*
- **European Union (EU)** signed two agreements for More Education, Less Risk: Strengthening disaster risk reduction and resilience through education; and for Knowledge, Assessment, and Management for AQUATIC Biodiversity and Ecosystem Services across EU policies – AQUACROSS. *(€1.6 million)*

MAY

- **Shenzhen Municipal People's Government (People's Republic of China)** signed agreement in favour of accelerating progress to reach the educational goals of the Post 2015 Development Agenda, particularly with regard to higher education innovation in Africa and Asia. *(US \$2 million)*
- **Republic of Korea** signed two agreements for projects Information and Communication Technologies (ICT) Transforming Education in Africa; and Preparing Teachers for Global Citizenship Education. *(US \$7 million)*
- **Education Above All Foundation** signed agreement to provide additional funds for the EAA/UNESCO Supporting the Education System in Iraq project. *(US \$4 million)*
- **Netherlands** signed for empowering rural women in Mafraq Governorate through the management and preservation of Umm-el-Jimal archeological site in Jordan as income-generating activities. *(US \$0.4 million)*
- **Peru** renewed funding to Strengthening Teachers Development Programme. *(US \$13 million)*
- **Turkmenistan** signed the Framework Agreement for the country. *(US \$5 million)*

SEPTEMBER

- **Iraq United Nations Development Assistance Framework (UNDAF) Trust Fund** contributed to the Public Sector Modernization (I-PSM) Programme Phase II in the country. *(US \$1.2 million)*

OCTOBER

- **Kuwait** contributed to UNESCO activities to assist Syrian refugees. *(US \$5 million)*

NOVEMBER

- **Hamdan Bin Rashid Al-Maktoum Award for Distinguished Academic Performance** signed agreement for implementing the Postgraduate Diploma in Curriculum Design and Development in the Arab Region. *(US \$1.2 million)*
- **France** signed agreement in favour of Conserving the Manuscripts of Basra through Capacity Building and Technical Assistance in Iraq; and for Sensibilisation et information des publics sur les liens entre l'océan le climat dans le cadre de la COP21. *(US \$0.2 million)*
- **Spain** contributed to the project Design and application of a model of participatory management which promotes research, education, conservation and the sustainable use of the Colonso Chalupas Biological Reserve in Ecuador, involving the biosphere reserve concept. *(US \$0.3 million)*

JUNE

- **Japan Funds-in-Trust (JFIT)** for the Preservation of World Cultural Heritage and for the Safeguarding of Intangible Cultural Heritage. *(US \$1.3 million)*
- **Lebanon** contributed to UNESCO technical assistance to its Directorate General of Antiquities towards the preservation of the world heritage sites of Tyre and Baalbek. *(US \$0.4 million)*
- **Spain** contributed to the project Culture and Sustainable Urban Report and the UNESCO Global Report on Culture and Sustainable Urban Development. *(€0.5 million)*
- **Microsoft UIL** contributed to lifelong learning through mobile technologies. *(US \$0.7 million)*
- **Iraqi Journalists Syndicate** supported conflict resolution and peace-building in Iraq. *(US \$0.5 million)*

JULY

- **World Bank** signed agreement for Préservation du Patrimoine et appui au secteur touristique (PAST) in Haiti. *(US \$2.6 million)*

- **Sweden** contributed to strengthening comprehensive sexual education programmes for young people in school settings in Zambia; and to strengthening HIV prevention amongst young people through promoting comprehensive sexual education in East and Southern Africa. *(SEK 20 million)*
- **Switzerland** supported the project Empowering Local Radios with ICTs for the Promotion of Rural Citizens' Participation in Democratic Discourse and Development. *(US \$4 million)*
- **William and Flora Hewlett Foundation** contributed to the Global Education Monitoring Report. *(US \$ 8 million)*
- **Bill and Melinda Gates Foundation** contributed to the Global Water Pathogen Project. *(US \$0.3 million)*

DECEMBER

- **Qatar Development Fund** signed memorandum of understanding (MOU) for supporting Heritage Emergency Preparedness. *(US \$2 million)*
- **European Union** contributed to Building Trust in Media in South East Europe and Turkey; supported the Central African World Heritage Forest Initiative and cultural world heritage sites in Europe; and donated to the Holocaust in Contemporary Education European Curricula, Textbooks and Pupils' Perceptions in Comparison. *(€7.4 million)*
- **Zhi Zheng Art Museum** contributed to promoting international cooperation among museums and High-Level forum on Museums. *(US \$1 million)*
- **XPRIZE** contributed to early learning through innovative technologies in Tanzania. *(US \$1.9 million)*
- **Royal Air Maroc** supported by in-kind contribution (air tickets) and promotion of UNESCO's activities in its in-flight magazine.

14. New institutes and centres under the auspices of UNESCO (Category 2)

BANGLADESH

- International Mother Language Institute, in Dhaka

BRAZIL

- South American Institute for Fundamental Research (SAIFR), in Sao Paulo

CAMEROON

- Centre of Excellence in Microscience (CEM), in Yaoundé

CHINA (PEOPLE'S REPUBLIC OF)

- Higher Education Innovation Centre, in Shenzhen
- International Centre for Engineering Education, in Beijing
- International Centre for Theoretical Physics Asia-Pacific, in Beijing
- International Centre for Creativity and Sustainable Development, in Beijing

DEMOCRATIC REPUBLIC OF THE CONGO

- Regional Post-Graduate Training School on Integrated Management of Tropical Forests and Lands, in Kinshasa

EGYPT

- Central Laboratory for Environmental Quality Monitoring (CLEQM), in El-Qanar

ETHIOPIA

- African Regional Centre for Ecohydrology, in Addis Ababa

GREECE

- Centre on Integrated and Multi-Disciplinary Water Resources Management, in Thessaloniki

ISLAMIC REPUBLIC OF IRAN

- International Centre for the Integrated Management of Watershed and Bio-Resources in Arid and Semi-Arid Regions, in Tehran

KUWAIT

- Water Research Centre, in Kuwait City
- Global Centre of Excellence for the Empowerment of Persons with Disabilities through Information and Communication Technologies, in Kuwait City

MEXICO

- Regional Centre for Advanced Training and Research in Physics, Mathematics, Energy and Environment, in Tuxtla Gutiérrez

PAKISTAN

- Regional Water Research Centre on Hydrology of Headwater Catchments, in Abbottabad
- International Centre for Chemical and Biological Sciences, in Karachi

RWANDA

- East Africa Institute for Fundamental Research, in Kigali

THAILAND

- International Training Centre in Astronomy, in Chiang Mai

VIET NAM

- International Centre for Research and Postgraduate Training in Physics, in Hanoi
- International Centre for Research and Postgraduate Training in Mathematics, in Hanoi

15. Condemnation of the killing of journalists

Journalists are listed under the country where they have lost their lives in the line of duty.

AFGHANISTAN

- Aqil Mohammad Waqar

AZERBAIJAN

- Rasim Aliyev

BANGLADESH

- Avijit Roy
- Washiqur Rahman Babu
- Ananta Bijoy Das
- Niloy Chakrabarti
- Faisal Arefin Dipan

BRAZIL

- Gerardo Ceferino Servian Coronel
- Evany José Metzker
- Djalma Santos da Conceição
- Gleydson Carvalho
- Israel Gonçalves Silva
- Ítalo Eduardo Diniz Barros
- Orislandio Timóteo Araújo (also known as Roberto Lano)

BURUNDI

- Christophe Nkezabahizi

COLOMBIA

- Luis Carlos Peralta Cuéllar
- Edgar Quintero
- Flor Alba Núñez Vargas
- Dorance Herrera

DEMOCRATIC REPUBLIC OF THE CONGO

- Soleil Balanga

FRANCE

- Jean Cabut
- Elsa Cayat
- Stéphane Charbonnier
- Philippe Honoré
- Bernard Maris
- Mustapha Ourrad
- Bernard Verlhac
- Georges Wolinski

GUATEMALA

- Danilo López
- Federico Salazar
- Guido Armando Giovanni Villatoro Ramos

HONDURAS

- Carlos Fernández
- Juan Carlos Cruz Andara
- Jacobo Montoya Ramírez
- Joel Aquiles Torres

INDIA

- Jagendra Singh
- Sandeep Kothari
- Akshay Singh
- Raghavendra Dube
- Hemant Kumar Yadav
- Mithilesh Pandey

IRAQ

- Ali Al-Ansari
- Thaer Al-Ali
- Firas al-Baher (also known as Firas Al-Bahri)
- Raed al-Juburi
- Majed Al Rabi'i (also known as Majid Al Rabi'i)
- Suahaa Ahmed Radhi
- Jalaa Al-Abadi
- Ghazi Al-Obeidi
- Yahya al-Khatib
- Yahya Abd Hamad

KENYA

- John Kituyi

LIBYA

- Muftah al-Qatrani
- Abdallah Al Karkaai
- Younes Al Mabruk Al Nawfali
- Khaled Al Sobhi
- Mohamed Jalal
- Yousef Kader Boh

MEXICO

- Moisés Sánchez Cerezo
- Abel Manuel Bautista Raymundo
- Armando Saldaña Morales
- Gerardo Nieto Alvarez
- Juan Mendoza Delgado
- Filadelfo Sánchez Sarmiento
- Ruben Espinosa

MOZAMBIQUE

- Paulo Machava

PAKISTAN

- Aftab Alam
- Arshad Ali Jaffari
- Zaman Mehsud
- Hafeez Ur Rehman

PHILIPPINES

- Nerlita Ledesma
- Maurito Lim
- Gregorio Ybanez
- Teodoro Escanilla
- Cosme Diez Maestrado
- José Bernardo

POLAND

- Lukasz Masiak

SOMALIA

- Daud Ali Omar
- Mohamed Abdikarim Moallim Adam
- Abdullahi Ali Hussein
- Mustaf Abdi Noor
- Hindiya Haji Mohamed

SOUTH SUDAN

- Randa George Adam
- Adam Juma Adam
- Dalia Marko
- Butrus Martin Khamis
- Musa Mohammed Dahiyah
- Pow James Raeth
- Peter Moi Julius

SYRIA

- Fayez Abu Halawa
- Dirar al-Jahad
- Kenji Goto
- Noureddine Hashim
- Jamal Khalifeh
- Humam Najjar (also known as Abu Yazan al-Halabi)
- Ammar al-Shami
- Mohammed al-Asfar
- Ruqia Hassan
- Wasem Aledel
- Jomaa Al-Ahmad Abu Nour
- Batoul Mokhles al-Warrar
- Zakaria Ibrahim
- Ahmad Mohamed al-Mousa

TURKEY

- Ibrahim Abdel Qader
- Fares Hammadi
- Naji Jerf

UKRAINE

- Sergii Nikolaiev
- Oles Buzina

YEMEN

- Abdul Karim Mohammed al-Khaiwani
- Monir Aklan
- Hazzam Mohamed Zeid
- Mohammed Rajah Shamsan
- Amin Yehia
- Youssef Alaizry
- Abdullah Kabil

IT'S A BOY!

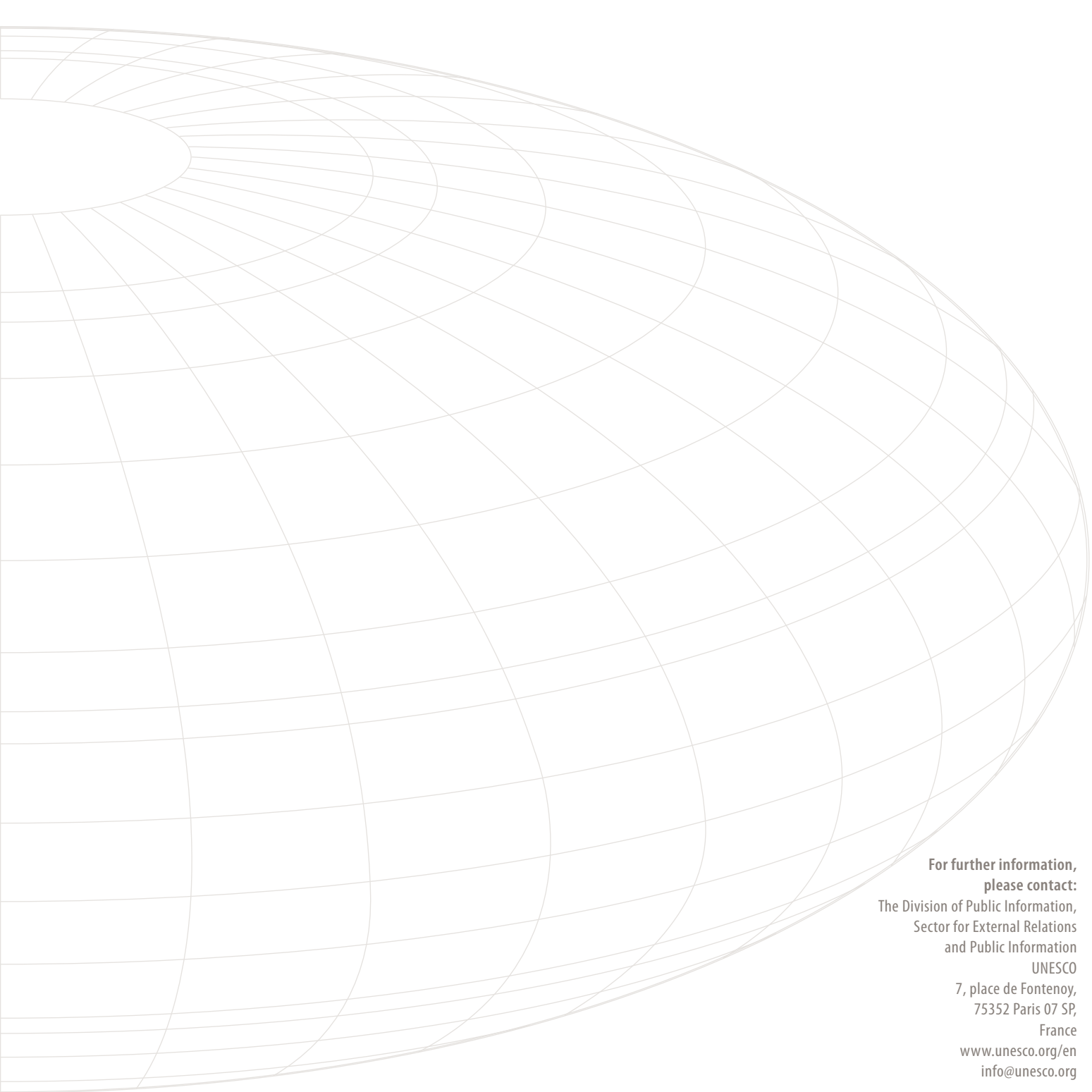
We welcome the arrival of a rare
white rhino named

UNESCO



UNESCO weighs 70 kg, has a preference for herbaceous plants and enjoys stretching out in the sun. This rare white rhino baby, born on 11 March 2015 at the Safari de Peaugres in Ardèche (France), was named in honour of last year's inscription on the World Heritage List of the Grotte Chauvet-Pont d'Arc. This 36,000 year old site houses an extraordinary gallery of prehistoric art, including images of animal species that were often dangerous and difficult to observe such as mammoths, bears, lions, bison, aurochs, and of course rhinos – young UNESCO's ancestors!

White rhinos are victims of poaching and conflict, and are listed as an endangered species since November 2011. The birth of UNESCO is thus a cause for celebration.



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