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Cultural Organization

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Abbreviations and Acronyms

AIDS	Acquired Immune Deficiency Syndrome
APEID	Asia-Pacific Programme of Educational Innovation for Development
ASEAN	Association of Southeast Asian Nations
CapEFA	Capacity Development for Education for All
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CESR	Comprehensive Education Sector Review
CFI	Canal France International
CI	Communications and Information
CLC	Community Learning Centre
DBE	Department of Basic Education
DFID	UK Department for International Development
ECCE	Early Childhood Care and Education
EDI	EFA Development Index
EFA	Education For All
ESD	Education for Sustainable Development
ESWG	Education Sector Working Group
EU	European Union
FAO	Food and Agriculture Organization
FTI	FastTrackInitiative
GBV	Gender Based Violence
GDP	Gross Domestic Product
GEN	Gender Equality Network
GMS	Greater Mekong Sub-region
HIV/	Human Immunodeficiency Virus
HP2	HIV Prevention and Health Promotion
HRBA	Human Rights Based Approach
ICT	Information and Communication Technology
ILO	International Labour Organisation
IMS	International Media Support
IOC	Intergovernmental Oceanographic Commission
IOM	International Organization for Migration
IPDC	International Programme for Development of Communication
KAP	Key HIV Affected Population
MAB	Man and Biosphere
MAPDRR	Myanmar Action Plan for Disaster Risk Reduction
MDEF	Multi-Donor Education Fund
MDG	Millennium Development Goal
MOE	Ministry of Education
MOI	Ministry of Information
MOMSEI	Monsoon Onset Monitoring and its Social and Ecosystem Impact
MOST	Ministry of Science and Technology
MSM	Men who have Sex with Men
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
NIE	Non-Formal and Informal Education
OPSP	Office of Princess Sirindhorn's Projects
QBEP	Myanmar Quality Basic Education Programme
RBM	Results-Based Management

SEAMEO	Southeast Asian Ministers of Education Organization
SHS	Social and Human Sciences
STEM	Strengthening of Teacher Education in Myanmar
STI	Sexually Transmitted Infection
TVET	Technical and Vocational Education and Training
UCPD	UNESCO Country Programming Document
UNHCR	United Nations High Commission for Refugees
UIS	UNESCO Institute for Statistics
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNIDO	United Nations Industrial Development Organization
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
UNGTG	United Nations Gender Theme Group
UNICEF	United Nations Children's Fund
UNSF/UNDAF	United Nations Strategic Framework
USD	United States Dollar
WESTPAC	IOC Regional Office for the Western Pacific
WHO	World Health Organisation
YKAP	Young Key HIV Affected Population
Y-Peer	Youth Peer

Foreword

I am very pleased to present the UNESCO Country Programming Document (UCPD) for the Republic of the Union of Myanmar outlining UNESCO's proposed strategy in Myanmar for 2013 to 2015. The UCPD is drawn from lessons learned from past UNESCO activities in Myanmar as well as from an analysis of the current situation as the country transitions to a democratic nation after decades of authoritarian rule. The UCPD represents the analytical and strategic efforts of UNESCO's team in both Bangkok and Yangon.

UNESCO is firm in its commitment to support Myanmar's efforts to see the new government's vision of Myanmar as "a peaceful, modern and developed nation"¹ come to fruition. UNESCO is acutely aware of the opportunity presented by recent political and structural reforms. But we are also cognizant of the fact that Myanmar is transitioning from an authoritarian system to a democratic system and through this transition towards peace, particularly in border areas. The political landscape in Myanmar may still see significant shifts, which might in turn significantly impact UNESCO's country programme. Hence, the proposed strategy outlined here is in line with national development priorities and is deliberately flexible and fluid in nature in order to be responsive to the country's changing needs. In light of the UN Secretary-General's recent Guidance Notes on Racial Discrimination and the Protection of Minorities (March 2013), the UCPD pays particular attention to the dynamics surrounding minority ethnic and religious groups in Myanmar and the implications of these issues for UNESCO's programming.

While the situation in Myanmar is changeable and challenging, UNESCO applauds the country's steps towards, in the words of President U Thein Sein, "genuine democracy." Accordingly, UNESCO is fully committed to continued engagement with Myanmar in the areas of education, culture, science, and communication and information (CI). In the next two years, UNESCO, in partnership with the Government of Myanmar and other local and international organizations, will continue to expand its programming in each of these sectors, with an emphasis on capacity-building.

I sincerely hope that this document will be useful for our national counterparts, development partners and donors who are interested in joining our effort to help improve the quality of life for all of Myanmar's people.

I would like to express my sincere thanks to the national authorities for their continued support and facilitation of UNESCO's work in Myanmar. I would also like to thank our Myanmar team who, under the direction of Etienne Clement in Bangkok, is headed by Sardar Umar Alam, Head of the Yangon Project Office, as well as Jamie Vinson, Christopher David Foulkes and Maria Araceli Sobenes Obregon, who contributed to the drafting of this document.



Gwang-Jo Kim

Director

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¹ A translated version of the speech as published by the New Light of Myanmar can be found here: <http://www.burmalibrary.org/docs11/NLM2011-03-31.pdf> (NLM) 31 March 2011 (p. 1)

Introduction

This UNESCO Country Programming Document for Myanmar, hereafter referred to as UCPD-Myanmar, provides the framework for the Organization's multi-sector engagement and co-operation strategy in Myanmar. Since coming to power in April 2011, the new government has embarked on a series of economic, social and political reforms, and, after two decades of isolation, has committed to working closely with international organizations. These reform efforts offer a significant opportunity for international organizations to work in partnership with the government for the betterment of Myanmar's people in a variety of sectors.

The proposed UCPD-Myanmar covers a period from 2013 to 2015 to align with the United Nations Strategic Framework Myanmar 2012 to 2015 and to link with the Government of Myanmar's Framework for Economic and Social Reform (FESR) 2012 to 2015, which sets out priorities, sequencing and sector plans along with a number of "quick wins" to guide national development plans.

With this document UNESCO reaffirms its commitment to further deepen its engagement in Myanmar in support of the reform process and to foster more strategic, co-ordinated UN interventions. As per its mandate and in its areas of comparative advantage, UNESCO will increase its technical assistance, strengthen national capacities, and advocate for increased government ownership of programmes and projects, enabling the government to effectively mobilize national resources and prepare and implement sector-wide plans.

Part 1: Situational Analysis

1.1 Myanmar Country Profile

Myanmar is the largest country in mainland South-East Asia, with an estimated population of 58.4 million people. Myanmar's 2,800 kilometre coastline, which provides access to sea routes and deep-sea ports, and its strategic location between economic giants the People's Republic of China and India make the country a potential intra-Asia gateway. This potential, however, has yet to be fully realized. Myanmar remains one of the poorest countries in the world with a per capita GDP of USD857 and a Human Development Index rank of 149 out of 187 countries. In 2010, 26 percent of its population was living in poverty, the vast majority of whom reside in remote rural areas.²

"Myanmar is transitioning to a democratic government, a market economy, and to peace-building in the border areas. These transitions are to improve the quality of life for the people of Myanmar." (Dr. Aye Mya, Minister of Education, Myanmar)

However, there is reason to be hopeful about Myanmar's economic future, reports the Asian Development Bank (ADB), forecasting Myanmar's GDP growth to accelerate from about 5.5 percent in FY2012 to about 6.3 percent in FY2013 and 6.5 percent in FY2014. This growth is made possible due to Myanmar's improved political environment and the suspension of most international economic sanctions. While risks remain, the outlook for future economic growth, driven by exports of resource-based commodities, infrastructure investments, a strong increase in FDI, and greater international trade, is positive.

Despite positive actions under the current government, a persisting risk to Myanmar's economic growth and development is governance. The country ranks poorly on most global indicators of governance, including corruption and transparency. Myanmar's ministries and agencies need capacity development in planning, management, accountability, monitoring and evaluation. Furthermore, the reliable, accurate data and information that is necessary for policy-making and good governance is currently unavailable. Limited institutional and technical capacity to carry out detailed policy formulation and to implement some reform measures is acting as a brake on the reform process, resulting in a lack of visible impact of government policies and actions. The pressures on the system are likely to increase as Myanmar takes over the chairmanship of the Association of South East Asian Nations (ASEAN) in 2014. Additionally, while freedom of speech and the media has significantly improved, the creation of an inclusive culture based on the rule of law and empowerment will require sustainable reform efforts.

Human capital in Myanmar is largely underdeveloped, stunting the ability of its population, particularly the poor and disadvantaged, to successfully participate in the forecasted growth. Human resource development, especially education development and skills training, has been repeatedly accorded first priority by the new government in high level speeches, national plans and policies. It is also widely recognized that education will play a highly important role in promoting values, knowledge and skills that will support the development of sustainable, inclusive and human rights-based growth and wellbeing. Myanmar's commitment to the right to education has focused on participation, completion, and quality and equality in education. The published draft of the

² Ministry of National Planning and Economic Development, Swedish International Development Cooperation Agency, United Nations Children's Fund, United Nations Development Programme. 2011. *Integrated Household Living Conditions Survey in Myanmar (2009–2010)*; and ADB. 2012. *Asian Development Outlook 2001: Update*. Manila.

forthcoming constitution clearly recognizes the right of every citizen to education and makes basic education compulsory.

There remain, however, a number of critical challenges hampering the learning opportunities of many children and adults that need to be addressed. The inclusion of children from poor households, rural communities and ethno-linguistic groups pose a particular challenge. The legislation and legal framework for education are outdated and no longer provide a comprehensive basis for moving ahead. Sector management capacity, both institutional and technical, requires improvements. Institutional structures should be more conducive to participation and collaboration across departments and sectors. Resources remain constrained at all levels and public expenditure on education remains low by international standards. There is a serious lack of reliable data and a framework is needed for the effective monitoring of sector performance. There are insufficient indicators to monitor teacher quality, education outcomes, skills development, and the performance of educational services, especially non-formal education (NFE). The data collection tools and methodologies have not been changed or modified for the last 20-25 years which limits capacity in collecting data based on new developments in the education sector. Children are in school for a shorter period than in many other countries. There is still a disparity in access to, and the duration of, quality education opportunities for children and different population groups. A range of factors, including gaps in teacher education and management, limited resources, difficulties in school management and incomplete policy/strategy regarding ECD, NFE, language in education and inclusive education, have constrained progress in quality development. Both TVET and HE have identified some bottlenecks hindering the subsector's development and tried several initiatives but the results remain limited and in need of more holistic and radical reforms. A comprehensive education sector review (CESR) is currently underway involving several ministries and international development partners. The CESR will undertake an in-depth equity-sensitive analysis of the current education situation and the findings of the review will shape new policy recommendations and a fully costed education sector plan by 2014

Myanmar's commitment to **gender equality** is visible in the National Strategic Plan for the Advancement of Women 2012–2021 (NSPAW), which shows an integrated government approach that aims to improve the realization of the rights of women and girls and reduce persistent gender gaps. This plan outlines interventions for the twelve priority areas delineated in the Beijing Platform for Action, and builds upon CEDAW principles. The NSPAW has been prepared by The Department of Social Welfare (DSW) of the Ministry of Social Welfare, Relief and Resettlement (MoSWRR) in collaboration with the members of the Gender Equality Network (GEN), and the UN Gender Theme Group (UNGTG); it provides the basis for capacity development and policy and programme formulation across different sectors of government. The priority areas included in this strategy also cover key objectives for the advancement of women in education and the media. The draft Gender Situation Analysis currently being developed with the support of the UNGTG shows that gender parity in primary school enrolment has been achieved, and there is now even a higher proportion of female students compared to males in tertiary education. But education outcomes, such as female graduates obtaining employment related to their area of study, remain unbalanced. There is higher unemployment among women and those who are working hold lower positions than men who might have fewer years of education. It seems that even well educated women have limitations placed on them in terms of which choices are available to them, and how they can transform educational opportunities into employment outcomes with greater equality..

Likewise, the impact of **climate change** on conservation, biodiversity and ecosystems is a concern. Special attention should be given to Inle Lake. This is the second largest freshwater lake in Myanmar and is highly important environmentally. Inle Lake is the main water source for the Law Pi Ta hydroelectric power plant as well as a major tourist attraction upon which many in the local

economy rely for their livelihoods. Unfortunately, the lake is gradually degrading, which implies a decrease in agricultural production and fishing and an adverse effect on the health of the local community. Consequently, conservation and management of the lake basin is essential to ensure the provision of goods and food security in this highly rich ecosystem.

In the sector of **culture**, the Government of Myanmar has recently re-engaged with the international process of the 1972 Convention Concerning the Protection of the World Cultural and Natural Heritage, but does not yet have any properties on the World Heritage List. The national capacity to conserve and manage cultural heritage sites is limited but crucial to achieve the country's ultimate goal of nominating World Heritage properties. Eight properties are included on the country's Tentative List for World Heritage, including the Bagan Archaeological Area, one of the most prominent sites, containing more than 2,500 Buddhist monuments.

Tomás Ojea Quitana, the Special Rapporteur on **human rights** in Myanmar, acknowledges the important progress that has been made in developing a more open environment for personal expression, including a freer media environment. After decades of war, the new civilian Government of Myanmar has launched an initiative to hold peace talks with armed opposition groups, which has already led to the signing of ceasefire agreements with most of them. In parallel, the government has also launched a vast democratic reform process including the commitment to media freedom as a priority. The peace negotiations and the opening of the media have the potential to reinforce one another. Increased access to accurate, non-partisan and unbiased information, conflict-sensitive reporting and an increased flow of information will foster dialogue, mutual understanding, peace-building and reconciliation. The end of censorship, the return of exiled media and the tolerance by the government of criticism, are among the most recent milestones on the road to press freedom. Major accomplishments are the recent approval of the Code of Conduct for Journalists and the establishment of the 28-member Interim Press Council.

Perhaps the greatest risk on Myanmar's road to democracy, and one that should not be underestimated, is the threat of **violence and discrimination** against minority ethnic and religious groups, undermining the fulfilment of their cultural rights. One hundred and thirty-five distinct ethnic groups grouped into eight "major" national ethnic races are officially recognized. Development indicators for minority ethnic races show significant gaps with lower health and education achievements and higher proportions of households living in poverty; women comprised one of the most vulnerable groups within these minority groups and their practical and strategic needs are currently under analysis by UNGTG. Overall, the government is nowadays pursuing a process of reconciliation with ethnic minorities and has reached or renewed ceasefire agreements with several armed groups including the United Wa State Army (UWSA), the Karen National Union (KNU), the Karenni National People's Party (KNPP) and the New Mon State Party (NMSP). The President's establishment of a Peacemaking Committee is a signal of the importance his government puts on this peace process. With that said, conflicts do continue between the government and the Kachin Independence Organization (KIO) in Kachin State and tensions remain high. Furthermore, in June and October 2012, inter-community conflict in Rakhine State resulted in an estimated 200 casualties, considerable destruction of property, and approximately 150,000 persons, largely Muslim, displaced in camps. Even more recently, the outbreak of religion-based violence in central Myanmar in March 2013, which killed at least 40 and displaced an estimated 12,000, made it clear that the threat of inter-community conflict is not limited to border areas. Issues of non-discrimination and minority economic, social and cultural rights need to take centre stage if Myanmar is to achieve lasting peace and stability.

Myanmar's political transition and economic reconstruction are intimately entwined. Achieving either depends on achieving both. The ethnic peace processes are also closely bound up with the political economies of the border regions. As ceasefires are being secured, there will be new

pressure to produce a peace dividend in these remote, but resource-rich regions. It is difficult to imagine a successful political transition unless the government can ensure macroeconomic stability and sustained improvement in the lives of ordinary people. It is just as hard to imagine successful economic reform without political stability and a continued shift away from the authoritarian past. Unanticipated economic shocks, social unrest or political uncertainty in the lead-up to the general elections in 2015, all represent potential threats to the process. But with the potential benefits of reform after decades of isolation so promising, Myanmar should not be hesitant. It sits in the middle of a vibrant region and has the opportunity to catch up to its neighbours, as well as learn from their successes and failures.

1.2 Support from UNESCO and the United Nations

UNESCO's presence in Myanmar has started since Cyclone Nargis in 2008 when UNESCO Bangkok's Post-conflict post-disaster (PCPD) platform launched its Myanmar Education Recovery Programme to complement and support the government's education recovery efforts.

However, it is only since 2011 that UNESCO has expanded its work in Myanmar on par with the international community's reengagement with the country. This expansion has been tailored to fit the needs of the newly elected government as it works towards reaching the Millennium Development Goals and fully integrating recent democratic reforms with their policies and practices. UNESCO's work focuses on addressing many of the risks mentioned above by strengthening the capacity of the government as a duty bearer to promote peace, democracy, non-discrimination, and ensure the realization of human rights. The support provided is in line with the national priorities established by the government following the principles of ownership and aid effectiveness.

UNESCO's programme in Myanmar is in line with UNCT Myanmar strategy to support the government in the transition process, to maintain the positive momentum of these reforms, to address the priority development needs, and to promote good governance and human rights in the country. The United Nations Strategic Framework (UNSF/UNDAF) 2012 to 2015 for Myanmar is based on four strategic areas:

- Encourage inclusive growth (both rural and urban), including agricultural development and enhancement of employment opportunities;
- Increase equitable access to quality social services;
- Reduce vulnerability to natural disasters and climate change; and
- Promote good governance, democratic institutions and human rights.

UNESCO participates in all four priority areas and co-leads the education component with UNICEF. Additionally, using gender and culturally sensitive approaches, UNESCO provides technical assistance in developing projects linked to the development of culture, science, communication and information. UNESCO also proactively participates in the dialogue on reforms with the new government which has expressed full support for UNESCO's programmes and presence in Myanmar.

Likewise, some members of the UN Gender Theme Group (UNGTG), in collaboration with other stakeholders, are currently supporting the government in preparing an in-depth Gender Situation Analysis (GSA) covering four areas of the NSPAW. This document will provide the evidence base needed to guide high-level advocacy of the government and the UN; and will specifically identify key areas that require support and strategies for implementation. UNESCO is also an active member of this WG.

In February 2012, Daw Aung San Suu Kyi, the leader of Myanmar's National League for Democracy, received the 2002 UNESCO-Mandanjeet Singh Prize for Tolerance and Non-Violence. She assured her

full support for UNESCO's programmes in Myanmar, particularly those in the area of education reform, media development and culture.

In August 2012, Ms Irina Bokova undertook the first mission by a UNESCO Director-General to Myanmar in recent memory. Her mission came at a historic time in the country's political and economic reform process. The Director General was received by President Thein Sein in Nay Pyi Taw, capital of Myanmar. President Thein Sein requested UNESCO's assistance for education reform, TVET, higher education, literacy, teacher training, peace education, and cultural heritage – the last, notably, through capacity-building for the preparation of site nominations. The Director-General also met with the Foreign Minister and all cabinet ministers with links to UNESCO's areas of competence and responded to this call with a pledge of UNESCO's full support. While in Myanmar, Ms Bokova also met with Daw Aung San Suu Kyi, who stressed the areas that were important in taking the country forward, including literacy, education reform, youth employment, cultural heritage, and the recognition of the culture and language of ethnic minorities.

Thanks to the development of close relations between UNESCO, the Government of Myanmar, and UN-agencies, the UNESCO Project Office is now a trusted development partner in Myanmar. Given the opportunities for the Organization to contribute positively in this period of transition, the Bangkok Office is dedicated to providing the Project Office with increased programmatic, administrative and human resource support.

Part 2: Past and Present Co-operation and Lessons Learned

2.1 Past and Present Co-operation

Across all sectors of UNESCO's competence, the Government of Myanmar has expressed a willingness to work with the Organization. As an active member of the UNCT Myanmar, UNESCO ensures that its actions in Myanmar are consistent with the overall UN country approach and in line with UNESCO's mandate.

The recent political reforms in Myanmar have greatly shaped UNESCO's priorities in the country. While continuing to work with the Government of Myanmar in the areas of culture and science, for instance on the World Heritage Inscriptions and the Inle Lake project, UNESCO has focused on its work in education and communication and information. Not only has the new government identified education as a key priority, the development of these two sectors will help embed a long-term and sustainable culture of democracy, which is also a priority of Myanmar's UNCT. Outlined below is a summary of UNESCO's recent actions in education, culture, science, and communication and information.

2.1.1 Education

UNESCO's work in education in Myanmar comprises the largest set of new projects UNESCO has undertaken in the country, reflecting the importance given to education by both the Government of Myanmar and UNESCO. The government's commitment to improving educational outcomes was highlighted when, in his inaugural address, President U Thein Sein invited international organizations, including UN agencies, to work together to "promote the nation's education standard to the international level." The new Government of Myanmar and UNESCO have both repeatedly pointed to the linkages between sustainable reform, peace and education. Given the fragility of relations between Myanmar's ethnic and religious groups, inclusive education, education for peace and the promotion of human rights are emerging as key strategic areas of UNESCO's work in the country. During his mission to Myanmar in 2012, UNESCO's Assistant Director-General for Education declared UNESCO's intention to collaborate with the Government of Myanmar in the four priority areas of: education sector reform and sector-wide planning, peace education, higher education, and technical and vocational education and training (TVET).

In 2012, the Ministry of Education (MOE) began a **comprehensive education sector review (CESR)** with technical support from international development partners. The key outcome of the CESR in 2014 will be an education sector plan that is both evidence-based and costed. To support the government with the CESR, UNESCO initiated a Capacity-Development for Education for All (CapEFA) programme in Myanmar focusing on sector-wide policy and planning. The rapid assessment, or Phase I of the CESR was finalized in April 2012 with UNESCO taking a lead role in the areas of policy, legislation and management, TVET and higher education in partnership with other agencies, including the Asian Development Bank (ADB). In Phase II, the in-depth analysis, UNESCO will continue as a lead co-ordinating agency for these components. UNESCO is represented on the CESR Task Force, which is the group responsible for the management of the CESR, as well as the joint Education Sector Working Group, the high level mechanism for policy dialogue and co-ordination between the development partners and the CESR Task Force.

UNESCO also co-ordinates the **Disaster Risk Reduction Education** Working Group in Myanmar. In July 2012, UNESCO organized a national conference on DRR ED for senior government officials and, at the time of writing, nearly 2,200 teachers have been trained in disaster risk reduction and preparedness. The Ministry of Education, PepsiCo and UNESCO are establishing a **Centre of**

Excellence for Business Skills Development in the Yangon Institute of Economics. The goal of this project is to strengthen Myanmar's ability to train work-ready, skilled business graduates through the development of an innovative Centre of Excellence that provides leadership, best practices, applied research, support and training.

As the lead UN agency on Higher Education, UNESCO, in partnership with Open Society Foundations (OSF), has launched a project on "Strengthening Capacity for Higher Education Policy Reform in Myanmar." Through advocacy and capacity-building the project will upgrade the exposure and expertise of higher education policy-makers and managers to be able to articulate and implement a cohesive, evidence-based higher education sector plan.

Negotiations are underway with the **Multi-Donor Education Fund (MDEF)** for Myanmar 2012 to 2015 for UNESCO to support teacher education in Myanmar. The donors (DFID, AusAID, Denmark, EU and Norway) will provide USD2.5 million to UNESCO for the Strengthening of Teacher Education in Myanmar (STEM) project in 2013. STEM aims to improve the pre-service teacher education system through policy and institutional capacity development in targeted education colleges.

Myanmar officials regularly participate in UNESCO-organised **regional dialogues on education**, including: a regional workshop on *Equivalency Programmes and Alternative Learning* (Sept. 2010); a regional workshop and conference on *Community Learning Centres* (Sept. 2011 and Sept. 2012, respectively); a regional workshop on *All Children Reading* (Sept. 2012); a regional meeting on *Alternative Learning/Schooling Programmes for Primary Education to Reach the Unreached* (Nov. 2012); and a seminar on *Cultural Factors in the Prevention and Promotion of Gender-based Violence in the Greater Mekong Sub-region* (May 2012). To support gender equality and women's empowerment, UNESCO also documented a case study on noteworthy practices on girls' secondary education in Myanmar in 2012.

Likewise, UNESCO has been working with the Department of Basic Education (DBE) in Myanmar to translate into Myanmar and adapt for the local context one toolkit on *Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments*. Regarding **ECCE/basic education**, UNESCO has adapted and translated the *Parenting Education Guidebook* and the *Facilitators' Handbook for Parenting Education*, under UNESCO Bangkok's Community-Based Parenting Education Programme. These materials are aimed for distribution to education institutes and use by local and international partners. Since September 2012, the Thai Ministry of Education and UNESCO have also been collaborating to develop capacity for non-formal education (NFE) teachers in Myanmar.

UNESCO has also worked closely with the Ministry of Education (MOE) in Myanmar at a policy level with activities that have included: writing a comparative analysis in selected education policy areas across ASEAN+6 countries to support policy review and reform in Myanmar; hosting two initial workshops with a view to building capacity in education sector analysis, planning and management within the Ministry of Education and other education institutions (August 2012); reviewing the government's overall education policy, planning and management (Nov. 2012); preparing the projection of resources for the education sector plan at the request of the MOE; within the UNESCO initiative to *Build Peace through Education and Youth Empowerment in the Asia-Pacific Region*, mapping policies and curricula in order to examine how the concept of "learning to live together" and its related competencies are operationalized in the education system.

UNESCO also focuses on targeting **young key populations at higher risk of HIV exposure**. Activities have included building the research skills of young men who have sex with men (MSM) to strengthen the evidence base on MSM issues; building the leadership capacity of young key populations and supporting them to meaningfully participate in HIV response; providing technical support for comprehensive sexuality education in the education sector and women's empowerment

organizations; and contributing to the strategic priorities of the Myanmar National Strategic Plan on AIDS 2011 to 2015.

2.12 Culture

UNESCO's current work in the field of culture in Myanmar is focused on safeguarding cultural heritage, particularly within the framework of the 1972 Convention on the Protection of the World Cultural and Natural Heritage (World Heritage Convention), and in laying the groundwork for the ratification of other instruments, notably the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.

UNESCO's World Heritage programmes are conducted in the context of the government's recent re-engagement with the international processes of the World Heritage Convention and in response to priorities indicated by the national authorities. As a reflection of this commitment, Myanmar authorities have established the National Committee for World Heritage as the co-ordinating body for its world heritage activities. The parliament has identified the "Pyu Ancient Cities" and "Bagan Archaeological Area and Monuments" as the first sites to be nominated for World Heritage status.

To support these priorities, UNESCO – with funding from Italy – has initiated Phase I of the "Capacity-building for safeguarding cultural heritage in Myanmar" project in 2012/13 with a view to enhancing the conservation and management of cultural heritage sites. Leading international organizations including ICCROM and the Lericci Foundation, conducted training in archaeological site conservation, world heritage site management, and the conservation of mural paintings and stucco carvings. At the institutional level, the project assisted the authorities in strengthening their management capacity for cultural heritage sites. For the first time in Myanmar, advanced technologies such as geographic information systems (GIS) were successfully put in place for the purpose of protecting cultural heritage. Key reference documents pertaining to world heritage were translated into the Myanmar language to facilitate widespread diffusion and continued application among various national and local authorities. International and national experts mobilized by the project provided technical assistance to national authorities in preparing a world heritage nomination dossier for the Pyu Ancient Cities, which was officially submitted by the Myanmar government in early 2013. The concrete achievements from this phase of the project provide a strong technical foundation for the Myanmar authorities to build upon and to apply at other Tentative List sites for the future site conservation and management in the world heritage framework.

For the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, the national authorities are proceeding with the ratification process. UNESCO has been requested to provide technical assistance in building capacity among relevant stakeholders in the implementation of the convention and the preparation of inventories of intangible cultural heritage.

Within the framework of the Recommendation for the Historic Urban Landscape, UNESCO has also been working closely with the authorities and civil society institutions in developing measures to enhance the protection of historic Yangon.

2.1.3 Natural Science

In collaboration with the UNDP and with funding from the Government of Norway, UNESCO and the Myanmar government have started the Inle Lake Conservation Project. The lake is a vital part of the broader ecosystem and economy of Shan State. UNESCO is working to inscribe the lake as a Biosphere Reserve and is also carrying out a technical assessment based on the World Heritage Natural Site Guidelines.

Since 2010, Myanmar has been actively engaged in the development and implementation of the UNESCO/IOC Sub-Commission for the Western Pacific (WESTPAC) project, Monsoon Onset Monitoring and its Social and Ecosystem Impact (MOMSEI). The project aims to improve the understanding and forecasting of the Asian monsoon and its multi-scale variability at a regional level. In September 2012, Myanmar hosted the 6th MOMSEI expert workshop in Yangon.

Myanmar has also recently established a Man and Biosphere (MAB) National Committee. In February 2013, the first Workshop on Man and Biosphere Reserve Designation and Collaborative Protected Area Management in Myanmar was held in Nay Pyi Taw. In coming years, UNESCO MAB Programme will support a feasibility study on potential Biosphere Reserves in Myanmar, as so far none are designated. The priority of the study will be given to areas such as Hkakabo Razi on the northern side of the country, Inle Lake and other wetlands in the central highlands, and the Irrawaddy River and its delta. In this undertaking, UNESCO will work with other UNESCO World Heritage Centres, UN agencies present in the country and leading international conservation NGOs.

2.1.4 Communication and Information

In the field of Communication and Information (CI), UNESCO in Myanmar has been a facilitator and catalyst of co-operation in the field of media, advocating, preparing and supporting the changes that have begun. UNESCO has been actively involved in advocating for freedom of expression, providing technical assistance to the government for the ongoing media law reform and supporting the capacity development of media professionals. In March 2012, upon the request of the Ministry of Information, UNESCO organized, in partnership with International Media Support (IMS) and Canal France International (CFI), the first International Conference on Media Development in Myanmar. Attended by more than 150 participants from national and former “exiled” media outlets and specialized INGOs, as well as international development actors, the conference laid the foundation for media development in the country based on international best practices. A second conference on Media Development in Myanmar was organized by UNESCO and partners on 20-21 May 2013 under the theme “The Role of Media in Democratic Transition: Successes, Challenges and the Way Forward.”

Furthermore, on 3 May 2012, for the first time ever, World Press Freedom Day was celebrated in the country. Since then, UNESCO has been providing support to the Ministry of Information by offering technical assistance for the media legislation drafting process. The Draft Printing and Publishing Enterprise Law of Myanmar is currently up for revision. This consensus that the draft law should be revised emerged during a forum on it that was convened by UNESCO upon the request of the Ministry of Information (MOI). UNESCO is providing technical assistance in the crafting of four proposed laws related to the media. At present, the press law is being drafted by the independent Myanmar Press Council and a draft broadcasting law is being finalized.

A Media Development Thematic Working Group (MDTWG), co-chaired by the MOI and UNESCO, was set up in February 2013, with about 25 national and international media development organisations as members. The MDTWG serves as the co-ordinating body for media development initiatives in Myanmar.

UNESCO has also been providing support to media partners and journalism training/education institutions. In 2013, thanks to the support of the UNESCO International Programme for the Development of Communication (IPDC), Myanmar Consolidated Media (MCM) organized a training course aimed at building the capacity of journalists working in the print media sector. Moreover, the journalism curriculum at the University of Yangon is currently being revised and ad-hoc training courses being organized for the hundreds of journalists serving the expanding media sector. The current challenges faced by the Journalism Department include a syllabus more focused on theory than on practice, a lack of expert trainers in fields such as the role of journalists in a democratic

society, investigative reporting, multi-skilled broadcast journalism, gender and media, media management and media entrepreneurship, business reporting, media professionalism and deontology. The present curriculum is being upgraded based on the UNESCO Model Curricula on Journalism Education.

UNESCO also teamed with UNIC Yangon, the UN Office for Disaster Risk Reduction (UNISDR), UNDP and the Disaster Risk Reduction Working Group to hold a two day workshop in Myanmar with the theme “Towards a New Approach to Disasters from Consequences to Causes.” Five years after Cyclone Nargis claimed over 138,000 lives, the objective was to join forces with the media in Myanmar to highlight the lessons learned as the anniversary of the tragedy comes around and reflect on the country’s disaster preparedness.

2.2 Lessons Learned

In the context of UNESCO’s unique and evolving relationship with the government and people of Myanmar, it is important to continuously review past and present activities to ensure they remain relevant, reflecting the government’s priorities and the country’s needs. At the time of drafting this UCPD, such a review revealed a number of important lessons learned, five of which are outlined below.

1) UNESCO’s relationship with the government of Myanmar and other UN agencies has demonstrated the positive potential for engagement in countries going through political transition. The importance of UNESCO’s commitment to Myanmar, both before recent reforms and now with an in-country presence, cannot be underestimated and should serve as a lesson about engagement in countries undergoing political transitions.

2) Collaboration and co-operation with the UN Country Team and the wider UN system are crucial to UNESCO’s success in Myanmar. Ensuring that the UN is “Delivering as One” as much as possible with a consistent approach and delivery in countries in transition, such as Myanmar, is vital to prevent duplication and inefficiency within the UN system. In terms of concrete benefits, UNESCO has concretely benefited from UN agency co-operation through the Strengthening Pre-service Teacher Education in Myanmar (STEM) project, which as part of the Myanmar Quality Basic Education Programme (QBEP) is being administered by UNICEF and funded by the Multi-Donor Education Fund (MDEF). UNESCO is co-chairing the Media Development Thematic Working Group, along with the Education Sector Working Group, and also is an active member of the DRR, Environment and Governance Reforms working groups.

3) UNESCO’s ability to adapt its focus to the evolution of the situation within its fields of competence has been key in earning the government’s trust and respect. For example, the government’s focus on further democratic reform, national reconciliation, rebuilding the economy, ensuring rule of law, and respecting ethnic diversity and equality has been a key driver of UNESCO’s priorities in the country. This has resulted in UNESCO’s deliberate focus on education, particularly peace education, and the communication and information sectors.

4) Myanmar’s limited institutional and technical capacity has, and should continue to shape UNESCO’s activities in the country. Focusing on capacity-building and assisting the government in formulating effective and sustainable policy, particularly in education, culture and media, are the most effective ways of assisting Myanmar in the long-term.

5) Myanmar’s challenges in dealing with its ethnic diversity are one of the key risks to the country’s peaceful and prosperous future, and UNESCO should continue to support the consolidation of peace in ethnic areas and between religious groups through peace education programming that embraces cultural diversity and intercultural dialogue and that also tackles the multi-faceted discrimination

faced by women This is especially needed in Rakhine State where the negative fallout of inter-community conflict is most starkly apparent. In the Guidance Notes on Racial Discrimination and the Protection of Minorities, the Secretary-General recognizes that “although principles of equality and non-discrimination are firmly rooted in binding international standards, racial discrimination and lack of adequate protection of minorities remain a widespread challenge in all regions of the world.” This remains true for Myanmar and combating discrimination and promoting human rights through education is a key factor in the prevention of conflict, in conflict and post-conflict situations, and in addressing development challenges, including poverty reduction, Millennium Development Goals (MDGs) gender equality and environmental sustainability.

Part 3: Proposed Co-operation Framework

3.1 Programming principles

3.1.1 Human rights-based approach (HRBA)

All UNESCO programmes, activities and projects in Myanmar are planned, implemented, monitored and evaluated in accordance with human rights-based principles. In particular, focus is given to the root causes of discrimination, inequality and exclusion of vulnerable and marginalized groups.

3.1.2 Gender mainstreaming

Gender equality is one of the two global priorities of UNESCO under the six-year Medium Term Strategy for 2008-2013 (34 C/4). UNESCO Bangkok reflects this global priority in all its programmes and ensures that all its actions are supportive of women empowerment, new masculinities, and gender equality in UNESCO's fields of competence. UNESCO will continue to align its actions in Myanmar, and its internal structures and procedures, with the UNESCO Gender Action Plan (GEAP).

3.1.3 Evidence-based approach

Essential to results-based management (RBM) is that all proposed programme activities are developed and monitored based on concrete and verifiable evidence. Emphasis is thus placed on solid analyses of baseline data, underlying causes and diverse stakeholders. The most appropriate intervention modalities will be based on evidence such as research results, lessons learned and good practices. For Myanmar to achieve education for all, analyses of reliable statistical data of school-age groups and their participation in school and learning achievements are essential to identify unreached and excluded groups. The analysis of barriers and underlying causes for exclusion allows for the identification of stakeholders and promising solutions to reach the unreached. Involvement of these stakeholders in identifying problems and needs as well as possible solutions is crucial for the ownership and sustainability of programme activities.

3.1.4 Culturally Appropriate Programming

As the UN agency with a specific mandate for culture, and in keeping with the Universal Declaration on Cultural Diversity, UNESCO strives to strengthen the recognition of cultural rights as one of the five fundamental human rights. UNESCO will continue to integrate culture into all of its development programmes and strategies, in line with its mandate to safeguard cultural diversity and also to help ensure the efficacy of these programmes. UNESCO recognizes that there are no readymade development paths. As such, relevant local populations, institutions, and development partners should determine their own paths based on their unique cultural contexts. UNESCO will continue to use culturally appropriate programming principles in designing all of its programmes in Myanmar. The office will also encourage its development partners to adopt such programming principles. These steps will help ensure respect for and promotion of cultural diversity and cultural rights as critical dimensions of sustainable development. Moreover, culturally appropriate programming principles help us to understand how cultural practices and knowledge can strengthen the programme or policy being analysed. This increased understanding and respect in turn helps ensure the efficacy of delivery by increasing the programmes' chances of success and long-term community sustainability.

3.2 Strategic Direction

Within the framework of UNESCO's Medium Term Strategy, Gender Action Plan (GEAP) and programme priorities, UNESCO's strategy in Myanmar is aligned with the priorities of the Government of Myanmar as well as with those of the broader UN system as outlined in the United Nations Strategic Framework for Myanmar 2012 to 2015. UNESCO will continue participating in the following four strategic areas and will continue co-leading the education component with UNICEF:

UNDAF 2012 to 2015 strategic priority areas:

- Encourage inclusive growth (both rural and urban), including agricultural development and enhancement of employment opportunities;
- Increase equitable access to quality social services;
- Reduce vulnerability to natural disasters and climate change; and
- Promote good governance and democratic institutions and human rights.

UNESCO's proposed strategy involves offering technical assistance when necessary and requested, but is particularly focused on capacity-building and support for policy formulation in order to ensure that Myanmar develops the requisite expertise to continue its development independent of UNESCO support. The interim strategy also seeks to mitigate threats to Myanmar's reforms by focusing on projects that promote human rights, freedom of expression and peace.

UNESCO will continue to offer its in-country engagement in Myanmar through technical assistance and capacity-building activities. Additionally, UNESCO will ensure that officials and experts from Myanmar remain highly involved in regional meetings and conferences as this has been found to be an extremely effective means of transferring knowledge and building capacity within countries.

UNESCO Bangkok will provide policy advice to Myanmar through the Project Office in Yangon. The expertise available at UNESCO headquarters, PCPD platform, UNESCO's Regional Bureau for Science in Jakarta, and UNESCO specialized institutes, such as the UNESCO Institute of Statistics (UIS) in Montreal and the International Institute for Education Planning (IIEP) in Paris, will also be mobilized to support activities in Myanmar as needed.

3.3 Implementation

a) Process for managing programme and co-ordinating implementation with other partners

Since 2008, UNESCO's presence in Myanmar has been established through the Yangon Project Office, with projects funded through extra-budgetary means, which will continue. Prior to 2009, the in-country presence was under the overall authority of the Director of UNESCO Bangkok who has since transferred authority to the then-newly created position of Deputy Director. At its inception, the Project Office was headed by a programme manager based in Yangon, but with funding entirely from UNESCO Bangkok. Since 2011, as a result of the political evolution in the country, the government's expectations and donors' commitments for UNESCO Myanmar have rapidly increased. The programme activities and the programme staff of the Project Office are almost entirely funded through extra-budgetary resources.

b) Monitoring, evaluation and accountability arrangements

The Deputy Director of UNESCO Bangkok oversees the planning and implementation of the programme by the Yangon Project Office which is managed by the Head of Project Office, and units in the Bangkok Office. Activities will be monitored annually to coincide with UNESCO's reporting cycle to its governing bodies, while responding to other ad-hoc requests by the UNRC, UNCT, or donors. Each responsible programme officer will upload activity-level reports to UNESCO's System of Information on Strategies, Tasks and the Evaluation of Results (SISTER). In accordance with the 2012

guidelines released by UNESCO's Bureau for Strategic Planning (BSP) and Internal Oversight Service (IOS), specific programmes, including all extra-budgetary programmes in Myanmar will be evaluated at the mid-term and end of their implementation periods in consultation with implementation partners and other key stakeholders.

3.4 Sector-Specific Frameworks

Myanmar shows a unique context as a country in transition, where the situation is constantly and rapidly evolving. Therefore UNESCO has to adapt and be flexible to adjust its programmes to the needs of the country. While acknowledging this context, UNESCO Bangkok has drafted the following framework, but is still in the process of developing its implementation, together with its partners.

3.4.1 Education

UNESCO and the Government of Myanmar have jointly identified the priority areas for UNESCO support in Education. These include: support for education policy reforms, peace education, higher education, and technical and vocational training (TVET) as well as support for sector-wide education policy, planning and management. The education-specific proposed co-operation framework will largely be based around these priorities.

UNESCO is currently planning a variety of **Peace Education** programmes in Myanmar in collaboration with donors and implementing partners. Myanmar's government is fully aware of the need to embed peace and human rights programming into the education system and now is the ideal time for UNESCO and its partners to implement such projects in the country. Key points of the strategy will be to support pluralism and diversity and expand knowledge of the history, traditions, language and culture of minorities. UNESCO will seek to accomplish these goals in its programming in an attempt to counteract the threat of minority ethnic and religious conflict that continues to plague the country.

In **Higher Education**, UNESCO will continue to work with the Government of Myanmar, higher education institutions, and other partners to build capacity in the sub-sector. UNESCO will continue to play an active role in the Higher Education component of the Comprehensive Education Sector Review (CESR) through co-ordination, technical assistance, and capacity-building.

As previously mentioned, in collaboration with the MOE and PepsiCo, the Government and UNESCO are setting up a **Centre of Excellence for Business Skills Development** in the Yangon Institute of Economics to increase the skills and employability of youth, contributing to Myanmar's overall human resource development. This project will address Myanmar's need to build its human capital and increase the supply of business leaders for the new economy.

In Technical and Vocational Education and Training (**TVET**), UNESCO will continue to take a leading role on the TVET component of the CESR to review TVET policy and practices and support capacity for reform. UNESCO will also explore partnership opportunities with other UN-agencies, international organizations, MoE and the Ministry of Science and Technology (MOST) to initiate additional TVET projects as prioritized.

In **Non-Formal Education**, UNESCO activities will involve the reactivation of community learning centres, particularly those in cease-fire areas such as northern Rakhine State. UNESCO has undertaken a new initiative in partnership with the Department of Myanmar Education Research Bureau (DMERB), MOE to develop a draft national curriculum for non-formal middle school education (NFMSE). The objective of the project is to develop gender-sensitive, flexible and alternative learning programmes in Myanmar.

Myanmar will be invited to participate in a regional study that aims at strengthening national capacity in planning and implementing a multigrade education policy. Concerted efforts are needed to raise the quality of teaching and learning in rural and remote areas that use multigrade teaching. As part of the study, existing multigrade teaching practices will be documented and the country will be supported in formulating appropriate policies and programmes that support teaching and learning in multigrade settings.

To support education sector policy reform, UNESCO will continue to provide assistance to the government to strengthen its institutional and organizational capacity for education policy formulation, planning and management. Emphasis will be put on supporting education ministries in building solid legal and policy frameworks for educational reconstruction and development. Its work on the CESR will continue through the CapEFA programme. CESR Phase II activities will focus on capacity-building on decentralized planning for education personnel at both the central and decentralized levels, as well as technical assistance for a review of legislation, decentralised management and financing of the education sector. UNESCO will also facilitate policy dialogue and consultation meetings for the discussion of policy options, including their cost and financing implications. Review of quality assurance through better alignment of education policy, curriculum, pedagogy and assessment will be conducted. Support will be provided for the development of an effective EMIS system. UNESCO's support to the CESR process will continue through the preparation of a costed education sector plan and its implementation.

While these priority areas have been identified, UNESCO's education programme remains deliberately fluid to be responsive to the prevailing context and Myanmar's needs. UNESCO will continue to invite the Myanmar government and other actors to regional meetings, consultative meetings and workshops, and to provide technical assistance in the areas of education for all, monitoring education quality, lifelong learning, community learning centres (CLCs), curriculum equivalency, and early childhood care and education (ECCE). UNESCO will also continue to offer policy support and research to the Myanmar government upon request in areas such as secondary education as well as other mutually agreed upon areas.

At the same time, UNESCO will continue to research and disseminate the results of its work in **HIV preventive education** with key youth populations and provide technical support for comprehensive sexuality education in both the formal and non-formal education sectors

3.4.2 Culture

The reconstitution of the Myanmar National Culture Central Committee in early January 2013 has given additional momentum and direction for UNESCO's work in the safeguarding and promotion of cultural heritage. Consultations with Myanmar authorities have indicated that co-operation should be deepened and extended to include other areas of UNESCO's cultural mandate. In this light, support for world heritage, intangible cultural heritage and historic cities will be further strengthened and new programmes will be developed in the areas of cultural objects, museums, and cultural industries. Given the context of Myanmar as an LDC, the linkage of culture with development will also form a strategic entry point for UNESCO's work. With a view to ensuring long-term sustainability, efforts will focus on institutional and technical capacity-building for counterpart line ministries. As the sole UN agency with a mandate in culture, UNESCO's role in the co-ordination of international co-operation inputs for culture should also be further reinforced.

For **World Heritage**, which continues to be the national priority in cultural co-operation, UNESCO will carry out an expanded programme of technical assistance for both cultural and natural heritage. At the upstream strategic level, assistance will be provided to review the Tentative List, with a view to including additional cultural sites as appropriate and adding natural sites for the first

time. At the site level, support will continue to enhance the conservation of the Pyu Ancient Cities as part of the world heritage nomination process. Meanwhile, as Bagan is emerging as the prime target for national development and international co-operation, UNESCO will co-operate with the national authorities and development partners to enhance the conservation and management of the site within the context of its future world heritage nomination. The Government of Switzerland for instance, has provided UNESCO with support to implement the project titled “Institutional Capacity Building for Managing Bagan within the World Heritage Framework”. The specific objective of the project is to strengthen the institutional capacity of the Department of Archaeology, National Museum and Library (DoA) to safeguard Bagan by effectively implementing the site management plan and related measures/regulations. Additional support for Bagan is also pending through the Japanese Funds-in-Trust window for culture. This would focus on complementary activities to build technical capacity in monument conservation by demonstrating international conservation standards and improving national capacity in applied conservation techniques.

In regard to natural heritage, co-operation will be initiated to identify priority sites for inclusion on the Tentative List and for future nomination and capacity-building. With support from the Nordic World Heritage Foundation a project that will seek to strengthen upstream processes for nominating natural World Heritage in Myanmar will be initiated. Through various outreach and training activities, the project will help to enhance awareness about World Heritage and technical capacity in nominating and managing natural heritage sites. Technical support, in collaboration with WHITRAP, the UNESCO category 2 Centre in the China, will also be provided to the authorities in nominating a selected priority site for World Heritage status. Work at potential priority sites such as Inle Lake will also be undertaken within a co-ordinated framework with on-going activities by UNESCO to designate Inle Lake as a Man and Biosphere Reserve.

For the 2003 Convention for the Safeguarding of the **Intangible Cultural Heritage**, UNESCO has been requested to provide technical assistance in building capacity among relevant stakeholders in the implementation of the convention and the preparation of inventories of intangible cultural heritage. Through funding provided by Norway, UNESCO aims to assist Myanmar to build up a critical mass of national capacity, both in government institutions and in civil society, so that Myanmar will have a sustainable framework for safeguarding intangible heritage and implementing the Convention on a long-term basis. This project will create an understanding of the core concepts of the Convention and provide Myanmar with a thorough understanding of its obligations at the national level and a substantial knowledge of the mechanisms of international cooperation established by the Convention.

For the 2005 Convention on the Protection and Promotion of the **Diversity of Cultural Expressions**, UNESCO is currently in consultation with the Ministry of Culture to plan a programme to raise awareness among officials and to survey the existing cultural industries in the country.

In the area of **cultural objects and museums**, the national authorities have indicated their interest in pursuing the ratification of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. UNESCO is, therefore, in discussion with the Ministry of Culture to develop a policy framework and capacity-building programmes for the enhanced protection and conservation of museum objects in Myanmar.

In regard to the protection of **historic Yangon**, UNESCO will continue to co-operate with relevant authorities, including the Yangon Heritage Trust, in raising awareness for urban conservation, strengthening policy at the municipal and national level, enhancing co-ordination with rapid urban development and building technical capacity.

Finally, UNESCO will expand dialogue with the national authorities and development partners regarding the strategic role of **culture in development**. This will result in the improved formulation of development policies and programmes being undertaken by national and international agencies, and may also take the form of concrete activities on the ground.

3.4.3 Communication and Information

In co-ordinating media development efforts in Myanmar, UNESCO's broad approach will remain unchanged. This involves a multi-faceted strategy of working with the government, media groups, and civil society organizations on capacity-building initiatives with the media, as well as activities to help ensure that press freedom is promoted and protected in the country.

Overall, UNESCO has succeeded in effectively supporting current media reforms, ensuring that they adhere to international standards and contribute to the on-going democratization process. Media development efforts in Myanmar will need to be strategically co-ordinated in order to ensure a coherent approach, avoid duplication and make the best use of resources.

UNESCO has been invited by the government to take the leadership of and co-chair a Media Development Co-ordination Group, which is also welcomed by donors and CI partners. In addition, a new component on media and peace-building is to be added to the on-going activities, as democratic reform in Myanmar will be dependent on the success of the current ceasefires. This support shall be provided within the framework of the Myanmar Peace Centre, which is currently being established and which will have a Division for Outreach and Public Diplomacy covering media issues. Embedding peace-building in the media community in Myanmar is seen as a key step towards making the recent democratic reforms long-lasting and sustainable. The UNESCO Myanmar Office will start implementing a number of community-based development projects particularly in post-conflict areas. These include: (a) Supporting Media Development in the Context of Democratic Reforms and Peace-Building Initiatives in Myanmar (b) Capacity Development of Mass Media Institutions in Support of Peace-building and Local Development in Mon and Kayin States (UN Peace-building Fund), and (c) Community-based Information System for Food Security & Livelihoods in Ceasefire Areas.

3.4.4 Natural Science

At the request of the Myanmar Government, IOC/WESTPAC has been developing a country-specific programme with a view to building capacity on ocean-atmosphere observation, coral monitoring and ocean forecasting. UNESCO Bangkok and UNESCO Jakarta are both committed to supporting the government in developing the sector. Specifically, this support includes continued collaboration on the Inle Lake Conservation Project and assistance for the recently formed Man and Biosphere (MAB) National Committee. Support will be provided via the Yangon Project Office as well as through technical assistance and further high-level missions from UNESCO Headquarters, UNESCO Bangkok, and UNESCO Jakarta.

UNESCO Bangkok and Jakarta will continue to invite experts and officials from Myanmar to take part in regional conferences, workshops and capacity-building exercises and will also organize such events in Myanmar itself.

Additionally, UNESCO is ready to respond to requests from the Government of Myanmar for assistance in the science sector in areas where there is mutual agreement on how to move forward and in which UNESCO has both the capacity and competency to assist. This assistance may take the form of in-country technical assistance, high-level missions to Myanmar, or specific support to participate in science sector activities around the globe.

3.5 Summary of Proposed Activities

Below is a summary of specific, on-going, new and proposed UNESCO projects that will be implemented within the proposed co-operation framework as described above.

Expected result	Project / Activity	Details	Indicative Available resources in USS	Indicative Mobilization target in USS	Partners	Status
EDUCATION			5,055,778	2,720,000		
The Government has been supported in the Education Sector Reform and its institutional capacities have been strengthened	CapEFA Myanmar – Support to Comprehensive Education Sector Review(CESR)	UNESCO is the lead Development Partner for the Policy, Legislation, Management and Financing component of the CESR.	3,759,540	2,720,000	MOE	Ongoing
	Education sector policy and planning	Provide capacity development for decentralized education sector planning and management through technical workshops and development of training and self-learning toolkits for education officials and managers at central and decentralized levels			MOE	Ongoing
	National EFA 2015 Review	Provide Myanmar with orientation and technical support to enhance capacities to undertake systematic reviews of national EFA progress and strategies with the aim to develop policy options for acceleration of EFA and provide inputs for national and international debates on the post-2015			MOE, UN agencies, INGOs, TWG on EFA members	Ongoing

		education agenda.				
	Non-Formal Middle School Education	To develop gender-sensitive, flexible and alternative learning programmes in Myanmar by drafting a national curriculum for Non-Formal Middle School Education (NFMSE).			MOE	Not yet started
	Inclusive Education	To examine the condition of teaching in multigrade settings and provide support in formulating national policies for effective multigrade teaching			MOE	Not yet started
	Strengthening Pre-service and In-service Teacher Education (STEM)	Improve the pre-service teacher education system through policy and institutional capacity development in targeted education colleges.			UNICEF, Multi-Donor Education Fund. MOE	Not yet started
	Strengthening Capacity for Higher Education Policy Reform	Upgrade through advocacy and capacity-building the exposure and expertise of higher education policy-makers and managers to be able to articulate and implement cohesive, evidence-based higher education policy, legislation, planning, and management			MoE, Open Society Foundation	Not yet started
	Inclusive education and ECCE	Translate and adapt the <i>Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments</i> , and the <i>Parenting Education Guidebook and</i>			Department of Basic Education	On-going

		<i>Facilitators' Handbook for Parenting Education</i> into the Myanmar language.				
	HIV Prevention and Health Promotion	Research and disseminate work with young key populations and provide technical support for comprehensive sexuality education in both the formal and non-formal education sectors.			Ministry of Health, Various NGOs and civil society organizations	On-going
Vulnerable groups have been empowered by enhancing vocational and life skills for development	Strengthening Business Skills for Youth Employment in Myanmar	Establish a Centre for Excellence for Business Skills Development to strengthen Myanmar's ability to train work-ready, skilled business graduates, through development of an innovative Centre of Excellence that provides leadership, best practices, applied research, support and training in the focus area of business skills.	500,000		MOE, PepsiCo, Yangon Institute of Economics	On-going
Embed Peace education into Community Learning centers in Northern Rakhine State	Education for Peace and Development in Northern Rakhine State	Reactivate community learning centres as platforms for peace education programming that are also equipped to serve as ICT and lifelong learning centres.	196,238		MOE, Government of Belgium	On-going
The capacities of the government on disaster risk reduction management has been strengthened	Disaster Risk Reduction	Capacity-building for government officials and school administrators and co-ordination of the Disaster Risk Reduction Education Working Group.	600,000		MOE	On-going

CULTURE			369,937	200,000		
Support to the implementation of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property provided.	Support the Ratification of UNESCO Conventions	Assist Myanmar to build up national capacity in protecting cultural property, including through enhanced systems and professional capacity such as through introduction of Object ID system		200,000	Ministry of Culture	On-going
Support to the implementation of the 2003 Convention for the Safeguarding of Intangible Cultural Heritage provided.	Support to the implementation of the 2003 Convention for the Safeguarding of Intangible Cultural Heritage	Assist Myanmar to build up a critical mass of national capacity, both in government institutions and in civil society to implement the 2003 Convention.	131,384		Ministry of Culture, Norway	On-going
Support to the implementation of the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage	Support the nomination of natural World Heritage sites in Myanmar	Build institutional and technical capacity in enhancing protection of cultural and natural heritage sites	238,553	TBC	Nordic World Heritage Foundation	On-going
	Strengthening capacities for managing and safeguarding cultural heritage	Support the nomination of priority cultural and natural heritage sites			Switzerland	On-going

provided.	Support the nomination of priority cultural and natural heritage sites	Support the nomination of priority cultural and natural heritage sites			Japanese Funds-in-Trust window for culture.	Proposed
		Enhance upstream processes for World Heritage planning in Myanmar			Italy	Proposed
COMMUNICATION AND INFORMATION			96,540	392,950		
The environment for freedom of expression, press freedom, journalistic safety, self-regulation and professionalism strengthened	Media Development Co-ordination Group	Co-chair group to ensure group strategic co-ordination of international efforts.			Mol	On-going
	Capacity building for media legislation in Myanmar	Support to Ministry of Information, Parliamentary Committee, journalist associations in crafting media laws as per international standards.			MOI Canal France International	On-going
	Support to the Department of Journalism	Provide technical assistance to the Department of Journalism, National Management College in improving the quality of education for journalists.	96,540	65,000	MOE. MOE,	On-going
	Assessment conducted based on UNESCO's Media Development Indicators (MDI)	An assessment of Myanmar's media landscape will be conducted based on UNESCO's MDIs, including media regulatory framework, ownership structures, media diversity and pluralism, media education and training institutions and infrastructure.			IMS	On-going
Embed peace-building in the media community in Myanmar through the work	Media and Peace-building Project	Embed peace-building in the media community in Myanmar through the work of the Myanmar Peace Centre.		300,000	EU	Proposed

of the Myanmar Peace Centre.						
One on-line media platform for exchange of information among ethnic media groups has been established.	On-line Media For Peace: Promoting Cross-Cultural Dialogue Among Myanmar Ethnic Media Groups	To establish an on-line media inclusive of website, Facebook and Twitter accounts and blogs which will serve as a platform for sharing and exchange of news and information among the ethnic media groups on development news happening in the selected ethnic communities.		27,950	IPDC	Proposed
NATURAL SCIENCE			230,000			
National capacities strengthened in identification, management, and sustainability of natural resources including oceans.	Ocean-atmosphere Observation, Coral Monitoring and Ocean Forecasting	Develop a country-specific capacity-building programme on ocean-atmosphere observation, coral monitoring and ocean forecasting.	230,000			On-going
	Inle Lake Conservation Project	Assist in the nomination process of Inle Lake as a Biosphere Reserve.			UNDP, Government of Norway	On-going
	Man and the Biosphere	Offer support to Myanmar's Man and the Biosphere (MAB) National Committee.				On-going

Part 4: Partnerships

The implementation of the proposed framework for cooperation will be possible through extensive collaboration with, or assistance from, various partners, including the Myanmar government, other governments, UN agencies, international organizations, non-profit organizations, civil society, and the private sector. Many partners have been intensively supporting the past and on-going programme of UNESCO in the country, but efforts will continue to enhance the current collaborations and expand to new ones. Mobilizing additional resources from donors and partners is a key element to strengthen UNESCO's outreach and the impact of the proposed programme in Myanmar. UNESCO's approach to engaging funding partners will focus on:

- Bilateral government donors;
- Strengthening South-South and North-South-South triangular cooperation;
- Joint United Nations programming and Multi-Donor Trust Funds;
- Secondments and other in-kind resources; and
- Cooperation with the private sector

UNESCO's efforts on building strategic partnerships in Myanmar have been successful and innovative so far. The country is receiving great attention from all different donors and UNESCO has been wisely using the opportunity to generate relevant synergies, while showing a significant proactive role. Several on-going projects are implemented in collaboration and with funding from the governments of Belgium, Norway, Italy, Switzerland, Australia and France. Another example is the inclusion of UNESCO in the newly established Myanmar Multi-Donor Education Fund administered by UNICEF in which UNESCO is expected to play a prominent role. UNESCO's Yangon Project office also partnered with PEPSICO for an innovative project that aims to strengthen business skills for youth employment, which will showcase the impact of public-private partnerships.

UNESCO Yangon's project office and UNESCO Bangkok will make robust efforts to make UNESCO's resource mobilization objectives for this programme more accessible and widely known to our donors and partners. The efforts will concentrate on enhancing traditional channels and methods for resource mobilization and expand the scope of donors; as well as putting in place a new approach to private sector partnerships and innovative financing approaches. All these efforts are in line with the UNESCO "Policy Framework for Strategic Partnerships" (Ref. 190 EX/21 Part II and 190 EX/INF.7) and follow the principles and rationale for engagement with partners.

Partners:

4.1.1 National Commission for UNESCO

The Myanmar National Commission for UNESCO is the main counterpart of the UNESCO Yangon Project Office and UNESCO Bangkok. It is the focal point for the implementation of a large number of UNESCO activities in the country, resulting in a close and effective collaboration. The National Commission is currently chaired by the Minister of Education, Dr. Mya Aye. Its Secretary General is Ms Lwin Lwin Soe. The National Commission is currently housed within Yangon University of Foreign Languages.

4.1.2 Ministries

UNESCO has a close and fruitful relationship with various ministries in Myanmar. This involves working with the Ministry of Education, Ministry of Culture and Information regularly, as well as with other ministries on an ad hoc basis on specific projects or when UNESCO's assistance or advice is requested.

4.1.3 Partnerships with Other Governments

As previously stated, UNESCO is building partnerships with governments to develop and implement projects to support and overcome challenges in different development areas in Myanmar. For instance, Belgium has recently approved an Education for Peace and Development in Northern Rakhine State project that aims to reactivate community learning centres as platforms for peace education. France, Italy and Switzerland are actively collaborating in efforts to safeguard Myanmar's cultural heritage. Norway is collaborating with UNESCO in the Culture and Natural Science sectors. And Australia is providing significant support for the Education sector through the Multi-Donor Education Fund (MDEF). In addition, UNESCO Bangkok has played an important role in strengthening south-south cooperation between the Royal Government of Thailand and the Government of Myanmar. UNESCO and the Thai Ministry of Education have partnered since 2012 in supporting education development and reform in Myanmar. This partnership has focused on Myanmar's need to promote access to education as a human right through the development of non-formal education (NFE) policies and structures, capacity-building to increase the leadership capacity of school principals, and activities to strengthen the institutional capacity to use ICT in education.

4.1.4 United Nations Country Team

The UNCT Myanmar strategy is to support the government in the transition process, to maintain the positive momentum of the current political reforms to address the most pressing development needs, and to promote good governance and human rights in the country. UNESCO is participating in all four strategic priority areas outlined in the UNCT's United Nations Strategic Framework (UNSF/UNDAF) 2012-2015, which are to:

- Encourage inclusive growth (both rural and urban), including agricultural development and enhancement of employment opportunities;
- Increase equitable access to quality social services;
- Reduce vulnerability to natural disasters and climate change; and
- Promote good governance and democratic institutions and human rights.

4.1.5 International Organizations and Partners

As mentioned above, UNESCO will also be involved in the Myanmar Quality Basic Education Programme (QBEP) Joint Programme funded by the Multi-Donor Education Fund (MDEF) and administered by UNICEF until 2015. Within this framework, UNESCO will implement the Strengthening of Teacher Education in Myanmar (STEM) project outlined above funded by AusAid under the MDEF.

4.1.6 Non-government Organizations

UNESCO Bangkok continues to collaborate with national and international NGOs to further its work in Myanmar. One example of such a partnership is UNESCO's work with the Leric Foundation in Myanmar, which has been an implementation partner for technical capacity building, mainly in the field of archaeological site conservation. UNESCO has also collaborated very successfully with Canal France International and the Scandinavian NGO, International Media Support (IMS). In 2012, UNESCO Bangkok, the Myanmar Ministry of Information, Canal France and IMS jointly hosted a Conference on Media Development in Myanmar in Yangon.

4.1.7 Private Sector

UNESCO is working in partnership with the Ministry of Education and PepsiCo to establish a Centre for Excellence for Business Skills Development in the Yangon Institute of Economics Myanmar. This new form of partnership between UNESCO and the private sector is designed to take advantage of

the two organizations' comparative advantages to ensure excellence in the training of business graduates in Myanmar.

4.1.8 Civil Society

UNESCO has partnered with various civil society groups in Myanmar in recent years. One such example is our partnership in the field of cultural preservation with the Yangon Heritage Trust (YHT). UNESCO has advised the YHT on the implementation of the new "2011 UNESCO Recommendation on the Historic Urban Landscape". UNESCO also supported the YHT in the organization of a conference entitled "Towards a Conservation Strategy for Yangon in the 21st Century" in June 2012, which was attended by the Yangon Region Chief Minister, the Chairman of Yangon City Development Committee (YCDC) and the Chairman of YHT as well as by resource-people from UNESCO, local and international architects and urban planners, business leaders and community organizations.

4.2 Invitation for New Partners to Collaborate with UNESCO in Myanmar

UNESCO seeks to build new partnerships (governmental and non-governmental, national or international, including donors in the public and private sectors) to explore innovative ways to achieve shared outcomes.

What can UNESCO offer to potential partners and donors?

UNESCO has been active in Myanmar since Cyclone Nargis in 2008. This longer-term commitment, which predates the recent reforms in the country, gives the organization a trusted and privileged relationship with the government. As such, and in keeping with the new government's vision for Myanmar, ministers have expressed a strong commitment to UNESCO's goals, standards and ethical principles in the areas of education, science, culture, and communication and information.

As a member of UNESCO, an organization of intergovernmental character, Myanmar participates in the General Conference and, in the adoption of, a variety of international standards in education, science, culture and communication and information. Such a relationship between a Member State and an intergovernmental organization can facilitate access for our partners to the highest policy level in the country.

Moreover, as a Specialized Agency of the United Nations, UNESCO's structure and staff reflect the priority given to the availability of expertise. In all its components, the UNESCO Secretariat can offer to its Member States, partners and donors access to a wealth of specialized expertise in education, science, culture, communication and information. UNESCO's many components include: its Headquarters in Paris, specialized Regional Bureaus for Education in Bangkok and for Science in Jakarta, and cluster and national offices as well as UNESCO Institutes, Centres and Chairs.

UNESCO's Institutes and Centres are specialized departments of the Organization that support UNESCO's programmes, providing specialized services for Member States directly or through UNESCO cluster and national offices. For instance, the UNESCO Institute for Statistics, UIS, has an antenna within UNESCO Bangkok that regularly offers expertise in the area of statistics for the planning and implementation of UNESCO programmes in Myanmar.

The International Network of UNESCO Chairs can add further expertise and regional connections to UNESCO's work and partners in Myanmar. The UNESCO Chairs Programme was established in 1992 as a way to advance research, training and programme development in all of UNESCO's fields of competence by building university networks and encouraging interuniversity co-operation through the transfer of knowledge across borders. UNESCO Chairs in the Asia-Pacific region alone have expertise in all the programme areas currently implemented in Myanmar. The availability of such experts within the region is invaluable to UNESCO's project implementation in Myanmar.

In-house collaboration between the various components of this “UNESCO family” is an integral part of the way UNESCO operates.



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