



UNESCO BEIJING OFFICE BIENNIUM REPORT 2012-2013

CULTURE
Creativity Digital Partnership Ocean Knowledge Gender Press
Security Respect Biodiversity Learning Diverse
Communities Knowledge societies Innovation Tolerance Children Resilience
Rattle Open Inclusive Peace Climate Change Planet Heritage Teachers Youth Ethics Migrants Development Cooperation Green Freedom Equality Intercultural Safeguard Diversity Empower Women Democracy Livelihood
Sustainable Creative economy Dialogue
Human rights Literacy HIV/AIDS Well-being Biosphere
Arts Justice
NATURAL SCIENCES
Advocacy Protect
Persons with disabilities
ICT Conservation
Access Quality education



Beijing Office
Cluster Office to the
Democratic People's Republic
of Korea (DPRK), Japan, Mongolia,
the People's Republic of China,
and the Republic of Korea (ROK)

United Nations
Educational, Scientific and
Cultural Organization

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UNESCO Beijing Staff

Foreword

It is my pleasure to present to you the UNESCO Beijing Biennium Report 2012–2013 that summarizes our efforts in furthering UNESCO's mandate in the East Asia region.

We are proud of our achievements in 2012–2013, the highlights of which you will find in this report. We look forward to the 30th Anniversary of UNESCO Beijing Office in 2014.

Our achievements are the result of cooperation with many entities and partners in the East Asia cluster. The biennium witnessed the further expansion of our partnerships with academia, civil society and the private sector, especially in China. The UNESCO Country Programming Documents (UCPDs) for China and Mongolia produced in this period by our office outline key challenges including climate change, environmental pollution, rising inequalities, migration, urbanization and violence against women. UNESCO's technical and policy support is geared to address these challenges.

We accompanied the UN as a constructive partner in all the five cluster countries and we worked closely with the UN Country Teams (UNCTs) in China, Mongolia and DPRK to identify strategic priorities and in implementing UN Development Assistance Frameworks (UNDAFs).

Besides, we engaged in the country consultations in China and Mongolia to shape the contours of the post-2015 development agenda. In this context the Hangzhou Declaration on "Culture: Key to Sustainable Development" is a key milestone.

Overall UNESCO Beijing has sought to fulfill its commitment to UNESCO's programme areas in a proactive way to build learning societies that are green, inclusive, diverse and open.

I trust that you would find this report informative.



United Nations
Educational, Scientific and
Cultural Organization

UNESCO Office in Beijing

Cluster Office to the Democratic People's
Republic of Korea (DPRK), Japan,
Mongolia, the People's Republic of China
and the Republic of Korea (ROK)



Abhimanyu Singh
Director and Representative

UNESCO Office in Beijing

Cluster Office to the Democratic People's Republic of Korea (DPRK), Japan, Mongolia, the People's Republic of China and the Republic of Korea (ROK)



UNESCO Director-General Irina Bokova and Chinese Premier Li Keqiang during her visit to China in October 2013

Cluster Countries of UNESCO Beijing

Democratic People's
Republic of Korea (DPRK)



Japan



Mongolia



People's Republic of China



Republic of Korea (ROK)



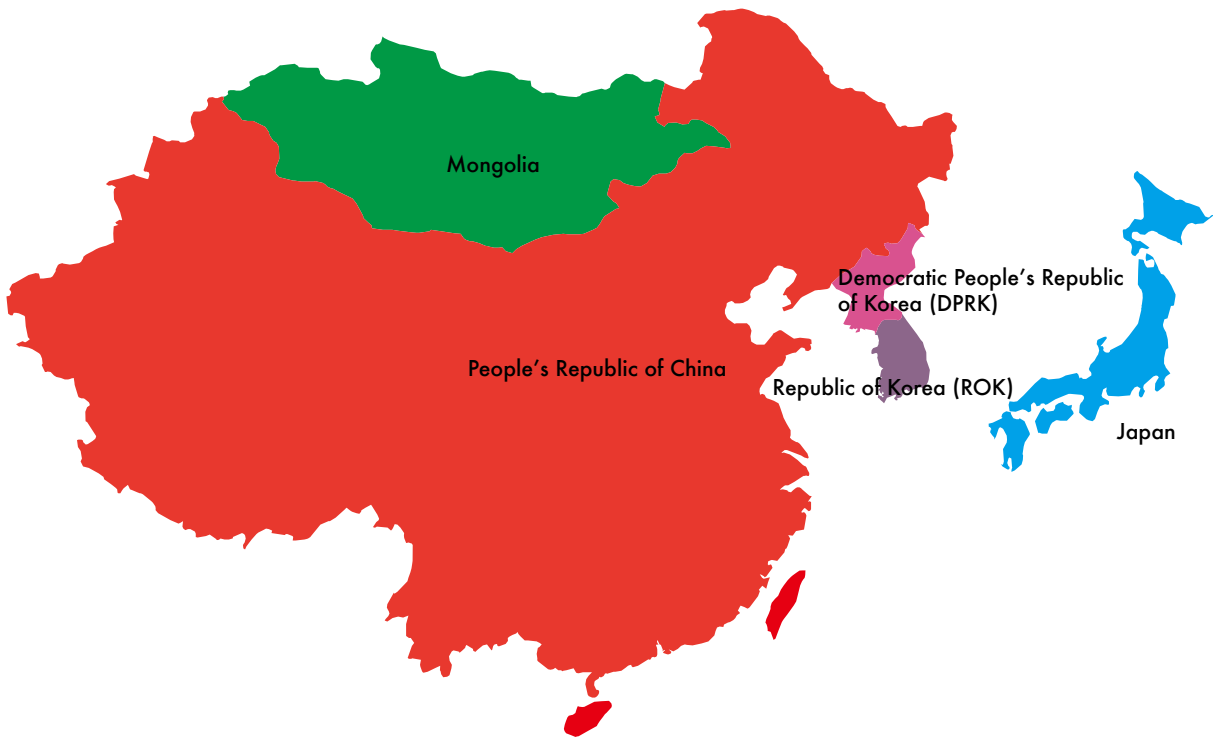
The UNESCO (United Nations Educational, Scientific and Cultural Organization) was founded in 1945 as a specialized agency of the United Nations. By promoting international collaboration through its five major programmes – education, natural sciences, social and human sciences, culture, and communication and information – UNESCO contributes to peace and security, furthering universal respect for justice, the rule of law, human rights and fundamental freedoms.

Established in 1984, as the UNESCO Office for Science and Technology in China,

the UNESCO Beijing Office will be celebrating its 30th anniversary in 2014. Since 2001, it operates as a Cluster Office for 5 countries: the Democratic People's Republic of Korea, Japan, Mongolia (which until 2013 hosted a Project Office), the People's Republic of China and the Republic of Korea. UNESCO Beijing is committed to contribute to UNESCO's mission in the region, addressing the social, cultural, environmental and economic dimensions of sustainable development.

The Beijing Office works in tandem with other UN Agencies. It actively participates in

UN Country Teams (UNCTs), Theme Groups, UN Development Assistance Frameworks (UNDAFs) and Joint Programmes. The five sectors implement comprehensive result-based programmes in their respective fields and are increasingly involved in intersectoral activities. Close collaboration with National Commissions and Category 2 Centres in the five countries is an important factor in the effectiveness of the Beijing Office. Cooperation and networking with UNESCO Bureaus of Education and Science in Asia and the Pacific provide a conducive environment for inter-regional cooperation.



UNESCO Beijing — Facts and Figures

Completes **30**
years in Beijing in 2014

Implements **5**
major programmes in Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information

Employs **9**
international specialists from 8 different countries

Achieves **70%**
ratio of women among staff

UNESCO in the Asia Pacific Region

Regional Offices

Bangkok: Regional Bureau for Education in Asia and the Pacific.

Jakarta: Regional Bureau for Natural Sciences in Asia and the Pacific.

Cluster and National Offices

Almaty: Cluster Office to Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan.

Apia: Cluster Office to Australia, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia (Federated States of), Nauru, New Zealand, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu and Tokelau (Associate Member).

Bangkok: Cluster Office to Thailand, Myanmar, Lao PDR, Singapore, Viet Nam and Cambodia.

Beijing: Cluster Office to the Democratic People's Republic of Korea (DPRK), Japan, Mongolia, the People's Republic of China and the Republic of Korea (ROK).

Dhaka: National Office to Bangladesh.

Hanoi: National Office to Vietnam.

Islamabad: National Office to Pakistan.

Jakarta: Cluster Office to Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor Leste.

Kabul: National Office to Afghanistan.

Kathmandu: National Office to Nepal.

New Delhi: Cluster Office to Bangladesh, Bhutan, India, Maldives, Nepal and Sri Lanka.

Phnom Penh: National Office to Cambodia.

Tashkent: National Office to Uzbekistan.

Tehran: Cluster Office to the Islamic Republic of Afghanistan, the Islamic Republic of Iran, the Islamic Republic of Pakistan and Turkmenistan.

UNESCO Beijing's Education Sector works at all levels of education to improve access, equity and quality, including providing policy advice and technical support to cluster countries in achieving the Education for All (EFA) goals.

School girls in Uvs Province, Mongolia, during a UNESCO-led UN Joint Project



Education

Learning



Pupils doing exercise together during class break in Shaanxi Province, China

Education Sector

As the only United Nations agency with a mandate to cover all aspects of education, UNESCO's work encompasses educational development from pre-school to higher education, including technical and vocational education and training.

UNESCO Beijing Office has been promoting quality and lifelong learning opportunities for all in the countries of its cluster, in particular by providing direct support to China, DPRK and Mongolia through policy advice and technical support on major policy issues based on evidence obtained through analytical work and research. One key aspect of UNESCO's work is to disseminate internationally tested best practices and innovative ideas on education quality among policy makers and practitioners.

Key Figures

4,717

Local people trained in literacy and life-skills using materials in Mongolian and Kazakh under the UN Human Security Project in Mongolia

11

Secondary schools piloting the use of ICTs in subject teaching and learning in DPRK

99.7%

Net enrolment at primary level reached in China in 2012 (Ministry of Education)



Community Learning Center in Bayan-Ulgii Province, Mongolia

Supporting the Achievement of EFA by 2015

As the lead global coordinator for Education for All (EFA) and with the target year 2015 to meet the six EFA Goals approaching, UNESCO has given top priority to assisting its Member States to accelerate progress in EFA and to prepare for the EFA 2015 review process. National ownership of the EFA process is evident in UNESCO Beijing's cluster countries; preparation of the national EFA 2015 review has been initiated in all five countries.

In China and Mongolia an annual National EFA Forum, a platform for high-level policy dialogue, has been organized with joint support of UNESCO and UNICEF. Sharing findings from the 2012 EFA Global Monitoring Report focusing on youth and skills has stimulated discussion and reflections by the governments and key partners on the urgent and growing need to provide skills training to young people, especially among the disadvantaged groups.

During this biennium, UNESCO has joined hands with UNICEF to support the production of China's EFA Ten-year Report (2000–2010).

Enhancing Capacity in Education Planning and Monitoring

The emerging challenges related to quality, equity, relevance, and decentralization in education in Member States can only be tackled in a sustainable way through enhanced national and local capacities in education planning and monitoring. UNESCO has been instrumental in assisting governments to strengthen their capacities in education planning and monitoring.

In China, a monitoring framework is being established with support from UNESCO Beijing and the Chinese National Commission for UNESCO, for the central and provincial governments to review the implementation of national and provincial education reform plans.

In Mongolia, as a result of a series of training activities on education planning and monitoring conducted by UNESCO and co-sponsored by UNICEF since 2011, the Mongolian State University of Education (MSUE) and other institutions have upgraded their programmes on education planning and management for in-service and future education planners and managers. Mongolia has been selected as the first country to adapt the Education Micro-Planning Toolkit developed by UNESCO Bangkok and has piloted its use at provincial level.

Key Achievements

Government Commitment to Education for All

The Chinese Government commitment to accelerate progress in Education for All (EFA) was increased through policy dialogue and advocacy in China.

New Model of Community Learning Centres Development

The Government capacity in responding to diverse learning and development needs of rural disadvantaged populations was enhanced in Mongolia through a new approach to Community Learning Centres.

Teacher's Professional Competence in Using ICTs

National capacity for improving teachers' professional competences in using Information and Communications Technology (ICT) in the classroom was enhanced in DPRK.

Climate Change Education

Young people were sensitized to climate change and sustainable lifestyles in Mongolia.

Sexuality Education

National capacity to implement comprehensive sexuality education was strengthened in China and Mongolia through UNESCO's HIV & School Health programme, with special attention to disadvantaged young people.

Interview

**Ms. Tsendmaa
Tsegmidyn**

Director,
National Centre
for Lifelong
Education, Mongolia



How has your Centre collaborated with UNESCO?

Our Center has been closely collaborating with UNESCO over the past 15 years since its establishment. The institutional capacity of both our Centre and local units, 370 Community Learning Centres (CLCs) across the country, has been enhanced through various projects supported by UNESCO. Local communities continue to benefit from the positive experience of these projects.

What is the impact of UNESCO's work in Mongolia?

UNESCO's work in promoting lifelong learning has achieved an obvious and sustainable impact in Mongolia, including formulation of relevant Government policies, such as the new policy on lifelong education. The UNESCO study on management and sustainability of CLCs was helpful in defining this new policy.

What are your perspectives for further promotion of lifelong learning in the country?

I believe that it would be very meaningful to further promote lifelong learning in Mongolia. Particularly, it can offer an important mechanism to help implement the Government's renewed policy and programmes to provide alternative access to needs-based education services. We hope to continue collaborating with UNESCO to achieve this goal.

Improving Teacher's Professional Development and Competence

Education quality is highly dependent on teachers' professional competence, including effective use of Information and Communications Technology (ICT) as a means to improve the quality of teaching and learning, and the awareness and ability to create an inclusive learning environment.

UNESCO "ICT Competency Framework for Teachers (Version 2.0)" (ICT CFT) has been translated in China, Mongolia and DPRK. UNESCO Beijing in particular supported DPRK to develop the institutional capacity in applying ICT in education at the school level through national training in integrating ICT in subject teaching and learning. The published Mongolian version of the Framework will be used for in-service trainings in all provinces across the country planned for 2014–2016.



Students practicing computer skills at Sama Secondary School, Pyongyang, DPRK

In Mongolia, the needs of pre-school teachers and non-formal education facilitators for knowledge and skills upgrading are high. The production of a Parenting Education Guidebook in Mongolian and follow-up pilot training has contributed to enhancing the capacity of teachers to assist parents and communities in early childhood care and education.

Advocacy for Skills Development through TVET

Technical and Vocational Education and Training (TVET) plays an important role in achieving EFA goals and contributes to sustainable and equitable development. Momentum to transform TVET to be more responsive to the needs of 21st century societies

was gained at the Third International Congress on Technical and Vocational Education and Training (Shanghai, 14–16 May 2012), organized jointly by UNESCO and the Chinese Government.

A Chinese version of selected papers and outcome documents from the Congress has been published with UNESCO's support to facilitate policy discussions among Chinese policy makers and TVET practitioners.

In China, Japan, Mongolia and Republic of Korea, country case studies on transferable skills in TVET have been carried out as a part of a joint regional research on the theme coordinated by UNESCO Asia-Pacific Bureau for Education and GIZ-Regional Cooperation Platform for Vocational Teacher Education in Asia. The regional workshop in Shanghai in October 2013 discussed different strategies to strengthen the transferable skills in TVET.

Integrating ESD into Education Policy, Planning and Teacher Training

Education for Sustainable Development (ESD) is about integrating key sustainable development issues into teaching and learning in order to provide students with the knowledge, skills, attitudes and values necessary to shape a sustainable future. UNESCO is the lead agency for the UN Decade of Education for Sustainable Development (2005–2014). The Beijing Office has supported governmental efforts to integrate ESD into education policy, planning and teacher training in China and Mongolia.

Notably, in China ESD has been given due recognition in its national policy as a result of continuous support of UNESCO in collaboration with the National Commission for UNESCO and China's National ESD Working Committee. Based on China's experience in school-based ESD activities, a Teacher Training Manual on ESD for teachers of kindergartens and primary schools has been developed. The 6th Beijing International Forum on ESD held with UNESCO's support facilitated international exchange and discussion on ESD beyond 2014.

Key Partners

Adolescence Future Center, Mongolia

Aibai Culture & Education Centre, China

Beijing LGBT Centre, China

Central Bureau of Statistics, DPRK

Centre for Support-Human Rights and Youth Health, Mongolia

China Adult Education Association

China Family Planning Association

China National ESD Working Committee
Institute of Child and Adolescent Health of Peking University, China

Institute of Education, Mongolia

Institute of Gender and Sexuality Studies of Beijing Forestry University, China

International Research and Training Centre for Rural Education (INRULED), China

Kim Hyong Jik University of Education, DPRK

Knowledge Without Borders, Mongolia

Ministries of Education in DPRK, Japan, Mongolia, China and ROK

Ministry of Environment and Green Development, Mongolia

Mongolian State University of Education

National Academy of Education Science, DPRK

National Center for Lifelong Education, Mongolia

Research Centre on Health Communication and Public Media of Communication University of China

Tianjin Open University, China

Ulaanbaatar City Education Department, Mongolia

Yunnan Education Bureau, China

Yunnan Normal University, China

Flagship Activities

Supporting Education Modernization Monitoring and Evaluation Indicators in China

UNESCO has been assisting, at the invitation of the Ministry of Education (MoE) and under the coordination of the National Commission for UNESCO, the development of a national indicator system for Education Modernization Monitoring and Evaluation. UNESCO's technical expertise, including the UNESCO Institute for Statistics (UIS), has been mobilized to review and help improve the indicators through a series of consultations. The Indicators will serve as a reference to guide the promotion of a more balanced education system by 2020 in line with the National Outline for Medium and Long Term Education Reform and Development.

Mobilizing Youth to Promote Environmental Protection and Sustainable Lifestyles in Mongolia

With rapid urbanization and changing lifestyles in Mongolia, young people have a key role to play in creating a new and enhanced sustainable culture. UNESCO has partnered with the Ministry of Environment and Green Development to mobilize universities, schools and youth groups to contribute to raising awareness of youth on climate change related issues and sustainable lifestyles through the adaptation of the UNESCO/UNEP Youth Exchange Climate Change and Lifestyles Guidebook to the Mongolian context, organization of youth workshops and use of social media.

Future Focus

Education for the 21st Century

- UNESCO Beijing will strengthen national capacities for evidence-based education policy formulation, planning and monitoring, in tandem with National EFA 2015 Reviews and preparation for post-2015 agenda.
- Support will be provided for the transformation of technical and vocational education and training to meet the emerging needs for equitable and sustainable development.
- UNESCO will contribute to the improvement of teachers' professional competencies to achieve quality education.
- UNESCO will facilitate integration of climate change, education for sustainable development into education policy, teacher training and school curriculum.
- UNESCO will promote rights-based and gender-sensitive sexuality education.

UNESCO Beijing's Natural Sciences Sector leverages scientific knowledge for the benefit of the environment and the management of natural resources, and supports policies and capacity-building in science, technology and innovation.

Golden takin mother and calf at Niubeiliang Biosphere Reserve, China (by GUAN Ke)



Natural Sciences

Green

Mount Huangshan, Global Geopark and World Heritage site, Huangshan, Anhui Province, China



Natural Sciences Sector

As the United Nations specialized agency for science, UNESCO serves as the Secretariat for the United Nations Secretary-General's Scientific Advisory Board.

UNESCO builds knowledge and understanding through science as a means to find solutions to today's urgent economic, social and environmental challenges and to achieve sustainable and greener societies. As no single country alone can achieve sustainable development, international scientific cooperation

contributes not only to scientific knowledge but also to building peace.

In East Asia, UNESCO provides the Secretariat for the East Asian Biosphere Reserve Network; collaborates extensively with a growing network of globally significant Natural Sciences Category 2 Centres across a wide range of scientific disciplines; delivers capacity development in science, technology and innovation policies; and supports hydrological research, education and capacity development for enhanced governance in water resources management.

Key Figures

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Biosphere Reserves in the five cluster countries

8

Natural Sciences Category 2 Centres in the five cluster countries

36

Global Geoparks in China, Japan and Republic of Korea



2013 EABRN field evaluation at Hustain Nuruu Biosphere Reserve, Mongolia

International Hydrological Programme

UNESCO's International Hydrological Programme (IHP) is the only intergovernmental programme of the UN system devoted to water research, water resources management, education and capacity building. Tailored to Member States' needs, the programme is implemented in phases – allowing it to adapt to a rapidly changing world. The 7th phase of IHP, which concluded in 2013, focused on the theme of water dependencies: systems under stress and societal responses.

Globally, arid and semi-arid areas face the greatest pressures to deliver and manage freshwater resources. It has been estimated that in less than 25 years, two-thirds of the world's population will be living in water-stressed countries. In the context of the Water and Development Information for Arid Lands – Asian G-WADI Network and related programmes, UNESCO Beijing Office contributes to, supports and organizes international training and networking events on issues such as Remote Sensing and Eco-Hydrology in Arid Regions in order to

strengthen the regional capacities in water resources management in arid and semi-arid areas.

As a contribution towards the better management of Asia's groundwater resources and the avoidance of future conflicts over water, UNESCO Beijing Office in partnership with the Chinese Academy of Geological Sciences, the China Geological Survey and the Ministry of Land and Resources of China in 2013 produced a comprehensive set of "Groundwater Serial Maps of Asia", containing hydrogeological, groundwater resources and geothermal maps of the region.

Man and the Biosphere

The Man and the Biosphere (MAB) Programme is an intergovernmental scientific programme aiming to set a scientific basis for the improvement of the relationships between people and their environment. MAB combines natural and social sciences, economics and education to improve human livelihoods and safeguard natural ecosystems, thereby promoting innovative approaches to economic development that are socially and

Key Achievements

Publication of the "Groundwater Serial Maps of Asia"

Developed in partnership with several national partners in China, the publication comprises an extensive collection of hydrogeological, groundwater and geothermal maps of the region.

East Asian Biosphere Reserve Network Approaches 20 Years of Operation

In October 2013 international experts and biosphere reserve managers from seven countries (China, DPRK, Japan, Kazakhstan, Mongolia, Republic of Korea and Russia) gathered in Ulaanbaatar, Mongolia, for a scientific and technical exchange on the local impact of climate change; and to perform a comprehensive field evaluation of the Hustain Nuuru Biosphere Reserve.

International South-South Training Programme on Science, Technology and Innovation (STI) Policies

The second international training event organized by the new UNESCO Category 2 International Research and Training Centre for Science and Technology Strategy (CISTRAT) hosted by the Chinese Academy of Science and Technology for Development brought together policy experts from Africa and Asia, including China and Mongolia, for intensive training and South-South exchange on STI policy development, implementation and evaluation.

Interview

Prof. Guo Huadong

Director,
International
Centre on Space
Technologies for
Natural and
Cultural Heritage
(HIST), China



What is HIST's relationship with UNESCO?

As a UNESCO Category 2 Centre, HIST's relationship is programmatic and institutional; HIST facilitates the implementation of UNESCO Programmes and activities in China and other less developed Member States.

What is HIST's particular role in relation to the management of natural and cultural heritage?

HIST is the only Category 2 Centre entirely focusing on applications of space technologies for conservation and sustainable development of natural and cultural heritage.

How have HIST's activities to date made a difference to the community it serves?

HIST's activities have stimulated the space sciences and technology communities in China and in other countries to focus research activities on issues concerning UNESCO World Heritage sites.

What will be the key challenges for HIST in the coming years?

Key challenges include the design and implementation of cooperative research and capacity building initiatives in less developed countries and contributing towards UNESCO's efforts on issues such as climate change and sustainable development.

culturally appropriate and environmentally sustainable.

The East Asian Biosphere Reserve Network (EABRN) links biosphere reserves in seven East Asian countries for regular exchanges and professional development around three priority themes: eco-tourism, conservation policy and transboundary cooperation. EABRN facilitates information exchange between reserves and governing bodies, and conducts regular regional meetings on issues of common concern. It also serves as a mechanism to facilitate training and site-to-site cooperation. With support from the Government of the Republic of Korea, UNESCO Beijing Office provides the Secretariat for the network, and works actively with Member States for the organization of regular training courses, network expert meetings and international research collaboration.

In 2012, the DPRK National MAB Committee undertook a survey of freshwater fish resources, helping to determine overall resources as well as the distribution of 124 species of freshwater fish. Supported by UNESCO Beijing Office, the database will help plan for the sustainable utilization and conservation of freshwater resources.

In 2012, the Chinese National MAB Committee in collaboration with the UNESCO Beijing Office hosted the 5th biennial EABRN-UNESCO Training Workshop on the theme of biological inventories and database development, while Mongolia hosted the 13th biennial meeting of the network in 2013. With multiple new biosphere reserve nominations, transboundary partnerships and research projects initiated each year, EABRN is among the oldest, most extensive and active biosphere reserve networks in the world.

Science Policy and Capacity-Building

UNESCO supports its Member States in the formulation of appropriate science, technology and innovation (STI) policies, strategies and plans, as well as in the reform of STI systems. This is complemented by science policy training for STI managers and stakeholders to promote better governance and more inclusive STI systems – thereby helping to ensure that science contributes towards inclusive and sustainable

development.

Through collaboration with the UNESCO Category 2 International Research and Training Centre for Science and Technology Strategy (CISTRAT), UNESCO Beijing contributes to the delivery of international research, training, networking and policy tools relating to STI policies and strategies. In 2012 and 2013, CISTRAT hosted international training programmes for science policy experts from developing countries in Asia and Africa with contributions from UNESCO's global pool of STI experts.

UNESCO supports the ongoing national review of Mongolia's Science, Technology and Innovation Policy. Initiated in September 2013 with a National Forum on STI policy, Mongolia has embarked on a comprehensive review intended to produce a new national STI framework. Involving over 600 experts from multiple sectors and organizations, the forum analyzed a wide range of issues – including policy and regulation, state funding, sector structure, quality of research, science management and human resources.

Addressing Climate Change

Climate change poses a threat to human society as well as the ecosystems that sustain it. Addressing climate change and the challenges it poses is therefore an urgent matter, requiring the mobilization of knowledge and expertise across multiple disciplines. UNESCO Beijing Office helps link Member States in the East Asian region with other developing countries for South-South collaboration and exchange to address climate change. With the support of China's Ministry of Science and Technology (MOST) and the UNESCO Chair in South-South Cooperation on Science and Technology to Address Climate Change at the Beijing Institute of Technology, UNESCO, over the past two years, has co-organized and contributed to training and networking events to strengthen the capacity of 65 African and Asian climate change experts in the areas of adaptation and mitigation. Significantly, these events serve to promote and encourage the transfer of knowledge, skills and technologies between developing countries to address and adapt to the challenges posed by climate change.

Key Partners

China Association for Science and Technology	Ministry of Education and Science, Mongolia	Ministry of Water Resources, China
China Geological Survey	Ministry of Education, Culture, Sports, Science and Technology, Japan	Mongolian Academy of Science
China Science and Technology Exchange Centre	Ministry of Environment, ROK	Mongolian University of Science and Technology
Chinese Academy of Geological Sciences	Ministry of Environment and Green Development, Mongolia	Natural Sciences Category 2 Centres
Chinese Academy of Science and Technology for Development	Ministry of Land and Resources, China	State Academy of Sciences, DPRK
Chinese Academy of Sciences	Ministry of Land, Transport and Maritime Affairs, ROK	State Hydro-meteorological Administration, DPRK
IHP and MAB National Committees	Ministry of Science and Technology, China	University of Tsukuba, Japan
Korea National Park Service, ROK		

Flagship Activities

Groundwater Governance: a Global Framework for Action

In response to increasing global concerns over unsustainable use of groundwater and the degradation of aquifers, UNESCO – in a broad partnership with FAO, the World Bank, Category 2 Centres and Chairs, UNESCO-IHP National Committees and other partners – organized a series of five regional consultations with the objective of increasing awareness of the paramount importance of sound management of groundwater resources in preventing and reversing the global water crisis. The consultations form part of a three-year initiative funded by the Global Environment Facility (GEF).

Of the five consultations, the Beijing Consultation, organized with the support of the UNESCO Beijing Office in December 2012, assembled over 70 high-level experts and key stakeholders from 27 countries at the Chinese

Institute of Hydrogeology and Environmental Geology (IHEG). It discussed how to effectively manage groundwater as well as how to raise awareness of its importance. It was designed to acquire first-hand knowledge of regional issues from governments, local groundwater experts, resource managers and stakeholders. Its results contributed to the preparation of a Global Groundwater Governance Diagnostic, serving as a technical basis for a visioning process through which the best available scientific and technical knowledge on groundwater resources and their governance is made accessible to a large number of policy and decision makers across development sectors. The outcomes of this event will feed into the main project outcome, a Global Framework for Action consisting of a set of policy and institutional guidelines, recommendations and best practices designed to improve groundwater management at country/local level, and groundwater governance at local, national and transboundary levels.

Future Focus

Category 2 Centres

UNESCO Beijing will expand its cooperation with the growing number of natural sciences Category 2 Centres in the cluster, organizing training and research projects in key priority areas, such as hydrological sciences, disaster risk reduction, science policy, engineering, and space technologies for heritage management.

Science for Peace

UNESCO Beijing will increasingly deliver on its potential as convener for scientific exchange and advancement, bridging political and geographical divides through cooperation with its networks, the promotion of South-South cooperation, and organization of joint cross-border research projects.

Science Communication

UNESCO Beijing will work to strengthen the communication of science – through social media and interactive applications, conventional media, and formal and non-formal education – in order to mobilize public engagement and awareness of science.

Youth campaign to stop gender-based violence in Mongolia



Social and Human Sciences

Inclusive

Mongolian youth flash mob



Social and Human Sciences Sector

UNESCO supports inclusive social development, fosters intercultural dialogue for the rapprochement of cultures, and promotes ethical principles.

In promoting social inclusion and social transformation based on human rights principles, UNESCO Beijing Office has focused its work on specific target groups including women, youth, and migrants, to help facilitate their equal participation in sustainable development, democratic and governance processes.

Key Figures

5,000

Chinese university students participated in a baseline assessment to test their knowledge, attitudes and practices towards gender-based violence

800

Mongolian youth participated in the National Youth Forum to discuss the formulation of a National Youth Policy



Policy dialogue on migrants in Yunnan Province, China

Social Inclusion of Women Migrants

China's migrant population has been the labor force behind the country's exponential economic growth. However their social inclusion in the urban environments in which they live and work remains limited. UNESCO Beijing initiated a research project on social inclusion of women migrants to examine migrant women's access to education and training, decent work, and housing in Yunnan Province, which is both a sending and receiving destination for migrants, and Guangdong Province, which is primarily an internal migrant destination with years of experience and established institutional mechanisms for coping. The resulting report identified a number of institutional and structural barriers, as well as social and cultural biases that hinder migrant women's access to basic economic, social and civil rights and outlined strategic and practical recommendations.

A Policy Dialogue organized with governmental authorities, civil society and UN bodies to discuss the report's findings resulted in a call for the establishment of a community of practice of those working to promote migrants rights, to ensure improved coordination and synergies, and to support evidence-based policy development.

Women in Politics and Public Sphere

UNESCO worked with national partners in China to help improve the public policy environment for increased political participation of women. 47 teacher trainers in public management and public policies from the Party School of the Central Committee of the Communist Party of China were trained in key concepts and strategies of gender equality and gender mainstreaming, as well as international legal frameworks for promoting human rights and gender equality. The teacher trainers who came from different provinces around China are expected to integrate this knowledge into their own training programmes for senior public servants and government officials.

At the first meeting of women parliamentarians from Northeast Asia, UNESCO delivered a keynote address on the role of global citizenship in promoting peace and development. The forum is expected to become an annual event aimed at strengthening collaboration and networking among women parliamentarians.

Key Achievements

Policy Elaboration

- Family Violence Law: A background paper on family violence against persons with disabilities in China was produced with recommendations for measures which should be included in the new proposed law.
- National Youth Policy: Support was provided for this policy to be elaborated in Mongolia with youth participation, and included specific youth-sponsored recommendations for inclusion in the draft policy.

Policy Enhancement and Implementation

- In China UNESCO worked to enhance implementation of legislation and policies to promote the rights of migrants, women, persons with disabilities, and to end violence.
- In Mongolia UNESCO has adopted a human rights approach in seeking to end gender-based violence, and to promote the social inclusion of youth and persons with disabilities.

Capacity Enhancement

- Capacities of 30 Mongolian youth leaders were strengthened during a 5-day residential training programme. Topics included analyzing policy, leadership, communication management, and the development of debating skills.
- Awareness of youth in China and Mongolia was strengthened for preventing and responding to gender-based violence through an interactive toolkit developed in collaboration with the Communication and Information Sector.

Interview

Ms. Tsetsegbadam B.

Facilitator,
Happiness
Education NGO,
Mongolia



In what ways has the youth leadership capacity building programme that you attended been beneficial to you as a young person?

Actually, I learned a lot from the youth leadership capacity building programme. For me as a young person it definitely changed my mind about the need to study more and to develop myself. The programme also caused me to expand my collaboration with other young people. I have very good memories of the time that we spent, and I am thankful for that opportunity.

How have you been able to use what you have learnt at the training programme within your youth organization?

I am the facilitator of Happiness Education NGO. After the training I used some games which I learned during the course in working with others and I began to apply monitoring skills to our own programme.

What kind of needs do young people in Mongolia have and what future training programmes should be organized to meet those needs?

I think that training for self-development, changing attitudes, and art comprehension are needed by young people in Mongolia.

Promoting the Rights of Persons with Disabilities

In China, the Social and Human Sciences Sector represents UNESCO on a UN Task Force constituted under the auspices of the Office of the UN Resident Coordinator to support China's drafting of a new family violence law. The proposed law seeks to end violence within the family setting perpetrated against women, children, the aged, and persons with disabilities (PWD). UNESCO has contributed to identify existing international frameworks, national legislations, experiences and standards regarding family violence against persons with disabilities. A background document was produced identifying barriers, presenting legal texts and experiences from other countries, and presenting practical recommendations related to areas such as access to social services including education, healthcare and justice, reporting, enforcement, financing and monitoring implementation.

In Mongolia, further to discussions with the governmental authorities, UNESCO supported the Ministry of Population Development and Social Protection to undertake a review of implementation of its 2006–2012 National Programme to promote the rights of persons with disabilities, as a first step towards drafting a new medium term programme for 2014–2020.

New Category 2 Centre

At the request of the Government of the Republic of Korea, UNESCO through its 37th General Conference (November 2013), approved the establishment of a Category 2 Centre for Martial Arts for Youth Development and Engagement in Chungju, Republic of Korea. The main objective of the Centre is to contribute to youth development and engagement by using martial arts philosophy and the values, positive attitudes and personal development characteristics. It seeks to better understand how the various forms of martial arts practiced around the world contribute to physiological and psychological enrichment and growth, both at the individual level and through collective action. Using these insights, the Centre plans to elaborate appropriate programmes to enhance the capacities of young men and women

to promote knowledge sharing and international collaboration. A secondary but equally important objective of the Centre is to promote the equitable participation of young women in martial arts as facilitators, beneficiaries, and subjects of research.



Discussion between ROK and UNESCO for the establishment of the Category 2 Centre

Bioethics Report

A research report to identify the main public concerns in policy-making and human rights, related with Organ, Tissue and Cell Transplantation and Trafficking (OTC) in China, Japan and the Republic of Korea was issued during the biennium. It synthesized material available in the public domain on current practices in the public and private sector; the social agents involved in the public debate; and main actions taken to combat and prevent unethical practices. Some of its conclusions are that transplant tourism in East Asian countries is driven by a severe shortage of organs, tissues and cells available for transplant; linkages between public clinical institutions and non-supervised transplantation have raised serious concerns; globalization and the widespread use of ICTs are driving high demand and unethical practices; tissue banking governance is essential in order to ensure bioethical research practices and availability of reliable tissues.

Key Partners

All-China Women's Federation (ACWF)

Beijing Fanbao/Anti-domestic Violence Network, China

Beijing Si Zhi Yi De Information Consulting Ltd., China

Institute of Social Work, School of Social Work, Yunnan University, China

International Bureau, Chinese Academy of Social Sciences (CASS)

International Center for Communication Development (ICCD), China

Ministry of Population Development and Social Protection, Mongolia

Mongolian Education Alliance (MEA)

National Center Against Violence (NCAV), Mongolia

Press Institute, Mongolia

UNFPA, Mongolia & China

UN Women China

World Vision International, Mongolia

Flagship Activities

Youth Policy and Participation

Youth are an important demographic group who need to be included in the development, democratic and governance processes taking place in their country. In Mongolia youth comprise 21.1% of the population. To support the decision of the Government of Mongolia to elaborate a new youth policy, UNESCO working with local partners conducted a situational analysis to identify youth social needs and challenges, and sought to enhance the capacities of youth to participate in management, leadership, and policy making processes through a capacity building initiative.

A series of youth dialogues were organized during which young Mongolians, inspired by examples of youth policies and action plans from other countries, and cognizant of their local context, made recommendations to be included in the new National Youth Policy being elaborated by the Division of Youth in the Mongolia Ministry of Population Development and Social Protection. Areas addressed included the philosophy,

values, and principles that should underpin the Mongolian youth policy; objectives and budget of the policy; age definition of youth; and functional policy recommendations related to youth healthcare, wellbeing, education, training, employment, work, participation, and culture and leisure.

To support youth participation and inclusion, UNESCO worked with the Mongolian Education Alliance to enhance youth capacities in leadership and management through a one-week residential training programme.



Role-play during Mongolian youth training programme

Future Focus

Social Inclusion of Vulnerable Groups

- UNESCO Beijing will continue to promote the social inclusion of vulnerable population groups, to enhance respect for their human rights, acknowledge their contributions to national development, and towards reducing poverty, supporting the elaboration of evidence-based and participatory policies and programmes, and promote equitable policy implementation.
- Focus on youth will be amplified notably towards the elaboration of a Mongolian National Youth Policy with the participation of the target group. Efforts will be made to strengthen collaboration and networking among youth throughout Asia.
- Efforts to promote the social inclusion of internal migrants and persons with disabilities will be strengthened through continued support for drafting China's Family Violence Law and a Mongolian National Programme for promoting the rights of persons with disabilities 2014–2020; as well as through the establishment of a community of practice for stakeholders working to support migrants rights, to strengthen research and data collection, and contribute to evidence-based policy formulation.

UNESCO Beijing's Culture Sector contributes to protecting, promoting and transmitting heritage in all its forms, while fostering creativity and the diversity of cultural expressions.

Two generations playing the Morin Khuur, traditional Mongolian instrument, during a UNESCO Intangible Cultural Heritage inventorying workshop organized in May 2013 in Tuv Province



Culture

Diverse

Women participating in a crafts survey at the Orkhon Valley Cultural Landscape World Heritage site, Mongolia in September 2012



Culture Sector

UNESCO is the only agency in the United Nations system with a specific mandate in the field of culture.

Through the solid foundation of its seven cultural conventions, UNESCO promotes the pivotal role of culture, heritage and creativity as a means of achieving sustainable development and peace.

In East Asia UNESCO – in line with its global action – is engaged in conserving, promoting and transmitting heritage and history

for dialogue and development, especially thorough the safeguarding and management of cultural and natural heritage.

UNESCO Beijing supports relevant stakeholders in the protection of movable cultural objects, the fight against their illicit trafficking and the development of museums. UNESCO also supports and fosters creativity and the diversity of cultural expressions through the safeguarding of intangible cultural heritage and the development of cultural and creative industries and assists East Asian actors to tap into the global discourse and know-how of heritage and creativity.

Key Figures

40th

Anniversary of the World Heritage Convention in 2012

10th

Anniversary of the Convention for the Safeguarding of the Intangible Cultural Heritage in 2013

9

Recommendations in the Hangzhou Declaration resulting from the UNESCO International Congress "Culture: Key to Sustainable Development"



Mount Laojunshan of the Three Parallel Rivers of Yunnan Protected Areas World Heritage site selected in 2013 as beneficiary of the UNESCO project on conservation and management of World Heritage sites in China

Preserving Cultural and Natural Heritage

In China UNESCO Beijing, through a successful public-private partnership, is supporting and improving the conservation, management and sustainable development of six World Heritage sites, including post-earthquake recovery assistance to the affected Sichuan Giant Panda Sanctuaries World Heritage site. Activities cover capacity-building, development of guidelines and tools, policy recommendations, site specific research, planning and testing, and annual fora.

In China, joint efforts on safeguarding World Heritage have been made through the formulation of preservation guidelines for the Ancient City of Pingyao. These guidelines aim to guide local authorities and residents to better preserve and improve their historic resident houses and the resident's living conditions, while retaining Pingyao's World Heritage value.

UNESCO Beijing also supports DPRK and Mongolian authorities in management and conservation of their tangible heritage by providing technical expertise, international standards, tools and materials.

Safeguarding Living Heritage

The safeguarding of Intangible Cultural Heritage (ICH), or living heritage, is UNESCO's continued commitment. Focus is put on the capacity building of officials, cultural workers and communities, as well as on fostering networking at the regional level in particular with the UNESCO Category 2 Centres for ICH in East Asia.

In Mongolia, UNESCO Beijing strengthens the capacities of authorities and communities to safeguard and inventory its living heritage through targeted training activities. By sensitizing authorities, cultural professionals and practitioners to obligations entailed by the ratification of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, UNESCO aims to ensure the continuous practice of Mongolia's living heritage for generations to come.

In DPRK, UNESCO Beijing assists the National Authority for the Protection of Cultural Heritage (NAPCH) and other stakeholders in the safeguarding of intangible cultural heritage through provision of expert advice and training.

Key Achievements

Showcasing Artistic Expressions of Cultural Heritage through Paper

In July 2013 the achievements of the UNESCO Beijing Paper Conservation Project implemented in DPRK, Mongolia and China were showcased at UNESCO Headquarters in Paris.

International Forum on World Heritage Cultural Landscape in East Asia

In October 2013 international experts and site representatives in East Asia were convened by UNESCO at Lushan National Park World Heritage site to discuss and promote the management and sustainable development of cultural landscapes.

Capacity-Building for Chinese Future Young Entrepreneurs in Creative Industries and Culture

A new platform of learning, training and exchange, as well as awareness-raising for young entrepreneurs is provided through a capacity-building project in and with UNESCO Beijing.

Policy Recommendations for the Fight against the Illicit Trafficking of Cultural Objects in Mongolia

20 policy recommendations for relevant authorities in the country were developed through workshops and policy analysis organized under a long-term UNESCO project.

Interview

Mr. Yun Jong Min
Chief,
Foreign Relations
Department,
National Authority
for the Protection of
Cultural Heritage
(NAPCH), DPRK



In which context do you interact with UNESCO?

In DPRK, NAPCH cooperates with UNESCO in the realms of cultural and natural heritage as well as intangible cultural heritage. Activities include assistance in the nomination process for the inscription on the World Heritage List and the Intangible Cultural Heritage Lists, preservation of the Koguryo Tombs complex, projects for the conservation of paper heritage and development of museums.

What are your perspectives for future cooperation with UNESCO?

For the present, we will give weight to the building-up of and consolidating the close relations with all relevant bodies of UNESCO including the UNESCO Beijing Office. We will also strive to further strengthen the cooperation with UNESCO related to the new challenges coming afore in the field of protection of national and world heritage.

We will also seek and encourage, in close cooperation with UNESCO, the training of national officials and experts to international levels to ensure that the protection of heritage reflects the up-to-date world standard.

Protecting Cultural Objects

UNESCO Beijing is contributing to the preservation of traditional paper making and conservation techniques in East Asia. Following research and capacity-building activities, DPRK, Mongolia and China are elaborating Paper Conservation Guidelines as a reference document for preservation of paper heritage. Moreover, in Mongolia, a practical guide for the conservation of manuscripts in Mongolian monasteries is being prepared, following the emergency rescue operation and training activities carried out at the Gandan Tegchenling Monastery.



Participant working on paper conservation during a UNESCO workshop in DPRK

In Mongolia, UNESCO Beijing supports the National Museum of Mongolia in its function as national training provider. 18 Mongolian museum professionals are being trained as national trainers and practical tools and materials are being developed and adapted to the Mongolian context, to ensure the operationalization of a National Museum Training and Methodology Centre.

Acknowledging the vulnerability of movable heritage, UNESCO continues its partnership with the Mongolian authorities to fight against the illicit trafficking of cultural objects. Training and networking activities are carried out in Mongolia and abroad with international partners (INTERPOL, Italian and French specialized law enforcement agencies) to improve capacities and technical knowledge of Mongolian law enforcement officers. Efforts towards raising awareness of Mongolian youth are being undertaken in the development of the "Heritage in a Box" toolkit in the Orkhon Valley Cultural Landscape World Heritage site.

Developing Cultural and Creative Industries

In the Republic of Korea, UNESCO Beijing supports the identification of good and innovative practices in the implementation of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions with a focus on cultural policy and integration of culture in sustainable development.

In Mongolia UNESCO Beijing supports the development of the crafts sector. Research on the status of crafts makers and crafts production, technical training for local crafts makers, and awareness-raising activities for stakeholders provided recommendations for a comprehensive development strategy for crafts as cultural and creative industries.

In China and Mongolia, the Award of Excellence for Handicrafts Programme in East Asia encourages artisans to produce handicrafts using traditional skills, patterns and themes in an innovative way, in order to ensure the continuity and sustainability of their traditions and skills. Awarded products are showcased annually at the renowned Santa Fe International Folk Art Market, USA.

UNESCO Creative Cities Network comprises of 38 cities worldwide, with 11 in East Asia. Beijing, as City of Design, hosted the Global 2013 Creative Cities Summit, a platform for exchange and dialogue on social, economic and cultural development of cities.

Intercultural Dialogue

UNESCO Children's Performing Arts Festival (CPAF) in East Asia was initiated by UNESCO since 2001 to foster the exchange and appreciation of diverse cultural traditions and to promote the culture of peace, especially among children of the participating countries and region. The 2012 CPAF was held in Ulaanbaatar, Mongolia, with over 300 young talented performers participating from the subregion.

Key Partners

Beijing Cultural Heritage Protection Centre, China	Fine Arts Zanabazar Museum, Mongolia	Mongolian State University for Arts and Culture
Beijing Mercedes-Benz Sales Service Co., Ltd., China	Global Heritage Fund, USA	National Authority for the Protection of Cultural Heritage, DPRK
Center for Cultural Heritage of Mongolia	Hainan Yanoda Rainforest Tourism Zone, China	National Museum of Mongolia
China Arts and Crafts Association (CACA)	Management Office of the Orkhon Valley Cultural Landscape, Mongolia	Office of International Cooperation, Monaco
China Cultural Heritage Foundation	Ministry of Culture, Sports and Tourism, Mongolia	State Administration of Cultural Heritage, China
Chinese Society for Folk Film and TV Arts Promotion	Ministry of Housing and Urban-Rural Development, China	Zhejiang Institute of Humanistic and Economic Research, China
China Youth Development Foundation		

Flagship Activities

Culture and Development

In order to demonstrate the role of culture as a driver and enabler of sustainable development, the International Congress “Culture: Key to Sustainable Development” was organized by UNESCO in Hangzhou, China in May 2013. Major output of the Congress is the “Hangzhou Declaration: Placing Culture at the Heart of Sustainable Development Policies”, which serves as a significant contribution commitment to the post-2015 Development Agenda.

In December 2012 the “Culture and Development” Conference, organized jointly by UNESCO Beijing and the Mongolian State University of Arts and Culture produced the “Ulaanbaatar Declaration on Culture and Development” and a greater awareness among various entities and individuals of the contribution of culture to human development.

With China actively advocating culture and cultural and creative industries, and more private sector organizations and civil society starting to show strong interest in participating in the cultural sector, UNESCO Beijing initiated a series of Power of Culture Fora to elaborate the link between culture and economic development. The first and second Forum were held in Hangzhou and Harbin (2012) respectively.

To promote tourism as a vector for sustainable economic and human development, UNESCO Beijing is formulating Good Tourism framework and guidelines in line with the UNESCO World Heritage and Sustainable Tourism Action Plan and the 2013 Tourism Law of China. This tool should serve as practical standard for heritage sites, tourism industry and local communities in reconciling the often conflicting aims and practices of tourism, heritage and human development.

Future Focus

Heritage

- UNESCO Beijing will continue to technically support and strengthen capacities for the preservation of tangible, intangible and movable heritage in DPRK, Mongolia and China.
- At the Three Parallel Rivers World Heritage site, in South China, UNESCO will be carrying out a cultural and environmental awareness-raising project for ethnic minority youth, using videos to increase awareness about ethnic minority culture and the surrounding heritage and environment.

Cultural Diversity

- To strengthen the development of creative industries and enhance access and participation of communities to cultural life, UNESCO will continue to raise awareness and strengthen the policy environments that promote living heritage and creativity and support the diversity of cultural expressions.
- In Mongolia, UNESCO will pursue the development of a comprehensive and integrated strategy for the development of cultural industries.

*Using a Braille keyboard at the 2012 China
Information Accessibility Forum*



Communication and Information

Open

Community radio station in remote areas of Mongolia among ethnic and linguistic minorities



Communication and Information Sector

UNESCO's Constitution requires the organization to promote the "free flow of ideas by word and image".

The UNESCO Office in Beijing advances the overall work of the Communication and Information (CI) Programme Sector in East Asia's cluster countries. Media development, freedom of expression, and innovative use of ICTs are key priorities, together with strengthening free, independent and pluralistic media; gender-

sensitive reporting; as well as universal access to knowledge and information, including the preservation of documentary heritage.

In all countries of the cluster, UNESCO implements activities aligned with the CI Programme's priorities and main line of actions, as well as supports East Asian expertise to plug into the global discourse around communication and information.

Key Figures

2,000

Direct beneficiaries of CI activities in East Asia, including journalists, ICT developers, scholars and civil society representatives

8

Translations of CI publications into Chinese and/or Mongolian, Korean and Japanese

220,600

Posts and "re-tweets" on Chinese social media about the World Press Freedom Day 2013



"Women with the Wave" special session on Media, ICTs and Gender at the Asia Pacific Broadcasting Union General Conference, Seoul, October 2012

Media Development

In Mongolia, UNESCO supports a self-sustaining community media movement through piloting the establishment of ten community radio stations for ethnic and linguistic minorities in remote areas; building the capacity of the Community Radio Association of Mongolia; and advocating for a community media friendly legislation. The Community Radio Association of Mongolia (CRAMO) has been co-founded by UNESCO to promote the sustainability of community radios established under its auspices.

The Mongolian version of the UNESCO Model Curricula on Journalism Education to train future media practitioners also contributes to media development in Mongolia.

In China, UNESCO supports the capacity building of media professionals, including training on investigative journalism in collaboration with the Communications University of China.

Fostering Freedom of Expression

Roundtables, seminars and other offline and online events marking the World Press Freedom Day were organized on 3 May, around the annual themes "New Voices: Media Freedom Helping to Transform Societies" (2012) and "Safe to Speak: Securing Freedom of Expression in All Media" (2013). The first celebrations of the World Radio Day took place on 13 February 2012 and 2013.

In Mongolia, UNESCO Beijing promoted discussions around media self-regulation and online freedom of expression within the context of the media law reform. It supported the training of judges and jurists on international standards of freedom of expression and its application in the Mongolian context.

UNESCO Beijing focused attention of Chinese law students, scholars and jurists on international media law standards through supporting the organization of the China round of the international "Price Media Law Moot Court". UNESCO's publications such as comparative legal studies on freedom of information and media law are made available in languages of the cluster countries.

Key Achievements

Contributing to National Policy Reforms

UNESCO Beijing contributed to ongoing policy formulation in the field of Communication and Information (CI), including supporting a National Media Conference and a Media Development Assessment in Mongolia and support to the China Information Accessibility Forum.

Linking the Cluster with UNESCO Global Work

UNESCO Beijing linked the cluster with the global network of the CI Sector by co-organizing regional and global events such as:

- "Women with the Wave" special session on Media, ICTs and Gender at the Asia Pacific Broadcasting Union General Conference (Seoul, October 2012)
- a plenary debate on good-governance and knowledge societies at ICEGOV 2013, the International Conference on Theory and Practice of Electronic Governance (Seoul, October 2013).

Ensuring East Asia's Participation to Global Exercises

UNESCO Beijing supported the participation of representatives from the Cluster to global CI events, such as the 20th Anniversary Conference "Memory of the World in the Digital Age" (Canada, September 2012), the Executive Training in Government Information Leadership (Myanmar, October 2013) and the Global Forum on Media and Gender (Thailand, December 2013).

Interview

Ms. Naranjargal Khashkhuv

President, Globe International Center, Mongolia (Media NGO member of the International Freedom of Expression Clearing House IFEX.org)



How has the media landscape changed and what role played UNESCO in this process?

Mongolia has over 550 media outlets – traditional and online. UNESCO has been supporting the Mongolian media since the early years of formation of an independent press, through spreading the principles of free media, education of journalists, promotion of new laws guaranteeing freedom of expression and the establishment of community media.

What importance do you think community media has in citizen empowerment?

Mongolia is one of the less densely populated countries in the world. Citizens in provinces and nomadic herders lack information on local issues because they mainly get news by national broadcast channels on events in the capital. Therefore, community radios are a unique way to promote an active and informed citizenship at the local level while helping to protect the languages/dialects and local culture of the national and ethnic minorities.

What will your focus be in 2014/2015?

One of our key activities will be campaigning for online freedom of expression and the right to digital anonymity. We will also continue adapting UNESCO Gender Sensitive Indicators for Media to Mongolian media.

Promoting Universal Access to Information

UNESCO's concept of combining Media and Information Literacy has acquired momentum in East Asia with the translation and dissemination of the "Media and Information Literacy Curricula for Teachers" in Mongolia, Japan and China. In Lanzhou, China, the publication was launched in the presence of more than 60 media education experts from 20 universities at the 2012 International Conference on Media Literacy Education.

UNESCO's publication on "ICT Competency Framework for Teachers (version 2.0)" has been translated into Chinese and is being used by a Ministry of Education working group to update the Chinese Competency Framework.

UNESCO Beijing upscaled its support to initiatives related to access to information for persons with disabilities, including the participation in the 2012 and 2013 China Information Accessibility Forums, sharing international experiences on how ICTs can improve the well-being of persons with disabilities.

Gender-Sensitive Indicators for Media

The Gender-Sensitive Indicators for Media (GSIM) is a non-prescriptive set of indicators, designed for adaptation and use particularly by media of all forms. The aim of the GSIM is to contribute to gender equality and women's empowerment in and through media. The main focus of the publication is on the equality and gender dimensions of social diversity in the media. It is also relevant and useful to media associations, journalists' unions, media self-regulatory bodies, government entities, academic institutions and media research centres.

The GSIM is now available in Chinese language, translated by the UNESCO Media and Gender Chair at the Communication University of China. Under the GSIM framework, a national media monitoring was carried out to examine the gender awareness and gender sensitivity of several Chinese media outlets. The GSIM Mongolian version is under preparation and it is implemented and tested in Mongolia.

UNESCO's Gender-Sensitive Indicators for Media

Gender balance at decision-making level

Gender equality in work and working conditions

Gender equality in unions, associations, clubs and organizations of journalists, other media professionals and media self-regulatory bodies

Media organizations promote ethical codes and policies in favour of gender equality in media content

Gender balance in education and training

Gender portrayal in news & current affairs

Gender portrayal in advertising

Key Partners

Asia-Pacific Broadcasting Union, Malaysia

Asia-Pacific Media and Information Literacy Education Centre at Hosei University, Japan

Association of Journalists, Mongolia

Baidu, Inc., China

Beijing Normal University, China

China Foundation for Disabled Persons (CFDP)

Chinese Society for Folk Film and TV Arts Promotion

Communication University of China

Community Radio Association of Mongolia

Electronic Governance Center at the United Nations University, Macau, China

Globe International Center, Mongolia

Grand People's Study House, DPRK

Hong Kong Baptist University, China

Institute of Scientific and Technical Information of China

Korean Press Freedom Foundation, ROK

Mongolian National Broadcasting

Peking University, China

Press Institute, Mongolia

Renmin University of China

State Archives Administration of China

Tsinghua University, China

Flagship Activities

International Programme for the Development of Communication

The International Programme for the Development of Communication (IPDC) is a multilateral forum in the UN system promoting media development.

UNESCO Beijing supervises the implementation of IPDC-approved projects in China focusing on promoting gender awareness and gender equality in and through media, as well as using the IPDC Media Development Indicators to build the capacity of local media professionals in ethnic minority areas in Yunnan Province.

In Mongolia, IPDC supports the Press Institute in delivering a new course on reporting about sustainable development issues, as well as the localization of IPDC Gender-Sensitive Indicators for Media by the Globe International Center. The Center is coordinating more than 50 partners in preparing a national assessment based on the IPDC's Media Development Indicators.

Protection of Documentary Heritage

The Memory of the World (MOW) Programme was established by UNESCO in 1992 with the vision that the world's documentary heritage belongs to all, should be fully preserved and protected for all and, with due recognition of cultural mores and practicalities, should be permanently accessible to all without hindrance.

UNESCO Beijing supported the capacity to safeguard ancient documentary heritage in DPRK through workshops in Pyongyang on how to digitalize and make accessible documentary heritage. It introduced more than 50 participants from national organizations related to archives and libraries to the MOW Programme.

UNESCO Beijing supports the celebration in East Asia of the World Day for Audio-Visual Heritage every 27 October.

Future Focus

Free Flow of Information and Access to Knowledge

UNESCO Beijing will continue to place emphasis on advocating for free flow of information and access to knowledge by:

- Promoting an enabling environment for freedom of expression, media pluralism and professionalism;
- Supporting the preservation of documentary heritage;
- Promoting universal access to information.

In particular, efforts will be made to promote the sustainability of the community radio movement in Mongolia, Media and Information Literacy in China, and the preservation of ancient documentary heritage in DPRK. Focus on gender equality and media, as well as on journalists safety will be amplified.

Intersectoral Activities

In response to the challenges in the sub-region, UNESCO Beijing aims increasingly to respond in a thematic way through our intersectoral and cross-programmatic approach. We addressed awareness raising, capacity building and education especially in China and Mongolia on gender-based violence, HIV/AIDS and sexuality, climate change and ICT for education.

Climate Change Education for Sustainable Development in Mongolia

Climate change is increasingly recognized as a major challenge to sustainable development. It disproportionately affects developing countries and vulnerable people. Education has a key role in concerted local and global climate change mitigation and adaptation efforts. It helps children to understand and address the impact of climate change, and encourages changes in their attitudes and behaviours.

UNESCO works actively to strengthen the climate change knowledge base, linking science-based climate change projections with input from the social and human sciences, culture and communications towards strengthening the capacity for appropriate response strategies. Situated in an arid and semi-arid region, Mongolia's ecosystems are fragile and vulnerable to the effects of climate change.

In collaboration with the Ministry of Education and Science, the Ministry of Environment and Green Development, the Mongolian National Commission for UNESCO and academic institutions, UNESCO Beijing has brought together education with natural science to promote climate change education in Mongolia.

A new national programme on Climate Change Education for Sustainable Development (CCESD) is to be implemented in 2014 as part of UNESCO's global programme on the theme

supported by the Japanese Government's Funds-in-Trust and within the framework of the UN Decade of Education for Sustainable Development (DESD). The overarching objective of the programme is to develop capacity for policy makers, managers, and teacher training institutions in Mongolia to better respond to the needs for climate change mitigation and adaptation efforts.

Main activities include:

- Analysis of the existing policies, curriculum and initiatives relevant to education for sustainable development and climate change issues in the context of Mongolia.
- Organization of capacity building activities on curriculum review and revision for curriculum development specialists.
- Development of teaching materials for school teachers and recommendations on integration of climate change education in teacher training.
- Policy dialogue and advocacy including a national policy forum.

The Virtual Classroom: Using New Media to Increase HIV & Sexuality Knowledge among Young People in China

In recent years, HIV/AIDS and sexuality education for teenagers and young adults developed alongside the fast development of ICTs, with Internet becoming a major channel. Bearing this in mind, UNESCO combined its expertise in education and communication and information to explore participatory and innovative ways to reach young people on sexuality and HIV education using a range of new digital technologies.

The main features of the project are:

- Review which revealed that over 64% of Chinese adolescents and young adults (10–29) are internet-users and their most preferred methods for accessing sexuality and HIV/AIDS knowledge are search engines and online user-generated Q&A platforms.
- Launch of dedicated channels on China's most popular online services on World AIDS Day (1 December 2013) to raise awareness on accurate and comprehensive HIV and sexuality education knowledge. These included: a professional Q&A channel on Baidu "Zhidao/Knows" (query-based searchable online community to share knowledge and experiences) a professional page on Baidu Baike (online encyclopedia) and an online classroom on popular video-sharing sites with short educational videos featuring China's most influential experts and scholars on HIV prevention, gender, sexuality and rights.



- "Codefest" involving six universities in Beijing, to raise awareness of a group of IT programmers and developers, digital animation makers and digital-artists,

sensitizing them to the importance of using new media to increase HIV knowledge and sexuality education through peer education.

- Baidu Campus' popular online competitions leveraged to promote animation films, videogames, mobile applications and infographics.

ICT for Education

UNESCO has been pushing forward ICT for Education in China, DPRK and Mongolia. UNESCO's publication "ICT Competency Framework for Teachers (version 2.0)", developed jointly by the Communication and Information and the Education sectors, is now available in the three national languages of these countries and being adapted and localized into the respective educational context.

In China, the publication is being used by a working group under the Ministry of Education to update the current national ICT competency framework for teachers, which will serve as basis for the Training-of-Trainers of more than 10 million teachers in the coming triennium.

In Mongolia, the translated version of the publication has been disseminated to relevant universities and institutes, the Education Departments of all 21 provinces and 9 districts of Ulaanbaatar. It will be utilized for the national ICT training for 26,000 teachers to be organized by the Ministry of Education and Science and the Institute of Teacher's Professional Development from 2014–2016.



National workshop on the use of ICTs in schools, Pyongyang, DPRK, 2012

In DPRK, an orientation workshop on this publication has been organized for representatives of teacher educators, policy makers, researchers and headmasters of secondary schools in light of DPRK's policies and strategies on promoting ICT in education, especially in teacher training.

As a result, it has been agreed that this Framework will be used as a major reference for integrating ICT in both teacher education and school teaching and learning in DPRK.

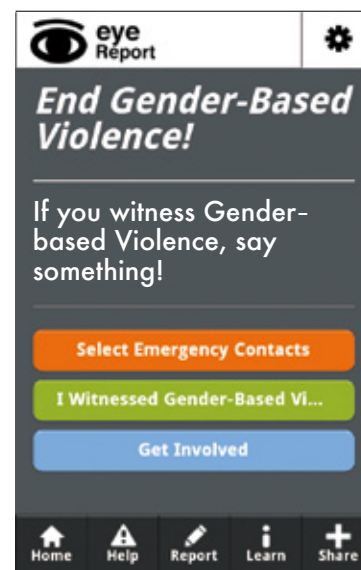
Strengthening Capacities for Youth and Young Women for Combatting Gender-Based Violence

With an overall objective of enhancing the capacities of youth and young women for preventing and responding to gender-based violence (GBV), UNESCO piloted a project in China and Mongolia which combines social sciences with the innovative use of communication and information technologies to reach target beneficiaries.

The main components of the project are:

- Assessments designed by UNESCO, and based in part on the World Health Organization standard, used to establish baseline levels of Knowledge, Attitudes and Practices (KAP) of GBV. The KAP allowed for the development of targeted messages for an outreach campaign and to assess the impact of the project.
- Desk reviews conducted in both China and Mongolia to identify laws, legislations, regulations, services and other pertinent information related to preventing and responding to GBV, as well as to increasing knowledge among youth.
- A prototype, interactive and open source toolkit channeled via online and mobile platforms developed as a mechanism for making information accessible for youth. The toolkit called "Eye-report" is

comprised of a website (www.eye-report.org; www.tuslah.mn); a mobile application on Android and iOS software; and three pieces of infographics with information and country-relevant data on "What is GBV", "GBV can happen to anyone", and "How to respond to GBV".



- A pilot outreach campaign utilizing the interactive toolkit as well as traditional means of advocacy conducted in Mongolia and China targeting youth and young women, providing them with information for preventing and responding to GBV and encouraging change in attitudes and practices towards GBV.

Initial response to the project has been very favorable among target groups and the media. The project was piloted among 1,000 youth and young women in Mongolia, and 5,000 students across seven universities in Beijing, China.

In Mongolia one of the hotlines featured in the toolkit reportedly took on extra staff to cope with increasing traffic after the launch of the outreach campaign.

UNESCO Director-General with Leaders of Cluster Countries 2012–2013



Meeting with Japanese Minister of Education, Culture, Sports, Science and Technology Mr. Hirofumi Hirano during her visit to Japan (February 2012)



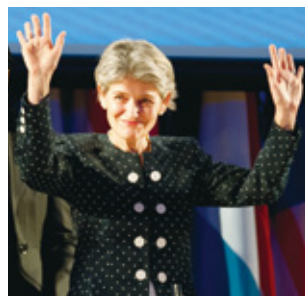
Meeting with the President of the Republic of Korea Ms. Park Geun-hye during her tour of Europe (November 2013)



Meeting with Korean Foreign Minister Mr. Kim Sung-Hwan at the closing ceremony of the 2012 Yeosu Expo (August 2012)



Signing ceremony for the establishment of the International Research and Training Centre for Science and Technology Strategy (CISTRAT) Category 2 Centre, Beijing, China (May 2012)



Investiture ceremony of Ms. Irina Bokova for a second term as Director-General of UNESCO (November 2013)



Meeting with Japan's Minister for Foreign Affairs Mr. Koichiro Gemba during her visit to Japan (February 2012)



Meeting with the Minister of Education of the Republic of Korea Mr. Seo Nam-soo at UNESCO Headquarters (November 2013)



Opening ceremony of UNESCO Creative Cities Summit, Beijing, China (October 2013) with Mr. Wang Anshun, Mayor of Beijing, Ms. Liu Yandong, Chinese Vice-Premier and Mr. Yuan Guiren, Minister of Education of China



UNESCO's Director-General and Dr. Hao Ping, Vice Minister of Education of China elected as President of the 37th session of UNESCO General Conference in Paris (November 2013)

UNESCO Beijing: Advancing Global and Regional Development Priorities

Millennium Development Goals (MDGs) and Post-2015 Development Agenda

As a member of the UN family, UNESCO is committed to achieving the Millennium Development Goals (MDGs) by 2015. The 8 MDGs – which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education – form a blueprint agreed by all countries and all leading development institutions.



UNESCO Beijing Office advances the 8 goals in its cluster countries through the work of its five sectors, each of which has integrated the relevant MDGs as part of its biennial work plan. UNESCO furthermore is actively engaged in the process of shaping the post-2015 UN Development Agenda.

UNESCO's Global Priorities

Gender Equality

As a global UNESCO priority, all sectors of UNESCO Beijing are contributing to the achievement of women's and men's social, political and economic empowerment, mainstreaming gender equality in their programmes and initiatives. In particular, UNESCO Beijing works to build capacity of officials to monitor the implementation of laws intended to promote women's political participation; undertake research and awareness-raising campaigns to influence behaviour on violence against women; empower women migrants through support networks; and improve girl's education. UNESCO encourages culturally sensitive approaches to women empowerment in rural ethnic minority areas and promotes gender awareness in the media.

Africa

UNESCO has supported Africa by continuously granting it the Organization's "global priority" status in its programmes for over 20 years. In order to contribute to Africa's further development, UNESCO Beijing adopts the strategy of South-South cooperation, through training and networking activities between African countries and the countries of the cluster.

UN Development Assistance Frameworks (UNDAFs)

UNESCO Beijing Office contributes to the UN Country Teams (UNCTs) and to strategies of the UN to support nationally owned and led development. The efforts are coordinated

through the implementation of the UN Development Assistance Frameworks (UNDAFs) in China and Mongolia and the UN Strategic Framework in DPRK.

UN Theme Groups and Task Forces

UNESCO actively participates in UN Theme Groups and Task Forces in China and Mongolia.

UN Theme Group on Gender (UNTGG)

Led by UNESCO, the Theme Group on Gender in China is involved in promoting gender equality, building institutional capacity, and supporting advocacy. The Theme Group regularly hosts advocacy activities such as events to mark the International Women's Day and the Elimination of Violence Against Women (EVAW) Day. Moreover, UN Agency members of the Theme Group support China's drafting of a Family Violence Law.

Under the China Gender Fund, the Theme Group provides small grants for projects which promote gender equality and in the process supports the enhancement of the capacities of NGOs and other organizations having access to the small grants.

UN Interagency Task Force on ICT for Development (ICT4D)

In Mongolia, UNESCO Beijing has been coordinating the UN Interagency Task Force on ICT for Development (ICT4D) with the purpose of implementing the cross-cutting UNDAF priority for "improving communication and information through new and emerging ICTs".

UNESCO's Participation in Joint UN Programmes

Through Joint Programmes and collaborative programmes, UNESCO Beijing works in tandem with UN Country Teams in the cluster to strengthen country analysis, influence national priorities and respond to developmental needs in a coherent and consistent manner.

Joint Programmes

Youth, Employment and Migration

Youth, Employment and Migration (2009–2012) was implemented as a Millennium Development Goals Achievement Fund (MDG–F) Joint Programme which gathered eight UN agencies to improve the living and working conditions of young rural–urban migrants in China.

UNESCO promoted the integration of life skills education in rural vocational schools, supported one-stop community services for migrants in diverse contexts, facilitated the improvement of policy frameworks and their implementation, and provided social and legal support networks for migrants working in low-end service industries.

Improving Nutrition, Food Safety and Food Security for China's Most Vulnerable Women and Children

UNESCO participated in this MDG–F Joint Programme (2010–2013) with seven other UN agencies to contribute to the improvement in food security, nutrition and food safety for women and children in six of the poorest counties in the three provinces of Yunnan, Guizhou and Shaanxi, in China by addressing information gaps; enhancing quality education in

nutrition and food safety; and supporting policy development in relation to food security, nutrition and food safety.



At project site during the MDG–F Joint Programme on nutrition

Under UNESCO's aegis, women's groups and local communities have been trained on food safety law; food safety education has been organized for all school children in the pilot sites; and the coverage and quality of media reporting about nutrition and food safety has been improved. UNESCO and UNICEF have jointly developed an advocacy video about the Programme's achievements and its recommendations.

Preventing and Responding to Domestic Violence in China

UNESCO has been one of the four UN agencies working jointly to increase the number of women in China who can enjoy their right to a life free from domestic violence (DV) under this MDG–F Joint Programme (2010–2013). UNESCO conducted research, developed materials and organized training to increase public awareness on DV against women, contributing to improved capacities of local governments and social sectors to protect

Snapshot

The Joint Programmes at UNESCO Beijing are sourced from the Spanish Government's MDG Fund and the Human Security Fund established by the Japanese Government.

Youth, Employment and Migration

Total Budget: US\$ 6.6 million
UNESCO Budget: US\$ 1,081,346
Duration: 2009–2012
Participating Agencies: UNESCO, ILO, UNDP, UNFPA, UNICEF, UNV, UN Women and WHO

Improving Nutrition, Food Safety and Food Security for China's Most Vulnerable Women and Children

Total Budget: US\$ 6 million
UNESCO Budget: US\$ 418,880
Duration: 2010–2013
Participating Agencies: UNESCO, FAO, ILO, UNDP, UNICEF, UNIDO, WFP and WHO

Preventing and Responding to Domestic Violence in China

Total Budget: US\$ 858,846
UNESCO Budget: US\$ 106,989
Duration: 2010–2013
Participating Agencies: UNESCO, UNDP, UNFPA and UN Women

China Culture and Development Partnership

Total Budget: US\$ 6 million

UNESCO Budget: US\$ 1,244,034

Duration: 2009–2012

Participating Agencies: UNESCO, FAO, ILO, UNDP, UNFPA, UNICEF, UNIDO and WHO

Comprehensive Community Services to Improve Human Security for the Rural Disadvantaged Populations in Mongolia

Total Budget: US\$ 2.9 million

UNESCO Budget: US\$ 1.07 million

Duration: 2009–2012

Participating agencies: UNESCO, UNDP, UNICEF and WHO

women from DV. A multi-sectoral collaborative mechanism (police, shelter, legal aid, health, justice) has been set up for prevention and response to DV. The training materials developed for social workers to carry out community-based counseling and services have enhanced the staff capacity and promoted public awareness on DV.

China Culture and Development Partnership

The China Culture and Development Partnership Framework (CDPF) MDG-F Joint Programme implemented from 2009–2012 brought together eight UN agencies. UNESCO led and contributed to the CDPF Programme through its work in culture, education and social and human sciences. Since 2009 ethnic minorities and local communities in five remote counties in Southeast China benefited from UNESCO's interventions aimed to identify policy gaps; sensitize decision makers; as well as strengthen people's identities and pride in their local culture; enhance capacities; and develop

relevant tools and materials, such as studies on ethnic education policies, linguistic and cultural barriers to employment, baseline data and surveys on local crafts industries and artisans.

One important tool derived from a community-based cultural mapping intervention, the Congjiang Archive, was published in 2013 showcasing the mapping achievements of the 11 participating villages in Congjiang county, Guizhou Province.

Comprehensive Community Services to Improve Human Security for the Rural Disadvantaged Populations in Mongolia

As the lead UN agency, UNESCO successfully coordinated the implementation of this UN Joint Project (2009–2012) funded under the UN Trust Fund for Human Security. The project focused on four areas of intervention – information and communication, education, primary health care, and improvement in livelihoods – in 20 remote soums (districts) selected from 5 project aimags (provinces) in Mongolia.

The project contributed to empowering rural and disadvantaged people and generated best practices and policy recommendations on how to improve human security for disadvantaged populations in rural Mongolia.



Small business supported under the UNESCO-led UN Joint Project in Mongolia

UNESCO's education interventions focused on improving youth and adults' access to lifelong

learning through Community Learning Centres, reaching nearly 5000 people. In the field of communication the project improved local communities' access to information through the establishment of ten community radio stations and of a public service broadcasting TV channel dedicated to ethnic minorities.

An effective management and coordination structure and a strong sense of local ownership helped to ensure the project's sustainability. The project has also been successful in terms of cooperation, bringing together different partners including four UN agencies to achieve shared goals.

Cooperation

UNESCO Beijing contributed to a paper prepared by the UN Country Team in China on "The International Normative Framework and China: Highlights from UN System Engagement". The paper defines the approaches and scope of the UN normative work and reflects some of the best examples of UN collaboration with China in this field. The publication contains 7 case studies, which include one highlighting the impact of UNESCO's work in promoting culturally sensitive bilingual education among ethnic minorities.

UNESCO Beijing has joined hands with UNICEF to develop a UN policy paper on Equity and Education as part of a series of UN policy papers on Equity and Inclusion. An expert workshop on the topic was organized jointly by UNICEF and UNESCO in January 2013, inviting eminent national experts to contribute to identifying and analyzing key equity issues in education in China. The policy paper will be published in 2014.

UNESCO with UNDP and UNEP, and with the support of China's Ministry of Science and Technology (MOST) and the UNESCO Chair in South-South Cooperation on Science and Technology to Address Climate Change at the Beijing Institute of Technology, co-organized training and networking events to strengthen South-South cooperation in the areas of climate change adaptation and mitigation.

Inclusive and Innovative Approach to HIV/AIDS and School Health

UNESCO's HIV and School Health programme in China and Mongolia is supporting the capacity building of national partners to implement Comprehensive Sexuality Education (CSE) in both formal and non-formal settings, using innovative and inclusive approaches to reach young people including those who are disadvantaged.

In China, UNESCO supported training of sexuality education teachers for teacher training institutions in Yunnan. UNESCO spearheaded an innovative inter-sectoral project – “Virtual Classroom” – aiming to provide HIV/AIDS and sexuality education to young people through new media platforms and technologies.

UNESCO supported the development of a collection of sexuality education lesson plans based on popular feature films covering a variety of themes appropriate for different age groups, including relationships, HIV, gender and rights. UNESCO promoted lesbian, gay, bisexual and transgender (LGBT) rights and is seeking to develop a response to homophobic bullying in educational institutions in cooperation with NGOs, universities and schools.

Joint advocacy with UNAIDS and ILO led to the elimination of clauses in the health standard for teacher recruitment in Guangdong Province, China that are discriminatory to HIV-positive teacher applicants.

In Mongolia, UNESCO supported capacity building of the education sector to deliver good quality health and CSE programmes promoting healthy lifestyles, gender equality, human rights and equitable and sustainable patterns of human development. Our efforts have contributed to



LGBT education workshop held in Beijing, China in May 2013

reduction of Sexually Transmitted Infections (STIs) and HIV transmission among adolescents and youth aged 12–24 studying in secondary school and TVET centres. Through collaboration among local governments, civil society organizations and schools and co-funding from UNICEF, UNESCO conducted skills-building teacher training, which benefited young Mongolians by increasing their health and sexuality knowledge

and skills and hence reducing their vulnerabilities to STIs and HIV. To help reduce rural and urban disparities, pilot trainings were conducted among migrant adolescents living in the suburbs of the capital city Ulaanbaatar, to build their knowledge and skills for healthy living and help them to better adjust to city life. A comprehensive information booklet was developed to facilitate their integration into urban life.

Partnership with the Private Sector

UNESCO Beijing has devoted considerable time, energy and effort to build and expand its partnership with the private sector in China to support its priorities in the country. We availed of opportunities to develop mutually agreed programmes and projects with the private sector in line with our mandate.

Baidu, Inc. Youth

Baidu is China's largest online search engine and one of the top web service companies in the world. It is used by 94% of Chinese internet users, including 80 million adolescents, and by Chinese speakers in 138 countries.

UNESCO Beijing initiated a strategic partnership with Baidu to improve HIV prevention and sexual and reproductive health education for young people in China. Under UNESCO's "Virtual Classroom" project, the newly launched interactive knowledge-sharing platform "Youth Knows" is hosted by "Baidu Knows", potentially reaching out to all "Baidu Knows" users every day. The partnership is complemented by collaboration with Baidu Campus, a subsidiary of Baidu aiming at cultivating young talents in IT and technology innovation.

CHIC Group Man and the Biosphere

CHIC Group Global Co., Ltd. was founded in Shanghai in 1997 to become an entrepreneurial leader in China's rapidly growing economy. In the earlier years, CHIC focused on three industry sectors in China: supply chain management solutions and logistics, domestic manufacturing and high-technology industries.

The CHIC Group is UNESCO's strategic partner in the Biosphere Integrated Rural Urbanization Programme (BIRUP) and the main source of financial support for the project. Through CHIC's support, BIRUP is positioned to serve as a global demonstration programme under UNESCO's Man and the Biosphere (MAB) Programme. It aims to narrow gaps between rural and urban areas by promoting integrated and sustainable development.



CHIC Group CEO and UNESCO Director-General signing agreement

Starting in 2012, UNESCO and CHIC have agreed to cooperate over a period of five years. Under this partnership, a White Paper on Integrated Rural-Urbanization was produced by the international Expert Group for the Urban Futures Programme of UNESCO, and a series of international debates and expert discussions were planned with the aim of developing a set of BIRUP guidelines to facilitate the implementation of the BIRUP concept in other contexts.

Ford Foundation Sexuality Education

Established in 1936, the Ford Foundation is an independent, global organization with a legacy of commitment to innovative leaders on the frontline of social change.

UNESCO has partnered with the Ford Foundation in China to scale up its Comprehensive Sexuality Education (CSE) programme from 2014–2016. Activities include an evaluation of the implementation of school-based CSE programmes in China; research on access to sexual and reproductive health education and services for young people with disabilities; rolling out of a training programme aimed at bridging the communication gap between parents and adolescents around topics of sexuality and reproductive health; and support to teacher training institutions to improve their capacity in designing and delivering CSE programmes for teacher trainees.

Mercedes-Benz Star Fund Heritage Conservation

Since 2007, Mercedes-Benz (China) Ltd. has supported UNESCO in the implementation of the project "Conservation and Management of World Heritage Sites in China" through its Green Legacy Program. Strengthening its corporate social responsibility commitment, Mercedes-Benz (China) Ltd. established the Mercedes-Benz Star Fund with the China Youth Development Foundation (CYDF) – the largest start-up fund worldwide for Mercedes-Benz as well as the first-ever dedicated charity fund set up by Mercedes-Benz and its nationwide dealers.

Carried out in two phases, 2007–2010 and 2011–2015, the project focuses on enhanced conservation, management and sustainable development of six selected World Heritage sites in China. Activities cover capacity-building, development of guidelines and tools, policy recommendations, site specific research, planning and testing, and annual fora.

Major International Events Organized in the Cluster during 2012–2013

Education

China

- Third International Congress on Technical and Vocational Education and Training (TVET), Shanghai, 14–16 May 2012
- The 25th ICDE World Conference on Open and Distance Learning, Tianjin, 16–18 October 2013
- International Conference on Learning Cities, Beijing, 21–22 October 2013
- The 4th Asia-Pacific Ministerial Forum on ICT in Education, Shenzhen, 26–28 November 2013
- The 6th Beijing International Forum on Education for Sustainable Development, Beijing, 22–24 December 2013

Republic of Korea

- Asia-Pacific Policy Forum on ECCE, Seoul, 10–12 September 2013

Natural Sciences

Mongolia

- The 13th meeting of the East Asian Biosphere Reserve Network, Ulaanbaatar, 21–25 October 2013

China

- Changbai Mountain International Eco-Forum, Changbai, 15–19 September 2013
- Euro-Asia Economic Sub-Forum on Science and Technology, Xi'an, 26–28 September 2013

Republic of Korea

- International Conference/Water Forum on Water Cooperation and 7th World

Water Forum of the 2nd Nakdong River International Water Week 2013, Gyeongju, 30 September–5 October 2013

Culture

Japan

- Launch of the 40th Anniversary of Celebrations of the World Heritage Convention, Tokyo, 13 February 2012
- Celebration of the 40th Anniversary of the World Heritage Convention, Kyoto, 6–8 November 2012

Mongolia

- International Conference on Culture and Development, Ulaanbaatar, 12–14 December 2012

China

- UNESCO-MHURD Joint Libo Forum on World Heritage and Sustainable Development on the Occasion of the 40th Anniversary of the World Heritage Convention, Libo, 31 May–2 June 2012
- UNESCO Hangzhou International Congress “Culture: Key to Sustainable Development”, Hangzhou, 14–17 May 2013
- International Conference on Intangible Cultural Heritage in celebration of the 10th Anniversary of UNESCO’s Convention for the Safeguarding of the Intangible Cultural Heritage, Chengdu, 14–16 June 2013
- UNESCO Creative Cities Beijing Summit, Beijing, 20–23 October 2013
- UNESCO Lushan Forum on World Heritage Cultural Landscape in East Asia, Lushan, 24–26 October 2013

Republic of Korea

- Culture and Development Roundtable: Strengthening the Role of Culture in the Post-MDGs Framework, Seoul, 7 December 2012
- 2013 International Forum on Culture and Development, Seoul, 16 October 2013

Communication and Information

Mongolia

- The National Media Conference of Mongolia, Ulaanbaatar, 29–30 October 2013

China

- International Forum on Memory of the World Studies, Macao, 30 November–2 December 2012
- China Information Accessibility Forum, Beijing, 15–16 October 2013
- The 9th World Summit on Internet and Multimedia, Chongqing, 30 October–1 November 2013

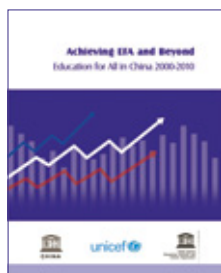
Republic of Korea

- “Women with the Wave” special session on Media, ICTs and Gender at the Asia Pacific Broadcasting Union’s General Conference, Seoul, 10–11 October 2012
- Plenary Debate on Good-Governance and Knowledge Societies at the International Conference on Theory and Practice of Electronic Governance ICEGOV 2013, Seoul, 22–25 October 2013

Key Publications 2012–2013

Education

Achieving EFA and Beyond: Education for All in China 2000–2010

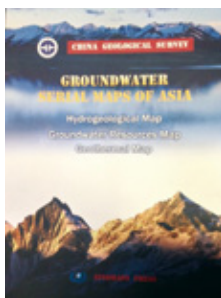


This analytical report was prepared with the aim to take stock of China's progress towards the six Education for All (EFA) goals during 2000–2010, understand how achievements were made, and discuss the remaining challenges and prospects.

The report has been published jointly by the Chinese National Commission for UNESCO, the UNICEF Office for China and the UNESCO Beijing Office. Available in English and Chinese.

Natural Sciences

Groundwater Serial Maps of Asia

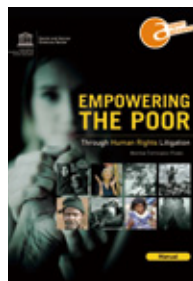


The Groundwater Serial Maps of Asia were organized by the China Geological Survey and compiled by the Institute of Hydrology and Environmental Geology of the China Academy of Geological Sciences. Representing a platform for international exchange

among IAH, IHP, UNESCO and other international organizations, this publication summarizes the research on the groundwater system in Asian countries. Available in English and Chinese.

Social and Human Sciences

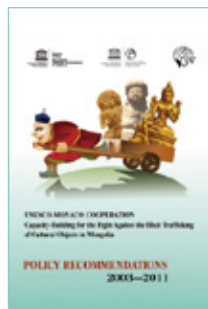
Empowering the Poor through Human Rights Litigation



This manual, developed in response to the Millennium Development Goals (MDGs) first objective of halving extreme poverty and hunger by 2015, offers tools for grassroots organizations advocating human rights on behalf of all people to empower the most vulnerable and marginalized groups of society through access to basic human rights. Available in English and Spanish.

Culture

UNESCO – Monaco Cooperation "Capacity-Building for the Fight Against the Illicit Trafficking of Cultural Objects in Mongolia" Policy Recommendations 2003–2011



These Recommendations are addressed to Mongolian authorities and all institutions sharing a common responsibility in the fight against the illicit traffic of cultural objects.

Available in English and Mongolian.

Communication and Information

Gender-Sensitive Indicators for Media – Framework of Indicators to Gauge Gender Sensitivity in Media Operations and Content



These UNESCO Gender-Sensitive Indicators for Media (GSIM) focus on the equality and gender dimensions of social diversity in the media.

Available in Chinese and Mongolian.

2012–2013 Additions to UNESCO Flagship Programmes in East Asia

Total Figures for East Asia

Category 2 Centers	16
UNESCO Chairs	37
World Heritage sites	77
Intangible Heritage elements	86
Memory of the World elements	26
Biosphere Reserves	51
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New Category 2 Centres

- International Research and Training Centre for Science and Technology Strategy (CISTRAT), Beijing (China, 2012)
- International Centre for Water Security and Sustainable Management (i-WSSM), Daejeon (Republic of Korea, 2013)
- International Centre of Martial Arts for Youth Development and Engagement, Chungju (Republic of Korea, 2013)
- International Centre on Global-scale Geochemistry, Langfang (China, 2013)
- International Knowledge Centre for Engineering Sciences and Technology, Beijing (China, 2013)

New UNESCO Chairs

- UNESCO Chair in Comparative Education, University of Hong Kong (China, 2012)
- UNESCO Chair in South-South Cooperation on Science and Technology to Address Climate Change, Beijing Institute of Technology, China Science and Technology Exchange Center (China, 2012)
- UNESCO Chair in Sustainable Human Security and Capacity-building in Post-conflict Societies, Doshisha University (Japan, 2012)
- UNESCO Chair in the Development of Youth through Sports Activities, Korea Institute of Sport Science (KISS) (Republic of Korea, 2012)
- UNESCO Chair on Theatre Education, Central Academy of Drama, Beijing (China, 2013)

New World Heritage Sites

- Chengjiang Fossil Site (Natural, China, 2012)
- Site of Xanadu (Cultural, China, 2012)
- Cultural Landscape of Honghe Hani Rice Terraces (Cultural, China, 2013)
- Fujisan, sacred place and source of artistic inspiration (Cultural, Japan, 2013)

- Historic Monuments and Sites in Kaesong (Cultural, Democratic People's Republic of Korea, 2013)



- Xinjiang Tianshan (Natural, China, 2013)

New Intangible Cultural Heritage Inscriptions

Intangible Cultural Heritage in Need of Urgent Safeguarding

- Mongolian calligraphy (Mongolia, 2013)



Representative List of the Intangible Cultural Heritage of Humanity

- Arirang, lyrical folk song in the Republic of Korea (Republic of Korea, 2012)
- Falconry, a living human heritage (13 countries including Mongolia and the Republic of Korea, 2012)
- Nachi no Dengaku, a religious performing art held at the Nachi fire festival (Japan, 2012)
- Chinese Zhusuan, knowledge and practices of mathematical calculation through the abacus (China, 2013)
- Kimjang, making and sharing kimchi in the Republic of Korea (Republic of Korea, 2013)
- Traditional craftsmanship of the Mongol Ger and its associated customs (Mongolia, 2013)
- Washoku, traditional dietary cultures of the Japanese, notably for the celebration of New Year (Japan, 2013)

Best Registered Practice of Intangible Heritage

- Strategy for training coming generations of Fujian puppetry practitioners (China, 2012)



New Memory of the World Inscriptions

- Archives of Saemaul Undong (New Community Movement) (Republic of Korea, 2013)
- Kanjur written with 9 precious stones (Mongolia, 2013)
- Materials Related to the Keicho-era Mission to Europe Japan and Spain (Japan, 2013)
- Midokanpakuki: the original handwritten diary of Fujiwara no Michinaga (Japan, 2013)
- Nanjung Ilgi: War Diary of Admiral Yi Sun-sin (Republic of Korea, 2013)
- Official Records of Tibet from the Yuan Dynasty China, 1304–1367 (China, 2013)
- Qiaopi and Yinxin Correspondence and Remittance Documents from Oversease Chinese (China, 2013)



New UNESCO Biosphere Reserves

- Aya (Japan, 2012)



- Jinggangshan (China, 2012)
- Niubeiliang (China, 2012)
- Gochang (Republic of Korea, 2013)
- Snake Island–Laotie Mountain (China, 2013)

New UNESCO – assisted Global Geoparks

- Sanqingshan Global Geopark (China, 2012)
- Oki Islands Global Geopark (Japan, 2013)
- Sennongjia Global Geopark (China, 2013)
- Yanqing Global Geopark (China, 2013)



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UNESCO works with governments, the private sector, multilateral development banks as well as the UN system to increase the impact of its interventions in its mandated areas. For more information visit our website or contact us at beijing@unesco.org.

Journalists

Journalists interested in learning more or covering UNESCO and UNESCO Beijing's projects and programmes can contact us at beijing@unesco.org or can find useful information on our website for forthcoming press releases and briefings as well as public events.

Researchers/Professors/Experts

UNESCO constantly seeks expertise in the areas of education, science, culture and communications. If you would like to receive regular updates about our ongoing projects and programmes or would like to have your resume included in our roster of consultants, please contact us at beijing@unesco.org.

Students/Interns

Students who wish to learn more about UNESCO's work for research and projects or who wish to apply for voluntary internships at the Beijing Office should check our Sina Weibo or contact us at beijing@unesco.org.

Public Information Team

Strengthening UNESCO's visibility in China, the world's most populous country and second largest economy, is of strategic importance for UNESCO's Secretariat. In light of the opportunities and challenges in making UNESCO better known in China and to Chinese-speaking audiences across the world, UNESCO headquarters approved a pilot project in the Beijing Office for the establishment of a Public Information (PI) Team funded by extra-budgetary resources since fall 2013.

The PI Team is composed of a Web Developer and Designer and a Public Information and Content Creation Specialist in Mandarin. The overall goal of the PI team is to increase UNESCO's visibility and outreach among Chinese-speaking audience through the establishment of a mirror-website of UNESCO's global website and a new Beijing Office website both in English and Chinese.



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