



UNESCO Country Programming Document for Turkmenistan 2013-2015



July 2013

The designation employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area, or of its authorities or concerning the delimitation of its frontiers or boundaries.

UNESCO Tehran Cluster Office for Afghanistan, I.R. of Iran, Pakistan & Turkmenistan
Bahman Building, Sa'adabad Historical and Cultural Complex
Darband Square, Tajrish Square, Tehran, 19894 I.R. of Iran
Telephone: +98-21-2275-135~7
Facsimile: +98-21-2275-1318
Website: www.unesco.org/tehran
Email: tehran@unesco.org

Cover Photograph © UNESCO/Frazer Leury

Preface

Turkmenistan joined UNESCO soon after its independence of 1991. Since then, it has been cooperating with UNESCO to attain quality Education for All, mobilize scientific knowledge for sustainable development, preserve and safeguard Turkmenistan's diverse cultural and natural heritage, promote intercultural dialogue, and empower people to access information and knowledge. From 2003, the cooperation has been channelled mainly through the then newly established UNESCO Tehran Cluster Office.

This document is an advance copy of the first UNESCO Country Programming Document (UCPD) for Turkmenistan, which presents UNESCO's programmatic framework for Turkmenistan initially until the end of 2013. It will be revised and further elaborated in 2014 following the adoption of the Programme and Budget for 2014-2017 by UNESCO's General Conference.

The UCPD is building on the national priorities in the fields of education, natural sciences, culture, and communication and information and the United Nations Development Assistance Framework (UNDAF) and it determines areas in which UNESCO can best support Turkmenistan's development processes.

Table of content

Preface	3
I. Situation analysis	1
II. Past and present cooperation.....	7
III. Proposed cooperation framework: Country Programme 2013	16
IV. Partnerships	19
V. UCPD Results Matrix (Tables I and II)	20

I. Situation analysis

General context

Turkmenistan is located in Central Asia and borders on Afghanistan, Iran, Kazakhstan, Uzbekistan and the Caspian Sea. Its territory covers 488,100 square km, of which approximately 80% is occupied by the Karakum desert. Ashgabat, the capital of Turkmenistan, is located in the southern part of the country, between the Karakum desert and the Kopet-Dag mountain range. The main sea port of Turkmenistan is Turkmenbashi (former Krasnovodsk) located on the Caspian Sea. Due to its location, Ashgabat has an arid climate with hot and dry summers and short, mild winters while Turkmenistan, as a whole, has a sub-tropical desert climate that is severely continental.¹

Given its situation on the immense Euro-Asian steppe, the country is generally arid and covers steppe land, desert and high mountain ranges and is home to a unique range of ecosystems and high biodiversity.

It continues to be highly vulnerable to environmental damage, particularly with regard to the fragile, arid ecosystems and limited water resources. This situation must be placed within a sub-regional context where there is a lack of a common response to shared environmental problems, especially water. A further environmental threat comes from land degradation due to agricultural activities (in particular from increased production of strategically important but water hungry crops such as cotton and wheat) and the increasing salinity of land from irrigation.² Overall, a strong link must be made between continued population growth, the need to improve livelihoods, and environmental degradation in Turkmenistan and, consequently, sustainable natural resource management will increase in importance in the years to come.³

After gaining independence in 1991, Turkmenistan has experienced great social and economic changes associated with the move from a command to a market economy. It is divided into five administrative regions (*velayats*) each consisting of several districts (*etraps*). Each of these is headed by a *khakim* (governor) who is the representative of both Government and the President. Local self-government comprises representative local public authorities, *gengeshy* (municipal councils) and the public territorial organs of self-government.⁴ The political system and decision-making structures remain highly centralized and are characterized by a strong presidency with the Democratic Party of Turkmenistan being, until recently, the sole political party.

When it was elected in 2007, the Government initiated a series of reforms in different areas, including agriculture, information and communication technologies, economy, education and local governance. In September 2008, Turkmenistan adopted a new version of its Constitution that devolved more powers to the *Medjlis* (Parliament), focused greater attention on local self-governance and highlighted economic development and market reform. Reforms have also begun in education, social protection, investment in rural

¹ Main source for this information is the UNDP Turkmenistan office website, available online at:

http://www.undptkm.org/index.php?option=com_content&task=view&id=18&Itemid=75 [accessed 12 February 2013].

² Source: UN (2004) *Common Country Assessment for Turkmenistan, Ashgabat, Turkmenistan* at pp. 20 and 21.

³ UN (2008) *Turkmenistan Country Analysis 2008, Ashgabat, Turkmenistan* at p.24.

⁴ Source: UN (2004) cited n.2.

development, oversight of public sector finances and the fight against corruption, as well as towards the adoption of a far more open foreign policy.⁵

In 2011, Turkmenistan was ranked 102nd in the UNDP Human Development Index with a value of 0.654;⁶ this represents a reverse from a ranking of 87 in 2003 with a value of 0.748. The population of Turkmenistan was 5,105,301 in 2011⁷ of whom 47.4% live in the urban areas. Life expectancy in 2011 was estimated at 65 years.⁸ Turkmen form largest ethnic group in the country⁹ and other ethnic groups include Uzbeks, Russians, Kazaks, Tatars, Ukrainians, Armenians and Azerbaijanis. The Turkmen language is the official state language, although Russian continues to be widely spoken in urban areas. While the majority of the population is Sunni Muslim, the Russian Orthodox, Armenian Christian and other confessional beliefs are also practised in Turkmenistan.

Turkmenistan has a highly specialized economy, which largely depends on the export of natural gas, oil and cotton. Vast hydrocarbon resources in the country make it an important player in world energy markets, ranking it among the top ten in the world for natural gas reserves. Turkmenistan also has extensive reserves of raw chemicals and deposits of raw materials for the building industry. Most industry in Turkmenistan is state-owned although the National Programme (2020) envisages increasing the share of the private sector up to 70% of GDP over the coming decade.

In 2011, Turkmenistan's GDP was slightly over US \$28 billion and experienced a respectable level of growth of 9.9% (having fallen from 14.7 % in 2008), giving it the third-highest growth rate worldwide.¹⁰ Wages and salaries in medium and large companies increased by 11.1 % during the first half of 2012 over the same period in the previous year.¹¹ Its income level is characterised by the World Bank as 'upper middle income', but the sustainability of the economic growth enjoyed thus far is fragile.¹² Overall, economic policies are having a differentiated impact on the living standards of the urban and rural populations, since most technological, intellectual and human resources are concentrated in urban areas.¹³ Public expenditure on education, health and social protection has declined significantly since independence in 1991, when 50% of public spending was directed to the social sectors.¹⁴

Turkmenistan has witnessed numerous profound changes since early 2007 when the new Government announced a striking economic and social reform agenda. The current UN Development Assistance Framework (UNDAF 2010-2015) was thus adopted at a time when Turkmenistan was in a state of extraordinary transition on both the social and economic fronts.¹⁵ The Constitution requires the State to provide education to all of Turkmenistan's

⁵ UN (2009) *United Nations Development Assistance Framework for Turkmenistan (UNDAF) 2010-2015, Turkmenistan: Ashgabat.*

⁶ UNDP (2011) *Human Development Report – Sustainability and Equity, A Better Future for All, New York.*

⁷ According to World Bank statistics, available online at: <http://data.worldbank.org/country/turkmenistan>, [accessed 12 February 2013]

⁸ According to World Bank statistics, available online at: <http://data.worldbank.org/country/turkmenistan>, [accessed 12 February 2013].

⁹ 77 percent Turkmen, 9.2 percent Uzbek, 6.7 percent Russian, 2 percent Kazakh and 3.7 percent belonging to various other groups (Census, 1995). Source: UN (2004) cited n.2.

¹⁰ Asian Development Bank (2011) *Fact Sheet – Turkmenistan (31 December 2011).*

¹¹ According to the State Statistics Committee of Turkmenistan, cited by the World Bank in: <http://www.worldbank.org/en/country/turkmenistan/overview>.

¹² UN (2009) cited n.5.

¹³ *The Government's National Socio-Economic Development Programme (2011–2030) and the National Rural Development Programme both focus on inclusive economic growth while modernizing the country's infrastructure, and promoting foreign direct investment.*

¹⁴ UN(2004) cited n.2.

¹⁵ UN (2008) *Country Analysis.*

citizens and so – as well as the Soviet legacy – there is almost universal enrolment in basic education¹⁶ and there is virtually no gender disparity in school enrolment. Since 1996, Turkmenistan has been a Party to the two International Covenants of 1966, the Convention on the Rights of the Child, the Convention on the Elimination of All Forms of Discrimination Against Women and the Convention on the Rights of Persons with Disabilities.

Gender Equality

Women are guaranteed equal rights and opportunities under the Constitutional Law and Turkmenistan has a clear commitment to gender equality.¹⁷ However, the Convention on the Elimination of All Forms of Discrimination against women (CEDAW) has expressed concern over the general lack of awareness of substantive gender equality and that women, especially in rural and remote areas, are not aware of their rights. Moreover, attitudes and policies reinforcing discriminatory traditional norms, harmful practices, patriarchal attitudes and deep-rooted stereotypes regarding the roles and responsibilities of women and men continue and violence against women appears to be socially legitimized.¹⁸

National priorities for women's equality (2005-2010) included: participation in decision-making; the economy; the media; education and occupational training; and health care. The Women's Union of Turkmenistan, a voluntary association that plays a key role in promoting women's rights, has set up more than 30 regional women's information and resource centres.¹⁹ Although, there are 41 female judges, including in the Supreme Court,²⁰ women remain under-represented at all levels of political and public life, in particular in Parliament (17%), Regional People's Councils (16.67%), District and Municipal People's Councils (20.21%) and the diplomatic service.²¹

Turkmenistan has begun collecting of gender-disaggregated statistics under its gender equality legislation²² and some of the available data point to positive trends.²³ For example, the total fertility rate was 2.3 in 2011, which would support a relatively high female participation in the work-force. The share of women in waged employment in the non-agricultural sector was 42.1% by 2002²⁴ and the participation rate of women in the labour force in 2009 was 62.4% (compared with 74% for men). The Union of Entrepreneurs and Industrialists of Turkmenistan had 82 women members in 2011, twelve of whom were in the construction sector, 36 in commerce, six in the carpet industry, three in education and 25 in other areas.²⁵ A large-scale State programme is helping to increase the involvement of

¹⁶ Net primary school enrolment was 92% in 2004 for the 7- to 16-year-old age group (Ministry of Education Report on Implementation, 2002). Source: UN (2004) cited n.2.

¹⁷ For instance, the country participated in the Beijing conference on women, committed to the Beijing Plan for Action and ratified CEDAW in 1996.

¹⁸ *Ibid.*

¹⁹ CEDAW (2011) Combined third and fourth periodic reports of States parties – Turkmenistan, 14 March 2011 [Doc. CEDAW/C/TKM/3-4].

²⁰ *Ibid.*

²¹ CEDAW (2012) Concluding observations of the Committee on the Elimination of Discrimination against Women 24 October 2012 [Doc. CEDAW/C/TKM/CO/3-4] [advance unedited version].

²² It has created a new Genstat database, relating to different policy areas and disaggregated by gender and territory (national, regional, and local; also, urban and rural). Source: Asian Development Bank (2012) Gender Statistics in the Southern Caucasus and Central and West Asia - A Situational Analysis, Manila, Philippines: ADB. For information on the Genstat database, see: www.stat.gov.tm/ru/content/cooperation/gender-millennium/genstat-region. See also: National Statistical Institute of Turkmenistan (2001) Gender Aspects of Socioeconomic Indicators.

²³ The women to men parity index (as a ratio of literacy rates among 15-24 year-olds) was 1 in 2009. Source: UN Statistics Division.

²⁴ Having risen from 39.9% in 1995. Source: national estimates provided in the relevant MDG reports, cited online in: www.indexmundi.com/turkmenistan/gender-parity.html.

²⁵ CEDAW (2011).

women in small businesses and the handicraft sector, especially rural women. Support has also been provided to enhance the organizational and personnel management skills and competencies of female executives.²⁶

Despite a growing number of women in the total workforce, it is still necessary to assist women in developing their ability to find gainful employment, forge their labour market-oriented skills and ensure their access to economic development services. A 2001 study by the National Institute of Statistics²⁷ identified both gender stratification in economic activity and the continuation of traditional gender biases. There is vertical and horizontal occupational segregation, a continuing wage gap between women and men in some areas and the employment legislation also limits their economic opportunities. 52.8% of women in work in the informal sector (65.3% in rural areas).²⁸ Hence, women's primary roles are still seen as marriage and motherhood.²⁹

MDGs in Turkmenistan³⁰

The National Millennium Development Goals (MDGs) prioritized by Turkmenistan were set out in the UNDAF for 2005-2009, agreed between the Government of Turkmenistan and United Nations Country Team (UNCT) in Turkmenistan. Despite making significant progress in a number of social indicators, however, important disparities remain in income, education, health and other areas by socio-economic group, district, urban/rural divide, gender and ethnic group.³¹

As far as actual progress made in Turkmenistan towards achieving the MDGs,³² particularly those goals that are most relevant to UNESCO's spheres of activity, the situation as reported in 2011 stood as follows:

Goal I – Eradicate extreme poverty and hunger: the national target with regard to this MDG Goal is to reduce, by a factor of three during the period from 2000 to 2015, the proportion of people with an income of less than 50% the monthly average income. As the result of an effective restructuring of the economy in terms of per capita GDP, Turkmenistan became a middle-income country in 2001.³³ The proportion of people with an income of less than \$ 2.15 per day was reduced from 7% in 1998 to 0.6% in 2003. People with an income of less than 50% of the median consumption level (relative poverty) accounted for about 16% of the total population in 2003. Over the long term, Turkmenistan needs to strengthen the mechanisms for rendering targeted social assistance to vulnerable groups.

²⁶ CEDAW (2012b) *List of issues and questions with regard to the consideration of periodic reports: Turkmenistan*, 8 June 2012 [Doc. CEDAW/C/TKM/Q/3-4/Add.1].

²⁷ UNFPA and the National Institute of State Statistics and Information. 2001

²⁸ CEDAW (2012) cited n.21.

²⁹ For more on gender roles in Turkmenistan, see: Carole Blackwell (2001) *Tradition and Society in Turkmenistan: Gender, Oral Culture and Song*, Richmond, Surrey: Curzon Press, 203 pp.; and Irina Liczek (2005) 'Cultural Parameters of Gender Policymaking in Contemporary Turkmenistan,' *Comparative Studies of South Asia, Africa and the Middle East*, 25(3): 567-583.

³⁰ Source: UNDP office in Turkmenistan, available online at:

http://www.undptkm.org/index.php?option=com_content&task=view&id=19&Itemid=90 [accessed 12 February 2013].

³¹ UN (2008) *Country Analysis* at p.8.

³² Source: UNDP office in Turkmenistan, available online at:

http://www.undptkm.org/index.php?option=com_content&task=view&id=1283&Itemid=90 [accessed 12 February 2013].

This information was provided by Turkmenistan's National Statistical Office in April 2011.

³³ According to the World Bank classification of economic systems. A sample survey of household living standards was conducted jointly by national statistical offices with the World Bank (WB) in 1998 and with the Asian Development Bank (ADB) in 2003. Source: UNDP in Turkmenistan, available online at:

http://www.undptkm.org/index.php?option=com_content&task=view&id=19&Itemid=90 [accessed 12 Feb. 2013]

Goal II – Achieve universal primary education: Turkmenistan has a relatively high level of primary and secondary education, as was confirmed by the Multiple Indicator Cluster Survey (MICS-3)³⁴ and the percentage of GDP spent on education in 2010 was 24%.³⁵ About 99% of children of primary school age attend school while more than 95% of children of secondary school age attend school.³⁶ For primary school-aged children, there is no disparity between urban and rural areas. Having achieved MDG Target 2,³⁷ the country set a new national target to “improve access to quality education at all levels and achieve international standards in education.” In the 2010/2011 academic year the number of students in secondary vocational schools increased by 44.3% compared with the 2000/2001 academic year, and by 38.1% compared with the 2007/2008 academic year.

The educational reforms and other efforts undertaken in Turkmenistan demonstrate a strong commitment towards achieving the six Education for All (EFA) Goals by 2015. Positive areas include the low rate of illiteracy,³⁸ good access to all levels of education (including pre-school) and relatively little gender disparity in access to education³⁹. Some of the main challenges for Turkmenistan in fully achieving the EFA Goals are to improve the quality of education and the capacity of teachers to deliver it. In addition, the development of the use of ICTs in teaching is another priority area for quality improvement. The lack of availability of solid data and information presents a further serious challenge to policy-makers. For example, the disaggregated data needed to analyse relevant EFA Mid-Decade Assessment (MDA) indicators and identify disparities is weak: no Education for All Development Index (EDI) value is available for Turkmenistan,⁴⁰ there are no statistics available on pre-primary education in Turkmenistan⁴¹ and no Turkmenistan country study was included in the EFA MDA report for Central Asia, due to lack of reliable statistics.⁴²

Goal III – Promote gender equality and empower women: in the 2010/2011 academic year, women accounted for 58.2% of the total number of students attending secondary vocational schools. Female students dominate in the fields of health care (86.4%), education (85.7%) and economics (67.2%) while men dominate in courses on transport (100%), law (100%), industry (70.9%), construction (65.1%) and agriculture (56%).⁴³ Women account for only 34% of all students in higher education establishments, of whom over 40% specialize in health care (46.3%), the arts and cinema (44.2%) and economics (46%).⁴⁴ There are, therefore, clear gender discrepancies in Turkmenistan from high school⁴⁵ through higher education.⁴⁶

³⁴ Conducted in 2006 by national statistical offices and UNICEF

³⁵ Source: UNICEF (2010) Country Profile 2010 – Education in Turkmenistan.

³⁶ According to UNICEF (2010), the net attendance ratio (NAR) in secondary school in 2007 was 84%.

³⁷ To ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

³⁸ According to UNESCO Dynamic Data Mapping (available online at:

http://www.unesco.org/en/efareport/ddm/?geoitem=EST&indicator=BST_POP), the youth literacy rate in 2008 was 100 %.

³⁹ Ibid: the youth and adult literacy rate GPI in 2007 were 1; of 15,000 adult illiterates in 2008, 67% were women.

⁴⁰ UNESCO (2010) Evaluation of the Asia-Pacific EFA Mid-Decade Assessment and Mid-Term Policy Review – Final Report, prepared for UNESCO by Martin Jenkins, 20 December 2010.

⁴¹ According to UNESCO Dynamic Data Mapping (available online at:

http://www.unesco.org/en/efareport/ddm/?geoitem=EST&indicator=BST_POP), accessed 16 April 2013.

⁴² Source: UNESCO (2008) Central Asia Sub-Region EFA Mid-Decade Assessment Synthesis Report, UNESCO/Japanese Funds-in-Trust Almaty, 2008. This report covered four of the five CIS states, namely Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan.

⁴³ Source: UNDP Overview of MDG progress in Turkmenistan accessed online (April 2013) at:

http://www.undptkm.org/index.php?option=com_content&task=view&id=1283&Itemid=90.

⁴⁴ Ibid.

⁴⁵ Where there were two times more males than females in the 2010/2011 academic year.

⁴⁶ CEDAW (2012) cited n.21 observes that traditional attitudes still direct female students into areas of study “appropriate” to their social roles.

Goal VII – Ensure environmental sustainability: there is a strong disparity in access to clean drinking water by both region and area (urban, rural) in Turkmenistan. Despite government efforts to minimize regional differences in living standards and raise these to the global standard,⁴⁷ the provision of safe drinking water remains poor. In 2009, only 56% of apartments had a central water supply (82% in urban areas and ca. 30% in rural areas). The target is to provide 100% access to safe drinking water by 2020.

⁴⁷ In 2008, the Government launched the National Programme on Improving Social and Living Conditions of People in Villages, Towns, Cities, Districts and Regional Centres for the period up to 2020.

II. Past and present cooperation

UNESCO has collaborated with Turkmenistan since the five Central Asian countries of the Commonwealth of Independent States (CIS) gained independence in 1991 and, subsequently, became member States of UNESCO (during 1992 and 1993). The main areas of cooperation with Turkmenistan have been: further developing the existing educational system, environmental protection and better management of natural resources, strengthening national, professional capacities and revitalizing and conserving Turkmenistan's rich cultural heritage. The UNESCO Cluster Office in Tehran, established in 2003, covers activities in Turkmenistan.⁴⁸ The following sections deal with UNESCO's past and present activities in Turkmenistan, by sector.

1. Education Programme

UNESCO's International Institute for Educational Planning (IIEP) has been a regular partner in the educational development of Turkmenistan since 1993. At that time, a fundamental challenge for the Government was the incompatibility of the existing educational system with new requirements and international standards.⁴⁹ Previously, total public control over the education system from a single centre in Moscow had restricted the scope of responsibility of local personnel to the implementation of decisions taken elsewhere. Although the professional competence of teaching staff was high, they were maladapted to post-independence requirements and environment. Furthermore, the transition to a market economy had created better-paid jobs in the private and informal sectors which led to a loss of teaching staff.⁵⁰

As a consequence, it was necessary to decentralize the management of education and to delegate more responsibility to regional and local authorities and institutions, introduce modern approaches to planning and monitoring the educational system and ensure effective financial controls.⁵¹ However, capacity for these tasks was low due to lack of trained staff since no training in educational administration and management was available at the time. IIEP was therefore invited to contribute to capacity-building using its comparative advantages of international experience and competence in research and training in the areas of educational planning, administration and management. A further challenge that still causes difficulties is the lack of reliable information and statistics for on education policy-makers and planners, another area in which UNESCO has provided support and continues to do so.

State, private and mixed educational establishments now operate in Turkmenistan, although State ones still dominate. The education departments of the various *etrap*s and cities manage the schools, pre-schools and out-of-school institution activities in their areas. As a part of the post-independence education sector reform process, financing was decentralized

⁴⁸ *The UN has six agencies resident in Turkmenistan (UNDP, UNICEF, UNHCR, UNFPA, UNODC and WHO) and 5 non-resident agencies (UNESCO, OHCHR, OCHA, FAO and UNEP). Source: UNESCO (2008) UNESCO in Central Asia at the Dawn of the Third Millennium, Paris: UNESCO.*

⁴⁹ *Sanyal, Bikas, et al., (1993), "Education, Employment and Human Resource Development in Central and Western Asia", Report of a Sub-regional Workshop, Tashkent, 3-14 August 1993, U N E S C O, Paris, p.4.*

⁵⁰ *Igor Kitaev (ed.) (1994) Assessment of training needs in educational planning and management (with special reference to Central Asia). Consultative Policy Forum, Ashgabat, 6-9 September 1994. Paris: UNESCO/IIEP. <http://unesdoc.unesco.org/images/0010/001034/103408eo.pdf>.*

⁵¹ *For more, see: Igor Kitaev (ed.) (1995) Educational Finance in Central Asia and Mongolia, International Meeting on Educational Finance, Almaty, Kazakhstan, September, 1995. Paris: UNESCO/IIEP. <http://unesdoc.unesco.org/images/0010/001044/104414eo.pdf>*

but according to out-dated approaches to financing educational institutions⁵² which resulted in some irrational spending due to limited professional expertise in the local education management bodies. During recent years,⁵³ the State has made little budget provision for financing capital investments and school expenditures and allocations for capital repairs and the purchase of equipment stock have also been reduced. Schools face a shortage of textbooks, especially in rural areas,⁵⁴ and there is a lack of modern equipment and visual aids, in particular for vocational-technical schools.

Education of an internationally accepted quality that transmits knowledge and life skills is a specific priority for Turkmenistan. The Government's efforts to reform education demonstrate that it has become concerned at the erosion of Turkmenistan's skills base since independence. Overall, however, the education sector still remains highly centralized and is impeded by weak institutions and an insular Ministerial bureaucracy. Recruiting and retraining enough teachers following the closure of advanced teacher training colleges has also been a problem.⁵⁵ Hence, reform of the education system remains one of the greatest challenges in Turkmenistan, requiring substantial capacity building at different levels of the system.⁵⁶

Both national and local authorities support the creation of equal opportunities for all to access continuous quality education, at all levels. Quality pre-school education is a government priority, particularly for rural children and for other vulnerable groups. At the same time, families of all school-aged children are encouraged to increase their involvement in quality comprehensive education. The UN in Turkmenistan has adopted an integrated approach and, so, can promote children's and girls' rights while also supporting development of life skills and livelihoods to bring the country to par with international standards.⁵⁷

Since 2005, UNESCO has been providing support for improving education quality at all educational levels through technical cooperation, advocacy, expert exchange and training. Such support includes:

- Teacher training and review and development of the curriculum and of teaching materials;
- Capacity building for education planning through holding a high-level national workshop on strategic planning and sector-focused management and study visits (UNESCO Education Institutes such as IIEP and Education Sector in headquarters);
- Advocacy for extending the duration of primary education (from nine to ten years);
- Sub-regional policy assistance through the annual Central Asian Forum for Education for All;
- Support for the development of a national EFA plan and for EFA reporting, including completion of a first draft EFA Mid-Decade Assessment report (with UNICEF);
- Production of ten prototype e-textbooks on science subjects and teachers' guidelines on ICT education, as a joint effort of Education and Communication & Information Sectors;
- International consultation on quality education, Science and Technology education and ICTs through a national conference and expert missions;

⁵² UNESCO-IBE (2008) *Overcoming Inequality: why governance matters*, Background paper prepared by Massimo Amadio for the Education for All Global Monitoring Report 2009 at pp.62-65. [Doc. 2009/ED/EFA/MRT/PI/23]

⁵³ UNESCO-IBE (2008) cited at n.53.

⁵⁴ United Nations (2004) *Common Country Assessment (CCA)*

⁵⁵ UN (2008) *Turkmenistan Country Analysis*, at p.26.

⁵⁶ *Ibid* at pp.25-26.

⁵⁷ UN (2009) cited n.5.

- Visit to centres of excellence in the fields of higher education and sciences in France.

Since mid-2011, resources (both human and financial) for education in the UNESCO Tehran Cluster Office have been limited and, consequently, the breadth of cooperation in education has been reduced, notably at the national level. On the sub-regional and regional levels, Turkmenistan has continued to participate in activities and exchanges, such as the Central Asia Symposium on ICT in Education held in Almaty in early 2013.

Some key challenges in Turkmenistan's education sector continue to be: a) lack of capacity in the Ministry of Education and other related institutions for education planning; b) the need to improve policy coordination; c) capacity constraints on producing quality education statistics; and d) the need to develop effective use of ICTs in education.

Important achievements include that the primary and secondary education sectors enjoy very high enrolment rates for both sexes. Gender disparities were eliminated in both primary and secondary education by 2005.

International treaties in the field of UNESCO - In the field of education, Turkmenistan is a Party to the Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region (Paris, 21 December 1979) and the Regional Convention on the Recognition of Studies, Diplomas, and Degrees in Higher Education in Asia and the Pacific (Bangkok, 16 December 1983). A notable gap in the treaties ratified is the Convention against Discrimination in Education (Paris, 14 December 1960).

2. Science Programme

Cooperation with Turkmenistan in the field of sciences was at a low level during the first few years after the country's independence in 1990s, when the Academy of Sciences was closed and many research institutes faced of lack of funding and support.

Subsequently, this cooperation gained momentum, notably through sub-regional, regional and international cooperation. A strategic focus was placed on the fact that environmentally sustainable use of natural resources contributes to the effectiveness of economic processes and to increased quality of life and UNESCO has been working, in line with UN strategy, towards building and strengthening indigenous planning and policy-making capacities, with a view to mainstreaming of environmental issues into national priorities.

Since 80% of Turkmenistan comprises waterless desert, UNESCO's long-term cooperation with Turkmenistan has mainly been based on the International Hydrological Programme (IHP), the Man and Biosphere Programme (MAB) and the International Geoscience Programme (IGCP). IHP has targeted trans-frontier water management in particular and supported a move towards integrated water resource management, while the focus of MAB has been on minimizing loss of biodiversity and how these issues interact with sustainable development.

For example, in 2008, Turkmenistan hosted major regional workshops on IHP and MAB with support from UNESCO, the Ministry of Nature Protection and the Ministry of Water Economy as well as UNDP Turkmenistan. These meetings resulted in recommendations for regional cooperation over trans-border water management, efficient irrigation schemes, dry-land management, biodiversity conservation, integrated coastal zones management, long-term ecological monitoring and the preparation of new Biosphere Reserve nominations in Central

and West Asian countries. Also the meeting emphasized on using of "newly appeared" alternative water sources e.g. ice melting, which is particularly important for Turkmenistan and Central Asia as a whole. UNESCO has also supported the creation of national focal points on IHP and biodiversity for closer participation in UNESCO science programmes and the participation of water experts from Turkmenistan in various regional training workshops.

Turkmenistan has one Biosphere Reserve named Repetek located on the north-eastern edge of the Karakum Desert (this desert constitutes approx. 80% of Turkmenistan's territory). The Biosphere Reserve extends over 34,000 hectares of sandy deserts and hosts one of the first desert ecology research stations in the world (established in 1908) and, as such, represents an important scientific heritage. This station is significant for long-term environmental research and observing and learning about global environmental changes. Over the years, long-term studies have been conducted on the dynamics of this sandy desert, rehabilitation of overgrazed pastures and halting sand encroachment. Protection and monitoring of the biodiversity of the East Karakum Desert is now the major concern of the Repetek Biosphere Reserve, which is administered by the Ministry of Nature Protection.

In 2010, a MAB mission was carried out on Turkmenistan's coastal development, including eco-tourism around the Caspian seashore, with a view to nominating the first coastal Biosphere Reserve. UNESCO participants also attended the International Scientific Conference on "The role of Altyn Asyr Turkmen Lake in improving of the ecological situation of the region," held in Turkmenbashi on the Caspian Sea on 24-25 March 2010. They also visited the Turkmenbashi Protected Area. The subject of this meeting, namely the ecological impact of large water channels and artificial lakes in Turkmenistan, was very important and it signalled that Turkmenistan hopes to utilize the MAB Programme to address these issues and to establish new biosphere reserves possibly in the coastal area.

In 2010, Turkmenistan submitted a draft nomination for the "Badhyz State Nature Reserve" as a World Natural Heritage property, after it had been entered on the Turkmenistan Tentative List in 2009. It covers 87,680 hectares and is located in the South of the country between the Tedzhen and Kushka rivers and bounded to the North and West by the Eastern Kopetdag Mountains. It is home to large populations of extremely rare wild mammals such as the Asiatic Wild Ass or Kulan (*Equus hemionus kulan*) and the Persian Leopard (*Panthera pardus saxicolor*). The nomination process is still pending.

The President of Turkmenistan is particularly interested in the possible inscription of parts of Karakum Desert and the Koytendag Nature Reserve as a World Natural Heritage.⁵⁸ During UNESCO's participation in and contribution to the international conference on "Undiscovered Miracles of Koytendag" held in Turkmenistan in May 2012, it was noted that further research would benefit the possible nomination of Koytendag as a Global Geopark and/or a UNESCO World Heritage site. The site is located in the south-western slopes of the Koytendag (the Kugitang range), at the south-western extreme of the Gissar range of the Pamir-Alay mountain system and includes Ayrybaba, the highest peak of Turkmenistan at 3,139 m above sea level.

The IHP related Global Network on Water Resources Management in Arid and Semi-Arid Zones (G-WADI) operates in the Asia and the Pacific region in cooperation with UNESCO's science sector. Several representatives from Turkmenistan have participated in regional G-WADI training, workshop and capacity building activities. A further water-related programme is the Hydrology and Environment, Life and Policy programme (HELP) project in the Aral Sea Basin. Established in 1999, this is a cross-cutting programme component that has established a global network of basins in order to improve the links between hydrology and

⁵⁸ The *Dinosaurs and Caves of Koytendag* property was entered on the Tentative World Heritage List for Turkmenistan on 16/03/2009 as a natural property.

the needs of society. HELP is designed to create a new approach towards integrated basin management.⁵⁹ In the Earth Sciences, UNESCO has cooperated in a project on dating Caspian Sea Level Change (CASPAGE).⁶⁰

Possible actions have been proposed as follows for cooperation between Turkmenistan and UNESCO:

- i) Consulting and concluding agreements with neighbouring countries, especially Uzbekistan, on maintaining a base flow into Amu Darya River and thence into the Aral Sea; and undertaking a Strategic Environmental Assessment (SEA) at the Aral Sea Basin level under climatic uncertainties.
- ii) Training for local communities on water re-cycling and raising awareness among farmers over water saving.
- iii) Economic market assessment for crops produced with re-cycled water.
- iv) Reducing water loss within the drainage channels (evaporation and deep infiltration) and improving efficiency of water distribution by lining channels using new technologies.
- v) Carefully study of health issues and recommending treatment technologies appropriate to developing countries, at the lowest possible cost.
- vi) Improving soil salinity as result of excessive irrigation.
- vii) Considering underground distribution channels similar to the qanat system of Iran in place of surface drainage channels and also in design of sustainable urban water development.
- viii) Sustainable eco-tourism development particularly by designation of UNESCO Natural World Heritage Sites.
- ix) Establishment of UNESCO Chair on Sustainable Management of Drylands.
- x) Integrated coastal zones management/development at the city of Turkmenbashi with particular view to UNESCO MAB programme.

Key challenges in this sector include the extremely arid climate, the overuse of existing water resources and its impact on soil and the natural ecosystem, the need for better regional/sub-regional cooperation over shared environmental challenges and capacity gaps. The overall resource situation of UNESCO, and more specifically of the UNESCO Tehran Cluster Office (1 NO-A and \$0 budget in 36C5), also places limits on both national and cluster level cooperation.

Important achievements in this area include the Government's interest in preparing a nomination dossier for a Natural World Heritage site, improved interest in an integrated approach to water management, enhanced local capacity for environmental conservation and working towards better regional cooperation in this area.

International treaties in the field of UNESCO - Of the relevant international treaties, Turkmenistan has ratified the Convention on Wetlands of International Importance especially as Waterfowl Habitat (Ramsar, 2 February 1971) and its first Protocol of 1982⁶¹ and the 1972 World Heritage Convention. As for SHS, since 2010, Turkmenistan has been a Party to the International Convention against Doping in Sport (Paris, 19 October 2005).

⁵⁹ Source: http://portal.unesco.org/science/en/ev.php-URL_ID=5786&URL_DO=DO_TOPIC&URL_SECTION=201.html

⁶⁰ IGCP, Project No. 481.

⁶¹ By accession, the former on 03/03/2009 and the latter on 28/05/2010. It has not yet ratified the second Protocol to amend articles 6 and 7 of the Convention on Wetlands of International Importance especially as Waterfowl Habitat (adopted at Regina, Canada, 28 May 1987).

3. Culture Programme

Culture may have been the first entry programme into Turkmenistan for UNESCO, and is a continued incentive for the Government to further engage with UNESCO. During the first years of independence in the early 1990's, UNESCO supported Turkmenistan in reviewing its cultural heritage laws and examining the potential areas for cultural development. In 1994, Turkmenistan ratified the Convention for the Protection of the World Cultural and Natural Heritage (1972).⁶² In 2000, WHC organized the first UNESCO Culture meeting in Turkmenistan entitled "Global Strategy Meeting for Central Asian Cultural World Heritage", which served as an important catalyst for activating Turkmenistan Government initiated cultural heritage activities.

UNESCO's engagement in Turkmenistan regarding the Culture sector increased after 2003 with the establishment of the UNESCO Tehran Cluster Office, notably, in the areas of capacity building for regional co-operation, national inventorying, Tentative List preparation, built heritage conservation and successful World Heritage inscriptions.

As a result of the recognition as World Heritage of Ancient Merv (inscribed in 1999), Kunya Urgench (inscribed in 2005), and the Parthian Fortresses of Nisa (inscribed in 2007), Turkmenistan ranked UNESCO as the second most popular international organization after the International Red Cross/Red Crescent in 2007.⁶³

In the framework of the UNESCO Integral Study of the Silk Roads, Roads of Dialogue, the third UNESCO Expedition "Steppe Routes" was launched in Turkmenistan's capital Ashgabat on 18 April 1991. During this expedition both tangible and intangible Silk Road heritage of the country was visited and studied by the UNESCO expedition team. Turkmenistan Silk Roads heritage (for instance World Heritage elements that are identified in the framework of World Heritage Serial Nomination of Silk Roads or related festivals) will be presented and promoted through the Road Online Platform. Moreover, those Turkmen institutions that work on the Silk Roads will be involved in this project for promoting and sharing their Silk Roads knowledge with other institutions alongside the Silk Roads and above.

Within the Silk Roads programme on serial nominations, 30 cultural properties in Turkmenistan have been identified and included in the Silk Roads Tentative List lying along eleven separate routes identified as follows: I. Amul-Merv (3 cultural properties); II. Merv-Khorezm (5 properties); III. Merv-Heart (2 properties); IV. Amul-Khorezm (2 properties); V. Amul-Zemm (Kerki) (3 properties); VI. Merv-Sarakhs (3 properties); VII. Sarakhs-Heart (2 properties); VIII. Sarakhs-Abiverd (3 properties); IX. Abiverd-Nisa (2 properties); X. Nisa-Dekhistan (2 properties); and XI. Dekhistan-Khorezm (5 properties). Fifteen monuments lying along the Silk Roads in Turkmenistan have been studied, resulting in the completion of draft nominations. In 2012-13, the country was preparing the Serial World Heritage Nomination of the Silk Roads with other Central Asian States and China. More specifically, Turkmenistan is part of the drafts nomination dossier for the "Pendjikent-Samarkand-Merv" route (running between Tajikistan, Uzbekistan and Turkmenistan), possibly involving three sites in Turkmenistan, namely Amul, Akcha-gala, and Geok-Gumbez. This dossier may be submitted in 2013 for consideration by the World Heritage Committee.

In 2008-2009, there was a surge of training opportunities in Turkmenistan for improved implementation of the World Heritage Convention, including the following:

- March 2008, a Regional Workshop was held addressing World Natural Heritage, within the context of biodiversity conservation.

⁶² By depositing a Notification of Succession on 30/09/1994.

⁶³ Source: UNFPA (2007) General Population Survey.

- June 2009, the First National Workshop for the preparation of World Heritage nominations was organized in Ashgabad.
- November 2009, the Second National Workshop for the preparation of World Natural Heritage nominations took place in Badkhyz.
- November 2009, the Third National Workshop for the preparation of World Cultural Heritage nominations took place in Mary, Merv and Gonor Depe.
- Between 2000 and 2010, Turkmenistan had seven requests for internal assistance approved within the 1972 Convention.⁶⁴

For the promotion of safeguarding and revitalizing intangible cultural heritage, UNESCO lent symbolic support for the International Festival for Intangible Cultural Heritage and Folklore 2006 which the Government of Turkmenistan organized. Turkmenistan then ratified the 2003 *Convention for the Safeguarding Intangible Cultural Heritage* in 2011⁶⁵ and the 2008 Operational Directives for its Implementation have been translated into Turkmen. Preparation of the first nominations to the Representative List was initiated in 2013.

Turkmenistan crafts producers are members of CACSA (Central Asian Craft Support Association) and, as such, submitted a small number of entries to the 2005, 2006, 2007, 2008 and 2009 regional jury sessions for the UNESCO Award of Excellence for Handicraft. In these sessions altogether five products were awarded. On the sub-regional level, UNESCO has also been invigorating local cultural industries through projects designed to revive the use of traditional techniques and to improve the quality of craft productions. Apart from their value in promoting cultural expressions, this has been done with a view to generating handicraft jobs and supporting small handicraft businesses, thus contributing to poverty alleviation.

Starting in 1990s, Turkmenistan contributed actively to the production of the History of Civilizations of Central Asia and collaborated with UNESCO in the framework of the programme for Intercultural Dialogue in Central Asia which aims, inter alia, to promote cultural pluralism and inter-faith dialogue in the region. In particular, it encourages intercultural cooperation among countries which are in a period of transition or post-conflict situation in order to strengthen social cohesion, solidarity and peace in the region.

Some key challenges in the field of culture are: The status of UNESCO as a non-resident agency in Turkmenistan, the vacancy since early 2011 of the Culture Specialist in the Tehran Cluster Office, and the overall budgetary restraints in view of the great interest in cooperation in the cultural field are key challenges for the maintaining of the cooperation on the past level. Other key challenges are the need for building capacity for implementing the 1972 and 2003 Conventions; the low adhesion of the country to important cultural treaties, especially the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its two (1954 and 1999) Protocols, 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural

⁶⁴ In collaboration with neighbouring countries, UNESCO and CRATerre (an NGO founded by the Architecture School of Grenoble University in France) .These are : Technical support for the monitoring of principle earthen architectural monuments within Ancient Merv (2000); Technical support for the monitoring of principle earthen architectural monuments within Ancient Merv (2000); Reinforcement of the capacities of Turkmenistan, to conserve the World Heritage site of Ancient Merv (decision 2002); Preparation of the nomination dossier of Kunya Urgench Tentative List site (decision 2003); Reinforcement of the capacities of the Department for Protection and Restoration of Monuments, Turkmenistan, to conserve the World Heritage site of Ancient Merv (decision 2002); On-site training in Merv World Heritage site for the reinforcement of the capacities of the National Department for the Protection and Restoration of Monuments (decision 2006); and Technical assistance for conserving AK-Kala fortress and strengthening the top of Kutlug Timur minaret (decision 2008).

⁶⁵ By depositing a Notification of Succession on 25/11/2011. The treaty entered into force for Turkmenistan in February 2012.

Property, and the 2005 Convention on Diversity of Cultural Expressions; and the low profile of culture in the UNDAF framework.

Important achievements include capacity-building work undertaken within the framework of the World Heritage Convention, and achieving regional cooperation over the Silk Roads programme.

International treaties in the field of UNESCO - Turkmenistan has ratified both the 1972 World Heritage and the 2003 Intangible Heritage Conventions. There are several other UNESCO treaties in the field of culture that Turkmenistan has not yet ratified, of which the Universal Copyright Convention (1952 and 1971), the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict (and its two 1954 and 1999 Protocols), the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970) and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005) are notable gaps in protection.⁶⁶

4. Communication and Information Programme

Turkmenistan has participated in a limited number of international seminars, workshops and conferences in the field of the CI programme, while the CI sector's competence is in demand in the areas of ICTs for development, cultural diversity promotion, promoting environmental sustainability, HIV/AIDS awareness and natural disaster preparedness, as well as for e-learning and, potentially, training in journalism.

As part of the activity on strengthening UNESCO's Memory of the World (MoW) programme, Turkmenistan was an active player in the "Sub-regional Seminar on Evaluating Achievements of the MoW Programme", which was held in Tehran on 21-22 October 2012, marking the 20th anniversary of the Programme. This seminar, a joint effort of the Iranian National Commission for UNESCO and the UNESCO Tehran Cluster Office brought together representatives from all four countries of the Tehran Cluster (Afghanistan, Iran, Pakistan and Turkmenistan). The participants included heads of libraries and archives and members of the Iranian Committee for the MoW of the Iranian National Commission for UNESCO. Together with the other countries, Turkmenistan supported the plan to further strengthen cooperation between the countries of the Tehran Cluster in the framework of MoW, bearing on their shared cultural heritage and civilizations. This includes the interest to be part in future training related to MoW. Turkmenistan also expressed interest in establishing National MoW Committee.

Key challenges in this sector include: a) although the Turkmenistan Constitution guarantees pluralism and freedom of expression, media and publishing activities are fully state-owned and, consequently, Turkmenistan has not benefited from many CI activities; b) Internet access is still costly and selective; and c) the penetration of ICTs into the education and research sectors is still at a low level.

⁶⁶ *Universal Copyright Convention, with Appendix Declaration relating to Article XVII and Resolution concerning Article XI (Geneva, 6 September 1952) and its Protocols; International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations (Rome, 26 October 1961; Convention for the Protection of Producers of Phonograms against Unauthorized Duplication of their Phonograms (Geneva, 29 October 1971); Convention for the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention (The Hague, 14 May 1954) and its Protocols of 1954 and 1999; Convention concerning the International Exchange of Publications (Paris, 3 December 1958); Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (Paris, 14 November 1970); Universal Copyright Convention as revised on 24 July 1971, with Appendix Declaration relating to Article XVII and Resolution concerning Article XI. Paris, 24 July 1971 and its Protocol; Convention on the Protection of the Underwater Cultural Heritage (Paris, 2 November 2001); Convention on the Protection and Promotion of the Diversity of Cultural Expressions (Paris, 20 October 2005).*

International treaties in the field of UNESCO - None of the UNESCO Conventions that Turkmenistan has ratified is relevant to the CI sector, although as a Member State of the Organization it is guided by the 2003 Recommendation Concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace. The Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005) and the various copyright treaties can also be relevant to this sector's activities, none of which Turkmenistan has ratified thus far.

III. Proposed cooperation framework: Country Programme 2013

The UCPD will be updated in line with the Programme and Budget for 2014-2017 (37 C/5) to be approved by the General Conference in October-November 2013.

Key challenges and opportunities for UNESCO

The key challenge facing UNESCO in Turkmenistan is its status as a non-resident agency (NRA), as well as the limited resources of the UNESCO Tehran Cluster Office, where 57% of the programme posts have been frozen since March 2011. This makes it very challenging to maintain UNESCO's contributions to the UNDAF, limits the possible scope of cooperation and makes it difficult to ensure effective and efficient communications with national partners, possible donors and UNCT. Another challenge is the limited capacity of the Office resulting from budget constraints at the level of the Organization as a whole.

The key opportunity rests in the fact that UNESCO, although it is not a resident agency, is a well-known and respected UN agency in Turkmenistan. This positive image is attributed to the overall work of UNESCO and the keen interest of the Turkmenistan Government in culture, especially World Heritage, and also in its international cooperation in the fields of education and science.

In its cooperation with Turkmenistan, UNESCO can also draw on a large network of field offices in the region, UNESCO category 1 and 2 institutes and centres as well as on expertise from the Organization's specialised networks and programmes such as the MAB, the IHP, the WHC in tangible cultural heritage etc.

The proposed cooperation framework for the future will comprise two parts, namely within the UNDAF 2010-2015 and complemented by stand-alone action in the Government's national priority areas which are not in the UNDAF, notably in the field of culture.

Cooperation in the framework of UNDAF 2010-2015 - As always, the United Nations Development Assistance Framework (UNDAF) in Turkmenistan is guided by the goals and targets of the Millennium Declaration, as well as by Presidential Reform Agenda, the National Programme "The Strategy of Economic, Political and Cultural Development of Turkmenistan Until 2020" and other key national priorities.

The four UNDAF strategic priority areas are: (i) strengthening democratization and rule of law; (ii) strengthening human development to achieve the MDGs; (iii) improving sustainable development and inclusive growth; and (iv) promoting peace and security.

The outcomes/outputs towards which UNESCO has engaged to contribute under the four priority areas are listed below (for further details, please refer to the attached table on UNDAF):

(i) Strengthening democratization and rule of law (Key UNESCO programmes concerned - ED and CI):

- *Government has strengthened capacity to protect and promote rights and freedoms in Turkmenistan* (Output: Educational institutions integrate human rights issues in their curricula); and
- *State organizations and institutions integrate principles of good governance and rule of law into national policies, legislation and decision-making* (Output: Policies and regulatory frameworks giving better access to and use of ICTs for development in Government, public and private institutions).

(ii) Strengthening human development to achieve the MDGs (Key programme - ED):

- *National and local authorities create equal opportunities for all people to receive continuous quality education at all levels, with priority on pre-school and secondary education and a special emphasis on vulnerable children (Outputs: Improved access to quality education; strategic plan for improved teacher training and retraining; and standards and procedures for inclusive education).*

(iii) Improving sustainable development and inclusive growth (Key programmes- SC, WHC and, possibly, ED):

- *Government develops and implements policies to achieve inclusive growth and equality for all (Output: Policies, financing and programmes to promote inclusive economic, gender and social equalities);*
- *Environmentally sustainable use of natural resources contributes to effectiveness of economic processes and increased quality of live (Outputs: Better planning, management and monitoring in the environment sector, in line with international standards; an enhanced protected areas system; international cooperation for conservation; and improved environmental education programmes);*
- *National development planners integrate the adaptation and preparedness of economic development sectors into climate change into development plans and management (Outputs: Strategy for adapting main economic sectors to climate change; and integrated water resource management).*

(iv) Promoting peace and security (Key programmes - ED, SC and possibly, CI):

- *Government authorities more effectively combat trafficking and organized crime.(Output: People, especially youth, have enhanced awareness of the harmful effects of drugs);*
- *Authorities and local communities practice more effective planning of, response to and mitigation of disasters, with regional cooperation (Outputs: A national framework and regional coordination mechanism to address the consequences of natural and manmade disasters; local communities have enhanced awareness and capacity to manage natural and other resources sustainably in order to mitigate and adapt to the impact of disasters; and developing preparedness plans, including on the hydrologic regimes of trans-boundary rivers).*

Following the discussions and outcomes of the upcoming 37th General Conference in 2013, the details of the proposed cooperation framework shall be reviewed and updated in early 2014. In the meantime, UNESCO will continue its cooperation with Turkmenistan mainly within the framework set out below. The scope of UNESCO's activities will depend on the levels of funding and co-funding arrangements obtained from all sources.

Education - In line with its UNDAF commitments in Education, UNESCO will continue to: encourage Turkmenistan to evaluate and report on its achievements in EFA by 2015; tap into the resources of IIEP, UIL, UIS, and other UNESCO institutes to improve its national capacity in education and education policy-making, planning and management and in education quality assessments; utilize UNESCO's resource materials and guidelines on enhancing the use of ICT in education and research; and participate in regional and international capacity-building events on standard-setting and policy-making for ICT in education.

Natural Sciences - In line with its UNDAF commitments in Science, UNESCO will continue its long-term cooperation with Turkmenistan within the framework of the IHP, MAB, IGCP and World Heritage programmes, focusing on trans-boundary and integrated water resource management, environmental sustainability, dry-land management, and the conservation, preservation and proper management of biodiversity and ecosystems as well as natural disaster prevention and the management of natural resources. This work will be carried out

by involving/inviting the Turkmenistan authorities and experts in contributing to and benefiting from sub-regional, regional and international expert events and networks, and the sharing of resource materials and good international practices.

Culture - In line with Government priorities, and partly in line with UNDAF, UNESCO will continue addressing culture and development/cultural development issues through: promoting and enhancing the standard-setting framework for ensuring cultural diversity, notably the set of UNESCO Conventions; facilitating capacity-building for the conservation, preservation and safeguarding of cultural heritage, both tangible and intangible, including sub-regional capacity-building for identifying and conserving, preserving and safeguarding shared heritage. As a follow-up to the Second Cycle of Periodic Reporting for Asia and the serial nominations initiatives launched in 2005, UNESCO will continue supporting the process for serial nomination of Silk Roads heritage sites.

Communication and information - In line with UNDAF and in unison with the Education and other programmes, the CI programme will provide clearing-house services for Turkmenistan for the country's entry into the Knowledge Society, and involve Turkmenistan in ICT-related programmes on the sub-regional, regional and international levels. It will also invite Turkmenistan to participate in sub-regional or international capacity-building for journalists in the fields of sustainable development and public preparedness in natural disasters.

As follow-up to the October 2012 Tehran Declaration on the Memory of the World (MoW), UNESCO will continue facilitating Turkmenistan's participation in the MoW programme with a view to safeguarding the country's documentary heritage.

IV. Partnerships

In achieving the aforementioned outcomes and their associated outputs, UNESCO will work through the Turkmenistan National Commission for UNESCO, the Turkmenistan Permanent Delegation to UNESCO, as well as UNICEF, UNDP, and other UN agencies. The primary national partners will engage the other national partners, notably the Ministries of Foreign Affairs, Culture, Education, Nature Protection, Water Economy and MIRAS (former Academy of Arts and Sciences); a comprehensive list of UNDAF partners is provided in the attached table on UNDAF.

V. UCPD Results Matrix

Table I: UCPD results matrix for Turkmenistan (outcomes/results in UNDAF) - UNESCO inputs until the end of 2013

Government priorities (2011-2015): Promoting democratic principles of governance and ensuring supremacy of law					
UNDAF outcome 1: By 2015, rights and freedoms in Turkmenistan are respected and guaranteed in accordance with international human rights standards as well as principles of democracy and the rule of law (MDGs 1, 2, 3, 4, 5, 6, 7)					
Priority area	Country programme outcomes and outputs , estimated resources by outcome, as per UNDAF	UNESCO expected result / activity	Available resources (US\$)	Mobilization target (US\$)	Implementing partners
Strengthening democratization and rule of law	<p>Outcome 1.1 - Government authorities have strengthened capacity to protect and promote rights and freedoms in Turkmenistan. (OHCHR, UNDP, UNESCO, UNFPA, UNHCR, UNICEF) -\$75,000</p> <p>Output 1.1.5 Education system institutions at all levels integrate human rights issues into their curricula (UNICEF, UNFPA, UNESCO, UNDP, OHCHR)</p>	<p>(No activity in 2012-2013) <i>Future activities to be developed by December 2013</i></p>	-	-	
	<p>Outcome 1.2 - State organizations and institutions integrate principles of good governance and rule of law into national policies, legislation and decision –making mechanisms (OHCHR, UNDESA, UNDP, UNESCO, UNFPA, UNHCR, UNICEF, UNESCO) - \$75,000</p> <p>Output 1.2.4 State agencies support creation of policies and regulatory frameworks that give better access to and use of ICT for development in Government, public and private institutions (UNDSA, UNDP, UNESCO, UNICEF)</p>	<p>National authorities have access to resources that help them to facilitate better access to and use of ICT in development: <i>National authorities concerned</i> - updated (via the National Commission for UNESCO) on Free and Open Source Software (FOSS) applications and policies published on UNESCO's FOSS programme; - invited to participate in sub-regional and regional policy workshops/conferences on ICT in education; - together with experts, have open access, free-of-charge, to UNESCO's digital publications in all the fields of competence of the Organization; as well as access to UNESCO's open education resources (OER) and open training platform (OTP).</p>	In-kind	-	Turkmenistan National Commission for UNESCO w/ national authorities concerned.

Government priorities (2011-2015): Free education and a set of free state-guaranteed health services for all; sustainable natural growth; decreased mortality, especially infant mortality; increased life expectancy; social protection for citizens.

UNDAF outcome 2: By 2015, human resources developed to achieve sustained socioeconomic development (MDGs 2, 4, 5, 6).

Priority area	Country programme outcomes and outputs, estimated resources by outcome, as per UNDAF	UNESCO expected result / activity	Available resources US\$	Mobilization target US\$	Implementing partners
Strengthening human development to achieve MDGs	<p>Outcome 2.2 - National and local authorities create equal opportunities for all people to receive continuous quality education at all levels, with priority on preschool and secondary education and a special emphasis on vulnerable children (UNICEF, UNDP, UNHCR, UNESCO, UNFPA) - US\$140,000</p> <p>Output 2.2.2 All children of school age are provided with quality comprehensive education and rearing, with increased family involvement (UNDP, UNICEF, UNHCR, UNESCO, UNFPA)</p> <p>Output 2.2.3 The education sector develops and implements a strategic plan for strengthening professional skills and retraining of staff (UNICEF, UNESCO, UNFPA)</p> <p>Output 2.2.4 The education sector develops standards/procedures for mainstreaming disadvantaged children (UNDP, UNICEF, UNESCO)</p>	<p>National and local authorities have open access to UNESCO digital resources that help create equal opportunities for quality education at all levels, including</p> <ul style="list-style-type: none"> -Network for education quality monitoring in Asia-Pacific, NEQMAP; -Open training platform (OTP); -EFA Goal 1,4,5,6 : End of Decade Notes on Education for All (EFA); -Methodology for reporting the national EFA achievements by early 2014 (for the end of the decade, in 2015, report); -Promoting inclusive education. Advocacy Guides 1-5; -News on ICT in Education, a quarterly digital news bulletin; -Report on Asia-Pacific Consultation on Post-DESD (i.e. the Decade on Education for Sustainable Development); -Regional Handbook on Life Skills Programmes in Non-Formal Education; -Asia-Pacific Forum for Early Childhood Care and Education, 10-12 September 2013, as well as -the digital resources of the UNESCO International Institute for Educational Planning (IIEP), UNESCO Institute for Lifelong Learning (UIL), and UNESCO Institute for Statistics (UIS). 	In-kind	-	Turkmenistan National Commission for UNESCO w/ national authorities or experts concerned.

Government priorities (2011-2015): A fast-growing, powerful State; socioeconomic development of world standards; high living standards of the population.

UNDAF outcome 3: By 2015, the system of environmentally sustainable economic management expands people's opportunities to participate in social and economic development, especially in rural areas (MDGs 1, 3, 7).

Priority area	Country programme outcomes and outputs, estimated resources by outcome, as per UNDAF	UNESCO expected result / activity	Available resources US\$	Mobilization target US\$	Implementing partners
Improving sustainable development and inclusive	<p>Outcome 3.1 Government develops and implements policies to achieve inclusive growth and equality for all women and men (UNDP,</p>	<p>(No activity in 2012-2013) <i>Future activities to be developed by December 2013</i></p>	-	-	-

<p><i>growth</i></p>	<p>UNFPA, UNICEF, UNESCO, UNIFEM, UNECE) - US\$120,000</p> <p>Output 3.1.1 Government formulates and applies pro-poor macroeconomic policies, public financing strategies and national programmes to promote inclusive growth and employment, and increase economic, gender and social equalities (UNDP, UNICEF, UNESCO, UNIFEM)</p>				
	<p>Outcome 3.2 Environmentally sustainable use of natural resources contributes to effectiveness of economic processes and increased quality of life (UNDP, UNEP, UNFPA, UNESCO, WHO, UNECE) - US\$120,000</p> <p>Output 3.2.1 - National authorities better plan, manage and monitor the environment sector, using an enhanced monitoring system and internationally aligned legislative basis that will enable mainstreaming environmental issues in national priorities (UNDP, UNEP, UNFPA, UNESCO, WHO, UNECE)</p> <p>Output 3.2.2 - Local communities contribute to and benefit from environmentally sustainable socioeconomic opportunities through a strengthened protected areas system, establishment of a national park network and cooperation with international conservation systems (UNDP, UNESCO)</p> <p>Output 3.2.3 - Education system institutions improve and implement internationally aligned environmental educational programmes (UNDP, UNESCO)</p>	<p>National authorities and science experts are encouraged to draw on and actively participate in UNESCO's international science-thematic networking and partnerships for knowledge-sharing (in research, monitoring, education, and participatory decision-making), including through</p> <ul style="list-style-type: none"> - the Turkmenistan National MAB Committee (MAB) and Repetek UNESCO Biosphere Reserve; - International Hydrological Programme (IHP); - International Geoscience Programme; as well as - World Heritage Programme (for natural or mixed heritage). <p>National education authorities have open access to UNESCO digital resources and partnerships on internationally aligned Education for Sustainable Development.</p>	<p><i>In-kind</i></p>	<p>-</p>	<p>Turkmenistan National Commission for UNESCO w/ national authorities and experts concerned.</p>

	Output 3.2.5 - People enjoy safe urban ecology and improved waste disposal practices as well as urban water management ensured by national and local authorities (UNDP, UNESCO, WHO)				
	<p>Outcome 3 .3 National development planners integrate adaptation and preparedness of economic development sectors to climate change into development plans and management (UNDP, UNEP, UNESCO, WHO, UNECE, FAO) - US\$120,000</p> <p>Output 3.3.1 - Government formulates and implements strategy for adaptation of main economic sectors to climate change, with key areas identified (UNDP, UNEP, UNESCO, WHO)</p> <p>Output 3.3.4 - National authorities develop and launch integrated water resource management at national and local levels(UNDP, UNESCO, WHO, UNECE)</p>	(No activity in 2012-2013) <i>Future activities to be developed by December 2013</i>	-	-	-
<p>Government priorities (2011-2015): Combating of illicit drug trafficking and organized crime strengthened; border management improved; more effective preparedness and response to natural and manmade disasters.</p> <p>UNDAF Outcome 4 : By 2015, peace and security in Turkmenistan, both on the national level, as well as on the level of regional cooperation, are ensured in accordance with international standards (MDGs 1, 3, 6, 7, 8).</p>					
Priority area	Country programme outcomes, outputs and estimated resources by outcome as per UNDAF	UNESCO expected result / activity	Available resources, US\$	Mobilization target, US\$	Implementing partners
Promoting peace and security	<p>Outcome 4.1 Government authorities, especially law enforcement agencies, more effectively combat illicit drug trafficking and organized crime (IOM, UNAIDS, UNDP, UNEP, UNHCR, UNICEF, UNODC, UNRCCA, UNESCO, WHO) - US\$60,000</p> <p>Output 4.1.4 People in Turkmenistan, especially youth, have enhanced awareness of the harmful effects of drugs (UNAIDS, UNDP, UNFPA, UNHCR, UNICEF, UNODC,</p>	(No activity in 2012-2013) <i>Future activities to be developed by December 2013</i>	-	-	-

	UNRCCA, UNESCO)				
	<p>Outcome 4.3 National and local authorities and local communities practice more effective planning, response to and mitigation of consequences of natural and manmade disasters, with regional cooperation established between relevant national agencies and their counterparts (IOM, UNAIDS, UNDP, UNEP, UNFPA, UNHCR, UNICEF, UNRCCA, UNESCO, WHO) - US\$50,000</p> <p>Output 4.3.1 National and local authorities have formulated a national framework and a regional coordination mechanism to address consequences of natural and manmade disasters and set up necessary institutions for their implementation (IOM, UNDP, UNEP, UNHCR, UNICEF, UNFPA, UNESCO)</p> <p>Output 4.3.2 Local communities have enhanced awareness and capacity to sustainably manage natural and other resources to mitigate and adapt to the impact of natural and manmade disasters (IOM, UNDP, UNEP, UNHCR, UNICEF, UNFPA, UNESCO, UNRCCA, WHO)</p> <p>Output 4.3.3 Government authorities adopt and implement preparedness plans and agreements, including on changing the hydrologic regime of trans-boundary rivers (UNDP, UNEP, UNHCR, UNESCO, UNRCCA, WHO)</p>	<p>The capacities of the media sector strengthened to contribute to disaster risk reduction and to provide humanitarian information, through - <i>training provided for two media persons on early warning system of natural disasters and on related information dissemination.</i></p>	US\$ 7,500	(In-kind from ABU and the participating organizations)	Turkmenistan National Commission w/state media; Asia-Pacific Broadcasting Union (ABU)

Table II: UCPD results matrix for Turkmenistan (results not in UNDAF) - UNESCO inputs until the end of 2013

UNESCO Sector	Government priority area	UNESCO expected result / activity	Available funds, US\$	Mobilization target, US\$	Partners
Culture	Standard-setting for ensuring cultural diversity	Better understanding of the 2005 and other non-ratified Culture Conventions , through their promotion with a view to their possible ratification and implementation.	In-kind	-	National authorities concerned, through the Turkmenistan National Commission for UNESCO; World Heritage Centre
	Conserving and preserving tangible cultural heritage	National capacities enhanced in heritage management and on-going serial nominations of Central Asia advanced , notably through - support to the documentation standards and procedures of the Silk Road World Heritage Serial Nomination	(n/a)	-	Turkmenistan National Commission for UNESCO w/ national authorities and experts concerned; UNESCO Almaty Office; World Heritage Centre
	Safeguarding intangible cultural heritage (ICH)	National capacities enhanced for effective safeguarding of ICH in Turkmenistan , notably through - open access to UNESCO resources; and - preparation for the 2014 capacity building activities.	In-kind	(National funding)	Turkmenistan National Commission for UNESCO w/ national authorities and experts concerned; UNESCO experts for ICH in HQ and Bangkok
Communication and Information	Preserving and protecting documentary heritage	Awareness raised aiming at the preservation of, by most appropriate techniques, and facilitating access to Turkmenistan historical documentary heritage , by - encouraging the setting up of a National Memory of the World Committee; - disseminating advice and information and encouraging training on the inventorying of world heritage and its preservation; and - encouraging, as appropriate, submissions to the Memory of the World register.	In-kind	-	Turkmenistan National Commission for UNESCO; MoW Programme