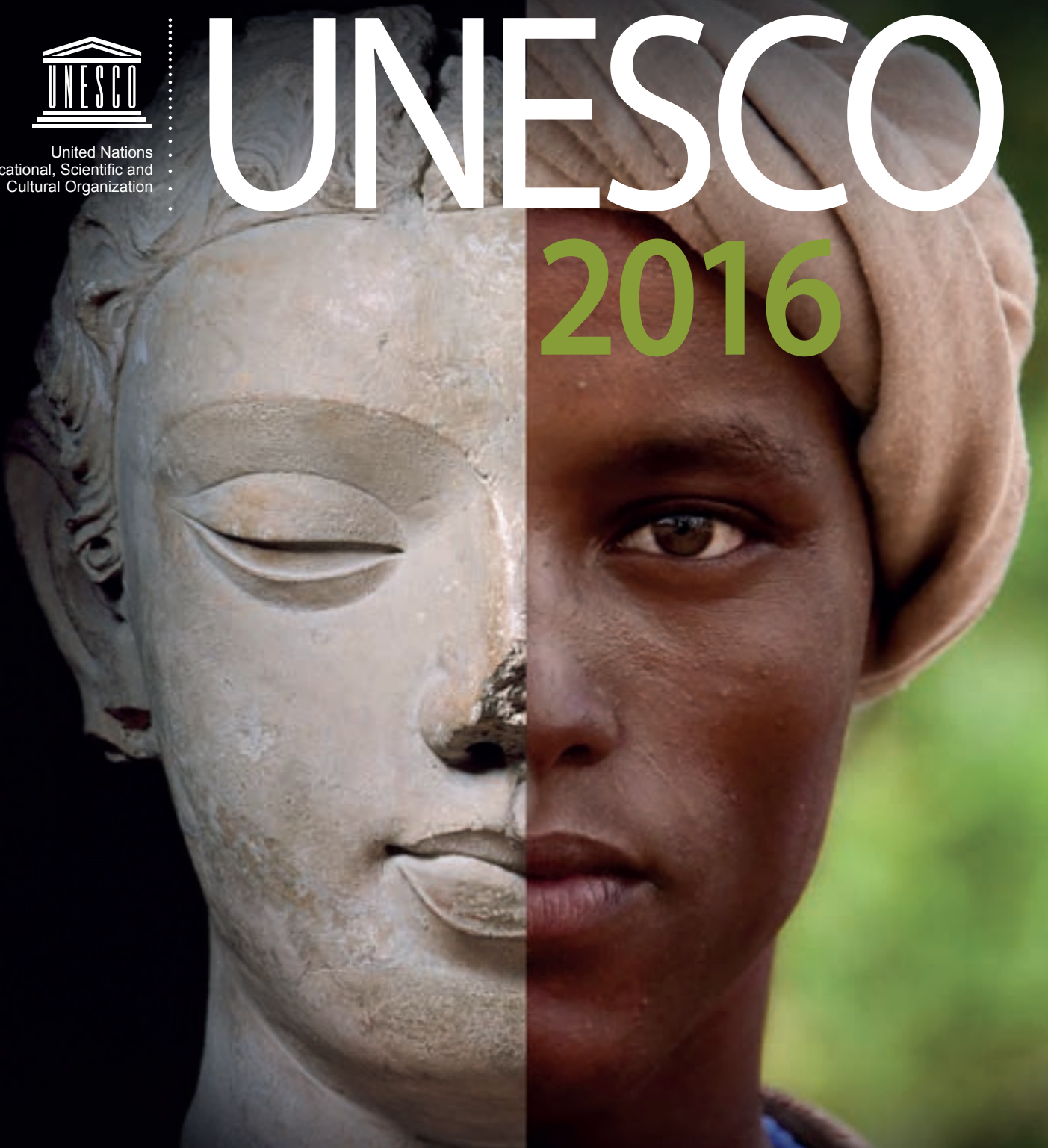




United Nations
Educational, Scientific and
Cultural Organization

UNESCO

2016



Cover

The recent large-scale, systematic destruction and looting of cultural heritage has been the dominant theme at UNESCO throughout 2016. One of the Organization's responses to these attacks on cultural heritage and cultural pluralism is the #Unite4Heritage campaign, a global movement that calls on everyone to harvest the power of culture to bring people together and to celebrate the places, objects and cultural traditions that make the world such a rich and vibrant place. This image produced for the campaign combines past and present, with the head of Buddha Shakyamuni and the face of an Erboire tribe warrior from Ethiopia.

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2016

Study for Wind Comb VI
by Eduardo Chillida
(1924–2002) at
UNESCO Headquarters.

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and Lois Lammerhuber



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शिक्षा दिवस तथा अंतरराष्ट्रीय मातृभाषा दिवसको

Preface

by Irina Bokova, Director-General of UNESCO

UNESCO's soft power in times of change

2016 has been a year of action to renew UNESCO's mandate and founding values. Across the world, we have seen the enduring relevance of UNESCO's soft power in education, culture, the sciences and communication to strengthen the resilience of societies, to implement the 2030 Agenda for Sustainable Development and the Paris Climate Agreement.

This Annual Report highlights the contribution of UNESCO to bolster peoples' capacity and skills to respond to their development challenges and to equip societies with the knowledge and cultural literacy they need to respond to violence and hatred.

UNESCO has acted across the board to respond to these emerging challenges, using its global leadership to strengthen education, as in the crisis in Syria and Iraq, notably, contributing to the first World Humanitarian Summit. UNESCO enhanced its advocacy to transcend the humanitarian–development divide in order to avoid a lost generation of out-of-school children, bridging emergency response and long-term aid. In the same spirit, the UNESCO Global Education Monitoring Report showed the power of education to drive progress on all the other 16 goals of the 2030 Agenda for Sustainable Development, in particular to promote gender equality.

In 2016, UNESCO spearheaded a multi-pronged strategy to prevent radicalization and violent extremism. In September, the First International Conference on the Prevention of Violent Extremism through Education was co-organized by UNESCO and the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development in New Delhi (India). In November, UNESCO organized in Québec (Canada), an international conference on the Internet and the Radicalization of Youth, which saw renewed commitment to freedom of expression online and to promoting narratives that condemn violence and hate speech, to prevent radicalization.

UNESCO has also strengthened its global leadership to face 'cultural cleansing' – the deliberate destruction of cultural heritage, illicit trafficking, and attacks against individuals on religious or cultural grounds. We raised the alarm to protect heritage in danger in Libya, Yemen, Syria and Iraq, assessing damages to World Heritage sites in conflict, bringing together experts to define emergency measures to safeguard Syria's heritage, at an international meeting held in Berlin (Germany).

In all this, UNESCO has continued to lead action to enhance the safety of journalists, working with countries across the world, striking new partnerships to end impunity – for instance, with Uruguay.

In the context of the 2030 Agenda, UNESCO launched two groundbreaking reports. The World Social Science Report warned that inequalities could jeopardize the efforts to achieve the Sustainable Development Goals. The Global Report on Culture for Sustainable Urban Development, presented at 'Habitat III' in Quito (Ecuador), highlighted recommendations for fostering the role of culture for sustainable development. UNESCO enhanced its programmes to prevent and respond to natural disasters, with a strong focus on ocean science and coastal sustainability, integrated for the first time in the climate discussion during the COP21 in 2015.

Reform has continued apace across the Organization – to streamline working processes, strengthen transparency and accountability, sustain evaluation and delivery across the board. UNESCO launched a New Evaluation Policy, the Invest for Efficient Delivery initiative and a New UNESCO Transparency Portal, thereby leading to an in-depth review of processes and tools to make the Organization 'more fit for purpose'.

This Annual Report shows the outstanding range and depth of UNESCO in action, to lead forward the 2030 Agenda, to support societies and governments in responding to the challenges of turbulent times in ways that bolster the unity of humanity in its diversity.

In April 2016, Director-General Irina Bokova met teachers and students from the Tilaurokot Community Learning Centre in the Lumbini zone (Nepal), where literacy courses in the Awadhi language are being taught with the support of UNESCO's CapEFA Programme. Literacy in their mother tongue is breaking isolation and creating new prospects for marginalized populations in this historic area, where a vast archaeological complex tracing back to Lord Buddha's early years has been recently unearthed.

Irina Bokova



Children are delighted to come back to Sibaya school in the Huará district, between the Andean highlands and the Pacific coast in northern Chile. This school's infrastructure and those of the surrounding communities were severely weakened by the April 2014 earthquake which affected Chile and Peru. In view of the population's obvious needs, Huará's Municipal Government, the Chilean Ministry of Education and UNESCO drew up an action plan for 2015 and 2016, including the maintenance, expansion and improvement of the district's 12 public schools, which serve a total of 405 students.

A young boy in a blue and black tracksuit is running happily on a stone path. The background is a bright yellow wall with shadows of leaves cast upon it. The scene is outdoors and brightly lit.

CHAPTER 1

Education for the 21st Century

Education for the 21st Century

As the United Nations' specialized agency for education, UNESCO leads and coordinates the Education 2030 Agenda, in order to achieve the ambitious Sustainable Development Goal 4 to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. Throughout 2016, UNESCO worked to fulfil its mandate, by underscoring that education will only meet its potential to drive progress when there is greater participation and funding; learning becomes truly lifelong; and education systems fully integrate girls and women, and bring displaced and refugee children and adolescents back to school.

■ Leading the Education 2030 Agenda

Under the Education 2030 Framework for Action adopted in November 2015 to achieve the ten targets of Sustainable Development Goal (SDG) 4, governments have committed to providing a full course of free, equitable and high-quality primary and secondary education. But without an additional US\$39 billion in education funding each year, the entire global agenda will be at risk.

The cost of education is one of the many reasons some 263 million children and young people are out of school. In this context, UNESCO marked the 2016 Global Action Week for Education (GAWE) from 24–30 April, under the banner 'Funding the Future'. GAWE is a worldwide annual event organized by the Global Campaign for Education (GCE) to raise awareness of the importance of education for all.

During the Week, a panel titled 'Financing for SDG 4—Education 2030: leaving no one behind – what will it take to narrow inequity gaps?' was organized with the GCE at UNESCO Headquarters. It explored opportunities and challenges in financing the new agenda with a focus on marginalized populations. As a conclusion, and in light of the funding gap, governments are being urged to spend 4 to 6 per cent of their gross domestic product (GDP), and donors are called upon to increase support which has been lagging since 2010.

Scarce data on education finance and multiple funding sources make it difficult to see the whole picture. To counter this deficiency, the UNESCO Institute for Statistics (UIS) and UNESCO's International Institute for Educational Planning (IIEP) are developing a set of methodological tools, under the National Education Accounts initiative, to help countries improve the quality of data, and better target policies and plans.

As a follow-up, in early December members of the Education 2030 Steering Committee laid out a roadmap to translate the commitments of the Education 2030 Agenda into action for 2017–19.

HE Ms Dessima Williams, Special Adviser for the Implementation of the Sustainable Development Goals to the UN General Assembly, and Mr Qian Tang, UNESCO Assistant Director-General for Education, during the Education 2030 Steering Committee meeting, where a two-year roadmap was established to translate into action the commitments of the Education 2030 Agenda.



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263 million
children and youth out of
school globally

61M



Primary
school
age (6–11)

60M



Lower
secondary
school age
(12–14)

142M



Upper
secondary
school age
(15–17)

263 million children and young people are out of school from the primary to upper secondary levels

According to a paper released jointly this year by UIS and the GEM Report team, some 263 million children and young people are out of school. The paper suggests that persistent disparities in education participation linked to gender, location and wealth are key obstacles to achieving SDG 4. Of all regions, sub-Saharan Africa has the highest rates of exclusion. Armed conflict poses another major barrier to education: globally, 35 per cent of all out-of-school children of primary education age, 25 per cent of all adolescents of lower secondary age, and 18 per cent of all out-of-school young people of upper secondary age live in areas affected by conflict. In general, 15 to 17-year-olds are four times more likely to be out of school than are children aged 6 to 11. This is partly because primary and lower secondary education are compulsory in nearly every country, while upper secondary school is not. And many of these young people have no choice but to work. Girls are more likely than boys to never set foot in a classroom, despite efforts made and progress achieved over the past two decades. Poverty creates an additional barrier for girls. These gaps are far wider in Northern Africa and Western Asia.

Banner used in UNESCO social media to highlight the high number of children and young people who are currently out of school according to UIS and the GEM Report team.

The UIS launches the ground-breaking eAtlas for Education 2030 data



The go-to-source of data for SDG 4
UNESCO Institute for Statistics



On 18 July, UIS launched the eAtlas for Education 2030, bringing together all available data to monitor SDG 4.

This eAtlas is designed to be the one-stop shop for education data. Continually updated with the latest data, a series of interactive maps present key findings related to learning, equity and the quality of education by illustrating, for example, basic proficiency levels in reading and mathematics, completion rates from primary to tertiary education, the percentage of children out of school, the amount being spent on each pupil's education, and the supply of qualified teachers. It also goes further to explore gender disparities, the relevance of education, the safety of the school environment, and the number of adults who are enrolled in primary education programmes.

The new eAtlas for Education 2030 launched this year by UIS presents the global and thematic indicators identified by the international community to monitor each of the SDG 4 targets.

■ Global Education Monitoring Report 2016: an urgent call to prioritize education to reach SDGs

The 2016 Global Education Monitoring (GEM) Report reiterates that chronic under-financing is holding back progress: on current trends, universal primary education will only be achieved in 2042, universal lower secondary completion in 2059, and universal upper secondary completion in 2084. These dates are far later than the 2030 deadline outlined in the SDGs.

According to the 2016 GEM Report, the world's poorest countries are projected to achieve universal primary education more than 100 years later than the richest countries. Even at the fastest rate of progress ever seen in the region, one in ten countries in Europe and Northern America would still not achieve universal upper secondary completion by 2030. In low-income countries, universalizing upper secondary completion by 2030 would increase per capita income by 75 per cent by 2050 and lift 60 million out of poverty. Universal upper secondary education completion by 2030 would prevent 200,000 disaster-related deaths in the 20 years that follow.

These are some of the key findings of the 2016 GEM Report, launched by UNESCO on 6 September in London (United Kingdom). Entitled *Education for People and Planet: Creating Sustainable Futures for All*, the 2016 GEM Report is the first of a new 15-year series and the first official monitoring report for SDG 4. It shows that education will not fulfil its potential to propel progress

The roadmap came at the end of a two-day discussion between 38 members of the committee at UNESCO Headquarters.

The committee endorsed indicators developed by a joint working group to track progress across the ten targets of SDG 4. It was agreed that the idea of achieving a new Financing Compact for education to create a 'learning generation' would best be realized by active liaison between the committee and the 25 high-level commissioners on the Education Commission.

In addition, the committee recognized the important role that 'champion countries' played in raising awareness through the UN Secretary-General's Global Education First Initiative (2012–16), which placed global citizenship education and education in emergencies on the political agenda. Given the universal nature of the Education 2030 Agenda, they decided to develop platforms to share experiences among the countries on emerging issues in education, and deepen cooperation at the regional level. Meetings on the new education agenda were held in all UNESCO regions in 2016.



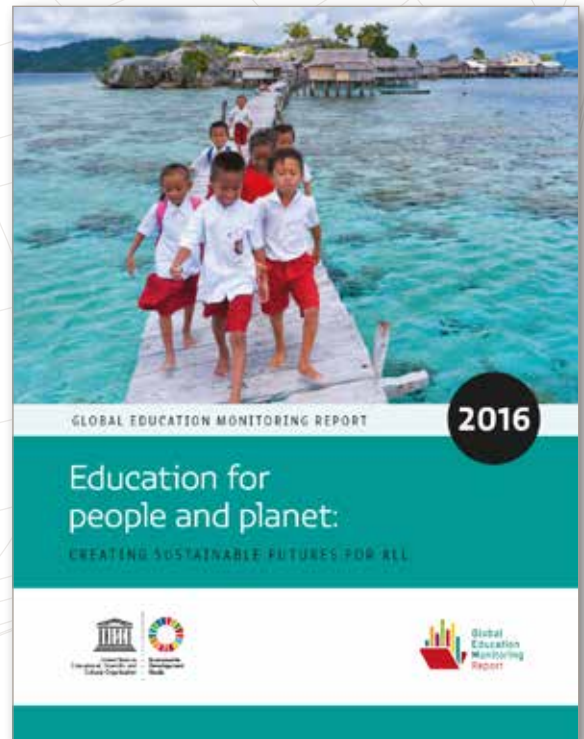
These Malian boys have better chances to get a job after benefiting this year from a metallic carpentry workshop led by the UNESCO Office in Bamako and the NGO TEMEDT. The workshop is part of the UNESCO-Juventus Football Club programme to support social rehabilitation of children affected by the Malian crisis since 2012.

According to the Global Education Monitoring Report 2016, on current trends, only 70 per cent of children in low-income countries will complete primary school in 2030, a goal that should have been achieved in 2015. Political will, policies, innovation and resources will be needed to improve on this figure.

unless there is greater participation across sectors, learning becomes truly lifelong, and education systems fully embrace sustainable development. In addition, education itself must transform to become a holistic solution to global challenges, including growing urbanization and refugee populations. Education also needs to expand beyond

the school wall and throughout life, with an emphasis on relevant work skills.

Despite the stark messages, the 2016 GEM Report stresses the untapped potential for education to make greater headway towards the education goals, with even modest progress over the next 15 years being expected to bring big development dividends.



The future of jobs and skills at the heart of an UNESCO Cedefop global conference

As young people and adults need better skills to fully participate in their societies and economies, governments are increasingly seeing technical and vocational education and training (TVET) as key to promoting employment, inclusion and lifelong learning in light of the new SDGs.

Global trends and local challenges in matching skills to the changing job market were examined in October at a conference organized by UNESCO and the European Centre for the Development of Vocational Training (Cedefop) at the Organization's Headquarters. With over 120 policy-makers, stakeholders and experts from around the world, the event emphasized the need for stronger synergy between education and training across different regions of the world, as well as for a platform to share best practices in anticipating and matching skills in a shifting labour market.



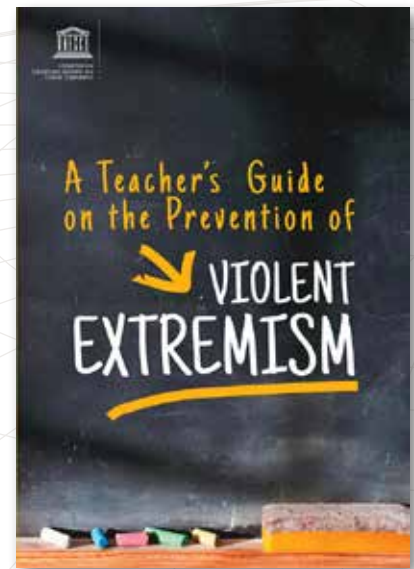
Adult learning and education can improve health and well-being, employment opportunities and develop local communities, according to the Third Global Report on Adult Learning and Education (GRALE III), produced this year by UNESCO's Institute for Lifelong Learning (UIL).

■ Fostering Global Citizenship Education

Global Citizenship Education (GCED) aims to build a sense of belonging to a common humanity and empower learners to assume active roles in resolving interdependent global obstacles to a more peaceful, tolerant, inclusive and secure world. GCED is one of UNESCO's strategic areas guided by the Education 2030 Agenda (and target 4.7 in particular). Its themes include Peace and Human Rights Education and Preventing Violent Extremism (PVE) through education.

GCED works hand in hand with Education for Sustainable Development (ESD) to ensure education helps build a peaceful and sustainable world. UNESCO seeks to promote the integration of GCED in education systems including curricula, policies and pedagogies in order to enable learners to transform themselves and society.

In 2016, UNESCO made significant strides to support the global monitoring of the achievement of target 4.7. UNESCO undertook the sixth consultation on the implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (the 1974 Recommendation), which serves as a monitoring tool for measuring progress made towards target 4.7. UNESCO also launched its new web-resource on target 4.7 – 'Learning to live together sustainably: trends and progress', that publishes regular reports produced by UNESCO and its partners.



A Teacher's Guide on the Prevention of Violent Extremism is UNESCO's first contribution to the implementation of the UN Secretary-General's Plan of Action to Prevent Violent Extremism, announced in January 2016.

With regard to the prevention of violent extremism through education, UNESCO helps to build countries' capacities to deliver education programmes that strengthen young people's resilience to violent extremist messaging, and foster a positive sense of identity and belonging. In September 2016, the First International Conference on the Prevention of Violent Extremism through Education was co-organized by UNESCO and the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development in New Delhi (India), with over 150 participants from around 70 countries, which included youth delegates. The event provided the opportunity to present UNESCO's *Teacher's Guide on the Prevention of Violent Extremism*. UNESCO also finalized the first *Guide for Policy-Makers on the Prevention of Violent Extremism through Education*.

■ Scaling up efforts for Education for Sustainable Development

‘Scaling up’ was the theme of a meeting of more than 80 members of the Partner Networks of the Global Action Programme (GAP) on ESD. The GAP was launched at the World Conference on ESD in November 2014 in Japan as a follow-up programme to the UN Decade of ESD (2005–14).

The group, which met at UNESCO Headquarters on 5 and 6 July, serves as a global community of practice and is made up of five networks, each tackling

a priority area: policy, transforming learning, capacity-building, mobilizing youth, and accelerating local solutions. The GAP is intended to drive a worldwide effort on ESD, a crucial element in achieving the new 2030 Education Agenda.

The five partner networks met to review progress towards the SDGs, which contain three targets related to ESD. The achievements were documented in a Preliminary Monitoring Report, and include reaching more than 1 million stakeholders with information, working with nearly 100,000 individuals face

to face and online, conducting nearly 500 in-person and online training sessions that served 30,000 stakeholders, and welcoming 1,600 new members to the networks.

The Centre for Community Regeneration and Development (CCREAD-Cameroon) is one of three laureates of the 2016 UNESCO-Japan Prize on Education for Sustainable Development (ESD) awarded on 11 October. Funded by the Government of Japan, the prize honours exceptional projects in the field of ESD. CCREAD-Cameroon runs strategic programmes to introduce marginalized communities to social and economic empowerment opportunities and foster environmental sustainability.



© CCREAD

■ Special focus on education for Iraqi and Syrian children and young people

After Syria, Iraq has the third largest number of internally displaced persons (IDPs) in the world: 4.4 million (figures from *UNHCR Global Trends 2015*), with the majority of school-aged IDPs lacking access to education. It also hosts nearly a quarter of a million Syrians, including 75,000 children and young people under the age of 18, a large proportion of whom have no access to education. With military operations under way throughout 2016, it was expected that up to an additional 1 million people could be forcibly displaced as a result of violence and conflict.

With funding from the Government of Japan, UNESCO has been supporting access to, and improving the quality of, education for IDPs, with a focus on bridging gaps in secondary schooling for adolescent girls and boys. As part of this work, UNESCO launched emergency projects to provide adolescents of IDP communities and Syrian refugees currently residing in the Kurdistan region of Iraq with educational support to ensure gains already made were not lost.

As Iraq is witnessing a new humanitarian emergency, bridging widening learning gaps is critical to bring stability, a sense of normalcy and hope for the future for thousands of young IDPs and refugees. Building on its previous work, UNESCO is to scale up its education assistance in 2017 to meet the needs of hundreds of thousands of displaced children and adolescents in the country.



© UNICEF Iraq / 2016/NIIES



Through its 'Bridging Learning Gaps for Youth' regional response strategy, UNESCO also continued to scale up interventions to help increase access to quality secondary education and TVET in Jordan, Lebanon and inside Syria. Education can help to protect children and young people from death, injury and exploitation; it can alleviate the psychological impact of armed conflict by offering routine and stability, and providing links to other vital services. Yet the continuation of attacks on schools, pupils and teachers puts in jeopardy the possibility of 'quality education for all', as defined in the Education 2030 Framework for Action.

On 25 May, UNESCO Special Envoy for Peace and Reconciliation Forest Whitaker and UNESCO Director-General Irina Bokova issued a renewed call for states to redouble their efforts in ensuring a political commitment to protect schools and universities. They made the call for states to sign up to the Safe Schools Declaration during a side event organized by the Government of Norway at the World Humanitarian Summit, and co-convened by UNESCO and partner organizations. Launched two years ago by the Global Coalition to Protect Education from Attack, the Declaration currently has 63 signatories. UNESCO has been at the forefront of putting this issue in focus through the publication of the first two reports on *Education under Attack* in 2007 and 2010, and the 2011 EFA Global Monitoring Report entitled *The Hidden Crisis: Armed Conflict and Education*.

Children play traditional Syrian instruments at Basirma refugee camp in the Kurdistan region of Iraq, where a new secondary school built by UNESCO was inaugurated in April.

Palestine

Fresh, creative approach to learning works for more than 30,000 Palestinian pupils

Placing children at the heart of their own learning has been a transformative experience at 119 pilot schools in the West Bank and Gaza. More than 30,000 children and their teachers have benefited from the programme which ran from 2013 to 2016 as part of the Education for All Package for Palestine led by the UNESCO Office in Ramallah, in partnership with the Ministry of Education and Higher Education and the UN Relief and Works Agency for Palestine Refugees in the Near East (UNRWA). The programme trained teachers on how to plan and present their lessons in a dynamic manner, actively involving their students through information-gathering, activities, communication, critical thinking, problem-solving and planning. Learning was multi-disciplinary, covering Arabic, art, science, religion, maths, history and geography, and based around themes chosen by the children, which varied from the environment to child rights, animals, music, nature, peace, gender and culture.

Children immediately noticed the change in their teachers, school, and even community. Khalil, 10, from the Hafeth Abdul Nabi School in Hebron, who has been physically handicapped from birth, said, 'Our teacher started to teach differently, giving me and my classmates inspiration and ideas for a project.' He and his fellow students

© UNESCO Office in Ramallah/Sarah El Attar



came up with the suggestion to make the school greener by planting seeds in the school garden with the help of their parents. His friend Nadia and others helped him with the group work. 'I am happy that I can plant seeds and grow plants while I am in a chair. I am even more happy that nothing has to hold me back from participating and engaging with my classmates', he said.

Fourth grade pupils at the school learned about the seasons and fruits through songs followed by story-writing, working together making necklaces and

Learning is fun! Two fourth-graders from Hafeth Abdul Nabi School in Hebron tell their classmates about their own experience of the autumn season. This exercise is one in many from the Education for All Package for Palestine co-organized by the UNESCO Office in Ramallah to involve children actively in their own education.

bracelets out of chickpeas, and making drawings of seasonal plants.

When students in the Ateel primary school in Tulkarem were asked if they wanted to go back to a traditional way of teaching, their answer was a resounding 'No!'

■ A big push for girls' and women's education

With the adoption of SDGs 4 and 5, governments have pledged to eliminate gender disparities and ensure that every child is in school and learning by 2030. Yet girls are still the first to be denied a basic education, and data suggest that the number of those out of school is rising.

All through 2016, UNESCO led actions on this front by providing better gender-disaggregated data, leading discussions on the role of education for girls and women in a context of violent extremism, launching a major global initiative, and rewarding outstanding projects for girls' and women's education.

On 8 March, UIS launched the *eAtlas of Gender Inequality in Education*, featuring a wide range of gender-disaggregated data for all levels of education. Regularly updated with the latest available information, the *eAtlas* lets readers explore the educational pathways of girls

and boys in more than 200 countries and territories. The maps and ranking tables, which can be embedded easily in websites and blogs, can also be used to evaluate the extent to which educational disparities between genders are changing over time.

The role of education in combating violent extremism and its consequences for girls and women was highlighted on 9 March at the round table 'Violent extremism and radicalization: women as victims, accomplices and engines of change', held at UNESCO Headquarters as part of its focus on International Women's Day. It was inaugurated by Director-General of UNESCO Irina Bokova, the Chairperson of the Executive Board Michael Worbs, and Goodwill Ambassador of UNESCO for the education of girls and women, Grand Duchess Maria Teresa of Luxembourg.

At the meeting, a Nigerian teenager told of her escape from the clutches of extremists. 'My name is Assiatou.



All forms of discrimination and violence in schools are an obstacle to the fundamental right to quality education. As part of its work on school-related gender-based violence, UNESCO launched this year the publication Out in the Open: Education sector responses to violence based on sexual orientation and gender identity/expression.

I'm 15 years old. I'm here to tell you my story, because I was abducted by Boko Haram. When the sect came, they took us to a brothel. We were 40. The men selected girls and we were locked up. It was in this place that someone had chosen me as his wife. They insulted our parents and we were abused A month later I was forced into marriage. This is the worst moment of my life. . . . To combat ignorance, it is essential to go back to school, so I decided to resume my studies. I would like to become a doctor.' The meeting aimed to develop the case of women as architects of peace able to shape a new narrative, while also recognizing the efforts of many women who have said 'no' to extremism.



(From left) First Lady of Costa Rica Mercedes Peñas Domingo, wife of the former Vice President of the United States Jill Biden and Director-General of UNESCO Irina Bokova launch on 14 June the TeachHer initiative to help bridge the gender gap in education, with a focus on science and technology, engineering and the arts, and mathematics (STEAM).

On 14 June at UNESCO Headquarters, Jill Biden, Second Lady of the United States, and Director-General Irina Bokova launched the girls' education initiative TeachHer, a public-private partnership to help bridge the gender gap in education, focusing on science, technology, engineering, the arts and mathematics (STEAM). Costa Rica will serve as Central America's pilot for this initiative.

The launch featured the participation of young students working on STEAM projects and some of their technological innovations. This US-led programme draws on a decision by the UNESCO Executive Board and will build on UNESCO's work in promoting science education and rewarding outstanding women scientists, including collaboration with the L'Oréal Foundation, to eliminate all biases discouraging girls from STEAM careers.

Later in June, during an International Seminar on Girls' and Women's Education in Beijing (People's Republic of China), two organizations from Indonesia and Zimbabwe were awarded the first UNESCO Prizes for Girls' and Women's Education, by UNESCO Special Envoy for the Advancement of Girls' and Women's Education, First Lady Professor Peng Liyuan, and the Director-General of UNESCO. Established by UNESCO's Executive Board in 2015, the prize honours the outstanding contributions of individuals and institutions engaged in promoting and advancing girls' and women's education. It is funded by the Government of China.

How best to harness the power, growth and affordability of mobile technology to ensure all students receive high-quality education? That was the question at the heart of UNESCO's flagship ICT event, Mobile Learning Week 2016.



Every year, an estimated 246 million children are subject to some form of gender-based violence: mistreatment, bullying, psychological abuse or sexual harassment. To help end this global phenomenon, UNESCO and UN Women released in December their global guidance on addressing school-related gender-based violence.

■ Using mobile technology to innovate for quality education

The internationally agreed Education 2030 Framework for Action calls on countries to 'harness' information and communication technology (ICT) to 'promote quality and effective learning'. But how best to use the power, growth and affordability of mobile technology to this end? That was the question at the heart of UNESCO's flagship ICT event, Mobile Learning Week 2016, held at UNESCO Headquarters from 7–11 March.

This year's Week explored how this technology can be used to reach new learners, connect education and work, empower lifelong learners and level the playing field for women and girls. It also addressed how technology can confront education challenges such as the shortage of learning content, poorly designed courses, irrelevant curricula, insufficiently



LITERACY IS A FOUNDATION TO BUILD A MORE SUSTAINABLE FUTURE FOR ALL

Irina Bokova
UNESCO Director-General



United Nations
Educational, Scientific and
Cultural Organization

trained teachers and limited oversight, which are all relevant to developed and developing countries alike. The event also highlighted lessons learned from earlier roll-outs of educational technology to ensure that new investments in ICT meaningfully improve student learning.

The Week brought together world technology experts, government representatives, education specialists, project managers, researchers and industry partners. The discussions were spread across a webinar, 12 workshops, a two-day symposium and a policy forum co-organized with the International Telecommunication Union (ITU).

Celebrating 50 years of International Literacy Day

International Literacy Day was proclaimed at the 1966 UNESCO General Conference, on the recommendation of the 1965 World Congress of Ministers of Education on the Eradication of Illiteracy, held in Tehran (Islamic Republic of Iran).

On the occasion of its 50th anniversary this year, UNESCO Director-General Irina Bokova awarded the 2016 International Literacy Prizes – the UNESCO King Sejong Literacy Prize and the UNESCO Confucius Prize for Literacy – to five bold projects pushing for literacy progress in India, Senegal, South Africa, Thailand and Viet Nam.

The Day's celebrations also included the release of the *Global Report on Adult Learning and Education* (GRALE III), which outlines the contribution of adult learning to the Education 2030 Agenda, and the launch of the Global Alliance for Literacy, a cross-sector partnership to help UNESCO Member States boost progress towards the literacy targets of SDG 4.

*Message from
Irina Bokova,
Director-General
of UNESCO, to
mark the 50th
anniversary
of Literacy Day
in 2016.*

SDG 4 demands a seismic shift in the provision and quality of teachers.

The needs are urgent: according to a new UIS paper published in October, countries must recruit 69 million teachers to provide every child with primary and secondary education in the next 14 years.



■ Valuing teachers, improving their status

The teacher target in SDG 4 is to ‘by 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states’.

To achieve these ambitions 69 million qualified teachers will be needed, 24.4 million at the primary level and 44.4 million at the secondary level. And these teachers need to be qualified, motivated, and to work in well-resourced education systems.

These ideas were at the heart of the Teachers for Education 2030 Declaration adopted at the Eighth International Policy Dialogue Forum – International Task Force on Teachers (TTF), held in March in Mexico City (Mexico) under the theme ‘Implementing the teacher target in the Sustainable Development Goals and Education 2030’.

The forum aimed at sharing relevant policies, practices and tools among international key stakeholders with a view to facilitating the understanding, implementation and monitoring of the teacher-related target. More than 300 national and international policy-makers, researchers, representatives of intergovernmental organizations, non-governmental organizations (NGOs) and teachers participated.

The declaration affirms the importance of professional development and support, and the use of ICT as vital to bridge gaps in teacher supply and quality.

It calls for the TTF to reinforce its position as a global alliance and develop its post-2016 strategic plan to respond to the SDG agenda, continue to disseminate policy-relevant knowledge and support countries to develop and implement evidence-informed policies, urge all members and partners to vigorously pursue their efforts to achieve the teacher target, push for further investment in teachers, and contribute to monitoring

progress towards the realization of the teacher target.

On 5 October, UNESCO celebrated a special World Teachers’ Day with a look back at five decades of valuing their vital work and a look forward to how many more are needed to fulfil the Education 2030 Agenda. The 2016 event, celebrated under the banner ‘Valuing teachers, improving their status’, marked the 50th anniversary of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers and was also the first held within the new Sustainable Development Agenda.

A highlight of the day was the awarding of the 2016 UNESCO–Hamdan Bin Rashid Al- Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers to two programmes from Malaysia and Cambodia. The Hamdan Award seeks to improve the quality of the educational system and encourages initiatives, innovation and excellence in all literary and scientific domains. The prizes were jointly awarded by UNESCO Director-General Irina Bokova and the Minister of Health of the United Arab Emirates, Mr Abdul Rahman Bin Mohammed Al Owais.

The ceremony was followed by a high-level panel attended by the French Minister for National Education, Higher Education and Research Ms Najat Vallaud-Belkacem, the Honourable Dr Mahali Phamotse, Minister of Education and Training of Lesotho, Mr Gilbert Hounngo, Deputy Director-General for Field Operations and Partnerships at the International Labour Organization (ILO), and Mr Fred van Leeuwen, General Secretary of Education International.

Stories from the field

Myanmar

The new academic year in Myanmar saw the start of a 'first of its kind' UNESCO project to introduce mobile technology into classrooms

In 2016, teachers from 31 project schools in rural or semi-urban areas got their first taste of using ICT for mobile learning, after their participation in a series of UNESCO ICT-pedagogy integration training sessions in the previous months.

UNESCO Yangon's ICT for Education Programme has taken a sustainable approach, transferring ICT pedagogy to a dedicated team from the Myanmar Department of Basic Education, who in turn train teachers in rural or semi-urban schools.

Daw Young War Lin, a Life Skills teacher at the Basic Education High School in Bago Region, is one of the many trained teachers who have overcome their fear of using new technology as a teaching aid. Like many teachers during the first basic training, she had difficulty in typing and controlling the mouse.

'I felt frustrated because I was not able to follow closely what the trainers taught us,' she said. 'We were given assignments every night. I tried my best to complete them and I realized on the next day that I did not save my work.

With the guidance of the trainers, I managed to do the assignments again and then I caught up faster.' After only six months, teachers were able to create presentation files with graphics and videos to teach their courses. 'I now feel more comfortable in teaching my class using ICT. I have customized a number of presentation files as teaching aids to arouse students' interest in learning life skills,' she said.

The project is part of the 'Connect To Learn' initiative in Myanmar launched by UNESCO, Ericsson, the UK Department of International Development and other project partners, with support from the Ministries of Education and

Communications and Information Technology in Myanmar. It has so far provided 3,100 tablets, 186 teacher laptops, over 270 instructional training hours directly to 22 Department of Basic Education team members, 31 school leaders and 155 teachers in Mandalay Region, Bago Region and Mon State. Trained teachers are transferring their knowledge to other teachers in the 31 basic education high schools in Myanmar.

These teachers from rural schools in Myanmar are no longer afraid to use technology in their class after attending a series of UNESCO ICT-pedagogy integration training sessions this year.



© UNESCO/Kar-Hung Anthony Tam



■ Tracking the roots of hate speech on the International Day of Commemoration in Memory of the Victims of the Holocaust

'From words to genocide: antisemitic propaganda and the Holocaust' was the theme of this year's International Day of Commemoration in Memory of the Victims of the Holocaust (27 January), to examine the roots and consequences of hate speech and the need to promote human rights-based education.

On this Day, UNESCO organized two round-table debates at its Headquarters: 'A history of hate speech and genocide', and 'In the shadow of the past: countering anti-semitism and hate speech today'. The debates brought together academics, representatives of the United Nations and the Organization for Security and Co-operation in Europe (OSCE), as well as representatives of NGOs and civil society.

During the commemoration, two exhibitions were on display at UNESCO: 'State of Deception: The Power of Nazi Propaganda', produced by the United States Holocaust Memorial Museum, and 'A is for Adolf: Teaching German Children Nazi Values', presented by the Wiener Library (UK), on the outer wall surrounding the Organization's Headquarters.

UNESCO and the European Commission, in cooperation with the Georg Eckert Institute for International Textbook Research, took the opportunity to launch *The Holocaust and Genocide in Contemporary Education: Curricula,*

The 2016 International Mother Language Day (21 February) was held under the banner 'Quality education, language(s) of instruction and learning outcomes'. This theme underlines the importance of mother languages for quality education and linguistic diversity, in particular for girls and women, as well as minorities, indigenous peoples and rural populations, in light of the Education 2030 Agenda.

The day included an exhibition and thematic panel discussions on 50 years of teacher development in BRICS countries (Brazil, Russia, India, the People's Republic of China and South Africa), teacher motivation across different levels of education, and in crisis and emergency situations.

Textbooks and Pupils' Perceptions in Comparison, a comparative study that takes stock of Holocaust history teaching in the European Union. The findings of this study should help educators develop better methodologies and draw on existing best practices in their teaching about the Holocaust.

Before the event, on 6 December, UNESCO Director-General Irina Bokova and the President of the International Holocaust Remembrance Alliance, Mr Mihnea Constantinescu, opened a round table at the Organization's Headquarters entitled 'How to respond to antisemitism through education, culture and communication?' with Mr Robert Badinter, former Minister of Justice and President of the Constitutional Court of France, giving the keynote speech.

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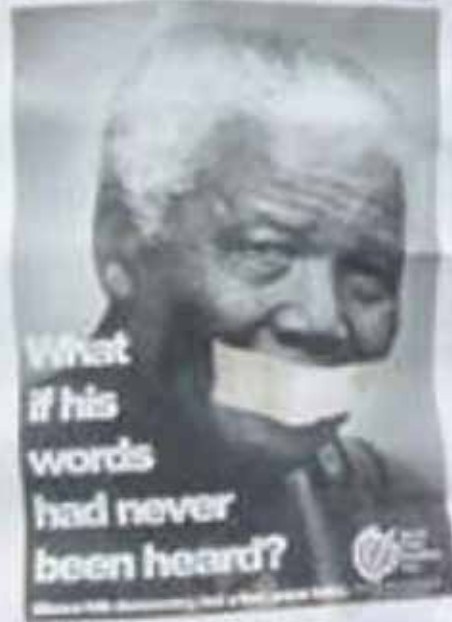
Mr Roman Kent, President of the Auschwitz International Committee, President of the American Gathering of Jewish Holocaust Survivors and President of the Jewish Foundation for the Righteous, gives a speech during the official ceremony on International Day of Commemoration in Memory of the Victims of the Holocaust, at UNESCO Headquarters.



High school students visit the exhibition 'State of Deception: The Power of Nazi Propaganda', produced by the United States Holocaust Memorial Museum. The exhibition was on display this year at UNESCO Headquarters for the International Day of Commemoration in Memory of the Victims of the Holocaust.

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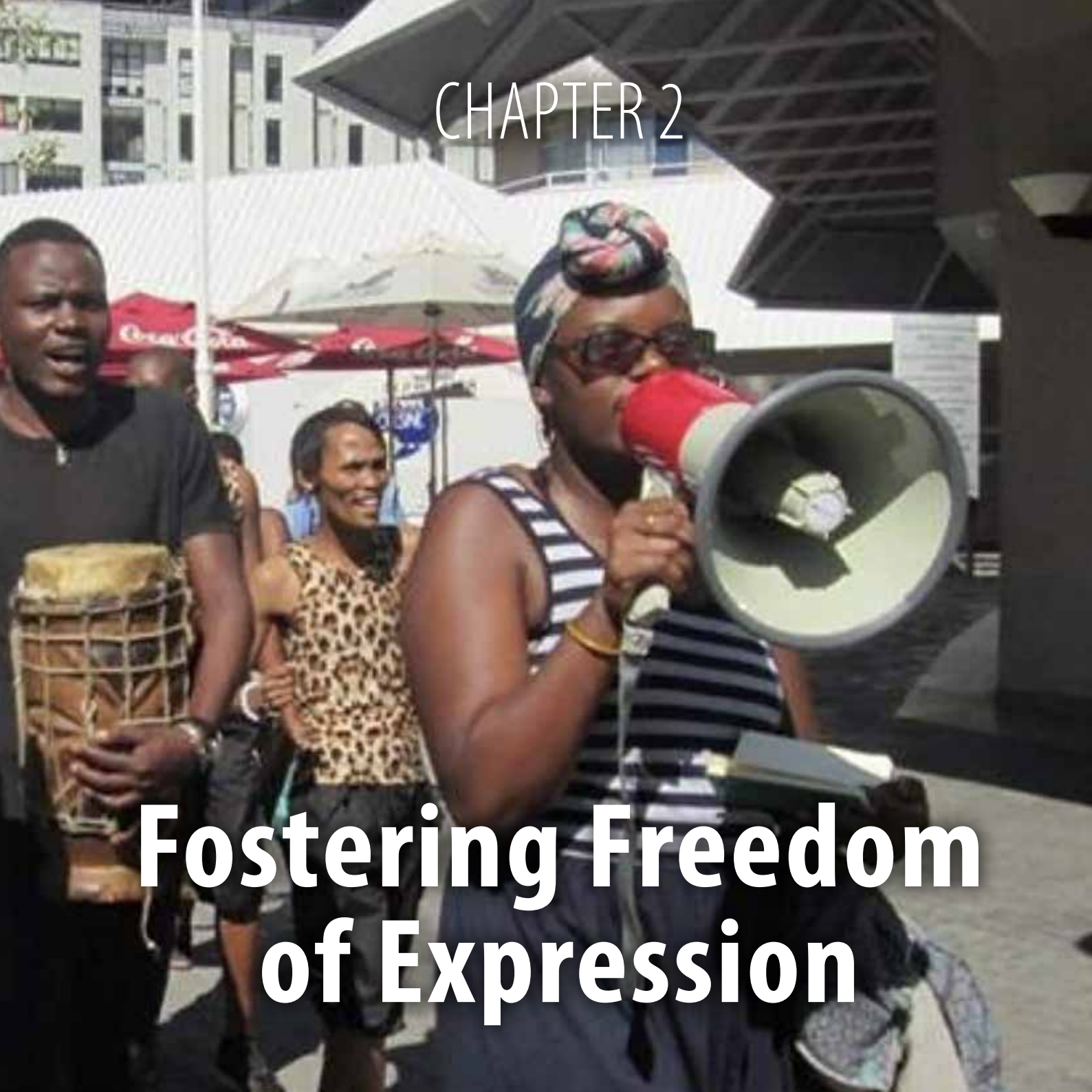


What
if his
words
had never
been heard?

To celebrate World Press Freedom Day 2016, and mark the 25th anniversary of the Windhoek Declaration which gave birth to this day, the UNESCO Office in Windhoek and the Media Institute of Southern Africa (MISA) Namibia Chapter hosted a ceremony at Zoo Park in the Namibian capital, which brought together representatives from relevant government offices, diplomatic corps, humanitarian organizations, NGOs and the media. During the ceremony, youth leader Josephat Vijanda Tjiho, radio disc-jockey Nesindano Namises and the Ondunga Cultural Group performed a flash mob to spread the word on media freedom.

CHAPTER 2

Fostering Freedom of Expression



Fostering Freedom of Expression

Freedom of expression and the right to information are fundamental rights, and play a central role in achieving the 2030 Agenda for Sustainable Development, particularly Sustainable Development Goal (SDG) 16. This year, UNESCO spared no efforts to protect these rights by reinforcing international standards and cooperation for the safety of journalists, supporting judicial operators, and strengthening the role of the media in the midst of the enduring humanitarian refugee crisis.

■ World press freedom in the context of the 2030 Agenda for Sustainable Development

The link between press freedom and sustainable development was globally recognized for the very first time with the adoption in 2015 of the 2030 Agenda for Sustainable Development, which underlined the need to 'ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements' (SDG 16, target 10).

In this new context, UNESCO's flagship celebration of World Press Freedom Day (3 May) was held in 2016 under the overarching theme 'Access to information and fundamental freedoms', with a focus on freedom of information and sustainable development.

The main events took place in Helsinki (Finland), from 2 to 4 May, and gathered some 1,100 participants. The Director-General of UNESCO, Irina Bokova, the Prime Minister of Finland, Juha Sipilä, and the Mayor of Helsinki, Jussi Pajunen, opened this year's celebrations. The participants commemorated the 250th anniversary of

the world's first freedom of expression and freedom of information legislation, promulgated by modern-day Finland and Sweden in 1766, and the 25th anniversary of the UNESCO Windhoek Declaration, at the origin of World Press Freedom Day.

In nine parallel sessions, participants took stock of a wide range of political, societal and technical issues, such as the impact of the current refugee crisis on public service media values, artistic freedom and development, whistleblowers and journalists' source protection, and countering hate speech in the media. Also on the agenda were discussions about access to information on SDG indicators, a subject of particular concern to UNESCO.

In keeping with the new SDGs set by the United Nations for the next 15 years, participants adopted the Finlandia Declaration, which stresses the importance of access to information, the responsibility of states in making public information available both on and offline, and promoting universal access to the Internet. The Declaration also calls on states to ensure the safety of journalists, and recognizes the pertinence of UNESCO's 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expression, artistic freedom and cultural diversity to the exercise of freedom of expression.



The 2016 UNESCO/ Guillermo Cano World Press Freedom Prize was awarded to Ms Khadija Ismayilova, a freelance journalist and contributor to the Azerbaijani service of Radio Free Europe. She was detained in 2014 and sentenced in 2015 to seven and a half years' imprisonment but was released soon after the award.

© Khadija Ismayilova

■ Reinforcing journalists' safety and leading in the UN

UNESCO organized in 2016 an unprecedented meeting between media owners and executives from all regions to examine concrete ways to improve the safety of journalists and tackle impunity for crimes against media professionals. Held at UNESCO Headquarters on 5 February, this international conference, 'News Organizations Standing up for the Safety Of Media Professionals', fostered dialogue on security issues and allowed for good practices to be shared on a wide range of matters including safety protocols in newsrooms, training to improve physical, psychological and digital security, innovative protective measures for reporting from dangerous areas, and international and local media partnerships. The conference also tackled issues concerning the safety needs of freelancers and citizen journalists, who are particularly vulnerable because they lack corporate support. High-level sessions were moderated by UNESCO Goodwill Ambassador for Freedom of Expression and Journalism Safety Christiane Amanpour, CNN's Chief International Correspondent, and BBC presenter Zeinab Badawi.

The event gathered close to 200 diplomats, media executives and practitioners from public, private and community media. The diversity of media represented was unprecedented, and contributed to the conference's ability to raise awareness of, and improve preparedness for, the full range of dangers the media face worldwide.

News Organizations
standing up for the
Safety of
Media Professionals
#JournoSafe #EndImpunity

5 February 2016
UNESCO headquarters
Paris, France

Sharing good practices
Safety protocols in newsrooms
Promoting physical, psychological and digital safety
Safety protocols for freelancers and bloggers
Protecting journalists reporting in dangerous areas
International and local media partnerships

In 2016, UNESCO organized an unprecedented meeting between media owners and executives to examine concrete ways to improve the safety of journalists. High-level sessions were moderated by UNESCO Goodwill Ambassador for Freedom of Expression and Journalism Safety Christiane Amanpour, CNN's Chief International Correspondent, and BBC presenter Zeinab Badawi.



'No to impunity in Yemen!' was the key message of a campaign launched with the support of UNESCO on the International Day to End Impunity for Crimes against Journalists 2016, to raise awareness of the growing dangers and numbers of attacks against journalists covering the ongoing conflict in this country.

Press freedom groups launch video campaign calling for an end to attacks against journalists in Yemen

'No to impunity' was the key message several Yemeni journalists and international press freedom and media development groups shared through a video campaign on 2 November (International Day to End Impunity for Crimes against Journalists). It was released with the support of UNESCO and several international press freedom organizations and media development networks which have been coordinating actions in the past two years to protect Yemeni media. The campaign aimed at raising awareness both nationally and internationally about the issue of the safety of journalists in the country, where human rights abuses and violations against freedom of expression and freedom of the press have been on the rise since the escalation of violence.

The video features testimonies from a dozen Yemeni journalists who are still working in the country or have fled for security reasons, and who have been victims of detention, kidnapping, death threats, and physical or digital attacks. The initiative was launched in response to a lack of international media coverage of the situation in Yemen, and to the increasing threats and attacks against journalists covering the ongoing conflict.

This event was organized by UNESCO, with the support of the International Programme for the Development of Communication (IPDC), and in partnership with the World Association of Newspapers and News Publishers, the International Federation of Journalists,

and the International Women's Media Foundation, among other major supporters including the Open Society Foundations and Al Jazeera Network.

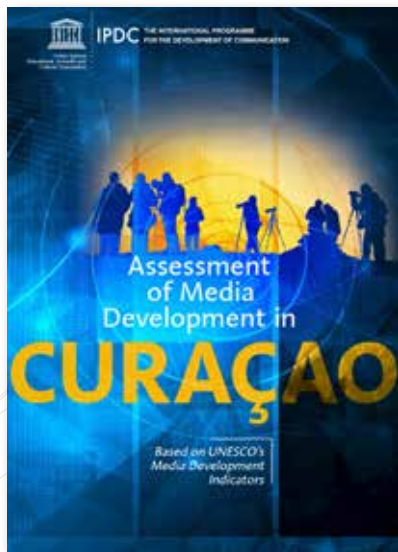
In March, following its 60th Bureau meeting, the IPDC reinforced its monitoring and reporting system on the safety of

journalists. This is a unique mechanism which enables UNESCO to follow up on cases such as the killing of journalists with the ultimate objective of ending impunity of these crimes. Since 2008, the Director-General of UNESCO is requested to report to the IPDC Council on the status of safety and impunity. For this, each Member State concerned with the killing of a journalist is requested to voluntarily inform UNESCO of the status of the investigations carried out, with the Organization keeping track until such time as the case is resolved. A significant increase has already been observed in the response rate of Member States to UNESCO's requests for information – from 16 out of 59 countries (27 per cent) in 2014, to 27 out of 57 (47 per cent) in 2015, to 40 out of 62 (65 per cent) in 2016 – indicating that more attention is being given by Member States to IPDC's monitoring mechanism.

To strengthen this process, the IPDC Bureau this year made several special allocations of funds for the publication and dissemination of a booklet explaining its monitoring and reporting mechanism; for compiling and sharing of best practices; for the application of UNESCO's Journalists' Safety Indicators (JSI); and finally, for providing capacity-building in Member States to improve their national monitoring systems. The Bureau also requested the Secretariat to prepare an action plan to further bolster IPDC's role in tackling impunity, which was tabled at the following IPDC Council session in November.

Ahead of this year's International Day to End Impunity for Crimes against Journalists (IDEI, 2 November), UNESCO and the Permanent Mission of Greece to the United Nations organized

UNESCO published in May the first-ever comprehensive report on media development in Curaçao, the result of a study based on the UNESCO/IPDC's internationally endorsed Media Development Indicators (MDIs). UNESCO also supported this year a series of master classes to assist the development of media research capacity in this new country.



My Killers Are Still Free: The story of a campaign

A 2016 awareness-raising campaign by UNESCO on the safety of journalists reached millions of people worldwide. The aim of the advocacy initiative titled 'My Killers Are Still Free' was to draw attention to the high level of journalists' killings and the prevailing impunity for these crimes, on the occasion of IDEI (2 November).

Through a series of representative cases of attacks against journalists, My Killers Are Still Free brought into the spotlight the statistics of a decade of violence against journalists, media workers and social media producers. The campaign also presented powerful and heartfelt testimonials of close relatives, co-workers and lawyers of killed journalists across the world, to reflect upon the distress caused by impunity at a personal level and the damage to society as a whole. UNESCO's efforts joined with those of many other actors calling to end impunity for crimes against journalists, with the Twitter hashtag #EndImpunity.

IDEI and the campaign together received coverage from at least 250 newspapers around the world. A UNESCO op-ed reinforcing the message was published by over 40 media outlets. The campaign itself was widely shared in social media by UN agencies, media development organizations and media leaders worldwide, reaching approximately 300,000 users in Facebook, as well as 650,000 and 70,000 potential views in Twitter and Instagram respectively.

The Director-General of UNESCO has cumulatively received information from 59 Member States on 408 out of the 827 journalists killed in the last decade. However, only 63 of these 408 crimes have been reported as solved. For the remaining 345, either an enquiry is reportedly still underway, or the cases have been archived or deemed to be unresolved.



■ Covering migrations and refugees – are media doing the right thing?

The movement of persons has become one of the most urgent humanitarian crises of the new century, as people search for safe havens and economic opportunities in developed countries in Europe and elsewhere.

Against the backdrop of the UN Office for the Coordination of Humanitarian Affairs (OCHA) estimate of over 4 million registered refugees, the question of the role of the media in ameliorating this crisis came under increasing scrutiny, with the IPDC organizing a thematic and thought-provoking debate on 'Media and migration' on 18 March at UNESCO Headquarters.

The experts agreed that newsrooms lack capacity to cope with such an unprecedented situation, and that more means are needed to report on this issue appropriately. While many media have focused on humanistic reporting and on telling the stories of refugees, very few journalists are trained to cover this issue – and this has important consequences.

Untrained reporters are, for instance, failing to pick up the relevance of differences between the terms 'migrants', 'asylum-seekers' and 'refugees'.

According to the speakers, another consequence of the unpreparedness of journalists is that the media have often reduced refugees to an image where they are either a (male) threat or a group of victims. Such practice creates an 'us and them' mentality which reveals differences at the expense of coverage of human issues



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that are shared by local residents and newcomers. Some experts also believe that across all countries, media have been manipulated by political leaders, and too often accept inflammatory and inaccurate statements.

Participants concluded that the need for training has become critical in order to challenge intolerance in the political and media rhetoric, to give a voice to women refugees, and to support refugee media and networks of refugee journalists. UNESCO has made a major effort in this sense by creating this year a course curriculum for journalism and media training institutions entitled 'Reporting Migration with a Focus on Refugees' (see box, p. 33).

As further response to the ongoing challenges related to the increasing

refugee flows all over the world and the need for concrete actions, UNESCO and the Federal Research and Methodological Center for Tolerance Psychology and Education (Tolerance Center) of the Russian Federation organized an international conference, 'Migration for Sustainable Development: Social Transformations, Media Narratives and Education', at the Organization's Headquarters on 6 July. Experts from a wide range of backgrounds came together to discuss how civil society and the media can contribute to greater understanding and tolerance in societies facing migration-related challenges. The event was organized by the UNESCO Sectors for Social and Human Sciences and Communication and Information.

Is the media contributing to improve the situation of over 4 million registered refugees? This was the main question raised during the debate on 'Media and migration' organized by the IPDC in March at UNESCO Headquarters. Syrian refugees are interviewed about their situation, at the Keleti Palyaudvar Railway Station in Budapest (Hungary).

Access to Information
and Fundamental Freedoms
This is Your Right!

**WORLD PRESS
FREEDOM DAY
2016**

THE IMPACT OF THE REFUGEE CRISIS on Public Service Media values

MIGRATION IN THE SPOTLIGHT

The arrival of refugees in Europe has sparked intense debate in the media

STEREOTYPING

Critical and ethical reporting on the migration issue has no room for hate speech and stereotyping.

DIVERSITY IN THE NEWSROOMS?

Professionals of immigrant origin all too often have difficulty finding responsible jobs in mainstream media organizations.

Access to journalism education



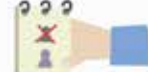
Language concerns



Imbalanced recruitment policies



Discrimination



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The impact of the current refugee crisis on public service media values was one of the key issues debated during the World Press Freedom Day 2016 main celebrations held in Helsinki (Finland).

The conference's first panel discussion was related to improving public perceptions of refugees through more nuanced media narratives, training and education. As dominant narratives fail to capture the complexity of the phenomenon, often resulting in prejudices, amalgamations and simplifications that ignore the needs of the groups concerned, participants aimed at identifying key shortfalls in media coverage of refugees and migrants, and

pointing to solutions. The situation is made worse by a trend to overemphasize the real or perceived challenges of refugees for destination countries while omitting to acknowledge the manifold positive contributions of refugees.

Reversing the communication feeds is one of the essential elements in deconstructing the complex refugee story. Panellists stressed that there are plenty of skilled labourers in the refugee community. They need to be identified, further trained

and connected to employment opportunities. Mainstream media in particular should also pinpoint those refugees with a journalistic background, train and give them a voice, in order to improve the overall narrative with more accurate information, and to enhance the multiple benefits for those countries hosting individuals eager to work, seeking a new life and contributing positively to their new societies.

The second panel focused on migration and social transformations, a priority thematic orientation within the newly adopted comprehensive strategy for UNESCO's intergovernmental science programme on Management of Social Transformations (MOST). This workshop gathered academic experts from various regions, representatives of the International Organization for Migration, the Office of the UN High Commissioner for Refugees, the Council of Europe and other international bodies.

Panellists underscored that there is a lot of research on the multiple drivers of migration, but its implications are poorly reflected in policy agendas. Migration can be prompted by sudden-onset climatic events – like floods and diseases – or the slow-onset degradation of political, social or economic conditions, just as much as by 'push' and 'pull' factors including persecution, insecurity, opportunistic smuggling, work and greater opportunity. It could involve a combination of any number of these. Participants concluded that a differentiated understanding of migration dynamics, informed by research, is essential to policy development. It is also particularly necessary to reach out to migrants' narratives and get a much fuller picture of their situation.

Correcting media myths about refugees and migrants

Myth and misinformation surrounding the issue of refugees are prevalent in the media. These are some of the most common and damaging myths which UNESCO has begun to challenge through the creation in 2016 of the course curriculum for journalism and media training institutions entitled 'Reporting Migration with a Focus on Refugees':

MYTH: Refugees are a European problem

Europe is actually home to just 6 per cent of global refugees, compared with 39 per cent in the Middle East and North Africa, and 29 per cent in the rest of Africa. Among Syrian refugees, the vast majority are in the bordering countries of Turkey, Lebanon, Jordan and Iraq. While more than 1 million refugees arrived in Europe by sea in 2015, this represents just 0.3 per cent of the continent's total population.

MYTH: Refugees are not desperate – they are choosing to migrate

By definition, refugees are people who flee across borders to escape violent conflict or persecution. They are making use of the universal legal right to asylum included in the Universal Declaration of Human Rights. Migrants are a broader category which does include those moving for economic reasons, but also those fleeing environmental disasters, starvation and famine.

MYTH: Most refugees are young, able-bodied men

According to UNHCR, more than 75 per cent of all Syrian refugees are women and children. Of refugees arriving in Europe, more than half are women and children.

MYTH: Refugees steal jobs from their host country

According to OECD research, refugees create jobs. They expand the domestic market and create a job for every one they occupy. In some countries, they were responsible for nearly one third of economic growth between 2007 and 2013.

The challenges set by huge numbers of refugees and displaced persons around the world today are made even harder by a lack of accurate, accessible information in the media, where myth and misinformation are prevalent. In this context, UNESCO held a landmark conference in July to discuss how civil society and the media can contribute to greater understanding and tolerance.

MYTH: Refugees are welfare cheats

Most refugees pay much more into the public purse than they take from it. Research in the UK, Canada, Germany, Greece, Portugal and Spain shows that refugees are dependent on public funds less than or equally with locals.

MYTH: Refugees and migrants bring terrorism

Of the major terrorist attacks worldwide in recent years, the vast majority have been perpetrated by citizens born in the countries involved.

MYTH: Developed countries cannot take any more people

The native population in most developed countries is actually in decline, something that migration can be key to addressing. Refugees and migrants can sustain population levels and provide a base of working age people to support a growing number of retirees.



Assistant Director-General for Communication and Information Frank La Rue next to Director-General of UNESCO Irina Bokova, during the signature of the Memorandum of Understanding with the Supreme Court of Justice of Uruguay to carry out common initiatives related to freedom of expression, transparency and access to public information.

■ Freedom of expression and the right to information – special focus on Ibero-America

Judicial operators are key players in promoting and protecting freedom of expression. With this in mind, UNESCO participated in 2014–15 in a series of activities aimed at strengthening capacity of judges, including a massive open online course (MOOC) for more than 2,500 judges and other judicial operators to provide an international legal framework on freedom of expression, access to information and the safety of journalists. It specifically addresses the role of the judiciary in the

investigation and prosecution of crimes committed against journalists and the difficulties of enforcing criminal law.

In April 2016, more than 600 judicial operators from 21 Ibero-American judicial systems embarked on the third round of the online course, which welcomed participants from Andorra and Cuba for the first time. This MOOC was designed according to a methodology from the University of Texas at Austin's Knight Center for Journalism in the Americas, adapted and coordinated by UNESCO and the Office of the Special Rapporteur for Freedom of Expression (OSR) of the Inter-American Commission on Human Rights (IACHR), and administered by the University of Texas.

In recent years, a number of countries in the region have witnessed how rights such as access to public information, freedom of the press and freedom of expression on the Internet are strongly emerging at the forefront of political and legal debates. In response to this trend, a broad legal framework is being developed, based on UNESCO's concept of Internet universality. This concept proposes that decisions on Internet governance should take account of the impact on human rights, openness, accessibility and multi-stakeholder participation (ROAM).

As a contribution to developing legal frameworks, UNESCO and the Ibero-American Network for Schools of Judges held a workshop this year on the promotion of freedom of expression, access to public information, transparency and the safety of journalists, followed by a seminar on Inter-American judicial standards. Both activities were implemented in the framework of the latest Plenary Assembly of the Ibero-American Judicial Summit (April 2016), attended by judges and chief justices from all 23 Ibero-American countries, and where UNESCO acted as an international observer. This initiative will support the Permanent Secretariat of the Ibero-American Judicial Summit to implement a training-of-trainers programme for operators of Latin American judicial systems to improve their knowledge of international standards in freedom of expression, access to information and the safety of journalists. It is expected that this initiative will encourage Member States from the Ibero-American Judicial Summit



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to incorporate freedom of expression and its correlated rights into their judicial schools' curricula.

On 27 June, the Director-General of UNESCO signed a Memorandum of Understanding with the Supreme Court of Justice of Uruguay to carry out common initiatives related to freedom of expression, transparency and access to public information. The Memorandum will provide a strategic framework for reinforcing the capacities of judicial officials in the country. During the 18 months covered by the Memorandum, a series of activities will be undertaken with an overall objective to reinforce judicial operators' capacities and knowledge on the rights to freedom of expression and access to public information, including training seminars for judges.

Empowering women in Sudanese media

On 5 May the UNESCO Office in Khartoum and the Italian Embassy in Sudan organized the workshop 'Empowering women in Sudanese media', in collaboration with the Ministry of Information, the National Commission for Education, Science and Culture, and the Sudanese Journalists' Union. The aim was to highlight the experiences of top- and middle-level female media managers in Sudan, and to identify the main constraints and opportunities for women's careers in the Sudanese media industry. Whereas some 90 female media specialists and activists were expected to attend, over 200 participants showed up from different media, NGOs and universities.

Several recommendations were adopted by the participants, such as: to improve the social perception of women in the media through an awareness-raising campaign about the achievements of senior generation of female journalists and media-managers; to set an integrated action plan for the Sudanese media to empower women in the industry; to develop and make available training sessions and special capacity-building programmes for women; and to promote the role of the media in the country's development with special attention to conflict and post-conflict areas.

Improving the social perception of women in the media through an awareness-raising campaign about the achievements of the senior generation of female journalists and media managers is one of the recommendations of the workshop 'Empowering women in Sudanese media' co-organized in May by the UNESCO Office in Khartoum.



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One of the many events held around the world to celebrate World Radio Day 2016 was a 'Musical Caravan', organized by the European Broadcasting Union (EBU), the world's leading alliance of public service media. The caravan broadcast a compilation of songs representing the musical heritage of 34 countries.

This project is being implemented by the UNESCO Office in Montevideo and the OSR of the IACHR, in coordination with the Ibero-American Judicial Summit, whose Permanent Secretariat is currently held by Uruguay.

Also in late June, the Supreme Court of Paraguay announced that it had taken an initiative to establish a permanent safety mechanism for journalists in Paraguay, and requested UNESCO's support in this process.

On 17 November, another Memorandum of Understanding was signed to strengthen cooperation on issues of freedom of expression, access to information, transparency and the safety of journalists, between the Director-General of UNESCO and the Chief of

Justice of the Supreme Court of Uruguay, Ricardo C. Pérez Manrique, on behalf of the Ibero-American Judicial Summit. The agreement reinforces the capacity of UNESCO and the Summit in this shared objective. It specifically highlights the role of the judicial system in ensuring and protecting fundamental human rights.

■ Radio as a lifeline in times of disaster and emergency

Radio has demonstrated its power immediately after disasters, and also in times of preparedness and recovery. Radio has aired tsunami alerts in Japan and Chile, messages on how to avoid Ebola transmission in Liberia and Zika contagion

in Brazil. This medium — accessible, available, offering real-time coverage and reporting, and with the capacity to involve the audience — has a pivotal role in preventing and mitigating disasters and the associated human costs.

'Radio in emergency and disaster situations' was the theme for the fifth edition of World Radio Day, celebrated on 13 February, when hundreds of local events were co-organized by UNESCO field offices worldwide. To mark the Day, an exclusive 19-hours broadcast, produced by RFI (French), MCD (Arabic) and Cadena Ser (Spanish), was aired on worldradioday.org. Additional RFI broadcasts were aired in Russian, English and Chinese.

South Sudan

Radio for Peace Network to promote peace journalism in South Sudan

Radio is the most relied on community-based communication platform in South Sudan, a country where 81 per cent of women are illiterate.

On 25 February, 12 community radio stations in the country held a consultative meeting which culminated with the establishment of the Radio for Peace Network (RaPNet), with the purpose to promote and advocate for the role of radio in peacebuilding, reconciliation and nonviolence in South Sudan.

The station managers met in Juba under the auspices of UNESCO's activity for Conflict-Sensitive Journalism, and within the framework of 'I love my country – Strategic communications for peacebuilding in South Sudan', a project funded by the European Union and implemented by Search for Common Ground, UNESCO, the Catholic Radio Network and Ihub Kenya.

RaPNet aims at upscaling the stations' advocacy for a culture of peace by increasing their reach on the source of information from their communities; improving the quality and quantity of peace messaging; identifying citizen journalists; and providing incentives such as training, reporting equipment and

encouraging involvement through peace journalism awards. In its first phase, RaPNet selected 45 citizen journalists to be trained by UNESCO partners in the country's Media Sector Working Group, and the Deutsche Welle Akademie.

The network is open to all other radio stations promoting a culture of peace, reconciliation and nonviolence in the country.

In September, a Radio for Peace training session was organized in Juba (South Sudan) by UNESCO and UNDP, in partnership with the Radio for Peace Network (RaPNet). The objective was to instruct radio station managers on skills and strategies to engage traditional authorities, policy-makers and other peacebuilding stakeholders on issues related to peace and reconciliation.



A photograph showing the ruins of Nimrud, Iraq. The scene is dominated by a large, reddish-brown mud-brick wall that has been partially destroyed, with a jagged, uneven top edge. In the foreground, there is a large pile of rubble, consisting of many large, light-colored stones and smaller fragments of brick and earth. The background shows a hillside covered in similar earth and some sparse vegetation. The sky is a pale, overcast grey. The overall atmosphere is one of desolation and the aftermath of destruction.

On 14 December, Sami Al-Khoja, Management and Liaison Officer with UNESCO (facing the camera), and Louise Haxthausen, Director of the UNESCO Office for Iraq (to his right), inspect the ruins and devastation of the ancient site of Nimrud (Iraq) for the first time since it was destroyed by violent extremists. The city of Nimrud was founded more than 3,300 years ago and was one of the capitals of the Assyrian empire.

© AP Photo/Maya Alleruzzo

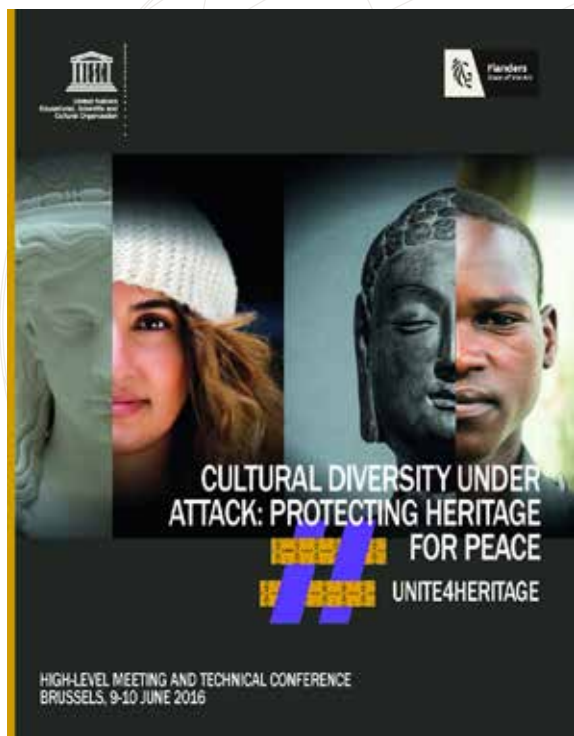
CHAPTER 3



Protecting our Heritage and Fostering Creativity

Protecting our Heritage and Fostering Creativity

Amid ongoing conflicts marked by new strategies of cultural cleansing and unprecedented levels of destruction, looting and damage to cultural heritage around the world, in 2016 UNESCO brought together all partners to assess damages, implement emergency protection measures and facilitate international cooperation on urgent heritage and security issues. Building on Sustainable Development Goal 11, UNESCO continued to foster creative industries and launched a major report on the role of culture in the development of sustainable cities.



The protection of cultural diversity can contribute to restoring social cohesion and to opening prospects to resolve crises, particularly in protracted conflict situations. To discuss how to strengthen conflict prevention and crisis management policies in this context, UNESCO organized in June a high-level meeting and technical conference, in partnership with the European Union, and with support from the Government of Flanders.

■ Protecting heritage in emergency situations

In response to the recent large-scale, systematic destruction and looting of cultural heritage, UNESCO's 38th General Conference adopted a strategy for the reinforcement of the Organization's actions for the protection of culture and the promotion of cultural pluralism in November 2015. The strategy calls on Member States to contribute through mechanisms for the rapid deployment of national experts in emergency situations, under UNESCO's overall coordination.

In the framework of this strategy, the Director-General and the Italian Minister for Foreign Affairs signed an agreement establishing a task force of cultural heritage experts on 16 February. Under the agreement, the Italian Government stands ready to deploy experts and the Italian Carabinieri force that specializes in the fight against illicit trafficking in cultural property for the conservation of cultural heritage affected by crises, under the aegis of UNESCO. The agreement is a milestone in the development of UNESCO's global coalition #Unite4Heritage, launched in June 2015.

Inspired by the Strategy's call to incorporate the protection of culture into humanitarian action, security strategies and peacebuilding processes, on 29 February the Director-General and the President of the International Committee of the Red Cross (ICRC) signed a partnership agreement, paving the way for the two organizations to undertake joint projects to enhance the protection of cultural heritage in the event of armed conflict. As an impartial and independent defender of international humanitarian law, the ICRC is a key partner for UNESCO in emergency situations. This agreement will enhance UNESCO's ability to collect information on the ground, particularly in areas where access is difficult, while supporting the implementation of the 1954 Hague Convention on the Protection of Cultural Property in the Event of Armed Conflict and its two Protocols among officials and humanitarian actors.

On 9 June, UNESCO called on the international community to harness the role of heritage in peacebuilding at a high-level expert meeting entitled '#Unite4Heritage – cultural diversity under attack: protecting heritage for peace', held in Brussels (Belgium) with the support of the Government of Flanders. Responding to the increase in attacks on



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cultural heritage and cultural pluralism, notably in the Middle East and Africa, the event emphasized the human face of cultural preservation, highlighting the vital importance of heritage and diversity in addressing humanitarian, human rights and security challenges. The participants had the opportunity to witness major examples of heritage preservation under difficult conditions in Iraq, Bosnia and Herzegovina, and Mali.

An urgent action plan for Libya's heritage

Key Libyan and international partners joined with UNESCO to approve a new action plan to address emergency and short-term interventions for the safeguarding of Libya's cultural heritage, following a three-day international expert meeting, 'Safeguarding Libyan cultural heritage', held in May in Tunis, with the support of the US Embassy in Libya, and in cooperation with the Department of Antiquities of Libya, UNESCO and the International Centre for the Conservation and Restoration of Monuments (ICCROM). Participants agreed on medium and long-term joint actions, with areas of concern including the preservation of archaeological sites, museums and urban heritage. The crucial role of civil society, and young people in particular, in achieving these goals was underlined.

The Archaeological Site of Cyrene contains the ruins of one of the main cities of the Hellenic world, and is one of five World Heritage sites in Libya. Cyrene and all the other Libyan sites were included this year on the List of World Heritage in Danger.



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In April, UNESCO experts and the Director-General of Antiquities and Museums of Syria, Professor Mamoun Abdoukarim, undertook a technical assessment of the damage to the World Heritage site of Palmyra. The image portrays the extensive destruction of the archaeological site's triumphal arch and Temple of Baal Shamin as seen by the mission's experts.

At the opening event, the European Union voiced its commitment to support the protection of cultural heritage in situations of armed conflict, and to enhance cooperation with UNESCO in this field.

The Director-General called for a renewed commitment to protecting heritage under attack at the International Conference for the Protection of Cultural Heritage in Conflict Areas, organized at the initiative of Sheikh Mohammed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi, and President of France François Hollande, on 3 December. The conference, held under the patronage of UNESCO, brought together heads of state and ministers from over 40 countries, as well as representatives from international organizations and museums. The Abu Dhabi Declaration on the Protection of Endangered Heritage was adopted at the

close of the conference, which endorsed the creation of a new International Fund for the Protection of Heritage, with an initial contribution by France of US\$30 million and the ultimate objective of collecting US\$100 million. This fund will provide much-needed resources to protect heritage under attack, and will be managed in close coordination with UNESCO.

A high-level panel 'Targeting heritage: in search of new paradigms – save heritage through dialogue' was held on 5 December at UNESCO Headquarters to explore how the protection of cultural heritage can be strengthened through exchange and outreach. The event was organized by UNESCO and the Permanent Delegation of Azerbaijan.

Participants discussed how to make the protection of heritage an integral part of sustainable strategies to foster

development, peace and security, citing UNESCO's #Unite4Heritage campaign, which involves young people in particular in efforts to protect cultural heritage and embrace cultural diversity. The event also underscored the crucial involvement of military and security forces in the protection of cultural property in times of conflict. UNESCO took this opportunity to launch a military manual entitled *Protection of Cultural Property*, a first-of-its-kind training tool published with the support of the International Institute of Humanitarian Law (Sanremo, Italy). It includes best practices, preparatory measures for identifying, moving and preserving cultural objects during military operations, and legal resources for cultural property protection.

At its 11th meeting, UNESCO's Intergovernmental Committee for the Protection of Cultural Property

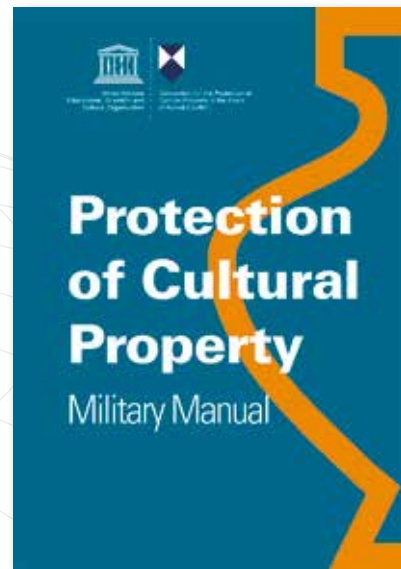
in the Event of Armed Conflict took several decisions, including the granting of enhanced protection to the Tomb of Askia in Mali and to the Historic Monument of Mtskheta in Georgia, both of which are World Heritage sites. The Committee granted US\$35,000 to Mali and US\$50,000 to Libya in international assistance related to emergency measures under the Fund for the Protection of Cultural Property in the Event of Armed Conflict.

During the technical assessment mission to the World Heritage site of Palmyra (Syria), UNESCO experts took stock of the considerable damage to the museum, where most of the statues and sarcophagi that were too large to be removed for safekeeping were defaced or smashed. Work to match and document the fragments of destroyed statues has already begun.

■ Special focus on the Syrian Arab Republic

Since the beginning of the conflict in the Syrian Arab Republic, its cultural heritage has suffered unprecedented destruction. The country's six World Heritage sites, its 11 sites inscribed on the World Heritage Tentative List, and many places of cultural significance have been damaged or destroyed. A large number of its archaeological sites have been illegally excavated and looted.

In 2016, these attacks continued. On 9 May, the Director-General condemned the destruction of the Maarrat al Numan Museum in Idlib province, and called once again on all parties to refrain from endangering cultural heritage and to keep military operations away from heritage sites.



The involvement of military forces in the protection of cultural property is crucial in times of conflict. In order to train the military in the specificities of cultural property and reference new regulations, conduct and curricula in this field, UNESCO published a first-of-its-kind training tool entitled Protection of Cultural Property: Military Manual.

UNESCO's experts also presented their preliminary findings on the damage to the World Heritage site of Palmyra after returning from a technical assessment mission at the end of April. The mission, which was accompanied by UN security forces, covered both Palmyra's museum and the archaeological site, and followed up on decisions made by the World Heritage Committee in 2015 and the 199th session of UNESCO's Executive Board.

The experts, joined by the Director-General of Antiquities and Museums of Syria, Professor Mamoun Abdoukarim, took stock of the considerable damage to the museum, where most of the statues and sarcophagi that were too large to be removed for safekeeping were defaced or smashed, their heads severed, their fragments left lying on the ground. The experts provided several emergency measures to consolidate and secure the building, and noted that considerable work will be required to document, evacuate, safeguard and restore what remains. Work to match and document the fragments of destroyed statues has already begun.



At the archaeological site, UNESCO's experts assessed the extensive destruction of the triumphal arch and Temple of Baal Shamin. Damage to the Temple of Bel could only be examined from a distance, as the edifice was still inaccessible and demining operations had not yet been completed. Similarly, the Mamluk Citadel, overlooking the ancient city, which also sustained serious damage, was inaccessible. The mission found that despite the destruction of several iconic edifices, the archaeological site retains a large part of its integrity and authenticity. The experts also paid tribute to the courage of all those who work to document and safeguard the heritage of Syria, especially the Directorate-General of Syria's Antiquities and Museums.

In early June, a series of emergency measures to safeguard Syria's heritage were announced at an international meeting held in Berlin (Germany), co-organized by UNESCO. Some 230 Syrian and international experts joined forces to assess damage to the country's cultural heritage sites, developing methodologies



UNESCO tweet to promote #MuseumWeek, an initiative led by the UNESCO Office in Doha in cooperation with 11 leading museums worldwide, to provide the general public with an opportunity to explore and understand Yemen's little-known cultural heritage.

Museums united for Yemen

In cooperation with 11 leading museums from around the world, the UNESCO Office in Doha organized 'Yemeni Heritage Week – Museums United for Yemen' from 24 to 30 April, to raise international awareness of the great richness of Yemen's cultural heritage and the threats it faces. This initiative took place as part of UNESCO's global campaign #Unite4Heritage.

On this occasion, the Ashmolean Museum, the British Museum, the Smithsonian's Freer|Sackler museums of Asian Art, the Louvre, the Metropolitan Museum of Art, Museo Nazionale d'Arte Orientale 'Giuseppe Tucci', the Peter the Great Museum of Anthropology and Ethnography (Kunstkamera), the Russian Academy of Sciences, the Hermitage Museum, the State Museum of Oriental Art and the Walters Art Museum organized temporary exhibitions featuring Yemeni collections, providing the general public with an opportunity to explore and understand this country's little-known cultural heritage.

and defining priority emergency safeguarding measures. Held two years after UNESCO's first emergency expert meeting on Syria, the Berlin conference included several round-table discussions on damage assessment and current actions by cultural heritage professionals.

Concrete measures were identified for historic cities, archaeological sites, museums, movable objects and intangible heritage. Participants also called for a comprehensive list of looted objects from Syria to complement the International Council of Museums' existing Red List. They called on all governments to implement UN Security Council Resolutions banning the trade in cultural heritage from the country. The experts furthermore appealed to international funding and development agencies to include cultural heritage in major funding programmes and post-conflict recovery plans. The meeting paved the way for UNESCO to update and develop the Action Plan for the Emergency Safeguarding of Syria's Cultural Heritage, adopted during UNESCO's first expert meeting on Syria in 2014.



Traditional performance for the launch of the #Unite4Heritage campaign in Qatar, held in March at the Barzan Towers site in the town of Umm Salal Mohammed.

© UNESCO Office in Doha

■ Special focus on Iraq

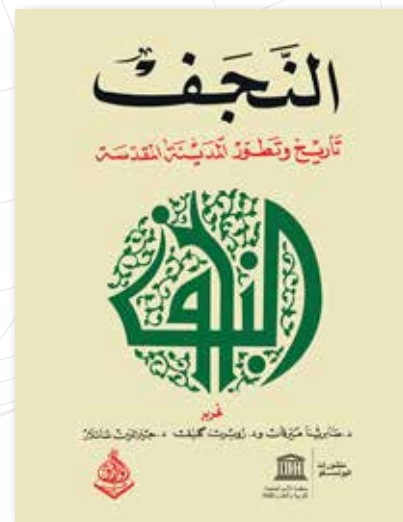
On 3 June, satellite imagery confirmed extensive damage to the Nabu Temple in Nimrud (Iraq). This came after the total destruction of the north-west part of the Palace of Ashurnasirpal II, along with stone sculptures from the neo-Assyrian era, in March 2015, and extensive damage to the site by bulldozers and explosives on 11 April 2015. The city of Nimrud was founded more than 3,300 years ago and was one of the capitals of the Assyrian empire. It was submitted to the Tentative List of Iraq in 2000, as a testament to the depth of Iraq's ancient history. The Director-General of UNESCO condemned this new attack against the Iraqi people, while reiterating UNESCO's determination to do whatever is needed to support the national authorities,

Satellite imagery collected on 3 June (right) compared with imagery collected on 12 February (left) confirmed the extensive damage to the Nabu Temple in Nimrud, a testimony to Iraq's Mesopotamian ancient history. UNESCO Director-General Irina Bokova condemned this destruction as 'a new deliberate attack against the Iraqi people and against the shared values of humanity'.

© US Department of State, Humanitarian Information Unit, NextView License (2016 DigitalGlobe). Satellite Imagery Analysis by UNITAR-UNOSAT.

experts and local communities in their efforts to protect their heritage.

In addition, on 14 December the UNESCO Office in Iraq led a rapid assessment mission to Nimrud. The mission found that built structures and carved reliefs at the ziggurat had sustained considerable damage as a result of explosions and bulldozing. Emergency measures will entail the immediate physical protection of the site in order to allow for detailed documentation and to prevent the potential looting of the remaining fragments.



UNESCO and Al Warrak Publishing (Lebanon) released the Arabic edition of the co-publication Najaf: History and Development of a Sacred City. The English edition will be co-published by Ithaca Press and UNESCO in 2017.

Nepal

Nepal's museums reopening after the earthquake

On 25 April 2015, Nepal was devastated by a 7.8 magnitude earthquake and its subsequent aftershocks. This natural disaster heavily damaged Nepal's cultural and natural heritage, including 691 historic buildings in 16 districts, of which 131 fully collapsed. The monuments, institutions and sites within the World Heritage site of Kathmandu Valley were heavily affected.

Today, progress from ongoing partnership work can be celebrated. In the months following the disaster, UNESCO and Nepal's Department of Archaeology (DoA) joined together to salvage, inventory and ensure the safe storage of artefacts and other architectural features in several impacted sites and museums, including Hanumandhoka, Swayambhu and the National Museum in Chhauni. Workshops were also conducted to train local museum staff in earthquake recovery, safe storage and museum collection accessibility. A storage facility funded by UNESCO was also set up as part of the workshops, protecting some 300 displaced objects. A further 2,955 objects are in the process of being assessed, packed and labelled for storage.

In July 2016, UNESCO joined hands with Nepal's National Museum and the DoA to start work on the digitization of the museum's collection, with the goal of creating a systematic inventory.

© UNESCO Office in Kathmandu



UNESCO's team, including art historians, archaeologists and database experts, is working closely with the museum staff and technicians to assess conditions, identify software needs and implement training.

By early August 2016, the National Museum, the Patan Museum, the Panauti Museum and the National Art Gallery were once again open, and visitors were returning to enjoy their rich collections. However, much still remains to be done and other museums have yet to open their doors. The future rebuilding programme is in great need of support, and UNESCO aims to incorporate new means for visitors to see, understand and contribute to the restoration process. Furthermore, rebuilding and

Ongoing inventorying of miniature clay sculptures recovered from the debris of the 19th century Tashi Gomang Stupa, one of the sites in the Swayambhu monument zone at Kathmandu Valley (Nepal) which was heavily damaged by the 2015 earthquakes. A team of archaeologists sent by UNESCO salvaged hundreds of sculptures and votive objects from the rubble.

conservation work needs to be part of a wider sustainable development strategy. The Post Disaster Needs Assessment for Nepal calls for the total restoration of the damaged heritage sites within six years. With so much important work still ahead, UNESCO continues to seek support for initiatives that will ensure Nepal's museums and monuments return to their pre-earthquake splendour.

■ Combating illicit trafficking

According to the UN Office on Drugs and Crime (UNODC), illicit trafficking represents an estimated annual value of US\$3.4–6.3 billion. The situation is particularly dire in countries affected by crisis. Throughout 2016 the political momentum to curb illicit trafficking continued to gain ground with a total of 47 Member States sharing information with UNESCO on measures taken, in the framework of the historical Security Council Resolution 2199 adopted in 2015.

On 30 March 2016, UNESCO and the Conseil des ventes volontaires, the public auction regulator of France, organized a round-table debate to promote international cooperation in the fight against the illicit trafficking of cultural property, particularly in view of the unprecedented scale of pillaging of cultural sites and museums in the Middle East. This pioneering event brought together market stakeholders, including representatives of auction houses and online platforms, museum representatives, cultural heritage experts, specialized intergovernmental organizations and NGOs, and Member States. A set of recommendations was adopted at the end of the event, which called for strengthening cooperation between all concerned actors, raising public awareness, adopting good ethical practices, and harmonizing international and national regulations.

On 27 May, global experts on the destruction and illegal trafficking of cultural objects gathered at the UN Headquarters in New York for a meeting co-organized by UNESCO with the

Permanent Missions of Jordan and Italy, INTERPOL and UNODC. Held within the framework of the partnership initiative 'Protecting cultural heritage – an imperative for humanity: acting together against the destruction and trafficking of cultural property by terrorist groups and organized crime', the meeting brought together a wide array of stakeholders to discuss growing threats to cultural heritage. Participants identified gaps in the international response, including the lack of documentation and inventory of destroyed cultural assets, inefficient planning for emergency response and capacity, and a lack of coordination at the national and global levels. The linkages between the illegal trafficking of cultural property and the financing of terrorist organizations were also discussed. Discussions led to a high-level meeting during the annual General Debate of the UN General Assembly in September 2016.

At the end of September, two meetings at UNESCO Headquarters examined issues pertaining to the illicit trafficking of cultural property and to the restitution of artefacts to their countries of origin. The fourth session of the Subsidiary Committee of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property focused on issues such as online sales, money laundering and a new international mechanism on the repatriation of ceremonial objects and human remains.

An action plan for the return of cultural objects illegally offered for sale was also examined. The 20th session of the Intergovernmental Committee

for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation included discussions on treasure hunters, the regulation of metal detectors and underground scanners, free ports and illicit trafficking.

Winner of the awareness-raising poster contest against illicit trafficking in cultural property launched this year by the UNESCO Office in Montevideo for the South American region. The poster was designed by graphic artists Alejandro Rodríguez Juele and Nicolás Peruzzo from Uruguay.



© Alejandro Rodríguez Juele & Nicolás Peruzzo

■ A year in World Heritage

Tourism can play a positive role in helping to secure the future of many World Heritage sites, according to World Heritage and Tourism in a Changing Climate, co-published this year by UNESCO, the United Nations Environment Programme (UNEP) and the Union of Concerned Scientists.

The events of 2016 represented an important step forward for the safeguarding of African World Heritage and sustainable development, particularly with the adoption of the Ngorongoro Declaration. The declaration was adopted on the last day of the international conference 'Safeguarding African World Heritage as a Driver of Sustainable Development', co-organized by UNESCO, the United Republic of Tanzania and the People's Republic of China, and held from 31 May to 3 June in Arusha (United Republic of Tanzania).

Recognizing the need for sustainable solutions to the many challenges facing

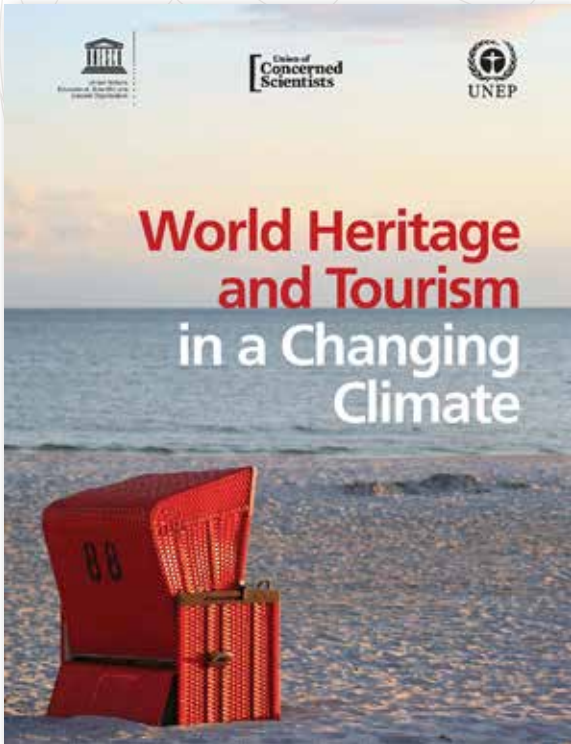
Africa, including climate change, natural and human-made disasters, population growth, rapid urbanization, the destruction of heritage and environmental degradation, the declaration calls on African nations to develop and implement policies that promote heritage, prevent conflicts, restore peace and security, promote social cohesion and involve local communities, particularly women and young people. Moreover, it appeals to international financial institutions, industry, the private sector and multilateral and bilateral partners to undertake innovative development projects, and requests support from the World Heritage Committee, States Parties and civil society. The declaration also refers explicitly to the 2014 Social Responsibility Declaration by Chinese Enterprises in Africa, which invites Chinese enterprises in Africa to respect local cultures and customs, and to protect the local environment and natural resources.

On 10 July, the 40th session of the World Heritage Committee opened in Istanbul (Turkey). The opening ceremony was an opportunity to stress that world heritage, now confronted with more threats than ever before, must remain a vector of cohesion and dialogue at the international level. During this session, the Committee inscribed 21 new sites – 12 cultural, six natural and three mixed – on the UNESCO World Heritage List, which now includes 1,052 sites in 165 countries. The Committee also examined the state of conservation of 155 sites. Libya's five World Heritage sites were inscribed on the List of World Heritage in Danger, as were sites in Uzbekistan and Mali. The site of 'Nan Madol: Ceremonial Centre of Eastern Micronesia (Federated States



of Micronesia)' was inscribed on both the World Heritage List and the List in Danger. The Committee's 41st session will be held in Kraków (Poland), in July 2017.

In early November, an international UNESCO conference held at Headquarters examined the challenges facing the 8,000 museums worldwide that are situated in World Heritage sites, some of which, like the museums of Mosul in Iraq and Palmyra in Syria, have been damaged or looted in conflict situations.





Antigua Naval Dockyard and Related Archaeological Sites (Antigua and Barbuda) is one of 2016's 21 new inscriptions on the UNESCO World Heritage List. The site consists of a group of Georgian-style naval buildings and structures, set within a walled enclosure. The natural environment of this side of the island of Antigua, with its deep, narrow bays surrounded by highlands, offers shelter from hurricanes and is ideal for repairing ships.

© Nicola & Reg Murphy

The conference followed the adoption of the Recommendation concerning the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society by UNESCO in November 2015. Organized by UNESCO and the Arab Regional Centre for World Heritage, the conference focused on the role of museums as conveyors of the shared history of sites and their duties with regard to heritage conservation.

Inaugural meeting of the UNESCO High-Level Forum on Museums

The High-Level Forum on Museums was established by UNESCO to bring policy-makers and the global museum community together to advance the role of museums in generating social, cultural, educational and economic benefits, which lies at the heart of UNESCO's 2015 Recommendation. Held in November in Shenzhen (People's Republic of China), the Forum adopted the Shenzhen Declaration, which calls on all stakeholders to strengthen the role and capacities of museums in protecting cultural heritage, adopt ethical and technological standards, and expand cooperation at the international level. It also encourages the full implementation of the 2015 UNESCO Recommendation and explores the possibility of a global museum report.

Mali

900-year-old consecration ceremony held for Timbuktu's mausoleums

A consecration ceremony for Timbuktu's mausoleums, last held in the 11th century CE, took place on 4 February at the initiative of the local community. This was the final phase of the cultural rebirth of 14 of the city's mausoleums, which were destroyed by armed groups in 2012.

The ceremony, held at the Mosque of Djingareyber, began in the early morning hours with the sacrifice of animals

and the reading of Quranic verses and prayers pronounced by the imam of the mosque. These rites were intended to invoke the divine to provide the basis for peace, and symbolized the rejection of intolerance, violent extremism and religious fundamentalism, responsible for the destruction of much of the city's rich cultural heritage.

The ceremony was attended by several religious leaders, as well as representatives from the UN Multidimensional Integrated Stabilization Mission in Mali (MINUSMA), the European Union, the Swiss Agency for Development and Cooperation, and UNESCO. In her message, the Director-

General declared, 'This is our promise, and we held it together . . . These mausoleums are now once again standing. This is irrefutable proof that unity is possible and peace is even stronger than before. We did it and we can do it again.'

Speaking on behalf of the Minister of Culture, Handicrafts and Tourism of Mali, Mr Almamy Koureissi thanked the people of Timbuktu, and expressed gratitude to UNESCO and the technical and financial partners, saying, 'We need to embrace our moral centre, to remain standing, open to the world, welcoming and hospitable in accordance with our legendary traditions.'



Attendees at the consecration ceremony held in February for the restored mausoleums in Timbuktu (Mali), to mark a new beginning for the city's cultural life.

© UNESCO Office in Bamako



© Kjell Magnus Økland

■ Safeguarding intangible cultural heritage

The Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage held its 11th session this year in Addis Ababa (Ethiopia). The Committee raised the issue of the role of intangible cultural heritage in emergencies, including in times of conflict and natural disasters. While recognizing the potential role of this heritage for reconciliation, the Committee called on States Parties to the Convention 'to ensure that communities, groups and individuals,

with specific attention to displaced persons ... have access to instruments, objects, artefacts, cultural and natural spaces and places of memory, whose existence is necessary for the expression of intangible cultural heritage'.

In addition, the Committee inscribed four elements on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, which helps States Parties, in parallel with concerned communities, to mobilize international cooperation and assistance to ensure the transmission of these cultural practices. It also inscribed 33 elements on the Representative List of the Intangible

Previously western Norway's main mode of transportation, the wooden oselvar boat almost became obsolete in the 1940s. To help safeguard this tradition, the Os Båtbyggerlag boat-builders' guild founded the non-profit boatyard and workshop foundation Oselvarverkstaden. This is one of the five programmes included in the Intangible Cultural Heritage's Register of Good Safeguarding Practices in 2016.

Cultural Heritage of Humanity, now numbering 366 elements. The Committee notably approved a grant of US\$230,000 to Cambodia for the urgent safeguarding of Chapei Dang Veng, a musical tradition which features a lute (a chapei) accompanied by a vocalist.



Kalbela folk songs and dances of Rajasthan



3 047 716 vues

A video featuring Kalbela folk songs and dances of Rajasthan (India), inscribed on the list of Intangible Cultural Heritage since 2010, was the top video in 2016 on the UNESCO TV channel on YouTube.

Only two masters of this great art remain. The safeguarding plan submitted by Cambodia includes a list of places and times when this music is practised, the training of chapei teachers, fellowship programmes for young masters and a festival.

The Committee also selected five programmes from Austria, Bulgaria, Croatia, Hungary and Norway for inclusion in the Register of Best Safeguarding Practices. Through this register, the Committee seeks to promote programmes, projects and activities that best reflect the Convention's principles and objectives.

■ Taking stock of the 2001 Convention on the Protection of the Underwater Cultural Heritage

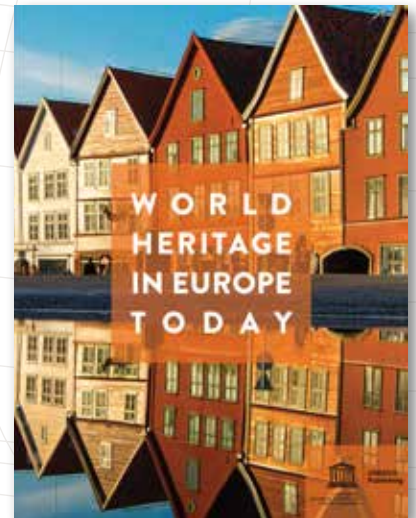
In 2001, the UNESCO General Conference responded to the urgent need to preserve all traces of human history that lie underwater by adopting the 2001 Convention on the Protection of the Underwater Cultural Heritage. This Convention is the only international instrument dedicated to the protection of underwater cultural heritage. Ratified by 55 States Parties, the Convention has become a global reference point for its preservation.

An information meeting was held at UNESCO Headquarters on 9 May to mark the 15th anniversary of the Convention, and to review its implementation. Acknowledging that much has been achieved, the meeting took stock of the impact of the Convention, particularly in terms of the Convention's Scientific and Technical Advisory Body (STAB),

whose 12 internationally recognized experts assist countries in protecting their underwater heritage.

The Convention's contribution to peace and reconciliation was also highlighted, notably through the launch of a UNESCO educational initiative that aims to raise awareness among young people of the importance of protecting some 10,000 shipwrecks from the First World War. A series of secondary educational materials for teachers and students present the history of several First World War naval battles and the resulting underwater heritage through testimonials, extracts from logbooks,

The new UNESCO publication World Heritage in Europe Today provides an in-depth look at the current trends and practices of thousands of people who are directly involved with the management and conservation of World Heritage in Europe, a region which accounts for close to half of the properties on the World Heritage List.

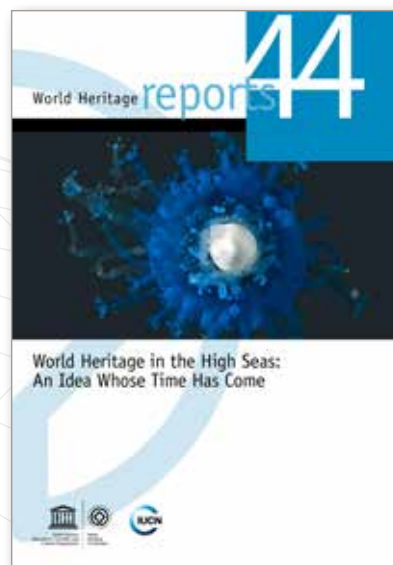


correspondence, maps and case studies, which can be used to prepare projects, excursions and school exhibitions. These materials are currently being distributed through UNESCO's Associated Schools Project Network.

The meeting also stressed the impact of climate change on underwater heritage, particularly in view of rising sea levels and accelerating erosion, which require targeted preventive measures. To prepare for the future, a working meeting for States Parties to the Convention took place just after the information session, and examined a revised ratification and implementation strategy.

Sunken coral islands, floating rainforests and giant undersea volcanoes cannot be inscribed on the World Heritage List because they are found in the high seas, outside of national jurisdiction. This new UNESCO publication explores different ways the World Heritage Convention might one day apply to these wonders of the open ocean.

On the occasion of the launch of the UNESCO publication World Heritage in the High Seas, Senior Project Officer Fanny Douvere (left) went underwater to explore the Sargasso Sea (Atlantic Ocean). The Sea is home to an iconic ecosystem built around a concentration of floating algae, and one example of the potential outstanding universal value outside national jurisdiction which could be subject to protection by the World Heritage Convention.



■ Promoting artistic freedom and creativity

What is the impact of the new digital environment on the diversity of cultural expressions, from creation to distribution? How can we encourage creativity and civil participation in the digital environment? And how can we improve legislation to protect and promote artistic freedom, in particular for women as creators and producers of cultural goods and services?

These were some of the questions discussed during two side-events held in honour of World Press Freedom Day, organized in early May by UNESCO in cooperation with the Finnish Ministry of Education and Culture and the Hanasaari Culture Center for Sweden and Finland. The first event, held at the National Museum of Finland on 2 May, brought together a panel that featured the Director-General, the Nordic Culture Ministers and artists to discuss the impact of digitization on distribution models, fair remuneration for artists, access to cultural goods and new forms of cultural participation – all of which are highlighted in the Global Report *Re|Shaping Cultural Policies*, published by UNESCO in 2015.

The need to address artistic freedom as a development challenge was underscored during a second event on 3 May, which featured Finland's Minister of Education and Culture, as well as authors from *Re|Shaping Cultural Policies*. Panellists reviewed the state of artistic freedom and the mobility of artists, and outlined how legislation, policies and practices can enhance the fundamental principles and freedoms defined in



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the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

On 13 December, several Ministers of Culture addressed the use of digital technologies and e-commerce in today's cultural industries during a panel 'Shaping digital policies for development' at UNESCO Headquarters. The debate was organized in the framework of the Convention's tenth Intergovernmental Committee meeting, which examined how to enable

The tenth ordinary session of the Intergovernmental Committee for the Protection and Promotion of the Diversity of Cultural Expressions was inaugurated on 13 December with an exceptional digital installation at UNESCO Headquarters by Senegalese artists Djiby Ba, Seydou Keita, Lamine Dieme and Essi Atiase, and DJ Ibaaku.

greater access to digital technologies and adopted draft operational guidelines on the implementation of the Convention in the digital environment.



■ A greater role for culture in developing the cities of the future

The 2030 Agenda for Sustainable Development identifies the essential role of culture in realizing sustainable urban development, particularly through strengthened efforts to protect and safeguard the world's cultural and natural heritage (SDG 11). According to UN-Habitat, more than half the world's population

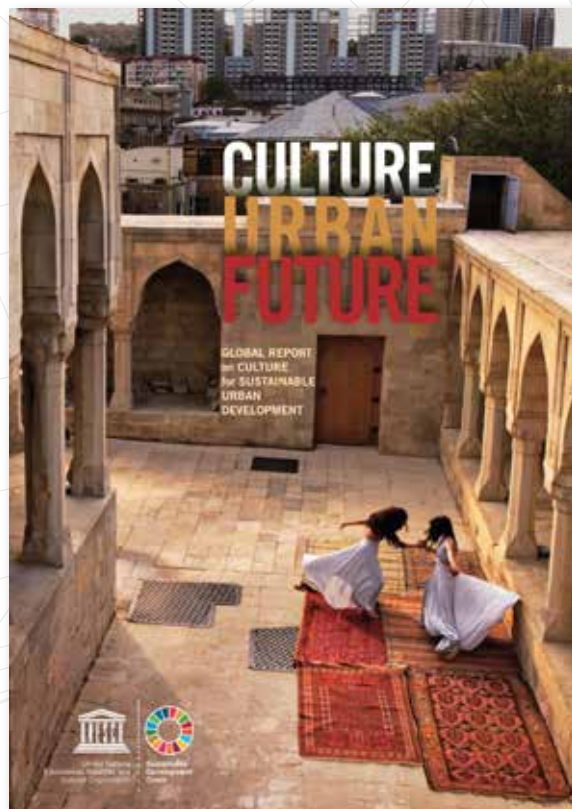
— 3.9 billion people — now live in cities. Urbanization is an ongoing trend, and it is estimated that two-thirds of the global population will live in cities by 2050. Urban settlements moreover generate 70 per cent of the world's gross domestic product (GDP) and are catalysts of economic, social and cultural development.

This year, UNESCO participated in the third UN Conference on Housing and Sustainable Urban Development (Habitat III), held in October in Quito (Ecuador). UNESCO took the opportunity to advocate the essential role of culture in the development of sustainable cities, as laid out in SDG 11, and launched *Culture: Urban Future – Global Report on Culture for Sustainable Urban Development*, a groundbreaking report which contains analyses and recommendations for fostering the role of culture for sustainable development. Drawing on a global survey implemented with nine regional partners and insights from scholars, NGOs and urban thinkers, the report offers a global overview of urban heritage safeguarding, conservation and management, as well as the promotion of cultural and creative industries, highlighting their role as resources for sustainable urban development. The report also examines related issues, including the conservation and tourist management challenges facing urban areas inscribed on UNESCO's World Heritage List.

It is expected that the exponential population growth and urbanization of the world will mean two-thirds of humanity will live in cities within 30 years. This new UNESCO report describes the current policies and practices of urban regeneration and sustainable development that have put culture at their core.

New partnership for culture and creative industries in Afghanistan

The Minister of Finance of the Islamic Republic of Afghanistan and the Director-General signed a partnership agreement to develop the cultural and creative industries in Afghanistan through a newly-established multi-partner trust fund, during a ceremony chaired by Mr Ashraf Ghani, President of Afghanistan, at the Presidential Palace in Kabul on 27 May.



■ A dynamic Creative Cities Network

The UNESCO Creative Cities Network (UCCN) currently comprises 116 members from 54 countries covering the fields of crafts and folk art, design, film, gastronomy, literature, music and media arts.

In June, the UCCN's second UNESCO Creative Cities Beijing Summit brought together mayors and experts from all parts of the world to examine how the network can contribute to sustainable development in urban environments, in line with UNESCO's Culture and Sustainable Urban Development Initiative and the 2030 Agenda for Sustainable Development.

Minister of Education of the People's Republic of China Mr Yuan Guiren, Director-General of UNESCO Irina Bokova, Vice-Prime Minister of the People's Republic of China Ms Liu Yandong, and Mayor of Beijing Mr Wang Anshun at the opening ceremony of the Second UNESCO Creative Cities Summit in Beijing.



The event served as a discussion platform to explore effective ways to integrate culture and creativity into local development strategies. It was also an occasion to launch the International Centre for Creativity and Sustainable Development, established under the auspices of UNESCO in Beijing (People's Republic of China).



© Anucha Deewisate/Phuket/UNESCO Creative City of Gastronomy

In September, the tenth annual meeting of the UCCN took place in Östersund (Sweden), a member of the network in the field of gastronomy. The event brought together more than 250 UCCN representatives. The purpose of the annual meeting is to define the network's activities, support urban policies in favour of culture and creativity, and foster partnerships between its members. This meeting provided an opportunity to

affirm the role of the network as an enabler of sustainable development in urban environments. During the meeting, the UCCN's main cultural urban policy achievements were presented in several sessions and thematic workshops. A creative business workshop gathered local and regional businesses, as well as international guests, to develop their networks and exchange views on the creation of new opportunities.

Phuket (Thailand) has been a UNESCO Creative Cities Network member in the category of gastronomy since 2015. While the sector of gastronomy records a significant contribution of \$3.6 billion to the local economy each year, major efforts have been made to develop a more balanced, environmentally friendly and sustainable production plan for local food resources.

UNESCO and the European Commission join hands to promote cultural routes for sustainable development

UNESCO and the European Commission launched an exciting project to develop cultural routes that would benefit from the power of World Heritage sites. The project will allow visitors to the sites to use consumer-friendly platforms and mobile applications to get maps and information concerning cultural places and, where appropriate, intangible cultural heritage events, such as festivals, which could be included in their trip.

The project entered its first, preparatory stage on 1 February with a provisional budget of EUR 1.5 million. Funded by the Directorate-General for Internal Market, Industry, Entrepreneurship and Small and Medium-Sized Enterprises (DG-Growth), the first Heritage Routes will be offered to travellers by late 2017. The project will involve local authorities, heritage site managers, cultural institutions, intangible cultural heritage players and members of the travel industry. Its internet sites and applications will seek to promote European Heritage Routes to the public, particularly from the People's Republic of China, North America and Europe.

Ahead of a busy schedule of conferences and debates to celebrate World Philosophy Day 2016, Nuria Sanz, Director of the UNESCO Office in Mexico, and Alberto Vital, Humanities Coordinator at Universidad Nacional Autónoma de México, UNAM (fourth and fifth from left, front row), smile at the camera together with philosophy teachers and students in front of UNAM's emblematic central library.

© UNESCO Office in Mexico



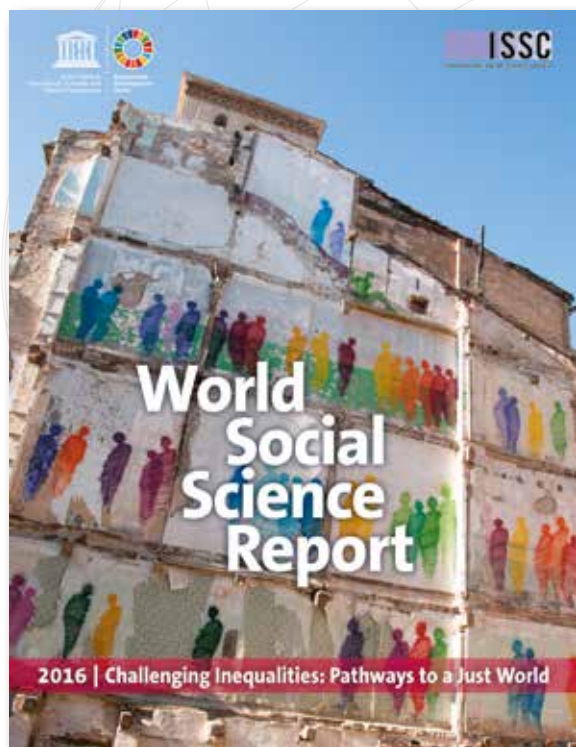
CHAPTER 4

Learning to Live Together



Learning to Live Together

In today's increasingly diverse societies, UNESCO continues to accomplish every day its fundamental humanist mission to support people in understanding each other and working together to build just and inclusive societies. This year, the Organization launched a global report on social science research into inequalities whose reduction is vital to achieve the UN Sustainable Development Goals, promoted the key role of cities in the integration of migrants and refugees, helped empower young people to participate in policy decisions which affect them directly, and encouraged intercultural dialogue to eradicate social injustices and discrimination.



The UNESCO World Social Science Report 2016, Challenging Inequalities – Pathways to a Just World calls for more cooperation across disciplines, geographical borders and fields of research to help governments develop more effective policies for more inclusive societies.

■ Unchecked inequalities could threaten the UN Sustainable Development Goals

Recent research into rising inequalities has showed that almost half the world's household wealth is owned by 1 per cent of the population and that the 62 richest individuals own as much wealth as the poorest half of humanity. In 2015, the United Nations adopted 17 ambitious Sustainable Development Goals (SDGs) to end poverty by 2030, address inequalities and tackle climate change over the next 15 years. A new report co-published by UNESCO in 2016 warns that unchecked inequalities could jeopardize the sustainability of economies, societies and communities, and thus undermine efforts to achieve the SDGs.

Launched on 22 September in Stockholm (Sweden), the *World Social Science Report 2016, Challenging Inequalities – Pathways to a Just World* features contributions from more than 100 experts. It was overseen by a scientific advisory committee of

leading academics from all regions which included economics Nobel laureate Joseph Stiglitz. The report was prepared by the International Social Science Council (ISSC) in cooperation with the Institute of Development Studies (UK).

The report explains that while there was a fivefold increase in studies of inequalities and social justice in academic publications from 1992 to 2013, many pay too little attention to inequalities that go beyond income and wealth, such as health, education and gender. It identifies seven intersecting dimensions of inequality: economic, political, social, cultural, environmental, spatial and knowledge-based. Closely linked, they create vicious circles of inequality that are handed down from one generation to the next.

The report calls for more cooperation across disciplines, geographical borders and fields of research to help governments develop more effective policies for more inclusive societies. International networks, open data sources, and open access to publishing and software are vital to achieve this.



The focus of social science research into inequalities tends to be in developed countries for which reliable data exists, whereas developing countries do not have similarly reliable data. North America and Western Europe accounted for more than 80 per cent of social and human science publications on inequalities and social justice from 1992 to 2013, while sub-Saharan Africa and Latin America only contributed 3 and 2 per cent respectively.

Ten years to act

A meeting entitled 'International Decade for People of African Descent (2015–2024): Ten Years to Act' was held at UNESCO Headquarters on 19 September, in collaboration with the Office of the UN High Commissioner for Human Rights and the Frantz Fanon Foundation. It aimed at better understanding the objectives and challenges of the Decade, sharing national experiences to implement its programme of activities, and discussing strategies to improve synergies between key stakeholders. The Decade provides an operational framework to encourage Member States to eradicate social injustices inherited from history and to fight against the racism, prejudice and racial discrimination to which people of African descent are still subjected.

Recent research into rising inequalities has showed that almost half the world's household wealth is owned by 1 per cent of the population. According to UNESCO's World Social Science Report 2016, unchecked inequalities could jeopardize the achievement of the 17 SDGs to end poverty by 2030.

In 2016, UNESCO, the foundation of UNESCO Goodwill Ambassador Marianna V. Vardinoyannis and the European Coalition of Cities against Racism (ECCAR) launched an initiative to shift focus away from negative perceptions of refugees and migrants to the advantages generated by human mobility. Syrian girl at the refugee camp in Suruc (Turkey).



© Shutterstock/Procyk Raalek

■ Refugees and migrants: assets for social, cultural and economic development

2015 and 2016 witnessed a dramatic rise in the number of refugees arriving in Europe, and created significant additional challenges for local governments. Cities are on the front line of efforts to guarantee the well-being and inclusion of refugees and migrants. Today they play an increasingly important role in ensuring respect for human rights and social cohesion. SDG 11 calls on Member States to 'make cities inclusive, safe, resilient and sustainable'.

In 2016 UNESCO, the foundation of UNESCO Goodwill Ambassador Marianna V. Vardinoyannis and the European Coalition of Cities against Racism (ECCAR) launched the initiative 'Welcoming Cities for Refugees: Promoting Inclusion and Protecting Rights' with a round table at UNESCO Headquarters on 9 May. The three partners are working hand in hand to bring

a shift of focus away from the negative perceptions of refugees and migrants to the assets and advantages generated by human mobility. This relates among other issues to demographic trends in many European countries and their need to receive an additional working force to support development and growth.

The round table presented the preliminary key findings of a study conducted by Patrick Taran, President of Global Migration Policy Associates. Research carried out for this study further underlines that the current situation of refugees in Europe is a crisis of perception and values. The round table addressed the role of culture in promoting inclusion and changing negative stereotypes about refugees.

This new UNESCO publication identifies and analyses trends and approaches by municipal authorities, in the areas of housing, water and sanitation, food, health care and education, to the significant increase in refugee arrivals to several European cities of initial reception, and also of transit and destination.

Public spaces such as museums, libraries and exhibition premises are ideal settings to stimulate cultural exchange and foster convergences between newcomers and inhabitants of a receiving community. Interaction among people may cause friction, but can also trigger understanding and rapprochement. The media clearly have a critical role to play in this respect. The language they use should contribute to inclusion and the eradication of stereotypes, and bring to the fore the human side of the predicaments of migrants and refugees.

The study, deliberations at the round table and analysis of a survey among ECCAR member cities set the stage for a high-level conference in Athens (Greece) on 22 November, where experts and city representatives gathered to develop policy and action recommendations and contribute to the elaboration of guidance instruments for municipal authorities and city-level actors.





It took place in the presence of the President of the Hellenic Republic, the First Ladies of the Republics of Albania and Cyprus, the Director-General of UNESCO Irina Bokova, Ms Marianna V. Vardinoyannis and Greece's Ministers of Immigration Policy and Foreign Affairs.

A UNESCO publication entitled *Cities Welcoming Refugees and Migrants: Enhancing Effective Urban Governance in an Age of Migration* was launched at the conference in Athens. Drawing upon research carried out in collaboration with ECCAR member cities, it identifies and analyses trends and approaches by municipal authorities, with a focus on Europe. It is the first tangible output of the partnership between UNESCO, the Marianna V. Vardinoyannis Foundation and ECCAR.

Central Africa puts young people and women at the heart of the migration debate

Member countries of the Economic Community of Central African States (ECCAS) face many challenges, such as poverty, climate change, ethno-religious conflicts and sectarian violence. Recurrent insecurity contributes greatly to human mobility. Alongside voluntary migration, forced displacement occupies a prominent position in the various types of movement.

In this context, the first Management of Social Transformations (MOST) Forum of Ministers of Social Development for Central Africa was held in Yaoundé (Cameroon) in October, at the invitation of the Government of Cameroon, and co-organized with UNESCO's MOST Programme. The forum focused on the theme 'Insecurity and migration in Central Africa: Impact on women and youth', matching UNESCO's priority for gender equality this year. Participants shared insights on the 2030 Sustainable Development Agenda, the social policy context of Central Africa and the 2063 Agenda of the African Union. This provided Central Africa with a unique opportunity to identify major issues in policy priorities for each country, to promote solutions based on evidence and to harmonize transnational policies.

A group of refugee women and girls at the Mbile site in Cameroon head off to gather wood in an area one hour's walk away. The impact of insecurity and migration on women and young people was the subject of the first MOST Forum of Ministers of Social Development for Central Africa held this year in Yaoundé (Cameroon).



© UNESCO/EU

'Let's talk! We love projects by young people, with young people and for young people,' reads this billboard, one in ten installed in high-traffic areas in Gaza and the West Bank in October by NET-MED Youth members in Palestine.

■ Making young voices heard

All over the world, young people are driving social change and innovation, claiming respect for their fundamental human rights and freedoms, and seeking new opportunities to learn and work together for a better future. UNESCO prioritizes its work with and for young people across all its programmes.

In September, UNESCO, the National Commission of China to UNESCO, and Perfect World, a private sector company, organized the Asia-Pacific Youth Dialogue in Chengdu (People's Republic of China). The Dialogue was convened within the framework of the UN International Decade for the Rapprochement of Cultures (2013–22) for which UNESCO is the lead agency. Young people from 46 countries gathered to come up with recommendations on the relations between Asia-Pacific civilizations, cultures, social cohesion, respect for diversity and peace-building. Their recommendations will be presented to regional leaders attending the Asian Civilizations Dialogue Forum planned for 2017, and to national and international bodies.

Networks of Mediterranean Youth (NET-MED Youth) members had a busy year making young voices heard as clearly and as loudly as possible in public dialogue. In early March, participants from NET-MED Youth and other youth organizations gathered in Tunis (Tunisia) to discuss the implementation of a National Youth Council. In the process of strengthening Tunisia's emerging democracy, the council aims to serve as an appropriate framework through which young people can participate in analysing public policies, elaborating strategies and formulating recommendations related to youth issues, at a time when the government is beginning to reflect on its strategy for youth.

The brainstorming workshop between young women and men laid the groundwork for the future council, supported by several experts who shared their own methodologies and recommendations. By the end of the workshop, participants agreed on key concepts for the legal framework of the future council, a communication and visibility strategy, and project

governance and operational modalities. While the real work is only just beginning, the workshop constituted a significant step in the right direction.

In September NET-MED Youth members in Palestine launched a radio campaign which included a series of nine debates between youth and policy-makers on critical issues, in addition to four vox pops and two radio spots on reruns. These actions build on past efforts implemented by NET-MED Youth through radio programmes produced by and for young people on the occasion of several international days.

As a complement to this radio campaign, NET-MED Youth members in Palestine installed ten billboards in high-traffic areas in Gaza and the West Bank in October, to raise awareness about priority youth issues, young people's participation in public policies, their representation in the media, and youth employment. The members chose this form of communication following a series of discussion sessions, media workshops and trainings in communications, campaigning and advocacy, so that their awareness-raising campaign could be as visible and effective as possible. On the day when the billboards were installed, a group of NET-MED Youth members walked around the streets of Kalandia, Soq Asha3b and all the way to Bethlehem University, to engage in conversation with passers-by on how young people can be in the driver's seat of change. The billboards remained in their locations until the end of the year with the aim of reaching out to more people and promoting actions to further youth empowerment, engagement and representation.

El Salvador

Multi-partisan Group of Young Parliamentarians created in El Salvador

According to the Organisation for Economic Co-operation and Development (OECD), the key issues affecting young people in El Salvador today are lack of access to quality education, unemployment, emigration, and a strong culture and practice of violence which prevents young people from participating in the socio-economic and political development of the country.

On 1 March, a landmark agreement was reached at the Legislative Assembly of El Salvador for the establishment of a multi-partisan Group of Young Parliamentarians, with support from UNESCO. This group, composed of members of parliament below the age of 35, will work to build an agenda of inclusive policies with an intergenerational perspective, and promote mechanisms for youth participation in the formulation, implementation and evaluation of public policies. The group will have impact and coordinate participation in all parliamentary commissions. Its main priorities will include the strengthening of the legislation relative to sports, the General Law for Youth and the Law for Juvenile Reintegration.

'This has been a process of eight months of coordination and negotiation with young parliamentarians. Today we are making history,' said Cristina Cornejo,



© CLACSO TV

Member of Parliament for Frente Farabundo Martí para la Liberación Nacional (FMLN).

Gustavo Escalante, Member of Parliament for Alianza Republicana Nacionalista (ARENA), said, 'This is a historic moment for democracy in El Salvador. In moments in which the country is polarized, we have been able to establish this space for collaboration for the benefit of the Salvadorian people. Differences are always going to be there. It is a first step, but the main objective is that both the country and its young people move forward.'

The announcement of the group at a press conference was a follow-up to

UNESCO Programme Specialist for Social and Human Sciences Charaf Ahmimed (second from right) with the multi-partisan Group of Young Parliamentarians below the age of 35, established this year at the Legislative Assembly of El Salvador with support from UNESCO. The group will promote mechanisms for youth participation in the formulation, implementation and evaluation of public policies.

a two-day meeting co-organized by the Legislative Assembly, the UNESCO Office for Central America in San José, the Latin American Council for Social Services (CLACSO) and the UN Population Fund (UNFPA), in collaboration with the Economic Commission for Latin America and the Caribbean (ECLAC) and the UN Development Programme (UNDP).

■ Learning values through sport

UNESCO is actively engaged in the promotion of sport and physical activity as an entry point for the delivery of values education, both in schools and more generally in society. The Organization is also a member of an education partnership aiming to embed sport values across school-based curricula, with the International Council of Sport Science and Physical Education (ICSSPE), the International Fair Play Committee (IFPC), the International Olympic Committee (IOC), the International Paralympic Committee (IPC) and the World Anti-Doping Agency (WADA).

On 6 April, celebrating the International Day of Sport for Development and Peace 2016, UNESCO initiated a campaign promoting the role of sport in delivering values education. A motion design animation, a photo book and a dedicated webpage were launched to this effect. The motion design animation highlights core values triggered by sport such as equality, inclusion, respect and fairness, and makes the case for using sport in order to empower learners to be self-determined, responsible and contribute to society.

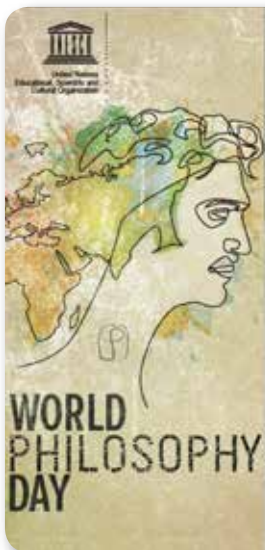
The publication, entitled *The Power of Sport Values*, is a bilingual (English-French) photo book featuring the top 15 entries from UNESCO's photo contest on the power of sport values, selected from over 300 photos submitted by photographers from 76 countries all around the world.

In 2016, the Fund for the Elimination of Doping in Sport also approved 29 new initiatives amounting to more than US\$560,000.





Empowering girls through football, one of the programmes of the Football for All in Vietnam project, as seen by photographer Phan Cu. This image is one of the best 15 entries of a UNESCO photo contest to promote sport values worldwide.



“Freedom can only be achieved through the freedom of others”
Simone de Beauvoir

UNESCO Facebook post with a quotation from French philosopher Simone de Beauvoir to celebrate World Philosophy Day 2016. Its Spanish version was November's most liked and shared of all UNESCO Facebook posts, across all languages.

■ An exceptional celebration of philosophy

By celebrating World Philosophy Day each year, UNESCO underlines the enduring value of philosophy for the development of human thought, for each culture and for each individual.

On the occasion of World Philosophy Day 2016, UNESCO welcomed more than 3,000 visitors at its Headquarters: an exceptional crowd for the celebration of philosophy. Observed this year on 17 November, the Day was intended to be both innovative and participatory. Over three days, the Organization proposed access to philosophical questioning to all, including through the 15th International Encounter on New Philosophical Practices, a round table ‘Speak up together for

tolerance’, a round table on teaching Aristotle at secondary and university level, and the launch of the new UNESCO Chair on the practice of philosophy with children (4–18 years). The Chair has been established at the University of Nantes (France) and aims to develop critical thinking of children at an early age.

The celebration culminated on 18 November in a Night of Philosophy, an unprecedented celebration of human thought and creativity, also at UNESCO Headquarters, from 19.00 to 7.00. The watchword of the night: to bring philosophy to all audiences and to life in all its forms. Children, adults and many young people were present during the 12-hour event. Everyone was able to create their own unique and multiform philosophical journey, moving from listening to one of the 48 conferences of renowned philosophers from all over the world, to questioning or amazement in front of the 24 artistic installations and performances organized for the night.

Spring 2016, an installation by Lionel Sabatté with olive tree trunks and dead skin, displayed at UNESCO Headquarters on the occasion of World Philosophy Day 2016. Through this work, the artist proposes a sculptural echo of the olive tree in Dani Karavan's Tolerance Square at the Organization's Headquarters.



© UNESCO/Christelle Alix

Stories from the field

Switzerland

'What does peace look like?'

Forty dazzling photos were selected from among the 14,000 received from 121 countries for the third edition of the Alfred Fried Photography Award with the support of UNESCO.

The selected images were the object of an exhibition entitled *What Does Peace Look Like*, inaugurated at the Palais des Nations in Geneva (Switzerland) on 7 November. By portraying myriad deeply personal perspectives, the photos selected provide a transformative vision of how to build peace in the world.

Named to honour Alfred Hermann Fried, the Alfred Fried Photography Award is co-organized by UNESCO, the Austrian Parliament, the International Press Institute, the Austrian Parliamentary Reporting Association, Photographische Gesellschaft and Edition Lammerhuber.

Every child deserves the warmth and protection home can offer. However wars, conflicts and crises have driven over 50 million children away from their homes. Turkish photographer Leila Emektar's photo series 'Peace and Tranquility' is one of the winners of the Alfred Fried Photography Award 2016, administered with the support of UNESCO.



© Leyla Emektar/Alfred Fried Photography Award



© UNESCO/Christelle Alix

Artists Tawfiq Omrane (Tunisia) and Laurent Salles (France) drew caricatures live during the international conference 'Mawa'id – Rendez-Vous for Euro-Arab Dialogue' at the Organization's Headquarters.

■ Promoting intercultural dialogue

The world is more and more interconnected but this does not mean that individuals and societies really live together, as is shown by the exclusion suffered by millions of poor people, women, young people, migrants and marginalized minorities. All through 2016, UNESCO continued its relentless efforts to promote intercultural dialogue through a series of events.

On 28 January, Alfonso Herrera Franyutti (Mexico) was awarded the 2016 International UNESCO/José Martí Prize. He was chosen by an international jury of experts for his longstanding contribution to promoting peace, solidarity and human

rights among nations and peoples in Latin America and the Caribbean.

On 14 April, Palestinian author Elias Sanbar and the Biblioteca Islámica of Spain's Agency for International Development Cooperation were awarded the 13th UNESCO-Sharjah Prizes for Arab Culture by the Director-General of UNESCO. Created in 1998 at the initiative of the United Arab Emirates, this prize rewards the efforts of two personalities or organizations, one from an Arab country and one from any other country, who have made a significant contribution to the development, dissemination and promotion of Arab culture in the world.

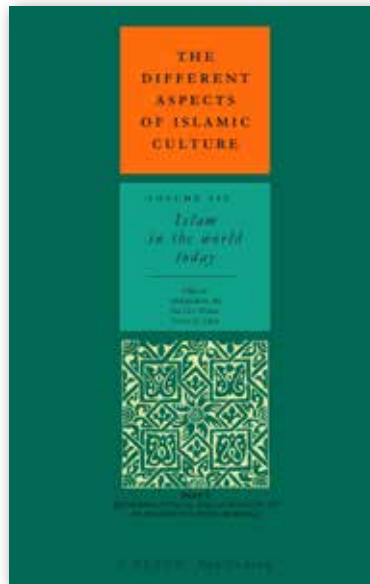
On 16 November, the Federal Research and Methodological Center for Tolerance, Psychology and Education (Tolerance Center) of the Russian Federation was awarded the 2016 UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence, during a ceremony held on the occasion of the International Day for Tolerance. The Center received the prize in recognition of its wide range of activities, including the implementation of more than 60 educational programmes to promote dialogue between religions and worldviews, with a particular focus on young people.

In December, UNESCO, National Commissions for UNESCO members of the Euro-Arab Dialogue Initiative and the MBI Al Jaber Foundation organized an international conference entitled 'Mawa'id – Rendez-vous for the Euro-Arab Dialogue' at the Organization's Headquarters, to strengthen Euro-Arab cooperation and to adapt this initiative, created in 2001, to the current international challenges. Opened by Eric Falt, Assistant Director-General for

Publication of the last two volumes of UNESCO's collection on Islamic culture

The last two volumes of UNESCO's collection *The Different Aspects of Islamic Culture* were presented at UNESCO Headquarters on 17 November. This unique collection of six volumes totalling over 5,700 pages has mobilized more than 150 researchers and specialists who have compiled a comprehensive account of the complexity and diversity of Islamic culture. Launched in 1977 and completed this year, the collection, overseen by an International scientific committee, is the fruit of 40 years of debate among researchers and experts from varied backgrounds, both Muslims and non-Muslims. It offers readers a large amount of knowledge on Islam and its contribution to the world from a pluralistic and global perspective.

Newly completed Volume 6 of UNESCO's collection The Different Aspects of Islamic Culture, published in two parts, considers efforts to achieve mutual understanding and coexistence in both Muslim and non-Muslim countries.





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External Relations and Public Information on behalf of the Director-General Irina Bokova, and Carolyn Perry, Director and Head of Philanthropy at the MBI Al Jaber Foundation, the two-day conference focused on topics such as harnessing cultural heritage for reconciliation, the importance of local governments in educational and cultural cooperation between Europe and the Arab world, education as a vehicle for the prevention of violent extremism, and the role of media in promoting intercultural dialogue to prevent radicalization.

A Plan of Action was adopted during this conference to strengthen the dialogue between Europe and the Arab world. It takes into account the proposals of young participants invited by National

Commissions for UNESCO, who are also contributing to the International Decade for the Rapprochement of Cultures (2013–22) coordinated by the Organization.

Throughout 2016, the UNESCO Office in Doha, the Katara Cultural Village Foundation and the Qatar National Commission to UNESCO conducted an Intercultural Dialogue and Cultural Diversity Programme to increase intercultural understanding, promote dialogue and foster respect for cultural pluralism. As Qatar's rapid development has allowed it to host a multitude of people from all around the globe, this provides both challenges and opportunities for the country to further develop deep cross-cultural understanding while becoming a global source of innovation and creativity.

Among the activities carried out under this programme was the Cultural Diversity Festival in Doha, which brought together performing groups from 21 countries around the world. Over five months, the festival created an atmosphere that reflected the cultural traditions of the performing groups and countries, celebrating their diverse expressions. In December an international conference 'Encouraging Dialogue and Diversity through Cultural Industries' explored the social, cultural and economic impact and opportunities for traditional Qatari handicraft practices, specifically in terms of community involvement, gender empowerment and youth mobilization. The conference created a platform where international and regional experiences were shared through case presentations and expert discussions.

Staff member Doris Jugganadum is happy to welcome visitors to UNESCO's stand at the Sharjah International Book Fair 2016 (United Arab Emirates) where the Organization was guest of honour. The fair was an ideal spot for the presentation and discussion of the UNESCO collection The Different Aspects of Islamic Culture, completed this year.

Starting on 7 February, 52 editions of Radio France International's programme *Mémoire d'un continent* (Memories of a Continent) will focus on UNESCO's *General History of Africa* with a view to overcoming the prejudices that still taint this continent's history.



■ New impetus to the General History of Africa

Launched in 1964 by UNESCO, the General History of Africa project was designed to produce a history of the continent

Women plan Africa's tomorrow

Business-friendly feminism was the dominant doctrine at the African Women Leaders conference held at UNESCO Headquarters on 7 July. Arguing that women's vision can help shape Africa's future, a panel of successful African women shared their experiences in the fields of politics, business, media and fashion, to teach others what it takes to lead. The event was organized in partnership with the NGO Women of Tomorrow and the International Organization of La Francophonie (OIF). The professional women who took the floor discussed the difficulties encountered throughout their careers, mainly because of the place of women in their societies, their traditions and customs. Beyond all these obstacles, they encouraged women to remain mobilized in the fight for the respect of their civil and human rights, and for the eradication of violence against women. They also emphasized that promoting gender equality and women's empowerment is men's business too.

free of the stereotypes born of slavery and colonialism. Since then, the project has drawn contributions from some 230 experts including historians, linguists, anthropologists, musicologists and archaeologists. Eight volumes have been published to date and a ninth is under way. The project's second phase, begun in 2009, concerns the development of teaching material for primary and secondary schools in Africa.

Two major actions in 2016 gave a vital push to the continuation of this project. On 25 January, Irina Bokova, Director-General of UNESCO, and Marie-Christine Saragosse, Chief Executive Officer of France Médias Monde, signed an editorial partnership agreement to promote the book collection. According to the agreement, RFI's weekly Sunday programme *Mémoire d'un continent* (*Memories of a Continent*) will focus on the General History with a view to overcoming the prejudices that still taint Africa's

history. Starting on 7 February, 52 editions of *Mémoire d'un continent* are being devoted to history. Presented by Congolese historian Elikia M'Bokolo, President of the Scientific Committee for the Pedagogical Use of the General History of Africa, the RFI programme focuses on a great many aspects of the history of the continent, drawing on a wealth of sound archives, many of which are being broadcast for the very first time.

On 7 December, a delegation of more than 50 Malian artists signed the Declaration of Commitment of the Coalition of Artists for the promotion of the General History of Africa at UNESCO Headquarters. The primary objective of the Coalition of Artists is to enable the diaspora and young people of the continent to reclaim this history in order to strengthen their confidence and transform the distorted image of Africa and Africans throughout the world.

The ceremony was opened by the Director-General of UNESCO and the Minister of Culture of Mali, N'Diaye Ramatoulaye Diallo. Barack Adama of Sexion d'Assaut (rapper), Amadou and Mariam (singers), Dawala (producer), Salif Keita (singer), Aissata Maïga (actress), Cheick Moustapha Diarra (writer), Mokobé (rapper), Oxmo Puccino (rapper), Ballaké Sissoko (musician), Cheick Tidiane Seck (musician and composer), Rokia Traoré (singer) and many other renowned Franco-Malian artists signed the Declaration of Commitment. The Minister of Culture of Mali was pleased that UNESCO and Mali are writing a new page of collaboration on the general history of Africa, following the success of the preservation of Malian cultural heritage.

International Albinism Awareness Day 2016

Albinism is a hereditary genetic condition which originates from a malfunction in the synthesis system of the pigment melanin. Africa and South America are the most affected regions. In certain countries people with albinism face great discrimination and suffer from all sorts of abuse related to societal myths and witchcraft, which go against the Universal Declaration of Human Rights. Led by UNESCO, International Albinism Awareness Day offers an opportunity to deepen our understanding of this genetic condition, the medical difficulties it produces and the social challenges which those with albinism face.

The second celebration of the Day was held on 13 June at UNESCO Headquarters. H.E. Mr Jacques Kabale, Ambassador and Permanent Delegate of Rwanda to UNESCO and President of the African Group, Mr Firmin Edouard Matoko, Assistant Director-General for Africa, Ms Béatrice Garrette, Director General of Pierre Fabre Foundation, and Mr Peter Ash, Founding President of the Canadian NGO Under the Same Sun, took part in the opening ceremony, which was followed by an international conference with experts from the medical and scientific fields. The conference also welcomed a panel of associations fighting issues surrounding albinism, which showcased numerous activities aimed at raising awareness among civil society.

This was followed by a screening of the documentary film *Black Man, White Skin* by Spanish director José Manuel Colón, and the inauguration of the *White Ebony* exhibition by Belgian-Congolese photographer Patricia Willocq.



One of Belgian-Congolese photographer Patricia Willocq's arresting images from her exhibition White Ebony, displayed at UNESCO Headquarters on the occasion of the second International Albinism Awareness Day 2016.



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News Feed

Ming-Kuok Lim, from the UNESCO Office in Jakarta (back row, right), and this group of people in bright yellow T-shirts surprised the passengers on the popular Jakarta-Bogor commuter train line on the first weekend of September, to help spread the message of the universal right to access publicly held information ahead of the International Day for the Universal Access to Information (28 September).

JALUR 10
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CHAPTER 5



UNIVERSAL
ACCESS TO
INFORMATION

Building Knowledge Societies

KOMISI INFORMASI PUSAT
REPUBLIK INDONESIA

Building Knowledge Societies

The Sustainable Development Goals for education, gender equality and infrastructure comprise bold targets for information and communication technology. But as broadband is failing to reach more than half the world's population, those who could profit most are unable to take advantage of the economic and social benefits the Internet can offer. This year, UNESCO made available the latest data and analysis of global connectivity objectives, helping advance the use of ICT in Africa to fight poverty and foster peace, reflecting on how to prevent youth radicalization online leading to violent extremism, and partnering for the safeguard and revitalization of the world's linguistic diversity.

■ New connectivity targets to meet the Sustainable Development Goals

Around the world, 1.3 billion people still live without electricity, and an estimated 3.9 billion people have no access to the Internet. Yet the world is going through a staggering confluence of emerging technological breakthroughs which can open vast new horizons for growth and

development. This was the message UNESCO Director-General Irina Bokova shared at this year's meeting of the UN Broadband Commission for Sustainable Development, held in March in Dubai (United Arab Emirates). The Commission was established by UNESCO and the International Telecommunication Union (ITU) in 2010 to promote connectivity for public benefit.

As access and connectivity are absolutely crucial for societies across the world, the UN Broadband Commission agreed this year on the need for a new set of connectivity targets to help governments harness broadband networks and services more effectively to meet the 17 Sustainable Development Goals (SDGs). The Commission called for improved statistical indicators to gauge broadband access accurately, and methodologies to generate precise, reliable measurement. Commissioners also highlighted the importance of developing national digital scorecards to measure countries' progress in achieving broadband targets.

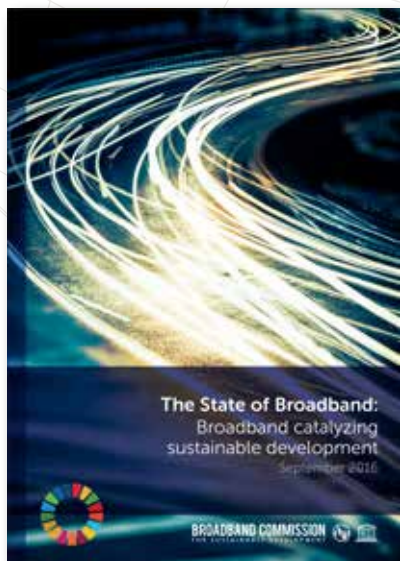
The Commission's leaders and experts from government, UN agencies, civil society and a broad spectrum

of business sectors began working on formulating concrete, measurable broadband connectivity goals, which were submitted to the following full meeting of the Commission in New York in September.

A few days before its meeting in New York on 18 September, the Commission released *The State of Broadband: Broadband catalyzing sustainable development*, a new country-by-country report on the state of broadband access worldwide. According to this publication, while Internet access is approaching saturation in richer nations, connectivity is still not advancing fast enough to help bridge development gaps in areas such as education and health care for those in poorer parts of the world. Of the total global population 55 per cent are still offline.

The report also indicates that India has overtaken the United States to become the world's second largest Internet market, with 333 million users, trailing the People's Republic of China's 721 million. The report is optimistic about the potential of mobile broadband, with 165 countries now having deployed '4G' high-speed mobile networks.

The ITU/UNESCO report The State of Broadband was launched by the Broadband Commission for Sustainable Development in September. The report indicates that there were 300 million more people connected in 2016 than in 2015, with 3.5 billion people online by the end of 2016.



As smartphone penetration reaches near-saturation in the United States, Europe and mature markets in Asia such as Japan and the Republic of Korea, India and Indonesia in particular are expected to drive future growth.

In its report, the Commission argues that if today's near-universal basic mobile phone access could be converted to high-speed mobile broadband access, mobile phones could serve as a major accelerator of development, driving rapid progress towards the 2030 Agenda for Sustainable Development. As the SDGs for education, gender equality and infrastructure include bold targets for ICT, these require urgent efforts and progress in the speed, degree and equality of development. The Commission believes this can be realized through broadband.

The 2016 figures show that once again, the top ten developing countries for household Internet penetration are all located in Asia or the Middle East. The lowest levels of Internet usage are found in sub-Saharan Africa, with less than 3 per cent of the population using the Internet in a number of countries including Chad, Sierra Leone, Niger, Somalia and Eritrea.

The report confirms that according to the latest ITU figures, by the end of 2016 3.5 billion people will be using the Internet, up from 3.2 billion in 2015, and equating to 47 per cent of the global population. Progress in the UN-designated least developed countries (LDCs) has been encouraging, with the Commission's target of 15 per cent of the LDC population online expected to be reached by the end of 2016.

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The WSIS Forum 2016

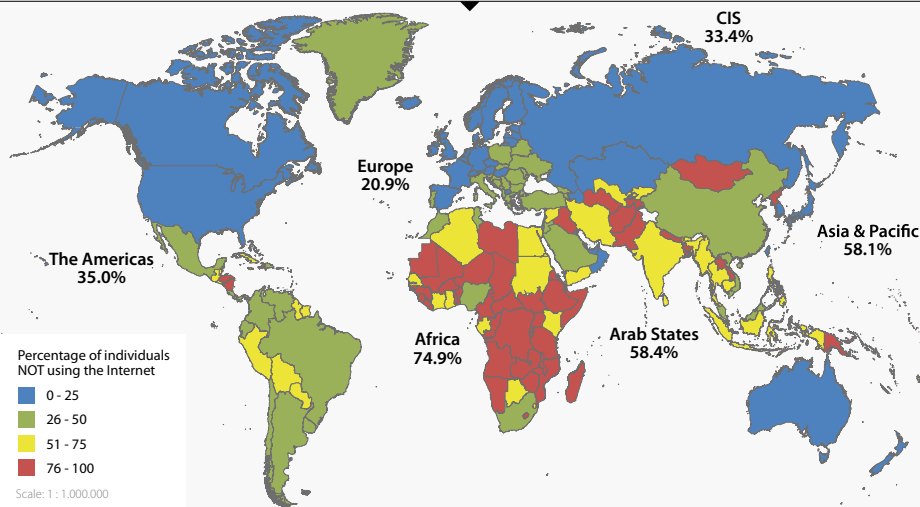
The World Summit on the Information Society Forum (WSIS) represents the world's largest annual gathering of the 'ICT for development' community. Co-organized by ITU, UNESCO, UNDP and UNCTAD, in close collaboration with all WSIS Action Line Facilitators and Co-Facilitators, it has proven to be an efficient mechanism for coordination of multi-stakeholder implementation activities, information exchange, creation of knowledge and sharing of best practices.

The WSIS Forum 2016 took place in Geneva (Switzerland), from 2 to 6 May. After the adoption of the 2030 Agenda for Sustainable Development and the overall WSIS+10 Review by the UN General Assembly in 2015, UNESCO put forward this year ground-breaking discussions in innovative formats. The forum brought together some 1,800 participants, including 60 ministers and vice ministers, and representatives from the private sector, the civil society, the technical community and intergovernmental organizations. The forum continued to provide structured opportunities to network, learn and participate in multi-stakeholder discussions and consultations on the implementation of WSIS Action Lines in which ICT is harnessed for development, and will therefore contribute directly to achieving the SDGs.

According to the report The State of Broadband, India has overtaken the United States of America to become the world's second largest Internet market, with 333 million users, trailing the People's Republic of China's 721 million.

WORLD'S OFFLINE POPULATION, 2016

More than half the world's population is not using the Internet



According to this year's ITU/UNESCO report, half the world's population (some 3.9 billion people) still remain offline.

The report further assesses progress towards the Commission's targets set in 2011. The number of countries with a National Broadband Plan (target 1) has seen an increase from 102 in 2010, when the Commission began its work, to 151 today. Significant progress has been made on the affordability of broadband access (target 2), as the majority of countries have now reached the Commission's goal

of basic fixed broadband costing less than 5 per cent of monthly gross national income. However, to date only five of the 48 LDCs have achieved this target.

Connecting homes to broadband (target 3) has seen good progress, with 52 per cent of households globally having a broadband connection. In the developed world, 84 per cent of households are now connected, but progress has also been solid in developing

countries, where household access has risen from 38 per cent in 2015 to 41 per cent in 2016, exceeding the target of 40 per cent set by the Commission in 2011.

At current growth rates, the Commission's overall global target of reaching 60 per cent of people online (target 4) is unlikely to be achieved before 2021. Finally, the gender gap which the Commission sought to redress (target 5) has in fact widened slightly, from an Internet user gender gap of 11 per cent in 2015 to 12 per cent in 2016, equating to 257 million more men online than women.

The State of Broadband 2016 is the sixth edition of the Commission's report. Released annually, it is the only report featuring country-by-country rankings based on access and affordability for over 160 economies worldwide.

■ First International Day for Universal Access to Information

A day-long programme at UNESCO Headquarters on 26 September focused on the enormous potential of information to help meet the objectives the international community set for itself when it adopted the SDGs for 2030. The event marked the first International Day for Universal Access to Information, celebrated around the world on 28 September.

The conference and discussions, grouped under the title 'Powering sustainable development with public access to information', was organized by UNESCO's International Programme for the Development of Communications (IPDC) in collaboration

The 2016 UNESCO/Emir Jaber al-Ahmad al-Jaber al-Sabah Prize for Digital Empowerment of Persons with Disabilities

The 2016 UNESCO/Emir Jaber al-Ahmad al-Jaber al-Sabah Prize for Digital Empowerment of Persons with Disabilities was awarded to Professor Alireza Darvishy (Switzerland) and Tiflonexos Asociación Civil (Argentina) on 2 December in a ceremony at UNESCO Headquarters, on the occasion of the International Day of Persons with Disabilities. Both laureates were chosen for their outstanding contribution to inclusion, enhancing the lives of persons with disabilities through the application of digital solutions, resources and technologies.

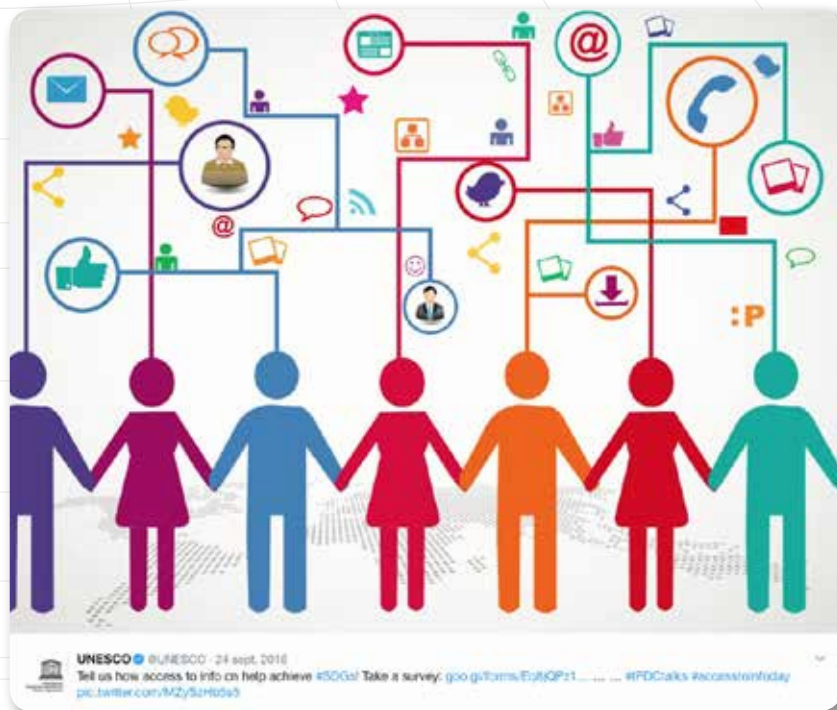
with the Organization's Information for All Programme (IFAP). It featured the participation of leading players and experts from all over the world, who argued that public access to information and ICT, along with strengthening media institutions that help assure access, is key to achieving the SDGs in their totality. This event was made possible with the support of Lithuania's and the Netherlands' Permanent Delegations to UNESCO, along with the Netherlands' National Commission for UNESCO.

UNESCO tweet to promote the International Day for the Universal Access to Information. More than 20 countries joined the celebrations, with conferences and activities on freedom of information and the promotion of open access.

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Celebration in Astana (Kazakhstan) of the first International Day for the Universal Access to Information. The National Academic Library of the Republic of Kazakhstan, the Kazakhstan National Commission for UNESCO and the Islamic Educational, Scientific and Cultural Organization (ISESCO) joined forces to promote the Day.



■ Furthering the use of ICT in Africa

ICT is fundamental for empowering youth. Its spectacular growth gives young people both an enormous potential for sustainable development and a response to the global challenges they face. However, to benefit from this potential, it is necessary to develop a creative vision for ICT which can stimulate innovation and entrepreneurship.

In 2016, to offer a better future to young people from Burkina Faso, UNESCO supported the African Youth Network, an African NGO promoting information and education for youth, and specifically implementing capacity-building initiatives for young girls in charge of associations on ICT use.



© UNESCO/Marion Piccio

To reduce the digital divide within the country, Burkina Faso has, over the years, supported actions to diffuse and use ICT in favour of women. This year, with the support of UNESCO, 104 young girls were trained by the African Youth Network, an African NGO promoting information and education for young people, on how to integrate ICT into entrepreneurial initiatives.

A total of 104 young girls were trained in three sessions, at Boromo (province of Balé), Ziniaré (province of Oubritenga) and Diébougou (province of Bougouriba), in July and August. The pedagogical approach used both theoretical and practical tools to promote the integration of ICT into entrepreneurial initiatives. The girls were taught how to use the Internet, mobile phones, GSM (Global System for Mobile Communications) networks, smartphones, laptops, iPads and iPods, as well as social networks such as Facebook, Twitter, LinkedIn, Viber and Whatsapp in order to share information, search for a job or market a product.

The objective of this training was to optimize the use of mobile applications in the fight against poverty, and to contribute to employment creation and the country's economic growth. This capacity-building initiative is part of UNESCO's YouthMobile Initiative and IFAP. The UNESCO Youth Mobile Initiative, created in 2014, enables young

boys and girls to acquire basic technical skills and the necessary confidence for the development, promotion and marketing of mobile applications that address local sustainability issues. By 2017, the initiative's overall objective is to allow at least 25,000 young people to develop the skills of the 21st century, to fully participate in addressing the challenges of sustainable development in their communities.

Also this year, as the result of a joint initiative between UNESCO's YouthMobile Initiative, UNDP and the Swedish International Development Cooperation Agency, students from the University of Juba participated in a 'Peacebuilding and Literacy through Tech Innovation Bootcamp' in Juba (South Sudan) at the end of October. This bootcamp was the follow-up to a series of previous UNESCO YouthMobile workshops which have involved some 43 young South Sudanese students since 2014 on mobile applications development.

By the end of the bootcamp, they were able to launch a mobile application for educating South Sudanese youth on how to actively engage in the process of building a peaceful and literate nation.

UNESCO-Talkmate partnership for the World Atlas of Languages

UNESCO and Beijing 200H Education Technology Co. Ltd (Talkmate) agreed to cooperate during a four-year period on the development of the World Atlas of Languages. Based on the existing UNESCO World Atlas of Languages in Danger, the World Atlas of Languages will contribute to the safeguarding of the world's linguistic diversity, and the promotion of multilingualism in cyberspace through effective application of ICT through educational institutional networks, public-private sector and civic engagement.

The launch of the partnership with Talkmate took place on 8 July at Diaoyutai State Guesthouse in Beijing (People's Republic of China). A half-day event included an official ceremony and roundtable discussion on 'Language matters for development' to determine the next steps for the project implementation and establish new synergies for cooperation.

This 'PeaceApp' describes the terminologies related to conflict, violence and their impact on daily life interactions. It offers practical steps to peace and reconciliation, and allows users to share relevant messages and make personal commitments to the peacebuilding process.

With guidance from Web4All, an ICT company based in Kenya, the students went through a hands-on training on the development process of the app. In addition to technical aspects and practical exercises, the students were also given lectures on the growth of mobile technology in Africa, as well as an introduction to revenue-generation modules for mobile apps. At the end of the bootcamp, the PeaceApp was released for testing and published on Google Play Store for download and use. The app was also made available through a dedicated website.

■ Alternative narratives to extremist propaganda on the Internet

UNESCO and the Government of Québec, with the support of the Government of Canada, organized an international conference of high-level experts entitled 'Internet and the Radicalization of Youth: Preventing, Acting and Living Together' which ran from 30 October to 1 November. Following the first-ever conference organized by UNESCO on this subject in June 2015, this event brought together up to 400 participants in Québec City (Canada). Researchers, experts, civil society representatives and government officials gathered to identify innovative and collaborative projects at the national and international levels, not only to

prevent but to curb youth radicalization leading to violence. As part of UNESCO's IFAP, this event paid special attention to the role the Internet and media play in the radicalization of youth.

At the conference, the Director-General of UNESCO, Irina Bokova, emphasized that responding to extremists' use of the Internet required the engagement of a digital citizenry, educated to exercise critical thinking: 'I see this as a new global struggle of ideas, a struggle for hearts and minds. Young women and men must have knowledge to claim humanity's cultural heritage and diversity as their own, and they must have skills to build dialogue through diversity. This means nurturing the Internet's full potential for peace,' she argued.

In order to identify innovative and collaborative projects at the national and international level, not only to prevent but to curb youth radicalization leading to violence, experts and government representatives met at the international conference 'Internet and the Radicalization of Youth: Preventing, Acting and Living Together' organized this year by UNESCO and the Government of Québec.

The banner features a stylized globe icon on the left, composed of blue and green segments, set against a dark blue background with a white arc above it. The main text is in white, bold, uppercase letters. At the bottom, there is a white bar containing logos and text for the organizing institutions.

**INTERNET AND THE
RADICALIZATION
OF YOUTH:
PREVENTING, ACTING
AND LIVING TOGETHER**

QUÉBEC-UNESCO CONFERENCE
Québec City, October 30th – November 1st 2016
#ConfQcUNESCO

United Nations
Educational, Scientific and
Cultural Organization

IFAP
Information for All
Programme

Québec

The participants reaffirmed the positive potential of information technologies to build bridges among people and convey narratives that counter hate speech and violent extremism. Speakers also voiced commitment to freedom of expression online, and encouraged all stakeholders to facilitate access to all information and communication platforms, and promote narratives that condemn violence and hate speech, and promote inclusion, equality, intercultural dialogue and peace.

Many participants contended that the Internet is not the problem, and that more should be done to understand why young people yield to propaganda and messages for youth radicalization. They also asserted that youth radicalization can only be contained through a multidimensional approach. Pulling hate material from the Internet will never be enough to curb the phenomenon of violent extremism, because when one website goes down, two or three more are up the very next day. Young people should be prepared to counter hate online with arguments and facts, and be engaged in the consolidation of peace. Some participants stressed that unemployment and economic conditions play a far greater role in youth radicalization than do religion and culture.

On the last day of the conference, the Premier of Québec, Philippe Couillard, and the Minister of International Relations and la Francophonie, Christine St-Pierre, launched the 'Call of Québec' to rally support for a responsible answer to radicalization online.

2016 UNESCO/Jikji Memory of the World Prize awarded to the Iberarchivos Programme

The 2016 UNESCO Jikji Memory of the World Prize was awarded to the Iberarchivos Programme for the Development of Ibero-American Archives (Spain) on 1 September. Iberarchivos was established in 1998 as an initiative for cooperation and integration among Ibero-American countries to promote access, organization, description, conservation and dissemination of the documentary heritage that contributes to the consolidation of the Ibero-American cultural space. It has since become the main cooperation programme for archives in the region. This year's ceremony was symbolically held at the Cheongju Early Printing Museum, located on the site of Heungdeoksa Temple in the city of Cheongju (Republic of Korea). This is where Jikji, the first book ever printed with movable metal type, was published in 1377, 78 years before the Gutenberg Bible, demonstrating the advanced printing technology and flourishing publishing culture of the late Goryeo Dynasty in Korea.

The Jikji Prize promotes the objectives of the Memory of the World Programme to preserve the world's documentary heritage as a platform for dialogue, mutual respect and understanding among peoples and between societies, in order to strengthen the ground for cooperation and peace, and to ensure its wide accessibility as a common heritage of humanity.





Restoration of a historical document from the Archdiocese of Santo Domingo's archives (Dominican Republic) by an expert from the Spanish Iberarchivos Programme for the Development of Ibero-American Archives. This programme won the 2016 UNESCO/Jikji Memory of the World Prize for its outstanding contribution to documentary heritage preservation.



© National Library of Anthropology and History, Madrid Codex. Fol. 254r. Feast Atamalculiztli.

■ Protecting the world's documentary heritage

The Memory of the World (MoW) Programme has grown significantly since its establishment in 1992, with the proliferation of activities, events, committees and registers, and the cumulation of operational experience. The adoption of the Recommendation on the Preservation of, and Access to, Documentary Heritage including in Digital Form by the General Conference in 2015 also required that the General Guidelines of the Programme be modified in accordance with the provisions of this unique normative instrument.

At its meeting in October 2015 in Abu Dhabi (United Arab Emirates), the International Advisory Committee (IAC) of the Memory of the World Programme decided to launch a comprehensive review of the programme, including the statutes, the General Guidelines and the Register Companion. The review seeks to explore means to strengthen the programme further by improving visibility, resource mobilization, transparency and dialogue. The review was welcomed by the UNESCO Executive Board at its meeting in April 2016. The MoW review is conducted on a global scale.

In 2016, a wide-ranging and open online consultation process was conducted over a four-month period to involve all parts of the MoW structure, including the IAC and subcommittees, national and regional MoW committees, and the four NGOs which closely relate to the work of the MoW Programme (ICA, ICOM, IFLA and CCAAA). This consultation process was also open to UNESCO Member States. The review is scheduled to be finalized in 2017.

The work of Fray Bernardino de Sahagún (1499–1590), a pioneer of modern anthropology, constitutes one of the most renowned historic sources of ancient Mexico. His work contains the Matritense Codex, a manuscript product of the great ethnographic research in the New Spain of the mid-16th century, and the Florentine Codex, a manuscript in two columns with texts in Náhuatl and Spanish. This documentary heritage submitted by Mexico, Italy and Spain was included in the Memory of the World Register in 2015.

Stories from the field

Poland

Wroclaw, World Book Capital 2016

On 23 April (World Book and Copyright Day), the Polish city of Wroclaw was designated World Book Capital 2016 by UNESCO, with the promise of an innovative, diverse and inclusive literary programme of events to be shared with the public for the coming year.

This prestigious title was transferred to Wroclaw from the Korean city of Incheon. 'The World Book Capital has come a long way. For the last 16 years this visionary and worthy project has been systematically developed. Incheon managed to combine old, customary writing with the latest technological achievements. And now, we impatiently await the moment of passing the title of 17th World Book Capital 2016 to Wroclaw,' wrote Traszka Jittidecharak, the chairwoman of the International Congress of the Publishers Society, one of the organizations that nominated the capital of Lower Silesia to hold this prestigious title.

About 500 people attended the opening ceremony event held at Centennial Hall, inscribed on UNESCO's World Heritage List in 2006 for its pioneering work of modern engineering and architecture in the early 20th century. On this same day, a special edition of the European Night of Literature was an opportunity to listen to celebrities reading Shakespeare on the occasion of the 400th anniversary of his death; to meet with



© Europejska Noc Literaturny

such writers as Jo Nesbo, Filip Springer and Mariusz Szczygiel; to take part in the inauguration of the Pan Tadeusz Museum; to walk along Crocodile Street side-by-side with Tadeusz Boy-Żeleński and Stanisław Lem; and to enjoy plenty more shows, concerts, exhibitions, meet-the-author sessions and happenings planned for the inauguration.

The ancient Polish city, which was also honoured as European Capital of Culture for 2016 (the first to obtain this double title), will be hosting some 1,600 events until 23 April 2017. Some of these include the Bibliopolis project – an initiative of putting the excerpts of literary pieces within the urban space –, the renowned SILESIA International Poetry Festival, the Literary Pit Stop, special editions of the International Crime Story Festival and the Children's Literature Festival, the 'Literary Woodstock', the Jamboree of the Discussion Book Clubs, meet-the-

On World Book and Copyright Day (23 April), a special edition of the European Night of Literature was an opportunity to listen to celebrities reading Shakespeare on the occasion of the 400th anniversary of his death, in the city of Wroclaw (Poland), designated by UNESCO as World Book Capital 2016.

author sessions with several dozen acclaimed national and international authors, the Polcon 2016 for fantasy and science-fiction, the Bruno Schultz Festival with the opening gala of the ANGELUS Central European Literature Award, and the 25th edition of the Wroclaw Good Books Fair.

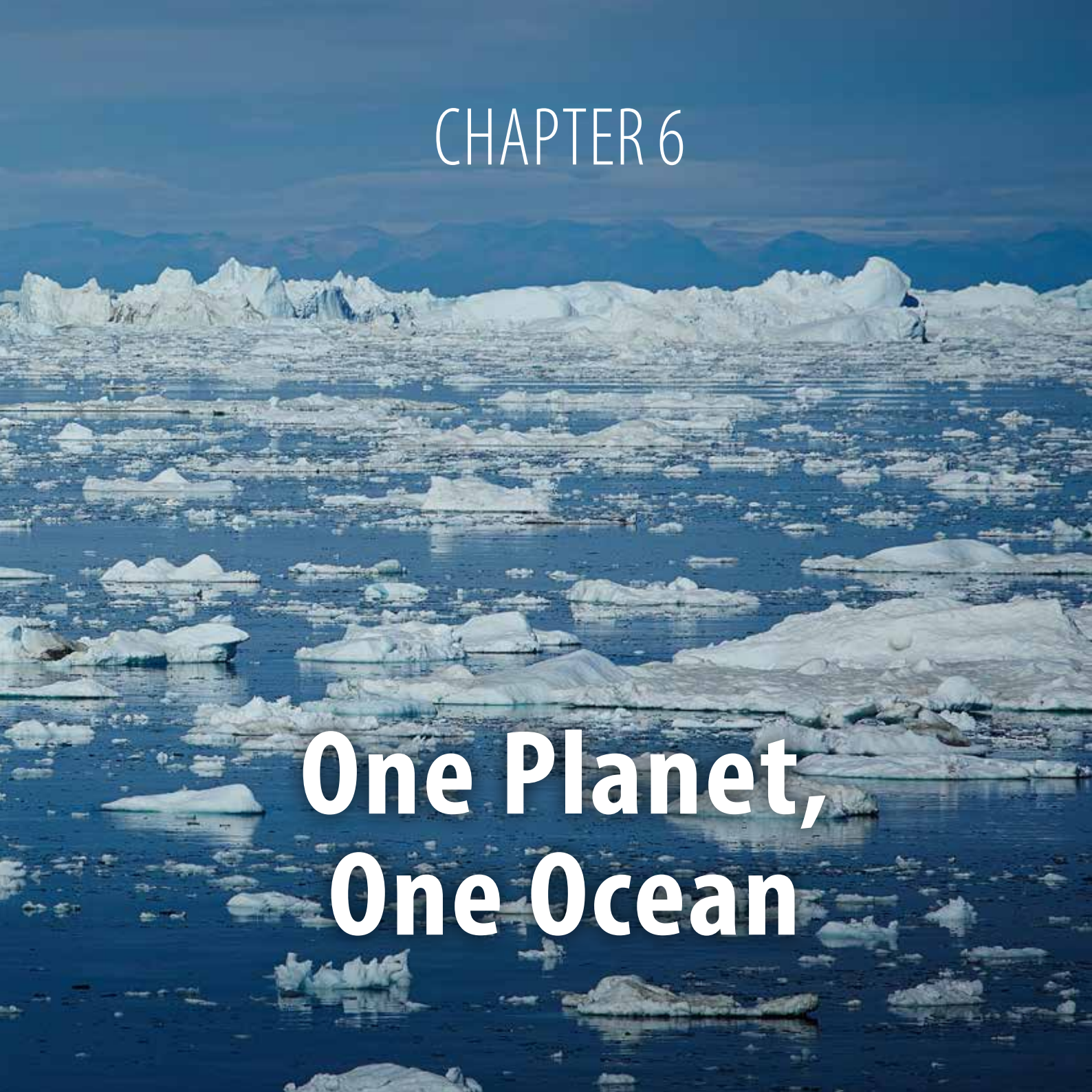
Wroclaw's tenure as UNESCO's World Book Capital 2016 will end a year after its inauguration with the singing of the International Book Anthem on all six continents. This will be Tadeusz Różewicz's poem *The Hair of the Poet (Włosek poety)*, set to the music of Jan Kanty Pawluśkiewicz.

Located on the west coast of Greenland (Denmark), the World Heritage site of Ilulissat Icefjord (40,240 ha) is the sea mouth of Sermeq Kujalleq, one of the fastest (19 m per day) and most active glaciers in the world. Studied for over 250 years, it has helped to develop our understanding of climate change and icecap glaciology. The role played by UNESCO designated sites as dedicated climate change observatories, and how these sites can support the implementation of the Paris Climate Agreement and the 2030 Agenda through concrete actions on the ground, was one of the key subjects discussed by the Organization this year at the 22nd Conference of Parties (COP22) to the UN Framework Convention on Climate Change (UNFCCC).



CHAPTER 6

One Planet, One Ocean



One Planet, One Ocean

In 2015, for the very first time, the key role of the ocean for sustainability, poverty reduction and human development was recognized at the highest level, as a core part of the new 2030 Agenda for Sustainable Development and the Paris Climate Agreement at the COP21. This was a result of UNESCO's advocacy. This year, UNESCO undertook many actions to translate international commitments into concrete actions, and actively mobilized during the COP22 conference to raise awareness and provide science-based solutions to the effects of climate change.

■ Moving from agreement to action for the sake of the ocean

This UNESCO tweet for World Oceans Day 2016 recalls the ocean's vital role as a key regulator of the climate.

The ocean produces more than 50 per cent of the oxygen in the world. By absorbing more than a quarter of the carbon emissions produced by human activity, the ocean is also a key regulator in climate change. However, the increase of carbon dioxide emissions – which translate into

ocean acidification – the overexploitation of resources and pollution diminish marine ecosystems' capacity to adapt to present and future climate changes.

Long overlooked in international negotiations about climate change, the role of the ocean was taken into account for the first time at the 2015 United Nations Conference on Climate Change (COP21) in Paris. Along with the Ocean and Climate Platform, the Global Ocean Forum and other institutional partners, UNESCO's Intergovernmental Oceanographic Commission (IOC-UNESCO) spearheaded a strong mobilization, which helped include the ocean in the Paris Agreement. Throughout 2016, IOC-UNESCO led a series of actions to pursue scientific knowledge, improve ocean governance and implement the Paris Agreement over the coming years.

In March 2016 IOC-UNESCO and UNESCO's International Hydrological Programme (UNESCO-IHP) hosted a joint inception meeting with the Global Environment Facility (GEF), partner agencies and other stakeholders to launch the fourth phase of the International Waters Learning Exchange and Resource Network (IW:LEARN), and the inaugural phase of a similar initiative focused on large marine ecosystems (LME).

For more than 20 years, IOC-UNESCO has promoted transboundary waters and LME approaches in marine and coastal conservation and sustainable development policies. Funded by GEF, with the technical assistance of IOC-UNESCO and UNESCO-IHP, such projects have accumulated experience, knowledge and a wide network of practitioners.

The new segment of IW:LEARN attempts to move projects from a demonstration phase towards scaled-up global learning on transboundary waters. The second part (LME:LEARN) seeks to improve global ecosystem-based governance of LME and their coasts by generating knowledge, building capacity, harnessing public and private partners, and supporting South-to-South and North-to-South learning. Both projects will be executed by IOC-UNESCO in close collaboration with the UN Development Programme (UNDP), among other partners, through the next four and three years, respectively.

In April, the Joint Scientific Committee of the World Climate Research Programme (WCRP) held its 37th session in Geneva (Switzerland). Major advances and challenges in climate sciences were presented, and reports on the WCRP's latest activities in atmospheric, oceanic, hydrological and cryospheric sciences were





United Nations
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Intergovernmental
Oceanographic
Commission

CELEBRATING WORLD OCEANS DAY 2016

HEALTHY OCEAN, HEALTHY PLANET

VISIT UNESCO.ORG/NEW/EN/OCEANS-DAY

discussed. Co-sponsored by IOC-UNESCO, WCRP has worked since its creation in 1980 to determine the predictability of climate and the effects of human activities on climate, and to use this information in a wide range of practical applications of direct benefit to society.

Given the increasing demand for regional climate information, WCRP was requested during this year's session to revitalize its activities towards seeking in-depth understanding of regional processes. The Committee entertained discussions on a proposal to create a WCRP Regional Advisory Council (WRAC) to oversee regional activities across the programme and serve as an interface to external partners.

In June, the AtlantOS project, a large scale EU Horizon 2020 research and innovation initiative of which IOC-UNESCO is a consortium member, held its second annual meeting in Kiel (Germany). The overarching

objective of this four-year project is to deliver an advanced framework for the development of a truly Integrated Atlantic Ocean Observing System that provides a legacy of sustainability well beyond the project's lifetime. Within AtlantOS, IOC-UNESCO's activities focus on analysing the adequacy of the existing observing and information system, improving the readiness of observing networks and data systems, engaging various stakeholders around the Atlantic, and strengthening the European contribution to ocean and Earth observing systems. This year's event included meetings for work packages and discussions on biodiversity and fishery issues.

Later that month, IOC-UNESCO and the Ocean and Climate Platform highlighted the crucial role of the ocean in controlling the planet's climate during the celebration of World Oceans Day at the Organization's Headquarters.

G7 Science Ministers call for enhanced global ocean observation

G7 Science and Technology Ministers, meeting in May, in advance of the G7 Summit hosted by Japan later that month, issued the Tsukuba Communiqué, recognizing a need for enhanced action for science-based management, conservation and sustainable use of the oceans, seas and marine resources. The Communiqué calls on countries to sustain, and coordinate with, ongoing observation programmes such as IOC-UNESCO's Global Ocean Observing System (GOOS); to support an enhanced system of ocean assessment through the UN Regular Process; and to promote open science and the improvement of global data sharing infrastructure.

IOC-UNESCO's visual to celebrate World Oceans Day 2016 and highlight the crucial role of the ocean in controlling the planet's climate.

Cinema stars partner up with UNESCO around ocean protection

On the occasion of the release of the film *L'Odyssee* (12 October), director Jérôme Salle and lead stars Lambert Wilson and Pierre Niney joined IOC-UNESCO and the Ocean and Climate Platform to raise awareness around the urgent need to protect the ocean.

Over 200 guests gathered at the Publicis Cinéma in Paris to attend the première of this film on the world-renowned French explorer-turned-conservationist Jacques Cousteau. The movie highlights Cousteau's most productive years, as he seeks to balance personal and professional dilemmas with his quest to explore and protect the ocean and its resources. Earlier on the same day, Jérôme Salle and Lambert Wilson spoke to over 280 middle and high-school students from the Paris metropolitan area during a dedicated edition of a UNESCO CAMPUS – a series of thematic lectures for students, with a main focus on those coming from disadvantaged public schools. The event was co-organized with Surfrider Foundation Europe. This UNESCO CAMPUS edition included the film's screening at another theatre in Paris.

Six months ahead of the COP22 climate conference, World Oceans Day (8 June) was an opportunity to proclaim that the time has come to put into practice the commitments expressed by the signatories of the Paris Agreement.

During a round-table debate entitled 'Moving from agreement to action' at UNESCO Headquarters, policy-makers, experts, private sector representatives and NGOs took stock of threats to the ocean, including acidification, rising water temperatures and coral bleaching, and called for urgent action. The Day also saw the signing of a three-year partnership agreement between IOC-UNESCO and SUEZ, a French group providing services and industrial solutions for enhancing and securing resources. They will join forces for the protection of the ocean, through specific projects on scientific research, international cooperation, capacity

development and public awareness. SUEZ has become one of the key IOC-UNESCO partners in mobilizing around World Oceans Day, and the two organizations are collaborating to develop a web portal to share knowledge and promote participation worldwide.

In July, new alarming figures on the state of the open ocean and the world's LME were presented by IOC-UNESCO, the UN Environmental Programme (UNEP) and GEF, at the Organization of American States (OAS) in Washington DC (USA), in the framework of the Transboundary Waters Assessment Programme (TWAP), a project financed by GEF. Sixty per cent of the world's coral reefs are currently threatened by local activities; 50 per cent of all fish stock in LMEs are overexploited; and 64 of the world's 66 LMEs have experienced ocean warming in the last decades.

Image from Jérôme Salle's new film L'Odyssee on the life of French explorer and conservationist Jacques Cousteau. On the occasion of the film's release, the director and lead stars Lambert Wilson and Pierre Niney joined IOC-UNESCO and the Ocean and Climate Platform to raise awareness of the urgent need to protect the ocean.





Jean-Louis Chaussade, Chief Executive Officer of SUEZ, and Vladimir Ryabinin, IOC Executive Secretary, during the signature in June of the partnership agreement between IOC-UNESCO and SUEZ for the protection of the ocean through specific projects on scientific research, international cooperation, capacity development and public awareness.

All this is resulting in deteriorating health and declining resource productivity, notably because of unsustainable fishing and pollution. A disastrous escalation of the cumulative impacts of local and global hazards from tourism to climate change on marine ecosystems is foreseen by 2030 and 2050, threatening marine and coastal areas that are estimated to contribute around US\$28 trillion to the global economy through fish for food and trade, tourism and recreation, coastal protection from flooding and erosion. The assessment nevertheless identifies the important potential benefits of globally and regionally integrated governance to address these issues, and should help strengthen countries' capacities to conserve and sustainably use the oceans, seas and marine resources.

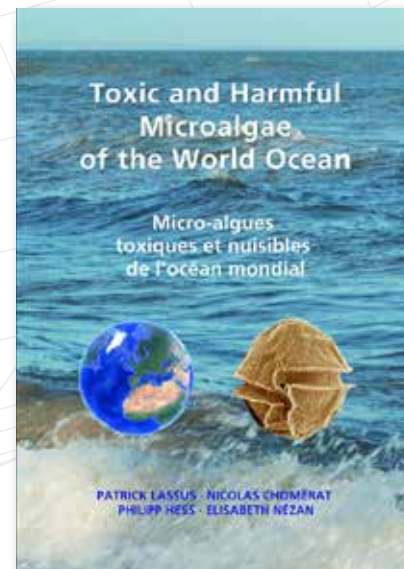
At the end of August, over 100 delegates attended a side-event on 'Capacity building and transfer of marine technology', organized by IOC-UNESCO and the permanent missions of Belgium and Fiji to the United Nations. The side-event was part of the second preparatory committee meeting on the development of a new international legally binding instrument on the conservation and sustainable use of marine biological diversity of areas beyond national jurisdiction under the UN Convention on the Law of the Sea (UNCLOS).

Experts from academic and scientific institutions emphasized the critical importance of helping all countries to implement a new agreement across various cross-cutting themes, and to apply the guiding principles for technology transfer and capacity development foreseen in UNCLOS towards disseminating the results of marine scientific research, providing training programmes, scientist exchanges, and establishing regional marine science and technology centres. The event highlighted the potential role the IOC can play as a clearing house and facilitator

of transfer of marine technology. SDG 14 explicitly calls on countries to use the IOC Criteria and Guidelines on Transfer of Marine Technology to support national implementation efforts. Tools such as these could be similarly used to support a new marine biodiversity governance framework for the open ocean.

In November, HE Mr Peter Thomson, President of the 71st session of the UN General Assembly, visited IOC-UNESCO to discuss its key role in preparing for the upcoming UN Ocean Conference to Support the Implementation of SDG 14, to be held at the UN Headquarters in New York, in June 2017.

IOC-UNESCO stressed that implementing SDG 14 should be underpinned by ocean science solutions, and that an effective mechanism is urgently needed to rally governments around the world towards achieving the goal's various targets.



In October IOC-UNESCO and the International Society for the Study of Harmful Algae (ISSHA) launched Toxic and Harmful Microalgae of the World Ocean, the first-ever global compendium on harmful algal blooms – microorganisms that deplete fish stocks, destroy fish farms, and bring disease and death to both humans and large sea animals.



© Beth Watson

Beth Watson (United States of America) is the winner of the 2016 World Oceans Day photo contest with this picture of blue water mangroves in the Rajat Ampat Islands (Indonesia).

What's under the sea? Mapping the world's entire ocean floor by 2030

Mapping the sea floor — bathymetry — is crucial to multiple stakeholders. Marine scientists rely on bathymetric charts to plan oceanic expeditions and focus their research time and resources efficiently. The shipping industry requires excellent bathymetric maps to ensure safe and effective navigation routes. Disaster management authorities depend on bathymetric maps to support tsunami forecasting and modelling efforts. Knowing what's under the sea is crucial, yet more than 85 per cent of the world's ocean floor remains unmapped. A gathering in Monaco of over 150 representatives, scientists and business associates from major ocean-related organizations endorsed the objective of Seafloor 2030: the comprehensive mapping of

the entire ocean floor by 2030. Held under the auspices of the General Bathymetric Chart of the Oceans (GEBCO), the Forum for Future Ocean Floor Mapping (15–17 June) called for sharing bathymetric information to create a global baseline database. It also called for greater access to the tools and technology, particularly for developing and coastal nations. GEBCO is a joint project of IOC-UNESCO and the International Hydrographic Organization (IHO), and remains the only international organization mandated to map the ocean floor. Achieving Seafloor 2030 will require strong international cooperation, identifying existing data and mapping the remaining gaps through emerging scientific innovation proposals.

Mr Thomson shared details of the main lines of work currently under way to organize the UN conference. He also emphasized the crucial role IOC-UNESCO can play in mobilizing policy-makers around a science-based solutions portfolio. IOC-UNESCO will contribute to many of the discussion round tables to take place during the June conference, alongside partner international agencies. IOC-UNESCO will focus on aspects related to marine pollution, impacts of ocean acidification, ecosystem-based management approaches, and the contribution of marine scientific research and capacity development as a cross-cutting theme to all SDG 14 targets.

In December, three major initiatives (GOOS, OBIS and GEOBON MBON) signed

a collaboration agreement to join efforts towards a sustained, coordinated global ocean system of marine biological and ecosystem observations, to support management decisions and address relevant science and societal needs. A coordinated global ocean observing system would provide the information and knowledge needed to inform progress towards SDG 14 targets, the 2020 Biodiversity Aichi targets of the Convention on Biological Diversity (CBD) and the second World Ocean Assessment,

IOC-UNESCO through its Sub Commission for Africa and Adjacent Island States (IOCAFRICA) organized the Ocean Science Essay Competition 2016 to raise awareness of ocean sciences in Kenyan high schools.

and provide guidance to the current negotiations for the new legally-binding instrument under UNCLOS on the conservation and sustainable use of marine biological diversity in areas beyond national jurisdiction. Individual nations need historical and current information about ocean biodiversity to understand the potential of their own resources, and help preserve or improve the resilience of their coastal areas.

Ocean Science Essay Competition 2016

The UNESCO Regional Office for Eastern Africa, in collaboration with the Kenya National Commission for UNESCO, the Kenya Federation of UNESCO Clubs, Centers and Associations, and the Kenya Marine and Fisheries Research Institute launched in May the Ocean Science Essay Competition 2016. Students aged between 13 and 18 were required to submit an essay in English, on one of the following topics: life in the oceans; climate change and oceans; food from oceans; ocean pollution; and oceans as a source of livelihood. The competition aimed at creating awareness on ocean sciences among Kenyan high school students and encouraging them to explore an interest in ocean and marine sciences.

More than 200 essays were submitted from 28 schools. They told very captivating stories and provided useful information. Fifty-two essays were selected for inclusion in a publication to be entitled *The Coastal and Marine Environment and Resources of Kenya*, which will include introductory information prepared by experts on the five competition topics as well as relevant photographs and images from the Kenyan coast. Publication is scheduled for May 2017.



■ Getting 'tsunami-ready'

IOC-UNESCO assists nations in improving standard operating procedures for tsunamis through stakeholder workshops, development and evaluation of ocean-wide exercises, and overall scientific coordination across the regions.

The Pacific Ocean Tsunami Warning and Mitigation System (PTWS) was established in 1965 under the auspices of IOC-UNESCO as a result of the deadly tsunami that hit the coasts of Chile and Japan in 1960. Nearly 75 per cent of deadly tsunami events occur in the Pacific Ocean and connected seas. This year, a regional tsunami warning exercise involving 16 countries of the Pacific took place from 1 to 5 February. Participants were invited to test and give feedback on the Northwest Pacific Tsunami Advisory Center (NWPTAC) enhanced forecasting products. Until then, alerts

had been based primarily on seismic data and the rapid determination of an earthquake's hypocentre and magnitude, followed by the monitoring of coastal sea-level gauges. Recently, however, seismic and sea-level data availability, analysis methods and communications have improved significantly. Better and faster numerical models are now able to provide much more accurate forecasts of tsunami impacts.

This multi-scenario exercise (PacWave 16) consisted of major tsunamis originating in various seismic zones of the Pacific. Participating Member States selected either a distant or a regional source event which would cause the greatest impact to their country. The NWPTAC enhanced products tested during this exercise consisted of an initial text message followed by other text messages accompanied by graphical products based on real-time simulation techniques.

PacWave16 and a similar exercise in 2017 are experimental phases of a full transition to the new products due in 2018.

UNESCO Director-General Irina Bokova's visit in September to the Hawai'i Pacific Tsunami Warning Center (PTWC) and the International Tsunami Information Center (ITIC), two key partners of IOC-UNESCO, was an opportunity to renew the Organization's commitment to ocean cooperation with the United States, in order to enhance ocean science and strengthen the resilience of societies facing natural disasters across the Pacific. Ms Bokova also held a working meeting with Dr Kathryn Sullivan, the US Under Secretary of Commerce for Oceans and Atmosphere and Administrator of the US National Oceanic and Atmospheric Administration (NOAA), to discuss overall coordination for ocean and coastal management, and the implementation of SDG 14 through data exchange, ocean science and capacity-building.

On 17 March, a tsunami early warning exercise took place in the countries of the Caribbean Sea. The purpose was to identify possible weaknesses in the Tsunami and other Coastal Hazards Warning System for the Caribbean and Adjacent Regions, established in 2005 under the auspices of IOC-UNESCO. Known as Caribe Wave 16, the exercise proposed a double scenario with a major earthquake off the coast of Venezuela and another off the northern coast of the Dominican Republic. Nearly 70,000 people were involved in this exercise. Venezuela, the Dominican Republic, Puerto Rico and Panama tested their preparedness through an evacuation exercise for some of their coastal populations.

(From left) Director of the Pacific Tsunami Warning Center Charles McCreary, UNESCO Director-General Irina Bokova and Director of UNESCO-IOC-NOAA International Tsunami Information Center Laura Kong, during Ms Bokova's visit to the Hawai'i Pacific Tsunami Warning Center in September.



© ITIC



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Over the last 500 years, 75 tsunamis have occurred in the Caribbean. Whether caused by earthquakes, landslides or volcanic activity, tsunamis have claimed more than 3,500 lives in the region since the middle of the 19th century. The region has become ever more vulnerable to such risks because of massive population growth and the development of tourism in coastal areas.

On 7 and 8 September, 24 countries participated in a large-scale tsunami simulation exercise organized under the auspices of IOC-UNESCO. Standard operating procedures of the Indian Ocean Tsunami Warning and Mitigation System were tested, including communication links between all stakeholders. The exercise (IOWave16) involved over 50,000

participants, and comprised a simulated earthquake with a 9.2 magnitude south of Sumatra (Indonesia) and a simulated earthquake with a 9.0 magnitude in the Makran Trench south of Iran and Pakistan. Simulating tsunami waves travelling across the Indian Ocean, both exercises were conducted in real time for about 12 hours.

As part of this exercise, Australia, Comoros, India, Indonesia, Kenya, Mauritius, Oman, Seychelles, Sri Lanka and Timor-Leste carried out public evacuation exercises in coastal areas. In Sri Lanka, 14 villages were evacuated, involving some 7,000 participants. In Oman eight schools and about 8,000 students took part in simulated evacuations. In India, community-level evacuations were carried out in about 350 villages involving some

35,000 participants. An evaluation was conducted after the exercise to identify gaps and weaknesses and improve the Indian Ocean System.

Indian Ocean nations called for the establishment of an Indian Ocean Tsunami Warning and Mitigation System in the wake of the 2004 tsunami disaster. The new system became operational in 2011 with the support of IOC-UNESCO, which continues to coordinate the system's governance mechanism.

In September, Bucharest (Romania) hosted the 13th session of the Intergovernmental Coordination Group (ICG) for the Tsunami Warning and Mitigation System in the North-eastern Atlantic, the Mediterranean and Connected Seas (ICG/NEAMTWS).

A rally of school children held in August in Odisha Province (India), in preparation for the Indian Ocean Tsunami Warning and Mitigation System IOWave16 mock drill. The children carried banners in the Odia language with safety tips on how to protect communities from tsunamis.

WORLD TSUNAMI AWARENESS DAY

WHAT IS A TSUNAMI?

A tsunami is a series of ten or more giant, long ocean waves created by an underwater disturbance such as an earthquake, landslide, volcanic eruption or meteorite



KEY FACTS

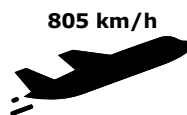
In the last 100 years,
58 tsunamis killed more than 260,000 people



Most victims of the 2004 Indian Ocean Tsunami were
women and children



A tsunami can move as fast as a **jet plane** and reach 30 meters high



WHAT CAN WE DO

EDUCATE PEOPLE on tsunami risk



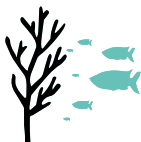
Protect essential infrastructure such as schools and hospitals, roads, harbours, power plants, banking and building structures, **BY RELOCATING THEM AT HIGHER LEVELS** if possible and away from the shore



Have a tsunami **HAZARD MAP** with shelter or safe areas, which can be reached immediately



PROTECT NATURAL BARRIERS – dunes, mangroves and coral reefs



Have an **EARLY WARNING SYSTEM** in place



Maintain and use **INDIGENOUS AND TRADITIONAL KNOWLEDGE** and practices about tsunamis to save lives



WHO IS AT RISK

People living by the sea and in earthquake prone zones



People living in poor quality buildings



Tourists in sea resorts



Fishermen at sea



Fishing communities



It marked an important milestone in the development of NEAMTWS, the only system where the ICG has decided that tsunami service providers should be accredited. Four candidate tsunami service providers from France, Italy, Greece and Turkey were accredited during this year's session. The group also decided to organize a tsunami wave exercise in the fourth quarter of 2017.

The first celebration of the UN-designated World Tsunami Awareness Day was held this year on 5 November under the coordination of the United Nations Office for Disaster Reduction (UNISDR). The focus for this first edition was on education and evacuation drills. The Asian Ministerial Conference on Disaster Risk Reduction in New Delhi (India) was the main global event of the Day. Many other activities and events were scheduled to take place around the world.

Ahead of this first World Tsunami Awareness Day, IOC-UNESCO handed the Tsunami Ready Certificate of Recognition to Saint Kitts and Nevis for compliance with all international tsunami risk reduction guidelines. The country joined 51 other coastal communities in the Caribbean that have been recognized as 'Tsunami Ready'. It is the first community to receive this recognition as part of the CARIBE EWS Tsunami Ready pilot project, modelled after the successful US TsunamiReady® programme in Puerto Rico and the US Virgin Islands, and an earlier joint Tsunami Ready project piloted jointly by IOC-UNESCO and the US National Oceanic and Atmospheric Administration (NOAA).

Infographic for the first celebration of the UN-designated World Tsunami Awareness Day held this year on 5 November, with a focus on education and evacuation drills. The Day's events were coordinated by the United Nations Office for Disaster Reduction (UNISDR).



Changing Minds, **NOT** the Climate

■ UNESCO at COP22

Between 7 and 18 November, the 22nd Conference of Parties (COP22) to the UN Framework Convention on Climate Change (UNFCCC) in Marrakech (Morocco) focused on possible initiatives and solutions to implement the landmark Paris Agreement. Ahead of the conference, IOC-UNESCO helped mobilize governments, civil society and the scientific community around major action initiatives to push ocean issues into the COP22 climate agenda.

The Oceans Action Day (12 November) was the flagship side-event for ocean and climate issues at COP22. Opening addresses by HRH Princess Lalla Hasna of Morocco, HSH Prince Albert II of Monaco, French Minister of Environment, Energy and the Sea Ségolène Royal, and European Commissioner for Environment, Maritime Affairs and Fisheries Karmenu Vella, significantly raised the Day's profile, attracting wide attention among government and observer delegations. The side-event showcased how the world is tackling climate change impacts on oceans, seas and coastal and island contexts. It was also the opportunity to announce new initiatives in this sense.

Chief among these initiatives is the 'Strategic Action Roadmap on Oceans and Climate: 2016 to 2021', which sets an action plan for the entire ocean and

climate community for the next five years, addressing major areas of concern such as ensuring that climate financing flows into ocean-based solutions for mitigation, adaptation and capacity development. IOC-UNESCO participated actively in the consultation and preparation process that led to the publication of the Strategic Action Roadmap, particularly in terms of capacity development, ocean science and observation.

IOC-UNESCO also co-organized a number of key side events to engage as many and varied actors as possible around ocean and climate issues, notably a side

event on 9 November with UN-Oceans – a coordination mechanism involving all UN agencies working on ocean issues – and the Ocean and Climate Forum on 11 November, jointly organized with the Ocean and Climate Platform and the Global Ocean Forum. The events were an opportunity for IOC-UNESCO to stress the need for better communication between scientists and policy-makers.

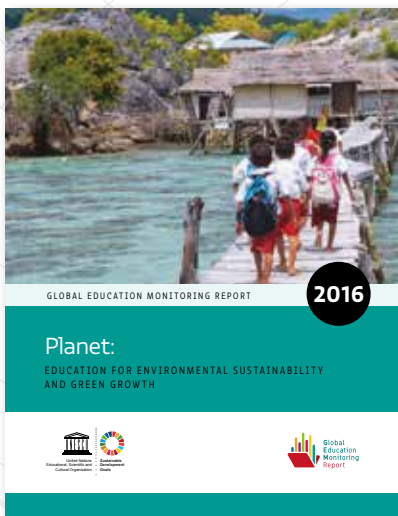
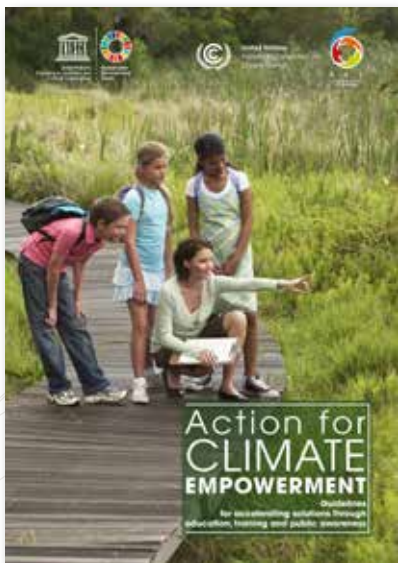
Turning ocean science into effective climate action was a common theme to various side-events co-organized by IOC-UNESCO in partnership with governments and scientific institutions.

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Women in Zanzibar (Tanzania) harvest seaweed to produce soap, cosmetics and medicine. However, seaweed is increasingly dying because of rising water temperature as a result of climate change. Turning ocean science into effective climate action was a common theme to various side-events co-organized by IOC-UNESCO at COP22.

At COP22, a UNESCO-UNFCCC co-publication *Action for Climate Empowerment: Guidelines for Accelerating Solutions through Education, Training and Public Awareness, and a new publication derived from UNESCO's Global Education Monitoring (GEM) Report, PLANET: Education for Environmental Sustainability and Green Growth*, were launched on 14 November, the thematic day for education.



IOC-UNESCO participated in three side-events organized by the Plymouth Marine Laboratory and Egypt's National Institute of Oceanography and Fisheries, helping provide an integrated and updated perspective on climate change projections for both natural and human ocean systems, including hot topics such as ocean warming, acidification,

deoxygenation and sea-level rise. These events also attempted to communicate otherwise highly technical data into messages for climate negotiators and policy-makers.

The promise of existing climate change solutions was perhaps most visible at the UNESCO Pavilion on 10 November, during a special event focused on blue carbon – the carbon captured by ocean and coastal ecosystems such as seagrass, mangroves and salt marshes. Organized by the Blue Carbon Initiative – a partnership between IOC-UNESCO, Conservation International and the International Union for the Conservation of Nature (IUCN) – this side-event demonstrated how, with appropriate financing mechanisms in place, blue carbon can limit the loss of coastal ecosystems and boost their recovery.

The final axis of IOC-UNESCO's mobilization strategy for COP22 revolved around engaging key private sector partners. IOC-UNESCO notably participated

in a side-event entitled 'Ocean and climate: moving from agreement to action', organized by French environmental company SUEZ. Jean-Louis Chaussade, chief executive of SUEZ, put the impacts of plastic pollution front and centre in his opening statement, expressing concern that 'by 2030, we risk having as much microplastics as fish in the ocean'.

Other thematic days were organized during COP22 at the UNESCO Pavilion in the Civil Society Area of the COP22 conference, to assist Member States through UNESCO's uniquely multidisciplinary expertise and outreach in climate change education, science, culture and communication, mobilizing efforts for enhanced climate change awareness and action.

Over 400 million of the world's indigenous peoples live in territories that are highly vulnerable to the impacts of climate change. They are using their highly detailed knowledge, produced through direct experience over

UNESCO aims to make the moral case for combating climate change in a global declaration

As part of its leading role in promoting ethical science globally, UNESCO asked 24 environmental experts from around the world to write the first draft of a preliminary text of a declaration of ethical principles in relation to climate change, with the hope of inspiring governments, businesses and individuals to cut their carbon footprint. UNESCO hopes a final declaration in 2017 will underpin commitments by some 195 countries in the 2015 Paris Agreement to combat climate change.

The experts, appointed by the Director-General of UNESCO, gathered in September in the Moroccan capital Rabat on the invitation of the Kingdom of Morocco, to draft the preliminary text. Members of this group include specialists in climate science, biology, environmental sciences, environmental law, oceanography, meteorology, economics, philosophy and ethics. Among these experts are some who have contributed to the report of the Intergovernmental Panel on Climate Change (IPCC) which was awarded the Nobel Peace Prize in 2007. UNESCO hopes to adopt the final declaration in November 2017.



Assistant Director-General for Natural Sciences Flavia Schlegel opens the UNESCO Pavilion at COP22, with a day of thematic sessions on indigenous peoples and climate change on 7 November.

generations, to observe and respond actively to changing climatic conditions. On 7 November, the UNESCO Pavilion hosted a series of discussions on the solutions that indigenous knowledge can offer to tackle climate change, and how to best support particularly vulnerable local and indigenous communities. Indigenous representatives presented the main conclusions of an international conference organized by UNESCO and CNRS (the French National Centre for Scientific Research) a few days before COP22, in support of international efforts to implement the Paris Agreement.

UNESCO took this opportunity to stress how collaboration between indigenous knowledge holders and mainstream scientific research can generate new co-produced knowledge that will enable effective action to cope with climate

change. The similarities and differences between different knowledge systems must be better understood, in order to facilitate this collaboration. For example, extreme events are measured by Sami herders in terms of consequence, while climatologists consider intensity. A series of low-intensity warm and cold spells, resulting in the formation of an ice crust on the snow that prevents reindeer from accessing their food, will be recorded as an extreme event by the Sami but not by climatologists.

Over generations, indigenous peoples have modified and maintained most of the world's 'wilderness' areas. Fire management, community forestry and indigenous soil enhancement practices have shaped landscapes across the globe. These traditional practices have the potential to enhance carbon sinks and

give benefits back to the communities; they provide tools for the sustainable management of nature. However, defining appropriate ways to engage indigenous knowledge at the intergovernmental level remains challenging.

The next day the session on UNESCO designated sites as a climate change observatory discussed how these sites could support the implementation of the Paris Climate Agreement and the 2030 Agenda through concrete actions on the ground. It explored how World Heritage sites, Biosphere Reserves and UNESCO Global Geoparks apply in an innovative way and test climate monitoring, mitigation and adaptation, and raise awareness on climate change impacts on human societies, cultural diversity, biodiversity, ecosystem services, and the world's natural and cultural heritage.

Indigenous land management provides more than resilience for a community coping with a changing climate; it provides tools for the sustainable management of nature



UNESCO tweet posted during COP22, to raise awareness of the role indigenous knowledge has in the observation of and response to climate change.



climate
frontlines
Director for Small Islands and
Indigenous Knowledge

www.indigenous2016.org
#indigenous2016



On 9 November, a full day was dedicated for the first time to water and climate change. Special attention was given to the use of new technologies in tackling the impacts of climate change on water resources. The first global real-time crowd-sourced rainfall observation system, the IRain application, was launched, and a session focused on UNESCO's open source software platform of experts on hydrology, the HOPE Initiative.

Two sessions on disaster risk reduction and climate change to showcase concrete initiatives, lessons learned and issues to be addressed were organized on 10 November. The first session discussed how science and technology can maximize their impact to reducing disaster risks and losses, and adapting to climate change in the context of a harmonized policy-making process. The second

session explored how to strengthen the potential of more than 2,000 UNESCO designated sites and protected areas to ensure site conservation in the face of natural hazards.

A thematic day on small island developing states (SIDS), on 12 November, paid special attention to SIDS preparedness and response to natural disasters in combating climate and environmental change through a participatory and multidisciplinary approach.

At COP22, 14 November was designated as the thematic day for education, and numerous events supported by UNESCO took place. The climate summit provided the opportunity to ensure that the Paris Agreement, including its article 12 on Education for Sustainable Development, is put into practice.

'Rooting sustainability starts on the benches of schools,' affirmed UNESCO Director-General Irina Bokova at a high-level panel during the day. 'For the first time ever, we have a single internationally agreed goal that makes specific reference to Education for Sustainable Development in target 4.7. This goal does not only focus on getting all children to school, but on what they learn – on skills, on competencies for global citizenship and sustainable development.' Panellists at this side event entitled 'Education – a key driver to scale-up climate action' included Ms Patricia Espinosa, Executive Secretary of the UNFCCC, HRH Princess Lalla Hasna of Morocco, President of the Mohammed VI Foundation for Environmental Protection, and the Minister of Education and Vocational Training of Morocco, Mr Rachid Benmokhtar Benabdellah.

Stories from the field

Kuwait

The Big Tree Society Programme

For the fourth year in a row, the UNESCO Big Tree Society (BTS) Programme was successfully rolled out in Kuwait by the UNESCO Office in Doha, the Boubyan Bank and the Kuwait National Commission for UNESCO. BTS has encouraged students to design eco-friendly projects and spread environmental awareness in more than 300 schools in Kuwait – more than 30 per cent of the schools in the country. Projects include school gardening, composting of leftover food from students' lunch packs, marine life conservation,

fish farms and photovoltaic installations. BTS has also contributed to establishing relationships with government entities and education institutions in order to improve environmental awareness in school curricula.

On 25 April, at the Big Tree Society Award 2016 ceremony, 30 schools received awards and special recognition for their outstanding work for the academic year 2015/16. The Mulla Suleiman Mohammed primary school for boys won the first prize in the BTS Awards 2016 competition for its marine life conservation activities. A dedicated space for the project was created at the school to involve all students and teachers. The space comprises an exhibition of marine life in Kuwait,

a lecture and activity room, and a fish farming room. All spaces are made from recycled materials and are powered by photovoltaic panels. Fish and shrimp specimens were provided by the Kuwait Scientific Centre, while the pools were built by the students and teachers themselves. The school succeeded in farming several fish species and selling the surplus in order to help finance the project into the next year.

Director of the UNESCO Office in Doha Anna Paolini (back, seventh from left) is happy to meet the students and teachers of the Mulla Suleiman Mohammed primary school, who won the first prize in the Big Tree Society Programme Awards 2016 for their marine life conservation activity.



© UNESCO Office in Doha

An aerial photograph of Ho Chi Minh City, Vietnam, taken during the "golden hour" of sunset. The city is densely packed with buildings of various heights and colors. A wide river, the Saigon River, flows through the center of the city, reflecting the warm light of the setting sun. To the right, a multi-lane highway with a concrete barrier runs parallel to the river. Light trails from vehicles on the highway and along the roads are visible, indicating a long exposure. The sky is a mix of orange, yellow, and soft blue, with some clouds catching the low light. The overall scene captures the bustling energy and urban sprawl of a major Southeast Asian metropolis.

Ho Chi Minh City (Viet Nam) has become the centre of a metropolitan area of 19 million inhabitants – a population that is growing by about 3 per cent each year. The case of this Vietnamese megacity is one of the 15 presented in the new UNESCO-ARCEAU IdF co-publication Water, Megacities and Global Change, launched this year at the Habitat III conference. As megacities share similar water governance challenges, UNESCO is creating a global network for them to work together in finding solutions for climate change adaptation and to achieve SDG 6, which concerns universal access to water and sanitation.

CHAPTER 7

Science for a Sustainable Future



Science for a Sustainable Future

Science is a public good that deserves to be valued more highly and used effectively by decision-makers at all levels in order to accomplish the 2030 Sustainable Development Goals set by the United Nations. This year, UNESCO worked relentlessly to this end by providing major recommendations at the global level; building constructive international scientific cooperation; facilitating knowledge sharing worldwide; and sounding the alarm on the important role water plays for growth, job creation, and the sustainability of the cities of today and tomorrow.

■ Science, cornerstone of sustainable development

Almost 25 years passed between the scientific community's first warnings about climate change and the adoption in December 2015 of the Paris Agreement on that subject. 'Decisions are often taken in response to short-term economic and political interests, rather than the long-

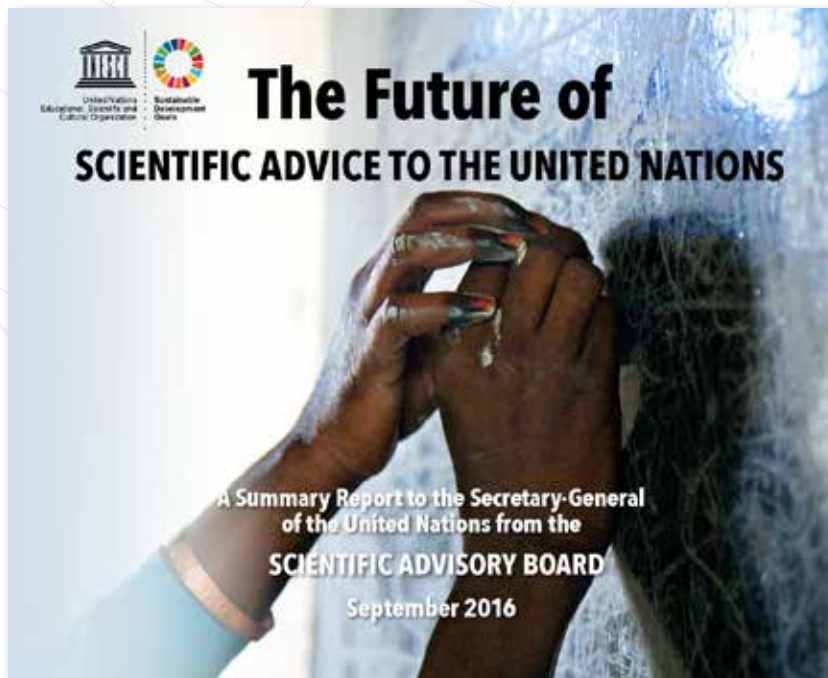
term interests of people and the planet,' the members of the Scientific Advisory Board of the UN Secretary-General (SAB) noted in 2016. They contend that science should weigh more heavily on the decisions of political leaders.

This statement is part of the UN report entitled *The Future of Scientific Advice to the United Nations, A Summary Report*

to the Secretary-General of the United Nations from the Scientific Advisory Board, which was presented to UN Secretary-General Ban Ki-moon by Irina Bokova, Director-General of UNESCO, together with members of the Scientific Advisory Board, on 18 September 2016 at the UN Headquarters in New York.

The report collects the conclusions of the SAB, established in 2014 to formulate recommendations in the sciences, technology and innovation (STI) to enlighten the work and decisions of the United Nations. UNESCO serves as its secretariat.

The report calls for all nations to invest more in STI, which can be a crucial player in dealing with nearly all the most pressing global challenges, and has a key role in accomplishing the 2030 Sustainable Development Goals (SDGs). As an example, the report notes that scientists and engineers have improved



The Future of Scientific Advice to the United Nations, A Summary Report to the Secretary-General of the United Nations from the Scientific Advisory Board, was presented to the UN Secretary-General by the Director-General of UNESCO, together with members of the Scientific Advisory Board, on 18 September at the UN Headquarters in New York.

the efficiency of solar panels and wind turbines faster than had been expected, raising the hope that we will be able to reduce our dependency on fossil fuels.

Yet only 12 countries dedicate more than 2.5 per cent of their gross domestic product (GDP) to research and development (R&D). The authors of the report believe this is far from enough considering what is at stake, and call on all countries, including the poorest, to invest at least 1 per cent of their GDP in R&D, while urging the most advanced countries to spend at least 3 per cent. This effort must also focus on reinforcing science education, notably in developing countries, and on improving girls' access to science courses.

The report also asserts that although the United Nations cannot provide solutions to all the world's great challenges alone, it is best placed to set international objectives for doing so. 'The world surely has a right to expect and even demand that the UN deliver what no other institution can: setting global priorities, promoting and coordinating research and action to address the most challenging problems, enabling the effective worldwide use of all data.' To illustrate this, the report notes that the United Nations and its agencies can facilitate the gathering of all types of data while overseeing both quality and access. It also calls for international collaborative projects in this area.

The SAB had held its fifth meeting in Trieste (Italy) earlier, on 24 and 25 May 2016, to provide insights and recommendations on the crucial role of science in achieving the SDGs and to prepare for the UN Report.

© UNESCO/Subbadra Venkatesan



This gathering focused on climate change and climate-induced risks, local and indigenous knowledge systems as enablers of sustainable development, food security and health. It also provided an opportunity to initiate a process of reflection on science consultation mechanisms for the UN system.

Around 60 young people presented their science projects at the Exhibition Centre in Addis Ababa (Ethiopia) during World Science Day for Peace and Development 2016. This was one of the activities co-organized by the Ethiopian NGO STEM Synergy, in cooperation with the Ethiopian National Commission for UNESCO, the Ministry of Education, the UNESCO Office in Addis Ababa, the African UNION and UNECA.

■ Improving knowledge-sharing and scientific cooperation

Throughout 2016, UNESCO continued to insist on the essential role of science in our daily lives, and the pressing needs to share knowledge and establish stronger scientific cooperation.

UNESCO underscored once again the importance of science for sustainable development, and the crucial role scientific institutions play by sharing knowledge and empowering people, during the celebration of World Science Day for Peace and Development on 10 November. This year's theme was 'Celebrating science centres and science museums'.

A conference entitled 'Discover Your World – Celebrate Science Centres and Science Museums Worldwide', held at UNESCO Headquarters, illustrated the

need to build trust between science and society, and to recognize that science is a public good. The event was organized in collaboration with the Association of Science Technology Centres (ASTC), the International Council of Museums (ICOM), and their regional networks. Meanwhile, a UNESCO Campus, which took place under the theme 'Scientific Research Today', was a great success with more than 200 high school children attending.

The PERFORM (Participatory Engagement with Scientific and Technological Research through Performance) project was presented to UNESCO Permanent Delegations. PERFORM is an EU-funded project managed by UNESCO aiming to investigate the potential of innovative science education methods based on performing arts to foster young people's motivations and engagement with science, technology, engineering

and mathematics (STEM) in selected secondary schools in France, Spain and the UK. On World Science Day, 80 school children enjoyed three of the PERFORM shows.

Together with ASTC, ICOM and their regional networks, UNESCO also organized events at science centres and science museums worldwide. This marked the first joint celebration of World Science Day with a network of science centres and museums. They will henceforth celebrate each 10 November together around a common theme.

In 2016 UNESCO also participated in several most significant opportunities to build stronger networks for scientific cooperation and knowledge-sharing, to best help all countries to contribute to the 2030 Agenda for Sustainable Development.

Latin America and the Caribbean took a major step towards consolidating a joint science agenda to achieve sustainable development. From 6 to 9 September, Montevideo (Uruguay) hosted the first Latin American and the Caribbean Open Science Forum (CILAC), devised within the framework of the 2030 Agenda. CILAC's aim was to set an integrated platform for STI to achieve the SDGs, particularly those aiming to attain zero hunger (SDG 2), good health and well-being (SDG 3), and combating climate change (SDG 13).

The forum hosted some 1,500 participants – from governments, universities, multilateral organizations, the private sector, NGOs and civil society – and 230 international speakers. It turned out to be an unprecedented space in the region to exchange ideas and best practices around mechanisms to improve



Ms Linda Conlon, Chair of the Association of Science and Technology Centres, and Mr Getachew Engida, Deputy Director-General of UNESCO, at the opening ceremony of the 2016 World Science Day for Peace and Development celebration at UNESCO Headquarters (10 November).

© UNESCO/Christelle Alix



UNESCO poster for the promotion of World Science Day for Peace and Development in 2016.

The road ahead is the consolidation of this new network for a coherent and joint STI regional agenda, to be further assessed at CILAC 2018 and 2020.

Category 2 institutes and centres under the auspices of UNESCO provide a valuable and unique contribution to the implementation of the Organization's programme through capacity-building, knowledge-sharing, theoretical and experimental research, and advanced training.

Lidia Brito, Director of the UNESCO Office in Montevideo, welcomes women researchers and scientists to an informal breakfast for a discussion on the links between gender and science, a side-event to the first Latin American and the Caribbean Open Science Forum (CILAC), held in September in Montevideo (Uruguay).



© UNESCO Office in Montevideo

scientific research, scientific policies and social inclusion, new strategies to deepen citizen science and science popularization, building bridges between academia and the private sector, and the role of science in corporate innovation. At an informal breakfast, young women scientists

encountered widely respected women researchers to reflect together upon the links between gender and science.

The forum was also a unique opportunity to establish grounds for cooperation in the fields of science, technology, innovation, education and research.

The first global meeting of UNESCO's Natural Sciences Centres opened on 16 May in Beijing (People's Republic of China), to discuss how they can best contribute to the 2030 Agenda and strengthen cooperation. UNESCO has a network of 65 associated centres in the fields of water, renewable energy, science policy, biotechnology, ecology and geosciences, the basic sciences and remote sensing. Forty-four of the centres were represented at this first meeting, together with four UNESCO affiliates: the Abdus Salam International Centre for Theoretical Physics (ICTP), the UNESCO-IHE Institute for Water Education, the World Water Assessment Programme (WWAP) and the World Academy of Sciences for the Developing world (TWAS).

For three days, representatives from UNESCO's centres reflected together on identifying ways to improve information sharing and efficiency, and increase their ability to conduct joint projects. They also focused on maximizing their efforts to assist Member States in implementing the

UNESCO receives a 2016 Science Diplomacy Award

South Africa's Department of Science and Technology gave a 2016 Science Diplomacy Award to UNESCO, in recognition of its work to foster partnerships and international collaboration among nations in the field of STI. The award was presented on 9 December by HE Naledi Pandor, South Africa's Minister of Science and Technology, in Pretoria, during the Science Forum South Africa, a two-day international gathering aimed at creating a platform for dialogue on the role of STI both nationally and internationally.

2030 Agenda. The meeting was hosted by the Chinese Academy of Engineering (CAE) and the Chinese Academy of Sciences (CAS), and co-organized by two UNESCO Category 2 Centres, the International Knowledge Centre for Engineering Sciences and Technology (IKCEST) and the International Centre on Space Technologies for Natural and Cultural Heritage (HIST), with the support of the Chinese National Commission for UNESCO and the Permanent Delegation of China to UNESCO.

■ Biosphere reserves and geoparks: laboratories for the achievement of SDGs

Biosphere reserves are sites of global importance to both biological and cultural diversity, and represent an almost full range of the planet's ecosystems. These are areas that promote innovative solutions to issues of conservation, ecology and sustainable development, and they are recognized as such by UNESCO's Man and the Biosphere (MAB) Programme. There are currently 669 MAB biosphere reserves in 120 countries.

The Fourth World Congress of Biosphere Reserves ended on 17 March in the capital city of Peru with the adoption of the Lima Declaration and a new ten-year Action Plan for UNESCO's MAB Programme and its World Network of Biosphere Reserves. The Declaration sets out to promote synergies between biosphere reserves, the SDGs and the 2015 Agreement on Climate Change adopted in Paris.

This new roadmap recommends a 'wider and more active role' for local communities in managing biosphere reserves and establishing 'new partnerships between science and policy, between national and local governance, and public and private sector actors'. It also calls for greater involvement of citizen groups and organizations, notably indigenous and youth communities. The Lima Declaration further expresses the commitment to 'identify and designate one biosphere reserve in each state that had not established one yet'.

The Declaration and Action Plan were developed over four days in some



© UNESCO/Jauad El Kharraz

(From left) In December Assistant Director-General for the Africa Department Firmin Edouard Matoko, Director-General of UNESCO Irina Bokova and Djibouti's Prime Minister Abdoukader Kamil Mohamed launched the French edition of the UNESCO Science Report: Towards 2030 at the Kempinski Hotel in Djibouti to a packed auditorium.



20 workshops held during the World Congress – the first one outside Europe – organized by UNESCO in cooperation with Peru’s Ministry of the Environment (MINAM) and its National Service of Natural Areas Protected by the State (SERNANP). Also during this congress, UNESCO launched the ‘My Biosphere, My Future’ campaign (#MyBiosphere) to bring attention to projects to achieve sustainable development issuing from the UNESCO Network of Biosphere Reserves.

While in Lima, the International Coordinating Council of the MAB Programme examined applications for the addition of new biosphere reserves and extensions to existing ones. It also named the recipients of the 2016 Young Scientists Awards and the Michel Batisse Award for Biosphere Reserve Management.

In 2016, Global Geoparks reaffirmed their commitment to sustainable development during their Seventh International Conference around the theme ‘Health and wellbeing through creative and active engagement’. Held at Torquay, English Riviera, an UNESCO Global Geopark (UK), this was the first opportunity to bring representatives of these unique spots together since they officially became UNESCO designated sites in 2015. It was attended by over 700 delegates from 63 countries. Artists, psychologists and geologists highlighted the links between stress, mental health and outdoor activities through presentations and panel discussions.

The representatives also reaffirmed the UNESCO Global Geoparks’ commitment to sustainable development through integrated education, outreach, research,

culture, community engagement and capacity-building in the English Riviera Declaration adopted at the close of the conference. The Declaration encourages the network’s members to continue collaborating to share and promote best practices; to fully realize the UNESCO Global Geoparks’ potential to contribute to disaster risk reduction and preparedness within the Sendai Framework for Disaster Risk Reduction; to sustain the contribution that geoparks can make toward promoting the Health and Wellbeing Agenda through providing opportunities to access the natural environment, engage in physical activity and gain an understanding of our planet; and to help aspiring geoparks in their efforts to join the network. Learning from each other and sharing best practices was the essential component of the conference’s programme.

Promotional banners for the ‘My Biosphere, My Future’ campaign (#MyBiosphere) launched by UNESCO during the Fourth World Congress of Biosphere Reserves held in March in Lima (Peru). The campaign aims at bringing attention to projects for the achievement of sustainable development issuing from the UNESCO Network of Biosphere Reserves.

In June, UNESCO Global Geoparks reaffirmed their commitment to sustainable development during their Seventh International Conference around the theme 'Health and wellbeing through creative and active engagement'. View of Reykjanes UNESCO Global Geopark (Iceland), where the Mid-Atlantic Ridge rises above sea level, displaying various forms of volcanic activity.

© UNESCO/Reykjanes Geopark Olgeir Andrusson/Gunnhver





The first milk chocolate to blend raw materials from two UNESCO biosphere reserves

The Swiss start-up company Choba Choba created its first milk chocolate, Gaggio Leche, in 2016. The ingredients used to make dark chocolate – trinitario cocoa from Peru's Gran Pajatén biosphere reserve, unrefined sugar cane and cocoa butter – were blended with milk provided by 200 dairy producers in the Entlebuch biosphere reserve in Switzerland. The name was chosen to denote the link between the two biosphere reserves: 'gaggio' means cocoa in Swiss German and 'leche' means milk in Spanish. Both biosphere reserves share a common interest in promoting local agricultural products, and pay particular attention to the sustainable use of resources and habitats.

The 36 families that make up the Peruvian producers are also shareholders in this start-up and therefore entrepreneurs in their own right. Oswaldo Castillo, co-founder of Choba Choba and President of the producers' association, said, 'We are finally shareholders and take part in the decisions of the company and the marketing of our product. This makes us proud and helps us improve our living conditions. With this international cooperation . . . we want to fight against the fall in raw material prices and to offer a product of excellence on the market that does not exist anywhere else.' For the launch of Gaggio Leche, three of the cocoa producers and co-founders of Choba Choba travelled from the Peruvian Amazon to meet the dairy producers of the Entlebuch biosphere reserve and share experiences on fair practices.



Oswaldo Castillo, co-founder of the start-up company Choba Choba, proudly presents Gaggio Leche, the first milk chocolate made with trinitario cocoa from Peru's Gran Pajatén biosphere reserve and milk from the Entlebuch biosphere reserve in Switzerland.

Stories from the field

News from Peru

Indigenous communities promote sustainable development in a Peruvian biosphere reserve

Indigenous communities, including the Yánesha, Asháninka and Ashéninka (with over 8,000, 10,800 and 99 inhabitants respectively) have lived in the Oxapampa-Asháninka-Yanesha biosphere reserve (Peru) since time immemorial, fishing and hunting in harmony with nature. The reserve, covering 1.8 million hectares, is part of the Amazon, one of our planet's most important lungs, which is currently suffering from years of intensive exploitation and the impacts

of climate change. Massive and selective logging, over-fishing and hunting, migratory agriculture and unsustainable use of agrochemicals are threatening both the reserve's biodiversity and its communities' way of life.

As a result, the Asháninka have undertaken several projects to support sustainable consumption and resource management, while improving their income and quality of life. One such project is the installation by the Asháninka Association of Integrated and Sustainable Fisheries (APIS), comprising 20 families living in this biosphere reserve, of a laboratory to breed pacu fingerlings (*Piaractus brachypomus*) for consumption and sale. Since its inception in 2013 this has allowed APIS members to

integrate their traditions with aquaculture techniques and funding management to address the unsustainable overfishing and poaching that is putting pressure on local species. They have also set about sharing their experience with their neighbours: since 2014, part of their production is being distributed to other indigenous communities in the area, in the hope of replicating the experience.

This type of grassroots effort serves to implement the 2030 Agenda, and represents the aspirations of UNESCO's World Network of Biosphere Reserves. This project was featured as part of the Organization's 'My Biosphere, My Future' campaign (#MyBiosphere) launched at the Fourth World Congress of Biosphere Reserves in Lima in 2016.



Members of the Asháninka community living on the Oxapampa-Asháninka-Yanesha biosphere reserve (Peru) installed a laboratory to breed pacu fingerlings for consumption and sale. This project supports sustainable resource management, while improving the community's income and quality of life.

© SERNANP

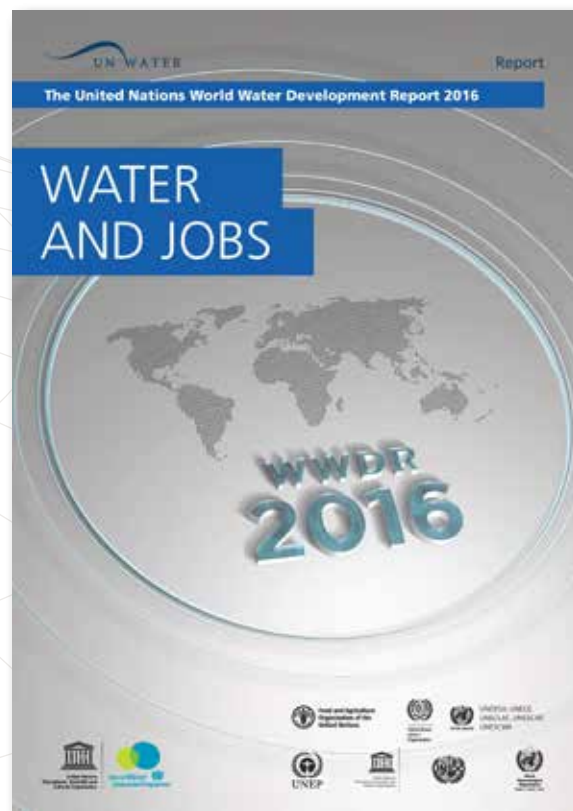
■ Water, a precondition for growth and job creation

An estimated three out of four jobs worldwide are water-dependent. Water shortages and lack of access may limit economic growth in the years to come, according to the 2016 United Nations World Water Development Report, *Water and Jobs*, launched on 22 March, World Water Day, in Geneva (Switzerland). The UN World Water Development Report is produced by the UN World Water Assessment Programme (WWAP), hosted by UNESCO on behalf of UN Water. It is the result of collaboration between the 31 UN bodies and 37 international partners.

From its collection, through various uses, to its ultimate return to the natural environment, water is a key factor in the development of job opportunities either directly related to its management

or in economic sectors that are heavily water-dependent such as agriculture, fishing, power, industry and health. Good access to drinking water and sanitation promotes an educated and healthy workforce, an essential factor for sustained economic growth.

Understanding the key role of water in the world of work will be essential to achieve the 2030 Agenda on Sustainable Development. Creating conditions that improve water productivity and favour the transition to a green economy, and training more skilled workers in order to respond to increasing demands for labour in the water sectors are some of the points that the report brings to the attention of governments, encouraging them to respond appropriately to the requirements of the UN SDGs – notably SDG 6 dedicated to water and sanitation.

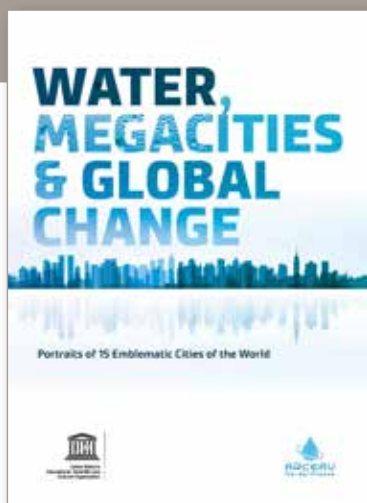


Water shortages and lack of access may limit economic growth in the years to come, according to the 2016 UN World Water Development Report, Water and Jobs, launched on World Water Day (22 March).

How are megacities addressing the threats of climate change to their water-related needs?

By 2030, over one billion people will live in approximately 100 very large cities. Sustainable water management is particularly challenging in large urban centres, or megacities, which are exposed to extreme risks in terms of the negative impacts of climate change on water and sanitation infrastructure and services.

A new publication, launched during the Habitat III conference in Quito (Ecuador), draws portraits of 15 emblematic megacities, their unique circumstances and how they are addressing shared water governance challenges. Entitled *Water, Megacities and Global Change*, and co-published by UNESCO and ARCEAU-IdF, the publication is the result of concrete scientific analysis and a call for general mobilization to devise sustainable urban policies. This publication is one of the building blocks of the International Platform for Cooperation, a partnership established in 2015 between UNESCO-IHP, the Alliance of Water Stakeholders from the Paris Region (ARCEAU-IdF) and the Global Association of Local Governments Addressing Sustainability (ICLEI), to facilitate dialogue, exchange of best practices and partnership opportunities for megacities on water-related issues.





International Day for the Conservation of the
Mangrove Ecosystem

Although they are found in
123 nations and territories,
mangrove forests are globally
rare.

They represent **less than**
1% of all tropical forests
worldwide, and **less than**
0.4% of the total global
forest estate.

#MangroveDay



■ Fostering conservation of mangrove ecosystems

Mangroves are rare, spectacular and prolific ecosystems on the boundary between land and sea. They ensure food security for local communities. They provide biomass, forest products and sustain fisheries. They contribute to the protection of coastlines. They help mitigate the effects of climate change and extreme weather events. For all these reasons, the protection of mangrove ecosystems is essential today. Their survival faces serious challenges, from the alarming rise in the sea level to an increasingly endangered biodiversity.

In 2016, on the first International Day for the Conservation of the Mangrove Ecosystems (26 July), UNESCO sent out a clear message: taking forward the 2030 Agenda for Sustainable Development means forging new sustainable pathways to development in harmony with the Earth. This implies preserving all mangrove ecosystems.

Indonesia has one of the largest mangrove forests in the world. As part of the celebrations of the Day, the UNESCO Office in Jakarta and L'Oréal Indonesia invited three notable women scientists to speak to students from an all-girls secondary school in Jakarta (Indonesia). The women scientists shared their learning experiences, scientific career journeys, and scientific research activities and potential contribution to mangrove ecosystem conservation.

Banner for the promotion of the first International Day for the Conservation of the Mangrove Ecosystem celebrated in 2016.

Director-General of UNESCO Irina Bokova receives the World Wide Fund for Nature (WWF) 2016 Duke of Edinburgh Conservation Award

On 1 December, Prince Philip, Duke of Edinburgh, presented the Director-General of UNESCO, Irina Bokova, with the World Wide Fund for Nature (WWF) 2016 Duke of Edinburgh Conservation Award, for her contribution to conservation, during a ceremony at Buckingham Palace in London (UK). This award was created in 1970 and is presented annually by WWF International for outstanding service to the environment.

The Award recognizes Ms Bokova's work, throughout her career as a 'consistent and steadfast champion of environmental conservation, responsible business conduct, indigenous and women's rights, climate action, and advancing sustainable development for poverty alleviation. As UNESCO Director-General, Ms Bokova has supported the agency's efforts to conserve some of the most unique and inspirational natural ecosystems upon which the well-being of humanity depends.'

As she accepted the award, Ms Bokova spoke of UNESCO's 'internationally-designated areas for safeguarding and conservation, which include 203 natural World Heritage sites, 35 mixed World Heritage natural and cultural sites, and 98 World Heritage cultural landscapes, 669 Biosphere Reserves in 120 countries, and 120 Global Geoparks, on every continent. These sites cover every major ecosystem. . . . We must act locally – but our focus must also be global. . . . UNESCO's work lies in bolstering the capacities of local communities, to safeguard, to conserve, to craft new paths for sustainable development.'

■ First transboundary aquifer cooperation mechanism in Southern Africa

The Stampriet Transboundary Aquifer System is the only permanent and dependable water resource in an area that covers 87,000 sq. km from Central Namibia into Western Botswana and South Africa's Northern Cape Province. Understanding and managing this precious groundwater resource sustainably is essential to achieving water security in the area, and to improving the quality of life of neighbouring communities. With this in mind, UNESCO-IHP and the governments of Botswana, Namibia and South Africa met at the Organization's Headquarters in November to undertake a multidisciplinary assessment of the system and establish a multi-country cooperation mechanism to manage this aquifer system sustainably. Once established, this will be the first institutionalized transboundary aquifer cooperation mechanism in Southern Africa.

In addition, a new Gender and Water Transboundary Team will conduct a gender analysis of selected water data and indicators, using a methodology developed by WWAP. The team was activated during a regional meeting on tools for the sustainable management of transboundary aquifers, organized later in November in South Africa, in the framework of the Groundwater Resources Governance in Transboundary Aquifers project (GGRETA), led by UNESCO-IHP.

■ Furthering gender parity in science

According to the UNESCO *Science Report: Towards 2030*, disparities between men and women in the sciences are still very considerable. Over the past 18 years, the L'Oréal-UNESCO For Women in Science programme has been working to challenge this by celebrating women scientists worldwide. In 2016 UNESCO and the L'Oréal Foundation took a major step forward by issuing a manifesto to promote gender equality in the sciences, at the close of the L'Oréal-UNESCO For Women in Science award ceremony on 25 March.

The manifesto sets out to improve women's access to science at all levels and in all disciplines by promoting a six-point agenda: encourage girls to explore scientific career paths;

This irrigation farm in Namibia relies on the Stampriet Transboundary Aquifer System, the only permanent and dependable water resource in an area that covers 87,000 sq. km and spans Namibia, Botswana and South Africa. This year, UNESCO-IHP invited the three countries to establish the first transboundary aquifer cooperation mechanism in southern Africa.





The winners of the 2016 L'Oréal-UNESCO for Women in Science Awards are (top) Professor Hualan Chen (People's Republic of China); (bottom, from left) Professor Andrea Gamarnik (Argentina), Professor Jennifer Doudna (United States of America), Professor Quarraisha Abdool Karim (South Africa), and Professor Emmanuelle Charpentier (Germany/France).



break down the barriers that prevent women scientists from pursuing long-term careers in research; prioritize women's access to leadership and senior positions in the sciences; celebrate with the general public the contribution that women scientists make to scientific progress and to society; ensure gender equality through participation and leadership in symposiums and scientific commissions; and promote mentoring and networking for young scientists to help them plan and develop careers that meet their expectations.

Also on that day, UNESCO and the L'Oréal Foundation recognized five women researchers from every part of the globe for their exceptional discoveries during 2016. As part of this programme, 250 fellowships were also granted to women researchers from 112 countries who are in the early stages of their careers.

■ One step beyond in science and technology ethics

A panel of experts in the ethics of science and technology started to explore the possibility that robots could become 'moral machines' with potential legal rights in 2016. Since the first industrial robots were used in car manufacturing in the 1950s, they have become a fact of modern life, used in factories, war-zones, medicine, elderly care and even treating children with autism.

'One should not exclude the possibility of future robots' sentience, emotions and, accordingly moral status,' a working group on emerging technologies of the World Commission on the Ethics of Scientific Knowledge and Technology

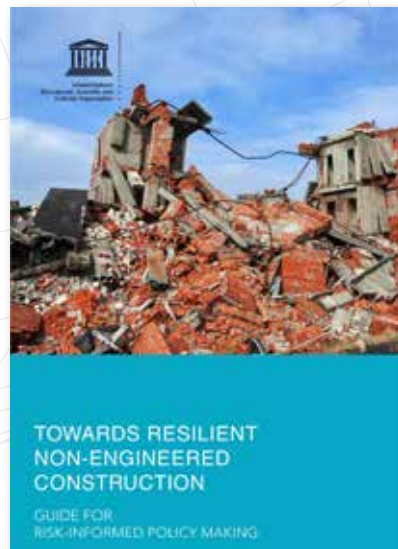


(COMEST), a scientific advisory body at UNESCO, said in a preliminary draft report released in September.

The *Preliminary Draft Report of COMEST on Robotics Ethics* examines ethical issues related to the use of autonomous robots and how humans interact with them. According to the report, the rapid development of highly intelligent autonomous robots is likely to challenge our current classification of beings according to their moral status, in the same or maybe an even more profound way than the animal rights movement. Precise instructions on how the robot should operate are likely to become an issue worthy of serious ethical reflection, in order to prevent their harmful behaviour. The question also arises of who should bear responsibility – ethically and legally – in cases where robots malfunction and endanger humans or the environment.

Robotics remains both ethically and legally under-regulated, probably because it is a relatively new and fast-changing

field of research whose impact on the real world is often difficult to anticipate. Work in this field is part of UNESCO's leading role of promoting ethical science at the global level and sharing the benefits of scientific progress for all, while protecting the planet from ecological collapse and creating a solid basis for peaceful cooperation.



The possibility that robots could become 'moral machines' with potential legal rights started to be explored this year by the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), a scientific advisory body at UNESCO.

Currently, more than 90 per cent of the population in earthquake-prone regions live and work in informal buildings vulnerable to natural disasters. In October, during the Habitat III Conference, UNESCO launched *Towards Resilient Non-Engineered Construction, a guide for risk-informed policy-making on this issue.*

Wrecked treasure hunters' ship on the Island of Mozambique. In December, UNESCO organized a national workshop and assessment mission on the Island, as part of an initiative to protect underwater cultural heritage in Mozambique and combat treasure hunting, which has been threatening precious submerged sites around the country for decades.

© UNESCO/Ulrike Guérin



For the fourth consecutive year UNESCO staff from both Headquarters and the field submitted to the UNESCO COMMUNITY Photo Contest the best pictures they had taken while on mission or working on a particular project. This is a selection of the best shots taken by our colleagues in 2016.

NO FO LI QU





Abdramane Ben Essayoiti, Imam of the Great Mosque of Timbuktu, visits the recently restored Djingareyber Mosque, one of three great mosques in this Malian city. This mosque hosted in 2016 a consecration ceremony for Timbuktu's mausoleums, the last stage of the city's cultural rebirth, after four years of intense reconstruction efforts from the Government of Mali, MINUSMA and UNESCO.

© UNESCO Office in Bamako/
María Muñoz Blanco

Work began this year to build the Bamiyan Cultural Centre in Afghanistan, a joint project by UNESCO and the Ministry of Information and Culture of Afghanistan. This project aims to promote heritage safeguarding and cross-cultural awareness near the boundary of the Cultural Landscape and Archaeological Remains of the Bamiyan Valley, a World Heritage site which saw the tragic destruction of giant Buddha statues in 2001.

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Mohammad Ghulam Reza





Concentration is key at the TVET Training Centre in Luluggu, Juba (South Sudan), where UNESCO is supporting a five-year TVET development programme.

© UNESCO/Myriam Preckler



Learning to sew in search for a better future, at a workshop led by the UNESCO Office in Bamako and the NGO TEMEDT. This workshop is one of many activities by the UNESCO-Juventus Football Club programme to support the social rehabilitation of children affected by the crisis in Mali.

© UNESCO Office in Bamako/María Muñoz Blanco



Preparation in Kabul of the photo exhibition 'The Afghanistan We Are Proud Of'. The exhibition is the final outcome of a photo competition launched in 2016 by the UNESCO Office in Kabul and the Government of Afghanistan, to capture and promote the beauty of the country's natural and cultural heritage.

© UNESCO Office in Kabul/Churnoonsong-e Song



Proud to read and write in her native Tamasheq language, this girl is one of the many in Mali who have benefited from the UNESCO–Juventus Football Club programme to support social rehabilitation of children affected by the Malian crisis since 2012 through mother-language literacy courses. Led by the UNESCO Office in Bamako in collaboration with Malian NGO TEMEDT, this programme was running until December 2016.

© UNESCO Office in Bamako/María Muñoz Blanco





Traditional performance for the launch of the #Unite4Heritage campaign in Qatar, held in March at the Barzan Towers site in the town of Umm Salal Mohammed.

© UNESCO Office in Doha/Marion Desmurger

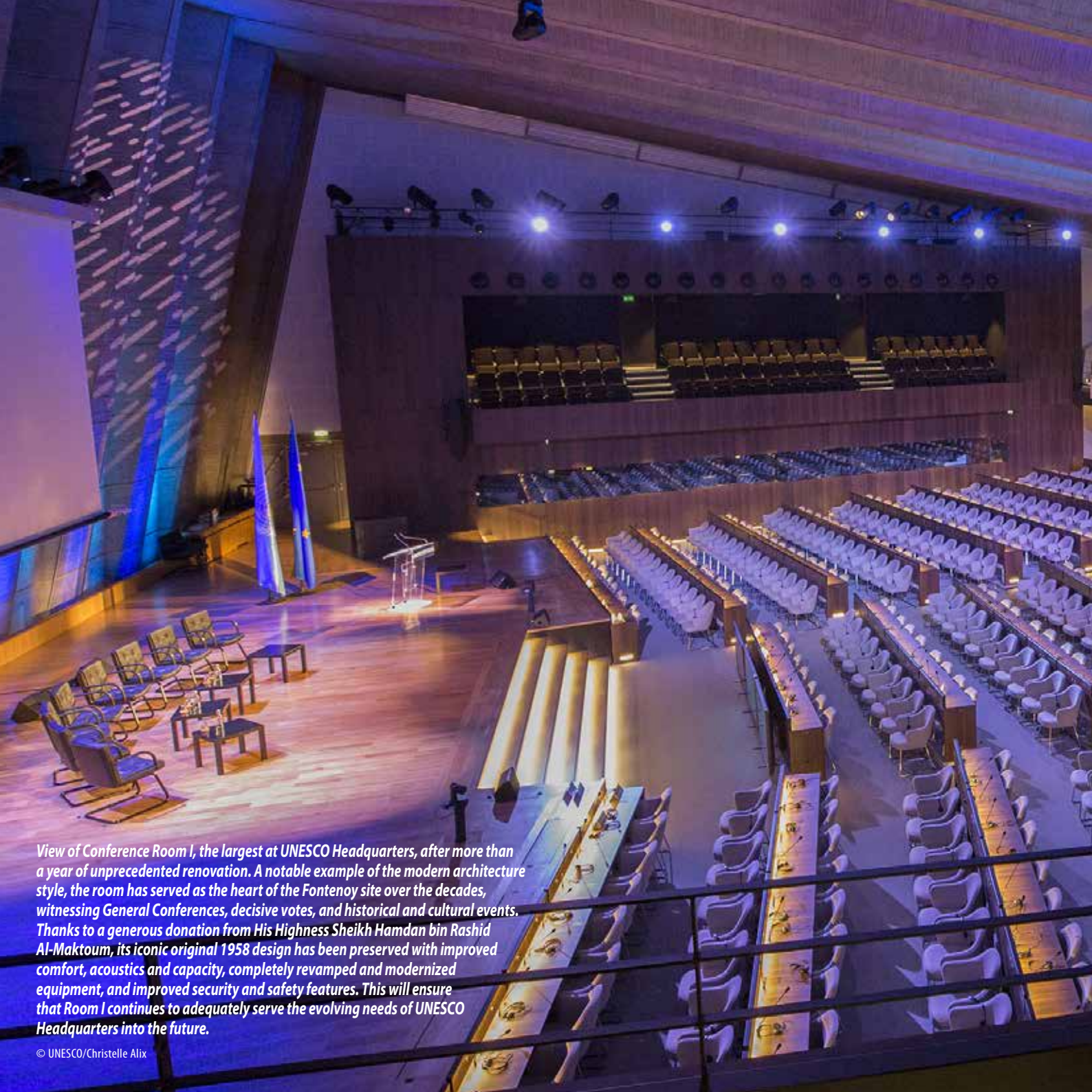
(Opposite page) Boy with falcon at the launch of the #Unite4Heritage campaign in Qatar.

© UNESCO Office in Doha/Marion Desmurger

In 2016, as part of the UNESCO Biosphere Excursion Programme, 16 young participants from Ethiopia and the United Arab Emirates (UAE) explore Wadi Wurayah National Park (UAE), a core zone for a potential UNESCO Biosphere Reserve. The participants had already met in 2015 to visit Kafa Biosphere Reserve and Lake Tana Biosphere Reserve in Ethiopia. The goal of this binational programme is to offer an in-depth understanding of the challenges and solutions of environmental management through first-hand experiences.

© UNESCO/Maria Hänsel





View of Conference Room I, the largest at UNESCO Headquarters, after more than a year of unprecedented renovation. A notable example of the modern architecture style, the room has served as the heart of the Fontenoy site over the decades, witnessing General Conferences, decisive votes, and historical and cultural events. Thanks to a generous donation from His Highness Sheikh Hamdan bin Rashid Al-Maktoum, its iconic original 1958 design has been preserved with improved comfort, acoustics and capacity, completely revamped and modernized equipment, and improved security and safety features. This will ensure that Room I continues to adequately serve the evolving needs of UNESCO Headquarters into the future.



Annexes

1

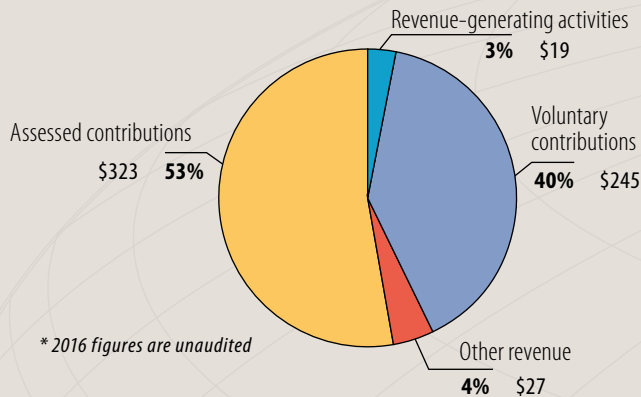
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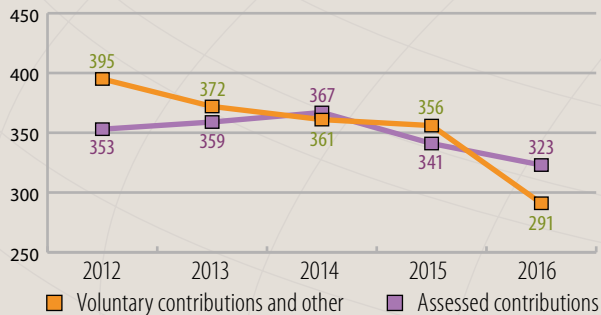
1. Financial information

Total revenue by nature, 2016* in millions of US\$

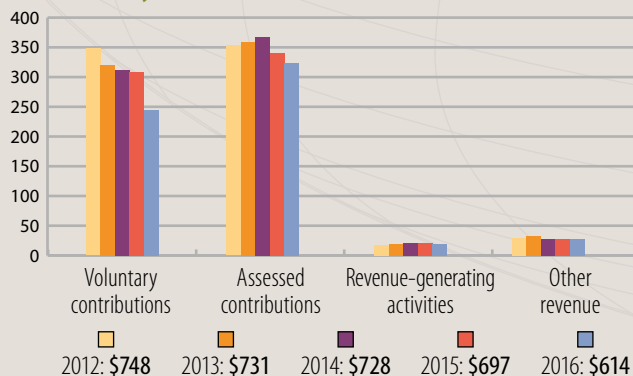


* 2016 figures are unaudited

Revenue trend, 2012–2016 in millions of US\$



Revenue by nature, 2012–2016 in millions of US\$



Top 25 donors to extra-budgetary projects and Institutes, 2016 in thousands of US\$

1	Italy	28 761
2	Sweden	22 371
3	European Union (EU)	19 901
4	Brazil	19 899
5	Norway	12 029
6	Republic of Korea	11 985
7	Peru	11 131
8	Japan	9 487
9	France	5 856
10	Switzerland	4 996
11	India	4 107
12	Finland	3 738
13	People's Republic of China	3 493
14	UNAIDS	3 199
15	Germany	3 173
16	Qatar	3 077
17	IAEA	3 047
18	Education Above All Foundation	2 741
19	UNICEF	2 699
20	Canada	2 678
21	World Bank/IBRD	2 542
22	UNDP	2 402
23	Saudi Arabia	2 280
24	Belgium	2 152
25	Dubai Cares	2 100

Summary of financial position in millions of US\$

	2016	2015
Cash & cash equivalent and investments	668	623
Property plant & equipment	550	564
Other	83	86
Total assets	1 301	1 273
Employee benefits	828	840
Other	216	181
Total liabilities	1 044	1 021
Net assets	257	252

Assessed contributions to the regular budget: Top 25 assessments, 2016 *in thousands of US\$*

Rank		Scale of assessment in %	Amount assessed for 2015	Unpaid contributions as at 31 December 2016		
				Contributions unpaid for the year	Contributions unpaid for previous years	Total unpaid
1	United States of America*	22.000	71 830	71 830	399 012	470 842
2	Japan	9.679	31 602	-	-	-
3	People's Republic of China	7.920	25 859	-	-	-
4	Germany	6.389	20 860	-	-	-
5	France	4.859	15 865	-	-	-
6	United Kingdom of Great Britain and Northern Ireland	4.463	14 572	-	-	-
7	Brazil	3.823	12 482	12 482	6 296	18 778
8	Italy	3.748	12 237	-	-	-
9	Russian Federation	3.088	10 082	-	-	-
10	Canada	2.921	9 537	-	-	-
11	Spain	2.443	7 976	-	-	-
12	Australia	2.337	7 630	-	-	-
13	Republic of Korea	2.039	6 657	-	-	-
14	Netherlands	1.482	4 839	-	-	-
15	Mexico	1.435	4 685	-	-	-
16	Saudi Arabia	1.146	3 742	1 871	-	1 871
17	Switzerland	1.140	3 722	-	-	-
18	Turkey	1.018	3 324	-	-	-
19	Sweden	0.956	3 121	-	-	-
20	Argentina	0.892	2 912	1 511	-	1 511
21	Belgium	0.885	2 890	-	-	-
22	Norway	0.849	2 772	-	-	-
23	Poland	0.841	2 746	-	-	-
24	India	0.737	2 406	-	-	-
25	Austria	0.720	2 351	-	-	-

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

Annual programme expenditure, 2016 *in millions of US\$*

Sector*	Core funding	Voluntary funding	Total
Education	44.6	88.1	132.7
Natural sciences	23.2	25.4	48.6
Social and human sciences	12.0	7.7	19.7
Culture	21.3	34.4	57.7
Communication and information	11.8	12.4	24.2
Total	112.9	168.0	282.9

* Excluding category 1 Institutes and Brasilia office.

Expenses by category, 2016–2015 *in millions of US\$*

	2016	2015
Employee benefits	313	346
Consultants & missions	47	53
External trainings, grants & transfers	45	41
Consumables & supplies	53	54
Contracted services	109	125
Allowance for unpaid contributions and other	96	101
Total	663	720

Note: Revenue and Expenses are recognized in accordance with International Public Sector Accounting Standards (IPSAS).

2. Fellowships

A total of **232** fellowships were awarded for the period from 1 January 2016 to December 2016 under the Regular Programme for a total value of about **US\$4 million**. The breakdown by fellowships programmes is presented below.

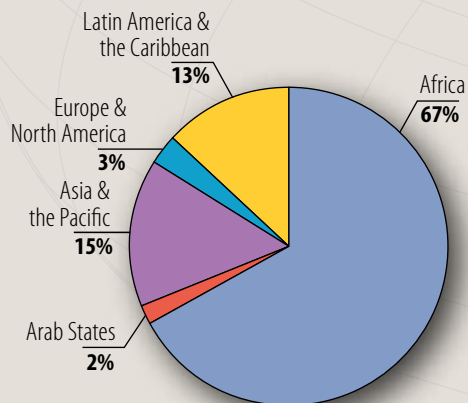
UNESCO Regular Budget (RP)

232 fellowship awards, under the Co-Sponsored Fellowships Scheme with UNESCO seed money (RP).

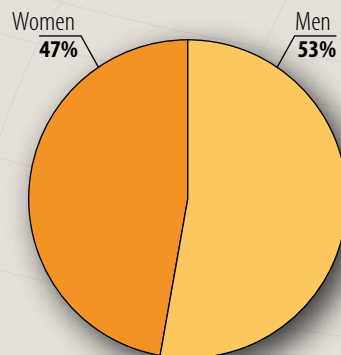
<i>UNESCO/Poland</i>	34 awards
<i>UNESCO/Russian Federation</i>	19 awards
<i>UNESCO/People's Republic of China – The Great Wall</i>	103 awards
<i>UNESCO/Republic of Korea-KOICA</i>	25 awards
<i>UNESCO/Israel – MASHAV</i>	48 awards
<i>UNESCO/Czech Republic</i>	3 awards

Distribution of the fellowships

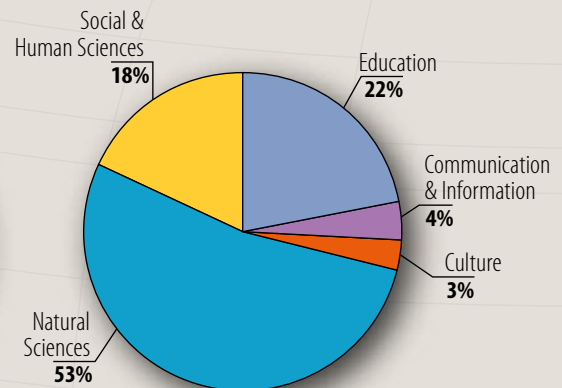
By region



By gender



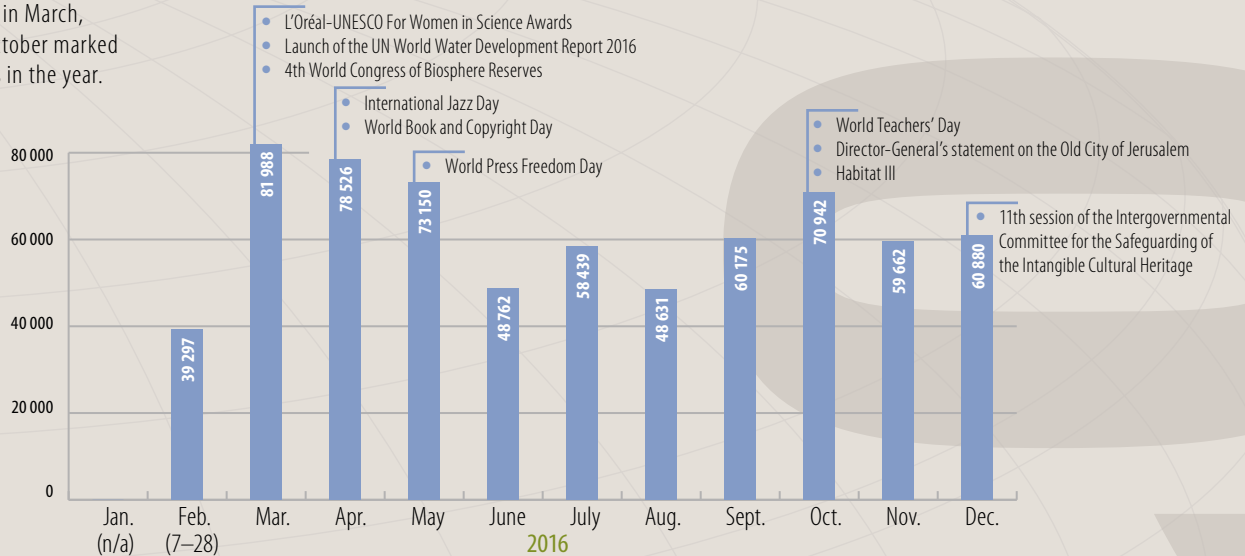
By field of study



3. UNESCO in the news, its website and social media

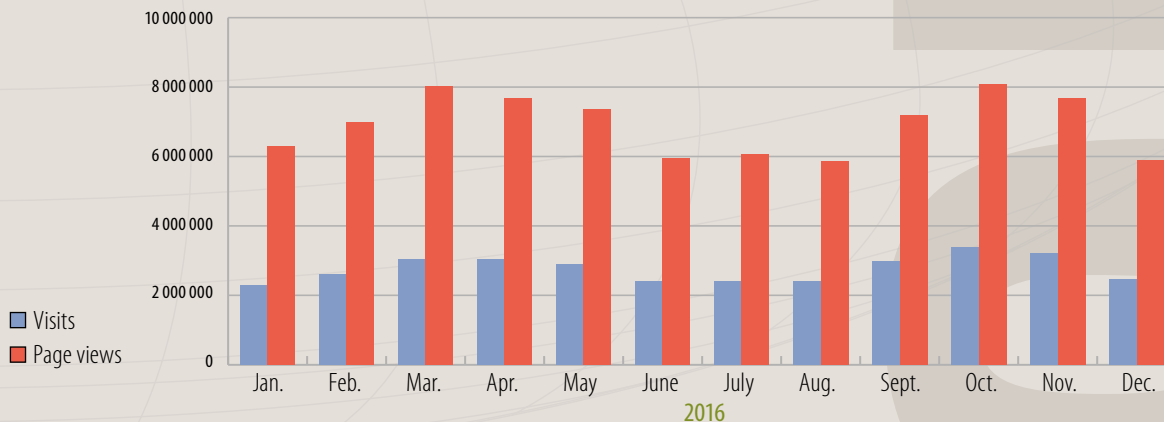
Articles monitored monthly in all media sources in which 'UNESCO' appears in the story, in 2016 (Source: CISION)

Over 680,000 articles mentioning UNESCO were monitored in 2016. Coverage of specific events in March, April, May and October marked the highest peaks in the year.



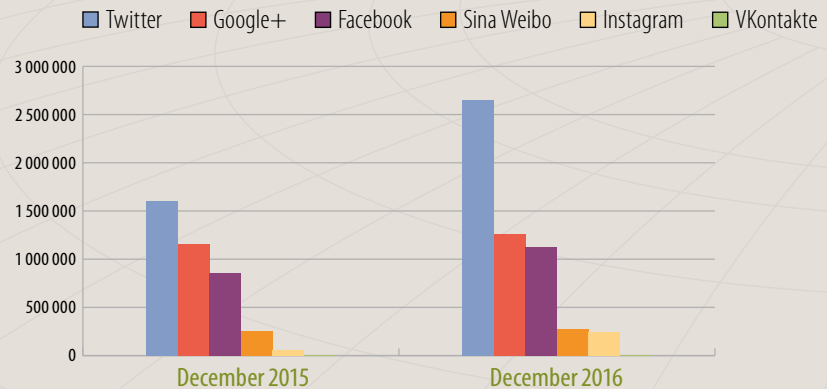
Monthly traffic on unesco.org in 2016 (Source: Google Analytics)

Visits to our public website reached an all-time high in October 2016, notably with the high traffic generated by World Teachers' Day and the decisions on the Old City of Jerusalem.



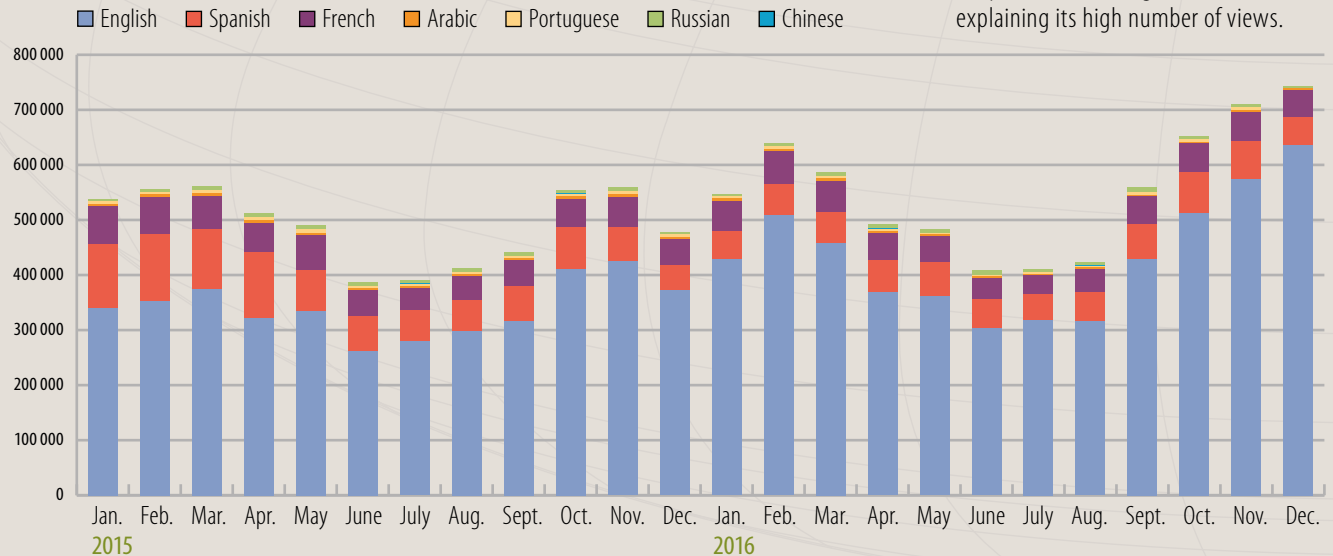
Total number of followers/fans by social media channel

- More than 5.5 million followers on UNESCO's main accounts by December 2016 – a 39 per cent increase (with 1.5 million new followers) compared with December 2015.
- Twitter shows the strongest increase in followers: a 65 per cent growth compared with December 2015.
- Followers on our main English accounts dominate and represent 70 per cent of our total followers in December 2016.



Breakdown of views by UNESCO Channel on YouTube

- In 2016: 6.6 million total video views.
- In 2015: 5.9 million video views. +12% video views in 2016.
- A UNESCO Channel including videos in all languages is about to be created. During the transition, new videos are posted on the English Channel, explaining its high number of views.



4. Prizes

Education

UNESCO PRIZE FOR GIRLS' AND WOMEN'S EDUCATION

Female Students Network Trust (Zimbabwe), Directorate of Early Childhood Education Development (Indonesia)

UNESCO-JAPAN PRIZE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

Centre for Community Regeneration and Development (Cameroon), Okayama ESD Promotion Commission (Japan), National Union of Students (United Kingdom of Great Britain and Northern Ireland)

UNESCO-HAMDAN BIN RASHID AL-MAKTOUM PRIZE FOR OUTSTANDING PRACTICE AND PERFORMANCE IN ENHANCING THE EFFECTIVENESS OF TEACHERS

University of Malaya (Malaysia), See Beyond Borders (Cambodia)

UNESCO-KING SEJONG LITERACY PRIZE

Center for Knowledge Assistance and Community Development (Viet Nam), Research Institute for Languages and Cultures of Asia of the Mahidol University (Thailand)

UNESCO-CONFUCIUS PRIZE FOR LITERACY

South African Department of Basic Education (South Africa), Jan Shikshan Sansthan (India), Directorate of Literacy and National Languages (Senegal)

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

Jaago Foundation (Bangladesh), Kiron (Germany)

Natural Sciences

L'ORÉAL-UNESCO AWARDS FOR WOMEN IN SCIENCES

Quarraisha Abdool Karim (South Africa), Hualan Chen (China), Emmanuelle Charpentier (France), Andrea Gamarnik (Argentina), Jennifer Doudna (United States of America)

Social and Human Sciences

UNESCO-SHARJAH PRIZE FOR ARAB CULTURE

Elias Sanbar (Palestine), Biblioteca Islámica (Spain)

INTERNATIONAL UNESCO/JOSÉ MARTÍ PRIZE

Alfonso Herrera Franyutti (Mexico)

UNESCO-MADANJEET SINGH PRIZE FOR THE PROMOTION OF TOLERANCE AND NON-VIOLENCE

Federal Research and Methodological Center for Tolerance, Psychology and Education (Tolerance Center; Russian Federation)

Communication and Information

UNESCO/GUILLERMO CANO WORLD PRESS FREEDOM PRIZE

Khadija Ismayilova (Azerbaijan)

UNESCO/EMIR JABER AL AHMAD AL JABER AL SABAH PRIZE FOR DIGITAL EMPOWERMENT OF PERSONS WITH DISABILITIES

Alireza Darvishy (Switzerland), Tiflonexos Asociación Civil (Argentina)

5. World Heritage inscriptions

Sites added to the List of World Heritage in Danger

LIBYA

- Archaeological Site of Cyrene
- Archaeological Site of Leptis Magna
- Archaeological Site of Sabratha
- Old Town of Ghadamès
- Rock-Art Sites of Tadrart Acacus

MALI

- Old Towns of Djenné

MICRONESIA (FEDERATED STATES OF)

- Nan Madol: Ceremonial Centre of Eastern Micronesia

UZBEKISTAN

- Historic Centre of Shakhrisayabz

Inscriptions

Cultural sites

ANTIGUA AND BARBUDA

- Antigua Naval Dockyard and Related Archaeological Sites

BRAZIL

- Pampulha Modern Ensemble

CHINA (PEOPLE'S REPUBLIC OF)

- Zuojiang Huashan Rock Art Cultural Landscape

GREECE

- Archaeological Site of Philippi

INDIA

- Archaeological Site of Nalanda *Mahavihara* (Nalanda University) at Nalanda, Bihar

IRAN (ISLAMIC REPUBLIC OF)

- The Persian Qanat

MICRONESIA (FEDERATED STATES OF)

- Nan Madol: Ceremonial Centre of Eastern Micronesia

SPAIN

- Antequera Dolmens Site

TURKEY

- Archaeological Site of Ani

UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

- Gorham's Cave Complex

Natural sites

CANADA

- Mistaken Point

CHINA (PEOPLE'S REPUBLIC OF)

- Hubei Shennongjia

IRAN (ISLAMIC REPUBLIC OF)

- Lut Desert

MEXICO

- Archipiélago de Revillagigedo

SUDAN

- Sanganeb Marine National Park and Dugonab Bay – Mukkawar Island Marine National Park

Mixed sites (cultural and natural)

CHAD

- Ennedi Massif: Natural and Cultural Landscape

INDIA

- Khangchendzonga National Park

IRAQ

- The Ahwar of Southern Iraq: Refuge of Biodiversity and the Relict Landscape of the Mesopotamian Cities

Transboundary Sites

ARGENTINA/BELGIUM/France/GERMANY/INDIA/JAPAN/SWITZERLAND

- The Architectural Work of Le Corbusier, an Outstanding Contribution to the Modern Movement

BOSNIA AND HERZEGOVINA/CROATIA/MONTENEGRO/SERBIA

- Stećci Medieval Tombstones Graveyards

KAZAKHSTAN/KYRGYZSTAN/UZBEKISTAN

- Western Tien-Shan

6. Intangible Cultural Heritage inscriptions

List of Intangible Cultural Heritage in Need of Urgent Safeguarding

CAMBODIA

- Chapei Dang Veng

PORTUGAL

- Bisalhães black pottery manufacturing process

UGANDA

- Ma'di bowl lyre music and dance

UKRAINE

- Cossack's songs of Dnipropetrovsk Region

Representative List of the Intangible Cultural Heritage of Humanity

AFGHANISTAN – AZERBAIJAN – INDIA – IRAN (ISLAMIC REPUBLIC OF) – IRAQ – KAZAKHSTAN – KYRGYZSTAN – PAKISTAN – TAJIKISTAN – TURKEY – TURKMENISTAN – UZBEKISTAN

- Nawrouz, Novruz, Nowrouz, Nowrouz, Nawrouz, Nauryz, Nooruz, Nowruz, Navruz, Nevruz, Nowruz, Navruz

AZERBAIJAN – IRAN (ISLAMIC REPUBLIC OF) – KAZAKHSTAN – KYRGYZSTAN – TURKEY

- Flatbread making and sharing culture: Lavash, Katyрма, Jupka, Yufka

BANGLADESH

- Mangal Shobhajatra on Pahela Baishakh

BELGIUM

- Beer culture in Belgium

CHINA (PEOPLE'S REPUBLIC OF)

- The Twenty-Four Solar Terms, knowledge in China of time and practices developed through observation of the sun's annual motion

CUBA

- Rumba in Cuba, a festive combination of music and dances and all the practices associated

DOMINICAN REPUBLIC

- Music and dance of the merengue in the Dominican Republic

EGYPT

- Tahteeb, stick game

ETHIOPIA

- Gada system, an indigenous democratic socio-political system of the Oromo

FRANCE

- Carnival of Granville

GEORGIA

- Living culture of three writing systems of the Georgian alphabet

GERMANY

- Idea and practice of organizing shared interests in cooperatives

GREECE

- Momoeria, New Year's celebration in eight villages of Kozani area, West Macedonia, Greece

INDIA

- Yoga

IRAQ

- Khidr Elias feast and its vows

JAPAN

- Yama, Hoko, Yatai, float festivals in Japan

KAZAKHSTAN

- Kuresi in Kazakhstan

MAURITIUS

- Bhojpuri folk songs in Mauritius, Geet-Gawai

MEXICO

- Charrería, equestrian tradition in Mexico

NIGERIA

- Argungu international fishing and cultural festival

REPUBLIC OF KOREA

- Culture of Jeju Haenyeo (women divers)

ROMANIA – REPUBLIC OF MOLDOVA

- Traditional wall-carpet craftsmanship in Romania and the Republic of Moldova

SAUDI ARABIA

- Almezmar, drumming and dancing with sticks

SLOVAKIA – CZECHIA

- Puppetry in Slovakia and Czechia

SLOVENIA

- Škofja Loka passion play

SPAIN

- Valencia Fallas festivity

SWITZERLAND

- Winegrowers' Festival in Vevey

TAJIKISTAN

- Oshi Palav, a traditional meal and its social and cultural contexts in Tajikistan

TURKEY

- Traditional craftsmanship of Çini-making

UNITED ARAB EMIRATES – AUSTRIA – BELGIUM – CZECHIA – FRANCE – GERMANY – HUNGARY – ITALY – KAZAKHSTAN – REPUBLIC OF KOREA – MONGOLIA – MOROCCO – PAKISTAN – PORTUGAL – QATAR – SAUDI ARABIA – SPAIN – SYRIAN ARAB REPUBLIC

- Falconry, a living human heritage

UZBEKISTAN

- Palov culture and tradition

VENEZUELA (BOLIVARIAN REPUBLIC OF)

- Carnival of El Callao, a festive representation of a memory and cultural identity

VIET NAM

- Practices related to the Viet beliefs in the Mother Goddesses of Three Realms

Register of Good Safeguarding Practices

AUSTRIA

- Regional Centres for Craftsmanship: a strategy for safeguarding the cultural heritage of traditional handicraft

BULGARIA

- Festival of folklore in Koprivshitsa: a system of practices for heritage presentation and transmission

CROATIA

- Community project of safeguarding the living culture of Rovinj/Rovigno: the Batana Ecomuseum

HUNGARY

- Safeguarding of the folk music heritage by the Kodály concept

NORWAY

- Oselvar boat – reframing a traditional learning process of building and use to a modern context

7. UNESCO Biosphere Reserves

ALGERIA Monts de Tlemcen

CANADA Beaver Hills

CANADA Tsá Tué

GHANA Lake Bosomtwe

HAITI La Hotte

INDIA Agasthyamala

INDONESIA Balambangan

ISLAMIC REPUBLIC OF IRAN Hamoun

ITALY Collina Po

KAZAKHSTAN Barsakelmes

MADAGASCAR Belo-sur-Mer-Kirindy-Mite

MEXICO Isla Cozumel

MOROCCO Atlas Cedar (Cèdre de l'Atlas)

PERU Gran Pajatén

PHILIPPINES Albay

PORTUGAL Fajãs de São Jorge

PORTUGAL AND SPAIN Tejo/Tajo

UNITED REPUBLIC OF TANZANIA
Jozani-Chwaka Bay

UNITED KINGDOM OF GREAT BRITAIN AND
NORTHERN IRELAND Isle of Man

Extensions of Existing Reserves

HONDURAS Trifinio Fraternidad

ITALY Toscana

JAPAN Mount Hakusan

JAPAN Yakushima and Kuchinoerabu Jima

JAPAN Mount Odaigahara, Mount Omine and
Osugidani Biosphere Reserve

PERU Noroeste Amotapes – Manglares

REPUBLIC OF KOREA Mount Sorak

REPUBLIC OF KOREA Shinan Dadohae

UNITED KINGDOM OF GREAT BRITAIN AND

NORTHERN IRELAND Wester Ross

8. Ratifications of conventions adopted under the auspices of UNESCO

Convention against Discrimination in Education 1960

KAZAKHSTAN 15/04/2016 *Ratification*

Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970)

GHANA 20/01/2016 *Ratification*

Convention concerning the Protection of the World Cultural and Natural Heritage (1972)

SOUTH SUDAN 09/03/2016 *Ratification*

Convention on the Protection of the Underwater Cultural Heritage (2001)

GHANA 20/01/2016 *Ratification*

GUINEA-BISSAU 07/03/2016 *Acceptance*

Convention for the Safeguarding of the Intangible Cultural Heritage (2003)

CABO VERDE 06/01/2016 *Ratification*

GHANA 20/01/2016 *Ratification*

GUINEA-BISSAU 07/03/2016 *Acceptance*

SOUTH SUDAN 09/03/2016 *Ratification*

SAINT KITTS AND NEVIS 15/04/2016 *Ratification*

COOK ISLANDS 03/05/2016 *Ratification*

THAILAND 10/06/2016 *Ratification*

Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)

GHANA 20/01/2016 *Ratification*

SOUTH SUDAN 09/03/2016 *Ratification*

SAINT KITTS AND NEVIS 26/04/2016 *Ratification*

TIMOR-LESTE 31/10/2016 *Ratification*

International Convention against Doping in Sport

CENTRAL AFRICAN

REPUBLIC 08/06/2016 *Ratification*

9. Permanent Delegates who presented their credentials

Permanent Delegates are listed per region and in the chronological order of their visit to UNESCO.

Africa

CENTRAL AFRICAN REPUBLIC HE Mr Michel Gbezera-Bria, Ambassador Extraordinary and Plenipotentiary *Permanent Delegate* (25/01/2016)

SENEGAL HE Mr Abdou Sourang, Ambassador *Permanent Delegate* (23/02/2016)

EQUATORIAL GUINEA HE Mr Miguel Oyono Ndong Mifumu, Ambassador of the Equatorial Guinea to France *Permanent Delegate* (21/03/2016)

CAMEROON HE Mr Samuel Mvondo Ayolo, Ambassador Extraordinary and Plenipotentiary to France *Permanent Delegate* (14/06/2016)

BENIN HE Mr Irénée Bienvenu Zevounou, Ambassador *Permanent Delegate* (27/10/2016)

BURKINA FASO HE Mr Alain Francis Gustave Ilboudo, Ambassador Extraordinary and Plenipotentiary of Burkina Faso in France *Permanent Delegate (17/11/2016)*

Arab States

EGYPT HE Mr Ehab Badawy, Ambassador Extraordinary and Plenipotentiary *Permanent Delegate (01/04/2016)*

SUDAN HE Mr Daffa-Allah Elhag Ali Osman, Ambassador Extraordinary and Plenipotentiary of Sudan to France *Permanent Delegate (29/09/2016)*

TUNISIA HE Mr Ghazi Gherairi, Ambassador *Permanent Delegate (15/12/2016)*

Asia and the Pacific

THAILAND HE Mr Sihesak Phuangketkeow, Ambassador Extraordinary and Plenipotentiary of the Kingdom of Thailand to France *Permanent Delegate (23/02/2016)*

KYRGYZSTAN HE Mr Asein Isaev, Ambassador Extraordinary and Plenipotentiary to the Kingdom of Belgium and EU *Permanent Delegate (25/03/2016)*

AFGHANISTAN HE Mr Abdel-Ellah Sediqi, Ambassador Extraordinary and Plenipotentiary of Afghanistan to France *Permanent Delegate (29/06/2016)*

PAKISTAN HE Mr Moin Ul-Haque, Ambassador *Permanent Delegate (01/08/2016)*

CHINA (PEOPLE'S REPUBLIC OF) HE Mr Yang Shen, Ambassador *Permanent Delegate (12/09/2016)*

SAMOA HE Mr Fatumanava III Dr Pa'olelei Luteru, Ambassador *Permanent Delegate (26/10/2016)*

Europe and North America

FRANCE HE Mr Laurent Stefanini, Ambassador *Permanent Delegate (09/05/2016)*

LATVIA HE Mr Imants Viesturs Liegis, Ambassador Extraordinary and Plenipotentiary to France *Permanent Delegate (09/05/2016)*

REPUBLIC OF MOLDOVA HE Mr Lilian Moraru, Ambassador Extraordinary and Plenipotentiary to France *Permanent Delegate (11/05/2016)*

BULGARIA HE Mr Anguel Tcholakov, Ambassador of the Republic of Bulgaria to France *Permanent Delegate (03/06/2016)*

ALBANIA HE Mrs Venera Domi, Ambassador Extraordinary and Plenipotentiary to France *Permanent Delegate (29/06/2016)*

GERMANY HE Mr Stefan Krawielicki, Ambassador *Permanent Delegate (05/07/2016)*

FINLAND HE Mr Pekka Puustinen, Ambassador *Permanent Delegate (12/09/2016)*

IRELAND HE Mr Dermot Nolan, Ambassador *Permanent Delegate (12/09/2016)*

ICELAND HE Mr Kristjan Andri Stefansson, Ambassador Extraordinary and Plenipotentiary of Iceland to France *Permanent Delegate (13/09/2016)*

RUSSIAN FEDERATION HE Mr Alexander Kuznetsov, Ambassador *Permanent Delegate (06/10/2016)*

SAN MARINO HE Mr Paolo Rondelli, Ambassador *Permanent Delegate (18/10/2016)*

EUROPEAN UNION HE Mr Rupert Schlegelmilch, Ambassador Extraordinary and Plenipotentiary *Permanent Delegate (27/10/2016)*

TURKEY HE Mr Ahmet Altay Cengizer, Ambassador *Permanent Delegate (02/11/2016)*

LATVIA HE Mrs Ivita Burmestre, Ambassador Extraordinary and Plenipotentiary *Permanent Delegate (07/11/2016)*

ESTONIA HE Mrs Ingrid Amer, Ambassador Extraordinary and Plenipotentiary *Permanent Delegate (17/11/2016)*

Latin America and the Caribbean

NICARAGUA HE Mrs Ruth Esperanza Tapia Roa, Ambassador Extraordinary and Plenipotentiary of Nicaragua to France *Permanent Delegate (07/03/2016)*

SURINAME HE Mr Reggy Martiales Nelson, Ambassador Extraordinary and Plenipotentiary of Suriname to France *Permanent Delegate (11/03/2016)*

ARGENTINA HE Mr Rodolfo H. Terragno, Ambassador Extraordinary and Plenipotentiary *Permanent Delegate (01/04/2016)*

URUGUAY HE Ms Alejandra De Bellis, Ambassador *Permanent Delegate (14/06/2016)*

MEXICO HE Mr Andrés Roemer Slomianski, Ambassador Extraordinary and Plenipotentiary *Permanent Delegate (01/08/2016)*

DOMINICAN REPUBLIC HE Mr José Antonio Rodríguez, Ambassador *Permanent Delegate (29/11/2016)*

10. Designations of eminent personalities

UNESCO Goodwill Ambassadors



DEEYAH KHAN
Norway

Filmmaker and music producer Deeyah Khan was appointed UNESCO Goodwill Ambassador for Artistic Freedom and Creativity on 21 November. Ms Khan has dedicated her life and work to promoting human rights and freedom of expression for artists through a variety of self-started initiatives, including the World Woman Festival in Oslo and the award winning *sister-hood* online magazine to promote better representation of women and artists.



VERA MICHALSKI-HOFFMANN
Switzerland

Publisher Vera Michalski-Hoffmann was designated a UNESCO Goodwill Ambassador on 14 October, in recognition of her commitment to the publishing profession, her support of literary creativity and reading, notably through the activities of the Jan Michalski Foundation, and for her dedication to the ideals of UNESCO.



MAHA EL-KHALIL CHALABI
Lebanon

Born in the Lebanese city of Tyre, Maha El-Khalil Chalabi was named a UNESCO Goodwill Ambassador on 17 February. She is the founder of the International Association to Save Tyre for the preservation, development and revitalization of her native city. She also created the Tyre Foundation, and has helped establish the International Festival of Tyre and a medical and social care centre for the city.

UNESCO Artists for Peace



SIDAHMED ALPHADI SEIDNALY (ALPHADI)
Niger

Fashion designer Alphadi (born Sidahmed Alphadi Seidnaly) was designated a UNESCO Artist for Peace on 25 January. This title was bestowed in recognition of his commitment towards culture and development in the service of peace, respect and human dignity, his contribution to the promotion of tolerance, as well as his dedication to the ideals of the Organization.



MARKO POGAČNIK
Slovenia

On 5 February, sculptor Marko Pogačnik was designated a UNESCO Artist for Peace. This title was bestowed upon Mr Pogačnik in recognition of his commitment to improving relationships between people and their environments, based on the concept of protection, education and sustainable development, to increase people's ability to efficiently use Earth, its resources and landscapes.



URSZULA DUDZIAK
Poland

Composer and jazz singer Urszula Dudziak was named a UNESCO Artist for Peace on 19 February. This title was bestowed on Ms Dudziak in recognition of her contribution to peace-building through charity work aiming to encourage young talents, and to support women's empowerment. Among her many actions, she has recently supported musical projects for young people in Kenya and Tanzania.



VIOLETA URMANA
Lithuania

On 7 March, opera singer Violeta Urmana was designated a UNESCO Artist for Peace. The designation comes in recognition of Ms Urmana's unflinching efforts to promote culture as a vehicle for dialogue and mutual understanding, as well as her dedication to issues that are in line with UNESCO's priority on the African continent.



KUDSI ERGÜNER
Turkey

Musician Kudsi Ergüner was named a UNESCO Artist for Peace on 10 July, in recognition of his efforts to promote the universal values of music, an essential instrument of dialogue between cultures, for his contribution to the protection of musical heritage, his support for the International Decade of the Rapprochement of Cultures (2013–2022) and his unwavering commitment to the ideals of the Organization.



HERMAN MAKARENKO
Ukraine

On 29 November, conductor and Artistic Director of the Kyiv–Classic Orchestra Herman Makarenko

was named a UNESCO Artist for Peace. This title was bestowed in recognition of Mr Makarenko's commitment to promote music as a vehicle for dialogue and mutual understanding among people, his contribution to peace and tolerance, notably through the performances of the Kyiv–Classic Orchestra, and his profound commitment to the ideals and aims of the Organization.



**ZARIFA MGOYAN
(ZARA)**
Russian Federation

On 5 December, singer Zarifa Mgoyan, known as Zara, was designated a UNESCO Artist for Peace for her tireless contribution to the promotion of the universal value of music as an indispensable means of dialogue between cultures. Zara is a member of the Board of Trustees of the charity foundation 'Step Towards' providing assistance to children and adults with disabilities. She is also involved with the activities of the foundation 'By Call of Heart' aiming to help blind and visually impaired children.

ORCHESTRA H2O SOUNDS OF EARTH Paraguay



Orchestra H2O Sounds of Earth was designated a UNESCO Artist for Peace on 6 December. The musical ensemble, with its 50 orchestras composed of 2,200 children and 300 adults coming from 44 communities, travels across Paraguay and organizes awareness campaigns

on proper water management and the need to preserve the environment. The orchestra has enabled more than 18,000 children and young people from Paraguay to access music education.



**AHLEM
MOSTEGHANEMI**
Algeria

On 16 December, writer Ahlem Mosteghanemi was named a UNESCO Artist for Peace in recognition of her commitment to support the causes of social justice and education of young people affected by conflict, as well as for her dedication to the ideals and objectives of the Organization.

UNESCO Champion for Sports



HRISTO STOICHKOV
Bulgaria

Football legend Hristo Stoichkov was designated a UNESCO Champion for Sport on 5 May. The designation comes in recognition of Mr Stoichkov's efforts to promote sport as a tool to advance social inclusion and tolerance, his support to physical education among disabled students, his commitment to fighting racism and violence in sport, and his dedication to the aims and values of UNESCO.

11. Highlights of partnerships signed in 2016

JANUARY

- **Flanders (Belgium)** agreed to support the two following projects through the UNESCO/ Flanders funds-in-trust for cultural and natural heritage: Strengthening sub-regional cooperation and national capacities in seven southern African countries for implementing the 2003 Convention for safeguarding of the Intangible cultural heritage (*US\$250 000*) and Scaling-up conservation of marine sites on UNESCO's World Heritage List (*US\$250,000*)
- **European Union** supported the project Promoting the contribution of World Heritage for sustainable development and reinforcing capacities for protection and conservation of paleontological sites in Ethiopia (*€0.4 million*)
- **UNAIDS UBRAF** 2016–2017 programme for HIV and health education (*US\$3,100,000*)
- **UNDP Haiti** – Alphonbétisation fonctionnelle en faveur des jeunes et des femmes et renforcement des centres de formation professionnelle (*US\$799,000*)
- **UNEP** Technical support for the IPBES Task Force on Indigenous and Local Knowledge Systems (IPBES Workprogramme 2014–18) (*US\$477,884*)

FEBRUARY

- **UNDP/MPTF (Uruguay One UN Fund)** Institutional strengthening of Ministry of Industry, Energy, and Mining and the Ministry of Housing, Land Use and Environment for comprehensive mining development in Uruguay (*US\$220,000*)
- **UNDP Life-Saving Actions:** Disaster preparedness and seismic and tsunami risk reduction on the south coast of San Cristóbal province, Dominican Republic (*US\$163,537*)

- **UNDP** Enhancing seismic and tsunami preparedness in selected schools through training on simulation exercises (*US\$240,276*)
- **UNOPS** Integral improvement of the Cultural Heritage interpretation service through the design of museological plan for the next National Museum of Archeology of Peru, District of Lurin, Lima (*US\$320 684*)

MARCH

- **Germany** signed an agreement for reducing HIV infection and improving sexual and reproductive health outcomes for young people in Eastern and Southern Africa (ESA) (*€0.15 million*)
- **Japan** renewed the Funds-in-Trust for the promotion of education and science in Asia and the Pacific Region (*US\$0.6 million*)
- **Malaysia** agreed to support under the Malaysia-UNESCO Cooperation Programme (MUCP) 9 additional projects (*a total amount of US\$2.2 million*)
- Accord entre l'UNESCO et le **Maroc** pour le projet « Les changements climatiques et la préservation et la valorisation du patrimoine culturel immatériel lié à l'artisanat » pour *1 million MAD*
- Accord entre l'UNESCO et le **Maroc** pour le projet « Le Nexus Eau- Énergie-Agriculture & valorisation du patrimoine culturel comme approche innovante de développement durable et d'amélioration de la résilience aux changements climatiques dans la réserve de biosphère Arganaeraie au Maroc », pour *1 million MAD*.
- **European Union** contributed to the UNESCO Implementation of the Skills and Technical Education Programme (STEP) project in Malawi (*€9 million*)

- **Mexico's Ministry of Environment of the state of Coahuila** contributed to the project Sustainable future of life in the desert (*US\$0.15 million*)
- **UN/UN Human Security Trust Fund** – Increasing disaster resilience in Haiti – Integration of DRR in the formal education system (*US\$514,672*)
- **UNDP** – International waters: Learning exchange and resource network (*US\$3,987,500*)
- **UNDP** – LME:Learn – Strengthening global governance of large marine ecosystems and their coasts through enhanced sharing and application of LME/ICM/MPA knowledge and information tools (*US\$2,500,000*)
- **UNICEF** – Teacher and school leadership training for formal education for out-of-school children in Somalia (*US\$2,385,774*)

APRIL

- **Australia** renewed its commitment to the Global Education Monitoring Report. (*AU \$1.5 million*)
- Through its Horizon 2020 programme, the **European Union** supported the project Improving resilience to emergencies through advanced cyber technologies (*€0.35 million*) and contributed to building resilient communities and integrated early warning systems for tsunamis and other ocean-related hazards in Central America (*€0.55 million*)
- **Germany** signed an agreement for capacity-building for the conservation of the Borobudur temple compounds within a disaster risk reeducation framework (*€0.1 million*)
- **Japan** exchanged signed letters for a Funds-in-Trust for the promotion of the Global Action Programme on ESD (*US\$1.4 million*)

MAY

- **Switzerland** approved a second phase of the successful initiative on governance of groundwater resources in transboundary aquifers (GGRETA) (*CHF1.9 million*)
- **The periphery of Mexico City** (La Secretaría de Desarrollo Social del Gobierno de la Ciudad de México de los Estados Unidos Mexicanos) contributed to establishing the framework of the UNESCO Recommendation on Urban Historic Landscape (*MXN\$2.8 million*)
- **Joint Programme** (pooled fund supported by **UNWomen** and the **Netherlands**) – Empowering rural women in Mafraq Governorate through the management and preservation of the Umm el-Jimal's Archeological Site in Jordan as income-generating activities (*US\$422,486*)

JUNE

- **The People's Republic of China** signed an agreement in support of UNESCO's activities in favour of education development in Africa for the period 2017–18 allowing the inclusion of two additional African countries in the very successful CFIT (*US\$4million*)
- **Finland** signed an agreement to support the programme for enhancing literacy in Afghanistan (*€2 million*)
- **Mexico** (La Secretaría de Cultura de la Ciudad de México de los Estados Unidos Mexicanos) contributed to promoting culture for development in Mexico City (*MXN\$2.9 million*)
- **Norway** signed an agreement of *NOK4 million* to support the project Building gender accountability in Palestine
- **Republic of Korea** supported the project Empowering adolescent girls and young women through education in Mali, Tanzania and Nepal (*US\$15 million*), contributing to the UN joint programme launched by UNESCO, UN-Women and UNFPA

- **Turkey** contributed to the WHC special account for the organization of the 40th Committee of the WHC (*US\$0.75 million*)
- **Drossos Foundation** signed an agreement to support the second phase of the project Empowering women and increasing resilience in the Jordan Valley (*US\$0.6 million*)
- **The Chengdu Culture and Tourism Development Group IIC** signed a framework to support UNESCO's activities in education, culture, social and human sciences, and external relations and public information (*US\$1 million*)

JULY

- **Italy** contributed to the World Water Assessment Programme – WWAP special account in 2016 (*€1.6 million*)
- **Republic of Korea** supported the project Provision of technical and technical and vocational education for Syrian and vulnerable Jordanian youth (*US\$1 million*)

AUGUST

- **Flanders (Belgium)** agreed to support under the Funds-in-Trust in support of science the project Integrated approach to coastal and marine ecosystems for sustainable blue growth in the Southeast Pacific (SPINCAM III) (*US\$549,000*)
- **Hungary** signed a framework agreement focused on cultural heritage in crisis zones (*€0.2 million*)
- **European Union** signed an agreement for NEPAD – African network of centres of excellence on water sciences and technology (phase II) (*€2.4 million*)
- **David and Lucile Packard Foundation** contributed to a project on comprehensive sexual education in Ethiopia (*US\$0.8 million*)
- **UN/UN Human Security Trust Fund** – Building the resilience of communities affected by the Aral Sea disaster through a multi-partner human security fund for the Aral Sea (*US\$180,000*)

- **UNDP** – Renforcement des capacités de la radio citoyenne des jeunes au Congo (*US\$130,000*)
- **UNDP/UN Partnership on the Rights of Persons with Disabilities (UNPRPD)** – Promoting the rights of disabled children to quality education (*US\$150,000*)
- **UNWomen** – Alphabétisation fonctionnelle numérique et promotion du genre à l'extrême Nord et au Centre du Cameroun (*US\$113,441*)

SEPTEMBER

- **The People's Republic of China** renewed its contribution to the Culture and urban development initiative (*US\$0.4 million*)
- **The People's Republic of China** signed an agreement to revitalise the flagship publication *UNESCO Courier* (*US\$5.6 million*)
- **Germany** signed an agreement for the Global Education Monitoring Report (GEM Report) (*€0.15 million*)
- **Dubai Cares** signed a strategic partnership framework agreement to contribute to progress towards the Education 2030 Agenda. (*US\$3 million*)
- **The MISK Foundation** signed a framework agreement to support UNESCO's full range of expertise with special emphasis on youth (*US\$5 million*)
- **FAO** – Enhanced knowledge and education for resilient pastoral livelihoods in South Sudan (*US\$1,075,210*)
- **UNICEF** – Projet d'appui à la restauration du Système d'Information pour la Gestion de l'Éducation (SIGE) et au renforcement des capacités statistiques du ministère de l'éducation nationale de la République Centrafricaine (*US\$314,568*)
- **UNAIDS** – Regional cooperation programme phase II: Scaling up HIV/AIDS prevention in EECA (*US\$197,647*)

- **Qatar Fund for Development** signed an agreement to increase the support to the Doha Office by *US\$275,000* on an annual basis

OCTOBER

- **Netherlands** signed an agreement for Earmarked Intangible Heritage Fund (*€1 million*)
- **Norway** signed a new framework agreement and a new PCA for the year 2016. Additional information on www.unesco.org/new/en/media-services/single-view/news/norway_and_unesco_open_new_chapter_of_cooperation/
- **UNDP/Peace building Trust Fund** – Institutions démocratiques intègres, représentatives et crédibles (*US\$502,472*)
- **UNOPS** – Development of a synthesis report for SDG 6 (*US\$288,381*)
- **The Hamdan Bin Rashid Al-Maktoum Award for Distinguished Academic Performance** contributed an additional amount of *€1 million* for the project Restoration and improvement of room I for which it already made a contribution of *US\$5 million* in 2015.

NOVEMBER

- **Japan** signed an agreement for digitalizing UNESCO's institutional memory (*US\$3 million*) and it renewed Funds-in-Trust for the promotion of the Global Action Programme on ESD, and education and science in Asia and the Pacific Region. (*US\$1.6 million*)
- **Finland** signed two agreements, one to support the GEM report *€100,000* and one to support IPDC *€200,000*
- **Sweden** signed three letters of agreement to support the protection of heritage in conflict and post-conflict situations, particularly in the Arab region. The contribution, amounting to *SEK4,500,000 (US\$490,000)*, will raise the human capacities of three UNESCO Conventions.

- **Sweden** signed an agreement to provide an additional contribution of *SEK19 million* for the year 2016 for the implementation of the project Strengthening sexual and reproductive health and HIV prevention amongst children and young people through promoting comprehensive sexuality education in Eastern and Southern Africa
- **Switzerland** signed an agreement for Safeguarding applied management of water resources (SAMoWaR) in the autonomous Kurdistan region of Iraq (*US\$1 million*)
- **Italy AICS** contributed to Promoting human development and civic virtues among the Sudanese rural communities: Supporting the rural radio broadcasting in the Eastern States (*€0.3 million*)

DECEMBER

- **Finland** signed an agreement of *€1 million* to support CapED
- **Finland** signed an agreement of *€3,250,000.00* to support Implementation of the Strengthening pre-service teacher education in Myanmar (STEM) project
- **Germany** signed an agreement for UNESCO–UNEVOC's international programme on technical and vocational education and training (TVET) (*€0.8 million*)
- **Japan** renewed Funds-in-Trust (JFIT) for the Preservation of World Cultural Heritage, for the Safeguarding of Intangible Cultural Heritage and for the Capacity-Building of Human Resources (*US\$1.6 million*)
- **Norway** signed an agreement of *NOK3.5 million* to support the implementation of Palestine Riwaya Museum in Bethlehem (finalization of phase III: Completion of the renovation of the Museum's space)
- **Republic of Korea** agreed to support phase II of the project Better education for Africa's rise (BEAR) (*US\$10 million*)

- **Republic of Korea** agreed to support phase II of project Bamiyan Cultural Centre (*US\$1,9 million*)
- **Sweden** signed an agreement to support the Strengthening norms and knowledge for media development through IPDC indicators-based research and grassroots projects that support freedom of expression in the amount of *SEK3 million (around US\$330,000)*
- **Switzerland** agreed to support mobilizing UNESCO Science Chairs for policy action towards the 2030 Agenda (*US\$0.2 million*)
- **European Union** signed an agreement for the access to inclusive quality primary and secondary education for IDPs and refugees in crisis-affected areas in Iraq (*€12.6 million*)
- **Italy AICS** contributed to the project Soutenir les universités du Sénégal dans l'offre de services à la société : Éducation à la citoyenneté et formation au métier du patrimoine culturel au Sénégal (*€0.5 million*)
- **UNDP** – Haiti: Renforcement des capacités institutionnelles pour la prévention des tsunamis (*US\$156,000*)
- **UNDP/Joint Programme-Uganda Ministry of Education and Sports** – Response to HIV prevention in schools through UN joint programme of support on HIV and AIDS (*US\$250,000*)
- **UNICEF** – Support to out-of-school children interventions and updating of the 2013 OOSC study under the South Sudan GPEP (*US\$1,090,000*)
- **Prince Sultan Foundation** signed a *US\$5 million* agreement to support the strengthening of the Arabic language within UNESCO

12. Non-governmental organizations accredited by UNESCO in 2016

ASSOCIATION OF NATIONAL OLYMPIC COMMITTEES (ANOC) Switzerland (January)

V.I. VERNADSKY NONGOVERNMENTAL ECOLOGICAL FOUNDATION Russian Federation (January)

LIBERAL INSTITUTE FOR POLITICAL ANALYSIS (LIPA) Bulgaria (February)

INTERNATIONAL LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER AND INTERSEX YOUTH AND STUDENT ORGANISATION (IGLYO) Belgium (March)

WEST INDIA COMMITTEE (WIC) United Kingdom of Great Britain and Northern Ireland (April)

WILDLIFE CONSERVATION SOCIETY (WCS) United States of America (April)

W-SMART ASSOCIATION France (April)

AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH (ACER) Australia (July)

LEARNING FOR A SUSTAINABLE FUTURE (LSF) Canada (November)

SAUDI HERITAGE PRESERVATION SOCIETY (SHPS) Kingdom of Saudi Arabia (December)

13. Condemnation of the killing of journalists

Journalists are listed under the country where they have lost their lives in the line of duty.

AFGHANISTAN

- Mohammad Ali Mohammadi
- Mohammad Hussain Khaksar
- Mohammad Jawad Hussaini
- Mohammad Hussain Amini
- Mehri Azizi
- Mariam Ibrahim
- Zainab Mirzaee
- Haji Mohammad Zubair Khaksar
- David Gilkey
- Zabihullah Tamanna
- Yaqoub Sharafat
- Nematullah Zahir
- Mohammad Nasir Mudasir

BANGLADESH

- Nazimuddin Samad
- Xulhaz Mannan

BRAZIL

- João Valdecir de Borba
- Manoel Messias Pereira
- João Miranda do Carmo

- Mauricio Campos Rosa
- Jairo de Oliveira Silva

BURKINA FASO

- Leila Alaoui

DEMOCRATIC REPUBLIC OF CONGO

- Marcel Lubala

EL SALVADOR

- Nicolás Humberto García

FINLAND

- Anne Vihavainen
- Katri Ikävalko

GUATEMALA

- Mario Roberto Salazar Barahona
- Winston Leonardo Cano Túnchez
- Diego Salomón Esteban Gaspar
- Víctor Hugo Valdez Cardona
- Álvaro Alfredo Aceituno López
- Felipe David Munguía Jiménez
- Hamilton Hernández Vásquez

GUINEA

- El Hadj Mohamed Diallo

HONDURAS

- Marlon David Martínez Caballero

INDIA

- Karun Misra
- Akhilesh Pratap Singh
- Rajdev Ranjan
- Kishore Dave
- Dharmendra Singh

IRAQ

- Hassan al-Anbaki
- Saif Talal
- Ali Mahmud
- Widad Hussein Ali
- Mustafa Saeed
- Ali Ghani
- Ahmet Haceroğlu
- Ali Resan
- Mohammed Thabet al-Obeidi

JORDAN

- Nahed Hattar

LIBYA

- Khaled al-Zintani
- Abdelqadir Fassouk
- Jeroen Oerlemans

MEXICO

- Marcos Hernández Bautista
- Reinel Martínez Cerqueda
- Anabel Flores Salazar
- Moisés Dagdug Lutzow
- Francisco Pacheco Beltrán
- Manuel Santiago Torres González
- Elidio Ramos Zárate
- Zamira Esther Bautista
- Salvador Olmos García
- Pedro Tamayo Rosas
- Agustín Pavia Pavia
- Aurelio Cabrera Campos
- Jesús Adrián Rodríguez Samaniego

MYANMAR

- Soe Moe Tun

PAKISTAN

- Muhammad Umar
- Khurram Zaki

- Mehmood Khan
- Shehzad Ahmed

PERU

- Hernán Choquepata Ordoñez

PHILIPPINES

- Elvis Ordaniza
- Larry Que

SERBIA

- Luka Popov

SOMALIA

- Sagal Salad Osman
- Abdiaziz Mohamed Ali
- Mahad Ali Mohamed

SOUTH SUDAN

- Isaac Vuni

SYRIA

- Majid Dirani
- Osama Jumaa
- Khalid al Issa
- Ibrahim Omar
- Mustafa Mohammed
- Abdullah Mohammad Ghannam

- Mohammed Sayyed Hassan
- Mohsen Khazaei

TURKEY

- Rohat Aktaş
- Zاهر al-Shurqat
- Mustafa Cambaz

UKRAINE

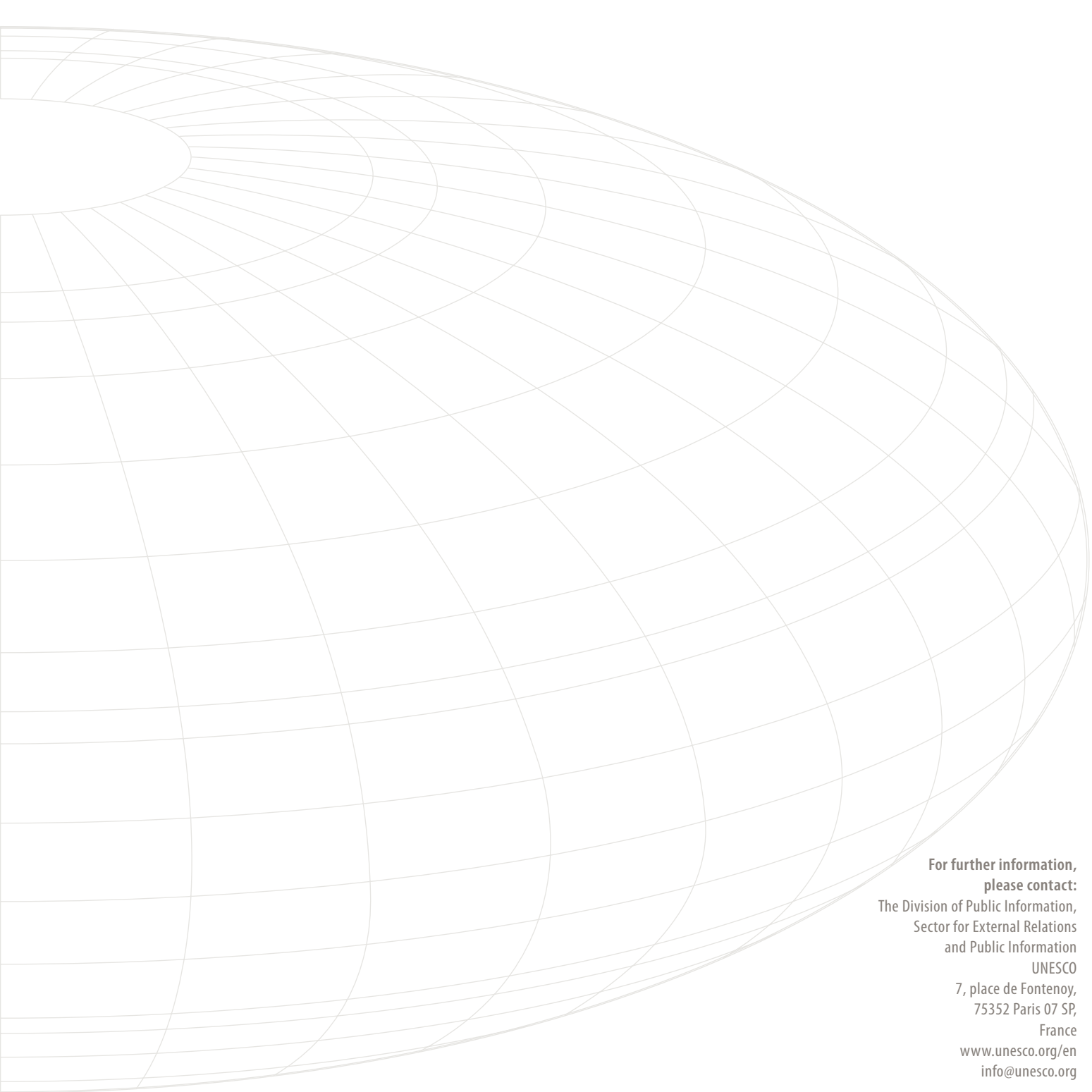
- Pavel Sheremet

UNITED STATES OF AMERICA

- Jacinto Hernández Torres

YEMEN

- Almigdad Mojalli
- Hashem Al Hamran
- Suad Hujaira
- Munir al-Hakimi
- Ahmed Al-Shaibani
- Mohammed al-Yemeni
- Abdullah Azizan
- Abdulkarim Al-Jerbani
- Mubarak Al-Abadi
- Awab Al-Zubairi



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