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United Nations
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New Delhi Office
Cluster Office for Bangladesh,
Bhutan, India, Maldives,
Nepal and Sri Lanka

UNESCO COUNTRY PROGRAMMING DOCUMENT

INDIA
2014-2017

UNESCO Country Programming Document for India

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INDIA
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Contents

Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
AEC	Adult Education Centres
ASI	Archaeological Survey of India
ASPnet	Associated Schools Project Network
BBBP	Beti Bachao Beti Padhao
CI	UNESCO Communication and Information Sector
CEMCA	Commonwealth Educational Media Centre for Asia
CEEW	Council on Energy, Environment and Water
CMLS	Centre for Migration and Labour Studies
COHANDS	Council of Handicrafts Development Corporation
CRCIT	Community Radio Continuous Improvement Toolkit
CSE	Comprehensive Sexuality Education
CSIR	Council for Scientific and Industrial Research
CSR	Child Sex Ratio
DBT	Department of Biotechnology
DEPWD	Department for the Empowerment of Persons with Disabilities
DoE	Department of Electronics
DST	Department of Science and Technology
DSIR	Department of Scientific and Industrial Research
ECCE	Early Childhood Care and Education
EFA	Education For All
GDP	Gross Domestic Product
GMR	Global Monitoring Report
GNI	Gross National Income
GYM	Gender Youth Migration
HDI	Human Development Index
HIV	Human Immunodeficiency Virus
IAMCR	International Association of Media and Communications Research
ICT	Information and Communications Technology
ILO	International Labour Organization
IMII	Internal Migration in India Initiative

IOM	International Organization for Migration
JNU	Jawaharlal Nehru University
KNOMAD	The Global Knowledge Partnership on Migration and Development
MAB	Man and Biosphere
MCIT	Ministry of Communications and Information Technology
MDG	Millennium Development Goal
MIB	Ministry of Information and Broadcasting
MoES	Ministry of Earth Sciences
MoEF	Ministry of Environment and Forests
MHRD	Ministry of Human Resource Development
MNRE	Ministry of New and Renewable Energy
NAPCC	National Action Plan for Climate Change
NIE	National Institute of Education
NIC	National Informatics Centre
NKN	National Knowledge Network
NMEICT	National Mission on Education through Information and Communication Technology
NSIGSE	National Scheme of Incentive to Girls for Secondary Education
NITI Aayog	National Institution for Transforming India
NGO	Non-governmental Organization
NIE	National Institute of Education
OER	Open Educational Resources
OOSC	Out Of School Children
PRISM	Promoting Innovations in Individuals, Startups and MSMEs
PWDs	Persons with Disabilities
RAY	Rajiv Awas Yojana
R&D	Research and Development
RTE	Right of Children to Free and Compulsory Education Act
SACAM Network	South and Central Asian MAB Network
SANCOM	South Asia Network on Community Media
SSA	Sarva Shiksha Abhiyan
SC	Scheduled Castes
SDG	Sustainable Development Goals
ST	Scheduled Tribes

S&T	Science and Technology
STI	Science, Technology and Innovation Policy
sq. km	Square kilometre
SRGBV	School Related Gender Based Violence
SWAN	South Asia Women's Network
TVET	Technical & Vocational Education and Training
UNCT	United Nations Country Team
UCPD	UNESCO Country Programming Document
UEE	Universalization of Elementary Education (UEE)
UIS	UNESCO Institute for Statistics
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN-HABITAT	United Nations Human Settlements Programme
UNICEF	United Nations Children's Fund
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women

Foreword

I am pleased to present the UNESCO Country Programming Document (UCPD) for India, 2014-2017 which outlines the Organization's strategic cooperation framework and its programmes in India.

India has been a member of UNESCO since its inception in 1946 and is the only United Nations body in which India has retained a permanent place on its governing body. Over the years India has received considerable technical and material support from UNESCO; at the same time it has rendered the services of experts to other developing countries.

This document highlights UNESCO´s contribution, draws on lessons from past UNESCO efforts and presents the Organization's future commitments. It gives an overview of all UNESCO activities in India along with the on-going cooperation with the Government of India and other UN partners and international donors.

This document comprises of the following sections:

• A situational analysis of India. This sets out the country's priorities, focus areas, sector challenges and the strengthening of the relationship between the Government of India and UNESCO.

• UNESCO's past and present cooperation with the Government of India and lessons learnt as well as key achievements.

• A proposed cooperation framework, giving an indication of the future of UNESCO's activities in India.

• Finally, details of UNESCO's collaborative efforts already established in India with its various partners, both national and international.

The India-UCPD overlaps UNESCO's Programme and Budget for 2012-2013 and the draft Programme and Budget for the next quadrennial, 2014-2017. It also covers the period 2013-2017 in line with the current India-United Nations Development Assistance Framework (UNDAF) which provides the framework for the collective work of the UN in India. The India UNDAF 2013-2017 prepared in partnership with the then Planning Commission (which became NITI Aayog in 2015) and line ministries of the Government of India, civil society organizations (CSOs) and the United Nations in India, is co-signed by Planning Commission and UN agencies in India.

UNDAF is the strategic programme framework that describes the UN system's collective response to national development priorities. It is a significant tool in the evolving process of enhancing coherence and harmonization of the UN's work in the host country. Under the current UNDAF, collective engagement by the UN focuses on nine priority states: Assam, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Rajasthan and Uttar Pradesh. Work in Jammu and Kashmir and the Northeast will also be undertaken shortly in close collaboration with state governments and CSOs.

UNESCO New Delhi has a Cluster country focal point system. The function of the focal point is mainly to collect, update and file information on the respective Cluster country that he or she is responsible for in light of the political situation, United Nations Country Team's (UNCT) activities, developing UNDAF and activities of UNESCO and its partners; in addition she/he also represents UNESCO in UNCT activities as and when required.

The UNESCO New Delhi Cluster Office gratefully acknowledges the continuous support from the Government of India and commits itself to developing strategic joint partnerships and drawing on its strengths to deliver and carry on with messages in its fields of competence – Education, the Sciences (Natural Sciences and Social and Human Sciences), Culture, Communication and Information.

Shigeru Aoyagi
Director and UNESCO Representative to Bhutan, India, Maldives and Sri Lanka
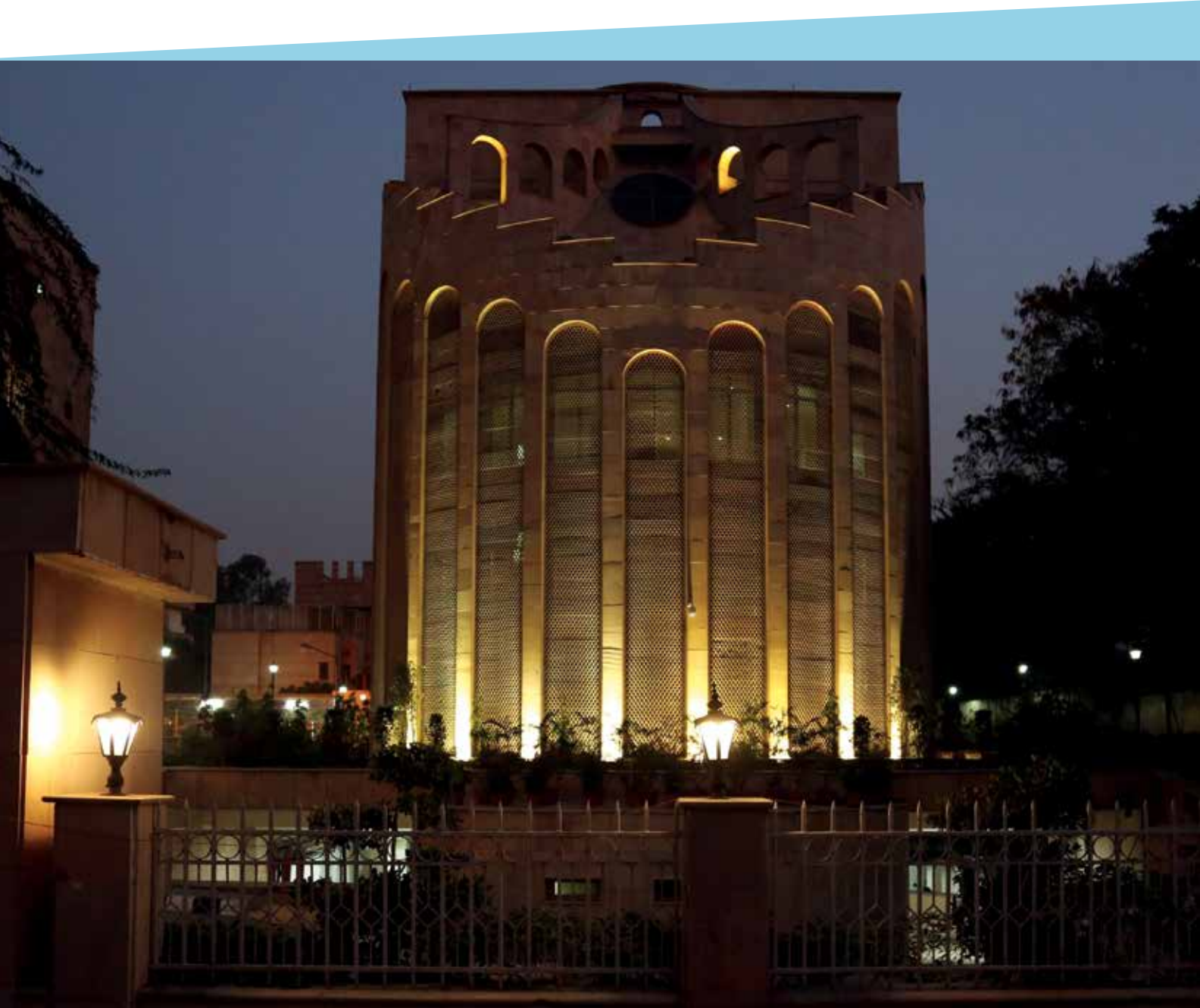
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Part I
Situational Analysis

Part I - Situational Analysis

1. Existing Country Assessment

1.1 Statistical Overview

As one of the most culturally distinctive and oldest civilizations of the world, India is situated amidst the Himalayas in the north and the Deccan Plateau in the south, the fertile Ganga-Brahmaputra valley in the east and the Thar desert in the west. It covers a land area of 32,87,263 sq.km.[1] India ranks second in the world in population and is the seventh largest country in the world. India shares its border with Pakistan to the north-west, China, Bhutan and Nepal to the north and Myanmar and Bangladesh to the east. The Palk Strait and the Gulf of Mannar separate India from Sri Lanka.

According to the latest Census report, on 1 March 2011 India's population was 1,210.7 million (623.3 million men and 587.5 million women).[2] The population density was 382 persons per sq. km in 2011, showing an increase in all the states and union territories between 1991 and 2011. Bihar was the most densely populated state with 1,106 persons per sq. km, followed by West Bengal and Kerala with population densities of 1,028 and 860 persons per sq. km respectively.

The sex ratio[3] in India was 927 at the beginning of the 20th century. This continued to decline till 1941.[4] In 1901-2011, the sex ratio registered a 10 point increase.

According to the 2011 Census literacy rates (persons who can both read and write with understanding) among those who were seven years and above stood at 73.0 per cent (80.9 for males and 64.6 for females). Kerala remained on the top among the states with a literacy rate of 94 per cent, followed by Lakshadweep (86.66 per cent). Kerala also occupied the top spot in the country for both male and female literacy rates at 96.1 per cent and 92.1 per cent respectively. Bihar, on the other hand, ranked last in the country with an overall literacy rate of 61.8 per cent and also the lowest literacy rates for both males and females at 71.2 per cent and 51.5 per cent respectively.[5]

The 2014-2015 statistical report released by the Advance Estimates of National Income, estimated the GDP in 2014-2015 at ₹106.6 trillion. The growth in real GDP during the year was estimated at 7.4 per cent as compared to a growth of 6.9 per cent in the previous year.[6]

1.2 The Human Development Index

In 2015, India's Human Development Index (HDI) of 0.609 in the medium development category positioned the country at 130 out of 188, an improvement over 2014 when the report ranked India at 135 with a score of 0.586. The improvement in India's 2015 ranking has been credited to an increase in life expectancy which rose to 68 years in 2015 from 67.6 years in 2014. In 2015, the expected years of schooling was estimated at 11.7 years, while the mean years of schooling was 5.4 years. The Gross National Income (GNI) per capita of the country was US$ 5,497 (Table 1).

According to the latest Census report, on 1 March 2011 India's population was 1,210.7 million (623.3 million men and 587.5 million women). The population density was 382 persons per sq. km in 2011, showing an increase in all the states and union territories between 1991 and 2011.

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[1] Ministry of Information and Broadcasting, GoI, India 2016, p. 1.

[2] www.censusindia.gov.in.

[3] The number of females per 1,000 males is a crucial indicator for measuring the extent of prevailing equality between men and women in a country at a given point in time.

[4] India 2016, p. 9.

[5] *India* 2016, p. 9.

[6] *India* 2016, p. 128.

Table 1. India HDI indicators 2015, relative to selected South Asian countries

Country	HDI value	HDI rank	Life expectancy at birth*	Expected years of schooling**	Mean years of schooling***	GNI per capita (PPP US$)
Afghanistan	0.465	171	60.4	9.3	3.2	1,885
Bangladesh	0.57	142	71.6	10	5.1	3,191
Bhutan	0.605	132	69.5	12.6	3	7,176
India	**0.609**	**130**	**68**	**11.7**	**5.4**	**5,497**
Maldives	0.706	104	76.8	13	5.8	12,328
Nepal	0.548	145	69.6	12.4	3.3	2,311
Sri Lanka	0.757	73	74.9	13.7	10.8	9,779
Pakistan	0.538	147	66.2	7.8	4.7	4,866

Source: http://hdr.undp.org/en/composite/HDI.
Note: * According to the World Bank, 'Life expectancy at birth actually refers to the average number of years a newborn is expected to live if mortality patterns at the time of its birth remain constant in the future.'
** According to the UNESCO Institute for Statistics, 'Number of years of schooling that a child of school entrance age can expect to receive if prevailing patterns of age-specific enrolment rates persist throughout life disaggregated by sex.'
*** According to the UNESCO Institute for Statistics, 'Mean years of schooling indicates the average number of completed years of education of a country's population, excluding years spent repeating individual grades.'

1.3 Sustainable Development Goals

On 25 September 2015, world leaders gathered at the United Nations headquarters in New York to adopt the 2030 Agenda for Sustainable Development. The 2030 Agenda consists of 17 new Sustainable Development Goals (SDGs), which will help guide policy and funding for the next 15 years with the ultimate pledge of permanently ending poverty globally, fighting inequalities and injustice and tackling climate change by 2030.

The SDGs were decided upon to build on the Millennium Development Goals (MDGs) which were adopted in 2000 and aimed at reducing poverty, hunger, disease, gender inequality and access to water and sanitation by 2015. While colossal progress has been made on the MDGs, the SDGs go beyond the MDGs and aim to address the root causes of poverty and also finding solutions that work for people globally.

The 17 SDGs are:

Source:http://www.undp.org/content/undp/en/home/sdgoverview/post-2015-development-agenda.html#.

1.4 UNESCO's Role in SDGs

UNESCO is supporting its Member States in different ways through its specific areas of competence that tie in with some of the SDGs:

Education: Goal 4 recognizes that education is central to the success of the SDGs. Over the last few years, UNESCO has played a crucial role in facilitating consultations among Members States and key stakeholders on the future education agenda. This resulted in the World Education Forum in Incheon, Republic of Korea in May 2015. With the Incheon Declaration, the education community committed itself to Education 2030 which is encapsulated in SDG 4. UNESCO has been entrusted to lead and coordinate Education 2030.

Natural Sciences: UNESCO plays a significant role in facilitating the overall implementation of the SDGs through its Natural Science programmes. It helps provide policy assistance to developing countries to enable them to strengthen their scientific and technological capacities. More than 30 programmes help create knowledge and raise awareness on science related issues such as water security, biodiversity, climate change, associated risks and its implications on ecosystems.

Social and Human Sciences: UNESCO supports Member States in their efforts towards creating more inclusive, just and sustainable societies by strengthening the link between research and policymaking, and contributing towards advocacy and policy dialogues. UNESCO's work on social protection and social inclusion ties in with SDG's **Goal 1** on ending poverty, **Goal 11** on making cities and human settlements inclusive, safe, resilient and sustainable and **Goal 16** on promoting safe and inclusive

societies. Its programme on migration and its impact on women and youth contribute towards **Goal 5** on achieving gender equality and **Goal 10** on reducing inequalities within and among countries.

Culture: For the first time, culture has been referred to as a sector by the international development agenda within the structure of the SDGs. The operationalization of UNESCO's Culture Conventions on safeguarding and promoting cultural and natural heritage, along with cultural and creative industries, joint programmes with other UN agencies and strong cooperation with national authorities will play a key role in the implementation of the 2030 Agenda for Sustainable Development.

Communication and Information: Goal 16 of the SDGs on promoting peaceful and inclusive societies, ensuring public access to information and protecting fundamental freedoms, ties in with UNESCO's work on freedom of expression and media development. Several other SDGs such as Goals 5, 9 and 13, are also directly relevant to UNESCO's work on mainstreaming gender in the media; building awareness about climate change through the media and supporting the development of ICT-based platforms for the exchange of knowledge about climate change and promoting universal access to information.

UNESCO contributes towards the implementation of the SDGs through all its areas of competence, namely, education, natural sciences, social and human sciences, culture, communication and information.

2. National Development Priorities and Indicators in UNESCO's Areas of Competence

Since its independence, India has undergone a paradigm shift politically, economically, socially, technologically and demographically.[7] In keeping with all these changes, on 1 January 2015, the Government of India replaced its original Planning Commission with NITI (National Institution for Transforming India) Aayog as its premier policy 'think-tank' to provide both directional and policy inputs. In keeping with its reform agenda, the Indian government constituted NITI Aayog as a means to better serve the needs and aspirations of the people of India.[8] Further, the new institution is also meant to help facilitate the development process in the country. The three main foundations for this are built on:[9]

• An empowered role for states as equal partners in national development; operationalizing the principle of cooperative federalism.

• A knowledge hub of internal as well as external resources serving as a repository of good governance best practices and being a think-tank offering domain knowledge as well as strategic expertise to all levels of the government.

• A collaborative platform facilitating implementation by monitoring progress, plugging gaps and bringing together the various ministries at the centre and in the states in the joint pursuit of developmental goals.[10]

The **Right of Children to Free and Compulsory Education (RTE) Act**, 2009 became operational in the country in 2010, ensuring that every child has the right to access good quality elementary education.

2.1 This section provides an overview of policy priorities in the sectors that are relevant for UNESCO's areas of competence (the section is based on statistics from UNESCO, UN and Government of India's official websites).

Education

The Ministry of Human Resource Development, Government of India, emphasizes the need for the educational development of its citizens, especially those from the weaker sections of society. A number of innovative programmes and initiatives have been established for achieving this, including: i) setting up of the National Monitoring Committee for Education of Scheduled Castes (SCs), Scheduled Tribes, (STs) and Persons with Disabilities, (ii) the National Scheme of Incentive to Girls for Secondary Education (NSIGSE), and (iii) setting up the National Monitoring Committee on Minorities.[11]

The **Right of Children to Free and Compulsory Education (RTE) Act**, 2009 became operational in the country in 2010, ensuring that every child has the right to access good quality elementary education. The Government of India also created a flagship programme, the **Sarva Shiksha Abhiyan (SSA) in 2001** to work towards its goals of **Universalization of Elementary Education (UEE)**. As mandated by the 86th Amendment to the Constitution of India, SSA's aim is to make access to free and compulsory education a fundamental right for children between 6-14 years of age. SSA also focuses and works toward bridging the gender gap in education by reaching out to girls who belong to minority groups like

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[7] NITI Aayog, GoI, *From Planning to NITI Transforming India's Development Agenda*, p. 2.

[8] http://www.niti.gov.in/content/overview.

[9] *From Planning to NITI Transforming India's Development Agenda*, p. 2.

[10] NITI Aayog, GoI, *From Planning to NITI*

Transforming India's Development Agenda, p.2.

[11] Ministry of Information and Broadcasting, GoI, *India 2016*, p. 287.

SCs, STs and Muslims.[12]

In January 2015, the Prime Minister of India, Narendra Modi, launched a major inter-ministerial initiative called the **Beti Bachao Beti Padhao (BBBP) Yojana** (save the daughter, educate the daughter) as a means to focus on 100 districts across the nation with low child sex ratios (CSR). It aims to bring together ministries, institutions and civil society to work on interventions and multi-section action and to build campaigns to sensitize citizens about the concerns of women and girls.[13]

The government has also launched other programmes like the **National Programme of Mid-Day Meals in Schools** as a means of improving the nutritional status of primary and upper primary students studying in government and government aided schools, special training centres (STS) and in *madrasas* (religious schools or colleges for Islamic education) and *maqtabs* (an Arabic word for elementary schools) supported under SSA. [14]

On 15 August 2014, the Prime Minister announced the **Swachh Vidyalaya Abhiyan** to provide separate toilets for boys and girls in all government schools within one year.[15] Under this, the Prime Minister closely works with Parliamentarians and the corporate sector to allocate funds towards the construction of separate toilets for girls in all government schools -- 0.918 million toilets have been sanctioned under SSA, 0.449 million of which are girls' toilets. According to the Ministry of Human Resource Development,

the number of schools in India which have separate toilet facilities for girls increased from 0.4 million (37 per cent) in 2005-2006 to around 1 million in 2013-14 (91 per cent).[16]

The government is also focusing on adult and continuing education programmes as one of its goals. Adult education centres (AECs) have been set up in over 0.152 million gram panchayats; around 1.012 million literacy learning centres are situated across the country with close to 541.2 million learners in basic literacy.[17]

The Department of Higher Education also administered the **National Mission on Education through Information and Communication Technology (NMEICT) Scheme** in 2009 to emphasize the potential of information and communication technologies (ICTs) in the teaching and learning process, benefiting all learners in higher educational institutions. Education portal, Sakshat, has been launched under NMEICT to address all the education and learning related needs of students, teachers and lifelong learners.

The Beti Bachao, Beti Padhao (BBBP) Scheme was introduced in October, 2014 to address the issue of declining child sex ratio (CSR). This is implemented through a national campaign and focused multi-sector action in 100 selected districts with low CSR, covering all States and UTs.

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[12] *India* 2016, p. 289.

[13] http://www.betibachaobetipadhao.co.in/.

[14] Ministry of Information and Broadcasting, GoI, *India 2016*, p. 292.

[15] Ministry of Human Resource Development, GoI, *Swachh Bharat, Swatchh Vidyalaya: A Handbook*, p. 2.

[16] *Swachh Bharat, Swatchh Vidyalaya*: *A Handbook*, p. 17.

[17] *India* 2016, p. 297.

Natural Sciences

The Department of Science and Technology (DST), Ministry of Science & Technology, Government of India plays an instrumental role in enabling the Indian science and technology (S&T) community to increase its scientific and technological outputs.

The initiatives taken by the government including strengthening the quality of scientists for carrying out research in a competitive global market, building more R&D institutions, enhancing infrastructural facilities and helping formulate policies such as the Science, Technology and Innovation (STI) Policy for better innovations in the sector and enabling more women's participation in the field of science and technology, have considerably helped reduce India's dependency on other countries.

Launched in 2013, the **Science, Technology and Innovation (STI) Policy** focuses on linking the science sector to the development agenda of the country. The aim of the policy is integrating science, research and innovation systems and making India one of the top five of six knowledge powers in science. Policy Research Cells have been established to help develop new programmes with plans to advance the goals set out in the policy.

Social and Human Sciences

The Constitution of India strives to secure to all its citizens social, economic and political justice; liberty of thought, expression, belief, faith and worship; and equality of status and opportunity. It also provides a set of six Fundamental Rights to all its citizens.[20] The Government of India has put in place programmes to meet challenges

UNESCO actively helped to frame the Education 2030 agenda which is encapsulated in SDG 4. The Incheon Declaration, adopted at the World Education Forum in Korea in May 2015, entrusted UNESCO to lead and coordinate Education 2030 through guidance and technical support within the overall SDG agenda.

The Government of India and UNESCO cooperate at different levels to work towards the three overarching goals of education — access, equality and content.[18] India is a part of UNESCO's efforts at meeting the Education For All (EFA) goals through its policies and programmes such as Early Childhood Care and Education (ECCE), secondary education, technical and vocational education and training and higher education.[19]

The Mahatma Gandhi Institute of Education for Peace and Sustainable Development, a UNESCO Category 1 institute was established in India in 2012. UNESCO MGIEP established with the generous support of the Government of India is an integral part of UNESCO, and it specializes in research, knowledge sharing and policy formulation in the area of education for peace, sustainability and global citizenship.

[18] Mukherjee, B. (2015), *India and UNESCO: The dynamics of a historic and time tested friendship.*

[19] *India and UNESCO: The dynamics of a historic and time tested friendship* (2015).

[20] Ministry of Information and Broadcasting, GoI, *India 2016*.

of urban development and to enable all its citizens equal opportunities to these rights.

It is projected that by 2030 the number of people living in urban areas will be over 600 million.[21] The Census shows that the number of towns in India increased at a startling rate from 5,161 in 2001 to 7,935 in 2011. This expansion of urban India has in turn opened up a platform for the growth and development of industries and the growth of the modern service sector providing more employment opportunities to individuals. In order to make these opportunities accessible to all its citizens, the government has set up several initiatives such as strengthening urban governance and making it more accountable to citizens; collaborating with state governments and the private sector to address the challenges posed by these sectors; addressing basic needs of the urban poor such as water and sanitation; and coordinating among various facets of urban development to ensure environmental sustainability.[22]

The government's stress is on long term urban planning for which it has introduced policy interventions like the **Rajiv Awas Yojana (RAY)** to help augment the supply of housing, affordable healthcare and education to the urban poor and in turn reduce the number of slums and slum dwellers.[23] The government launched the **Housing for All (Urban) Mission** to help provide housing for the urban poor. It aims to provide access to affordable housing, help in the redevelopment of slums and provide subsidies for

Gurgaon Ki Awaaz

'beneficiary-led individual house constructions,' among other things.[24]

The numbers for internal migration in India are high. According to Census (2001) there were 309 million internal migrants or 30 per cent of the population. More recent estimates put this figure at 326 million or 28.5 per cent of the population (NSSO 2007-2008). Migration data for 2011 has not yet been published by the Census of India, but projections estimate 400 million (33 per cent of the population) internal migrants. Seventy per cent of the internal migrants are women and about 30 per cent of the internal migrants belong to the youth category (between 15-29 years) (Census 2001). Out of this population, an estimated 100 million are short-term/circular migrants, who are considered to be living in extremely precarious conditions.[25] These figures are staggering when compared to estimates of Indian emigrants: 15.6 million (UN DESA

UNESCO works with GoI in various capacities to address the multiplicity of challenges faced by vulnerable and marginalized groups; it also supports their social inclusion in the economic, social, political and cultural life of the country.

[21] Planning Commission, GoI, *Faster, Sustainable and More Inclusive Growth*, p. 113.

[22] *Faster, Sustainable and More Inclusive Growth*, p. 113

[23] *Faster, Sustainable and More Inclusive Growth*, p. 111.

[24] Ministry of Information and Broadcasting, GoI, *India 2016,* p. 474.

[25] Deshingkar, P. and Akter, S. (2009). *Migration and Human Development in India*. United Nations Development Programme. Available at: http://hdr.undp.org/sites/default/files/hdrp_2009_13.pdf.

'India has 35 properties that are inscribed in the UNESCO World Heritage List. Of these, 27 are cultural, 7 are natural and 1 is a mixed property. Another 43 properties in India are on the UNESCO World Heritage tentative list.'

2015). Being constantly on the move, circular migrants lose access to social security benefits linked to residence; they also fall through the cracks of development policies and programmes focused on settled populations. Further, they are excluded from the economic, cultural, social and political lives of society and are often treated as second-class citizens. Recognizing these problems faced by this vulnerable group, the Ministry of Housing and Urban Poverty Alleviation announced the establishment of an **inter-ministerial taskforce to study the 'Impact of Migration on Housing, Infrastructure and Livelihoods'** on 22 July 2015.[26] The aim of the task force is to develop a strategic policy intervention for alleviating the multiple constraints and hardships faced by internal migrants. UNESCO has been asked to join this task force.

UNESCO works with the Government of India in various capacities to address the multiplicity of challenges faced by vulnerable and marginalized groups; it also supports their social inclusion

in the economic, social, political and cultural life of the country using a three-legged strategy combining research, policy and advocacy.

The broader themes that form the focus points for Social and Human Sciences in UNESCO New Delhi are Internal Migration, Right to the City, Social Protection, Right to Education for Migrant Children, Migration and Climate Change and Historic Districts for All.

Culture

Tangible heritage

About 3,667 monuments of national importance are the direct responsibility of the Archaeological Survey of India (ASI). Besides these, the state governments protect 3,573 monuments. There are a large number of monuments which are neither under ASI nor under the protection of state governments. India has 35 properties that are inscribed in the UNESCO World Heritage List. Of these, 27 are cultural, seven are natural and one is a mixed property. Another 43 properties in India are on the UNESCO World Heritage tentative list.

In the context of urban heritage, out of 130 cities, towns and settlements in India with a population of more than 50,000, 35 have internationally-recognized heritage sites including those listed on the UNESCO World Heritage List or tentative list, 35 are recognized for pilgrim tourism, 50 are rich in heritage structures recognized by ASI and state archaeology departments or municipal corporations, four have a limited number of heritage structures and six are known for local crafts. Accordingly, 50 per cent of the cities in the metropolitan category in India

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26 Ministry of Housing and Urban Poverty Alleviation, GoI (2015), *Constitution of Working Group On Impact of Migration on Housing, Infrastructure and Livelihoods*.

(more than one million population) are cities known for their heritage. Very few states, however, have a system to recognize urban heritage.

Intangible cultural heritage

With five millennia of history, India has great diversity of traditional cultural expressions such as customs, rituals, artefacts and music. An investigation by the Anthropological Survey of India (1985–1992) identified 4,635 communities throughout the country, suggesting that there were potentially as many varieties of cultural practices and expressions.

In a recent initiative, the Ministry of Culture launched the **'Cultural Mapping of India'** project in 2015 to prepare a database of artists across various fields including visual and performing arts so that its schemes for artists can also reach them. Data on about 5.5 million artists has been collected so far and will feed into an online repository. Further, the *Handmade in India – An encyclopaedia of the handicrafts of India* co-published by the Council of Handicrafts Development Corporation (COHANDS) in 2011, identified 516 meta-craft clusters across the country.

India has 11 elements of intangible cultural heritage inscribed on the UNESCO Representative List of the Intangible Cultural Heritage of Humanity.

Culture-based industries and culture-based occupations

The UN Creative Economy Report 2010 notes that between 2003 and 2008, exports of creative goods from India increased from US$4.4 million to US$9.45 million, with an annual growth rate of 15.70 per cent. India had about 6.8 million handicraft artisans and 4.3

million handloom weavers and ancillary workers (2009-10).[27] As per the latest Handloom Census (2009-10), about 77 per cent of the people employed in the handloom sector are women who are primarily involved in ancillary work.

The Ministry of Culture's 2016-2017 budget is ₹ 1,755 crore, which is approximately 0.2 per cent of the Government of India's total budget.

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[27] Planning Commission, GoI, *Report of the Steering Committee on handlooms and handicrafts constituted for the 12th Five Year Plan.*

Communication and Information

UNESCO's Communication and Information sector works closely with three ministries of the Government of India:

- The **Ministry of Information and Broadcasting** (which is the apex body for formulating and administering the rules, regulations and laws related to information, broadcasting, the press and films in India).

- The former **Ministry of Communications and IT** (which was bifurcated into the Ministry of Electronics and IT and the Ministry of Communication in July 2016).

- The **Ministry of Social Justice and Empowerment** (for initiatives related to the empowerment of persons with disabilities (PWDs).

Among its other functions, the **Ministry of Information and Broadcasting** (MIB) also oversees the development of India's community radio (CR) sector, upholding the Community Radio Policy of 2002 and the Policy Guidelines of 2006. The ministry facilitates issuing of licenses for CR stations in the country and administers specialized grants and schemes pertaining to CR awareness-building, capacity development, innovation and equipment upgradation. UNESCO works closely with MIB, offering technical assistance, engaging in policy dialogues and supporting its CR-related programmes.

India's public service broadcaster, **Prasar Bharati**, is a part of MIB. It consists of two units – All India Radio and Doordarshan (the television broadcaster). UNESCO and Prasar Bharati have undertaken a number of joint advocacy initiatives related to media freedom and the use of radio as a broadcast medium.

UNESCO's Communication and Information sector works closely with three ministries of the Government of India: Ministry of Information and Broadcasting, Ministry of Communications and IT, Ministry of Social Justice and Empowerment.

The average spending of all states for 2015-2016 is estimated to be ₹ 127.74 crore, representing slightly less than 0.3 of their total public expenditure. Smaller states like Meghalaya, Puducherry, Manipur and Goa represent higher shares of cultural expenditure of their total state budgets.

India is the world's biggest producer of films with about 1,000 films being made each year in various Indian languages like Hindi, Telugu, Kannada and Marathi. India's film and TV industry is estimated to contribute about 1.8 million jobs.[28] India leads in the number of film tickets sold with about 2.9 billion tickets sold in 2011. A bulk of the box office collections in India comes from local films; this was about 90 per cent in 2011.[29] Tourism, which accounts for more than 6 per cent of India's GDP, usually packages and sells visits to heritage sites and other local cultural experiences.

[28] Pricewaterhouse Coopers, *Economic contribution of Indian film and television industry.*

[29] *Business Standard*: http://www.business-standard.com/article/companies/indian-film-industry-looks-good-in-global-pecking-order-112060800069_1.html.

The former **Ministry of Communications and Information Technology (MCIT)** played an integral role in establishing India's telecommunications infrastructure and overseeing the development of electronics, IT and IT-enabled services in the country. It spearheaded the **Digital India** campaign, a flagship programme of the Government of India – launched in 2015 – that seeks to transform India into a digitally empowered society and knowledge economy.

Since the mid-1990s, successive governments have encouraged the growth of sectoral IT applications with a particular focus on citizen-centric services. The multi-stakeholder **National e-Governance Plan** was launched in 2006. It initiated 31 mission mode projects that sought to transform traditional processes and services and facilitated easier interaction between citizens and the government.[30] The **National Knowledge Network (NKN)** was established in 2010 with an approved budget of ₹ 59,900 million to be implemented by the **National Informatics Centre (NIC)** over a period of 10 years. The scheme's primary objective is to connect all knowledge institutions across the country through high speed data communication networks in order to encourage collaborative research and the sharing of knowledge resources.[31] The Government of India has also established a scheme for IT mass literacy in the country. A key objective of the **National Policy on IT** (2012) is to make one person from every household e-literate. Accordingly, content in local languages is being created to support the skill

development of citizens with respect to IT applications and services.[32]

Since 2014, UNESCO has been working to promote the development and use of inclusive ICTs for and by persons with disabilities (PWDs). In this regard, UNESCO works in close cooperation with the Department for the Empowerment of Persons with Disabilities (DEPWD) in the Ministry

[30] Ministry of Information and Broadcasting, GoI, *India 2016,* p. 210.
[31] Ministry of Information and Broadcasting, GoI, *India* 2016, p. 213.

[32] Ministry of Information and Broadcasting, GoI, *India* 2016.

for Social Justice and Empowerment. The government's vision is to have an inclusive society in which equal opportunities and access are provided for the growth and development of PWDs, enabling them to lead productive, safe and dignified lives. In order to realize this vision, the Ministry

of Social Justice and Empowerment launched the Accessible India campaign or Sugamya Bharat Abhiyan in 2015. This nationwide flagship campaign for achieving universal accessibility seeks to enable PWDs to participate fully in every aspect of life thereby building an inclusive society. The Accessible India campaign focuses on enhancing accessibility of the built environment, transport system and the information and communication eco-system.

UNESCO New Delhi's Communication and Information sector's programmes focus on:

• Media development (including both mainstream and community media) with a particular emphasis on promoting freedom of expression, media freedom, the safety of

journalists, media pluralism and the sustainability and independence of media institutions.

- Enabling access to information and research through ICTs, with a particular emphasis on promoting digital libraries, open access, open educational resources, free and open source software and assistive technologies for PWDs.

According to the World Press Freedom Report, journalists' safety continues to remain an issue in India. Journalists continue to face threats in the country in developed cities and conflict prone regions. In order to curb the threats and impunity, journalists' unions including the International Federation of Journalists' (IFJ) affiliates the National

Union of Journalists India (NUJI) and the Indian Journalists Union (IJU) have called for a 'Journalists Protection Act.' The organizations have also campaigned for the legal protection of journalists and brought up the issues that they are facing with the government. Given below is a latest Press Freedom Index that highlights the improvement in rankings of press freedom among the given countries based on special indicators. India improved three spots from 2015 to 2016.[33]

The 2016 Press Freedom Index shows an overall positive improvement in all UNESCO's Cluster countries with Sri Lanka and Bhutan taking the lead (Table 2).

Table 2: The 2016 Press Freedom Index

Country	2016 Ranking	2015 ranking	Change
Bhutan	94	104	10
Nepal	105	105	0
Maldives	112	112	0
India	**133**	**136**	**3**
Sri Lanka	141	165	24
Bangladesh	144	146	2
Note: Ranking out of 180 countries.			

Source: Reporters Without Borders- 2016 World Press Freedom Index, available at: https://rsf.org/en/ranking.

[33] *The Road to Resilience.* Fourteenth Annual IFJ Press Freedom For South Asia 2015-2016.

Part II

Past and Present Cooperation - Lessons Learnt

Part II- Past and Present Cooperation - Lessons Learnt

UNESCO's principal activities

UNESCO's five sectors -- Education, Natural Sciences, Social and Human Sciences, Culture and Communication and Information -- serve overarching objectives set forth by the Organization globally. Within each sector, programmes for the biennium 2014-2015 were divided under Main Lines of Action (MLAs), which contributed towards achieving various objectives.

Education

The core purpose of UNESCO's education programme is achieving Education for All (EFA). Seen in its broadest sense, what this means is 'education for all, at all levels, throughout life.' UNESCO New Delhi's contribution to its education programme is essentially through focused programming in the areas of: Early Childhood Care and Education (ECCE); secondary education; out-of-school children (OOSC); technical and vocational education & training (TVET); higher education; literacy and lifelong learning; teachers; gender equality; ICT in education; HIV/AIDS & adolescent reproductive health and youth health services; enhancing sector-wide policy formulation; and planning, monitoring and evaluation of achieving EFA.

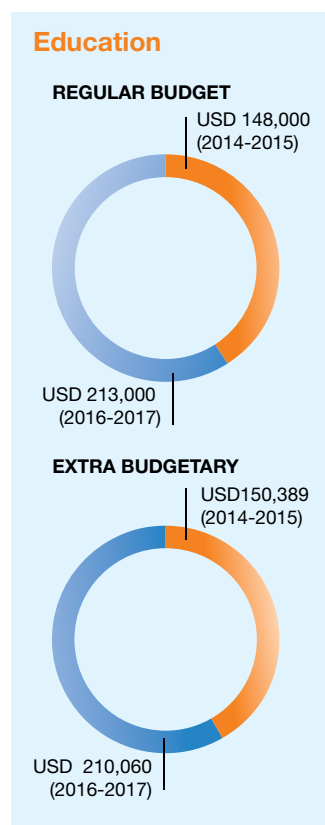Activities organized by UNESCO New Delhi's Education division in 2014-2015 are given in Table 3.

Education

REGULAR BUDGET

USD 148,000 (2014-2015)

USD 213,000 (2016-2017)

EXTRA BUDGETARY

USD150,389 (2014-2015)

USD 210,060 (2016-2017)

Table 3. Activities organized by UNESCO New Delhi's Education Sector (2014-2015).

MLA: Supporting Member States in developing education systems to foster high-quality and inclusive lifelong learning for all		
Event/Activity	**Date**	**Venue**
• UNESCO New Delhi supported the EFA Global Action Week on the theme 'Education and Disability' under the slogan, 'Equal Right, Equal Opportunity.' It highlighted the challenges faced by differently-abled people in realizing their right to education.	4-10 May 2014	New Delhi
• UNESCO New Delhi Intensified its work on School-related Gender-Based Violence (SRGBV) and supported comprehensive sexuality education through a series of activities including the production of a desk calendar on preventing and eliminating SRGBV, a study for identifying the nature, scope and impact of SRGBV in educational institutions in two states and the development of an interactive mobile application (Android) to impart knowledge on the prevention of SRGBV targeting adolescent school children across India.	29 January 2015 2014-2015	New Delhi New Delhi

• International launch of UNESCO's 2015 EFA Global Monitoring Report, Education for All 2000-2015- Achievements and Challenges. Some of the speakers at the launch were Ms Smriti Irani, Minister of Human Resource Development, Nobel Peace Laureate Mr Kailash Satyarthi and Mr Getachew Engida, Deputy Director General of UNESCO.	9 April 2015	New Delhi
• A conference on 'Transition of Women from Education to Full Employment' was organized by the All India Women's Education Fund Association with support from UNESCO New Delhi.	26 Apr- 4 May 2015	New Delhi
• UNESCO, in collaboration with the United Nations Resident Coordinator's Office organized a UN public lecture on 'Sustainable development begins with education,' which was delivered by Nobel Peace Laureate Kailash Satyarthi.	1 December 2015	New Delhi

MLA: Empowering learners to be creative and responsible global citizens		
Event/Activity	**Date**	**Venue**
• The National Comic and Cartoon Art Competition for Youth was organized by UNESCO New Delhi. Students in the age group of 14 to 25 years took part in the competition and depicted their understanding of the 17 SDGs through cartoons and comics. Over 300 submissions were received from various regions.	10 November 2015	New Delhi

MLA: Leading and coordinating the Education 2030 Agenda through partnerships, monitoring and research		
Event/Activity	**Date**	**Venue**
• UNESCO New Delhi partnered with the Arunachal Pradesh government, especially the state education and health departments with the aim of strengthening comprehensive sexuality education (CSE) in the north-eastern state.	2014	
• 2nd Meeting of SAARC Ministers of Education aimed at reviewing the progress on SAARC's education goals. It was attended by ministers from Afghanistan, Bangladesh, Bhutan, India, Maldives and Nepal and also by representatives from Pakistan and Sri Lanka.	30-31 October 2014	New Delhi
• UNESCO and UNICEF worked in the United Nations Country Team (UNCT India) Joint Advocacy Campaign for Education.	2014 and 2015	New Delhi
• International Literacy Day celebrations in 2014 and 2015 were jointly organized by the National Literacy Mission Authority and the Ministry of Human Resource Development.	8 September 2014 and 2015	New Delhi
• The Right to Education Forum, UNESCO's long-term partner in India organized a one-day consultation on the proposed indicators for the post-2015 education agenda.	26 January 2015	New Delhi

Key results achieved in the field of Education

One of the key achievements of the New Delhi Office has been forging partnerships among the SAARC countries to institutionalize education cooperation in the SAARC region. The New Delhi Office managed to bring SAARC countries together to formulate the SAARC Framework for Action which will be discussed and endorsed in the upcoming SAARC ministerial level meeting in Maldives in 2017. It is expected that this effort will lead to the establishment of an institutional framework coordinated by the SAARC Secretariat, which will eventually function as a regional education platform in which countries will collaborate to achieve SDGs' targets. UNESCO is collaborating with UNICEF in this endeavour. This historic beginning in the SAARC region is expected to create a SEAMEO type of organization that will lead education initiatives by mobilizing countries and institutions for education reforms.

UNESCO New Delhi's advocacy and awareness raising campaigns, which are carried out in collaboration with the government and non-government partners, have raised public awareness about the fundamental issue of education including inadequate access, low quality and inequity and exclusion in education. India's involvement in regional and international processes and advocacy has been widely acknowledged. More particularly, UNESCO's work on out-of-school children has gone a long away in supporting the government's efforts towards bringing down the number of out-of-school children, thus contributing to RTE's objectives. India has achieved substantial reduction in the number of out-of-school children at the primary level from 19.0 million in

2000 to 2.9 million in 2013.

However, the EFA agenda is still unfinished in India, particularly its goals and targets relating to youth and adult literacy, ECCE, skill development, out-of-school children of primary and lower secondary school ages and the quality of education and student learning outcomes. According to the UNESCO Institute for Statistics' (UIS) estimates, in 2015 India was home to 167.6 million adult illiterates even as the number of OOSC reduced substantially.

The Ministry of Human Resource Development (MHRD) and UNESCO New Delhi have collaborated in co-organizing a number of international events such as the EFA Global Action Week, International Literacy Day and the international launch of the *Global Monitoring Report* (GMR). India's active participation in these high-profile global events provides it a chance to exchange and disseminate regional and international best practices in global education thus bringing in policy awareness in the country.

In recent years India has been playing a regional and international role in the area of education. In particular, it has

UNESCO New Delhi's advocacy and awareness raising campaigns, which are carried out in collaboration with the government and non-government partners, have raised public awareness about the fundamental issue of education including inadequate access, low quality and inequity.

UNESCO's technical support on the educational policy, planning, statistics and monitoring has proved to be quite relevant/useful for the country's education sector's reform and standardization of education indicators.

taken on a leading role in SAARC for promoting cooperation in education. The Government of India has also hosted several international events by inviting experts, UN agencies, governments and CSOs from around the world to discuss global education issues. India's role as a development partner in South-South Cooperation on education has also strengthened. UNESCO provides a multilateral platform in which India plays an active role in the field of education.

Key lessons learnt in the Education sector

First, like many other UNESCO offices, UNESCO New Delhi has a wide mandate covering all areas/levels of education. Its Education sector can only respond to this large mandate through close collaboration with other UNESCO entities within the region and globally. The sector's expertise and capacity is enhanced when a synergy is established with other offices.

Second, UNESCO New Delhi's particular strength in education lies in the areas of sector-wide planning, monitoring and education statistics. These are areas where the

government's capacity is often lacking in the region and UNESCO New Delhi has been able to provide support in these areas. No other UN entity either has the capacity or the mandate to work in these areas. Over the years, UNESCO has stayed visible and added value amongst the Member States and other development partners through this expertise. UNESCO New Delhi has been called upon by Member States for technical support in these areas. UNESCO's technical support on the educational policy, planning, statistics and monitoring has proved to be quite relevant for the country's education sector's reform and standardization of education indicators.

Third, the Office has maintained good relations with relevant government departments and ministries, CSOs and academia. Its close consultations and information exchanges with the government have enhanced the government's ownership. UNESCO New Delhi's education activities are aligned with the government's priorities and respond to the challenges identified by the country.

Fourth, owing to the size of the country, India can contribute to the attainment of global education goals immensely. India's success in addressing illiteracy, non-enrolments, dropouts, poor learning outcomes and other education issues can improve national as well as global indicators. This is well recognized and India has been actively engaged in national, regional and international EFA/SDG 4 processes. While many challenges remain, India has demonstrated a number of innovations, successful experiences and best practices that can be shared regionally and globally. There is a need to showcase these best practices through proper documentation and dissemination.

Natural Sciences

REGULAR BUDGET

USD 52,509
(2014-2015)

USD 83,417
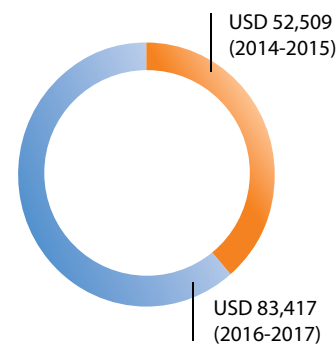(2016-2017)

EXTRA BUDGETARY

USD 213,682
(2014-2017)

1.2 Natural Sciences

UNESCO New Delhi's special emphasis is on building an enhanced science-policy interface in Cluster countries, strengthening the South and Central Asia MAB (SACAM) network and addressing water security issues in the backdrop of changing climate conditions.

The Office has also initiated discussions for developing programmes on disaster risk reduction and mitigation measures. The activities organized by UNESCO New Delhi's Natural Sciences sector in 2014-2015 are given in Table 4.
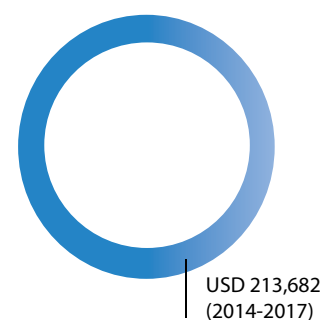
Table 4. Activities organized by UNESCO New Delhi's Natural Sciences sector (2014-2015)

MLA: Strengthening STI policies, governance and the science-policy-society interface		
Event/Activity	**Date**	**Venue**
Teacher Training Workshops on ESD Multiple Perspective Approaches to Biodiversity titled 'United for Biodiversity Education-Pilot Initiatives' were organized under the Japan Funds in Trust project.	2014-2015	Lucknow, New Delhi, Gurgaon, Berhampur (Odisha)
The UNESCO Science Report was launched at the Science Centre of the Council for Scientific and Industrial Research (CSIR) by Dr Vijay Raghavan, Secretary in the Department of Biotechnology (DBT).	23 November 2015	New Delhi
UNESCO New Delhi collaborated with the Regional Centre for Biotechnology to organize a 'Regional Policy Dialogue on Science and Technology for Sustainable Development.'	29-30 December 2015	New Delhi

MLA: Building institutional capacities in science and engineering		
Event/Activity	**Date**	**Venue**
UNESCO New Delhi collaborated with the Ministry of Human Resource Development and the Indian Institute of Technology, Guwahati, Assam to organize an event to celebrate the International Year of Light and Light Based Technologies.	17-18 November 2015	New Delhi

MLA: Fostering international science collaboration for earth systems and disaster risk reduction		
Event/Activity	**Date**	**Venue**
An international workshop and training on the role of world natural heritage sites in disaster risk reduction was organized by UNESCO Category-2 Centre (C2C) on World Natural Heritage Management and Training for the Asia-Pacific region at the Wildlife Institute of India. It had around 150 participants from 10 countries including India, Nepal, Bhutan and Thailand.	August 2015	Dehradun

MLA: Strengthening the role of ecological sciences and biosphere reserves		
Event/Activity	**Date**	**Venue**
The foundation stone for the UNESCO Category 2 Centre on World Natural Heritage Management and Training for Asia and the Pacific at the World Wildlife Institute of India was laid by Minister of Environment, Forests and Climate Change, Mr Prakash Javadekar.	30 August 2014	New Delhi
The project on cultural landscapes and biodiversity conservation in Arunachal Pradesh in north-east India focused on research synthesis, policy dialogue, sharing and dissemination of results with a wider audience was successfully completed.	2014-2015	Itanagar
In 2014, the World Environment Day celebrations were organized by UNESCO New Delhi in collaboration with the Institute of Environmental Studies, Kurukshetra University. The programme included tree plantations, group discussions, interaction with post-graduate students and an awareness rally on current environmental issues.	2014-2015	Kurukshera
International Day for Biological Diversity was celebrated on the theme 'Biodiversity for Sustainable Development.' UNESCO joined the celebrations in a seminar organized by the Uttar Pradesh State Biodiversity Board in Lucknow.	22 May 2015	Dehradun Lucknow
Under the project 'ROOTS: Repositioning Man-Agriculture Link within the Biosphere-Towards Sustainable Nutritional Security', UNESCO New Delhi and Delhi based policy think-tank the Council on Energy, Environment and Water (CEEW), organized a round table discussion on 'Promoting Neo-traditional Agriculture to Achieve Food and Livelihood Security, and Climate Change Adaptation' in New Delhi.	8 October 2015	New Delhi

MLA: Strengthening freshwater security		
Event/Activity	**Date**	**Venue**
The UNESCO-GLOBE Learning Expedition was organized in Nepal (Kathmandu and Pokhara) on the theme 'GLOBE for Sustainable Communities with a Focus on Water Quality.'	8-13 January 2015	Kathmandu and Pokhara, Nepal
UN World Water Day was celebrated by UNESCO in a ceremony jointly organized with UNDP and UN-Water. The international release of the 2015 World Water Development Report was a part of the event.	20 March, 2015	New Delhi
The 9th Water Digest Awards were organized in partnership with UNESCO New Delhi Office. The theme for the awards was 'The Blue Hope.'	24 March 2015	New Delhi
A Regional Capacity Development Workshop on Ensuring Water Security in a Changing Environment Scenario was organized by UNESCO New Delhi and IIT Bombay in collaboration with the National Institute of Hydrology, Bhopal and the National Institute of Technology (NIT) Hamirpur. It was attended by 70 participants from Bangladesh, India, Nepal and Sri Lanka.	26-27 November 2015	Mumbai

Key results achieved

The Natural Sciences sector successfully organized programmes to strengthen and promote a science-policy interface, especially through the 'Regional Dialogue on Science & Technology Policy in the Context of Biotechnology towards Sustainable Development.'

A Regional Capacity Development Workshop on Ensuring Water Security in a Changing Environment Scenario for Water Professionals from South Asian countries was organized at IIT Bombay, Mumbai, on 26-27 November 2015.

The synthesis of the research on cultural landscape centred on actions and strategies for coupling biodiversity conservation with climate change mitigation and adaptation in the Himalayas was completed. A review meeting which was basically a policy analysis dialogue was organized during June 2014 to share the knowledge with other stakeholders and a discussion paper/policy note based on the research synthesis for the benefit of the wider community was finalized.

A policy document on Neo-traditional Agriculture Practices as an Adaptation Tool for Climate Change was developed which highlights some of the best traditional farming practices from across India; it also has a framework for analysing agricultural vulnerability to climate change. The policy document advocates working towards developing climate resilient agriculture systems to achieve the SDGs (for example, Goal 1 on poverty, Goal 2 on zero hunger and Goal 13 on climate change).

The Natural Sciences sector successfully organized programmes to strengthen and promote a science-policy interface, especially through the 'Regional Dialogue on Science & Technology Policy in the Context of Biotechnology towards Sustainable Development.

Social and Human Sciences

Social and Human Sciences

REGULAR BUDGET
USD 38,368 (2014-2017)

EXTRA BUDGETARY
USD 66,742 (2014-2017)
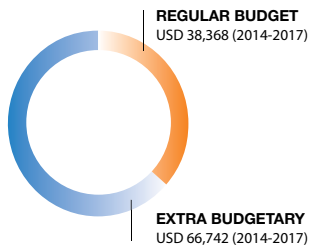
The main objective of the activities of the Social and Human Sciences (HSH) of UNESCO New Delhi Office is to support Member States in their efforts towards creating more inclusive, just and sustainable societies. Its strategy involves strengthening the link between research and policymaking, contributing to advocacy and policy dialogue and stimulating innovative thinking towards ensuring protection of the most vulnerable groups of the India, population, social inclusion and cultural diversity. UNESCO New Delhi seeks to advance knowledge and policy in the area of social protection, urban inclusion and internal migration.

The principal areas of UNESCO New Delhi's SHS sector's activities in India in 2014-2015 are given in Table 5.

Table 5. Activities organized by UNESCO New Delhi's SHS sector in 2014-2015

MLA: Mobilizing future-oriented research, knowledge and policymaking to support social transformation, social inclusion and inter-cultural dialogues		
Event/Activity	**Date**	**Venue**
The Gender Youth Migration (GYM) web-portal was launched as a growing repository of free resources and a platform for sharing knowledge and expertise on the theme of migration: http://www.solutionexchange-un-gen-gym.net/	18 December 2013	New Delhi
A South Asian Workshop on 'Migration and Global Environmental Change' was organized by UNESCO with the support from the Government Office for Science, United Kingdom. The project lasted one year and addressed the need to plan for and respond to migration (internal and/or international) caused or influenced by global environmental change, notably climate change in the region.	4-5 March 2014	New Delhi
UNESCO contributed to the Global Experts Meeting on Migration in the post-2015 Development Agenda organized by the Swiss government and the Government of Bangladesh and chaired a session on higher education. An additional international workshop, organized by the World Bank, IFAD and KNOMAD, was held on 'Internal Migration and Urbanization' with the 'Barriers to Migration' session chaired by UNESCO.	April-May 2014	Dhaka
UNESCO supported the organization of a policy round table on the occasion of International Day for the Eradication of Poverty and launched the first state level migration report (Rajasthan) prepared by Aajeevika Bureau, Udaipur and a coalition of NGOs, united under the Centre for Migration and Labour Solutions (CMLS).	17 October 2014	Jaipur

UNESCO and TERI produced a 40-minute film *Changing Climate Moving People* that looks at disaster or climate stress related migration in Uttarakhand, Bundelkhand and Odisha. It was launched on Earth Day 2015 and has been nominated at the Third Woodpecker Film Festival in the Environment Category.	2014-2015	New Delhi
UNESCO partnered with Ideosync and produced a training manual to support the capacity and potential of CR personnel for producing and broadcasting migrant-sensitive programmes.	2015	New Delhi
UNESCO, Aide et Action and Bernard Leer Foundation organized a 'National Consultation on Children and Internal Migration in India.' UNESCO's main focus in the consultation was on migrant children's right to education.	22-23 September 2015	New Delhi

Key results achieved/ lessons learnt

The Internal Migration in India Initiative (IMII)

In 2011, UNESCO and UNICEF with other partnering agencies such as IOM, UN-WOMEN, UN-HABITAT and ILO, launched the Internal Migration in India Initiative (IMII) to work towards improved inclusion of internal migrants in the economic, social, political and cultural life of the country through the development of an evidence base informed by research and existing best practices. Under this it:

- Built an umbrella network where internal migration is addressed from a variety of viewpoints and a variety of stakeholders to facilitate exchange of information and resources.

- Promoted wider dissemination of policy knowledge on internal migration in India through media launches, workshops, consultations, publication of reports and research and by collaborating with other organizations working on the topic.

- Developed a set of seven policy briefs which provide key facts and policy recommendations for the central and state governments for elaborating on more inclusive social policies and practices on internal migration.

Inter-ministerial task force on internal migration

- In recognition of its work on internal migration in India, UNESCO was invited to join in as a member the inter-ministerial Working Group on Migration set up by the Ministry of Housing and Urban Poverty Alleviation, Government

of India to assess the impact of migration on housing, infrastructure and livelihoods. Key UNESCO recommendations on strategic policy interventions were incorporated in the report of the Working Group.

The Gender Youth Migration (GYM) web-portal

In 2013, building on the rich experience of its work in the framework of the Internal Migration in India Initiative (IMII), UNESCO supported the creation of a new web-portal, Gender, Youth and Migration (GYM) (http://www.solutionexchange-un-gen-gym.net/). The GYM portal acts as a growing repository of free resources and a platform for sharing knowledge and expertise on the themes of internal and international migration, notably on India, Bangladesh and other South Asian nations:

- Increased visibility of the GYM web-portal in two years from 20 to 103 visitors per day and from 48 to 378 daily page views.

- Created a repository of 383 free resources on migration, gender and youth at the policy, research and best practices levels (including

publications, videos, audios and pictures especially on internal migration) with a focus on India and more broadly South Asia.

- Disseminated policy queries regularly on topics such as Domestic Remittances, Right to Education for Migrant Children, Migration and Climate Change and the Internal-International Migration Nexus.

- Created a monthly GYM newsletter for 609 users including experts, practitioners, young scholars and other interested parties working in the field of migration.

Migration and climate change

In 2014, in recognition of the impact of global environmental change on migration in South Asia, UNESCO convened the first workshop on Migration and Global Environment Change in India, with the support from the Government Office for Science, UK (GO-Science). The event saw the participation of 100 people from across the region:

- UNESCO and TERI (the Energy and Resources Institute) produced a 40-minute film on migration and climate change in India, *Changing Climate, Moving People*, which was nominated at the Third Woodpecker Film Festival in the Environment Category.

- Summary Report of the workshop with key policy recommendations disseminated to participants and stakeholders at large in India and South Asia. The report continues to be promoted at UNESCO events related to migration.

Culture

REGULAR BUDGET

USD 52,916
(2014-2015)

USD 47,007
(2016-2017)

EXTRA BUDGETARY

USD 1,027,878
(2014-2015)

USD 859,450
(2016-2017)

1.4 Culture

Regular budget: Extra budgetary

The overall mandate of the Culture sector is to place culture and heritage at the centre of the national development process by providing it with renewed relevance, especially in contributing to the new 2030 Agenda for Sustainable Development.

In 2014-2015, in addition to regular technical assistance for the implementation of the UNESCO Culture Conventions, the Office continued to focus on:

• managing urban heritage in the context of growing urbanization,

• culture-based rural livelihoods,

• ICT for heritage, and

• participation of PWDs in cultural life.

The activities organized by UNESCO New Delhi's Culture sector in 2014-2015 are given in Table 6.
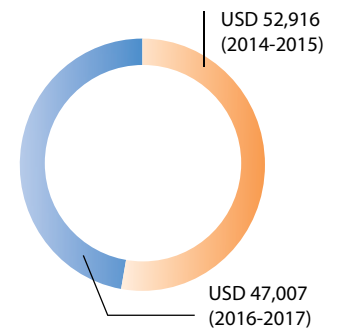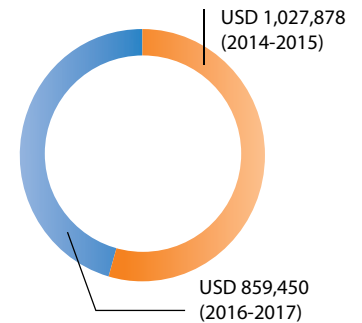
Table 6. Activities organized by UNESCO New Delhi's Culture sector (2014-2015)

MLA 1: Protecting, conserving, promoting and transmitting culture, heritage and history for dialogue and development		
Signed a MoU for cooperation with the Department of Tourism, Government of Kerala for an inter-cultural dialogue programme on the Spice Route.	August 2014	Kerala
The Punjab State Cultural Heritage Policy was spearheaded by the Department of Cultural Affairs with technical support from UNESCO. The policy sets forth a comprehensive plan of action designed to protect and invigorate the manifold expressions of Punjab's heritage as a key driver of cultural, social and economic development of the state.	2015	Punjab
As part of its work on urban heritage, UNESCO partnered with the Indian Heritage Cities Network and the departments of Information and Cultural Affairs and Urban Development, Government of West Bengal, to organize a consultation workshop on 'The Hooghly riverfront- a case for heritage based urban development in Kolkata.'	2015	Kolkata
The National Museum Delhi along with the UNESCO New Delhi Culture sector and NGOs working on the rights of person with disabilities developed the first ever museum space in India for the visually challenged.	24 April to 17 May 2015	New Delhi
UNESCO Culture sector was invited by Western Railways to develop a heritage conservation and management plan for Bandra Railway Station, Mumbai and an adaptive re-use plan for public spaces around the heritage station.	2015	Mumbai
UNESCO New Delhi supported Go-UNESCO - an online initiative that made discovering heritage fun through a series of activities like heritage runs and photo contests based on heritage sites.	2015	Online

MLA 2: Supporting and promoting the diversity of cultural expressions, safeguarding the intangible cultural heritage and developing cultural and creative industries		
Event/Activity	**Date**	**Venue**
As part of its rural livelihoods focus, UNESCO New Delhi partnered with banglanatak.com, to create a flagship Project, 'Art for Life - Culture for Rural Livelihood in West Bengal' which is funded by the Department of Micro, Small, and Medium Enterprises and Textiles, Government of West Bengal.	Sept 2013-May 2016	West Bengal
UNESCO New Delhi joined hands with the Maharana of Mewar Charitable Foundation to promote the living heritage of Udaipur. It organized the 2nd International Conference on Living Heritage, Udaipur.	2014	Udaipur
A special session on Art and Culture for Persons with Disabilities was held on the occasion of a National Stocktaking Workshop on ICT for Persons with Disabilities which was co-organized by UNESCO with the Communication and Information (CI) sector and the Open Knowledge Community (a consortium of civil society knowledge networks).	September 2014	Delhi
Workshop in collaboration with the Sangeet Natak Academy for capacity building of government officials to implement the 2003 Convention and its key components.	December 2014	New Delhi
UNESCO New Delhi supported several activities under its PARZOR project which it started in 1999 to preserve and promote the Parsi-Zoroastrian culture.	2014 - 2015	New Delhi
UNESCO New Delhi was invited by the Directorate of Art and Culture, Government of Goa, to organize a capacity building training workshop on the implementation of the 2003 Convention for safeguarding and promoting the intangible cultural heritage of Goa.	April 2015	Goa
As part of its work on improving access to cultural life by persons with disabilities, the UNESCO New Delhi Culture sector, together with an Indian national coalition of NGOs advocating inclusivity in the audio-visual sector initiated a dialogue with Doordarshan, the Ministry of Communication and Information Technology and the Ministry of Social Justice on the possibilities of introducing same-language subtitling and audio-descriptions for TV programmes and films.	2015	New Delhi
An informal working group was set up between UNESCO, civil society groups and the National Museum to develop a special gallery for the visually challenged. The working group, in collaboration with Craft Museum provided special facilities for visually challenged visitors on the occasion of an exhibition on Banam, a traditional musical instrument of the Santal tribes at the National Museum in April 2015.	2015	New Delhi

An e-heritage project was started in collaboration with the Digital Empowerment Foundation (DEF) and the Indian Heritage Cities Network Foundation to document local history and living traditions using digital means and empowering local youth in digital education.	2014-2015	New Delhi
The UNESCO New Delhi Culture sector, in collaboration with the All India Artisans and Craft workers Welfare Association and GoCoop Social Marketplace undertook a survey on the status of the use of ICT among artisan organizations in India.	December 2015	New Delhi
An Art Competition for Differently-abled Children was organized by the Culture sector of UNESCO New Delhi with support from UN Volunteers India Team and institutional support from Saksham Trust and the Delhi Viklang Adhikar Manch to promote differently-abled children's enjoyment of cultural/creative life.	16 November 2015	New Delhi
Varanasi and Jaipur joined the UNESCO Creative Cities Network which aims to promote cooperation with and among cities that have identified creativity as a strategic factor for sustainable urban development.	December 2015	New Delhi
The first workshop on dance and persons with disabilities was organized in collaboration with Dance Union and several other institutions to explore the methodology of teaching dance to visually challenged persons.	5 and 6 December 2015	New Delhi

Key results achieved/lessons learnt

With its unique mandate and expertise on culture and heritage management, the UNESCO New Delhi Culture sector was able to innovate and develop a series of collaborative activities both with the government authorities and with civil society groups.

In addition to its regular partners including the Ministry of Culture and the Ministry of Urban Development, relationships were also strengthened with the Ministry of Railways on the protection of railway heritage as well as with the state governments of Punjab, Goa and West Bengal for developing policies and strategies for heritage management. In-depth discussions were also initiated with the Government of Kerala on the methodology to promote inter-cultural dialogue around the theme of shared heritage of the spice trade.

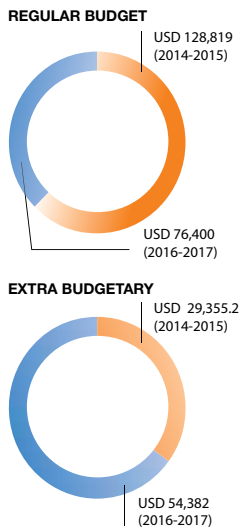The programme on promoting the participation of persons with disabilities in cultural life, introduced for the first time in 2014, has rapidly become one of the flagship programmes of the Culture sector with several domains of interventions including museum and audio-visual accessibility and art education rallying multiple partners. Its success is because of the timeliness of the subject and the solid partnership that UNESCO has fostered with civil society organizations.

Use of ICT in culture and heritage, especially for supporting artisans' market outreach, is another important area initiated by UNESCO in 2014-2015. Its work in this sphere has enabled the Culture sector to engage in a dialogue with the IT sector thus expanding its horizon of collaborations.

UNESCO also noted with satisfaction India's increasing interest and participation in the UNESCO programme on the nomination of Varanasi and Jaipur as UNESCO Cities of Creativity.

Use of ICT in culture and heritage, especially for supporting artisans' market outreach, is another important area initiated by UNESCO in 2014-2015

Communication and Information

Communication and Information

REGULAR BUDGET

USD 128,819
(2014-2015)

USD 76,400
(2016-2017)

EXTRA BUDGETARY

USD 29,355.2
(2014-2015)

USD 54,382
(2016-2017)

The two principal strategic objectives of the Culture sector's programmes are:

- Promoting an enabling environment for freedom of expression, press freedom and journalistic safety; facilitating pluralism and participation in the media; and supporting sustainable and independent media institutions.

- Enabling universal access to and preservation of information and knowledge.

In addition to its regular programmes, the CI sector also implements various inter-regional, regional and national projects with extra-budgetary funding.

The activities undertaken by the CI sector in 2014-2015 are given in Table 7.

Table 7. Activities were undertaken by UNESCO New Delhi's CI sector in 2014–2015

MLA: Promoting an enabling environment for freedom of expression, press freedom and journalistic safety; facilitating pluralism and participation in the media; and supporting sustainable and independent media institutions

Events/Activity	Date	Venue
World Radio Day 2014 addressed the theme 'Community Radio: Strengthening Freedom of Expression and Empowering Communities' through a high-level panel discussion and interaction with key stakeholders.	February 2014	New Delhi
On World Radio Day 2014, UNESCO also hosted the Awards Ceremony for the first edition of the Community Radio Video Challenge, a youth engagement programme launched jointly by UNESCO and the Commonwealth Educational Media Centre for Asia (CEMCA) in late 2013. CRVC is a documentary film contest to raise awareness about community radio among Indian youth.	February 2014	New Delhi
UNESCO partnered with the Ford Foundation to observe World Press Freedom Day 2014 in India on the theme 'Women Making Media: Challenges and Opportunities.' The UNESCO-IFJ Press Freedom Report for South Asia 2013–2014 was launched on the occasion.	May 2014	New Delhi

UNESCO and the Commonwealth Broadcasting Association implemented a regional initiative to build the capacity of 40 South Asian women journalists and broadcasters to report on development issues, and to create media practitioners and development-focused civil society organizations. The capacity building workshops were held in New Delhi and the initiative concluded in September 2014.	August 2014	New Delhi (India and other cluster countries)
UNESCO and CEMCA observed World Radio Day in 2015 by jointly organizing a high-profile national consultation on 'Community Radio and Social Inclusion.'	February 2015	New Delhi (with participation from Nepal)
UNESCO partnered with India's public service broadcaster Prasar Bharati to observe World Press Freedom Day 2015 on the theme 'Let Journalism Thrive!: Television and Media Freedom.' The annual UNESCO–IFJ Press Freedom Report for South Asia 2014–2015 was launched on the occasion.	May 2015	India and eight other South Asian countries
UNESCO and CEMCA jointly supported a participatory research exercise designed and conducted by Ideosync Media Combine across 12 CR stations in India, Nepal and Bangladesh to investigate the sustainability parameters for CR in these countries and in South Asia. The study culminated in the report Community Radio and Sustainability: A Participatory Research Initiative, launched in New Delhi in May 2015.	2014-2015 May 2015	Bangladesh, India and Nepal (with the launch of the report in New Delhi)
UNESCO and UNESCO Chair on Community Media based at the University of Hyderabad in India jointly designed an inter-regional initiative between South Asia and East Africa, which involved adapting the Community Radio Continuous Improvement Toolkit (CRCIT) widely used in India and Bangladesh for five East African countries. The Chair went on to implement the project successfully, with the adapted toolkits being enthusiastically received by East African stakeholders.	2014 – 2015	Burundi, Ethiopia, Kenya, Rwanda, Tanzania
UNESCO supported the UNESCO Chair's publication of the quarterly international newsletter CR News; helped maintain the Chair's website and blog, both of which act as important information resources for stakeholders; supported the Chair's organization of key knowledge dissemination workshops and consultations (including a regional round table in 2014, that led to the formation of the South Asia Network on Community Media (SANCOM) – a regional network for advocacy and for sharing knowledge and capacities; and pre-conference events ahead of the 2014 Conference of the International Association of Media and Communications Research (IAMCR).	2014–2015	India and other cluster countries
UNESCO also supported the Chair's participation in high-level forums such as the review of the Indian Community Radio Policy (organized by the Telecom Regulatory Authority of India); a seminar on 'The Status and Role of Community Radio in the SAARC Region' (organized by the SAARC World Information Centre); IAMCR 2015 in Montreal; and UNESCO's international seminar on 'Community Radio and Sustainability' in Paris in September 2015.	2014–2015	

The CI sector had raised around US \$150,000 in 2013 from the DG's Emergency Fund for a regional project titled 'Combating Climate Change in South Asia: Media Interventions for Public Awareness and Action.' Under the project, several activities were initiated and completed across Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan and Sri Lanka in 2014–2015. The activities in India included: (a) The development of a toolkit on environmental protection and climate change adaptation and mitigation for CR stations in India's hilly regions. (b) Support for the annual Monsoon School on Urban Floods for mid-career civil engineers and urban planners held at the Indian Institute of Science, Bengaluru in 2014 and 2015.	2014–2015	India, Afghanistan, Bangladesh, Bhutan, Nepal, Pakistan, Sri Lanka
Under UNESCO's international programme for the Development of Communication (IPDC), UNESCO New Delhi partnered with the Ideosync Media Combine for a national project that deployed ICTs to document good practices related to the everyday operations, functioning and empowerment of CR stations in India.	2015 – present	India
In 2014 UNESCO partnered with the South Asia Women's Network (SWAN) to launch the regional initiative 'Women for Change: Building a Gendered Media in South Asia.' During 2014–2015 UNESCO strengthened its partnership with SWAN, participating in SWAN's 7th Annual Conference in Maldives in October 2015 where an action plan was agreed upon by media stakeholders and the Regional Working Group on Media was formed to take the action plan forward.	2014 – 2015	

MLA: Enabling universal access and preservation of information and knowledge

Events/Activity	Date	Venue
UNESCO partnered with the Government of India and other national, regional and international partners to organize a high-level international conference, 'From Exclusion to Empowerment: The Role of ICTs for Persons with Disabilities.' The conference included an international exhibition of low-cost ICTs for persons with disabilities (PWDs) and a film festival that focused on disability issues. Attended by around 800 delegates from around the world, the conference culminated in the New Delhi Declaration, 'Inclusive ICTs for Persons with Disabilities: Making Empowerment a Reality', which was unanimously adopted by Member States at the UNESCO General Conference in November 2016.	November 2014	New Delhi
In the run-up to the international conference, UNESCO New Delhi partnered with the Ministry of Communications and IT to organize a national consultation and exhibition titled 'ICTs for Persons with Disabilities: Taking Stock and Identifying Opportunities.'	September 2014	New Delhi

The following were undertaken as follow-up advocacy and awareness-building actions after the UNESCO international conference on the role of ICTs for persons with disabilities (November 2014, New Delhi):		
(a) UNESCO partnered with India's premier industry body ASSOCHAM to organize a national conference and exhibition on the theme 'Empowering PWDs with Accessible and Assistive Technology.'	February 2015	New Delhi
(b) UNESCO partnered with the All Light India International Festival in September 2015, creating a special category for films advocating the benefits of assistive ICTs for PWDs to be showcased as a part of the festival.	November 2015	Kerala
UNESCO partnered with Jawaharlal Nehru University and the Networked Digital Library of Theses and Dissertations to organize the 18th International Symposium on Electronic Theses and Dissertations (ETD 2015). As part of the ETD, UNESCO organized a special consultative session on 'Reaching the Unreached: Research Support Services for Persons with Disabilities' that brought together researchers and university faculty members with disabilities, institutional administrators and technology solution providers to explore how the research infrastructure for PWDS can be strengthened.	November 2015	New Delhi
In December 2015 UNESCO partnered with Jawaharlal Nehru University (JNU) and CEMCA to organize a national onsultation on the theme 'Open Educational Resources (OER) for Inclusive Development: Identifying Challenges, Addressing Opportunities.' The consultation brought together key stakeholders from across India to develop a roadmap for strengthening OER-related interventions in the country.	December 2015	New Delhi

Key results achieved/lessons learnt

In 2014–2015, the Communication and Information (CI) sector at UNESCO New Delhi achieved a strong balance between its two focus areas – media development and the promotion of ICTs for access to information.

The CI sector's media development initiatives in India have been multifaceted including advocacy, action research, capacity building and policy engagement related to community radio; the mobilization of youth as a key constituency for media production and consumption; the advocacy of media freedom across platforms; and media sensitization and capacity development in niche areas such as researching and reporting on climate change; and mainstreaming of gender in the media. Two major highlights of 2014–2015 were UNESCO's successful design and completion of a multi-country regional project titled 'Combating Climate Change in South Asia: Media Interventions for Public Awareness and Action' and the launch of another big budget regional initiative titled 'Women for Change: Building a Gendered Media in South Asia.' Its activities in India have been and are integral to both these projects.

In the realm of ICTs for access to information, UNESCO's activities concentrated on the promotion of ICTs for PWDs and strategic advocacy

The promotion of ICTs for PWDs emerged as a major area of activity during this period with UNESCO's high-level international conference, 'From Exclusion to Empowerment: The Role of ICTs for Persons with Disabilities'.

related to the adoption and use of open educational resources (OER) and open access to information and research. The promotion of ICTs for PWDs emerged as a major area of activity during this period with UNESCO's high-level international conference, 'From Exclusion to Empowerment: The Role of ICTs for Persons with Disabilities' (held in New Delhi in November 2014), culminating in the New Delhi Declaration that was unanimously adopted by Member States at the 38th Session of UNESCO's General Conference in 2015. The Declaration is the only definitive framework on the issue of disability to have emerged from the UN system since the UN Convention on the Rights of Persons with Disabilities (2006) and is the first ever normative instrument of its kind produced by UNESCO. A number of follow-up actions in India have built on the outcomes of the international conference in 2014.

The CI sector has raised funds actively and has also successfully secured extra budgetary funds from sources such as the International Programme for the Development of Communication (IPDC), the Director-General's Emergency Fund, co-funding arrangements with partners for almost all the activities undertaken and from miscellaneous donors. The combination of regular and extra budgetary funds, in kind support from stakeholders and the domain knowledge of subject matter experts with whom UNESCO consults regularly, have contributed to a rich and vibrant programme in India that UNESCO's CI sector will continue to build on in 2016–2017.

Part III

Proposed Cooperation Framework

Part III - Proposed Cooperation Framework

The UN Development Assistance Framework (UNDAF) is the strategic programme framework that describes the UN system's collective response to national development priorities. As such it is a significant tool in the evolving process of enhancing coherence and harmonization of UN's work in the host country. UNDAF ensures that UN's work is aligned with national development strategies and processes thus creating synergies with all development actors in the host country. Its priorities are fully aligned with the host government's development plans.

Education

Objective : Supporting Member States to develop education systems to foster high quality and inclusive lifelong learning for all.	
Programmes	**UNDAF Outcome Served**
• Enhancing teachers' professional development for improving the quality of education in South Asia. • Inclusive and gender-responsive quality literacy programmes in South Asia. • Scaling up the Comprehensive HIV & Sexuality Education and Addressing School-related Gender-based Violence in India. • Promoting the rights of disabled children to quality education. • Supporting national policies and plans to foster quality lifelong learning opportunities for all. • Coordinating the Education 2030 Agenda through partnerships, monitoring and research in SAARC countries. • TVET for peace and sustainable development.	**Outcome 1: Inclusive growth** Inclusive and equitable growth policies and poverty reduction strategies of the government strengthened to ensure that the most vulnerable and marginalized people in rural and urban areas have greater access to decent employment, skill development, social protection and sustainable livelihoods. **Outcome 3: Gender Equality** Government and civil society institutions are responsive and accountable for improving women's positions, advancing their social, political and economic rights and preventing gender discrimination.

Natural Sciences

Objective: Promoting international scientific cooperation on critical challenges to sustainable development	
Programmes	**UNDAF Outcome Served**
• Building capacities for the integration of multiple forms of knowledge for making sound policies for societal transformation into a sustainable world. • Ensuring water security with focus on climate change and sustainable livelihoods. • Regional Centre for Biotechnology: an Institution of Education, Training, and Research. • Strengthening capacities for disaster risk reduction in South Asia including early warning of natural hazards, disaster preparedness and enhancing resilience. • Study for identifying potential biosphere reserves. • Cultural Landscapes: The Basis for Linking Biodiversity Conservation with Sustainable Development of Arunachal Pradesh, India.	**Outcome 4: Equitable access to quality basic services (health; education; HIV & AIDS; water, sanitation and hygiene (WASH)).** Vulnerable and marginalized populations have equitable access to and use quality basic services in selected states. **Outcome 6: Sustainable development** The government, industry and other relevant stakeholders actively promote more environmentally sustainable development; the resilience of communities is enhanced in the face of challenges of climate change, disaster risk and natural resource depletion.

Culture

Objective: Protecting, promoting and transmitting heritage	
Programmes	**UNDAF Outcomes Served**
• Capacity building of state governments on three main UNESCO Conventions related to culture: the 1972 World Heritage Convention; the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage; and the 2005 Convention on the Protection and Promotion of Diversity of Cultural Expressions. • Safeguarding the Mountain Railways of the India World Heritage Property: Developing a Comprehensive Conservation Management Plan for the Darjeeling Himalayan Railway.	**Outcome 6: Sustainable development** The government, industry and other relevant stakeholders actively promote more environmentally sustainable development and the resilience of the communities is enhanced in the face of challenges of climate change, disaster risk and natural resource depletion.

Culture-based livelihoods:

- Developing rural craft and cultural hubs in West Bengal to support inter-generational transmission of rural crafts and performing arts.

- Capacity building of state governments in implementing the 2005 Convention on the protection and promotion of diversity of cultural expressions, thereby promoting the creative industries' sectors in the states.

- Promoting heritage based urban development in partnership with the Indian Heritage Cities Network.

- Improving PWD's access to cultural life through accessible cultural spaces like museums and heritage sites and accessible film and TV content.

- Promoting the use of ICTs among artisan enterprises and for culture and heritage overall.

Social and Human Sciences

Objective: Supporting inclusive social development, fostering inter-cultural dialogues for the rapprochement of cultures and promoting ethical principles

Programmes	UNDAF Outcomes Served
- Creating inclusive urban spaces for migrants in South Asian cities by facilitating inter-cultural dialogues between locals and migrants and spreading progressive messages through the use of community radios. - Strengthening and up-scaling the UNESCO Gender Youth Migration web-portal through its expansion to South Asia and South East Asia, as well as a broadening of its themes to incorporate international migration with support from UN Women. - Shedding light on the complexities of the Internal-International Migration Nexus in Asia through research and policy dialogue (JNU, World Bank, IOM).	**Outcome 1: Inclusive growth** The government's inclusive and equitable growth policies and poverty reduction strategies strengthened to ensure that most vulnerable and marginalized people in rural and urban areas have greater access to decent employment, skill development, social protection and sustainable livelihoods. **Outcome 3: Gender equality** The government and civil society institutions are responsive and accountable for improving women's position, advancing their social, political, economic rights and preventing gender discrimination.

Communication and Information

Objective: Promoting freedom of expression, media development, and access to information and knowledge

Programmes	UNDAF Outcomes Served
• Promoting freedom of expression, media pluralism, the safety of journalists, and strengthening media capacity in South Asia. • Promoting media pluralism and strengthening women and young people representation in media. • Promoting openness, inclusive ICTs, and ICT-enabled access to information and knowledge. • Strengthening community radio in India: a national consultation on policy reform. • Disaster management through community radio • Promoting openness, inclusive ICTs, and ICT-enabled access to information and knowledge	**Outcome 5: Governance** Ensure governance systems are more inclusive, accountable, decentralized and programme implementation more effective for the realization of rights of marginalized groups, especially women and children. **Outcome 6: Sustainable development** Government, industry and other relevant stakeholders actively promote more environmentally sustainable development and resilience of communities is enhanced in the face of challenges of Climate Change, Disaster Risk and natural resource depletion.

Part IV
Partnerships

Part IV- Partnerships

UNESCO works with a wide range of partners in all its fields of competence. Partnerships are a key enabler for meeting global challenges and for generating sustainable changes with long-lasting impact. Partnerships are firmly embedded in UNESCO's way of working at global, regional and national levels. By joining forces with its partners, UNESCO can leverage resources, expertise and competencies to promote all UNESCO's ideals and values so as to achieve common development goals and for strengthening the visibility and impact of its actions.

The UN Country Team in India

Currently the UN system in India includes 23 organizations that support development work and provide technical expertise and financial assistance. These agencies work with the Government of India in various capacities on issues related to food security, agriculture, health, education and the environment. Resident Coordinator, Mr Yuri Afanasiev, is the designated representative of the UN Secretary-General to the Government of India and leads the UN Country Team to advocate the mandate of the United Nations while drawing on the support and guidance of the entire UN family.

Indian National Commission for Cooperation with UNESCO

'UNESCO is the only UN Agency to have a global network of national cooperating bodies known as National Commissions for UNESCO.'[34] There are currently 199 National Commissions for UNESCO worldwide. When India became a member of UNESCO in 1946, the Government of India set up an interim Indian National Commission for Co-operation with UNESCO (INCCU) in 1949.

The main objective of the Commission is to advise the government on matters related to UNESCO's programmes and activities. The Minister for Human Resource Development is the President of the Commission and the Secretary to the Government of India in the Department of Secondary and Higher Education is its Secretary General.[35]

UNESCO Global Networks

- International Hydrological Programme

- International Programme for the Development of Communication

- Intergovernmental Oceanographic Commission

- Man and Biosphere

- UNESCO Associated Schools Project Network (ASPnet)

Other Implementing Partners:

Education:

- Action Aid

- Action for Ability Development and Inclusion

- All India Women's Education Fund Association

- All India Women's Conference (AIWC)

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[34] http://en.unesco.org/countries/national-commissions.

[35] http://mhrd.gov.in/international-cooperation-cell-4.

- Arunachal Pradesh Government
- British Council
- Centre for Management and Development
- Council for Social Development
- Confederation of Indian Industries (CII)
- Federation of Indian Chambers of Commerce and Industry (FICCI)
- Indira Gandhi National Open University
- Jamia Millia Islamia University
- Ministry of Human Resource Department
- National Coalition for Education (NCE)
- National Council of Educational Research and Training (NCERT)
- National Literacy Mission Authority
- National University of Educational Planning and Administration
- Oxfam
- United Nations Resident Coordinator's Office
- World Vision

Natural Sciences

- Institute of Environmental Studies, Kurukshetra University
- Confederation of Indian Industries (CII)
- Japan Government
- Society for Environment Education and Development
- National Institute of Education
- Centre for Environment Education
- Indian Environment Society
- Prithvi Innovators

- The Energy and Resource Institute
- World Wildlife Fund India
- Department of National Parks and Wildlife Conservation
- State Knowledge Management Centre on Climate Change
- Environmental Planning and Coordination Organization (EPCO)
- Department of Housing and Environment, Government of Madhya Pradesh
- Government of Gujarat
- Department of Biotechnology, Government of India
- Indian National Science Academy
- Regional Centre for Biotechnology
- Indian Institute of Technology, Guwahati, Assam
- National Institute of Hydrology, Bhopal
- National Institute of Technology (NIT), Hamirpur
- Jawaharlal Nehru University
- National Institute of Science Communication and Information Resources
- Indian Institute of Technology, Mumbai, Maharashtra
- Ministry of Earth Sciences
- The Energy and Resource Institute
- World Wildlife Fund India

Social and Human Sciences

- International Organization for Migration (IOM)
- The Energy and Resource Institute, New Delhi (TERI)
- International Institute for Population Sciences, Mumbai (IIPS)

- International Centre for Integrated Mountain Development, Kathmandu (ICIMOD)

- Centre for Policy Research, New Delhi (CPR)

- Jawaharlal Nehru University, New Delhi (JNU)

- Ideosync Media Combine, Faridabad

- International Labour Organization (ILO)

- Aajeevika Bureau, Udaipur

- Aide et Action – South Asia

- UN Women – South Asia

- UN-Habitat

- United Nations University: Institute on Globalization, Culture and Mobility (UNU-GCM)

- Youth for Unity and Voluntary Action, Navi Mumbai (YUVA)

- Tata Trusts

- Delhi Government

- Gurugram Government

- Gurgaon Ki Awaaz Community Radio Station, Gurugram

- Government Office for Science, United Kingdom (GO-Science)

Culture

- Banglanatak.com

- Dance Union

- Department of Information and Cultural Affairs

- Digital Empowerment Foundation

- Government of Punjab

- Government of West Bengal

- Indian Heritage Cities Network

- International Research Centre for Intangible Cultural Heritage

- Maharana of Mewar Charitable Foundation

- Sangeet Natak Academy

- Saksham Trust

- Urban Development Department

Communication and Information

- AMARC Asia-Pacific

- Apeejay Institute of Mass Communication

- ASSOCHAM

- Commonwealth Educational Media Centre for Asia (CEMCA)

- Development Alternatives

- Ford Foundation

- Ideosync Media Combine

- International Federation of Journalists

- International Programme for the Development of Communication

- Jawaharlal Nehru University

- Ministry of Communications and IT

- Ministry of Human Resource Development

- Ministry of Information and Broadcasting

- Ministry of Social Justice and Empowerment

- National Digital Library of Theses and Dissertations

- Prasar Bharati

- Public Media Alliance (formerly known as Commonwealth Broadcasting Association)

- South Asia Women's Network

- The Energy and Resources Institute (TERI)

- UNESCO Chair on Community Media