

UNESCO COUNTRY
PROGRAMME
DOCUMENT
FOR THE REPUBLIC
OF CUBA
2014 · 2018



United Nations
Educational, Scientific and
Cultural Organization

Regional Office for Culture
in Latin America and the Caribbean

UNESCO Havana

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The present document is a programming tool to highlight UNESCO's contribution to Cuba's development efforts in a comprehensive manner. The UNESCO Country Programme Document (UCPD) includes all of the Organization's activities in the country, whether funded from regular or extra-budgetary projects, focusing on the existing inter-sectoral and interagency relationship, and serving as a link with other programming mechanisms, both inside UNESCO, and with the United Nations system and other possible partners. It constitutes an open and flexible proposal, which may be revised in light of new orientations and priorities, springing from within the Organization itself or the country's development needs. The document covers the 2014-2018 period, which includes the four years of the Organization's programming cycle (2014-2017), in addition to UNDAF's programming cycle (2014-2018). The document is the result of a broad consultation process with the Cuban National Commission for UNESCO, the ministries relevant to UNESCO's mandate areas and colleagues of the United Nations system. Our thanks to all those who have contributed to its elaboration.

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1. SITUATION ANALYSIS

1.2. Country context

The Republic of Cuba is an archipelago covering an area of 109,884.01 square kilometres. It is located between the Caribbean Sea, the Gulf of Mexico and the Atlantic Ocean. The country has a total of fifteen provinces and 168 municipalities.

According to the data provided by Cuba's National Statistics Office (ONE), the country has a population of 11,163,934 inhabitants, of whom 50.09% are females and 49.9% males. Young people constitute 20.4% of the total, while 18.3% of the population is over 60 years of age¹. It is expected that by 2030 senior citizens will constitute 30.8% of the total population, 54% of whom will be females². The urbanization index is 75.3%³.

The Constitution of Cuba, Chapter VII, on fundamental rights, duties and guarantees, states that the Cuban government has established a social policy whose main objectives include access to basic nutrition, access to health, education, sport and entertainment; economic support for those in need, guaranteed sources of employment, access to decent housing, preferably privately owned, and, in general, the building of an increasingly just and supportive society. The means established to achieve these goals include food distribution through social means, access to universal and free health and education services, including university studies, universal social security and social assistance coverage, the promotion of economic development as the main source of new jobs, and providing access to housing.

1.2. Development Issues

Cuba falls within the group of countries with a high human development index, ranking 51 among 187 nations in 2011.⁴ The country has attained almost all Millennium Development Goals (MDGs) with positive results, even before they were internationally recognized⁵. In the Cuban context, development actions are not focused on guaranteeing access, but on improving the quality and

sustainability of what has been achieved, and on new national development projections.

In addition, work is underway on the MDGs that have not been reached concerning maternal mortality –despite its being one of the lowest in Latin America and the Caribbean–, the quality of housing, and access to ICTs. These advances and challenges have certain specificities associated to urban or rural contexts, the different needs and potentialities of women and men, inter-generational relations, and the particular characteristics of groups and territories with a different socio-economic development.

MDG 3 “Promote gender equality and empower women” has been achieved. Parting from this important premise, national authorities continue working to reverse persisting gender inequalities, promote a greater participation of women and increase their role in decision-making. As an example the progress made is the configuration of the Cuban Parliament where Women presently constitute 48.9% of its members.⁶

As indicated in the national report submitted by the Cuban authorities in May 2013 to the United Nations Human Rights Council within the context of the Universal Periodic Review⁷, the proportion of Cuban women in the National Assembly of the People's Power rose to 45.0%; there is a woman Vice-President of the Council of State and another is Vice-President of the National Assembly of the People's Power (Parliament).

Women lead nine of the fifteen Provincial Assemblies of the People's Power (provincial legislatures), and they head nine Ministries. Women constitute 40% of the members of the Council of State. In 2011, women held 42.4% of management posts and represented 65.6% of the country's technical and professional personnel. They make up 47.3% of the active workforce and 62.8% of university graduates are women.

The National Union of Jurists of Cuba and the Federation of Cuban Women gave courses on gender for legal professionals and worked to incorporate a gender module in various master's courses. The report further indicates

that “sexual and reproductive rights, including the right to abortion and free choice regarding fertility, are fully guaranteed, and there is free and universal access to family planning services for men and women”.

The persistence of patriarchal attitudes and deep-rooted stereotypes regarding the roles and responsibilities of women and men in all spheres of life was an issue of concern for the Committee on the Elimination of Discrimination against Women (CEDAW). The Committee in its most recent concluding observations noted that “...such customs and practices perpetuate discrimination against women and girls, resulting in women's disadvantaged and unequal status in many areas, as well as the persistence of violence against women”, and called for the adoption of “...a comprehensive strategy to modify or eliminate patriarchal attitudes and stereotypes that discriminate against women”, including through public education programmes⁸.

The country presents a demographic transition that differs from that of the surrounding Latin American and Caribbean countries, with fertility rates that have not reached the generational replacement level since 1978. The low birth rates and rising life expectancy are leading to a rapid aging and a decline in working age population. Consequently an important concern is the rising dependency ratio, and its implications for public policies and services in particular care policies for the elderly.

1.3. Challenges and opportunities

In this national context, the Cuban Government heads the process of updating the economic model following the Guidelines of the Economic and Social Policy of the Party and the Revolution. The Guidelines cover key elements of the country's socio-economic development, determining strategic lines to follow and necessary transformations to be carried out.

External and internal factors have a negative impact on the country's economy. External factors include the economic, financial, energetic, food and environmental crises, the lack of stable prices on the international market, fluctuations in the demand for exportable goods and services, and restrictions on external financing; the economic, commercial and financial blockade imposed by the United States of America for more than fifty years; and meteorological phenomena such as hurricanes and droughts. Internal factors include low efficiency; the de-capitalization of the productive base and infrastructure; the aging of the population and the stagnation of its growth⁹.

The main measures adopted in recent years seek to strengthen the governmental institutions, including the reorganization of the State and the Government, adjust the plan of the economy to available resources, increase and diversify exports, substitute imports, and review the investment policy.¹⁰ In the short term, the measures are designed to eliminate the deficit in the balance of payments, maximize export earnings and the substitute imports, address the problems that have a more immediate impact on economic efficiency, work motivation and the distribution

of income, and create the necessary infrastructural and productive conditions to sustain development.¹¹ In the medium and long term, measures should result in a high level of food and energy self-sufficiency, an efficient use of the human potential, high competitiveness in traditional productions and the development of new goods and services with a high aggregate value.

Since 1959, raising the quality of **education** has constituted a goal of primary importance for the Cuban government. First, illiteracy was eliminated; then, mass secondary education up to grade 9 was provided for all, and then the purpose of universalizing higher education started.¹² Education for all is guaranteed by the Constitution¹³, which is the basis for the Cuban Education System which follows the principles of equal access free of charge, coeducation, respect for diversity and gender equality, differentiated attention and school integration, free access and the link between study and work.¹⁴

Since the end of the nineties, UNESCO has given special attention to supporting the Education for All National Action Plan developed by Cuba in response to the goals set at the Dakar Conference. In this respect, the Organization helped evaluate the quality of learning in the country with the First International Comparative Study of Language, Mathematics and Associated Factors for Third and Fourth Grade Students, in which Cuba participated (1997). The Organization further contributed to stimulating the study of sciences and environmental education, and maintained its assistance in teacher training, for example, through the introduction of new information technologies in the teaching process. In order to focus its collaboration more directly on national priorities, in 2007 the Organization drafted a UNESCO National Education Support Strategy (UNESS) for 2008-2013.

Cuba is well-advanced in achieving the Dakar Goals concerning the right to Education:¹⁵

Education for All Goals	Cuba
G1: Early childhood care and education	Net enrolment ratio (NER) ¹⁶ : 98%; Gross enrolment ratio (GER) ¹⁷ : 104%; Gender Parity Index (GPI) ¹⁸ : 1.00 in pre-school education; 13 students per teacher.
G2: Universal primary education	Gross intake rate and net intake rate in 2010: 93%; GER: 101%; NER: 98%; Number of students per teacher: 9; Gender parity in primary: 1 (GER 101%)
G3: Youth and adult learning	NER: 90% secondary; Gender parity in secondary: 0.99; Number of students per teacher: 9
G4: Literacy	Adult and youth literacy rate: 100% ¹⁹
G5: gender parity and primary and secondary education	(indicated in other goals)
G6: quality of education	Survival rate at the fifth grade: 96% (above the regional average)

According to the 2012 Education for All Global Monitoring Report, the percentage of the Cuban GDP allotted to education is 13.6%, while public spending in education, as a percentage of total public spending, is 18.3%. In every evaluation of the Second Regional Comparative and Explanatory Study (SERCE) of the Latin American Laboratory for Assessment of the Quality of Education (LLECE), Cuba obtained one of the highest results, far above the regional average. In the Education for All Development Index (EDI) Cuba, in regards to goals 2, 4, 5 and 6 ranks 16 among 127 countries (with a value of 0,989).

The important advancements in attaining the EFA Goals and particularly those relating to girls education would be further consolidated and enhanced should the country increase its investment in the collection of data, disaggregated by sex, ethnicity and disability, on enrolment at all levels, in particular in higher education, on drop-out rates and on the fields of education chosen.

In the area of **natural sciences**, Cuba pays special attention to good practices in the prevention and mitigation of natural disasters. According to the national report submitted by the Cuban authorities to the Council of Human Rights in May 2013²⁰, much has been done to limit the loss of human life during hurricanes, as in 2008, when Cuba was hit by three major hurricanes and two tropical storms that caused damage estimated at \$10 billion. Similarly, after the recent Hurricane Sandy (2012), intensive recovery efforts are under way as a result of the extensive material losses caused by this hurricane.

Cuba has made substantial progress towards the five priorities set out in the Hyogo Framework for Action. The national role of the Civil Defence system, in coordination with local governments, to implement the disaster reduction plans, has been strengthened; the legal and institutional framework to reduce the risk of disasters was improved; local capacities were increased and early warning systems were made more effective; a national public information and educational strategy was developed to promote a risk perception culture; and land use planning and scientific research were encouraged. Furthermore, these efforts took the National Environment Strategy and the impact of climate change into consideration.

In the field of **social sciences**, Cuba's social security system has been strengthened, the social workers programme was restructured, regulations on temporary cash benefits, home help services, food kitchens and assistance for mothers of

severely disabled children were upheld, and the rights of working women were enlarged.

The Ministry of Education adopted in 2011 the Programme on Sexuality Education from a Gender and Sexual Rights Perspective in the school curriculum of the national education system, for all levels of education. This programme strengthens HIV/AIDS prevention, sexual and reproductive health care and sexual diversity. The National Sex Education Centre (CENESEX) leads the implementation of the educational strategy.

Cuban authorities continue to promote a preventive approach to delinquency through education and social reintegration. Preventive efforts in schools focus on combating the illicit use of drugs and narcotics, eliminating inappropriate social behaviour, encouraging the proper use of the mother tongue, and educating in ethical values and promoting responsible sexual behaviour.

With regard to freedom of religion, all beliefs are respected in Cuba without discrimination and religious freedom is protected. There are some 400 religious institutions in Cuba, which operate without State interference.

The Cuban Constitution provides that artistic and creative production is free, unless it is against the principles of the Cuban Revolution, and that the State has the obligation to ensure the country's cultural development, ensure access to **culture** by all, protect and manage cultural heritage (articles 7, 39 of the Constitution), protect the Cuban cultural identity and to promote civil participation in the development and implementation of its cultural policies. Main aspects of the cultural sector have their own norms and policies, in particular related to museums, the arts, and heritage.

The Council of Ministers is in charge of implementing the country's cultural measures adopted by the People's General Assembly. The Ministry of Culture, its specialized institutions and other autonomous entities coordinate the overall implementation of cultural policies. At local level the Assemblies of the People's Power promote the participation of all in cultural life, supported by the People's Councils and the Houses of Culture network. In historic towns, the protection and management of cultural heritage is led by the Offices of the Historian. The Ministry of Culture itself, or through its specialized autonomous institutions, is in charge of ensuring the implementation of the UNESCO conventions in the field of culture, which have all been ratified by Cuba, except the second protocol

of the 1954 convention. The Ministry's Department of International Cultural Cooperation is in charge of facilitating the implementation of joint projects and of promoting new international contacts.

The Culture sector has a major role to play in the sustainable development of the country, considering Cuba's comparative advantages thanks to decades of investment in the cultural sector. However, the capacities at local level to develop and implement cultural activities autonomously are limited. Efforts are done in reducing the administrative burden that hampers the financially autonomous development of the cultural sector.

With regard to access to **information and communication** technologies (ICT), according to the national report submitted by the Cuban authorities to the Human Rights Council in May 2013²¹, "improvements have been made in the quality of the social access and use of ICT and in the technological infrastructure and training of human capital. There was increased investment in telecommunications infrastructure projects and fibre optic and cell phone networks." It also indicates that "by the end of 2010, telephones were 98.9% digitalized and telephone density (number of lines per hundred inhabitants) was 22.32. There are a total of 2,625,004 lines in service in the country. The bandwidth for Internet access has grown by 275 Mbps since 2009."

In addition, "the use of these technologies is continuing to expand in rural settlements, including mountainous areas, and also as a technological support to the education programme in primary, secondary and middle schools, as well as through Youth Computer Clubs. At the end of 2011, some 455,234 students had graduated from the Youth Computer and Electronics Clubs. At the end of 2010, there were 156 television transmitters, providing coverage to 96% of the rural population. By the end of 2011, satellite receivers had been installed in 271 zones with complex topography and greater vulnerability to storms. Scientific studies were conducted on reducing the vulnerability of the transmission systems and six transmission towers were built that could withstand winds over 200 km/hour.

The high cost of technology, the global economic crisis, and the United States blockade, which, among other things, affects Internet access in Cuba, are major challenges. In this respect, the Committee on the Rights of the Child encouraged the country "...to take appropriate measures to ensure children's access to information and materials from all available national and international sources, especially those aimed at the promotion of the child's social, spiritual and moral well-being and physical and mental health..."²²

¹Anuario Estadístico de Cuba 2012

²Proyecciones de la Población Cubana. Período 2010-2030. Cuba y sus Territorios. (ONE, 2009)

³Panorama territorial Cuba 2010 (ONE 2011)

⁴Human Development Report 2011, UNDP

⁵MDG Progress Report, Cuba Objetivos de Desarrollo del Milenio, Tercer Informe, 2010

⁶Anuario Estadístico de Cuba 2012, chapter "Electoral Process in Cuba", section "Deputies to the national Assembly of the people's power per province" http://www.one.cu/aec2012/esp/20080618_tabla_cuadro.htm

⁷National report submitted to the Human Rights Council Universal Periodic Review Working Group, Geneva, 22 April to 3 May 2013, and included in the United Nations General Assembly document A/HRC/WG.6/16/CUB/1.

⁸Committee on the Elimination of Discrimination against Women, Concluding observations on the combined seventh and eighth periodic reports of Cuba, Document CEDAW/C/CUB/CO/7-8 of 30 July 2013, para. 22

⁹Guidelines of the Economic and Social Policy, 2011, p. 7.

¹⁰Decree-Law 259.

¹¹Guidelines of the Economic and Social Policy, 2011, p. 10.

¹²Informe del Ministerio de Educación al Ministerio de Relaciones Exteriores, 2006

¹³Constitution of The Republic of Cuba, In chapter V "education and culture" article 39, item (b)

¹⁴La Educación Cubana. PDF book in www.cied.rimed.cu

¹⁵The statistical data were taken from the 2011 and 2012 UNESCO Education for All Global Monitoring Reports.

¹⁶Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

¹⁷Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education.

¹⁸Ration of female to male values of a given indicator. A GPI of 1 indicates parity between sexes, a GPI above or below 1 indicates a disparity in favour of one sex over the other. In general parity is considered to be reached when the GPI is between 0.97 and 1.03.

¹⁹Number of literate persons aged 15 and above, expressed as a percentage of the total of the population in that age group.

²⁰National report submitted to the Human Rights Council Universal Periodic Review Working Group, Geneva, 22 April to 3 May 2013, and included in the United Nations General Assembly document A/HRC/WG.6/16/CUB/1.

²¹National report submitted to the Human Rights Council Universal Periodic Review Working Group, Geneva, 22 April to 3 May 2013, and included in the United Nations General Assembly document A/HRC/WG.6/16/CUB/1.

²²Committee on the Rights of the Child, Concluding observations: Cuba, Document CRC/C/CUB/CO/2 of 3 August 2011, para. 35.



2. PAST AND PRESENT COOPERATION

2.1. UNESCO in Cuba

The UNESCO Office in Havana opened in 1950 as the UNESCO Regional Centre for the Western Hemisphere. It was thus in charge of covering the affairs of the Organization not only in Cuba, but from Canada to Tierra del Fuego. Today the UNESCO Office in Havana has three functions: Regional Office for Culture in Latin America and the Caribbean, Cluster Office for Cuba, the Dominican Republic, Haiti and Aruba, and UNESCO's representation before the governments of Cuba, Aruba and the Dominican Republic.

UNESCO's mission in Cuba consists in helping the country to achieve its development priorities, in all the Organization's areas of work, by supporting the Government's efforts to attain the internationally-agreed development goals (including the Millennium Development Goals and the Dakar Goals), and encouraging the development of national policies favouring the implementation of UNESCO's programme and international conventions.

The Cuban National Commission for UNESCO, constituted in 1947 and attached to the Ministry of Foreign Relations (MINREX), serves as a liaison between UNESCO and the Cuban government. Other key counterparts of UNESCO in Cuba are: the Ministry of Science, Technology and the Environment (CITMA), the Ministry of Culture (MINCULT), the Ministry of Education (MINED), the Ministry of Higher Education (MES), as well as the Union of Journalists of Cuba (UPEC) and the José Martí Cultural Society.

2.2. Education

For years UNESCO has collaborated with the development of education in Cuba, complementing national efforts in this sector. Cuba ranks 14 out of 120 countries for which the EFA Development Index (EDI) has been calculated and has already achieved Goal 2 of the EFA Goals on Universal Primary Education, and gender parity. The country joined the UNESCO Portal on Recognized Higher Education Institutions in 2009, which aims to provide students, employers and other interested parties with access to authoritative and up-to-date information on the status of higher education institutions and quality assurance mechanisms in participating countries.

Ten UNESCO Chairs have been established in Cuba since 1993. They actively contribute to the development of higher education in Cuba and facilitate inter-university cooperation through knowledge sharing, academic exchange and implementation of MA and Doctoral research programmes involving universities and higher education institutions of the Latin America and Caribbean and Europe regions.

Cuba actively participated in the implementation of the Education for Sustainable Development (ESD) programme at national level, notably in the areas of climate change education, biodiversity education and disaster reduction education in cooperation with the national ASP net.

In recent years, UNESCO supported teacher training as facilitators for HIV and AIDS education in 16 Cuban Pedagogical Universities and is currently supporting the application of the results from the previous SIDACULT-Education project in educational practice, with special emphasis on providing advice to two pedagogical universities on the educational use of culture to prevent HIV/AIDS and on community therapy. These activities are co-financed by UNAIDS. UNESCO cooperates with the Cuban National Centre for Sex Education in Havana in a number of campaigns to prevent HIV/AIDS and to enhance recognition and acceptance of LGBT rights. As lead UN agency in addressing homophobic bullying in schools, UNESCO, together with UNFPA and national counterparts, promotes comprehensive sexuality education in the country.

A priority for Cuba is to train quality teachers. Over the past two biennia, UNESCO has worked to develop strategies to meet the current needs of teachers according to the demands of society, in particular by supporting workshops at the universities of Cuban Pedagogical Science to further refine the strategy in teacher training in Cuba, paying special attention to Mathematics, Physics, Spanish Language and Literature.

In support of Cuba's new initiatives aimed at decentralization and stimulating national production, UNESCO carried out technical training on the development of economic activities at local level in five Cuban municipalities (La Palma, Martí, Yaguajay, El Salvador and Río Cauto) within the framework of the UN Joint Programme financed by the MDG-Fund. These municipalities underwent a process of industrial restructuring after the closure of the sugar cane agro-industrial complexes which were their local key economic activity. UNESCO contributes by providing training, with special emphasis to women, on how to adapt to the new situation and develop new economic activities for job generation.

As part of UNESCO's global Initiative for Building a Culture of Peace through Education and Youth Empowerment, UNESCO supports the production of school bulletins through the ASP network in Cuba.

Concerning inclusive education, Cuba is an active member of the Latin American Network for Cooperation on Education for Persons with Special Educational Needs (RIINEE), which organizes annual meetings with the participation of ministries of education from Latin America and Spain.

2.3. Natural Sciences

The collaboration between UNESCO and Cuba in the natural sciences sector, which goes back to the seventies, covers many different areas ranging from meteorology to biotechnology. Some of the first projects implemented by UNESCO included the sponsorship of research in biochemistry (1975-1978), support for the development of marine geology (1972-1976), and a project for controlling marine pollution in Havana Bay implemented in 1980 with UNDP funds.

One of UNESCO's most important areas of work in this sector is the preservation of biodiversity and the management of ecosystems through its contribution to the development of the National Centre for Protected Areas (CNAP) and its support for the operation of the National Network of Biosphere Reserves and in particular, the Cuban Committee of the Man and the Biosphere (MAB) Programme. Six natural areas in Cuba have been recognized as biosphere reserves. They are part of the national and global network of biosphere reserves and a very active partner in the Ibero-MAB network.

UNESCO supports the implementation of national plans and policies for scientific development, capacity building for sustainable development, cooperation with research centres, and the development of environmental education plans. In recent years the Organization has focused particularly on the issue of climate change and risk preparedness. In this sense, UNESCO supports the pilot project Socio-economic and environmental evaluation and management of the south zone of Havana Province, which aims aimed at developing local capacities and preparing scenarios that could be used by local authorities to design plans and adopt measures in response to frequent emergency situations.

UNESCO encourages, in the framework of scientific policies and sustainable development, actions oriented at fostering a scientific culture that will serve as the basis for sustainable development, such as the Scientific Culture Drives, organized by the Ministry of Science, Technology and the Environment and the Cuban Academy of Sciences. UNESCO also encourages the Children's Vocational Science and Technology Festivals, designed to back the efforts of national entities to provide new generations with attractive samples of scientific advances and knowledge.

Regarding the sustainable use of drinking water, UNESCO promotes a continued exchange and collaboration with the Cuban National Committee of the International Hydrological Programme (IHP), facilitating in addition the participation of their corresponding representatives at the annual coordination meeting of the International Hydrological Programme for Latin America and the Caribbean (IHP-LAC), as well as its programmes and projects.

The UNESCO-IHE Institute started to implement in 2013a project on Innovative Practices in Urban Water Cycle Management. The project contributes to the adaptation and mitigation of climate change effects on water scarcity in Cuba by introducing innovative practices and enhancing knowledge, education and research capacities in innovative urban water cycle practices in the Cuban water sector.

The Office actively supports the Cuban Institute of Meteorology in its role as coordinator of FRIEND AMIGO (Flow Regimes from International Experimental and Network Data) for Latin America and Caribbean Region Project. In the field of microbiological research, UNESCO and the Cuban Government instituted the Carlos J. Finlay UNESCO Prize.

2.4. Social and Human Sciences

The International José Martí Prize, funded by Cuba, is awarded every two years by UNESCO since 1994. The award goes to organizations and individuals whose achievements reflect the universal ideals of the Cuban independence leader, thinker and poet José Martí concerning the unity of Latin America and the Caribbean and universal harmony.

Cuba is very active in UNESCO's Management of Social Transformations Programme (MOST), which has the primary purpose to transfer relevant Social Sciences research findings and data to decision-makers and other stakeholders. MOST focuses on building efficient bridges between research, policy and practice, and promotes a culture of evidence-based policy-making – nationally, regionally and internationally – that is informed by the principles and standards of human rights. Social inclusion and the social dimensions of climate change are its two current strategic priorities. As an example, Cuba submitted to MOST its report Youth and Social Inclusion in the XXI century. Contributions from public policies to the construction of knowledge, and Cuban students and Cuban academics participate in the MOST Summer schools which took place in Havana in 2013.

The book Rethinking Latin America, developed by UNESCO in the context of MOST, was the result of two years' work of 30 scholars from the region coordinated by the Latin American Faculty of Social Sciences (FLACSO), on the topic social science and social development policies in Latin America. Cuban academics were in charge of the coordination of Volume II of the three book series.

As the United Nations' lead agency for Physical Education and Sport, UNESCO provides assistance and guidance services for governments, NGOs, and experts to debate the evolving challenges of physical education and sport, and provides the secretariat of the Intergovernmental Committee for Physical Education and Sport (CIGEPS). Cuba is an active member of CIGEPS and the current (2013) Chair of the Committee.

Cuba was the 90th State Party to the Anti-doping Convention (28 July 2008). Since then, Cuba has benefitted from one project under UNESCO's Fund for the Elimination of Doping in Sport. The initiative, launched in 2011, engaged coaches and medical support personnel in a tailored anti-doping education programme. Recently, two new project applications have been received and are under review by the Secretariat before submission to the forthcoming meeting of the Approval Committee to the Fund. The projects proposed build on the achievements of the first and represent a strong continuum in terms of the national fight against doping.

Cuba is actively involved in the preparation and implementation of activities related to the International Decade for the Rapprochement of Cultures (2013-2022).

2.5. Culture

The collaboration between UNESCO and Cuba in the Culture sector started in the early fifties. Since then,

the UNESCO Office in Havana has defended both in its collaboration actions with Cuba, as well as in its regional initiatives, the importance of culture as a key element in the development of any society, given that culture is not only an expression or a product, but a framework for human action where the transmission and the creation of knowledge takes place.

In a national consultation on UNESCO's programme organized early 2012, representatives from most Cuban institutions identified that the priorities in the field of Culture for Cuba were strengthening capacities to effectively implement the Culture conventions and promoting the role of culture in the country's sustainable development. Cuba has ratified all UNESCO's culture conventions, except the second protocol of the 1954 Convention and the UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects (Rome, 1995).

In the field of World Heritage, UNESCO Havana is restoring, together with the Office of the Historian of Havana and co-funded by the European Union, the Palace of the Segundo Cabo within the World Heritage site of Old Havana and its Fortifications. The World Heritage Fund has provided financial support for the restoration of the World Heritage properties of Viñales and Camagüey, which were damaged by hurricanes in 2008. In the field of World Heritage capacity building, Cuba participates in the workshops organized under the Netherlands- funded Caribbean Capacity Building Programme for World Heritage CCBP.

In 2008, Cuba ratified the 2001 UNESCO Convention on the Protection of the Underwater Cultural Heritage. Since then, the National Council for Cultural Heritage is the competent authority that supervises actions for the sustainable identification, protection, monitoring and management of the country's underwater cultural heritage. UNESCO Havana has contributed in particular to the training of experts in underwater archaeology through a capacity-building programme for the protection of the underwater cultural heritage of Latin America and the Caribbean, financed by the Spanish government through the Spanish Agency of International Cooperation for Development (AECID).

With regard to the 1970 UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, Cuba ratified it in 1980 but has not yet ratified the 1995 UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects. These two Conventions are the basic international treaties for the fight against illicit traffic in cultural property and the restitution of cultural property which has been stolen or illegally exported from their country of origin. On the occasion of the forty-second anniversary of the 1970 Convention, UNESCO Havana and the Saint Lucia National Commission for UNESCO, organized a regional workshop to enable Caribbean Member States to effectively fight illicit trafficking in Cultural Property in Saint-Lucia.

Cuba has participated in the Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity's

programme, which ceased to exist when the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage went into effect in 2006. Subsequently, La Tumba Francesa was incorporated in the Representative List of the Intangible Cultural Heritage of Humanity. The creation of the National Commission for the Safeguarding of the Intangible Cultural Heritage, composed of representatives from different cultural institutions, was a milestone insofar as the importance given by the Ministry of Culture to the efforts to safeguard the country's cultural expressions. With the support of the Intangible Cultural Heritage Fund, thanks to an earmarked contribution from Norway, Cuba is one of the beneficiary countries of a full-fledged capacity-building programme in the Caribbean.

Two Cuban projects received funding under the International Fund for Cultural Diversity established under the 2005 Convention for the Protection and Promotion of the Diversity of Cultural Expressions in 2011-2014, respectively on community cinema and on the promotion of Afro-Cuban Cultural Expressions among youth. Within the Cameras of Diversity project, supported by Flanders until 2011, the International Film and Television School of San Antonio de los Baños has organized trainings for female indigenous and community leaders in the creation and production of local audiovisual contents. UNESCO supports the work of the Cuban National film Institution ICAIC and its associated institutions the Festival Internacional de Cine de La Habana, the Muestra Joven, the Festival Internacional de Cine Pobre de Gibara, the Muestra itinerante de Cine del Caribe, the Festival Internacional de Documentales Santiago Alvarez in Memoriam, as well as that of the Fundación del Nuevo Cine Latinoamericano and its International Film and Television School of San Antonio de los Baños, and the Festival de Video Arte de Camagüey.

UNESCO has conferred special awards for traditional crafts, promoted quality craft production in Trinidad and the municipalities that participated in the MDG-F joint programme mentioned below.

UNESCO Havana, in its capacity of Technical Secretariat of the Forum of Ministers of Culture of Latin America and the Caribbean, supports the Pro-temporary Secretariat of the forum. Following the creation of the Community of Latin American and Caribbean States (CELAC), the first meeting of CELAC ministers of culture took place at the same time of the 19th Forum, in 2013. They decided that both meetings would take place, from that moment on, together. UNESCO Havana maintains and continuously updates the Portal of Culture of Latin America and the Caribbean which is fed by news items provided by focal points within ministries of culture and UNESCO offices. The Portal includes a database with more than 140,000 entries (www.unesco.lacult.org).

The promotion and integration of culture into development policies at the global, regional and national levels is one of the priorities of the Organization. UNESCO-Havana publishes the journal Culture and Development since the year 2000. It is a space for reflection, for the exchange and dissemination of ideas and experience showing that culture has a high priority for the region's human and economic

CULTURE & DEVELOPMENT

MUSEUMS and Heritage



Regional Office for Culture
in Latin America and the Caribbean
UNESCO Havana



CULTURE & DEVELOPMENT

CULTURAL GOODS,
SERVICES AND
ACTIVITIES
KNOWLEDGE
TRANSMISSION
SOCIAL COHESION
QUALITY OF LIFE



Regional Office for Culture
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NP9
2013

CULTURE & DEVELOPMENT



STOP ILLICIT TRAFFIC OF CULTURAL PROPERTY



Regional Office for Culture
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NP11
2014

CULTURE & DEVELOPMENT

WORLD HERITAGE IN THE CARIBBEAN



Regional Office for Culture
in Latin America and the Caribbean
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Ministry of Education, Culture and
Science of the Netherlands



NP11
2014

development. UNESCO also prepared an audio-visual on the role of culture in economic development with the International Film and Television School to serve UNESCO's strategy towards the post 2015 ODM revision.

The Joint Programme Support for new decentralization initiatives and production stimulation in Cuba, developed by UNESCO Havana in the framework of the thematic window Development & the Private Sector of the Millennium Development Goals Achievement Fund (MDG-F) enabled a wide-ranging plan of activities in five rural municipalities of Cuba. Within this programme, the crafts project Por un Producto Mejor obtained excellent results: management models for the gathering and preparation of raw materials were improved, the use of other natural fibres available was promoted, and the elaboration of thread from these same vegetable fibres was introduced, thereby eliminating the need to import this product. Likewise, artisans were shown a new weaving technique, based on the use of looms of their own making. Close relations of cooperation have been established with the National Centre of Arts and Crafts of the Cuban Fund of Cultural Assets, through e.g., the support provided to the International Crafts Fair (FIART) in Havana, as well as the development of the Needles project in the city of Trinidad.

A series of actions fostering gender equality, women's empowerment and women's rights were carried out in Cuba in the framework of the UN-Secretary General campaign UNITE to end violence against women in joint efforts with UNDP, UNFPA and UNICEF.

Since 1994, UNESCO Havana has done extensive work in the framework of the Slave Route Project: Resistance, Liberty and Heritage²³. Cuba's National Slave Route Museum was inaugurated, sharing with other places of memory in Latin Caribbean. A vast national programme of activities is being prepared for 2014 to celebrate the 20th anniversary of this programme.

2.6. Communication and Information

Collaboration in this sector began in the eighties, with the implementation of activities coordinated by regional advisors of the Organization. As of 2003, the UNESCO Office in Havana designed its own Communication and Information programme.

The overarching themes are the equitable access to information and knowledge, libraries, archives and preservation of information, open access to scientific information, communication for sustainable development; support for community media, journalism education and training and media and information literacy. In programme design and implementation, particular attention is given to gender equality and youth issues, specific concerns of Small Island Developing States (SIDS), as well as the promotion of South-south cooperation in which Cuba has a leading role in the region.

Several activities are organised within the framework of the World Press Freedom Day, such as the sub-regional Conference organised in 2010 by the Unión de Periodistas de Cuba

(UPEC) and the Cuban National Commission for UNESCO on Nuevos problemas éticos y sociales de la Información en el siglo XXI. This activity gathered 60 media professionals and officers from public institutions and civil society and opened a space for UNESCO to raise awareness on the importance of fostering the free flow of information and to promote freedom of expression as a universal human right. The general public was reached through wide press coverage.

Technical assistance for preparing project proposals for IPDC funding is regularly offered to the Communication School of the University of Havana and the International Institute of Journalism José Martí. Through this processes, CI documents such as the Model Curriculum for Journalists and the Media Indicators, are learnt by the professors. Efforts are being made to introduce and apply these tools in the formal studies of journalism and social communication. Adaptation to national context is a requirement which is currently being discussed.

Assistance is also provided for the creation of an audio-visual lab at the Communication School of the University of Havana, where students may produce independent audio-visual materials addressing issues of their concern mainly for young audiences.

UNESCO Havana has implemented an extensive capacity-building program for journalists since 2008 in close collaboration with the International Institute of Journalism José Martí. Training activities subjects refer to global concerns in which media and journalists should provide accurate information on issues such as gender-sensitive reporting, hurricanes media coverage and disaster risk prevention, science literacy for journalists, environment protection, and cultural heritage. In all training activities, women candidates receive special consideration to ensure equitable opportunities for women and men. Also, educational materials are peer-reviewed in order to ensure an adequate gender perspective in training materials.

Particular attention deserves the international workshops organized by the CI and CLT sectors of UNESCO Havana on the Use of the Media to Communicate on Heritage, in close collaboration with the Office of the Historian of Havana and the Instituto José Martí. The training is aimed at post graduate journalism students from Latin America on topics related to heritage promotion and protection such as relevant UNESCO Conventions, the linkage between culture and development, national cultural policies, or the Memory of the World Programme.

The Round Table on Communication for Development (August 2012) was a UNESCO-UNICEF initiative coordinated by UNESCO that took place in the framework of the First International Biennial of the Cuban Radio, which was organized by the Cuban Institute of Radio and TV. It sensitized journalists and decision makers on the role that community radio may play in sustainable development and in particular for the participation of marginalized groups, especially marginalized women, in socio-cultural development.

The TV Serrana (Highland Television) is an excellent example of a community TV centre created in 1996, with the support of UNESCO and the funding of the IPDC to develop local media and in particular television in the benefit of isolated rural communities in the mountain region of Sierra Maestra. Similarly, with funding from the IPDC, a project to strengthen community media capacities in the community of Jaimanita was implemented to support the production and dissemination of local media.

Cuba benefits from a strong National Memory of the World Committee which facilitates the submission of nominations to the International MOW Advisory Committee. Three Cuban documentary heritage items are included in the Memory of the World Register: the 'José Martí Pérez Funds' (2005), the Original Negatives of the Noticiero ICAIC Latinoamericano (2009), and the "Life and Works of Ernesto Ché Guevara: From the Original Manuscripts of his Adolescence and Youth to the Campaign Diary in Bolivia" (2013).

Another contribution made by UNESCO, both for Cuba and for the Latin American and Caribbean region as a whole, was the creation in 1959 of the Jaime Torres Bodet Documentation Centre by agreement between the Cuban government and the Organization. The Centre has kept its doors open to the public from its inauguration until the present. It treasures original publications and documents from the time of UNESCO's creation, and its collection has been declared a Heritage Collection by the Cuban National Council for Cultural Heritage.

2.7. Other programmes

The UNESCO Scholarship Programme has been an invaluable and timely alternative used by different Cuban institutions for the training, upgrading and the exchange of experiences among Cuban professionals, particularly in the Exact, Natural and Technical Sciences.

Similarly, the UNESCO Participation Programme is a beneficial mechanism for Cuba, since it contributes to materialize, socialize and delve into projects with different Cuban institutions and organizations, thanks to the financing provided. During the 2012-2013 biennium four projects were approved for financing under this programme.

In addition, the associated national networks are a powerful tool for implementing the activities of the Organization: the UNESCO Associated Schools Project Network, composed of 76 schools; the eight UNESCO Chairs in different Cuban institutions; and the UNESCO Network of Associated Libraries, constituted by 26 centres.

Of particular importance have been the UNESCO Anniversary Programmes, through which the Organization associates itself with various relevant commemorations in each country. For the 2014-2015 biennium, UNESCO approved, at the 37th session of the General Conference, its association with four Cuban anniversaries (Five-hundredth anniversary of the founding of the cities of Trinidad, Sancti Spíritus, Camagüey and Santiago de Cuba, Centennial of the death of Carlos J. Finlay, Bicentennial of the birth of Gertrudis Gómez de Avellaneda, and Centennial of the birth of Samuel Feijoó Rodríguez.



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²³Objectives of the Cuban Committee's Working Groups: Group #1- Delve into scientific research on the slave trade and slavery. Group #2- Develop curricular and educational materials to foster the teaching of this great tragedy at all educational levels. Group #3- Promote the contribution of Africa and its Diaspora. Group #4- Promote the living cultures and the artistic and spiritual expressions resulting from the interactions generated by the slave trade and slavery. Group #5- Preserve the archives and oral traditions related to the slave trade and slavery. Group # 6- Make inventories and preserve the tangible cultural heritage and the places of memory linked to the slave trade and slavery, and promote memorial tourism based on heritage.



3. COOPERATION FRAMEWORK 2014-2018

3.1. Education

Globally, within the context of the Education Sector, UNESCO pursues the mid-term objectives of (1) developing the education system to foster high quality and inclusive lifelong learning for all, (2) empowering learners to be creative and responsible global citizens, and (3) advancing Education for All and shaping the future international education agenda.

Under the first mid-term objective, priority is given at strengthening national capacities to (1) develop and implement policies and plans within a lifelong learning framework, (2) scale up inclusive and gender-responsive quality literacy programmes, (3) to design and implement policies aiming at transforming technical and vocational education and training (TVET), and (4) to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality. Attention will also be given, under the second mid-term objective, at integrating peace and human rights education components in education policies and practices, with particular emphasis on the elimination of gender-based stereotypes and the closely associated thereto violence against women, as well as of other forms of discrimination, and at strengthening capacities to integrate Education for Sustainable Development (ESD) into education and learning, and in the international policy agenda. With regards to the third mid-term objective, the focus will be on reinforcing the political commitment for education in the global, regional and national development agendas and on promoting cooperation modalities.

The global priorities, as well as a few other expected results of UNESCO's Programme for 2014-2017, are translated in concrete actions in Cuba to support the Government's efforts in priority areas. These actions will, in turn, contribute to achieving the Expected Results of UNESCO's global programme:

- Conduct research studies to review the education policies to integrate a lifelong learning perspective that addresses inter alia the specific needs of vulnerable segments of the population;
- Train personnel to scale up inclusive and gender-responsive quality literacy programmes, with particular attention to young girls, including those from rural areas;
- Strengthen capacities for the design and implementation of policies aiming at adapting technical and vocational education and training to the new needs in line with the update of the Cuban Economic Model;
- Train highly-qualified teachers through regional cooperation to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality;
- Strengthen national capacities to develop evidence-based higher education policies to address the challenges of equity, quality, inclusion, expansion and mobility.

- Support the Education for Sustainable Development (ESD) programme at national level in order to integrate it into education and learning.
- Support the further development and delivering of good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality, primary by training teachers to address homophobic bullying at schools, raising sexual awareness and understanding.

UNESCO will promote gender equality throughout the education system and the learning process by supporting the development, implementation and evaluation through the lens of gender equality and empowerment, of education policies, processes and practices.

3.2. Natural Sciences

In the Natural Sciences Sector, UNESCO pursues the mid-term strategic objectives of promoting the interface between science, policy and society and ethical and inclusive policies for sustainable development and of strengthening international science cooperation for peace, sustainability and social inclusion. Top priority will be given to promoting knowledge and capacity for protecting and sustainably managing the ocean and coasts and to strengthening freshwater security.

Concerning the ocean and the coasts, the focus will be on bolstering scientific understanding of ocean and coastal processes, on using that knowledge to improve the management of the human relationship with the ocean, on reducing the risks and impacts of ocean-related hazards and taking climate change adaptation and mitigation measures, and on developing and implementing policies for healthy ocean ecosystems. Under the same line of action, attention is given to reinforcing institutional capacities to protect and sustainably manage ocean and coastal resources.

Concerning strengthening freshwater security, the global focus is to strengthen responses to local, regional and global water security challenges, and to strengthen knowledge, innovation, policies and human and institutional capacities for water security, through improved international cooperation.

A secondary line of action will be dedicated at strengthening science, technology and innovation policies and governance. Much attention will also be given at reinforcing the use of biosphere reserves as learning places for equitable and sustainable development, and for climate change mitigation and adaptation.

Bearing in mind the frequency of climatic and meteorological extremes such as hurricanes, severe tropical storms as well as Cuba's rich diversity in flora, fauna and ecosystems reflecting the country's geographical, insular position in the western Caribbean, UNESCO will focus its efforts on strengthening freshwater security and promoting knowledge and capacity for protecting and sustainably managing the ocean and coasts, as well as on strengthening the role of Cuban

biosphere reserves as learning places for equitable and sustainable development:

- continue facilitating, in the scope of the project 'Jornadas por la Cultura Científica', academic exchange of ideas and knowledge and integrating know-how on the latest technological advances related to water security challenges;
- train personnel in order to bolster knowledge, innovation and policies for water security. Special attention will be paid to the training of institutions, in particular through improved international cooperation, in close collaboration with the Centro Regional de Investigación para el Manejo Sostenible de los Recursos Hídricos en los Estados Insulares del Caribe, in the hope of further facilitating the implementation of standardized activities for water security.
- continue scientific work on marine ecosystems, their functioning, impacts of change and variability on ecosystem services.
- provide technical assistance for harmonizing and standardizing the monitoring and warning systems for coastal hazards in the Caribbean Sea, through the organization of capacity-building workshops and the provision of assistance to develop, standardize, update and review monitoring systems.
- strengthen Cuba's STI policies by providing technical assistance in the reform of its STI systems and by assisting in the elaboration of STI strategies, instruments and action plans at a national level.
- technical assistance to promote public awareness of the key role of science and engineering in reaching sustainable development.
- use the biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation.
- Support the sound functioning of the National Network of Biosphere Reserves through the organization of community training workshops and the publication of educational material.

Concerning gender equality, UNESCO will promote women scientists as role models and mentors to female students and young scientists; strengthen the networks of women scientists in various scientific domains and regions, including through UNESCO-UNITWIN Chairs; and promote the effective participation of women in high-level processes shaping the science agenda and science policies, and in sharing the benefits of science.

3.3. Social and Human Sciences

In the Social and Human Sciences Sector, UNESCO pursues the mid-term strategic objective of supporting inclusive social development and promoting intercultural dialogue and the rapprochement of cultures. Top priority will be given to mobilizing future-oriented research, knowledge and policy-making to support social transformations, social inclusion and intercultural dialogue. To do so, action will be oriented (1) to enhance research on social transformations and intercultural dialogue, and (2) to strengthen capacities of decision-makers, civil society organizations and other key stakeholders to design innovative proposals for the

development of rights-based public policies in favour of social inclusion and intercultural dialogue, particularly targeting disadvantaged populations.

Priority will also be given to empowering Member States to manage the (bio)ethical, legal and societal implications of scientific and technological challenges towards inclusive social development. Main attention will be given to the development of policies in the benefit of gender. Attention will also be given to building policies through a participatory process with stakeholders in both the fields of youth and of sports, in particular through the design and implementation of multi-stakeholder and inclusive public policies in the field of physical education, sports and anti-doping. UNESCO's main strategic focus in Cuba will rest upon strengthening capacities of decision-makers and other key stakeholders to address social inclusion and intercultural dialogue, the strengthening of research in this field, and the training of personal to deal with bioethical challenges:

- Continue collaborating in the implementation of the José Martí Project Strengthening Regional Policy Responses to Social Challenges of the Global Environmental Change;
- Support the conduction of social policies assessments to evaluate the degree of inclusiveness and the social sustainability of public policies;
- Expand interdisciplinary social science and humanities cooperation through the Management of Social Transformations Programme to accompany social transformations and support intercultural dialogue by building the capacities of key actors, both on the governmental and the non-governmental side, in line with the universally accepted values of peace, justice and human rights;
- Facilitate Cuba's participation in the Forum of Ministers of Social Development in Latin America to encourage a standardized formulation and implementation of social policies beyond borders;
- Concerning the management of bioethical challenges, support Cuba's initiatives to fully engage in debates on the ethical, legal and social implications of cutting-edge science, emerging technologies and their application for sustainable development.
- Organize and implement workshops on Bioethics education.

Within the global priority gender equality, the Social Sciences Programme of UNESCO will aim at ensuring that the gender equality dimension is fully taken on board in assessing the level of inclusiveness of public policies, promote data and research on the impact of social transformations on women and men in order to inform evidence-based and targeted policies, and enhance gender equality in science governance and the science-society relationship and support for national policies to embed ethical principles in legislation and institutional practices.

Priority will also be given to continuing efforts to improve monitoring of gender equality with sex disaggregated data in all Bioethics programmes and gender equality

assessment of capacity-building programmes. The UNESCO Youth Programme will apply and promote gender-sensitive approaches and gender equality both at policy and at programming level.

3.4. Culture

In the Culture Sector, UNESCO pursues two mid-term strategic objectives of protecting, promoting and transmitting heritage, and of fostering creativity and the diversity of cultural expressions. Priority will be given to the effective implementation of UNESCO's conventions in the field of Culture. Attention will also be given to enhancing the access to knowledge through the promotion of shared history and memory for reconciliation and dialogue.

In Cuba, the main strategic focus will rest upon strengthening capacities to implement the Culture conventions and fostering the role of culture for sustainable development. Primary attention will be given to strengthen capacities at local level to effectively use cultural resources to support sustainable development, by applying the tools provided in the programmatic frameworks of the conventions, in particular related to:

- Enhancing conservation and management capacities in World Heritage properties, in particular through the use of the Caribbean Capacity Building Programme for World Heritage in the domains of tourism management and natural disasters risk prevention;
- Strengthening local capacities, in particular of women and youth, to prevent the illicit transfer of cultural property through the implementation of the 1970 UNESCO Convention and capacity-building and awareness-raising regional or national programmes.
- Mobilizing the national authorities, and more especially the police and customs services, in the fight against the illicit trafficking of cultural property;
- Supporting the ratification by Cuba of the second protocol of the 1954 convention, to enhance the level of protection of a number of cultural properties;
- Strengthening capacities at local level, in particular of women and youth, to conserve and manage underwater cultural heritage;
- Developing and strengthening national policies and human and institutional resources for intangible cultural heritage and integrating intangible cultural heritage into cultural and other policies;
- Strengthening local capacities, in particular of women and youth, to effectively safeguard intangible cultural heritage as a resource for sustainable development;
- Developing and strengthening national policies and human and institutional resources that promote the diversity of cultural expressions, including cultural goods, services and activities;
- Strengthening local capacities, in particular of women and youth, to develop and use cultural goods, services and activities as resources of sustainable development;
- Enhancing the contribution of organizations within and outside the United Nations system, civil society, and the private sector in protecting and promoting the diversity of cultural expressions at national and local level.

In the framework of the twentieth anniversary celebrations of the Slave Route Project throughout 2014, Cuba foresees to organize, in cooperation with the National Committee for the Slave Route project, a series of activities in order to share the achievements and new perspectives of the project such as development of pedagogical materials to encourage the teaching of this history, exhibitions and events promoting the contributions of people of African descent to the Cuban society in order to sensitize the general public, and in particular the youth. To mark the launching the United Nations Decade of People of African Descent (2015-2024) in the country, significant initiatives is planned around the new orientations of the Slave Route project, highlighting the heritage and contributions of people of African descent to the modern world. A particular focus will be put in addressing the transfer of knowledge from African to the Caribbean and the influences of African spiritualities. Also, Cuba will actively contribute to the translation of the General History of Africa and the General History of the Caribbean in Spanish.

Concerning gender equality, UNESCO focuses on the strategic objectives to (1) ensure that processes supporting social transformations and intercultural dialogue acknowledge and take into consideration the roles, contributions, and voices of women and men from all walks of life; (2) ensure women's representation and voice in protecting, promoting and transmitting cultural heritage to enable them to fully utilize the medium of culture for development and for achievement of sustainable peace; and (3) pay special attention to the "equal valuing" of cultural expressions irrespective of the gender and other identity specificities of the actor(s), and reject cultural expressions that have a harmful impact on the physical and psychological integrity of girls and women and that prevent them from enjoying equal life chances and opportunities.

UNESCO will work on the experience gained with UN SG's Campaign 'Unite to eliminate violence against women and girls' in Cuba. It will aim at increasing the recognition of women's contributions to culture; at developing and implementing cultural policies that respect gender equality, women's rights and freedom of expression, and women's access to decision making posts and processes; at broadening creative horizons of women and girls through enhanced cultural literacy and dialogue; and at enhancing women's and girls' access to and participation in cultural life, including cultural heritage, the capacity for creative expression and enjoyment of cultural goods and service.

3.5. Information and Communication

In the Information and Communication Sector, UNESCO seeks the long-term strategic objective to promote freedom of expression, media development and access to information and knowledge. Top priority will be given in the period 2014-2017 to enabling universal access and preservation of Information and Knowledge.

At global level, UNESCO will aim at promoting open solutions for knowledge societies and ICT accessibility including disabilities and multilingualism. The Open

Solutions for Knowledge Societies programme comprises open educational resources, open access, free and open source software, an open training platform, open data and open cloud. Main attention will also be given to the preservation of documentary heritage in all its forms through UNESCO's Memory of the World Programme. UNESCO will also focus on promoting an enabling environment for press freedom and journalistic safety, facilitating pluralism and participation in media, and supporting sustainable and independent media institutions.

In order to contribute to sustaining peace and development through freedom of expression and access to knowledge in Cuba, UNESCO puts its main focus upon supporting enabling universal access and preservation of information and knowledge:

- Organise a workshop for professionals in the scope of the World Press Freedom Day
- Feeding the IPDC database;
- Provide assistance in training journalists and related educators through UNESCO's capacity-building programme for journalists. Special attention will be paid to the training of women and to the integration of issues such as democratic governance, sustainable development and peace;
- Continue collaborating and organizing international workshops on the Use of the Media to Communicate on Heritage with the aim of training more graduate journalism students from Latin America;
- Continue sensitizing students to HIV / AIDS prevention and how this issue may be treated in the media (SIDACULT communication);
- Support the efforts of Cuba's National Memory of the World Committee to preserve documentary heritage in Cuba, and facilitating universal access to information.

In the field of gender-equality, UNESCO will continue supporting the efforts made in developing and implementing Gender balanced journalism and gender-sensitive media policies and indicators, integrate gender equality approaches into policies and strategies for building capacities of women and girls in ICTs.

3.6. UNESCO's contribution to the 2014-2018 United Nations Development Assistance Framework

Since 2011, the government of Cuba has conducted the process of updating its economic model with the application of the Guidelines of the Economic and Social Policies of the Party and the Revolution. The Guidelines cover key elements of the country's socio-economic development, determining strategic lines and necessary transformations. Guideline 112 refers to multilateral collaboration, in particular with the United Nations system: "Promote multilateral cooperation, particularly with UN agencies, as a way to obtain financial resources and technologies in keeping with Cuba's national development priorities".

In this respect, the 2014-2018 cooperation cycle between the government of Cuba and the United Nations System, reflected in the 2014-2018 United Nations Development Assistance Framework (UNDAF) document, forms part of the updating process of the economic model and will be implemented in response to the development priorities determined by the national authorities for the achievement of socioeconomic development goals, the promotion of the principles of multilateralism and international cooperation.

Cuba's UNDAF 2014-2018, signed in June 2013, is the result of a formulation process involving the participation of different national actors (ministries, scientific and academic institutions, national NGOs), headed by the Ministry of Foreign Trade and Investment, and of the different programmes, funds and agencies of the United Nations system, coordinated by the Office of the Resident Coordinator of the United Nations.

The development opportunities and challenges that served as a basis for UNDAF programming were identified through a situation analysis. Resident and non-resident UN agencies identified their comparative advantages for responding to this country context in an effective manner, analyzing their capacity to deliver results and meet the agreed commitments. These elements and the situation analysis process guided the process of establishing strategic priorities and defining four key development areas of cooperation and expected results that respond to national priorities.

The interventions of the different agencies, resident and non-resident, will be designed based on their comparative advantages. They will interact in a complementary manner, reducing dispersion and eliminating duplication among agencies. The UNDAF resident agencies are: FAO, PAHO, WFP, UNDP, UNESCO, UNFPA and UNICEF. The non-resident agencies in the country (ITC, IAEA, ILO, UNIDO, UN Women, UNAIDS, UNEP and UN-HABITAT) will also have contributions to make in this strategic framework.

Given UNESCO's mandate as a specialized agency, as well as the regional, subregional and national responsibilities of the Havana Office, part of its action is not directly inscribed in the Expected Results defined in the UNDAF, although practically all the activities and results described above in sections 3.1. to 3.5. do have a correspondence in this framework. Within the UNDAF, UNESCO will contribute, in particular, to the achievement of the expected results in the cooperation areas 1, 2, and 2, with a total amount of 2,550,000 US\$, out of which 750,000 US\$ correspond to the regular programme (RP), and 1,800,000 US\$ will be mobilized through the complementary programme (CAP, extra-budgetary) of the Organization for the 2014-2018 period. For other programmes and activities that are included in sections 3.1 to 3.5 above, it is estimated that the funds to be mobilized will amount to approximately 850,000 US\$.

CONTRIBUTION OF UNESCO TO AREAS AND EXPECTED RESULTS OF THE UNDAF CUBA 2014 – 2018				
Area I. Population dynamics and quality, development and sustainability of social and cultural services		RP	CAP	Estimated total USD
Expected Result 1:	Social and cultural services are developed with quality and sustainability using an intergenerational, territorial and gender equality approach.	100,000	460,000	560,000
UNESCO 37 C/5	Strengthen capacities to effectively implement the International treaties in the fields of education and culture to which Cuba is a State Party; Strengthen capacities to implement the Education for All Programme; Enhance teachers' training and the quality of natural sciences and the mother tongue; Develop and implement lifelong learning programmes related to sustainable development, natural disasters' risk reduction, and health; Strengthen cultural management capacities in the fields of tangible and intangible heritage, cultural diversity and cultural industries; Strengthen capacities to protect, conserve and sustainably manage cultural tangible and intangible heritage in urban, sub-urban and rural areas; Strengthen capacities to Access information and communication technologies (ICTs); Enhance post-graduate studies for communication professionals; Strengthen capacities to preserve the documental and audio-visual heritage; Strengthen technical and human capacities to improve TV and radio programming.			
Expected Result 2:	Development programmes increase the integration of gender and generational population dynamics, and territorial specificities.	100,000	460,000	560,000
UNESCO 37 C/5	Strengthen capacities to use and Access information and communication technologies (ICTs).			
Area II. Sustainable economic development		RP	CAP	Estimated total USD
Expected Result 3:	Key productive sectors increase their productivity, efficiency and competitiveness, and activate value chains, in support of increasing exports and substituting imports.	100,000	100,000	200,000
UNESCO 37 C/5 Outputs	Strengthen capacities to enhance vocational and occupational training, intermediate level technicians and engineers; Carry out studies and assessments on the impact of the cultural sector in the economy; Strengthen culture as a key sector for the economic development of the country.			
Expected Result 4:	Governments and other local actors improve their socioeconomic and cultural development management with a focus on young people and women.	200,000	210,000	410,000
UNESCO 37 C/5	Strengthen local capacities to develop the productive cultural sector; Promote inclusion of the cultural approach in local development measures to increase their impact; Strengthen capacities to effectively apply communication principles for development; Promote the effective use of information and communication technologies.			
Expected Result 5:	Key communities and sectors develop and increase energy efficiency and the use of renewable energy sources.	-	-	-

Area III. Food and nutrition security		RP	CAP	Estimated total USD
Expected Result 6:	The food chain increases its efficiency, sustainability, and its sanitary and hygiene standards, with an intergenerational and gender approach, in order to increase the intake of nutritionally adequate food and to substitute imports.	-	-	-
Area IV. Environmental sustainability and disaster risk management		RP	CAP	Estimated total USD
Expected Result 7:	Productive and service sectors strengthen the integration of environmental considerations, including those pertaining to energy and adaptation to climate change, into their development plans.	150,000	210,000	360,000
UNESCO 37 C/5	Strengthen capacities to effectively apply and implement International treaties to which Cuba is signatory on the conservation and management of natural resources and on biological Diversity; Strengthen capacities for the conservation and management of Biosphere Reserves as laboratories to achieve balance between natural and human development; Enhance management plans of natural protected areas; Develop and implement environmental educational material to support sustainable development and mitigate the consequences of climate change; Develop media campaigns to raise awareness on sustainable development and the consequences of climate change.			
Expected Result 8:	Governments and key sectors improve their disaster risk management capacity at a territorial level.	100,000	360,000	460,000
UNESCO 37 C/5	Strengthen risk prevention capacities for heritage sites and biosphere reserves; Strengthen media capacities to inform accurately on environmental sustainability and risk management			
TOTAL UNESCO CONTRIBUTION		750,000	1,800,000	2,550,000

UNESCO CONVENTIONS RATIFIED BY CUBA²⁵

Convention	Date of deposit	Type of deposit	Convention	Date of deposit	Type of deposit
Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A to E and Protocol annexed. Florence, 17 June 1950.	27/08/1952	Accession	Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean. Mexico City, 19 July 1974.	23/02/1977	Ratification
Universal Copyright Convention, with Appendix Declaration relating to Article XVII and Resolution concerning Article XI. Geneva, 6 September 1952.	18/03/1957	Ratification	Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Paris, 14 November 1970.	30/01/1980	Ratification
Protocol 1 annexed to the Universal Copyright Convention concerning the application of that Convention to the works of stateless persons and refugees. Geneva, 6 September 1952.	18/03/1957	Ratification	Convention concerning the Protection of the World Cultural and Natural Heritage. Paris, 16 November 1972.	24/03/1981	Ratification
Protocol 2 annexed to the Universal Copyright Convention concerning the application of that Convention to the works of certain international organizations. Geneva, 6 September 1952.	18/03/1957	Ratification	Protocol to the Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A to H. Nairobi, 26 November 1976.	15/05/1992	Accession
Convention for the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention. The Hague, 14 May 1954.	26/11/1957	Ratification	Convention on Wetlands of International Importance especially as Waterfowl Habitat. Ramsar, 2 February 1971.	12/04/2001	Ratification
Protocol to the Convention for the Protection of Cultural Property in the Event of Armed Conflict. The Hague, 14 May 1954.	26/11/1957	Ratification	Convention for the Safeguarding of the Intangible Cultural Heritage. Paris, 17 October 2003.	29/05/2007	Ratification
Convention against Discrimination in Education. Paris, 14 December 1960.	02/11/1962	Ratification	Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Paris, 20 October 2005	29/05/2007	Ratification
Convention concerning the International Exchange of Publications. Paris, 3 December 1958.	01/08/1963	Ratification	Protocol Instituting a Conciliation and Good Offices Commission to be Responsible for Seeking the Settlement of any Disputes which may Arise between States Parties to the Convention against Discrimination in Education. Paris, 10 December 1962.	13/09/2007	Ratification
Convention concerning the Exchange of Official Publications and Government Documents between States. Paris, 3 December 1958.	01/08/1963	Ratification	Convention on the Protection of the Underwater Cultural Heritage. Paris, 2 November 2001.	26/05/2008	Ratification
Agreement for Facilitating the International Circulation of Visual and Auditory Materials of an Educational, Scientific and Cultural character with Protocol of Signature and model form of certificate provided for in Article IV of the above-mentioned Agreement. Beirut, 10 December 1948.	07/02/1977	Accession	International Convention against Doping in Sport. Paris, 19 October 2005	28/07/2008	Accession

²⁵ <http://www.unesco.org/eri/la>

4. PARTNERSHIPS

All sectors: Ministerio de Relaciones Exteriores (MINREX), Comisión Nacional Cubana de la UNESCO (CNCU), Estado Mayor Nacional de la Defensa Civil, Asamblea Nacional del Poder Popular, Ministerio de Comercio Exterior e Inversión Extranjera, Oficina Nacional de Estadísticas (ONE), Asociación Nacional de Economistas y Contadores, Centro de Desarrollo Local y Comunitario, Instituto Cubano de Amistad con los Pueblos (ICAP), Oficina del Historiador de la Ciudad de la Habana (OHCH), Universidad de La Habana, Unión Nacional de Juristas de Cuba, Sociedad Económica de Amigos del País, Asociación Cubana de las Naciones Unidas (ACNU), Red de Escuelas Asociadas a la UNESCO (RedPEA).

Education: Ministerio Educación (MINED), Ministerio de Educación Superior, Instituto Nacional de Deportes, Educación Física y recreación, Instituto Superior de Tecnologías y Ciencias Aplicadas, Instituto Superior Politécnico José Antonio Echeverría (ISPJAE), Universidad de Ciencias Pedagógicas Enrique José Varona, Instituto Pedagógico Enrique José Varona, Centro de Estudios sobre la Juventud, Escuela Internacional de Cine y Televisión, (EiCTV), Centro Nacional de Promoción y Educación para la Salud, Universidad de Ciencias Pedagógicas Félix Varela, Universidad de Ciencias Pedagógicas Frank País, Universidad Agraria de Mayabeque, Universidad de Granma, Universidad de Oriente, Instituto Superior de Diseño Industrial (ISDI).

Sciences: Ministerio de Ciencia, Tecnología y Medio Ambiente (CITMA), Academia de Ciencias de Cuba, Instituto Nacional de Recursos Hidráulicos (INRH), Instituto de Meteorología (ISMET), Centro de Ingeniería y Manejo Ambiental de Bahías, Centro de Investigaciones Psicológicas y Sociológicas, Centro Nacional de Áreas Protegidas, (CNAP), Centro de Investigaciones Sismológicas, Instituto Finlay, Grupo Empresarial de Aprovechamiento de Recursos Hidráulicos, Centro Nacional del Clima, Fundación Antonio Núñez Jiménez de la Naturaleza y el Hombre, Agencia de medio Ambiente, Sociedad Cubana de geología, Sociedad Cubana de Física, Sociedad Cubana de Química, Acuario Nacional de Cuba, Cátedra de Biomateriales de la Universidad de La Habana, Centro de Inmunología Molecular, Centro Nacional de Investigaciones Científicas, Comité cubano MAB, Comité cubano PHI.

Culture: Ministerio de Cultura, Consejo Nacional de Patrimonio Cultural (CNPC), Unión de Escritores y Artistas de Cuba (UNEAC), Instituto Cubano de Arte e Industria Cinematográfica, (ICAIC), Festival del Nuevo Cine Latinoamericano, Fundación del Nuevo Cine Latinoamericano, (FnCL), Muestra de Cine Itinerante del Caribe, Muestra Joven ICAIC, Festival Internacional de Documentales "Santiago Álvarez in Memoriam", Escuela Internacional de Cine y Televisión de San Antonio de los Baños, (EiCTV), Ministerio del Turismo, Instituto Cubano del Libro, Instituto Superior de Diseño Industrial (ISDI), Instituto Superior de Arte (ISA), Oficina Nacional de Diseño Industrial (ONDI), Ballet Nacional de Cuba, Red de Historiadores y Conservadores, Casa de las Américas, Sociedad Cultural José Martí, Casa de Altos Estudios "Don Fernando Ortiz", Centro Nacional de Artesanía, ICOMOS, ICOM, Fondo Cubano de Bienes Culturales, (FcBC), Asociación Cubana de Artesanos, (ACAA), Fundación Fernando Ortiz, Comité Cubano de La Ruta del Esclavo, Casa de África, Museo Cubano de La Ruta del Esclavo, Escuela Latinoamericana y del Caribe de Chocolate, Pastelería y Confeitería, Instituto Cubano de Antropología, Ministerio de Economía y Planificación (MEP), Consejo Nacional de las Artes Escénicas (CNAE), Instituto cubano de la Música (ICM), Consejo Nacional de Casas de Cultura.

Communication and Information: Ministerio de Comunicaciones, Instituto Cubano de Radio y Televisión, (ICRT), Instituto de Información Científica y Tecnológica (IDICT), Archivo Nacional de Cuba (ARNAC), Biblioteca Nacional José Martí, Instituto Internacional de Periodismo "José Martí", Facultad de Comunicación de la Universidad de La Habana (FACOM), Cátedra UNESCO de Gestión de Información en las Organizaciones, (CUGIO), Unión de Periodistas de Cuba, (UPEC), Asociación Cubana de Comunicadores Sociales (ACCS), Televisión Serrana, Joven Club de Computación y Electrónica, Red El Universo Audiovisual de la Niñez Latinoamericana y Caribeña (Red UNIAL), Editorial de la Mujer, Biblioteca Casa de Las Américas, Comité Cubano del Programa Memoria del Mundo de la UNESCO, Fototeca de Cuba.

Public information and communication: Agencia de Información Nacional (AIN), Centro de Información para la Prensa (CIP), Centro de Prensa Internacional, Agencia Informativa Latinoamericana (Prensa Latina), Periódico Granma, Periódico Juventud Rebelde, Periódico Granma Internacional, Radio Habana Cuba, Radio Reloj, Radio Rebelde, Habana Radio, Radio Taino.

Gender and HIV/AIDS: Ministerio de Salud Pública, Federación de Mujeres Cubanas, Editorial de la Mujer, Centro Nacional de Educación Sexual, Centro Nacional de Prevención ITS/VIH/Sida, UNEAC Grupo de Género, Ministerio del Trabajo.

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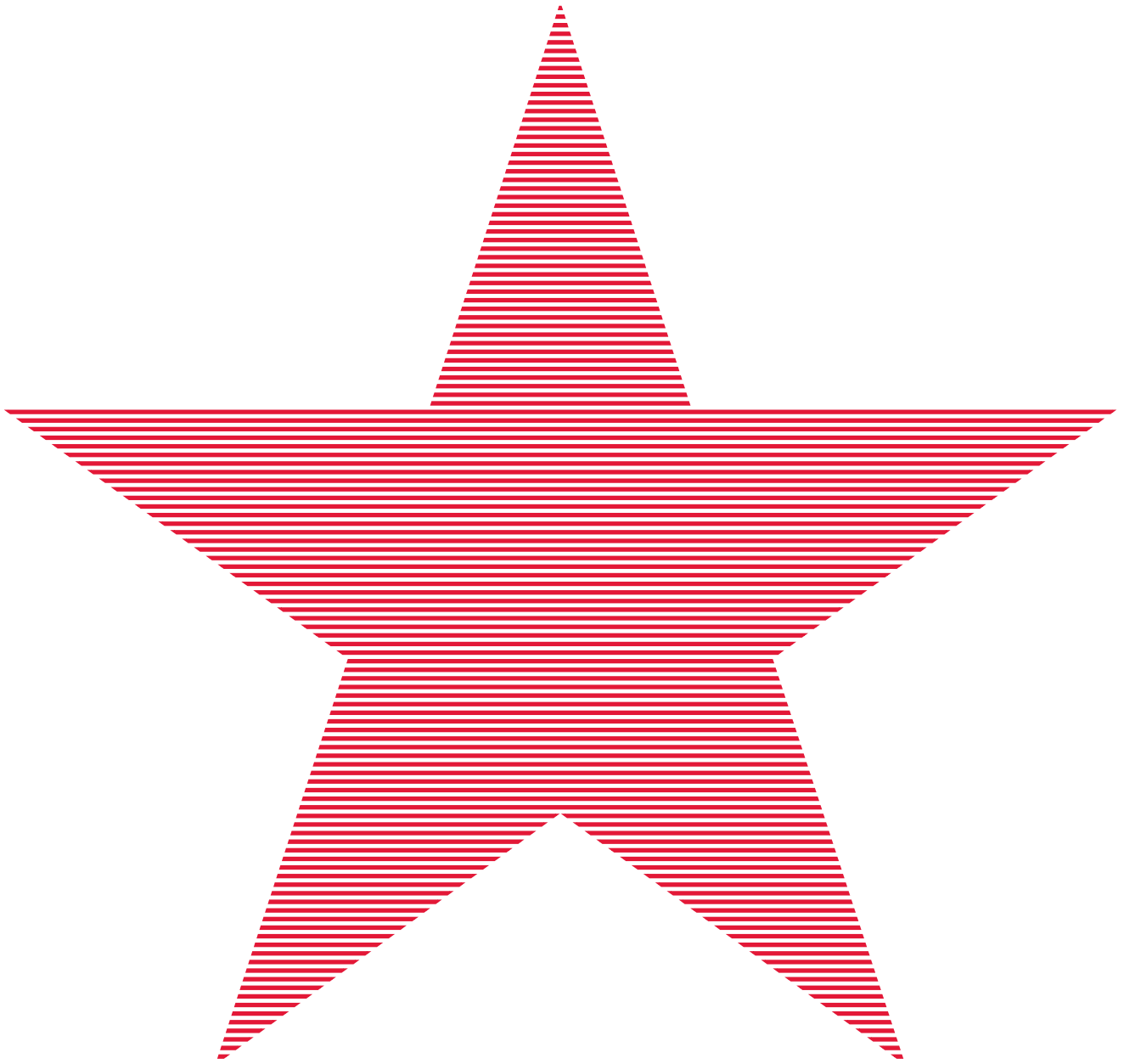
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