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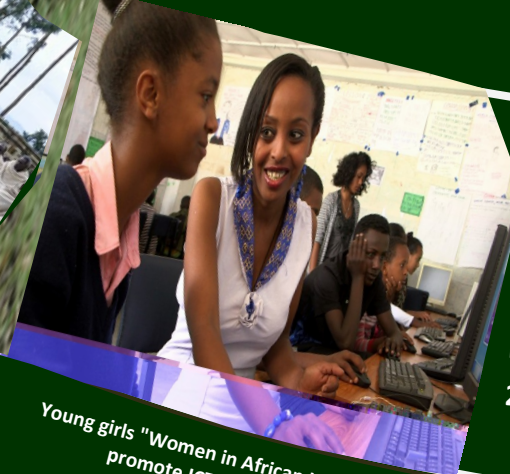


Students supported through the Girls Education Project in Benshangul – Gumuz Region

Bale Mountain National Park, which is a candidate for the UNESCO World Network of Biosphere Reserves, as well as the World Heritage Site

Intercultural Dialogue for Peace

Young girls "Women in African History: An E Learning Tool" to promote ICT competencies and local content

UNESCO Country Programming Document (UCPD) Ethiopia 2014 - 2015

June, 2015

Addis Ababa

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# EXECUTIVE SUMMARY

The UNESCO Country Programming Document (UCPD) for the Federal Democratic Republic of Ethiopia (FDRE) sets the framework for the Organization's multisectoral cooperation with Ethiopia based on the analysis of Ethiopia's priorities and strategies described in the Growth and Transformation Plan (GTP), the United Nations Development Assistance Framework (UNDAF) and other relevant programming documents.

The document articulates UNESCO's intervention in Ethiopia for the period 2014-2015 by providing a concise overview of pertinent developments relevant to UNESCO's areas of competence and a description of all on-going and recent UNESCO's activities, including UNESCO's contributions to the United Nations (UN) country programming documents and activities undertaken by bilateral donors and other international partners. It also identifies components and deliverables for inclusion in the ongoing and future common country programming exercises. The document consists of four sections:

Section I describes the economic and social context of the country in particular with regard to education (including transversal themes such as HIV/AIDS and gender equality), the sciences, culture, communication and information. This section also provides a brief analysis of the progress towards the achievement of the Millennium Development Goals (MDG).

Section II focuses on past and present cooperation, lessons learned, and key results achieved in relation to the implementation of UNESCO's programmes at national and regional levels.

Section III suggests a framework for cooperation focusing on UNESCO's areas of intervention in line with the country's priorities indicated in the GTP, 2012-2015 and included in the UNDAF 2012 – 2015 for Ethiopia. It also mentions UNESCO's transversal thematic issues.

Section IV is an attempt to define a strategy for partnership and mobilization of resources at local level taking into account the experience of the other UN agencies and the availability of potential donors in the country.

The process of elaboration of a UNESCO programming document in a country like Ethiopia, one of the most populous countries in the African region, with a wide diversity of cultures, ethnic groups and nationalities requires a multisectoral and multidisciplinary approach that further reinforces the mandate of UNESCO to promote cultural diversity and the role of culture in endogenous development at large. In order to be effective UNESCO's interventions should be aligned with the priorities of the country and integrated within the overall framework of assistance of the UN system and the Development Assistance Group (DAG) in Ethiopia. In this context, UNESCO-Addis has elaborated the present document to serve as a basis for a more proactive, action-oriented and results-based cooperation programme of UNESCO in Ethiopia. It is expected that the proposals for actions presented here will raise the interest and gain the support of donors in the country and at the international level.

# SECTION I - SITUATION ANALYSIS

## General Background

Ethiopia, officially known as the Federal Democratic Republic of Ethiopia, is a country located in the Horn of Africa. It shares borders on the west with Sudan, and South Sudan the north with Eritrea, the east with Djibouti and Somalia, and the South with Kenya. The total area of the country is 1,127,127 square kilometres. Ethiopia is the second most populous country in Africa with an estimated population of 86,613,986 of which 43,715,971 are male and 42,898,015 are female[1]. Ethiopia is an ancient independent country with a remarkably rich linguistic and cultural diversity. There are more than 80 different ethnic groups in Ethiopia today.

Ethiopia plays an important role in regional and international affairs. It is one of the founding members of the UN,[2] the Non-Aligned Movement (NAM), the Group of 77 (G-77) and the Organization of African Unity (OAU), with its capital Addis Ababa – one of the largest diplomatic capitals in the world- serving today as the headquarters of the African Union (AU), the United Nations Economic Commission for Africa (UNECA), the UN Regional Bureaux, the African Standby Force, the Pan African Chamber of Commerce and Industry (PACCI), and many global Non-Governmental Organizations (NGOs) focused on Africa.

Ethiopia became a member of UNESCO on the 1st of July, 1955. Since then, the country has been working with UNESCO with a sense of partnership and cooperation. The National Commission for UNESCO (known as the National Agency for UNESCO) was established in 1969. The National Agency has given support to UNESCO's activities in the various ministerial departments, agencies, institutions, organizations and with individuals working for the advancement of education, the sciences, culture, and communication and information in Ethiopia. The Secretariat of the Ethiopian National Agency of UNESCO is located within the Ministry of Education (MoE). Ethiopia plays an active role in UNESCO's regional and international organs and associated bodies (UNESCO chairs, Intergovernmental Committees, etc.) and has ratified many UNESCO conventions and standard setting instruments.

The UNESCO Office in Addis Ababa was established on the 8th of March, 1956, by the agreement signed with the then Imperial Government of Ethiopia "desiring to give effect to the resolutions and decisions relating to technical assistance of the Organization, which are intended to promote the economic and social progress and development of people." Since its creation, the Office has worked closely with the Government of Ethiopia (GoE) to achieve the mission of the Organization by advocating for UNESCO's mandate, strategic programme priorities and orientations. In 2011, the mandate of

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1. Central Statistics Agency: http://www.csa.gov.et/index.php/2013-02-20-13-43-35/national-statistics-abstract/141-population

2. Ethiopia was a member of the League of Nations and joined the United Nations on 13 November 1945

the office was widened to include the liaison with the African Union Commission (AUC) and UNECA.

The headquarters of the UNESCO International Institute for Capacity Building in Africa (IICBA) established by the UNESCO General Conference in October 1999 is also in Addis Ababa. The Institute's mandate is to strengthen the capacities of teacher education institutions of its 54 member states through a range of initiatives, including introducing information and communication technology for education; establishing networks of partner institutions to foster the sharing of experiences; undertaking research and development on teacher education institutions in Africa; utilizing distance education for improving the capacities of teacher education institutions; linking educational development to economic development through collaboration with the AU and sub-regional and regional educational institutions; and promoting international cooperation for the development of education through the New Partnership for Africa's Development (NEPAD)[3].

Ethiopia has one of the world's lowest per capita incomes estimated at USD 410 (substantially lower than the regional average of USD 1,257). According to the 2013 United Nations Development Programme (UNDP) Human Development Report, Ethiopia's 2012 Human Development Index (HDI) rank is 0.396, which is below the average of 0.466 for countries in the low human development group and below the average of 0.475 for countries in Sub-Saharan African (SSA) - positioning the country at 173 out of 187 countries. However, between 2000 and 2012, Ethiopia's HDI value increased from 0.275 to 0.396, an increase of 44% or average annual increase of about 3.1%.

The country has achieved commendable development results over the past decade. The economy grew at an annual rate of 11% between 2004 and 2011, and poverty levels declined sharply from 38.7% to 29.6% between 2004/05 and 2010/11 showing a decline of 9.1% over five years. Nevertheless, Ethiopia's Gross Domestic Product (GDP) remains among the lowest in the world. Economic growth which has been registered since 2003/04 in Ethiopia is rapid, broad-based and effective in accelerating social development and reducing poverty.

The country is also well on track to achieve six of the MDGs, and looking to ensure policies and programmes are in place to achieve the remaining MDGs. The Government has fully mainstreamed the MDGs and placed them at the centre of its overall country's five year development strategy, the Growth and Transformation Plan (GTP).

# Box 1: The Growth and Transformation Plan (GTP)

The GTP describes Ethiopia's medium term strategic framework for the five-year period (2010/11-2014/15). The GTP was prepared based on the experiences gained from the previous development plans, namely the Sustainable Development and Poverty Reduction Programme (SDPRP, which covered the year 2002/03 – 2004/05 and later a Plan for Accelerated and Sustained Development to End Poverty (PASDEP) that ran from 2005/2006 to 2009/10. The GTP has been prepared to achieve broad-based, accelerated and sustained economic growth so as to eradicate poverty through building on the important strategic directions pursued in the PASDEP and maintaining the fast growing economy and realizing better results in all sectors.

**Objectives of the Plan**
- Maintain at least an average real GDP growth rate of 11% and attain MDGs;
- Expand and ensure the qualities of education and health services and achieve MDGs in the social sector;
- Establish suitable conditions for sustainable nation building through the creation of a stable democratic and development state; and
- Ensure the sustainability of growth by realizing all the above objectives within a stable macroeconomic framework.

**Strategic Pillars**
- Sustaining rapid and equitable economic growth;
- Maintaining agriculture as a major source of economic growth;
- Creating conditions for the industry to play a key role in the economy;
- Enhancing expansion and quality of infrastructure development;
- Enhancing expansion and quality of social development;
- Building capacity and deepen good governance, and;
- Promote gender and youth empowerment and equality.

*Source: Growth and Transformation Plan, 2010/2011 – 2014/2015, Federal Democratic Republic of Ethiopia, Ministry of Finance and Economic Development, Addis Ababa, November 2010*

# Education

One of the strategic objectives of the GTP is "enhancing expansion and quality of social development by expanding and ensuring the qualities of education and health services and achieving MDGs in the social sector."

The Ethiopian education system has shown a systematic increase in enrolment in almost all sub-sectors over the last five years i.e., 2.6% for primary and 4.1% for secondary education. The Net Enrolment Rate (NER) for primary education (grade 1-8) reached 85.4% in 2010/11 while the male enrolment rate (86.8%) exceeded that of female (83.9%) by 2.9%. As it concerns secondary education enrolment (9-10), the Gross Enrolment Rate (GER) showed a decrease from 39.1% in 2007/8 to 36.9% in 2011/12 (39.1% for men and 34.6% for women)[4].

Ethiopian boys have more access to education than girls especially in secondary education. For every 100 boys enrolled in secondary education, there are approximately only 77 girls. The number of female drop-outs is high in the country, especially in the transition from primary to secondary education. In 2009, only 41% of girls had completed the last grade of primary education and there were only 30% enrolled in secondary education. The adult literacy rate in the country is also of concern. 82% of Ethiopian women aged 15 and over are illiterate, compared to 58% of men[5].

In 2011/12 out of the estimated 7.51 million children of the appropriate age group (age 4-6) about 1.62 million children were reported to have access to pre-primary education all over the country. Though the enrolment is small when compared to the appropriate age group, GER is higher than the previous year by about 16.4% point[6].

4 Education Statistics Annual Abstract, 2011/12, Ministry of Education, Addis Ababa, Ethiopia, September 2012
5 ibid
6. ibid

The enrolment rate of students in Technical and Vocational Education and Training (TVET) increased from 229,252 in 2007/08 to 320,225 in 2011/2012 which shows an average annual growth rate of 8.7% (males account for 8.9% while females account for 8.5%)[7]. The TVET System will continue to serve as a potential instrument for technology transfer through the development of occupational standards, accreditation of competencies, occupational assessment and the strengthening of the curriculum development system.

Adult and Non-Formal Education is designed to address the primary education needs of adults and others who are substantially older than the traditional primary school going ages of 7-14. Data capturing for these programmes, as acknowledged by the Government, is comparatively new in Ethiopia, and reporting accuracy is very uneven because many such programmes are operated by non-government entities, and many regions are not yet fully sensitized to the role of this type of education. In the country, a total of 2,092,234 people are engaged in the adult and non-formal education in 2011/12 of which 1,281,951 (61.27%) are male while 810,283 (38.73%) are female[8]. A comparison between rural and urban enrolment indicates that 80.1% of primary enrolment (regular, evening and Alternative Basic Education (ABE) was accounted for by rural areas and 19.9 % by urban. However, for secondary enrolment (9-10), the situation is the reverse: urban enrolment is 85.5%, while rural enrolment is 14.5%[9].

It is worth mentioning that Ethiopia has endeavoured to take the necessary measures to reinforce its national legal framework pertaining to education. Indeed, several legislations have been adopted, such as the Proclamation No. 650 of 2009 related to Higher Education[10], the Proclamation No. 217 of 2000 related to the Strengthening of the Management and Administration of Schools (Amendment)[11], and the Proclamation No. 391 of 2004 related to TVET[12]. Furthermore, Ethiopia has devised policies and programmes aimed at increasing resources devoted to education and at providing children with equal educational opportunities.

## Science and Technology

Science and Technology play an important role in addressing challenges associated with poverty reduction. They also facilitate the implementation of the MDGs in many respects. The Government has established an independent ministry, the Ministry of Science and Technology (MoST), whose mission is to create a technology transfer framework that enables the building of national capacities in technological learning, adaptation and utilization through searching, selecting and importing effective foreign technologies in manufacturing and service providing enterprises[13]. The Government has also endorsed a national Science, Technology and Innovation Policy in February 2012 to support the mission of the Ministry and related national and regional institutions.

The Government has strengthened the expansion of higher education with a big push in science and technology. A decision has been made that the proportion of students enrolled in higher education institutions should be 70:30 with 70% catering for science and technology and 30% for humanities and social sciences[14].

## Environmental Sustainability

Ethiopia is truly a land of contrast and extreme diversity. The country has the second highest mountain in Africa part of Simien National Park (one of 9 UNESCO World Heritage Sites in the country) at 4,620 meters. It observes freezing temperatures for the most part of the year. Ethiopia also hosts the hot but fascinating fire-cracked plains of the Danakil Depression with one of the world's lowest points, Dallol, 160 meters below sea level at the Kobar sink where the temperature exceeds 60°C. This makes it one of the hottest places year round anywhere on earth.

7. Education Statistics Annual Abstract, 2011/12, Ministry of Education, Addis Ababa, Ethiopia, September 2012

8.  ibid

9. Growth and Transformation Plan (GTP) 2010/11-2014/15, the Federal Democratic Republic of Ethiopia, Ministry of Finance and Economic Development (MoFED), Addis Ababa, September 2010

10  Official website of the Federal Democratic Republic of Ethiopia, List of Bills adopted, http://www.ethiopar.net/

11. ibid

12. ibid

13. Science, Technology and Innovation Policy, the Federal Democratic Republic of Ethiopia, Addis Ababa, February 2012

14. Ethiopian e-journal for Research and innovation foresight, Book Review Vol. 2, No 2 (2010) -Education Issue, pp (150-156 )

There is a tremendous diversity of climatic, biophysical and socio-economic settings. The climate ranges from equatorial rainforest in the South and Southwest, characterized by high rainfall and humidity, to afro-alpine on the summits of the Simien and Bale mountains, and desert like conditions of the Northeast, East and Southeast lowlands.

Ethiopia has 12 basins, 8 of which are river basins, 1 lake basin and the remaining 3 dry basins, with no or insignificant flow out of the drainage system. The Ethiopian Rift Valley that dissected the highland plateau from Northeast to Southwest tilts from the centre in the North-eastern and South-western direction and is also responsible for the creation of the lake basin and determining the direction of flow of several rivers that terminate in the Rift-Valley System[15].

## Culture

Ethiopia is a country with a remarkably rich cultural diversity, which forms a vibrant national culture. There are over 80 ethno-linguistic groups, each group having its own built heritage and cultural space as well as living expressions and practices that are important for its identity and continuity.

The Ministry of Culture and Tourism (MoCT) is the leading institution with regard to culture and tourism issues in the country. Under this Ministry, the Authority for Research and Conservation of Cultural Heritage (ARCCH) is responsible for the conservation and safeguarding of tangible and intangible cultural heritage sites. The GoE developed a national cultural policy in October 1997, which is currently under revision, as well as a Tourism Development Policy in August 2009. Even though Ethiopia has a rich culture that can be used for the socio-economic development of the people, this has not been utilized to its full extent. A large portion of Ethiopian cultural heritage is in a state of danger due to man-made and natural disasters, and a number of factors have been identified to that effect. Furthermore, the weak culture of dialogue emanating from historical experiences undermines the value of cultural diversity. Other major impeding factors include the inadequate local participation of the community in decision-making and poor management of natural heritage resulting from the weak local institutional framework, the lack of comprehensive laws and policies as well as the poor enforcement and implementation of existing policy and regulatory frameworks, the limited human and institutional capacity, absence of management plans, and poor management and technical capacity in the sector at the national and regional levels.

Considering the potential role culture can play in the overall sustainable development of Ethiopia, the Government has made the culture and tourism sector one of the country's priority areas, as indicated in the GTP. The major objectives of the sector include the protection, promotion and development of Ethiopian cultural diversity, enabling the country to compete in the international tourism market, ensuring Ethiopia is one of the most select tourist destinations of Africa, and creating a conducive environment, whereby the country's wildlife and their habitats are protected and developed in a sustainable manner. To reach these objectives, a new organization entitled "The Tourism Transformation Council" was established. Chaired by the CEO of Ethiopian Airlines, the Council is a group of private and public sector actors that, in partnership with the Ethiopian Tourism Organisation, develops partnerships and programmes to ensure the Culture Sector contributes in a sustainable way to the economic development of Ethiopia.

Ethiopia has nine World Heritage Sites, eight cultural and one natural registered on the WH list. It is the sub Saharan African country with the most properties inscribed on the UNESCO WH list[16].

## Communication and Information

The Government has made the development of ICTs one of its strategic priorities. Ethiopia has already embarked on several initiatives to promote the development and application of ICTs in several development initiatives. One of these initiatives is the establishment and development of the Ethio-ICT-Village. The Ethio-ICT-Village will be developed into a complex that is capable of providing infrastructures and support facilities that are needed by various ICT based industries. The Ethio-ICT-Village fosters new business development and technological innovation by leveraging synergies within a cluster environment; it provides infrastructure and support services for businesses, targeting specifically high quality communications and real estate[17].

15 See the website of the Federal Democratic Republic of Ethiopia, Ministry of Water and energy http://www.mowr.gov.et/index.php?pagenum=3.1

16 See annex II: Ethiopia and UNESCO - A Snapshot (March 2013, Africa Department)

17. http://www.mcit.gov.et/

In this regard, ICTs in Education play an increasingly important role in national curricula planning.

As it concerns media development, Addis Ababa University recently established a school of journalism and communications, which remains the leading training institute in the country for journalists that is expanding annually. To further promote self-regulatory frameworks and media pluralism, various media actors are currently cooperating with government counterparts and the UNCT to develop an independent media council.

## HIV/AIDS

Ethiopia, like many sub-Saharan African countries, is affected by the Human Immunodeficiency Virus (HIV) pandemic. The existing evidence has shown that the epidemic is heterogeneous across the nation with more female and urban populations affected than the male and rural populations. According to the 2012 Ethiopian Demographic and Health Survey (EDHS), the prevalence of HIV is low in Ethiopia, 1.5% of the population aged 15-49 are HIV positive. However, for both sexes, HIV prevalence increases substantially as the number of lifetime sexual partners' increase. The overall HIV prevalence among youth aged 15 – 24 is less than 1% except in the Gambella region, which registers a rate of 9% for women[18].

The HIV positive population in Ethiopia in 2013 was 734,048, of which 285,183 were male and 448,865 female. Women have a higher HIV prevalence of 1.9%, than men's of 1.0%. The Urban epidemic is on the decline in major towns while the rural epidemic is levelling off. However, small towns are becoming hotspots and could potentially vehicles further spread of the urban epidemic into rural settings[19].

Determinant factors that drive the epidemic and sexual behaviours among different population groups are not adequately explored. Limited studies and anecdotal evidence indicate that the low level of comprehensive knowledge about HIV/AIDS, perceived risk and threat of HIV/AIDS, increased population migration, high prevalence of unprotected sex through concurrent multiple partnerships, intergenerational transactional sex, high prevalence of Sexually Transmitted Infections (STIs), alcohol and substance abuse, gender inequality and poverty could be cited as some of the drivers of the epidemic.

The future course of the Acquired Immune Deficiency Syndrome (AIDS) epidemic in Ethiopia depends on a number of factors including the promotion of HIV/AIDS related knowledge, social stigmatization, risk behaviour modification, access to high-quality services for STIs, provision and uptake of HIV counselling and testing, and access to Antiretroviral Therapy (ART).

## Gender Equality

As in many other societies, women and girls constitute one of the particularly vulnerable groups in Ethiopia. Women and girls are victims of discrimination in the economic, social and political life of the community. Significant levels of gender gaps were observed based on literacy, educational background, work status, occupation, access to media, age at first marriage and desire for children. In Ethiopia, women and girls are given low status in society, have a low level of participation in decision-making, and have limited employment opportunities. Many of them are subjected to violence of different kinds ranging from sexual violence to harmful traditional practices such as early marriage, female genital mutilation (FGM), HIV/AIDS, gender-based violence (GBV), etc.

According to a survey conducted by the United Nations Population Fund (UNFPA) in Ethiopia in 2010[20], there is a considerable difference between the status of rural and urban women, as well as among women in different regions of the country. It is estimated that 36% of women have never been engaged in paid work. The most common forms of paid work are petty trader (22%), farming (17%), and domestic worker (13%). Among urban women, 23% were working as domestic workers with very low salaries compared to other paid jobs. 4% of women had received skill/vocational training; however 64% have not been able to put into practice their training.

In spite of the above-mentioned challenges, a number of positive progresses have been made during the last decade in girls' education, maternal health, and other issues. As one measure to curb the multifaceted problems of women in Ethiopia, the Government has enacted a new Family Code based on the principle of gen-

18. Ethiopian demographic and Health survey, Central Statistics Agency, Addis Ababa, March 2012

19. Strategic Plan for Intensifying Multisectoral HIV and AIDS Response in Ethiopia II (SPM) 2009 -2014, Federal HIV/AIDS Prevention and Control Office, Federal Ministry of Health, Addis Ababa, Ethiopia, September 2009

20. The United Nations Population Fund (UNFPA) Report, Ethiopia 2010

der equality in 2001. The Government has also established the Ministry of Women, Children and Youth Affairs (MoWCYA) and implemented the National Action Plan for Gender Equality (NAP-GE), 2006-2010.

## Progress towards the achievement of the MDGs

Taking stock of Africa's overall performance on the MDGs, the UN MDG Report 2013 identifies Ethiopia as one of the best performing countries in the continent, and also one of the eight SSA countries expected to achieve the MDG targets if current trends continue.

A joint assessment of MDGs undertaken by the Government and the United Nations Country Team (UNCT) reveals that Ethiopia has made significant progress towards achieving the MDGs. Six of the eight MDGs are already on track and strong efforts are being made to ensure that the remaining two are brought on track by the 2015 deadline. The progress so far is attributed to the strong commitment of the Government and its development partners to the MDGs, as well as the overarching national development plans, including the Plan for Accelerated and Sustained Development to End Poverty (PASDEP) and the GTP. Mainstreaming the MDGs into the GTP has helped the Government to channel resources to critical sectors. The Government's development plan has prioritized interventions that generate a positive impact on the achievement of the MDGs, and the country's overall transformation.

# Post-2015 Development Agenda

In Ethiopia, broad-based and inclusive consultations were carried out across the country since November 2012. The UNCT in Ethiopia built a strategic coalition of partners to shape the post-2015 development agenda through the broad engagement of the Government, Civil Society Organizations (CSOs) and grass-roots organizations, the private sector, trade unions and workers, and the academic community[21].

As a result of the consultations, the following issues were considered as priority areas that need to be addressed through intensified national and global actions in both the immediate and beyond 2015:

✦ Poverty eradication and human development;
✦ Food insecurity and transformation of agriculture;
✦ Reducing youth & women's unemployment;
✦ Promoting broad-based, inclusive and sustainable economic growth;
✦ Investing in infrastructure, building a responsible and strong private sector;
✦ Ensuring resilient economic growth to counter international, financial, and economic fragility;
✦ Enhancing the domestic productive capacity;
✦ Achieving gender equality;
✦ Improving maternal health;
✦ Promoting good governance, democratization and institution building in order to address corruption and rent- seeking, human inequality, the rule of law, stable macroeconomic performance, and the need for improved quality of education and health services;
✦ Promoting transparency and accountability in order to create a conducive setting to do business and further support vulnerable groups such as orphans, people with disabilities, HIV/AIDS, resilience to climate change and environment degradation, population, development and migration;
✦ Developing global partnership and accountability.

21 The Millennium Development Goals Report 2013, United Nations, New York, 2013

# SECTION II - PAST AND PRESENT COOPERATION – LESSONS LEARNED

During the last biennium, the UNESCO Office in Addis Ababa has been working mainly on normative issues and capacity development projects providing support to the national GTP in UNESCO's fields of competence: Education, the Sciences, Culture, Communication and Information.

## Support to the Education System

UNESCO support was provided in line with the five-year Education Sector Development Programme (ESDP) of the MoE, through the following activities:

- *Capacity Building for Education for All (CapEFA) 2009-2014:* The project provides support for the implementation of the ESDP IV (2010-2015) by strengthening national educational planning capacities with special focus on four developing Regional Education Bureaus (REBs), improving the Education Management Information Systems (EMIS), and developing Teacher Management Information Systems (TMIS), as well as strengthening the management and monitoring of the implementation of EDSP IV at the federal level. Nearly 70% of Colleges of Teacher Education (CTE) have received training to better manage resources in their respective colleges. The newly-established colleges of teacher education were strengthened in management leadership through capacity development provided to 45 senior management personnel from 22 universities and CTE.

- The ESDP IV document elaborated with the support of UNESCO was printed in 5,000 copies and disseminated to beneficiaries. This document enables the country to have a concrete plan of action. Furthermore, members of parliament and journalists were sensitized on the ESDP IV implementation.

- The ten year EFA assessment was completed to examine the achievements and progress of the Ethiopian Education system towards the achievement of the six EFA Goals. This assessment has enabled the country to observe the status of its achievement and to look into the EFA programme beyond 2015.

- Capacity building programmes, trainings and workshops were provided to the MoE, REBs and Colleges of Teacher Education with special attention given to developing regions. Inspectors from developing regions were trained on the general education inspection framework; and general education inspection manuals and inspection checklists were provided for primary and secondary education. English language teachers from all regions were trained on textbook management and active learning methodologies.

- Literacy Education for Empowerment (LIFE) Programme: Adult education was promoted through LIFE (355 rural women participated and are benefiting from the programme).

## HIV/AIDS and Education

Within the framework of UNESCO's global strategy to respond to HIV/AIDS, UNESCO provided support for the active engagement of the educational institutions in HIV/AIDS prevention policies and programmes in Ethiopia. In this regard, an Education sector HIV/AIDS Policy and Strategy was developed and familiarization workshops took place in eight regional states and two City Administrations. A study was also conducted on twenty-two Higher Education Institutions to assess the current responses to HIV/AIDS issues. Twenty-two HIV/AIDS focal points from higher learning institutes were trained in mainstreaming, planning and monitoring of HIV/AIDS activities. Pre-service teacher education institutions' curriculum was reviewed to incorporate sexuality education in the pre-service teacher training curriculum.

As a result, the education bureaus have mainstreamed HIV/AIDS in their programmes. Based on the assessment conducted twenty-two higher educational institutes have designed and implemented their own HIV/AIDS programmes. Furthermore, trained teachers on Sexuality, Gender and Reproductive Health Education have cascaded the training to their students with the training manuals elaborated by UNESCO.

## Gender Equality in Education

The Crowd Sourcing Girls' Education Project

This project promoted sustainable gender equality by supporting girls' education in 13 secondary schools (6 pilot and 7 non-pilot schools) in the Amhara and Benishangul-Gumuz regions of Ethiopia. In particular, the

project focused on:

✦ Empowering girls to be agents of their own transformative processes;
✦ Establishing gender-responsive learning approaches in schools;
✦ Empowering parents (particularly mothers) to make the choice of investing in their children's education;
✦ Documenting good practices to develop gender inclusive strategies and guidelines for improved learning and retention of adolescent girls.

Launched in March 2012, funded by the David and Lucile Packard Foundation, and implemented in partnership with the MoE with an allocated budget of USD 750,000, the project demonstrated major achievements in building the technical and institutional capacity of 13 secondary schools by providing trainings, computers, reference books and financial support. The project has achieved the following results:

♦ Provided an awareness creation programme on sexual and reproductive health issues for 3,852 girls and other stakeholders;
♦ Facilitated schools' basic sanitation corners for girls to deliver reproductive health services. As a result, 1,341 girls benefited from the provision of sanitary pads and access to basic sanitary facilities from June 2013 to August 2014;
♦ Provided tutorial support in natural science subjects including physics, mathematics, biology and chemistry and the English language for 2,440 girls in schools from June 2013 to August 2014;
♦ Training held for 160 (109 male and 61 female) school principals, teachers and students on school media, project cycle management, and sexual and reproductive health issues;
♦ Delivered 831 reference books in Natural Sciences, Mathematics, English, and Social Sciences to 12 secondary schools to improve the quality of education, enhance students reading habits, and enable them to spend their time productively;
♦ Provided 14 computers for pilot schools allowing 137 girls to be provided with training on basic computer skills;
♦ Provided resources to strengthen girls clubs in all schools and engage them in promoting gender issues;
♦ Organized a community sensitization programme to promote the importance of girls' education and overcome the existing socio-cultural barriers, and established committees consisting of religious and community leaders for support;
♦ Planted indigenous plants/trees and fruit trees to generate income for the future and protect the environment in all pilot schools compound.

The project is currently in its second phase with a shift in focus to Comprehensive Sexuality Education (CSE) in Ethiopia, with particular focus on the Oromia region. Recently, UNESCO, together with the MoE and the Oromia Education Bureau, and in response to the ministerial commitment to support sexuality education and sexual and reproductive health services for adolescents and young people in Eastern and Southern Africa (ESA) on 07 Dec. 2013, conducted an assessment on Comprehensive Sexuality Education (CSE) in Ethiopia. The assessment includes a mapping of the stakeholders, as well as a situation analysis on the existing curriculum and learning methodologies at secondary and tertiary levels.

Following a 2 days' workshop (7 – 8 Oct. 2014) on the assessment with stakeholders, participants expressed their satisfaction and commitment to continue working together to realize the ESA ministerial commitment in order to create young Ethiopians who are educated, healthy, resilient, socially responsible, and informed decision-makers able to contribute to their community, region and country. UNESCO will continue to support the 6 pilot secondary schools, while focusing on CSE and contributing to setting up an enabling policy environment with contextualized CSE standards/guidelines and building stakeholders capacity to ensure that children and young people are equipped with adequate knowledge, skills and attitudes to lead responsible and healthy lives.

## Gender Equality and Women's Empowerment Joint Programme (GEWE JP)

The Joint Programme on Gender Equality and Women's Empowerment (GEWE JP) was launched in March 2012 to close gender gaps in Ethiopia, promote and protect the rights of women, and institutionalize gender mainstreaming in all sectors. As part of the UNDAF and Delivering as One agenda, the programme is being implemented by six UN Agencies: UNESCO, UNICEF, UN WOMEN, ILO, UNDP and UNFPA in partner-

ship with the Ministry of Women, Children and Youth Affairs (MoWCYA), Ministry of Finance and Economic Development (MoFED), and other partners.

UNESCO in partnership with MoWCYA has been implementing JP Outcome 2 titled: "*Women and girls have increased opportunities for education, leadership and decision making*" (linked to UNDAF Output 12.2 "*Increased capacities and opportunities of women youth for participation leadership and decision making*"). This JP was financially supported by DFID, with an allocated sum of 446,281 USD for GEWE JP Phase I.

The programme involves financial support for economically disadvantaged university female students, creating an enabling environment for students mainly focusing on life skills training and tutorial support.

The Annual Work Plan (2007 EC) was signed by all JP Participating UN Agencies and the Government (MoFED, MoWCYA and concerned regional bureaus). In this regard, UNESCO committed approximately USD 10,000 (Core Fund) and USD 224,250 (Other Resources – ONE fund). As a continuation, GEWE JP Phase II is being supported by Norway and Sweden with an allocated sum of USD 83,206.

The project has achieved the following results:

♦ Through the GEWE JP, 1,018 economically disadvantaged girls received financial support from 31 universities to successfully continue their education;
♦ 79 university gender directorate directors and experts received Life skills training of trainers (TOT) to cascade the training to students in their respective universities;
♦ Life Skills trainings were provided for 9,732 (8,462 girls and 1,270 boys) students including secondary schools;
♦ Life skills manual was developed, 1,000 copies published and distributed to universities and other relevant partners for reference;
♦ The integrated support and cumulative endeavors of the JP has contributed to improve girls' retention, academic performance and psycho-social stability in universities.

## Science for Development

UNESCO supported the development of the National Science and Technology Policy. More than 30 scientists were trained on tools for the implementation of the policy (science, technology and innovation indicators) and further support was provided to carry out a science and technology (S&T) and innovation surveys. Professional associations were supported through facilitating collaboration between African institutions and global professional associations such as Material Research Society (MRS) and the Institute of Electrical and Electronics Engineers (IEEE).

Three Biosphere Reserves (BRs) have been established since 2009, and guidelines for establishing BRs and Man and Biosphere (MAB) reserves were developed. A National Strategy has been developed and validated.

More than 30 people have been trained on the effects of climate variability on water resources and a baseline of information on groundwater resources was developed.  Raising awareness on science was accomplished through the celebrations of the World Science Day, International Year of Chemistry, and the training of science journalists. Science education has been strengthened with the training of 30 teacher trainers and curriculum developers on the micro-science experiments methodology.

In collaboration with the Ministry of Water and Energy (MoWE), and with the support of the Department for International Development (DFID) and the Government of Flanders, UNESCO has provided support to building national capacity for ground water resources management and conducted a resource mapping exercise in the country for humanitarian and sustainable development application. Particularly in the Somali region, UNESCO, in collaboration with experts from the MoWE and the Somali Regional Water Bureau, uses hydro geological tools, such as Ground Water Information Databases, geological and hydro geological maps and drilling handbooks to build technical capacity by providing them trainings for remote sensing, borehole operation and maintenance, and other technical issues.

UNESCO has been working closely with the MoST to develop the project "Utilizing Biotechnology to drive economic and social development and achieve the long term goal of reducing poverty in Ethiopia." UNESCO has also supported the establishment of the Ethiopian Academy of Sciences (EAS) as well as supported them in their first Congress.

UNESCO Addis Ababa, together with UNESCO Jakarta, organized a panel discussion session on "Africa - Asia Cooperation for the Post 2015 Agenda" via video conferencing. The session was part of the Workshop on "Sustainability Science: A Science-based Approach to Realize the Future We Want for All" held in Kuala Lumpur, Malaysia. The participants from Africa included the MoST, the EAS, the AUC and UNECA.

## Culture for Development

The relevance and importance of culture to national development is reflected in the cultural policy document that was elaborated with the support of UNESCO by the Ministry of Culture. The UNESCO Culture programme focuses on building institutional and human capacity aimed at strengthening the culture sector's contribution to sustainable economic development in addition to providing support for the protection and conservation of WHS.

The UN/Millennium Development Goals Achievement Fund (MDG☐F) Joint Programme "Harnessing Diversity for Sustainable Development and Social Change"[22] capitalizes on the rich cultural and natural assets of Ethiopia for economic development, social cohesion, and environment conservation. It has worked on supporting the Government's effort in achieving the MDGs (MDG-1, MDG-3 and MDG-7) and targeted 6 regions: Addis Ababa; Amhara; Harare; Oromia; Southern Nations, Nationalities, and Peoples Region (SNNPR) and Tigray.

The project has achieved the following main results[23]:

♦ Social coherence and understanding of the commonly shared cultural/religious values were strengthened through the promotion of interreligious/intercultural dialogue. As a result, Youth Associations have organized themselves and disseminated messages of peaceful co-existence to their community members using existing institutions (schools, religious institutions, community associations, etc.);
♦ A language policy, the first of its kind for the country with more than 80 languages, was drafted;
♦ A centralized database on handicraft industry with an interactive website was developed and made operational. The database consists of information on the quality and quantity of products and services in order to further promote e-marketing;
♦ A national cultural policy was  elaborated  and a review of the Cultural Heritage Inventory System was undertaken;
♦ An Assessment of the linkages between Natural and Cultural Heritage sites and Indigenous Knowledge, as well as a Conservation Status of the Archaeological Sites of Harar and its environs in line with the World Heritage Convention, Culture Conventions and Charters were carried out;
♦ Four Living Cultural Resource Centres were established in four regions and job opportunities for 876 beneficiaries (349 males and 527 females) was created;
♦ Baseline data in the country with regard to culture, cultural economy, cultural statistics and tourism was made available.

In addition, the following activities were carried out in collaboration with the ARCCH and within the framework of the national plan for the management and conservation of WHS:

♦ Elaboration of cultural heritage (tangible and intangible) maps for four regions;
♦ Elaboration of the Management Plan for  four WHS;

♦ Elaboration of a Conservation Action Plan for Lalibela WHS  (Bet Rufael and Bet Gabriel churches);
♦ Support for the delineation of the Simien Mountains National Park's boundaries.


Concerning the protection of cultural objects, UNESCO particularly encourages Ethiopia to ratify the UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects (Rome, 1995) which complements the 1970 Convention in the field of the fight against illicit traffic of cultural property and strengthens at large the protection of cultural property on an international level. Like many countries in the region, Ethiopia is threatened by the illicit traffic of cultural property (antiquities, archaeological pieces, religious and sacred objects, etc.). As a consequence, the national legislation protecting cultural property and reinforced international cooperation should be further developed in this area.

22 Participating UN agencies include UNESCO (lead agency); UNDP in partnership with MoCT. The project was launched in 2010 and completed its activities in December 2012

23 For more details on the results achieved by the JP, see the Country Wide Final Evaluation of the MDG-F in Ethiopia. MDG-F Evaluation Reference Group 10th June, 2013

As regards intangible cultural heritage, UNESCO supported ARCCH and its regional structures to undertake an inventory of the intangible cultural heritage of sixteen groups in the southern Omo zone of the SNNP Region.

## Communication and Information

UNESO has worked mainly with NGOs and local associations on capacity building and promoting the use of UNESCO tools and resources in the fields of journalism education and ICT use. In this regard, more than 200 people have received training on media, election reporting, documentary film making, computer skills (for the visually impaired), and library management. Award winning Educational Children Film Episodes have been developed along with a curriculum for teachers on Media and Information Literacy (MIL). Various awareness campaigns have been organized mainly focused on the celebration of World Press Freedom Day and the celebration of Peace Day, Literacy Day, and World Radio Day. The Office has also supported the Pan-African conference on "Safety of Journalists and Impunity" in partnership with the AU.

Through the International Programme for the Development of Communication (IPDC), the Office has provided support to the following projects:

♦ Training for broadcast journalists;
♦ Professional capacity building for SUDE community radios;
♦ Training on investigative journalism and documentary programme;
♦ Capacity building of Mekelle Radio in Tigray Region;
♦ Capacity Building of the Department of Journalism and Communication at Mekelle University.

## Lessons Learned from UNESCO's Interventions in Ethiopia

♦ Extensive consultations with governmental partners and other stakeholders such as local NGOs, Community associations, and regional public institutions is a key to the success of UNESCO's interventions;
♦ Integrated and focused institutional capacity building trainings rather than isolated training sessions for experts is of critical importance to ensure optimal impact and sustainability of related initiatives;
♦ The alignment of UNESCO's programmes with national priorities and adherence to the Paris declaration, in particular in the area of management of funds, is seen by national authorities and donors as a guarantee of effective implementation;
♦ Flexibility and adaptation to local conditions are a requisite for effectiveness;
♦ UNESCO financial procedures should as much as possible be in conformity with the requirements of the Government and other partners, especially when implementing joint programmes;
♦ True partnership with both the Regional and Federal Government is vital in order to ensure that the beneficiaries and the local authorities drive the process while UNESCO provides technical guidance and expertise; in this regard, ownership of the project by the Ethiopian Government.

## Table 2: Financial allocations 2012-2013 (USD)

| SECTOR | REGULAR PRO-GRAMME | EXTRA-BUDGETARY PROJECTS | DONOR |
|---|---|---|---|
| **Education** | 50,000 | 1,574,500 | Packard Foundation, DFID, UNAIDS, Flanders |
| **Natural Sciences** | - | 476,750 | DFID, Belgium, Government of Flanders |
| **Culture** | 20,000 | 4,102,380 | Government of Spain |
| **Communication/Information** | 10,000 | - | |
| **Total** | 80,000 | 6,153,630 | |

# SECTION III – PROPOSED COOPERATION FRAMEWORK (2014-2015)

Under the present UCPD, UNESCO seeks to address the multiple challenges of the development of Ethiopia within the framework of the global mission of the Organization, i.e., "contributing to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, sciences, culture, communication and information."

Within the framework of UNESCO's "Global Priority Africa" and the recently adopted "Operational Strategy for Priority Africa," the Office will focus its interventions on priority groups and areas such as youth, women, gender equality and culture of peace within its fields of competence. It will take into account the principles (universality, diversity and dignity) and the values (justice, solidarity, tolerance, equity, and respect for human rights including women's rights, cultural diversity, pluralism and democratic principles) which are at the core of UNESCO's mandate. UNESCO's interventions in Ethiopia will focus on providing support to the building and strengthening of national capacities and the promotion of an environment conducive to peace, sustainable development and democratic transformation.

More specifically, drawing on past experiences and lessons learned in addressing issues identified during the last biennia, the Office will attempt to respond, in a programmatic, multi/intersectoral and coherent manner, to the national priorities set out in the GTP. The UNDAF 2012-2015 will continue to be a reference document for UNESCO's specific interventions in Ethiopia in collaboration with UN partners.

## Challenges and Opportunities

One major challenge faced by UNESCO Addis Ababa when implementing projects in the regions is the limited capacity of local implementing partners in terms of human resources (inadequate skills and access to information, and lack of knowledge and training that would enable them to fulfil the commitments related to externally funded projects). In addition, organizational structures, processes and procedures and existing relationships between different entities make it sometimes difficult to coordinate large-scale project activities at all levels.  An additional challenge, common in many developing countries, is the frequent turnover of public officers carrying out government functions. However, the country is undergoing a major transformation in the development of human resources and this is a momentous opportunity for all development partners. Furthermore, on a political level, the Government is committed to develop sound and concrete cooperation with all partners and as a result most of the programmes implemented by UNESCO are properly supported by the national authorities.

The current UNDAF/Ethiopia (2012-2015) represents a good opportunity for UNESCO Addis Ababa to position itself as one of the key development partners of Ethiopia. The UNDAF is fully aligned with the GTP (2011-2015), the Millennium Declaration, the MDGs, and the broad spectrum of international standards advancing basic human rights. The GTP includes education, science and technology, culture and tourism, and communication and information as important vectors for national development.  In this regard and given the Organization's comparative advantage in these fields, UNESCO will cooperate closely with other UN agencies in the implementation of joint programmes that are already a part of the UNDAF as well as actively develop new joint programmes to further centralize UNESCO's fields of competence in Ethiopia's sustainable development.

## Box 2: The United Nations Development Assistance Framework (UNDAF)[24]

**The United Nations Development Assistance Framework (UNDAF)**

The 2012-2015 United Nations Development Assistance Framework (UNDAF) is the strategic response of the UN Country Team in Ethiopia to national priorities articulated in the GTP (2011-2015). This UNDAF, which is the third framework, has been developed in close partnership with the Government of Ethiopia, drawing on inputs provided during consultations with development partners and all major stakeholders. In line with the principles of the Paris Declaration on Aid Effectiveness (2005) and the Accra Agenda for Action (2008), the UNDAF represents greater harmonization and integration of the UN system at country level, in support of Government leadership of the national development process. It is strategically focused on supporting Ethiopia's continued growth targets, the equitable distribution of the gains of growth, and the national transformation agenda more broadly.

The UNDAF is also critical, as it coincides with the last four years of the global Millennium Development Goals (MDGs) campaign. It is designed, therefore, to accelerate progress in those areas where the country is facing challenges and the Government of Ethiopia has given priority for acceleration in addition to pro-poor growth and achievement of the MDGs by 2015.

The document has two main parts: a narrative section and results matrix. The narrative provides details on eight key areas supported by a detail UNDAF Action Plan which is the common operational plan used by United Nations funds, programmes and specialized agencies. The Action Plan defines responsibilities for the delivery of a set of key actions that jointly contribute to shared results. It shows how those results will be tracked and measured, and identifies key partnerships and resources needed to deliver them. The present Action Plan thus guides the United Nations Country Team (UNCT) in its implementation of the United Nations Development Assistance Framework (UNDAF) 2012-2015 that was signed in March 2011.

## Education Sector

The sector will strengthen its support in the following areas:

♦ Enhancing girls' access to quality education and women's literacy;
♦ Supporting girls education and their successful completion at secondary, TVET and tertiary levels;
♦ Developing strategies and programmes for out-of-school children in remote areas;
♦ Supporting the decentralization of EMIS and TMIS in the regions, zones and districts;
♦ Strengthening capacities of planning experts and officers working at federal MoE and REBs;
♦ Improving the capacities of planning and management staff at developing regions (Afar, Somali; Benishangul, Gambella) for efficient and effective education work;
♦ Strengthening the management and leadership capacities of CTEs and colleges of education in all universities;
♦ Engaging parliamentarians (Social Sector Committee members) and journalists of the Government Communication Affairs Office (GCAO);

24 The United Nations Development Assistance Framework (UNDAF) 2012-2015, Addis Ababa, Ethiopia, 17 March 2011

- Supporting renewed efforts in adult education, focusing on institutional capacity for Life Long Learning (LLL);
- Assisting national NGOs and Community Based Organizations (CBOs) that work on innovative adult education and lifelong learning programmes;
- Promoting community learning and reading through grassroots level innovative approaches and interventions;

Supporting curriculum development and Teacher Development Programmes to enhance quality education and initiatives that strengthen social cohesion (culture of peace).

In addition, further cooperation between Ethiopia and UNESCO could be encouraged, notably through regular participation in consultations on the implementation of UNESCO's education related standard-setting instruments, especially as it concerns the 1960 UNESCO Convention and Recommendation against Discrimination in Education.

## Science Sector

UNESCO will continue its efforts to support and meet the requests from the Government in the areas of science policy, science education, hydrology, energy, environmental sciences and ICTs for the development of knowledge societies, building on previous efforts and focusing on capacity building for the management and transfer of technologies. Environmental conservation and sustainable development will continue to be a focus of the Sector, with a focus on issues related to decentralized water resource policies and water management. In collaboration with the MoWE, the Office will work to develop knowledge sharing platforms for better energy resource management and adaptation of clean energy alternatives. Finally, the Office will work on building the capacity of the country to mitigate water related disasters (drought and floods) in light of the fact that the frequency and extent of these extremes will grow due to climatic variability.

The UNESCO World Network of BR is a major priority. In addition, other priority areas include the enhancement of urban ecosystems in order to ensure better buildings and management of water, energy, and waste; the conservation of indigenous biota and reforestation with indigenous plants linked to climate resilience in order to prevent soil erosion; the promotion of biodiversity conservation; capacity-building for green media to raise environmental awareness; water resource management; water capacity building; science policy and renewable energy; science, technology and engineering; and science education.

The science team is currently supporting the identification, establishment and management of three additional potential BRs in the country based on the request of the authorities, namely Lake Tana, the Simien Mountains and Dessa Forest.

The UNESCO approach calls integrally for bioethics in science policy and science education, and the Office could, if requested, assist the Government in introducing bioethics in health policy with a view to ensure further progress on MDG 5 and 4 targets, and to women's and girl's health outcomes.

## Culture Sector

- The Sector will strengthen its support in the following areas:

    - Promoting of the role of culture in development, particularly for job creation and income generation through cultural industries, site development and development of sustainable tourism;

- Supporting the revision of existing cultural policies and the development of a cultural industry

    strategy;

- Supporting the empowerment and protection of communities suffering from culturally rooted human insecurity;
- Supporting the establishment of a management plan and legal protection for the WHS to ensure better protection and sustainable use;
- Supporting the undertaking of a nationwide inventory and documentation of tangible heritage to ensure

better protection and utilization;

♦ Enhancing national capacities for safeguarding the intangible cultural heritage present in the country;

♦ Supporting the continuation of identification, inventory and documentation of intangible cultural heritage with a view to safeguarding and with broad participation of communities concerned;

♦ Supporting the improvement of museum inventories and the security of collections and archaeological sites in order to prevent illicit trafficking of cultural property;

♦ Supporting awareness raising among communities on existing threats to cultural objects (thefts, illegal excavations, illicit export, etc.);

♦ Supporting national authorities in the organization of workshops for police and customs services to fight thefts, illegal excavations and the illicit export of cultural objects;

♦ Building the capacity of museum experts and tour guides of heritage sites;

♦ Strengthening intercultural/religious dialogue to foster mutual understanding of heritage and the sharing of common values in order to contribute to social cohesion (culture of peace);

♦ Harnessing the potential of culture and creative industries, particularly heritage based activities such as handicraft and cultural tourism, for economic growth and poverty alleviation;

♦ Supporting the development of a cultural statistics framework;

♦ Encouraging Ethiopia to become a party to the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its 2 (1954 and 1999) Protocols.

## Communication and Information Sector

♦ The Sector will strengthen its support in the following areas:

♦ Strengthening the capacity of media in Ethiopia's 9 regional states and 2 city administrations in order to improve access to information, which is hindered due to the current absence of communication facilities, infrastructure and networks;

♦ Developing community media and south-south exchanges through the IPDC;

♦ Reinforcing cooperation with Addis Ababa University school of journalism to broaden existing open access curricula in the field of journalism education

♦ Reinforcing the development of self-regulatory frameworks, including the independent media council;

♦ Promoting knowledge societies through the ICT-CFT, MIL, and ICTs in Education.

## Social Media Project

Social media drives fast and radical transformation in the life of youth who use this medium in their daily routine: for entertainment, social networking, job searching, to gather information or to express opinions. Given this reality, UNESCO is launching an African-wide research project to assess the state of penetration of social media in Africa and their use by African Youth.

The study is implemented within the framework of the UNESCO Strategy on African Youth and works towards reinforcing the AU Youth Charter through an online campaign aimed at raising awareness among youth in Africa around this important and unique legal document and thus encouraging them to advocate for their Governments' ratification and implementation.

## Gender Equality

The on-going girl's education project at secondary school level aims at improving girls' retention, participation and learning performance by building girls' basic life skills and competencies for successful learning at schools and beyond, strengthening the capacities of school teachers, directors, supervisors and community leaders on gender responsive pedagogy and leadership. It also promotes innovative activities and practices for effective girls' learning achievement, supporting pilot schools, communities and colleges to be functionally gender sensitive and responsive institutions, and defining and drawing key lessons for scaling up improved girls' learning achievement at secondary schools. This project will be continued with the support of key partners (Packard Foundation).

Proposed assistance to introduce bioethics in science policy, science education (including medical education), and health policy will further contribute to promoting gender equality. This is particularly important in the area of health policy and health services, because women and girls are at present underserved.

# SECTION IV – PARTNERSHIP STRATEGY

Given the limited resources available to UNESCO from the Regular Programme Budget, the main challenge for a field office is to be able to mobilize additional extra-budgetary resources at the local level. This is not an easy task. Fundraising takes place in a highly competitive environment. For UNESCO, as a specialized agency, the challenges are bigger than the ones faced by traditional UN funds and programmes. There is a need to clearly define UNESCO's comparative advantage/added value in the context of high competition among technical partners, and to further build on new modalities of partnerships and funding (e.g. harmonization of UNESCO's financial procedures with modalities such as HACT, alignment with the Paris Declaration, etc.). There is a need to ensure a minimum level of internal resources to be used as seed money, and above all there is a need to provide enough evidence of UNESCO's capacity to "manage and deliver" on the ground. These are very important challenges for any UNESCO field office in the context of a continuous decline of ODA to developing countries.

Nevertheless, there are existing opportunities for UNESCO Addis Ababa to mobilize resources locally within the context of Delivering as One (DaO). The Office has been engaged in the development of a UN Joint Resource Mobilization Strategy (JRMS) for Ethiopia. The main purpose is to provide direction on what can realistically be mobilized jointly, given the current aid/growth context in Ethiopia, as well as donors' perceptions of the UN's comparative advantage. The JRMS strongly emphasizes the need for all UN agencies to join hands in developing and implementing joint programmes and prioritize strategies that are in line with national priorities and the interest of donors.

Since the JRMS is not intended to replace, but rather to complement agency-specific resource mobilization efforts, UNESCO Addis Ababa will multiply its efforts in building and strengthening partnerships and alliances with potential bilateral and multilateral donors operating in Ethiopia in line with the newly adapted global UNESCO partnership strategy, specifically as it concerns partnerships with the private Sector. The following activities could be organized to further strengthen resource mobilization efficiency:

♦ Conducting a mapping exercise in order to identify potential partners and donors willing to support UNESCO's programmes in Ethiopia;

♦ Conducting networking events in order to find out who the potential and interested donors and partners are, and what kind of programmes and projects they would want to fund. UNESCO could organize these networking events either alone or by approaching and inviting one or two UN agencies to co-host the events;

♦Developing a media plan in order to promote UNESCO's presence in the country. The media plan will contain the following steps: the production of a generic brochure, the creation of a billboard, the development of an interactive website, the production of a monthly e-newsletter (already in place), the creation and maintenance of a media database, and the monitoring and keeping track of media reach, etc. Many aspects of this proposal are already underway at the UNESCO level by BSP (database of partners) and on a local level by the UN Communication Group (media outreach, etc.), in which UNESCO actively participates on a country level.

In addition to the overall plan for the Office, each sector will also develop its own partnership strategy.

## International Partners

| PARTNERS | (POSSIBLE) AREAS OF COOPERATION |
|---|---|
| **Denmark, Finland, Norway, Sweden, Switzerland** | Education (Capacity Building for Education for All) |
| **DFID, Belgium, Flanders** | Natural Sciences, Biosphere Reserves |
| **European Union** | Culture - Promoting Heritage for Development |
| **Department for International Development – DFID** | Quality education |
| **UNAIDS, Programme Acceleration Fund and OPEC** | HIV/ AIDS and gender |
| **Austria** | Natural resource conservation and tourism |
| **Belgium** | Higher education |
| **United Kingdom** | Education |
| **Czech Republic** | Water supply and sanitation, hydrogeology, and water resources management |
| **Denmark** | Climate change, peace and security, children's right to education, HIV/AIDS-infected people, protection of children against HIV/AIDS, access to food and basic services for the poorest, improving livelihoods, etc. Denmark has also supported several UN programmes aiming at achieving the MDGs |
| **France** | Water supply and sanitation, supporting higher education and research, culture, research and preservation of historic heritage |
| **Finland** | Education, disabled learners' right to education, inclusive and special needs education, teachers' trainings, protection of the environment |
| **Germany** | Education and training, engineering capacity building programme (ECBP) in the areas of higher education reform, in particular in engineering sciences and in the outcome-based TVET (Technical Vocational Education Training) |
| **Greece** | Education, water supply and sanitation, vocational training, SMEs development, tourism |
| **Italy** | Education and culture, general education quality improvement programme (GEQIP), education sector development programme (ESDP), and access to water and sanitation |
| **Japan** | Education, and culture |
| **Netherlands** | Education sector through participation in the general education quality improvement programme (GEQIP), HIV/ AIDS, violence against women, environmental protection, promotion of international peace and security |
| **Poland** | Eco-hydrology, and education |
| **Spain** | Culture and development, gender equality and women's empowerment |
| **Sweden** | Gender equality, Freedom of Expression, Media Capacity |
| **Switzerland** | Education |

## List of Potential International Partners/Donors in Ethiopia:

- African Development Bank
- World Bank
- British Council
- European Union
- German Agency for Technical Cooperation – GIZ
- Japan International Cooperation Agency – JICA
- Spanish Agency for International Development Cooperation
- Turkish International Cooperation Agency (TICA)
- The David and Lucile Packard Foundation
- Save the Children

## List of Potential Local Partners/donors in Ethiopia:

- Commercial Bank of Ethiopia
- Ethiopian Orthodox Tewahido Church
- Ethiopian Airlines
- The MIDROC Ethiopia Investment Group
- Private Banks in Ethiopia

# ANNEX

## Annex I A: UCPD Results Matrix (outcomes/results included in the UNDAF

| | | | | BUDGET (USD) | | |
|---|---|---|---|---|---|---|
| | | | | TOTAL | CORE (REGULAR) | MOBI-LIZATI ON TAR-GET (USD) |
| | | | | | | |
| UNDAF Outcome 1: Increased use by agricultural producers of improved institutional services, effective marketing system and appropriate technology and practices for sustainable increase in agricultural production and productivity by 2015 | Output 1.2: Selected federal and regional institutions have improved competencies to deliver agricultural related services and natural resources management | SC | 1.2.7 Support strengthening of Technology Transfer Offices | 35,000 | 0 | 35,000 |
| | | | 1.2.8 Support the review and development of water resources management related policies, strategies and plans in line with integrated water resources management and eco-hydrology principles | 300,000 | 120,000 | 180,000 |
| | Output 2.1: Government's policy review and regulatory capacity in selected sectors strengthened for increased private investment in medium, small and micro enterprise (MSMEs) | CLT | 2.1.3 Provision of technical assistance for development and implementation of cultural industry policy and strategy | 40,000 | 40,000 | 0 |
| | Output 2.2: Private sector support-giving institutions and medium and small enterprises have improved skills, knowledge, technological capacity and linkages with TVETs and research institutions | SC | 2.2.8 Strengthen capacity of selected universities and research centres to establish technology incubators (public - private partnerships) | 50,000 | 50,000 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| | Output 4.2: Plans and systems are established and training capacity increased to mitigate hazards and prepare for potential disasters in national institutions, regions, woredas and kebeles | SC | 4.2.1 Support improvement of Risk Information and Early Warning systems that address and integrate major natural hazards, food security, nutrition, livelihoods, SHR, gender issues and communicable diseases | 265,000 | 55,000. | 210,000 |
| | | | 4.2.4 Support to building resilience and safety to disaster shocks in disaster prone areas | 50,000 | 15,000 | 35,000 |
| | Output 4.3: Disaster-affected populations receive life- and livelihood saving emergency relief and recovery assistance | ED | 4.3.2 Provision of a comprehensive package of Emergency assistance, covering issues of safety and security, logistics, health, livelihood recovery, shelter, food and non-food items, WASH while addressing issues of SRH, HIV and GBV | 50,000 | 15,000. | 35,000 |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| Output 5.2: Policies, strategies, plans and Coordination mechanisms that promote climate resilient green economy and society are developed/updated | SC | 5.2.3 Man and Biosphere Strategy and guidelines for establishment of Biosphere Reserves | 50,000 | 50,000 | 0.00 |
| | SC | 5.2.5 Develop CRGE thematic communication strategies and tools to promote CRGE implementation | 20,000 | 5,000 | 15,000 |
| Output 5.5 Capacities at national, regional and Woreda level for effective implementation of climate resilient green economy improved | SC | 5.5.6 Enhance research and training capacity on biodiversity conservation and technology transfer | 100,000 | 20,000 | 80,000 |
| | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | Output 6.5:<br>Strengthened capacity in planning and implementation of WASH at all levels | SC | 6.5.1 Capacity building on evidence-based Integrated Water Resources Management | 400,000 | 100,000 | 300,000 |
| | Output 7.5: Strategic planning and management of the HIV response strengthened and guided by strategic information | ED | 7.5.12. Support the active engagement of the Ministry of Labour, employers' organizations and workers organizations, education sector sub-systems and institutions in HIV and AIDS prevention policies and programmes | 375,000 | | 375,000 |
| | Output 8.1: Organizational, human and Institutional capacity developed and strengthened at all levels for improved sector performance and learning achievement | ED | 8.1.1. Support to evidence-based formal and non-formal education planning, management and monitoring for Government and education institutions (HLIs, TVETs, schools) to improve education sector performance, links to employment and learning achievement at regional and Woreda community levels | 975,000 | 280,000 | 695,000 |
| | | ED | 8.1.2 Support to gender sensitive HLI/CTE curricula, promoting girls' education achievement and strengthening gender studies at bachelor and masters levels | 925,000 | 100,000 | 825,000 |
| | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **UNDAF Pillar 3: GOVERNANCE AND CAPACITY DEVELOPMENT WORLB BANK SG ITINERARY** | | | | | | |
| **UNDAF Outcome 9: By 2015, national actors have enhanced capacity to promote, protect and enjoy human rights and constitutional rights and accessibility to efficient and accountable justice systems, as enshrined in the Constitution and in line with international and regional instruments, standards and norms** | Output 9.1: GoE and stakeholders have strengthened capacity to report, implement and follow-up recommendations from international and regional treaty bodies, councils and processes | CLT | 9.1.1: Support relevant ministries and bureau to prepare timely and quality reporting on follow-up implementation of recommendations and preparation of action plans for: ICERD, ICCPR, CAT, CEDAW, CRC, ACRWC and other relevant commitments on women and children, ACHPR and protocol(s), UNCAC-peer review 2013, UNTOC, ICESCR, UPR, National Human Rights Action Plan, Labour Standards, Trafficking in persons and smuggling of artefacts, Migrants Action Plan, and witness protection | 30,000 | 30,000 | 0 |
| **UNDAF Outcome 10: By 2015, national and sub-national actors utilize improved mechanisms that promote inclusiveness, participation, transparency, accountability and responsiveness in national development processes** | Output 10.1: Strengthened capacity of institutions and mechanisms for promotion of inclusiveness and participation in decision-making | CI | 10.1.3 Support capacity development for independent and responsible media and implementation of national communication policy, strengthening capacity of professional and youth media practitioners and expansion and strengthening of mass media, community radios and mini-media in all regions | 125,000 | 35,000 | 90,000 |
| | | | **Total Pillar 3** | **155,000** | **65,000** | **90,000** |

| | | | | | | |
|---|---|---|---|---|---|---|
| **UNDAF Pillar 4: WOMEN, YOUTH AND CHILDREN** | | | | | | |
| **UNDAF Outcome 12: By 2015, women and youth are increasingly participating in advocacy, social mobilization and decision making and benefiting from livelihood opportunities and targeted social services** | Output 12.2: Increased capacities and opportunities of women and youth for participation, leadership and decision making | ED | 12.2.5 Enhance girls success and equality in education (including in higher learning institutions) and women's literacy | 329,300 | 49,500 | 279,800 |
| **UNDAF Outcome 13: By 2015, women, youth and children are increasingly protected and rehabilitated from abuse, violence, exploitation and discrimination** | Output 13.2: Increased enforcement/ implementation of preventive and protective measures for vulnerable women, children and youth | CI | 13.1.8 Carry out communication and media campaign against women, youth and children abuse, violence, exploitation and discrimination | 70,000 | 20,000 | 50,000 |
| | | | **Total Pillar 4** | **399,300** | **69,500** | **329,800** |
| | | | **Grand Total** | **4,159,300** | **954,500** | **3,204,800** |

## Annex I B: UCPD Results Matrix (outcomes/results not included in the UNDAF)

| | | | | | | |
|---|---|---|---|---|---|---|
| | Tourism that is respectful of Lalibela's integrity and of local customs and traditions will be developed. The local community will benefit from conservation and tourism activities at the Lalibela World Heritage Site. The management of Lalibela will be strengthened. | CLT | The preparation of a conservation action plan for Lalibela, Bet Rufael and Bet Gabriel churches | 300,000 | 0.00 | 300,000 |
| | To bring donors on board to support the ongoing effort to protect OUV of Simien, to rehabilitate the site and towards removing it from the List of World Heritage Sites that are in Danger. Resources will be mobilized for the removal of the park from the endangered list | CLT | The organization of a donors' conference for the Simien Mountains National Park, to assist the site's removal from List of World Heritage in Danger. | 20,000 | 20,000 | 0.00 |
| | The boundary modification of the Simien Mountains National Park as requested by the State Party of Ethiopia will be finalized | CLT | Support for boundary modification / delineation/ of the Simien Mountains National park | 30,000 | 30,000 | 0.00 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Result 1: The LVO and LVA WHS protected and their OUV maintained Result 2: The Omo and Awash WHS developed into important tourist destinations and benefit the country and local communities** | Information relevant to LVO and LVA Sites protection and promotion collected compiled and made available for subsequent implementation of the project. (No explanation for this output) Integrated SMP prepared for LVA and LVO The WHS of LVO and LVA legal protection strengthened to maintain the OUV's of the sites The capacity of federal, regional and local heritage experts and the public in heritage protection, management and tourism development increased Promotional materials produced and distributed/disseminated Site attractions identified, interpreted and presented. Landscape, values, localities, etc. identified, interpreted, planned and presented Disadvantaged local community members have the necessary skills and financial support to generate income (No explanation for this output) | CLT | | Promoting the Contribution of World Heritage for Sustainable Development and Reinforcing Capacities for Protection and Conservation of Paleontological Sites in Ethiopia | 550,206 | 0.00 | 550,206 |
| **CLT ER 6: National capacities strengthened and utilized to safeguard the intangible cultural heritage, including indigenous and endangered languages, through the effective implementation of the 2003 Convention** | Advisory support provided to put in place adequate institutional infrastructure (e.g. dedicated departments, committees, strategies or action plans, etc.) tailored to specific needs for safeguarding and applying a gender-responsive approach Specific technical assistance provided for applying a gender-responsive approach to policy revision Training delivered on theoretical and practical aspects of community-based inventory, applying a gender-responsive approach Support provided for development and testing of framework and methodology for inventory of intangible cultural heritage sites Training delivered on the international mechanisms of the Convention and on preparing requests for international assistance or nominations to the list | CLT | | Strengthening capacities to safeguard intangible cultural heritage for sustainable development in Ethiopia | 200,000 | 0.00 | 200,000 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | Build a knowledge society (through e-health, e-education and increase of ICT literacy) Enhance youth civic engagement (through e-government and a closer relation with decision-makers) and enable youth participation in economic development (through social media job finding and business tools) | CI | Social Media Project | 272,330 | 0.00 | 272,330 |
| | School girls' retention improved, empowered to be agents of their transformative process in learning achievement and life Communities, sectors and families mobilized and involved in Girls education Gender responsive methods and approaches applied in classroom teaching and school management Good practices on girls learning identified and promoted Capacities of institutions and experts improved to advance effective girls' retention and learning/education | ED | Girls' education at secondary school level project | 750,000 | 0.00 | 750,000 |
| | | | | | | |

## Annex II: Ethiopia and UNESCO - A Snapshot (March 2013, Africa Department)

- Ethiopia joined UNESCO on 01 July 1955
- UNESCO Office in Addis Ababa was established on July 01 1956
- Representation in the Executive Board

*The 1991 amendment modified Article V of the Constitution, regarding the status of members of the Board. From the 27th session of the General Conference (1993), the Executive Board consists of Member States rather than of persons (26 C/Resolution 19.3)*

| TITLE | YEARS | SESSIONS |
|---|---|---|
| Member | 1968-1974 | 81-95 |
| Member | 1985-1989 | 123-132 |
| Representative | 1993-1997 | 143-152 |
| Representative | 1999-2003 | 158-167 |
| Representative | 2005-2009 | 172-182 |
| Representative | 2011-2015 | 188-197 |

- The mandate of the office widened as a Liaison Office in 2011 to include working with the African Union (AU) and the United Nations Economic Commission for Africa (UNECA)

- **Ethiopia National Commission for UNESCO Founded on 31 January 1969**
    - President (ex officio):  H. E. Mr. Shiferaw Shigute, Minister of Education
    - Secretary-General: Mr. Mebratu Berhan Berhe

- **Participation in subsidiary organs**

Organs Elected by the General Conference

- International Coordinating Council of the Programme on Man and the Biosphere

- Intergovernmental Council of the "Management of Social Transformations" Programme

- Intergovernmental Council for the "Information for All" Programme

    Other Intergovernmental Organs

    Intergovernmental Committee on World Heritage

    Intergovernmental Oceanographic Commission

    Councils of UNESCO's Institutes and Centres

    Governing Board of IICBA

- **UNESCO Chairs**
    UNESCO Chair on Education for Human Rights and Democracy, (1994), Addis Ababa University

UNESCO Chair on Information Communication Technology (ICT) Development (2006), Addis Ababa University

- ◆ **Biosphere Reserves**
  - o Kafa
  - o Yayu Coffee Forest
  - o Sheka Site

- ◆ **World Heritage Sites**
  - Aksum (1980)
  - Fasil Ghebbi, Gondar Region (1979)
  - Harar Jugol, the Fortified Historic Town (2006)
  - Lower Valley of the Awash (1980)
  - Lower Valley of the Omo (1980)
  - Rock-Hewn Churches, Lalibela (1978)
  - Tiya (1980)
  - Konso Cultural Landscape (2011)
  - Simien National Park (1978)

- ◆ **Tentative List of World Heritage Sites**
  - Dirre Sheik Hussein Religious, Cultural and Historical Site (2011)
  - Bale Mountains National Park (2008)
  - Holqa Sof Omar: Natural and Cultural Heritage (Sof Omar: Caves of Mystery) (2011)

- ✦ **World Heritage Sites in Danger**
  - Simien National Park since 1996

- ◆ **Memory of the World Register**
  - Treasure from National Archives and Library Organizations (1997)
  - National Archives and Library, Addis Ababa

| UNESCO'S STANDARD SETTING INSTRUMENTS | |
|---|---|
| **CONVENTION** | **DATE** |
| **Convention concerning the Protection of the World Cultural and Natural Heritage - Paris, 16 November 1972** | **06/07/1977** |
| **Convention for the Safeguarding of the Intangible Cultural Heritage - Paris, 17 October 2003** | **24/02/2006** |
| **International Convention against Doping in Sport - Paris, 19 October 2005** | **30/07/2008** |
| **Convention on the Protection and Promotion of the Diversity of Cultural Expressions - Paris, 20 October 2005** | **02/09/2008** |

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Bi-Annual Report, 2012-2013, UNESCO Liaison Office, Addis Ababa

Medium-term Strategy, 2014-2021, UNESCO, 37 C/4

MDG Report 2013 Assessing Progress in Africa toward the Millennium Development goals, UNECA, 2013

United Nations Development Framework (UNDAF), Ethiopia 2012

# ACRONYMS AND ABBREVIATIONS

| ABE | Alternative Basic Education |
| AIDS | Acquired Immune Deficiency Syndrome |
| ART | Antiretroviral Treatment |
| AU | African Union |
| AUC | African Union Commission |
| BoCT | Bureau of Culture and Tourism |
| BR | Biosphere Reserve |
| CapEFA | Capacity Building for Education for All |
| CBO | Community Based Organization |
| CI | Communication and Information |
| CMC | Community Multimedia Centre |
| CRGE | Climate Resilience Green Economy |
| CSE | Comprehensive Sexuality Education |
| CSO | Civil Society Organization |
| CTE | Colleges of Teacher Education |
| DAG | Development Assistance Group |
| DaO | Delivering as One |
| DFID | Department for International Development |
| EAS | Ethiopian Academy of Sciences |
| EDHS | Ethiopian Demographic and Health Survey |
| EFA | Education for All |
| EMIS | Education Management and Information System |
| ESA | Eastern and Southern Africa |
| ESDP | Education Sector Development Programme |
| ETC | Ethiopian Telecommunications Corporation |
| FDRE | Federal Democratic Republic of Ethiopia |
| FGM | Female Genital Mutilation |

| G-77 | Group of 77 |
| GBV | Gender Based Violence |
| GCAO | Government Communication Affairs Office |
| GDP | Gross Domestic Product |
| GER | Gross Enrolment Rate |
| GEWEJP | Gender Equality and Women's Empowerment Joint Programme |
| GoE | Government of Ethiopia |
| GTP | Growth and Transformation Plan |
| HACT | Harmonized Approach to Cash Transfers |
| HDI | Human Development Index |
| HIV | Human Immunodeficiency Virus |
| ICT | Information and Communication Technology |
| IEEE | Institute of Electrical and Electronics Engineers |
| IFAD | International Fund for Agricultural Development |
| IICBA | International Institute for Capacity Building in Africa |
| IPDC | International Programme for the Development of Communication |
| JRMS | Joint Resource Mobilization Strategy |
| LIFE | Literacy Education for Empowerment |
| LLL | Life Long Learning |
| MaB | Man and Biosphere |
| MAP | Management, Administration and Planning |
| MDG | Millennium Development Goal |
| MDG-F | Millennium Development Goal Achievement Fund |
| MIL | Media and Information Literacy |
| MoCT | Ministry of Culture and Tourism |
| MoE | Ministry of Education |
| MoFA | Ministry of Federal Affairs |
| MoFED | Ministry of Finance and Economic Development |
| MoST | Ministry of Science and Technology |
| MoWCYA | Ministry of Women, Children and Youth Affairs |
| MoWE | Ministry of Water Resource and Energy |
| NER | Net Enrolment Rate |
| NGO | Non-Governmental Organization |
| OAU | Organization of African Union |
| ODA | Official Development Assistance |
| OHCHR | Office of the High Commissioner for Human Rights |
| PACCI | Pan African Chamber of Commerce and Industry |
| PASDEP | Plan for Accelerated and Sustained Development to End Poverty |

| | |
|---|---|
| SDPRP | Sustainable Development and Poverty Reduction Programme |
| SNNPR | Southern Nations, Nationalities, and Peoples' Region |
| SSA | Sub-Saharan Africa |
| STI | Sexually Transmitted Infection |
| TMIS | Teachers Management Information System |
| TVET | Technical and Vocational Education Training |
| UCPD | UNESCO Country Programming Document |
| UN HABITAT | United Nations Habitat |
| UN WOMEN | United Nations Entity for Gender Equality and the Empowerment of Women |
| UN | United Nations |
| UNAIDS | Joint United Nations Programme on HIV/AIDS |
| UNCT | United Nations Country Team |
| UNDAF | United Nations Development Assistance Framework |
| UNDP | United Nations Development Programme |
| UNECA | United Nations Economic Commission for Africa |
| UNEP | United Nations Environment Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNFPA | United Nations Population Fund |
| UNHCR | United Nations High-Commissioner for Refugees |
| UNICEF | United Nations Children's Fund |
| WHS | World Heritage Site |

# Disclaimer

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