United Nations
Educational, Scientific and
Cultural Organization

Joining forces for greater impact

Donor and partner contributions to UNESCO's work

- Achieving quality Education for All
- Mobilizing scientific knowledge and promoting science policies for sustainable development
- Addressing emerging ethical and social challenges
- Promoting cultural diversity and intercultural dialogue
- Building inclusive knowledge societies through information and communication

Sector For External Relations and Cooperation
Division of Cooperation with Extrabudgetary Funding Sources

In this brochure, I have the pleasure of presenting a selection of recent activities that UNESCO has been carrying out with its partners around the world. Such contributions are essential for ensuring the success of our work and we take pride in showcasing them here.

By joining forces we not only reinforce the main objectives and priorities of the Organization's programmes but also help partners to implement strategies for achieving our common goals.

The activities presented here cut across all geographic regions and the five sectors that define UNESCO's mandate: education, natural sciences, social and human sciences, culture, and communication and information. They offer a snapshot of examples, possibilities and opportunities for cooperative effort - some very large scale, others more specific - with the idea that everyone should find something of interest.

I hope that this information will give you a sense of the range, diversity and scope of cooperation UNESCO is offering. We must work together if we are to have an impact on global challenges, such as preserving our cultural diversity and heritage, fostering sustainable development and equitable sharing of the Earth's resources, achieving the Millennium Development Goals and Education for All, eradicating poverty, ensuring access to science and technology, promoting tolerance and dialogue, and building knowledge societies in which everyone participates.

Good partnerships are those that reinforce shared values and develop a sense of common purpose. They bring mutual benefits and ensure a multiplied impact of combined action and the creation of synergies. I, therefore, invite you to become a UNESCO partner yourself, and look forward to putting our talents together in creating projects and activities which match the world's needs and challenges, while benefiting everyone.

Ahmed Sayyad
Assistant Director-General for External Relations and Cooperation

UNESCO's Funding Partners: overview

> "For the effective translation of UNESCO's strategy into reality, resources are key."
>
> Koïchiro Matsuura, Director-General of UNESCO

As a **specialized agency** of the United Nations, UNESCO is funded by assessed contributions from its Member States. However, to maximize its impact and outreach, the Organization derives a large part of its resources from voluntary (or extrabudgetary) contributions provided by its donors and partners.

The volume of voluntary contributions to UNESCO has been growing rapidly in recent years, and increasingly surpasses the volume of funds in the **regular budget** of the Organization. In 2007, these contributions amounted to USD 367 million, in comparison with the USD 305 million under the regular budget. This represents an increase over the extrabudgetary funding for 2005 and 2004, respectively USD 343 million and USD 348 million.

A large and diverse group of donors and partners

UNESCO's donors and partners constitute a large, heterogeneous community, with a wide range of individual priorities, procedures and approaches. Altogether, UNESCO receives voluntary contributions from almost 100 different sources during a given year.

- Bilateral government donors represent UNESCO's most important source of extrabudgetary funding. While most of these donors play an active role in selecting and monitoring the activities they finance, the overall programming is in accordance with UNESCO's objectives and priorities, and involves all of its services in Headquarters and in the field. The major funding partners include Belgium, Brazil, France, Italy, Japan, Norway, Saudi Arabia, Spain, and Sweden.
- The United Nations System continues to be an important funding source for UNESCO, in particular for coordination, advocacy, analysis and policy advice. UNESCO has received considerable support from the UN Foundation, UNAIDS and also from the United Nations Development Group (UNDG) through the UN Trust Fund for Iraq, for example. In addition, UNESCO has benefited from the UN Trust Fund for Human Security and the UN Millennium Development Goals Fund.
- Multilateral development banks (MDBs) support development actions at the regional level, notably technical assistance and advocacy. The World Bank, the African Development Bank, the Asian Development Bank, the Inter-American Development Bank, the Islamic Development Bank, and the OPEC Fund for International Development are among the largest single providers of development finance in UNESCO's fields of competence. An important recent trend is the increasing proportion of MDBs financing that is allocated as grants.
- The European Commission is another significant multilateral donor and policy cooperation partner. EC contributions have increased over the past years, with particular emphasis being placed on supporting Education for All efforts, statistical capacity building in developing countries, promotion of press freedom, and cultural and development programmes.
- The private sector - ranging from multinational corporations to small and medium sized companies, including philanthropic trusts and foundations, as well as economic and business associations and individuals - is becoming increasingly interested in UNESCO's priorities and involved in the implementation of its activities. This collaboration aims to enhance advocacy and visibility for the mutual benefit of all parties.

Partnering with UNESCO: mutual benefits

While carrying out its mission over the past six decades, UNESCO has accumulated invaluable experience in international cooperation. It has built global networks that cut across geographical and cultural boundaries and developed a vast and unparalleled range of constituencies, partnerships and networks worldwide.

UNESCO is also a laboratory of ideas, supporting innovation, and a standard setter that defines and helps to implement international rules and norms. As a clearing house for information, the Organization strives to make information globally accessible and to build inclusive knowledge societies. Through its experience in comparative approaches and analysis, it can carry out monitoring and benchmarking responsibilities, and act as a catalyst for international cooperation, providing policy advice and supporting the implementation of national development plans.

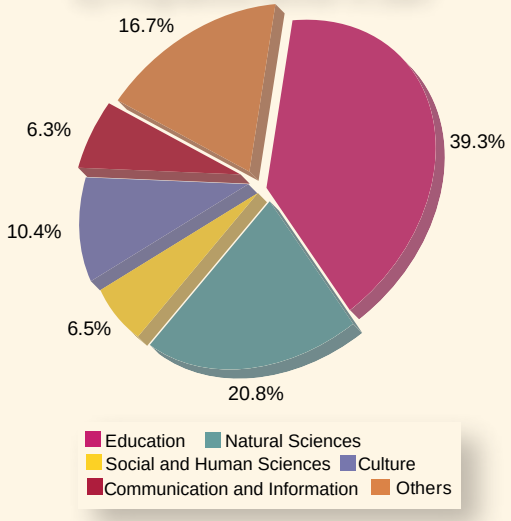
In this era of globalisation, UNESCO's values and core functions are more relevant than ever, and necessary for tackling global challenges that are often interdisciplinary and complex in nature. Alleviating poverty, HIV and AIDS, responding to natural disasters, defending human rights, preserving cultural diversity, bridging the digital divide and narrowing the gender gap are only a few examples of today pressing issues which require global action and call upon a sense of collective responsibility. UNESCO provides an ideal platform where those challenges can be addressed. This implies mobilizing partnerships that bring together international organizations, networks, the public and private sectors.

This growing variety of partnerships has added considerably to UNESCO's flexibility and effectiveness and, at the same time, has helped its partners to have an expanded global reach and a wider impact. Subsequently, contributions from donors and partners have been constantly increasing.

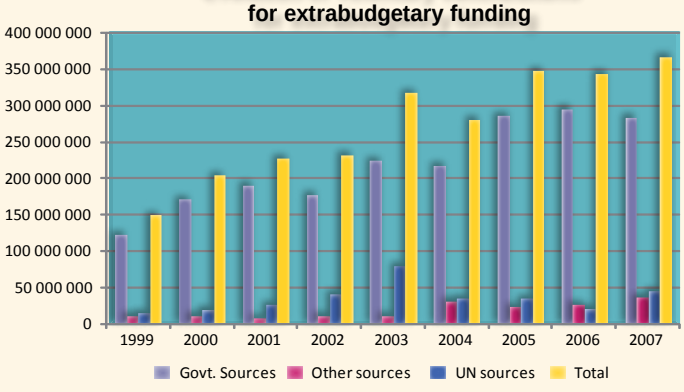
UNESCO's and its partners' visibility depends to a large extent on their joint action and on their ability to translate such action into realistic projects and activities.

As a specialized agency of the United Nations, UNESCO contributes to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. (UNESCO mission statement)

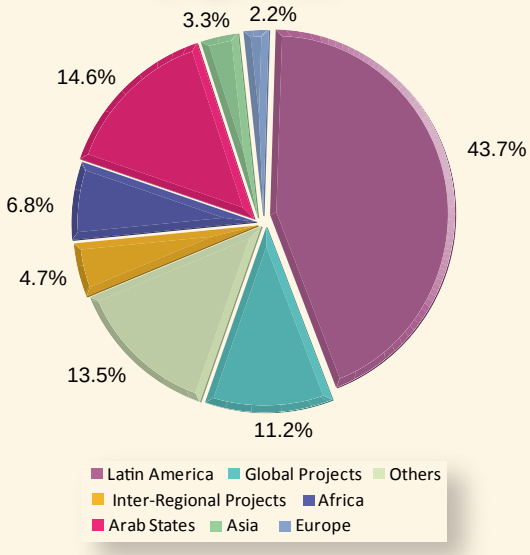
Distribution of extrabudgetary funding by Programme Sector in 2007



Evolution of volontary contributions for extrabudgetary funding



Geographical distribution of extrabudgetary funding by region in 2007



Education

In the field of education, UNESCO's top priority is to support efforts around the globe to achieve Education for All (EFA) in the broadest sense, at all levels and throughout life as well as to improve the quality of education and teacher training. As the lead agency for coordinating action on EFA, UNESCO works to assist countries in implementing EFA programmes and mobilizes partners for making EFA a reality.

AFRICA

The teacher training initiative for sub-Saharan Africa

The teacher training initiative for sub-Saharan Africa (TTISSA) is a 10-year programme (2006-2015) to assist African countries in improving teacher training by developing more effective and appropriate national teacher education policies and programmes.

Activities developed under TTISSA have been generously supported by UNESCO's bilateral and multilateral donors through the multi-donor Capacity-Building for Education for All (CapEFA) programme. TTISSA activities include, for example, a review and rationalisation of teacher education policy, structures and programmes for basic education teachers as well as for teachers of technical, scientific and vocational subjects in Sierra Leone. UNESCO has also been able to assist African education institutions to tackle staffing, recruitment and management problems. For example, it has helped to introduce a 12-month open distance-learning programme to support the professional development of some 3,700 primary and basic education teachers already on the job.

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Technical and vocational education in Nigeria

Through a self-benefiting arrangement with Nigeria and a voluntary contribution from Japan, UNESCO assists Nigeria in setting up a continuing staff development system for training technical and vocational education (TVE) teachers, to revise and update TVE curricula for technical colleges and polytechnic institutes, and introduce ICT and entrepreneurship education in the TVE system.

©Photo World Bank: Curt Carnemark

Some of the main activities and achievements of Phase I of this project include:

- Establishment of 7 zonal Staff Development Centres and a National Board for Technical Education headquarters.
- Training core teams of 84 trainers; and training over 5,000 technical teachers, representing more than 40% of the technical teachers in Nigeria.
- Updating and reviewing TVE curricula for

©Photo World Bank: Curt Carnemark

Capacity-building for Education for All (CapEFA)

The CapEFA Programme is an extra-budgetary technical assistance programme through which donors can pool voluntary contributions to support national capacity-building and upstream activities in high-priority areas for educational development. The CapEFA programme focuses its actions on teacher training (TTISSA) and literacy and non-formal education (LIFE) through 2-year country programmes in Africa, Asia and Arab states. In its actions at country-level, UNESCO makes efforts to ensure that international norms and standards in both teacher education and non-formal education provide guidance for national policy planning and implementation, without losing sight of which would be most effective and feasible in current national contexts. This programme is funded by the governments of Denmark, Finland, Iceland, Norway, Sweden and Switzerland.

technical colleges and polytechnic institutes in various fields (e.g. engineering, business, science, tourism), and finalising and implementing the curricula for 57 programmes.

- Production and distribution of the new curricula on CDs in Nigeria and other countries.

Education sector analysis: the "Pôle de Dakar"

Created through a partnership between the French Ministry of Foreign Affairs and UNESCO, the "Pôle d'Analyse sectorielle de Dakar" provides expertise in education sector analysis for African countries and their partners at all stages in the development and implementation of educational policies. The "Pôle de Dakar" strengthens the capacity of the UNESCO Regional Office for Education in Africa (BREDA) in statistical analysis and educational planning within the framework of BREDA's mandate to monitor Education for All indicators in Africa.

With support from France and the World Bank, the "Pôle de Dakar" focuses on three main areas: country sector work such as diagnostic assessments, support for national strategy and programming, reinforcing the management of education systems; follow-up of EFA goals in Africa through annual regional reports on the situation of education in Africa; and capacity building in education sector work, notably distance learning and methodological notes.

ASIA and PACIFIC

Community Learning Centres

Community Learning Centres (CLCs) aim to generate grassroots-based interest, participation in literacy and continuing education activities. They serve communities, adults, youth and children of all ages. They act as multi-purpose learning centres, fulfilling local needs. Through literacy training and other education activities, CLCs seek to involve people in all forms of learning as a vehicle for acquiring information, knowledge and skills essential for human development.

With support from the Government of Japan, UNESCO's Asia-Pacific Programme of Education for All (APPEAL) has been promoting CLCs and collaborating with 22 countries in the Asia and Pacific region to develop such centres. Countries in other regions, such as Egypt, Morocco and Tanzania, have included CLCs in their LIFE (Literacy Initiative for Empowerment) projects. The United Nations Literacy Decade (2003-2012) also highlights 'community participation' as a key area of action, and encourages the establishment of CLCs.

©Photo Unesco: Yannick Jooris

■ HIV and AIDS: Education is crucial

©Photo UNESCO: Brendan O'Malley

A number of extra-budgetary projects are being carried out with support from UNESCO's partners under the umbrella of EDUCAIDS. This is a UNESCO-led UNAIDS initiative that assists countries in setting up comprehensive, scaled-up education programmes on HIV and AIDS. As an example, "Mitigation of the HIV and AIDS Crisis through Education" was implemented by UNESCO and funded by the OPEC (Organisation of the Petroleum Exporting Countries) Fund for International Development. The project delivers joint OPEC Fund/UNESCO assistance to Afghanistan, Bangladesh, Cambodia, China, Jordan, Kazakhstan, Lao PDR, Lebanon, Syrian Arab Republic, Thailand and Viet Nam, complementing on-going efforts with targeted initiatives and partnerships. These aim to strengthen preventive education through formal and non-formal channels, including schools, communication media and advocacy.

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LATIN AMERICA and CARIBBEAN

■ Assessing the quality of education

The Latin American Laboratory for Assessment of the Quality of Education (LLECE) is a network that was created to support the development and effectiveness of national evaluation systems for quality education. It promotes the measurement and assessment of the quality of education in 17 countries in the region, and produces information on student learning achievement as well as the factors that influence such achievement.

©Photo UNESCO: Gary Masters

With support from the World Bank and the Government of Spain, LLECE is now conducting the Second Regional Comparative and Explanatory Study (SERCE) assisting national teams in their investigation about student learning. One of the priorities of the Regional Project for Education in Latin America and the Caribbean (PRELAC) is precisely to maintain and enhance the modalities for quality and equity evaluation of education in the region.

©Photo UNESCO: Gary Masters

EUROPE

■ "From brain drain to brain gain"

One of UNESCO's objectives in education is to build the capacity of higher education institutions to better meet local needs. Hewlett-Packard provided initial funding for a programme to fight the brain drain phenomenon in South Eastern Europe - Piloting Solutions for Alleviating Brain Drain - which aims to give university laboratories and research centres in the region the means to collaborate with researchers and professionals around the world. This initiative was later replicated in Africa.

©Photo UNESCO: Elizabeta Lazovska

The UNESCO/Hewlett-Packard digital hub in South Eastern Europe and in Africa essentially works to foster an environment for academic excellence and entrepreneurship by launching a "digital diaspora", attracting migrants back to their home countries with incentives, and creating conditions that favour their mobility or reintegration. It offers a means for students tempted by emigrating to stay in contact with leading authorities in their fields, mainly through access to overseas libraries and cooperation with their fellow nationals abroad.

■ Psychological support for students and teachers

Psychological trauma experienced by Chechen children during many years requires immediate and long-term intervention, generating the need for direct psychosocial rehabilitation and training of Chechen professionals, who often lack necessary professional knowledge and skills. To address these issues, the UNESCO Moscow office, with the cooperation of WHO and funding by the United Nations Trust Fund for Human Security, has been implementing the project "Capacity building for integrated psychological, pedagogical and medico-social rehabilitation of school children and educational personnel in the Chechen Republic, (Russian Federation)". The goal is to improve the physical and mental well-being of selected school children and teaching and support staff for their reintegration into the mainstream of the formal education system. This project is one of four components of the UNESCO initiative "Restoration of the Education System in the Chechen Republic, (Russian Federation)".

ARAB STATES

■ Support to Palestinian higher education

Thanks to an initiative of the Saudi Committee for the Relief of the Palestinian People (SCFRPP), UNESCO has been able to provide support to Palestinian higher education. The project "Supporting an Equitable and Efficient Funding Mechanism for Palestinian Higher Education" (September 2005-April 2007) provided short-term emergency aid for the academic year 2005-2006, and developed longer-term cooperation. In particular, the project provided direct grants to 11 Palestinian universities, scholarships to students enrolled in 11 universities and 23 colleges, as well as technical assistance to the Ministry of Education and Higher Education for the

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©Photo USAID: Iraq

implementation of a new financial aid mechanism that ensures equal access to higher education for Palestinian students, efficient use of resources and effective management.

UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC)

The UNESCO-UNEVOC Centre assists Member States in strengthening and upgrading their technical and vocational education and training (TVET) systems. Specific goals include assisting Member States in improving and integrating TVET into their global Education for All efforts, and also promoting the alignment of TVET with the tenets of sustainable development. In its work, UNESCO-UNEVOC gives priority to those with the greatest needs: in developing nations, in economies in transition and those living in a post-conflict situation.
The Government of Germany provides support for UNESCO-UNEVOC by covering a part of its operational costs, and by making a financial contribution to programme activities.

POST CONFLICT and EMERGENCY SITUATIONS

Iraq: an education system in need

A multi-donor trust fund was established in response to the Iraq crisis. UNDP is responsible for the overall management of the trust fund, then passes on funds to other UN agencies to implement projects in their specific areas of expertise. UNESCO is responsible for implementing a number of major education projects, including:

- training of trainers in teacher education for sustained quality education, in particular the organization of master training workshops and training content development;
- literacy and life skills development;
- distance learning (e.g. the establishment of educational TV channels to produce and broadcast educational programmes via satellite for refugees and internally displaced people);
- information and communication technologies (ICT) in education to build sustainable capacity in the Iraqi Ministry of Education for improving teaching and learning;
- Improving the quality and relevance of technical and vocational education and training; and
- develop an education management information system with the Ministry of Education and the Department of Education to support decision-making made in the light of relevant data.

The International Fund for Higher Education in Iraq

The International Fund for Higher Education in Iraq fund was established thanks to a grant from the Qatar Foundation made to UNESCO to cover the most urgent needs for Iraqi higher education institutions. It includes capacity-building through in-service training for university teachers and faculty members (fellowships granted for short-term training in host universities abroad), and provision of engineering equipment and educational materials to universities in close cooperation with the Ministry of Higher Education and Scientific Research in Iraq.

©Photo USAID: Ben Barber

GLOBAL

EDUCAIDS: a global education response to HIV and AIDS

Led by UNESCO, with the collaboration of key stakeholders, EDUCAIDS – the Global Initiative on Education and HIV and AIDS – seeks to support national efforts to combat HIV and AIDS. It does this by assisting governments and other key stakeholders in implementing comprehensive, scaled-up education programmes on HIV and AIDS, and it ensures that the education sector of UNESCO is fully engaged, contributing to national responses to the epidemic. To strengthen national education sector responses to HIV and AIDS in several Member States, activities and projects developed under EDUCAIDS have been supported by UNESCO's bilateral and multilateral donors, as well as by private foundations.

Good education statistics are key

The UNESCO Institute for Statistics (UIS) was established to foster a culture of evidence-based policy, both nationally and internationally, through the collection and use of high-quality, timely data in education, science and technology, culture and communication. For example, without timely and accurate data on education, it is difficult to have a solid basis for planning and policy making.

The work of UIS has attracted significant support from UNESCO's partners. One such example is World Bank support for the World Education Indicator Programme to measure the current state of education in the world. As a joint UIS-OECD (Organisation for Economic Co-operation and Development) collaboration, this programme develops education indicators with national coordinators from 19 middle-income countries that include over 70% of the world's population.

In order to reinforce the capacity of Member States' national statistical information systems for policy formulation, planning, monitoring, evaluation and assessment in education - in particular in the EFA context - the project "Developing national statistical capabilities for the monitoring of Education for All" is being implemented by the UIS in partnership with the European Commission. Another project, "National Education Statistical Information Systems Capacity Building and Analytical Tools for EFA National Planning, Monitoring and Assessment" is being implemented by the UNESCO Bangkok office and UIS, and supported by the Government of Japan.

The Education for All Global Monitoring Report

As the lead UN agency for education, UNESCO's regular programme gives top priority to achieving Education for All by 2015. In support of this effort, eleven bilateral donors provide funding to UNESCO for the Education for All Global Monitoring Report.
Since its first edition, the annual Education for All Global Monitoring Report has become the prime international reference on progress towards six education goals adopted in 2000. The report, prepared by an independent research team, aims to inform and to influence education and aid policy through an authoritative, evidence-based review of progress and a balanced analysis of the most critical challenges facing countries. The publication sets out an ambitious agenda for reform.
To date six reports have been published focusing on: an overall review of progress (2002), gender (2003/4), quality (2005), literacy (2006) and early childhood care and education (2007). The 2008 report provides an in-depth analysis of change since 2000 midway to the 2015 target date for achieving the goals. The 2009 report will focus on the governance and financing of education systems.

Mobilizing scientific knowledge and promoting science policies for sustainable development

UNESCO's natural sciences programme is a laboratory for innovation and a platform for scientific exchange, mobilising scientific knowledge and elaborating policy for sustainable development, the sound management of natural resources and capacity building. It places special emphasis on the basic sciences and energy, disaster preparedness and mitigation, technology and innovation, and on water management. It carries out many of its activities through networks and partnerships.

AFRICA

■ Building ocean information networks in Africa

The Ocean Data and Information Network for Africa – ODINAFRICA – brings together more than 40 marine-related institutions in 25 African countries belonging to UNESCO's Intergovernmental Oceanographic Commission (IOC). It is supported by the Government of Flanders (Belgium).

The purpose of ODINAFRICA is enabling African countries to access ocean data scientific literature available locally and in other data centres. It aims as well at developing skills for preparing and using information products. A related objective is developing infrastructure for archiving, analysing and disseminating the data and information products.

©Photo UNESCO

Today, ODINAFRICA also provides training in these fields for African students.

©Photo UNESCO

Each of the participating institutions has developed a suite of data and information products which can be accessed through the project website <www.odinafrica.org>.

ODINAFRICA is also collaborating with other programmes and institutions to strengthen the African coastal observations network by installing and upgrading tide gauges at several locations in Congo, Djibouti, Ghana, Kenya, Mauritius, Mozambique, Seychelles and Tanzania. Additional installations and upgrades are planned in Cameroon, Côte d'Ivoire, Egypt, Madagascar, Morocco and Senegal.

■ Biodiversity in dryland biosphere reserves in West Africa

Human societies and their interactions with nature are at the centre of this UNESCO Man and the Biosphere (MAB) multi-partner regional programme, which is co-financed by the UN Environment Programme (UNEP) and the Global Environmental Facility (GEF): it focuses on the sustainable use of biodiversity in six dryland biosphere reserves in West Africa.

This programme aims to reduce pressures on nature by proposing alternative economic activities for communities living in the vicinity of the reserves, and by taking advantage of methods proposed by social sciences. Each of the six West African countries participating in the project have proposed one biosphere reserve on their territories: Pendjari (Benin), Mare aux Hippopotames (Burkina Faso), Comoé (Côte d'Ivoire), Boucle du Baoulé

(Mali), "W" Region (Niger) and Niokolo Koba (Senegal). These reserves represent a regional sub-network, which favors the exchange of experiences and ideas. The programme has set itself three main objectives: improving the understanding of the interactions «societies-savannahs» through applied research, conservation and sustainable use of biodiversity as well as building scientific and technical capacities of people and institutions in each biosphere reserve.

ASIA and PACIFIC

Sustainable management of marginal drylands

Drylands are particularly vulnerable to climatic and human pressures, yet they constitute some of the world's largest land reserves in terms of space and natural resources. Their increased productivity, which becomes a necessity in times of population growth, should respect practices that conserve the environment while providing improved and alternative livelihoods for dryland populations.

©Photo SUMAMAD

Many dryland countries belong to the "least developed country" category for which the eradication of poverty and reaching the Millennium Development Goals are a top priority. That is why UNESCO supports scientists in dryland countries to work out solutions for sustainable natural resource management and provides educational material for schools along with policy-relevant information for decision-makers to help minimise land degradation and desertification. The Sustainable Management of Marginal Drylands project (SUMAMAD), supported by the Government of Flanders (Belgium), is an international research project for sustainable management and conservation of marginal drylands in Arab States and Asia.

The project uses a harmonised approach for 9 selected study sites to compare results and share knowledge between countries. Scientists from Belgium, China, Egypt, Islamic Republic of Iran, Jordan, Pakistan, Syrian Arab Republic, Tunisia and Uzbekistan collaborate on this project.

Research for sustaining the environment in China

Ecological Research for Sustaining the Environment in China (ERSEC) is a cooperative project between the German Federal Ministry of Education and Research (BMBF), the UNESCO Office in Beijing and the Ministry of Education of the People's Republic of China. The main aims of the project are to strengthen the impact of research results on policy making in China, and further develop cooperation on various Sino-German initiatives concerning sustainability and environmental protection.

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While ERSEC does not carry out research itself, it acts as an umbrella project for bilateral environmental research initiatives. It provides experts with a platform for interdisciplinary exchange with other scientists and institutional bodies. Through these exchanges, ERSEC seeks to encourage more scientists to become involved in ecological studies and to ensure that research results will play a role in decision-making in China.

LATIN AMERICA and CARIBBEAN

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FRIEND-Nile for better river basin management

The FRIEND/Nile (FN) project, funded by the Government of Flanders (Belgium), aims at improving international river basin management of the Nile through improved scientific cooperation among Nile countries for improving water resources management and regional scale analysis of hydrological regimes.
It is a good model for South-North and South-South cooperation since it serves as a platform for exchanging experience and hydrological knowledge between researchers and scientists in the Nile countries and the Flemish community. The project enhances institutional and technical capacities among the implementing institutes and research teams by providing new tools, technologies, methodologies and software.

■ Supporting sustainable development in the semi-arid zone of Brazil

In the framework of a World Bank loan, UNESCO has worked closely with the Ministry of National Integration on a project aiming to increase the supply of good quality drinking water and promote sustainable development by supporting the co-ordination and management of a sub programme for the sustainable development of water resources in the semi arid zone of Brazil. Actions include education campaigns targeted at water users, support for the management of sustainable water supply systems for rural communities, and support for the decentralization of the administration, operation and maintenance of simplified water supply systems for small communities.

SOUTH EASTERN EUROPE

■ Regional training for the Adriatic-Ionian basin

To improve sustainable development conditions in the Balkans region, there has to be environmental education programmes designed to support capacity building in environmental management based on a regional approach.

The regional training project for the Adriatic-Ionian basin, called Environmental Education for Sustainable Development

©Photo World Bank: Thomas Sennett

(EESD), aims to develop, test, validate and disseminate new education methods, in particular face-to-face and distance teaching modules, as well as intensive field work, using, for example, UNESCO's Man and the Biosphere (MAB) network of biosphere reserves and the World Heritage sites in South Eastern Europe. The training is conducted by experienced practitioners working in environmental programmes.

The EESD project, which is supported by the Italian Ministry of Foreign affairs, is carried out within the framework of the Stability Pact for South Eastern Europe, in partnership with the University of Sarajevo Bologna University, and the Instituto per l'Europa Centro-Orientale e Balcanica (IECOB) in Forli.

ARAB STATES

■ Avicenna Virtual Campus Network

The Avicenna Virtual Campus Network has become a model for quality online teacher training and education for students. It uses information and communication technologies to provide training and education, and to share skills, resources and research results among universities. Coordinated by UNESCO and funded by the European Commission through its Euro-Mediterranean (EUMEDIS) programme, the Avicenna network, launched in November 2002 to alleviate the digital divide in higher education around the Mediterranean basin, is now self-sustaining.

©Photo UNESCO: Gattoni, Francisco

One of the reasons for the project's success is its five-pillar framework: organization, education, technology, legal issues (intellectual property and copyright) and quality control. Specific project achievements include:

- Establishment of 14 Avicenna e-learning centres in 14 countries in the Mediterranean region (Algeria, Cyprus, Egypt, France, Italy, Jordan, Lebanon, Malta, Morocco, Palestine, Spain, Syrian Arab Republic, Tunisia, Turkey) and one in the United Kingdom;
- Creation of an Avicenna Virtual Library shared by the network's partners;
- Implementation of an online quality control system;
- Training of 981 teachers and tutors in online course production methodology;
- Production of 206 online learning modules (20 hours each);
- Enrolment of 140,416 students;
- Organization of 80 seminars;
- Production of 6 films;
- Participation of 1,500 blind students in online courses especially adapted to their needs.

NATURAL DISASTERS and EMERGENCY SITUATIONS

■ Tsunami early warning systems

This multi-partner, multi-donor initiative was launched in January 2005 in order to mobilise efforts and resources for establishing a Tsunami early warning system for the Indian Ocean region. It is coordinated by the United Nations Inter-Agency Secretariat of the International Strategy for Disaster Reduction (ISDR). UNESCO's Intergovernmental Oceanographic Commission (IOC), which is the lead UN agency for establishing the Indian Ocean Tsunami Warning and Mitigation System (IOTWS), mobilised national and regional support for the system's implementation as well as provided its governance structure while coordinating technical expertise and training across the region.

The project's two main components are warning system development and preparedness. The project promotes a "people-centred early warning system", emphasising: (i) risk knowledge, that is prior knowledge of the risks faced by communities; (ii) monitoring and warning service; (iii) communication and dissemination of understandable warnings to those at risk; and (iv) response capability and preparedness to act.

©Photo UNESCO: Torben Brandt

Activities carried out by UNESCO for this project include:

- Two international coordination meetings for development of a Tsunami Warning and Mitigation System in the Indian Ocean held in France and in Mauritius;
- Training courses and support for establishing National Tsunami Assessment, Mitigation and Warning Systems;
- Distribution of pamphlets to promote awareness and preparedness;
- Support for national awareness and preparedness activities, in particular through an information kit;
- Establishment of the operational core of the Global Sea Level Observing System (GLOSS).

Earthquake rehabilitation in Indonesia

Nias Island in North Sumatra Province, Indonesia, suffered substantial damage and loss of life in the aftermath of the tsunami in December 2004 and the earthquake that struck in March 2005. These natural disasters prompted an unprecedented relief effort. International organizations forged partnerships with local governments to help the survivors, and to support the sustainable development of the island while protecting its valuable cultural heritage which offers a rich combination of cultural landscapes, traditional settlements, remarkable architecture and distinctive handicrafts.

©Photo UNESCO: Arya Gunawan

Within the framework of the UN Joint Programme, and as part of the UNDP Aceh-Nias Emergency Response and Transitional Recovery (ERTR) Programme, UNESCO launched a pilot project for the development of cultural tourism in Nias which will also protect the island's cultural heritage and support its sustainable development. Its main activities are focused on establishing a community data forum for cultural heritage in Bawomataluo; conducting traditional handicrafts training on wood and stone carving, nipah weaving and gold or silver work; and cultural resources mapping exercises. Cultural heritage classes were held in schools. On-site interpreters and guides were trained. This work is carried out in cooperation with the Spanish Agency for International Cooperation (AECI).

©Photo UNESCO: Evan Schneider

> «I am delighted to see the role of women in science highlighted, particularly in the life sciences. The commitment of a large corporation like L'Oréal alongside an organization like UNESCO is a perfect example of the partnerships we can forge with the private sector. A cooperative venture like this leads to progress not only in science but also in society.»
>
> **Koïchiro Matsuura,**
> **Director-General of UNESCO**

GLOBAL

For women in science

UNESCO's cooperation with L'Oréal began in 1998. Since then, it has evolved to become one of the Organization's strongest partnerships. The overall objective of this alliance is to promote women in scientific research, and to contribute to international cooperation and cross-cultural networks for women in science. This partnership has three main components:

- The L'Oréal-UNESCO Award for Women in Science is the founding act of the programme. Every year, it singles out 5 remarkable female scientists from the five continents.
- The International UNESCO-L'Oréal fellowships are granted annually to 15 promising women scientists to encourage their research.
- National initiatives, such as national fellowship programmes, are put in place by L'Oréal subsidiaries with the support of the National Commissions for UNESCO. Their main purpose is to anchor the Women in Science programme in countries around the world.

Intercultural exchange among young people

Mondialogo is the public-private Daimler/UNESCO partnership funded by Daimler-Chrysler to promote intercultural dialogue, exchange and understanding among young people around the world. The Mondialogo initiative is based on three distinct action-oriented pillars:

- the Mondialogo Engineering Award for young engineering students and engineers;
- the Mondialogo School Contest for students between 14 and 18 years of age;
- a dedicated interactive Internet Portal <www.mondialogo.org> to serve as a platform for Mondialogo and to support the various project activities.

Over the past four years, this strategic public-private partnership has been highly successful in involving young people and in attracting the attention of policymakers and leaders worldwide. In addition, Mondialogo has garnered several international prizes and awards honoring its innovative approach and overall contribution, including the "International Business Award 2007" as "Best Corporate Social Responsibility Programme in Europe".

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Self-driven capacity building in marine sciences

Since December 2005, the Swedish International Development Cooperation Agency (Sida) has been granting financial support to UNESCO's Intergovernmental Oceanographic Commission (IOC) for the project "Empowering developing countries to sustainably use their coastal resources: self-driven capacity-building". With its focus on self-driven scientific and technical capacity-building, the project seeks to reduce long-term dependence of developing countries on aid. The Swedish contribution covers the implementation of the first two project phases, which aim at strengthening scientific, legal and institutional structures and raising awareness of decision makers.

During the first project year of this three-year programme, a number of advanced leadership workshops were conducted. These brought together nearly 80 participants from over 60 institutes based in 23 countries. The first impacts of these workshops are becoming noticeable through the change process that is taking place in most of the institutions that participated. More workshops have been planned to ensure sustainability.

The World Water Assessment Programme (WWAP)

As a UN initiative hosted by UNESCO, the World Water Assessment Programme (WWAP) seeks to develop the tools and skills needed to achieve a better understanding of basic processes, management practices and policies that will help improve the supply and quality of global freshwater resources. The programme assesses the state of the world's freshwater resources and ecosystems; identifies critical issues and problems; develops indicators and measures progress towards achieving sustainable use of water resources; and helps countries develop their own assessment capacity. It also publishes the World Water Development Report at regular intervals; the second edition was distributed in 2006 at the Fourth World Water Forum in Mexico. WWAP has been essentially funded through voluntary contributions, notably by Japan, but also by other UNESCO donors. The programme is moving to Perugia (Italy) thanks to the financial support of the Italian Ministry for the Environment, Land and Sea.

Addressing emerging ethical and social challenges

Social and Human Sciences

Think tank, standard-setter, catalyst for cooperation: UNESCO's Social and Human Sciences Programme is all of those things. It aims to advance knowledge, standards and intellectual cooperation in order to facilitate social transformations that are conducive to the universal values of justice, freedom and human dignity. Its work also addresses issues of ethics and poverty, conflict and peace, providing food for thought and thought for action.

AFRICA

■ Human rights and education for girls and women in Niger

This project's main focus is on promoting human rights and education as well as reducing poverty for girls and women in Niger. Financed by the governments of Andorra, Cyprus, Luxembourg and Monaco, on the initiative of the Princess of Hanover and San Marino, it represents an example of UNESCO's multi-donor fund-in-trust projects.

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The project was developed as part of UNESCO's contribution to the World Education Forum, held in Dakar in 2000. By the time it is completed, it will have benefited approximately 2,500 people from seven villages, a majority of whom are girls and women. The five donor countries have expressed their wish to continue funding the project, focusing, notably, on human rights and education to fight poverty in Niger, and providing support to literacy programmes for women and to income generating activities to help them become more autonomous.

ARAB STATES

■ Palestinian Women's Research and Documentation Centre

The Palestinian Women's Research and Documentation Centre (PWRDC) was established by UNESCO in collaboration with the Palestinian Ministry of Women's Affairs, and was inaugurated in January 2006. This special project of the Social and Human Sciences Sector aims to promote gender equality and women's empowerment in the Palestinian Territories. The Centre serves as an observatory and information clearing house, while advancing research and advocacy on social policy and human rights, and contributing to the development of social policy in favour of Palestinian women.

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Since it was established, the Centre has held several training courses and workshops. It has, as well, commissioned and published research. In addition, the Centre will soon start working on monitoring progress

on gender equity/equality and Palestinian women's empowerment through the development of a data bank with Palestinian gender indicators. Further publications and research activities, as well as training and workshops, are planned for 2008.

A two-year project funded by Norway has been supporting the Centre's financial and institutional sustainability, as well as its work to advance women's issues in the Palestinian Territories.

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Youth participation in public life in Lebanon

This joint-programme addresses a variety of youth issues in Lebanon, with particular emphasis on the empowerment and participation of young people in public life. It provides support for the development and adoption of a National Youth Policy, and encourages the involvement of youth in reform efforts to increase the effectiveness and responsiveness of government. The programme also supports data collection and analysis on the situation and conditions of young people in Lebanon.

The programme derives from the work of the United Nations Country Team (UNCT) Task Force on Youth, which is composed of the four UN agencies in Lebanon that address adolescence and youth issues (UNICEF, UNDP, UNESCO and ILO). UNESCO has been designated as the lead agency for the implementation of the programme, which is jointly funded by the other UN agencies.

This initiative is the largest in terms of the number of agencies participating from the UN Country Team, and promises to be an interesting learning experience that may be helpful in designing future joint-programme initiatives in Lebanon.

ASIA and PACIFIC

Promoting social sustainability in a historical district of Seoul

UNESCO has been working in partnership with a South Korean architecture, urban design and publications firm called Space Group on a project to enhance cultural heritage and preserve historical city districts while promoting the quality and sustainability of local urban development.

Recently a set of activities was launched with the following objectives:

- enhancing international comparative research,
- promoting linkages between research outcomes and policy makers at municipal level, and

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- disseminating at international level and during training workshops research results and good practices for better urban policies in historical districts.

Activities include the production of the guide "Historic Districts for All" and its publication in various languages, the organization of training sessions and of an international student competition. The overall objective is the creation of a UNESCO Chair on "Social and human approaches to historical districts" in the Republic of Korea.

LATIN AMERICA and THE CARIBBEAN

■ Prevention of youth violence in Central America

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In 2005, in the Declaration of Tegucigalpa, the heads of state of El Salvador, Honduras, Guatemala and Nicaragua made a request for technical assistance in addressing youth violence. In response, the Director-General of UNESCO established the Intersectoral Working Group for the Prevention of Youth Violence in Central America to deal with the multi-dimensional causes of youth violence.

With support from Japan, UNESCO started to tackle youth violence issues in Central America using a wide, multi-disciplinary approach that focused on direct and primary intervention with youth at risk and adults dealing with youth. At the national level, projects have been established in El Salvador, Nicaragua, and Guatemala, and another has been recently launched in Honduras.

These projects include integrated activities with and for youth at risk, addressing causes of violence in schools, for example, or in communities and families. There have been workshops dealing with sports, theatre and music, as well as massive communication campaigns (designed by young people) and TV broadcasts. Some of the projects also offer capacity-building support for designing and realising micro-enterprise initiatives.

For adults working with youth, a two-year capacity-building programme has been conceived for teachers and counselors who deal with youths at risk of joining gangs, or *maras*. In addition, awareness raising workshops for journalists and media that deal with youth issues have been held, and best practices, including for "Open Schools", have been identified and disseminated.

POST-CONFLICT and EMERGENCY SITUATIONS

■ Culture of peace and good citizenship in Western Africa

Drawing on UNESCO's experience and work in human rights and peace building, and its leading role in promoting quality education at all levels, the African Development Bank has

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provided grant support for a joint UNESCO-Economic Commission of West African States (ECOWAS) pilot project to promote peace in the ECOWAS member countries. This work involves education for human rights and culture of peace, good citizenship, democracy, intercultural understanding, and regional integration in West African countries.

The specific objective of the project is to strengthen the institutional capacities of

ECOWAS and civil society in countries affected by conflict, and to improve coordination, management and implementation of conflict prevention measures, as well as support the development of good governance. So far, training and awareness raising activities have been carried out in Guinea, Guinea Bissau, Liberia, Sierra Leone and Togo.

GLOBAL

■ Young people, HIV and AIDS, and human rights

The Youth Initiative on HIV and AIDS and Human Rights was launched by UNESCO in partnership with the Joint United Nations Programme on HIV and AIDS (UNAIDS), which is the main funding source for the project. UNESCO is one of the ten co-sponsors of UNAIDS.

The purpose of the project is to empower youth and student associations to take initiatives on HIV and AIDS and human rights in their communities. It also supports the development of education, information and advocacy tools on these issues in cooperation with young people and their organizations. Within the framework of the Initiative, a joint UNESCO/UNAIDS toolkit was published: HIV & AIDS and Human Rights, Young People in Action. The toolkit has been used in sub regional youth-led training workshops on HIV and AIDS and human rights conducted in Africa, Asia, the Pacific, the Middle East, and Latin America. A recent development under the Initiative is a regional youth network for Burundi, Rwanda, and Democratic Republic of Congo: ROADSIGN, which was established in 2007.

Eliminating doping in sport

In 2005, the UNESCO General Conference adopted the International Convention against Doping in Sport. As part of this broad effort to eliminate doping, a specific fund was established. Its objective is to finance anti-doping education projects in different countries, with a particular focus on young people, and to assist governments in developing and implementing effective anti-doping programmes.

In 2007, UNESCO organized a series of anti-doping activities at international youth tennis tournaments in Paris, Beijing and Washington, DC. Other activities have included the preparation of anti-doping education materials for the South Pacific Games held in Samoa in 2007, and organizing education programmes at major sports events in partnership with European athletic associations.

Voluntary contributions from various funding sources provide essential support for UNESCO's work in the field of anti-doping. For example, Australia, Canada, Denmark, Finland, Iceland, Japan, New Zealand, Norway and Sweden provided funding to make the Convention a reality. Further funding is required to strengthen and expand UNESCO's anti-doping activities, particularly for education and capacity building.

Promoting cultural diversity and intercultural dialogue

UNESCO's main aims in the cultural field are to ensure universal recognition of the urgent need to protect and promote the world's cultural diversity and foster intercultural dialogue, with the hope that this will contribute to the building of peace. UNESCO's action in culture is firmly anchored in its standard setting mandate, which not only is supported by financial contributions received in several multi-donor funds, but also translated into concrete results through operational projects financed with extra-budgetary resources.

AFRICA

■ Safeguarding languages and oral traditions in sub-Saharan Africa

The Government of Norway has been funding a capacity-building project for safeguarding languages and oral traditions in sub-Saharan Africa. Being aware of the diversity of African languages and the urgent need for safeguarding those in danger of disappearing, UNESCO held two expert meetings in cooperation with the African Academy of Languages (ACALAN) - in Bamako and Addis Ababa. They brought together specialists from African universities and research institutions and provided a forum for discussion concerning the framework of research and fieldwork, and language policies in Africa. Participants shared their concrete experiences, examples and lessons learnt in safeguarding language. The recommendations adopted at the meetings called for, among others, greater political will and support from decision makers in African countries and strengthened cooperation among universities.

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■ Conservation of Congo Basin World Heritage sites

The Democratic Republic of the Congo (DRC) is one of the most biologically rich nations on earth. The country also harbours the major part of the Congo Basin forest, which is the world's second largest forest after the Amazon. Five of its protected areas have been designated as UNESCO World Heritage sites. As a result of the conflicts which have destabilised the entire Great Lakes region, all sites are currently also inscribed on the List of World Heritage in Danger. In an effort to safeguard their outstanding universal value, a four-year programme was launched to ensure the conversation of the

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Main UNESCO Conventions and Global Funds in the field of Culture:

- International Fund for Cultural Diversity
- World Heritage Fund
- Fund for the Safeguarding of the Intangible Cultural Heritage

Several global funds have been established under the UNESCO Conventions in culture to facilitate the implementation of these legal instruments. The funds receive income and donations in accordance with the guidelines agreed upon by State Parties of the relevant convention. The resources of the funds generally consist of compulsory and voluntary contributions made by the State Parties, as well as by private donors.

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sites in a context of conflict. The UNESCO World Heritage Centre, together with the DRC's administration for protected areas, the ICCN (Congolese Institute for the Conservation of Nature) and a number of international NGOs all collaborated in this project, with financial support from the Federal Government of Belgium, Italy and the United Nations Foundation (UNF).

The first phase of the project focused on maintaining conservation efforts. As peace and stability slowly returned, an international conference was held, at which the DRC Transition Government expressed its commitment to the rehabilitation of the sites, and the donor community - including Belgium, Italy and UNF - pledged financial support for the second phase of the project.

ASIA and PACIFIC

Preservation of Angkor in Cambodia

After the Paris Peace Agreements concluded in 1991, the site of Angkor was inscribed on the World Heritage List and the World Heritage in Danger List in December 1992. Following the Tokyo Declaration adopted in 1993, the International Co-ordinating Committee for the Safeguarding and Development of the Historic Site of Angkor (ICC) was created. It assists the Authorities for the Protection and Management of Angkor and the Region of Siem Reap (APSARA) and co-ordinates international efforts in this area. ICC is co-chaired by France and Japan. UNESCO ensures its Secretariat.

After a decade of the successful UNESCO-led international Safeguarding of Angkor programme, the site was finally removed from the World Heritage in Danger List in July 2004. In particular, Japan has been supporting three phases of a large-scale conservation project for "the Bayon Temple of Angkor Thom". Current activities, which will end in 2010, focus on the restoration of the Southern Library, conservation of the bas-reliefs and stabilisation of the central tower.

Italy has provided assistance to APSARA in reinforcing management and operational capacities required to tackle the complex problems facing the Temple of Angkor Wat. The project priorities are research, conservation and restoration work on the site, and training local experts. The results of the project will be included in the Recommendations and Guidelines for the Conservation and Safeguarding of the Site of Angkor, which is being elaborated in cooperation with International Council on Monuments and Sites (ICOMOS).

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Invaluable Intangible Cultural Heritage in the Pacific

The Proclamations of Masterpieces of the Oral and Intangible Heritage of Humanity (2001, 2003 and 2005) were the instruments for safeguarding the intangible cultural heritage before the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage, which was adopted in 2003, became operational. These proclamations resulted in a list of some 90 outstanding examples

The United Nations Foundation

The United Nations Foundation (UNF) was created in 1998 with a gift from entrepreneur Ted Turner to support UN causes and activities. The Foundation builds public-private partnerships to address the world's most pressing problems. An overall framework agreement was signed in 1998 between UNF and United Nations Fund for International Partnership (UNFIP), which is a fund designed to receive grants exclusively from UNF in order to achieve the goals and objectives of the Charter of the United Nations.

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of the world's intangible cultural heritage.

Assistance provided by Japan in favour of the "National Action Plan for the Safeguarding of Vanuatu Sand Drawing" and the "National Action Plan for the Safeguarding of Lakalaka, Sung Speeches with Choreographed Movements (Tonga)" is having a particularly strong impact in the Pacific region. The projects are supporting activities such as establishing a database, publishing promotional materials and organizing festivals, with a view to ensuring the transmission of intangible cultural heritage to younger generations.

■ Conservation of Shalamar Gardens in Lahore, Pakistan

The Getty Foundation supports diverse projects in the areas of heritage preservation and visual arts promotion. In partnership with the UNESCO Office in Islamabad and the Government of Punjab in Pakistan, it is contributing to the rehabilitation of the Shalamar Gardens in Lahore, an endangered World Heritage site since 2007. This two-year project targets urgent conservation work at the Eastern and Western Gateways of the Shahi Hamman of the Shalamar Garderns, which are masterpieces of the brilliant Mughal civilisations, and supports the training of government personnel in cultural heritage conservation and management.

LATIN AMERICA and CARIBBEAN

■ Action plan for the Qhapaq Nan (Main Andean Road)

Argentina, Bolivia, Chile, Colombia, Ecuador and Peru share a common cultural heritage of outstanding value: the Qhapaq Ñan, or the Main Andean Road, which was the backbone of the Inca Empire's political and economic power. The whole network of roads, totalling over 23,000 km, connected various production, administrative and ceremonial centres constructed during more than 2,000 years of pre-Inca Andean culture. The Incas of Cuzco developed this unique infrastructure with a unitary character in less than a century, making it functionally coherent and establishing additional centres for commerce, exchange, production and worship. The Road also expressed these peoples' harmonious relationship with as well as their adaptation to, the complex Andean natural setting. Today, the cultural landscapes of Qhapaq Ñan form an exceptional setting through which living Andean cultures continue to convey a universal message: the human ability to turn one of the harshest geographical contexts of the South American continent into a lively environment.

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Thanks to contributions from the Spanish Ministry of Culture and the Inter-American Development Bank, UNESCO has been working to prepare a single nomination of Qhapaq Ñan for inscription on the World Heritage List. The Organization has been elaborating an action plan for identifying archaeological and cultural heritage sites.

EUROPE

■ Restoration and conservation of monuments in Tirana, Albania

The reinforcement of the Institute for Cultural Monuments in Albania and the creation of a Centre for Restoration and Conservation

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of Monuments in Tirana are inscribed in UNESCO's Action Plan for South Eastern Europe. Supported by the Italian Government, this effort focuses on meeting the urgent needs of the Albanian administration in charge of protecting monuments and movable cultural properties. The project assists the Institutes of Monuments and Archaeology in digitalising their collections, managing projects and databases, and in preventive conservation work. The Centre will provide two 18-month training courses in various areas of cultural heritage preservation, such as the restoration of historic architecture and the conservation and preservation of frescos, mosaics, stucco, stone and wooden artifacts. Twenty technicians/specialists employed in the Albanian Ministry of Culture or in its specialised institutes attended the first training session held in 2007.

Preservation of Cultural Heritage in Kosovo

In May 2005 UNESCO organized the International Donors' Conference in order to facilitate international cooperation for rehabilitating historic monuments and sites in Kosovo. Albania, the Czech Republic, France, Germany, Greece, Hungary, Italy, Turkey and the US responded to the appeal, and provided substantial contributions for the restoration of some 15 monuments in Kosovo, including Byzantine/Serbian Orthodox, Islamic/Ottoman and vernacular monuments and sites. An International Experts Committee on the Rehabilitation and Safeguarding of the Cultural Heritage in Kosovo has been established to monitor the implementation of the restoration projects.

The frozen tombs of the Altai Mountains

The Frozen Tombs of the remote Altai Mountains are an outstanding cultural discovery of the lost Scythian civilisation that flourished in the first millennium BC. About 700 frozen tombs have been identified scattered all over the Altai Mountains, reaching across Russian Federation, Kazakhstan, Mongolia and China. The Russian part of the mountains (Golden Mountains of Altai) is inscribed on the UNESCO World Heritage List. Some of these tombs are situated in a permafrost zone that enables their contents to be perfectly conserved, including sacrificed horses, artefacts and utensils made of wood, leather, metal and gold. Due to climate change, the permafrost is gradually disappearing, and threatening the loss of the remaining tombs.

Space technologies and satellite images are being used by the University of Ghent to assist with the mapping, inventory and conservation of these tombs, which is expected to lead to a better understanding of how climate change is affecting permafrost zones. The project is supported by the Government of Flanders (Belgium), Russian conservation authorities and archaeologists, the Jet Propulsion Laboratory (JPL), the University of Ghent and the University of the Russian Academy of Sciences.

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ARAB STATES

Restoration of the Al Askari Shrine in Samara City, Iraq

The Restoration of the Al Askari Shrine in Samara City, Iraq, is financed through the UNDG Iraq Recovery and Reconstruction Trust Fund, which aims to contribute to the peace and consensus building process and restoration of security in the country. Support is

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being provided mostly by the European Commission and the Iraqi government.

As the Samara Shrine is of particular importance for Shiite and Sunni populations, it offers a unique opportunity to contribute to national reconciliation. An integrated area based recovery programme has been launched for rebuilding the shrine, which was nominated for the World Heritage List and destroyed in 2006. Under the guidance of UNESCO and the supervision of trained Iraqi specialists, urgent work to preserve the site has been carried out. During the second phase of the project, the site will be prepared for restoration.

Protection of the Iraqi Cultural Heritage

This four-year programme has helped to provide emergency assistance for safeguarding Iraq's cultural heritage. Financed by the UNDG Iraq Recovery and Reconstruction Trust Fund, UNESCO implemented several emergency measures and capacity building activities through the programme in order to fight the illicit trafficking of cultural property and looting of archaeological sites and historic buildings, and to support the rehabilitation of cultural organizations such as the National Library, the Children's Museum, and the Music Institute in Baghdad. In addition, training was given in museum development and the use of geographical information systems and geographical positioning systems for assessing and protecting archaeological sites. These activities were carried out in cooperation with international organizations such as INTERPOL, ICOM, and the World Monuments Fund. UNESCO also provided the State Board of Antiquities and Heritage (SBAH) with technical expertise for the review of national cultural policies and strategies.

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POST-CONFLICT and EMERGENCY SITUATIONS

Safeguarding the Old City of Jerusalem

Cultural heritage preservation, together with the improvement of the social and urban environment, is crucial for maintaining the universal value of the Old City of Jerusalem. The project "Safeguarding of the Old City of Jerusalem", which is supported by Italy, has developed a priorities map for the conservation of historic monuments and sites. Its purpose is to identify all the historic monuments and sites of the Old City, their state of conservation and typology. Based on the results of the mapping exercise, a number of conservation and restoration project sheets were elaborated to allow the implementation of cultural activities by strengthening existing cultural institutes and supporting creative activities for the youth.

Within this framework, the Spanish government has sponsored a

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joint project of the UNESCO World Heritage Centre, the Ecole d'Architecture d'Avignon and the College of Technical Architects of Barcelona for the creation of a manual on best practices for heritage professionals and artisans involved in the rehabilitation of the Old City of Jerusalem.

In addition, a project, financed by the European Commission and the Kingdom of Saudi Arabia, is supporting the development of a Jerusalem-based technical training institute to build local capacities in the architectural preservation of cultural heritage. The target groups are young architects, engineers, contractors and crafts people in Jerusalem and nearby localities, while the final beneficiaries will be the residents, users and visitors to Jerusalem. UNESCO is the coordinator of the project in partnership with the Welfare Association, active in architectural rehabilitation in the Old City since 1994.

Maintenance of World Heritage sites affected by conflict in Lebanon

Following UNESCO's technical assessment mission of 2006 on the maintenance of World Heritage sites in Lebanon affected by conflict, a project for maintaining these sites was prepared and approved in June 2007 under the UN Lebanon Recovery Fund. The project essentially aims to provide training in digital documentation of the sites, and to support institutional capacity building in cultural heritage preservation for the Ministry of Culture and specialised universities. The expected outcome of the digital documentation exercise is to produce a detailed map of cultural resources and World Heritage sites, which will be used for better heritage management, including risk preparedness.

GLOBAL

A Global Alliance for culture and creativity

UNESCO's Global Alliance for Cultural Diversity seeks to forge partnerships with a wide range of public authorities, civil society organizations and private businesses. The Alliance works to foster creative industries in developing countries by encouraging knowledge-sharing, capacity-building, good practice and mentoring among its members. Funded on a voluntary basis, it is a flexible mechanism for international cooperation.

One such project aims to provide quality television programming for children in Palestine, in cooperation with Sesame Workshop, the US non-profit organization behind the renowned television series Sesame Street. The local version of the series, called Shara'a Simsim, was developed in partnership with Al Quads University's Institute of Modern Media. Funding for the programme is provided by Al Habtoor Engineering, Al Hikma Pharmaceuticals, the Canadian government, the Dutch Ministry of Foreign Affairs, the Spanish Agency for International Co-operation, the Ford Foundation and UNESCO.

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Building inclusive knowledge societies through information and communication

Communication and Information

UNESCO's Communication and Information programme strives to promote the free flow of ideas by word and image, to ensure a wider and better-balanced dissemination of all forms of information, and to bridge the digital divide. It is hoped that these efforts will contribute to the advancement and sustainable development of societies, and overcome obstacles to freedom of expression. Traditional media and the new electronic media play an essential role here, as do partnerships.

AFRICA

■ Scaling-up Community Multimedia Centres in Africa

During the first phase of the World Summit on the Information Society in 2003 (Geneva), UNESCO and the Swiss Agency for Development and Cooperation launched the Community Multimedia Centres (CMC) Scale-up Initiative for Africa. Supported by the presidents of Mali, Mozambique and Senegal and funded by the Swiss Government, the project is being implemented in cooperation with a wide range of stakeholders from the public and private sectors.

©Photo UNESCO: Sergio Santimano

By taking the successful CMC pilots to scale across the three countries, they expect to increase their impact and long-term sustainability. This means developing a dynamic national CMC network and creating a critical mass of CMCs in each country, expanding their geographic coverage and reaching more people, especially in remote areas.

To date, 64 CMCs and two national resource centres have been established. In each of the three countries, the projects have helped to integrate the CMC model into national information and communication technology (ICT) policies and programmes. The projects have trained 950 community volunteers, staff and local leaders, and set up and/or reinforced national resource centres and networks in the three countries.

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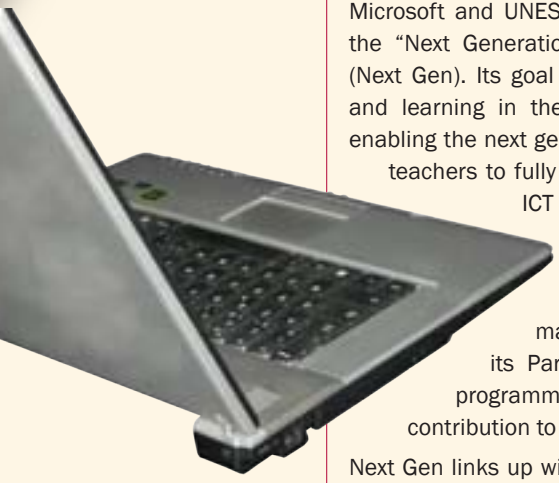
ASIA and PACIFIC

■ Promoting education through ICTs

UNESCO and Microsoft have signed a Global Agreement to work together on projects that use information and communication technologies (ICTs) to promote education and improve social and economic development worldwide.



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The Next Generation of Teachers

Microsoft and UNESCO have also launched the "Next Generation of Teachers Project" (Next Gen). Its goal is to enhance teaching and learning in the Asia-Pacific region by enabling the next generation of post-primary teachers to fully benefit from the use of ICT in their work. Microsoft was the first key player to pledge support that went beyond sharing materials and know-how: its Partners in Learning (PiL) programme made a major financial contribution to the Next Gen initiative.

Next Gen links up with networks which have already been created and builds on the achievements of this and other projects, such as the "Training and Professional Development of Teachers and Other Facilitators for Effective Use of ICTs in Improving Teaching and Learning" project, funded by Japan. The intention is to make Next Gen a growing partnership that will include all major organizations active in the professional development of teachers and which are concerned with the integration of ICTs in teacher training. To enable as many Member States as possible in the region to participate, the project is also supported by Cisco Systems.

LATIN AMERICA and CARIBBEAN

■ E-government for three World Heritage cities

The Information for All Programme (IFAP) is the only intergovernmental programme exclusively dedicated to promoting universal access to information and knowledge for development. UNESCO seeks through it to encourage the community's participation by providing citizens with better access to public information, promote freedom of expression, and increase transparency in government systems and processes.

With funds provided by the Spanish Ministry of Public Administrations, an IFAP project involving three World Heritage cities - Cartagena, Quito, and Cuzco – is currently underway. This project aims to universalize the use of information and communication technologies (ICTs) in services provided by the municipalities to their citizens through an online integrated system. Project activities include implementing, configuring, and equipping public information access points in the three cities as well as holding training workshops on e-government, world heritage, and ICTs. More generally, the project aims to strengthen accountability and economic transparency, as well as raise awareness of the value of the three cities' cultural heritage. It should benefit to local government, non-governmental organizations and institutions, journalists, communication students, media and information networks, youths, and civil society.

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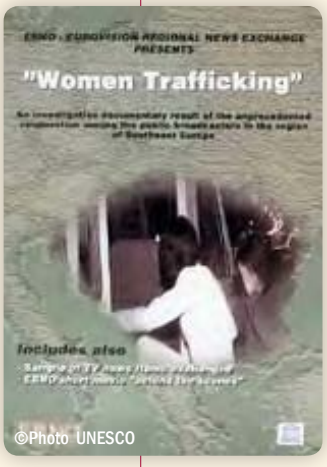
SOUTH EASTERN EUROPE

■ Exchanging television news

The European Commission (EC) is providing financial support to establish a regional TV news exchange service in South Eastern Europe (SEE). Called ERNO, this three-year project links broadcast stations together into a network and provides a platform for

exchanging news via satellite and the Internet. ERNO is also developing co-productions and staff exchanges among the participating broadcasters, which is helping to build personal relations and create links among media professionals in the SEE, including journalists, editors and cameramen.

The general goal of this project is to improve the professionalism of TV news staff and the quality of broadcasts by facilitating the exchange of information. The overall objective is to strengthen reintegration and reconciliation in SEE through improved media content on regional news. The news exchange project has already become one of the most important tools for improving cooperation, integration, democracy and peace in SEE.



So far, 12 public service broadcast stations have successfully established a news exchange service. In 2006, the ERNO network produced 1,250 news items and some 1,000 DVDs. While some differences in quality still exist between producers, the overall quality of the offered news items is in accordance with prevailing European Broadcasting Union (EBU) standards. Today, ERNO faces the challenge of ensuring its further development and sustainability, which will largely depend on its ability to produce and disseminate awareness raising programmes.

Space for Science

Availability of a high performance information network is essential for strengthening research and development in the South East Europe (SEE) region and for facilitating the integration of countries from this region into a pan-European scientific network. The main objective of the Space for Science project is to provide scientific information and services to SEE research and academic institutions, and to build cooperation with their peers in Western Europe.

The project main focus is on the use of satellite technologies. It is funded by the European Space Agency (ESA). The industrial consortium for the project is led by Alcatel Space. Space for Science is the result of the convergence and implementation in South East Europe of the UNESCO's initiative for the reconstruction of scientific and technical cooperation in this region, and the MediaSpace project of the European Space Agency, which aims to develop a two-way satellite service platform for research and higher education.

ARAB STATES

ICTs for capacity-building in higher education in Libyan Arab Jamahiriya

Designed by UNESCO, this project helps the Libyan General People's Committee for Higher Education to improve higher education through the use of information and communication technologies. It is entirely funded by the Libyan Government and will last for five years.

The project is based on the belief that ICTs can play a major role in achieving educational goals. Since these technologies provide greater flexibility and new educational platforms, they can facilitate interactivity for learners and connectivity to people and learning resources in different parts of the world.

The main goal is to provide all Libyan university campuses with local area networks (LAN) and interconnecting them to create a national area network (WAN). In addition, each university will get a centralized data centre and essential ICT applications (e.g. e-mail, web servers), multimedia equipment and software and capacity-building services, as well as access to video-on-demand libraries and other educational material. Finally, the project aims to provide building blocks for constructing modern online curricula, creating and maintaining locally produced information collections, and developing a comprehensive digital library that will include, for example, international digital content subscriptions.

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POST-CONFLICT and EMERGENCY SITUATIONS

A code of ethics for Iraq

As part of the United Nations Development Group (UNDG)/Iraq Trust Fund (ITF), a multi-donor International Reconstruction Fund Facility for Iraq (IRFFI) has been set up, in particular to support the UN umbrella Constitution II project.

With the UN Country Team for Iraq, UNESCO is supporting the constitutional review process within the IRFFI framework. It is also assisting the Iraqi government and the Iraqi media in developing a regulatory framework, a national media and a communication policy in order to promote freedom of expression, respect for free and sustainable media as well as to ensure free access to information in line with internationally recognized professional standards.

Civic education and communication in Somalia

In partnership with local media, UNESCO has implemented a wide variety of activities in Somalia for civic education. Recently, a new umbrella initiative - the civic education communication project for peace, democracy and protection for vulnerable, marginalized groups in emergency situations - was implemented. It was co-funded by the European Commission and the Government of Italy.

This initiative aims to develop a communication network for emergency situations that are created by the return of displaced, marginalized and vulnerable populations.

Communication and Information

Building inclusive knowledge societies through information and communication

©Photo USAID: J. Shanor/ADRA

More specifically, it addresses the information needs of internally displaced persons, returnees and refugees, women and children, and of media institutions and civil society organizations at large. The project also seeks to raise awareness in urban and remote areas of emergency and reconciliation issues, including those concerning health (e.g. HIV and AIDS), human trafficking, education, access to water, sanitation and psychosocial support.

Another goal is to improve the quality of Somali media, so that they can provide professional information service and establish a media communication platform for delivering timely humanitarian news. For example, the initiative has made it possible to produce and broadcast the radio programme "Muuqaalka Nolosh" and publish a print magazine "Hamaa Dhawr". By supporting these different means for improving civic education, the initiative ultimately contributes to building democracy and sustainable peace in Somalia.

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International Programme for the Development of Communication

The International Programme for the Development of Communication (IPDC) is a vital capacity-building programme that promotes sustainable development, democracy and good governance by fostering universal access to and distribution of information and knowledge. It is supported by a large majority of UNESCO's bilateral and multilateral donors. IPDC focuses on strengthening local media organizations in order to expand opportunities for free and pluralistic media. Since its inception in 1980, IPDC has channelled support to over 1,100 media development projects in 139 countries. The programme constitutes a unique international cooperation mechanism for multilateral assistance: both developed and developing countries are represented in its governing Council, thus ensuring a representative decision-making process, and the multilateral funding preserves integrity and independence of the media in the beneficiary countries.

GLOBAL

■ Community radio in Nepal

The International Programme for the Development of Communication (IPDC) has played a catalytic role in Nepal, one of Asia's youngest and most fragile democracies. The programme has been instrumental in the development of independent media in Nepal, which in spite of considerable pressures remains one of the most vibrant, innovative and resilient media environments in the region.

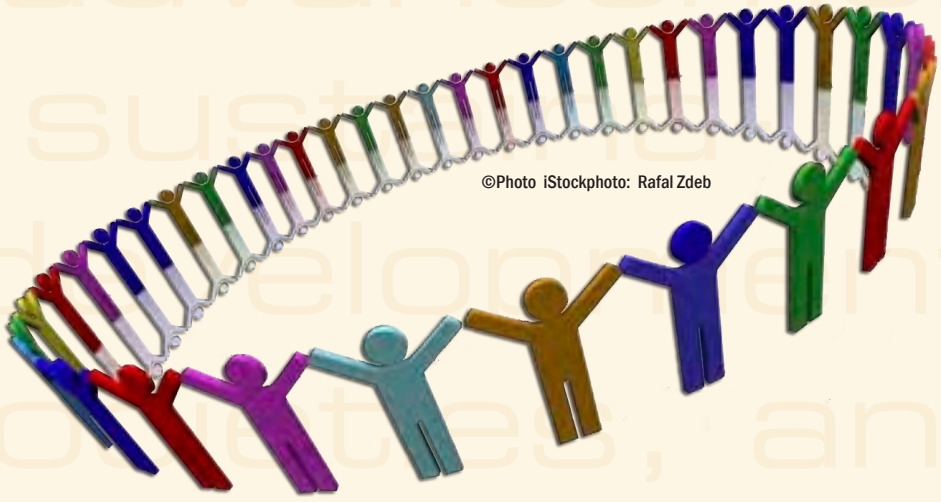
IPDC was a key force in establishing the country's first independent media outlet, Radio Sagarmatha. Several years later, the programme supported the

creation of Nepal's first rural radio licensee, Community Radio Madanpokhara. Beyond promoting local empowerment and community development, the radio also helps to tackle a local educational crisis by producing an educational programme for students. IPDC has also provided strategic support to Radio Lumbini, the region's first cooperative station, and to Radio Swargadwari, the first in a series of radio stations that are now broadcasting in the country's conflict zone.

International Freedom of Expression Exchange Network

Created in 1992, the International Freedom of Expression Exchange Network (IFEX) is a global network of 81 freedom of expression organizations and media professionals working to sensitize public and governmental authorities about press freedom and journalists' protection.

IPDC played a crucial role in providing initial support for IFEX and has also consistently assisted the network in its efforts to defend the fundamental human right to freedom of expression. IPDC helped IFEX extend its links into the developing world and promoted the network through its own developmental network. Moreover, IPDC contributed to the financing of project coordination, training, writing and translation of the Action Alert Network communiqué, the world's only weekly newsletter on developments in free expression issues, as well as the planning and coordination of the IFEX general meeting. Over the years, IPDC has granted funding for six IFEX projects, mainly focused on training and assistance for freedom of expression campaigns in Nigeria, Tajikistan and Mongolia.



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