

The Republic of Korea's Voluntary Contributions to UNESCO

**The Republic of
Korea's Voluntary
Contributions to
UNESCO**

SUSTAINABLE DEVELOPMENT GOALS



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Preamble to the Constitution of the United Nations Educational, Scientific and Cultural Organization

The Governments of the States Parties to this Constitution on behalf of their peoples declare:

That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed;

That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;

That the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;

That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern;

That a peace based exclusively upon the political and economic arrangements of

governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

For these reasons, the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives;

In consequence whereof they do hereby create the United Nations Educational, Scientific and Cultural Organization for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims.

16 November 1945



היות שרוח האדם היא הורחן של המלחמות, יש לבנות בה את ביצורי השלום.
لما كانت الحروب تتولد في عقول البشر، فبني عقولهم يجب أن تبني حصون السلام.

Les guerres prenant naissance dans l'esprit des hommes, c'est dans l'esprit des hommes que doivent être élevées les défenses de la paix.

SINCE WARS BEGIN IN THE MINDS OF MEN, IT IS IN THE MINDS OF MEN THAT THE DEFENSES OF PEACE MUST BE CONSTRUCTED.

战争起源于人之思想，故务需于人之思想中筑起保卫和平之屏障。

Puesto que las guerras nacen en la mente de los hombres, es en la mente de los hombres donde deben erigirse las baluartes de la paz.

चूँकि युद्ध लोगों के मन में शुरू होते हैं, लोगों के मन में ही शान्ति के दुर्ग खड़े करने होंगे।

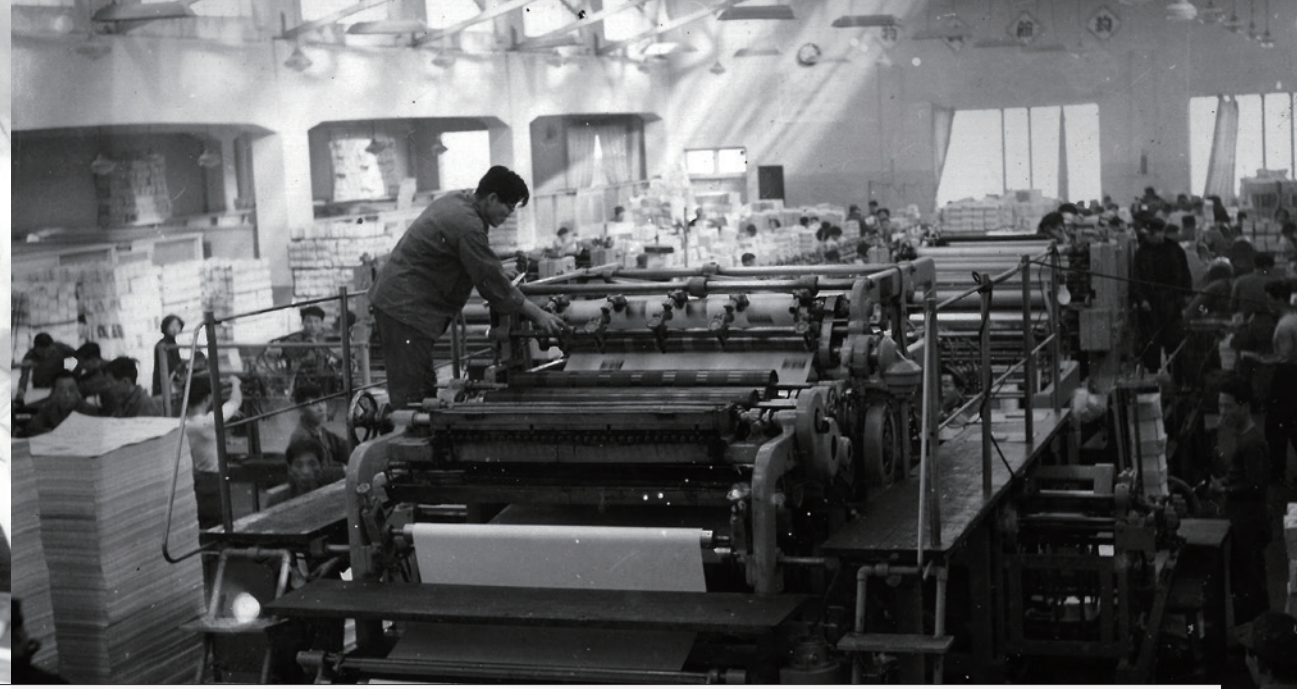
Le guerre avendo origine nello spirito degli uomini, è appunto nello spirito degli uomini che devono essere innalzate le difese della pace.

NASCENDO AS GUERRAS NO ESPIRITO DOS HOMENS, É NO ESPIRITO DOS HOMENS QUE DEVE ERIGIR-SE A DEFESA DA PAZ.

Мысли о войне возникают в умах людей, поэтому в сознании людей следует укреплять идею защиты мира.

Convention (Preamble) of the United Nations Educational, Scientific and Cultural Organization





Foreword

This year marks the 70th anniversary of both the Republic of Korea (ROK)'s accession to UNESCO and the outbreak of the Korean War. The ROK's great ordeal in the Korean War began just 11 days after it became a member of UNESCO on 14 June 1950. After the war, UNESCO became a strong partner in the development of education, science, and culture in the ROK, and such support contributed to the country's reconstruction and socioeconomic development during the post-war period.

Today, the ROK has transitioned from a recipient country to a donor country, and is considered an exemplary case of a success story among beneficiary countries. In 2019, the ROK's contributions to UNESCO's budget ranked among the top 10 largest of all 193 UNESCO member states.

The projects funded through the ROK's voluntary contributions to UNESCO have been carried out most prominently in the field of education but also in various other fields including science, the environment, culture, and heritage. Various Korean donors have supported the implementation of projects all over the world, particularly in Asia and Africa, contributing to the achievement of the Sustainable Development Goals (SDGs) in partnership with UNESCO.

With the growing presence of the ROK in global society, many UNESCO member states have wished for it to share its experiences and know-how and have shown increased interest and expectations for partnering with the ROK through UNESCO. In this context, a Memorandum of Understanding between UNESCO and the ROK Government on the framework of voluntary contributions was signed in 2015 to ensure that the ROK's voluntary contributions are used efficiently and in the right places.

The ROK Ministry of Foreign Affairs (MOFA) coordinates the ROK's voluntary contributions to UNESCO to ensure that they are aligned with UNESCO's objectives and programmes. Moreover, MOFA supports the overall project implementation process to allow the ROK's voluntary contributions to be used in the most efficient way possible.

This publication, released in celebration of the 70th anniversary of the ROK's accession to UNESCO, introduces some of the major projects implemented by UNESCO through the ROK's voluntary contributions.

Ministry of Foreign Affairs, Republic of Korea





Foreword

UNESCO's mission is to build peace through international cooperation in the fields of education, sciences, culture, and communication and information. Strong partnerships with its member states are crucial for UNESCO to accomplish this mission.

The year 2020 marks the 70th anniversary of the partnership between the Republic of Korea (ROK) and UNESCO. Today, the ROK is one of the main donor countries to UNESCO, contributing to the development of the international community and the achievement of the Sustainable Development Goals, not only through assessed contributions but also voluntary contributions to UNESCO. In this regard, the Korean National Commission for UNESCO works closely with both the Ministry of Foreign Affairs and UNESCO to ensure that the ROK's voluntary contributions to UNESCO are systematically and effectively applied and managed.

I would like to take this opportunity to thank the Ministry of Foreign Affairs for supporting the release of this publication, and also all the ROK donors and the UNESCO Bureau of Strategic Planning for their participation in the publication. I hope this report will help raise awareness, both at home and abroad, about the ROK's voluntary contributions to UNESCO, and facilitate broad sharing of the ROK's contribution to the international community through its partnership with UNESCO.

김 광 호

Mr. Kwangho Kim
Secretary-General of the Korean National Commission for UNESCO



Chapter ①

Voluntary Contributions to UNESCO

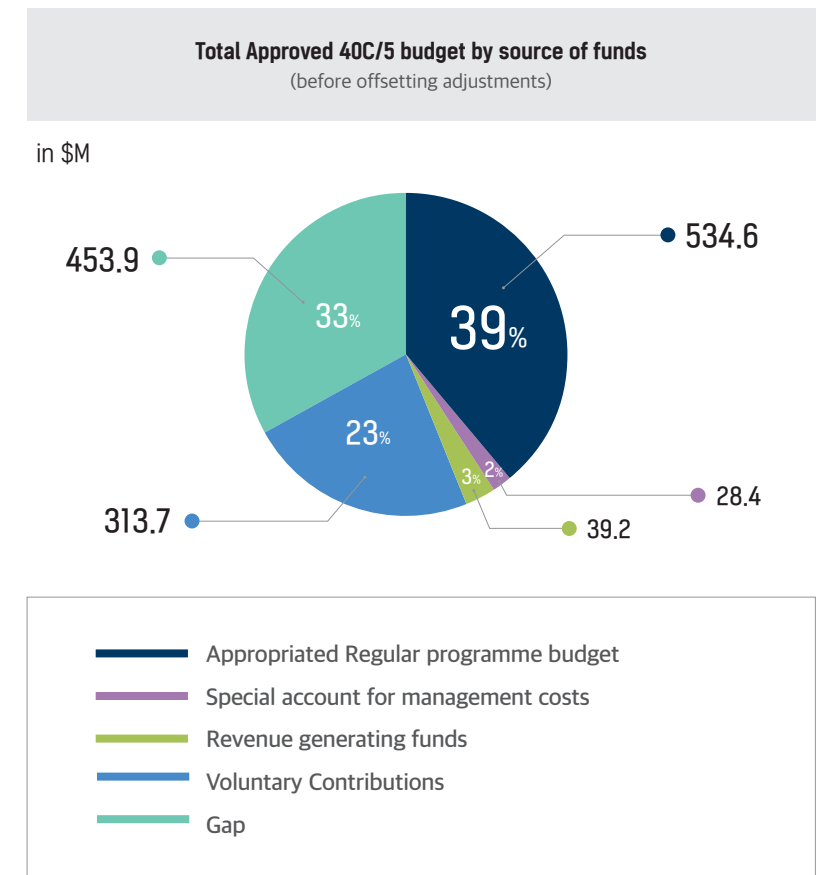


United Nations Educational, Scientific and Cultural Organization

As a specialized agency of the United Nations, UNESCO promotes international peace and the common welfare of mankind through its activities in the fields of education, natural sciences, social and human sciences, culture, and communication and information as stipulated in its constitution.

UNESCO's Budget¹ UNESCO's budget consists of the Regular Budget made up of assessed contributions due from member states, and extrabudgetary funds such as voluntary contributions.

UNESCO's total approved budget for the fiscal year 2020 - 2021 is 1,329,115,300 USD of which the regular budget makes up 534,647,000 USD. The assessed contributions from the ROK account for 2.926% of this regular budget (10th largest among 193 UNESCO member states).



1. Source: UNESCO Programme and Budget for 2020 - 2021 (40 C/5)



Voluntary Contributions to UNESCO

Voluntary contributions to UNESCO are made by various donors in a country including ministries, municipalities, and organizations, in the form of cash or non-cash assets in addition to the assessed contribution.

Voluntary Contribution Categories

Voluntary contributions to UNESCO are categorized, by method of contribution and decision-making authority, into:

- ① Funds-in-Trust
- ② Multi-donor Special Accounts
- ③ Additional Appropriations to the Regular Budget
- ④ Dispatch of Professional Officers and Staff

More voluntary contributions are made in the form of Funds-in-Trust, consisting of earmarked contributions, than in other forms. Funds-in-Trust are used for specific projects as agreed to between the donor and UNESCO and, unlike other categories of voluntary contribution, the donor holds the authority to designate the beneficiary and make decisions on the use of funds and disposal of balances.



- ① The 5th General Conference of UNESCO, 1950 (The ROK's accession to UNESCO)
- ② The present-day General Conference of UNESCO

Republic of Korea's Voluntary Contributions to UNESCO ²

In 2019, the Republic of Korea committed to providing voluntary contributions worth 22,289,650 USD. For the 2018 - 2019 period, the ROK was among the top 10 largest donor member states in terms of voluntary contributions.

2. Source: UNESCO Transparency Portal (<https://opendata.unesco.org/>)



Chapter ②

The Republic of Korea's Voluntary Contributions to UNESCO

* This chapter presents a selection of the ROK's voluntary contributions to UNESCO.

**ROK Ministry of
Foreign Affairs (MOFA)**



Provision of TVET, On-the-Job Training, and Entrepreneurship Education to Youth Affected by the Syria Crisis in Jordan



■ Education □ Natural Sciences □ Social & Human Sciences □ Culture □ Communication & Information



Beneficiary Country: Jordan



Term: 2016 - Project Underway



Budget: 4,000,000 USD

Project Background and Highlights

There is an increasing need for quality on-the-job training for youths, with youth unemployment rates in Arab countries trending upward, spotty academic-industrial cooperation in provision of on-the-job training, and few youths with the skills for entrepreneurship.

The ROK government's humanitarian aid³ focuses on educational programmes and South Korea boasts a proud history of economic development based on the education of its human resources. In this context MOFA has worked in collaboration with UNESCO, as the UN's specialized organization for education, to aid the "Provision of TVET, On-the-Job Training, and Entrepreneurship Education to Youth Affected by the Syria Crisis in Jordan" Project through voluntary contributions to UNESCO. Since 2016, the project has provided youths affected by the Syria Crisis in Jordan, as well as Syrian refugees, with opportunities to access quality, on-the-job training to make up for gaps in their education caused by the crisis.

3. Refers to "aid in favor of victims of natural disasters and conflict and activities to satisfy their fundamental needs and rights," per the UN Humanitarian Aid Coordination Bureau definition. [Revised Strategic Humanitarian Aid Plan of Korea, Ministry of Foreign Affairs, 2019]

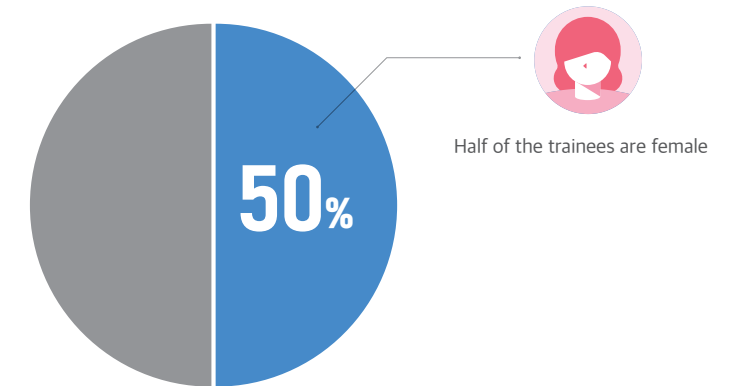
Project History

- 2016 Project agreed in writing between UNESCO and MOFA
Project begins providing on-the-job training
- November 2017 Project's first graduation ceremony
- May 2018 Opening ceremony for Year 2 trainees
- February 2019 Project's second graduation ceremony
- Mar. - Dec. 2019 Training sessions for Year 3 trainees
- December 2019 Entered into agreement for Year 4

Results

175 Syrian refugees 75 Jordanian youths

- The annual projects have provided an average of 175 Syrian refugees and 75 affected Jordanian youths (250 trainees in total) with on-the-job training in such domains as civil engineering, geographic surveying, graphic design, interior design, office administration and management affairs, human resources management, hospitality and hairdressing, while half of the trainees are female.



- The Project had 250 trainees registered in 2018 and 228 in 2019. For the 2019/2020 sessions, the number of projected graduates is 208.

- The project makes use of the ROK's solid and constant collaboration with UNESCO to provide Syrian refugees and affected Jordanian youths with on-the-job training in skills needed by the market, helping them build skills and stay competitive in the job market. Over several years, the project has yielded positive impacts that change the lives of affected youths in Jordan by helping them find jobs and providing them with lifelong learning opportunities.
- In particular, the project has helped remove obstacles for Syrian refugees who were unable to graduate high school before fleeing their home country and who as a result lacked opportunities to study and faced difficulties in the job market.
- It should also be noted that Jordanian female students are more likely to drop out of schooling due largely to early marriage and pregnancy, and barriers to entry for female workers in the Jordanian job market.
- This makes providing on-the-job training for Jordanian females even more important, and why the Project mandated that at least half of trainees be female.

Trainee stories



I am proud of my choice to take part in the project, and hope to use what I've learned to run a local beauty salon specializing in bridal makeup.

Rand Abdallah, 21, is a Jordanian woman who completed a 1-year scholarship programme at Luminus Technical University College (a Project institute) beginning in May 2019 where she learned the skills of a hairdresser, makeup artist, nail artist and aesthetic skin care professional. After the COVID-19 outbreak and closure of the hair salon where she practiced, Rand went on to study online. As a result of her relentless efforts, she was hired by a hair salon in Amman, Jordan which opened in April 2020.

Source: <Jordan Times>, 25 April 2020

Vocational training at Luminus Technical University College has helped me build on skills for electrical work to allow me to understand the techniques used in manufacturing machines.

Abdullah Abu Alhawa, 20, is a Jordanian man who completed a 1-year training course beginning in February 2018⁴ and on-the-job training in two different food-processing plants in Amman, Jordan. Abdullah is now a machine repairman for the Dutch company JBT Foodtech, and has manufactured food processing machines for export since April 2019.

Source: <Jordan Times>, November 17, 2019

Our studies and hopes for the future had been cut off by the civil war, the circumstances surrounding us and economic factors, but through the benefits from this project we can now dream of a different future.

Two Syrian trainees and one Jordanian trainee who attended the inauguration ceremony for the second phase of the project expressed their gratitude to the ROK government and UNESCO, saying that "Our studies and hopes for the future had been cut off by the civil war, the circumstances surrounding us and economic factors, but through the benefits from this project we can now dream of a different future."

Source: Student Impressions, Year 2 Opening Ceremony, 14 May 2018

4. Graduates are awarded BTEC Level 3, an international certificate, enabling them to seek jobs not only in Jordan, but around the world

Bamiyan Cultural Centre Phase III



■ Education □ Natural Sciences □ Social & Human Sciences ■ Culture
□ Communication & Information



Beneficiary Country: Afghanistan



Term: December 2019 - November 2021 (projected)



Budget: 3,496,272 USD

Project Background and Highlights

Extensive political unrest and an unstable security situation has made Afghanistan a land of hardships.

In light of this, MOFA has made a voluntary contribution to UNESCO to build the Bamiyan Cultural Centre for peace and national integration through culture. The initial phase began in 2013, and the project is now in its third phase.

The Centre is under construction near the former location of the Bamiyan Buddha Statues, UNESCO designated World Cultural Heritage that was destroyed by the Taliban. Its geographical location has resulted in high interest from the Afghan government and people in the Bamiyan region, and serves to inform a larger audience of the role played by the Korean government.

Project History

- November 2013 Voluntary donations decided for Bamiyan Cultural Centre Project (Phase I)
- December 2015 Blueprint for the Centre confirmed
- September 2016 Supplementary donations decided for Bamiyan Cultural Centre Project (Phase II) for construction of the education hall, etc
- December 2016 Foundation works complete for the Centre's main hall
- June 2019 Supplementary donations decided for Bamiyan Cultural Centre Project (Phase III)
- January 2020 Completion of 88% of the main hall, 95% of the workshop hall, and 82.4% of the neighborhood park (funded by the Afghan government)

Expectations

- The projected Bamiyan Cultural Centre is a multipurpose cultural centre serving as a space for exhibition of historical data and relics, a venue for local gatherings and handicraft education, and a job centre for the cultural and tourism industries.
- The project also aims to send a message not only to the local residents, but also to the general population of Afghanistan and tourists from around the world about the importance of preserving cultural heritage, as well as establishing a venue for the creation and enjoyment of new culture.
- The project makes use of the strengths of a variety of stakeholders, including the Afghan central government, Bamiyan municipal government, Bamiyan University and UNESCO, to create a synergetic effect. The sustainable operation of the projected Centre is the key to success of the project, to be achieved through for-profit activities such as exhibitions, concerts and cafeterias, as well as Afghan governmental support.
- It is also expected that the project will make a contribution to the development of the local economy through a variety of educational activities for the people in the local community.

**ROK Ministry of
Education (MOE)**



Better Education for Africa 's Rise (BEAR)

- Education
- Natural Sciences
- Social & Human Sciences
- Culture
- Communication & Information



Beneficiary Countries

Phase 1: Botswana, Democratic Republic of Congo, Malawi, Namibia, Zambia

Phase 2: Ethiopia, Uganda, Kenya, Madagascar, Tanzania



Term

Phase 1: 2011 - 2016 / Phase 2: 2016 - 2020



Budget

Phase 1: 10 Million USD / Phase 2: 10 Million USD

Project Background and Highlights

In 2010, in the midst of increasing demand from developing countries for Korean aid, the Southern Africa Development Community (SADC) made a request for support from the Korean government via UNESCO for vocational training for southern African countries.

In addition, an official request was made to the Korean government to support vocational training for African countries in line with UNESCO's global priority Africa, and its strategy for TVET as newly established in 2010.

In connection with this, the South Korean Ministry of Education has taken part in the BEAR (Better Education for Africa's Rise) project since in 2011, with the first phase of the project (in Botswana, Democratic Republic of Congo, Malawi, Namibia and Zambia) completed at the end of 2016. The first phase of the project resulted in tangible improvements to education policies and systems in the beneficiary countries, and, following requests for additional support for other countries in Africa,

the project is now in its second phase, supporting vocational training in Ethiopia, Uganda, Kenya, Madagascar and Tanzania.

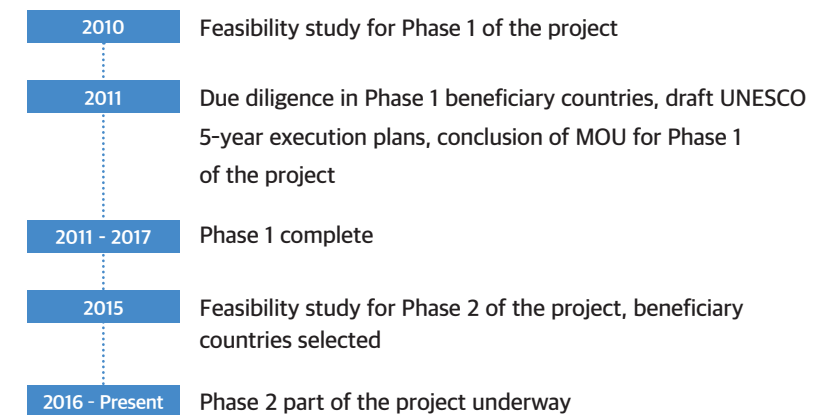
Phase 1 objectives

Curricula development, training and education for teachers and instructors, Management Information System (MIS) development

Phase 2 objectives

Curricula development, training and education for teachers and instructors, development of a skills competition system

Project History



Results (Phase 1)

- Contributed to strengthening the vocational and technical education policies in beneficiary countries and analyzed the needs of the labor market and those in industry, to increase applicability of the learning content to actual practice by reflecting these needs in the vocational and technical education curricula.

While the vocational curriculum we had used before was difficult to use in practical training, we were able to apply the one developed in cooperation with the South Korean experts to our practical classes.

Source: Interview with project participant, DR Congo

Zambia has achieved remarkable results through the BEAR project, including introducing a vocational education system into the secondary curriculum, analyzing the labor market, and developing learning materials. Secondary vocational education in particular has been made possible through the operation of model schools and reorganizing the curriculum to reflect environmental and political demands. In terms of labor market analysis, surveys on employment, job competency gaps, job search information, job satisfaction, and education and training were successfully conducted with 643 companies in travel and construction, and this information was used for the development of educational courses and learning materials required in the field. In particular, six textbooks have been produced on the subjects of brickwork and plastering, woodworking and joining, electricity and construction, metal processing and welding, plumbing, and tourism, and will soon be put into official use.

Mumba S. Kapumpa, Zambian Ambassador to Korea
Source: 16 June 2017, <Kukmin Ilbo>

- The project also contributed to improvements in teachers' pedagogical and technological know-how and skills through teacher training sessions, resulting in improvements in the quality of the vocational education and skills training provided by these teachers.
- The project also established a seamless communication platform that covers governmental agencies, vocational training institutes and enterprises, implementing a Management Information System (MIS) to improve administrative proficiency in the competent organizations and those in charge.
- While this Funds-in-Trust project was led by UNESCO, the Republic of Korea's professional vocational education research institute (the Korea Research Institute for Vocational Education and Training) also took part, sharing lessons from the ROK's own development experiences with the project participants.

The Zambian economy resembles the South Korean economy in the 70's. There's no doubt that we'll develop the way South Korea did if we apply their vocational training know-how.

Kenneth Sichinga, Section Chief, Technical Education, Vocational and Entrepreneurship Training Authority Zambia (TEVETA)
Source: 29 August 2016, <The Seoul Shinmun>

- The key to the success of the project can be found in how the ROK's transfer of lessons learned and know-how spurred local experts to lead their own changes and develop local capacities on a sustainable basis, as opposed to a unilateral transfer of methods and examples of development.




In contrast to project plans from other advanced countries that focus on unilaterally passing down practices from their own countries, South Korea's transfer of lessons gave the Botswanan authorities an opportunity to develop themselves, while assisting curricula development in ways that suit the locality and build confidence.

Source: Project participant in Botswana

We know that curricula development systems from advanced countries are intricately designed, but this can make them difficult to work with for students and teachers in the field. We were impressed by the South Korean curricula development system, which is built on respect for local participants and doesn't impose South Korea's own model, and which we believe best suits the DR Congo context.

Muamba Kabamba Severin, Researcher and Education Advisor, DR Congo
Source: 9 June 2016 <Maeil Business Newspaper>

Results by Beneficiary Country

Country (Phase / Domain)	Notable Results
 <p>Botswana High-level / Tourism Management, Hotel Management, Culinary</p>	<ul style="list-style-type: none"> National approvals obtained for 3 diploma programmes in the field of tourism, a key industry Former quarterly education systems now reformed into 2-year diploma courses, 200+ students since 2014 registered in courses opened in Gaborone Technical College and Francistown Vocational Training College Evaluation for diploma programmes conducted (2015), 100+ graduates found employment Training sessions held for 103 instructors on teaching methods, administration and management and professional skills.
 <p>Malawi Mid++High-level / Construction, Carpentry, Agricultural Produce Processing</p>	<ul style="list-style-type: none"> Development and approval of curricula for processing of agricultural produce and construction Advisory committees organized for relevant industrial fields Required curricula can now be developed as needed based on labor market analysis results Lilongwe Technical College to serve as core institute for vocational education and instructor training sessions Training sessions held for 104 instructors on teaching methods, professional skills and administration and management
 <p>Zambia Mid-level + Lifelong Education / Tourism, Construction</p>	<ul style="list-style-type: none"> System introduced to offer vocational training in middle schools; a total of 2,200 Grade 9 students applied for exams in both the regular curriculum and vocational education. 19 students that formerly lacked qualifications successfully obtained skill certificates in 2015 by working while

continuing their regular education at school in Mazabuka and attending the Nega Nega Community Learning Centre

- Training sessions held for 270 instructors; instructor training manual developed



Namibia

Post-Mid-level Education / Carpentry, Process Management

- Carpentry and Portfolio/Process/ Operations (PPO) qualification systems developed and officially recognized
- Namibian national team took part in WorldSkills for the first time in 2015; held inaugural Namibian Biennial National Skills Competition in 2016
- Competent national authority established to take charge of sustainable capacity development and instructor education
- Training sessions held for 92 instructors on teaching methods, administration, carpentry, process management and AutoCAD.



DR Congo

Mid-level Education / Metal Construction, Indoor Electrical Wiring

- Curriculum and 8 textbooks developed for metal construction, interior electrical wiring
- Development plans for 5 different vocational institutes now ready thanks to industry-academic cooperation, and cooperation between local schools and communities
- Curriculum and textbook development methods learned via BEAR now used for development of curricula and textbooks for other subjects (10 official textbooks planned for development).
- Training sessions held for 149 instructors and 73 school commissioners and administrators.

**ROK Ministry of Culture,
Sports and Tourism (MCST)**



UNESCO Korea Funds-in-Trust

- Education
 Natural Sciences
 Social & Human Sciences
 Culture
 Communication & Information



Beneficiary Countries: 14 developing countries

Laos, Rwanda, Mongolia, Bangladesh, Burkina Faso, Vietnam, Uganda, Uzbekistan, Indonesia, Tajikistan, Thailand, Pakistan, Kazakhstan, Kyrgyzstan



Term: 2007 - Present



Budget: 2,700,000 USD

Project Background and Highlights

After adopting the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions (the 2005 Convention), the first international convention specifically in the domain of culture, UNESCO made the promotion of development by strengthening the capacity of cultural and creative industries in member states one of its key focuses.

Based on an MOU concluded with UNESCO, MCST has contributed Funds-in-Trust on a biennial basis since 2007 to support the development of cultural and creative industries in developing countries.

Project History

2005	2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions adopted as the first international convention in the domain of culture
2006	MOU concluded between the ROK government and UNESCO
2007 - Present	Investment in Funds-in-Trust underway

Results

A total of 21 projects in 14 different beneficiary countries are funded in trust

Year	Project	Description
2008 - 2010	Strengthening policy execution capacity in Vietnam and Mongolia	<p>Vietnam Research on developing policies for traditional craft industry development</p> <p>Mongolia Support for digitization of Mongolian cultural forms</p>
2009 - 2013	Strengthening sustainability of craft industries in Kazakhstan and Uzbekistan	<p>Kazakhstan Strengthening of competitiveness and sustainability of craft industries</p> <p>Uzbekistan Protection of traditional handicrafts and support for craftswome</p>
2011 - 2014	Strengthening sustainability of creative businesses in Mongolia, Vietnam and Laos	<p>Mongolia Strengthening of craft industries</p> <p>Vietnam Promotion of tourism in craft villages in Quảng Nam Province</p> <p>Laos Research and establishment of framework system for cultural and creative industries</p>
	Promoting cultural industries in Burkina Faso	Burkina Faso Promotion of musical industries
2015 - 2018	Strengthening sustainability of creative industries in Mongolia, Vietnam and Uganda	<p>Mongolia Development of policies and strategies for promotion of cultural and creative industries -</p> <p>Establishment of cultural policies in company with competent authorities and civil activists</p>

		<p>Vietnam</p> <p>Support for implementation of strategies for creative industries by strengthening the political capacities of policy makers and working-level officials - Development of national strategies and comprehensive implementation plans</p> <p>Uganda</p> <p>Support for craft culture industries - Provision of training and education sessions in business administration and marketing technologies for 157 service providers (75% female) in cultural industries</p>
2016 - 2019	Strengthening of cultural and creative industries in Laos, Uzbekistan and Rwanda	<p>Laos</p> <p>Establishment of cultural governance by development of a new knowledge management system and communication platform for central government, civil society and cultural and creative businesses</p> <p>Uzbekistan</p> <p>Support for development and promotion of the film industry by providing training and education sessions on film and TV documentary series scenario writing and production, as well as an opportunity to produce 8 documentary TV shows, for 75 young professionals from 2017 to 2018</p> <p>Rwanda</p> <p>Contribution to development of cultural industries by developing and implementing capacity strengthening programmes for artists, cultural industry specialists and government officials - assessing capacities among cultural experts and institutes and developing communication strategies</p>

2017 - 2019	Capacity strengthening for development of the cultural and creative industries to ensure diversity of cultural expressions in Asia Pacific	<p>Strengthening the capacities of experts in Asia Pacific for the conclusion of an agreement on cultural diversity - Holding of workshops to promote exchanges among participants and promote of future collaboration with UNESCO; 32 experts from 17 different countries selected from some 200 applicants</p> <p>Pakistan</p> <p>Strengthening capacities of creative entrepreneurs and raising awareness of the importance of cultural and creative industries - preparation of cultural industry blueprints, training and education workshops, support for civil participation, etc., by enacting policies to support creative entrepreneurs</p> <p>Bangladesh</p> <p>Strengthening of national-level capacities for development of visual art (photography) - Holding policy roundtables, workshops for specific targets, training for photographers, photo forums</p>
2020 -	Support for the establishment of ASEAN policies for improved creativity	<p>General strengthening of capacities for ASEAN officials in charge of establishing cultural policies</p> <p>Thailand</p> <p>Support for promotion of policy making in relation to the cultural and creative industries - Tech support and capacity development to strengthen creative industries and support filmmaking</p> <p>Indonesia</p> <p>Support for data collection and monitoring of policies in respect of diversity of cultural</p>

expressions - High-level technological support and capacity development

2020 -	Strengthening of the film industry in Central Asian countries	Strengthening of national-level capacities and local networking to aid the development of the cultural and creative industries in four Central Asian countries (Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan)
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- Starting in 2007, MCST has committed extrabudgetary funding to UNESCO through its Korea Funds-in-Trust (KFIT) in order to support the fostering of cultural and creative industries for the sustainable development of developing countries.
- The achievements of MCST's Funds-in-Trust broadly fall into three different categories, as described below.

First, strengthening of capacities in the cultural and creative industries of developing countries

According to UNESCO's Global Report on the 2005 Convention, cultural and creative industries produce added value of 2.25 trillion USD and provide 30 million jobs globally, and are seen as having an important role in the sustainable development of developing countries. Accordingly, MCST has provided opportunities for those working in the cultural and creative industries in developing countries to strengthen their capacities by participating in training workshops on project planning, marketing and accounting, and training visits to developed countries with advanced cultural and creative industries.

1

Second, the establishment of a system for public-private policy cooperation in developing countries, given the key role played by civil society in the practical implementation of cultural policies

The system was established by MCST in order to allow both the government and the private sector to be able to participate at all stages of the establishment and implementation of cultural policies in developing countries. Support is provided so that developing countries can strengthen their capacity to establish and implement their own cultural policies in a systematic manner.

2

Third, provision of a dedicated system for the administration and assessment of cultural policy in developing countries

This system aims to check the effectiveness of policies and level of satisfaction with them, and find points requiring improvement, so that even more effective cultural policies can be created. Accordingly, the system supports practitioners in developing countries to collect statistical data on the results of cultural policies and to administer and assess such data on a sustainable basis.

3

Challenges for the field of culture during the COVID-19 pandemic

Since the first confirmed case of COVID-19 in the ROK in January 2020, consumption in cultural and arts industries has seen a steady drop. Conventional offline exhibitions and concerts have been cancelled, resulting in difficulties for many businesses in the field. On the other hand, non-face-to-face cultural activities have established themselves as a new way to enjoy culture, including for performances and exhibitions. The damage caused by COVID-19 and the spread of non-face-to-face cultural activities has brought the following challenges for the field of culture.

First, recovery of the cultural and artistic ecosystem, and adaptations to meet demand for online culture.

As consumption in cultural and arts industries has dropped during the spread of COVID-19, supply has also dropped as a result of cancellations and delays of events. Accordingly, policy measures are needed to support culture and the arts, as well as to increase cultural consumption to allow the debilitated ecosystem to bounce back.

Also needed is creation of content that can be consumed online, given that content available in this format is currently mostly limited to a few fields such as webtoons and games. Support for creators to have a presence online and encourage new artistic experimentation and challenges is needed so that a variety of content suitable to the new environment can be produced.

Second is the closing of digital culture gaps resulting from differences in age, income and class, etc.

Enjoyment of 'contact-free' culture is becoming more and more common, such as 'Bang Bang Con' held by the pop group BTS, which

attracted 750,000 fans. However, in a survey on digital information gaps conducted in 2019 a mere 29.2% of people aged 60+ responded that they "are able to download and use the mobile applications they need". Since the right to enjoy culture should not be limited to certain sections of society, industries need appropriate support from the government to ensure parity in digital cultural enjoyment in a situation where this form of cultural enjoyment is expanding.

Third, during the pandemic, culture should serve as a means of connecting people.

A survey* conducted in the Republic of Korea in 2020 showed that about 47.5% of the 1,500 people over 15 years of age who were surveyed have experienced COVID-19-related anxiety and gloom, while a survey published in the New York Times on May 8, 2020 found that about one third of Americans felt lonelier as a result of the COVID-19 outbreak. This phenomenon has arisen due to the decrease in face-to-face contact during the pandemic, which hit a society that already had an increasing sense of social isolation as a result of the Fourth Industrial Revolution and the increase in single-person households. Policies should therefore be brought into play to enhance the social role of culture in allowing people to build healthy relationships with others through expansion of cultural experiences for the underprivileged and the use of culture for emotional healing.

* 「National Survey on Mental Health due to the COVID-19 Outbreak」
(Gyeonggi Research Institute, April 2020)

The fourth challenge is to find a harmonious balance between copyright protection and utilization of content.

Non-face-to-face enjoyment of culture and art has become an everyday experience during the COVID-19 pandemic, and the demand for video content is rapidly increasing. With concerns about copyright infringement growing alongside this, it is necessary to take measures to protect copyright on a variety of digital platforms and develop technology against illegal copying.

Laws and systems will have to be overhauled to allow strengthening of the protection of creator rights while simultaneously allowing works to be easily used in new creations to the extent that such usage complies with copyright laws.

The value of voluntary contribution in the field of culture during the COVID-19 pandemic

Cultural and creative industries are some of the most important drivers for a developing country in its sustainable development. According to a UNESCO Global Report on the 2005 Convention, cultural and creative industries create value of 2.25 trillion USD and provide 30 million jobs globally, having a large economic ripple effect. With the spread of the non-face-to-face economy and culture set in motion by COVID-19, cultural and creative industries which allow anyone to reproduce and enjoy content online have attracted attention as having a lot of potential in the changing culture and arts environment.

MCST has accordingly provided Funds-in-Trust for projects involving cultural and creative industries in developing countries, such as the multi-year (2017 - 2019) Funds-in-Trust Project for the Uzbek film industry, under which a report analyzing the local film industry was produced, training and education workshops were conducted and expert meetings to develop the cultural and creative industries in the country were held.

Funds-in-Trust serve a more important role than ever during the pandemic, as developing countries face other costs and lack the funds to respond to damage to their cultural and creative industries or changes in the surrounding environment. With contact-free consumption now common in all industries, Funds-in-Trust can be used to suggest new ways for the cultural and creative industries in developing countries to develop.

Dissemination of the Republic of Korea's experience in helping the cultural and arts industries to continue to flourish in the current hard times, such as by holding pro-sports matches with no fans present in person and offering online concerts, may be of help to developing countries. The Korean government will make use of such experience as it continues to work with UNESCO to provide developing

countries with support for a variety of activities customized to the local context, including the development of local cultural and creative industries, the establishment of systems to enable collaboration between the state and civil sectors, and support for the design of cultural policies and local workshops on them.

Through its UNESCO Funds-in-Trust, MCST will assist developing countries to help their local cultural and creative industries flourish, but also facilitate the creation of a variety of cultural and artistic content that will increase opportunities for cultural enjoyment in developing countries and promote interaction among people through culture.





Sustainable Water Security for Human Settlements in Developing Countries under Climate Change

Education **Natural Sciences** Social & Human Sciences Culture
 Communication & Information



Beneficiary Countries: 10 countries in Africa, 10 in Asia
Projects in Kenya and Gabon are underway at present in 2020.



Term: November 2017 - October 2027
Kenya: January 2019 - June 2021
Gabon: April 2020 - March 2022



Budget: 3.13 million USD

Project Background and Highlights

Droughts, flooding and drinking water quality are worsening problems, and the need for multi-disciplinary, international collaboration to solve them is on the rise.

To help address this, the Ministry of Environment (ME) is working with UNESCO to fund a project through voluntary contributions to establish water security policies and strengthen the public sector's capacity for water management in developing countries.

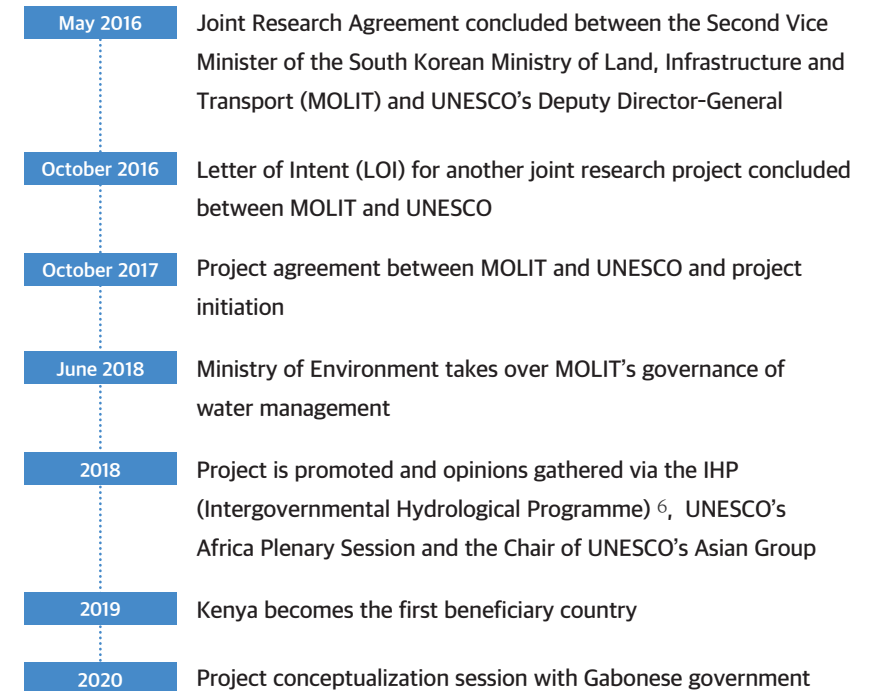
To promote the stable and efficient implementation of the project, ME has established a cooperative system with relevant UNESCO networks and relevant organizations in South Korea (i-WSSM, K-water, KOICA, etc.). One form of support in particular involves the i-WSSM Centre's invitation of officials from developing

5. The International Centre for Water Security and Sustainable Management (i-WSSM) is a Category 2 UNESCO international centre in the field of natural sciences established in the ROK to help solve water-related problems in the international community through support for water security and sustainable water management in developing countries.

countries for training and education sessions designed for collaboration with the project to improve administrative competencies in water security and management.

The project is currently underway in Kenya and Gabon. In Kenya, the project began in 2019 with consultation on ground water management and policy suggestions, as well as invitation of officials for training. In Gabon, the project has begun a 3-year process, beginning this year and set to end in 2022, to forecast climate change impacts, offer consultation on smart water management, and offer policy proposals. More countries will benefit over time, as the project aims to support a total of 20 different beneficiary countries to improve their water security and water management capacities by 2027.

Project History



6. One of the four natural science programmes operated by UNESCO, the IHP aims to resolve global water issues and improve welfare and quality of life of people around the world. A resolution was passed for establishment of the programme at the 13th (1964) UNESCO General Conference by 190 then-member states. (Source: http://www.ihpkorea.or.kr/pro_01.html)



Pre-commencement Workshop with Gabonese government officials, March 2019

Results

- The South Korean government's cooperation with UNESCO on this project contributes to improvement of water management competencies in developing countries, to help them attain the Sustainable Development Goals (SDGs), so contributing to global societal development and improving the ROK's presence in global society.
- Going forward, the South Korean government will continue to help to close the gap between developing and developed countries in achieving the SDGs, actively engage with the IHP at UNESCO and increase the ROK's participation in international efforts to address a variety of global water management issues.
- The project was designed from the outset to encourage participation from South Korean companies, to promote domestic / international ODA projects and build a solid foundation to help such companies gain a foothold in the beneficiary countries.



International Training & Education Sessions, i-WSSM

Challenges for the field of sciences during the COVID-19 pandemic

In a global pandemic such as COVID-19, it is important to have an 'Open Science' platform through which people from different countries, disciplines and fields of expertise can share national-level scientific management experiences, such as for water management and systems to prevent the spread of diseases. This must be a forum for discussions based solely upon scientific fact and removed from politics. To establish such a platform, there is a need for online international discussions led by UNESCO.

Regarding water supply, the pandemic has caused a drastic increase in demand for water resources in metropolitan areas around the world, leading to an imbalance of supply and demand. Meanwhile, restraints on economic activity have led to plummeting demand for industrial water, not to mention the rising cost of treatment chemicals adding another layer of hardship for water suppliers.

Many countries have as a result considered or provided government subsidies, but as the pandemic continues and economic recovery drags, water suppliers will face a business crisis. In the worst case scenario, this could become a serious threat to water security, and an even more critical issue to developing societies and private sector businesses.

In a pandemic situation like the current one, water must be supplied on a sustainable and stable basis that can respond to changes such as city lockdowns and home-based working. It can be expected that demands will increase for the securing of public water supplies in the future as a result of the current pandemic, and solutions must be urgently sought through international research and dissemination of smart water management via IT, big data and related digital technologies.

The value of voluntary contributions in the field of science during the COVID-19 pandemic

In the worldwide response to the pandemic, hand washing has proven to be the most basic and effective means to prevent the spread of COVID-19. Developing countries with inferior waterworks require measures to secure the minimal water supply necessary for hygiene and disease prevention, and as described above, voluntary contribution projects in water security and management contribute to securing capacities for sustainable water management and supply in the beneficiary countries.

In the future, it is likely that projects will give greater priority to the aspect of hygiene and disease prevention in plans for support to beneficiary countries, and there is a need for the ROK to actively promote the dissemination of necessary technologies such as the ROK's smart water management technologies to secure the stability and public provision of water supplies in developing countries.

In working with officials from local competent authorities in beneficiary countries, such as health authorities, and training those whose work relates to water management, we intend to utilize examples of best practice from the ROK's experience in dealing with COVID-19 to pass on the ROK's disease prevention know-how through these projects.

To this end, priority is being given to the development, in collaboration with i-WSSM, of online training courses using information technologies such as virtual reality that can ensure effective education and training even in circumstances where physical travel is not possible.

**National Archives
of Korea**



Supporting the Post-Disaster Recovery of the Bagan Archaeological Area and Monuments through the Preservation and Digitization of the Bagan Photographic Archive



□ Education □ Natural Sciences □ Social & Human Sciences □ Culture
■ Communication & Information



Beneficiary Country: Myanmar



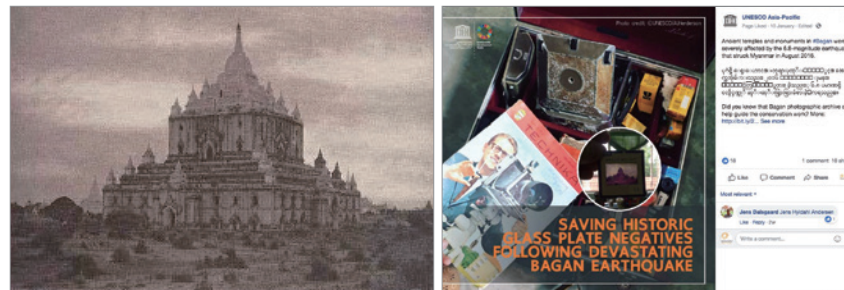
Term: 2018 - 2022 (+ extended to 2022 due to the COVID-19 outbreak)



Budget: 511,036 USD

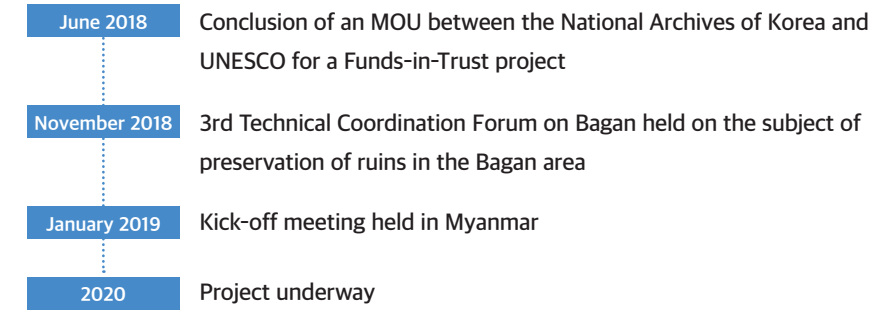
Project Background and Highlights

Since the magnitude 6.8 earthquake in 2016 in Myanmar, which damaged most of the Bagan archaeological area and its Buddhist monuments, recovery and preservation of the Bagan area has been a pressing issue. In light of this, UNESCO requested the ROK government to support the restoration and digitization of the Bagan photographic archives of glass plate negatives that show the appearance of the ruins from the 1900s to 1920s and can be used as a source of reference for restoration of the ruins.



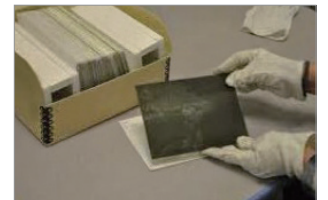
The National Archives of Korea, an organization affiliated with the Ministry of Interior and Safety (MOIS), concluded an MOU with UNESCO for the Funds-in-Trust project as a contribution to post-disaster recovery and preservation of the Bagan ruins, as well as a contribution to strengthening global efforts to preserve documentary heritage and expanding the ROK's international presence in the field of archives and heritage.

Project History



Results

- Development of policies for preservation and digitization of glass plate negative photographic archive
- State of glass plate negative photographic archive preservation assessed
- Materials for preserving archive and digitization purchased and ready for use
- Training and education for local human resources in Myanmar on archive preservation and digitization
- Digitization of glass plate negative photographic archive commenced and now underway
- Training course to strengthen archive management capacities underway at Yangon National Museum



- (Projected) Publication and exhibition of digitized photographic archive
- In implementing of the project, the National Archives of Korea focused on the importance of the ability to preserve and utilize documentary heritage, as embodied in the archive, as a key factor in being able to attain one of the goals of UNESCO's Communication & Information sector - "preservation of and accessibility to knowledge and information."
- To preserve the damaged Bagan archaeological area and its important Buddhist monuments, there was an urgent need to restore and utilize the Bagan glass plate negative photographic archive, which contains vivid images of the ruins from the 1900s to 1920s. Accordingly, the project to carry out urgent restoration and preservation work on the records and to digitize them, began in the form of a UNESCO project funded via voluntary contributions.
- Two other government bodies (the Cultural Heritage Administration and the Ministry of Culture, Sports and Tourism) joined the National Archives to promote a collaborative project using the results of the voluntary contribution project to support historical research and preservation of murals in the Bagan area, as well as advancements in conservation technology.
- The National Archives of Korea also plans to help Myanmar to further improve its capacity for sustainable cultural development, and increase the accessibility and use of its cultural heritage by using the results of survey work to develop a 'Digital Culture Map.'

ROK Cultural Heritage Administration



UNESCO/CHA Funds-in-Trust for supporting the protection of World Heritage properties in the Asia Pacific Region



Education Natural Sciences Social & Human Sciences Culture
 Communication & Information



Beneficiary Countries: North Korea, Pakistan, India, Sri Lanka, Tajikistan, Uzbekistan, Kyrgyzstan, Kazakhstan, Turkmenistan, and other countries in the Asia-Pacific region



Term: 2011 - Present



Budget: 4 million USD

Project Background and Highlights

The ROK has been a state party to the Convention concerning the Protection of the World Cultural and Natural Heritage since 1988. As a contribution to implementation of the Convention, the ROK government, via the Cultural Heritage Administration (CHA), has voluntarily contributed to this UNESCO Funds-in-Trust project to support the listing and protection of World Heritage properties in Asia-Pacific countries.

Starting with preservation of the Complex of Koguryo Tombs in North Korea back in 2000, the project has supported beneficiary countries all over the region through research on the listing and protection of World Heritage properties, production of regular reports on capacity strengthening in the field of World Heritage, and activities to promote sustainable development and local participation at World Heritage sites.

Project History

- June 2011** Framework agreement signed between the Cultural Heritage Administration and UNESCO
- September 2012** Symposium on Community-level Participation to Strengthen Preservation of World Heritage in Asia
- October 2012** (UNESCO Headquarters) Photo exhibition on North Korea covering the Complex of Koguryo Tombs
- September 2014** Workshop for listing of Silk Roads in South Asia as Serial Heritage
- June 2015** International workshop for preservation of tomb murals in the Complex of Koguryo Tombs
- December 2015** Adoption of the Almaty Agreement on listing of the Silk Roads in South Asia as Serial Heritage
- April 2017** Field survey of the Complex of Koguryo Tombs in Pyeongyang
- December 2017** Workshop on World Heritage and Sustainable Development: The Role of Local Communities in Pakistan
- December 2017** Phase 2 Funds-in-Trust project confirmed
- June 2019** Launch of Phase 4 of project for the preservation of tomb murals in the Complex of Koguryo Tombs
- December 2019** Cultural heritage preservation workshop held in India

Results

- Support for preservation of the Complex of Koguryo Tombs
 - Undertook preservation work on tomb murals in the Complex of Tombs in Yaksuri and provided equipment
 - Conducted annual workshops for capacity building in tomb mural preservation for 3 consecutive years (2004 - 2006)
 - Held an international symposium on Koguryo Tombs in Seoul, Republic of Korea (October 2004)
 - Undertook work to preserve tomb murals in Susalli and prevent water leakage

- Held the Koguryo Tomb Mural Exhibition at UNESCO Headquarters (October 2012)

● Supported listing of Silk Roads Serial Heritage

- Established the Intergovernmental Coordinating Committee for co-listing of heritage, and held 6 sessions of the committee
- Conducted a field survey in Bhutan regarding listing of Silk Roads in South Asia, and provided advisory services
- Held a local workshop for promotion of the listing of Silk Roads in South Asia
- Held two advisory meetings on cultural heritage listings

● Sustainable development of World Heritage and community-level participation

- Makli Historical District (Pakistan): Held three workshops on community-level transfer of technical know-how on traditional tile making in relation with World Heritage listing
- Lahore Fort and Shalamar Gardens (Pakistan): Held three workshops on strengthening community-level transfer of traditional architectural skills in relation with World Heritage listing
- Paharpur Buddhist Monastery Ruins (Bangladesh): Held two workshops on community-level transfer of terracotta manufacturing skills in relation with World Heritage listing
- Hyderabad (India): Held workshop for strengthening capacities in preserving traditional architecture
- Agra (India): Held workshop for understanding the relationships and links between communities and cultural heritage

● Support for preparation of third regular Asia-Pacific World Heritage status report

- Held a UNESCO World Heritage Committee event (2019) in preparation for the third regular status report (projected for 2021)

● Preservation of the Complex of Koguryo Tombs in Yaksuri, Susalli and Anak Tomb No. 3 and capacity strengthening activities for the Korean Cultural Preservation Centre, focusing on tomb mural preservation, have been completed.



An invited expert working with North Korean experts to route drainage for the Koguryo Tombs in Susalli

- Despite the difficulties of direct cooperation between the two Koreas, the project contributes greatly to inter-Korean cooperation via an international organization, not to mention collecting valuable information on the Koguryo Tombs and tomb murals that would otherwise be hard to obtain given their presence in North Korea. Nonetheless, as the inter-Korean relationship improves, dispatch of South Korean experts to sites in North Korea should be promoted.
- Capacity development activities have been conducted in Nepal, India, Bhutan, and China as part of preparations made via the Intergovernmental Committee for listing of Silk Roads in South Asia as Serial Heritage.
- The ROK's support for joint listing of multinational World Heritage sites in Asia enhances its status in international society, while its contribution to the Silk Roads Programme helps to increase the ROK's influence within UNESCO. (<https://en/unesco.org/silkroad>)

- A project for World Heritage, Sustainable Development and Community Involvement has been promoted through local communities to link World Heritage and Intangible Cultural Heritage. Examples have also been gathered of using the promotion of traditional technologies to revitalize local communities and improve conservation and management of World Heritage sites.
- These related projects support the use of traditional technologies by local communities with connections to World Heritage in seeking ways in which the preservation of World Heritage and sustainable development can be effected at the same time.
- Support for the regular Asia-Pacific World Heritage status reports promoted through this project contributes to enhancing the status of the ROK in the Asia-Pacific region by supporting regional capacity building.



① Installation of protective glass walls for tomb murals in Yaksuri
② Preservation work on tomb murals in Susalli

Jeju Special Self-Governing Province



Biosphere Reserves as tools to reach the Sustainable Development Goals in islands and coastal areas

□ Education ■ **Natural Sciences** □ Social & Human Sciences □ Culture
□ Communication & Information



Beneficiary Countries: Member states of the World Network of Island and Coastal Biosphere Reserves

- This network covers 93 areas in 42 different countries, as of June 2020



Term: 2018 - 2022



Budget: 500,000 USD

Project Background and Highlights

The International Coordinating Council of the UNESCO Man and the Biosphere Programme (MAB-ICC) encourages networking of adjacent, geographically similar biosphere reserves for closer cooperation.

The Jeju Special Self-Governing Provincial Government contributes to UNESCO's work in respect of biosphere reserves as an advocate of the World Network of Island and Coastal Biosphere Reserves (WNICBR), established based on the Madrid Action Plan⁷, and in recognition of the need for an international coalition to protect biosphere reserves in island and coastal areas vulnerable to climate change.

In addition to making voluntary contributions to UNESCO, the Jeju government helps promote the network by serving as its joint secretariats, together with the Menorca local government in Spain.

7. The Madrid Action Plan was agreed at the 3rd World Congress of Biosphere Reserves in Madrid in February 2008 with the aim of making biosphere reserves into major locations for sustainable development

Through this network, the ROK intends to establish regional strategies to contribute to increased activities of biosphere reserves in responding to climate change and preserving and making proper use of biodiversity, to create added value to contribute to the achievement of the Sustainable Development Goals (SDGs).

Project History



MOU signing ceremony for the second phase of the project, 12 September 2017



① 9th WNICBR Meeting (2019) held in the Gouritz Cluster, South Africa
 ② 7th WNICBR Training Course (November 2019) held in Jeju, Republic of Korea

- Phase 2: Establishment of Strategies Responding to Climate Change on Island and Coastal Biosphere Reserves (completed September 2017)
- Phase 3: The Value of Island and Coastal Biosphere Reserves as a Source of Carbon Sink (underway since May 2020)

- Regular WNICBR meetings (9 meetings held thus far)
 - (1st) Feb 2012 Menorca, Spain
 - (2nd) Sept 2012 Jeju, Republic of Korea
 - (3rd) Jun 2013 West Estonian archipelago, Estonia
 - (4th) Jun 2014 Palawan, the Philippines
 - (5th) Mar 2015 Attard, Malta
 - (6th) Mar 2016 Lima, Peru
 - (7th) Sept 2017 Jeju, Republic of Korea
 - (8th) May 2018 Menorca, Spain
 - (9th) Sept 2019 Gouritz Cluster, South Africa
- Training course for Island and Coastal Biosphere Reserve managers (7 sessions held thus far)
 - Participants: 58 administrators from 33 countries
- As the joint secretariat of the network, the Jeju Provincial Government has been working closely with UNESCO Headquarters, the network's secretariat office in Menorca, Spain, and other member states, and has held meetings on a regular basis, helping to increase the visibility of Jeju in global society.
- Promotion of multi-phase joint research to respond to climate change - an international environmental concern - has also helped member states by providing framework data that can be used to develop plans and policies to respond to climate change in their regions. In addition, Jeju leverages its position as a sustainable development role model to offer an annual training and education programme for officials from newly joined island and coastal biosphere reserves and developing countries.
- Jeju Provincial Government has also issued annual case studies on sustainable development, biodiversity preservation, responses to climate change, 'zero-plastic' policies and waste management, has produced online newsletters, and runs the official website for biosphere reserves. These activities aim to maintain and improve cooperation among member states of the network.

Results

- Increase in members of the network: from 18 areas in 13 countries in 2012 to 93 areas in 42 countries in June 2020

(3-phase) Joint research project on responding to climate change

- Phase 1: The Impact of Climate Change on Island and Coastal Biosphere Reserves (completed March 2015)

**Korea International
Cooperation Agency
(KOICA)**



Empowering Adolescent Girls and Young Women through Education in Mali



- Education
- Natural Sciences
- Social & Human Sciences
- Culture
- Communication & Information



Beneficiary Country: Mali



Term: 2016 - 2021



Budget: 5.15 million USD

Project Background and Highlights

Women in Mali suffer the negative effects of gender inequality in many more ways than men. This is particularly true for young Malian girls, due to factors such as housework, poverty, lack of educational facilities, parents unable to educate all of their children, cultural discrimination, religious beliefs, early marriage and pregnancy, which lead to negative effects such as girls dropping out of school, not receiving sexual education, and suffering from physical disabilities.

To mitigate this gender inequality, the Malian Ministry of Education has established a 10-year education development plan (PRODEC, Programme Décennal de Développement de l'Éducation) to encourage more girls to attend school, but practical implementation appears to have been limited thus far.

Meanwhile, the Malian Ministry of Health and Welfare, via its 10-year health and social development plan (PDDSS: Plan Décennal de Développement Sanitaire et Social) and strategic framework to encourage development and reduce poverty (CSCR: Cadre Stratégique pour la Croissance et la Réduction de la Pauvreté), has encouraged improvements in maternal and child health, anti-malarial policies, social development, general nutrition and anti-HIV/AIDS policies, as well as Water, Sanitation and Hygiene (WASH).

Starting in 2014, the Malian 'Politique Nationale du Genre' has also encouraged



development of a 'gender-equal' pool of human resources to promote social and economic development, reduce poverty, and provide gender-equal opportunities for education and training.

These strategies and policies are in line with the Malian government's political focus on national development, education and health by providing quality education opportunities to adolescent girls and improving awareness about sexual and reproductive health (SRH), but have come up short thus far, due in large part to lack of capacity to produce tangible results.

In connection with this, the South Korean government has made voluntary contributions to UNESCO to provide quality education opportunities to adolescent Malian girls and raise awareness in respect of SRH. This is expected to aid the Malian government's national plans and further accelerate social development in Mali.



Project History

- September 2015 Concept of 'Better Life for Girls' announced through keynote speech at United Nations Sustainable Development Summit
- December 2015 Spurred by the South Korean President's speech at UNESCO, the Permanent Delegation of South Korea to UNESCO and UNESCO Headquarters agreed to collaborate in establishing initiatives for girls
- February 2016 Project proposal submitted to UNESCO Headquarters
- February 2016 MOU concluded between MOFA and UNESCO
- June 2016 MOU concluded between KOICA and UNESCO

Results

- Number of Malian adolescent girls with access to non-formal basic education: 5,633
- Number of Malian youths with access to hygienic facilities and clean water in target schools: 2,325
- Education and health platform for Malian girls also established
- The project, which aims to encourage continuity in education for adolescent Malian girls using a community-based approach, has gone beyond its original goal of simply promoting the right to education to achieve improvements in social stability via prevention of attacks on communities by Islamic extremists in Mali.
- The project faced delays in its inception due to external variables such as continued terrorist activity in Mali, religious protests against sex education, and strikes by teachers. These problems were later ameliorated under the leadership of UNESCO, which established partnerships among UN WOMEN, UNFPA, UNICEF, the Malian Ministry of Education and Malian Ministry of Health and Welfare and other stakeholders in the project. These partnerships contributed to building a common interest in improving recognition of Malian girls' right to learn, and have served as a stable basis for the project thus far.



An aerial photograph of a rugged coastline. The top half of the image shows dark, jagged rock formations. Below the rocks, white-capped waves are crashing, creating a stark contrast with the deep blue-green water. The bottom half of the image is dominated by the textured surface of the ocean, showing ripples and varying shades of blue and green.

**Korea Institute of
Ocean Science and Technology
(KIOST)**

Support to the preparatory phase of the UN Decade of Ocean Sciences for Sustainable Development

Education **Natural Sciences** Social & Human Sciences Culture
 Communication & Information



Beneficiary Countries: UNESCO-IOC member states



Term: 2018 - 2020



Budget: 387,539 USD

Project Background and Highlights

At the 29th UNESCO Intergovernmental Oceanographic Commission (IOC)⁸ General Assembly in 2017, the Delegation of South Korea proposed a resolution together with the Delegation of Norway to support the preparatory phase of the UN Decade of Ocean Sciences for Sustainable Development (the UN Decade of Ocean Science), approved at the UN General Assembly in the same year.

An international marine exploratory and research initiative, the UN Decade of Ocean Sciences is in line with Sustainable Development Goal 14: Life Below Water (SDG 14) - one of the UN Sustainable Development Goals (SDGs) and is to be jointly promoted by all UNESCO-IOC member countries.

The South Korean government's support for the UN Decade of Ocean Sciences is based on an MOU concluded between the ROK's Ministry of Oceans and Fisheries (MOF) and UNESCO-IOC and is by way of voluntary contributions to UNESCO.

8. The only organization under UNESCO dedicated to marine science; comprised of 150 member states

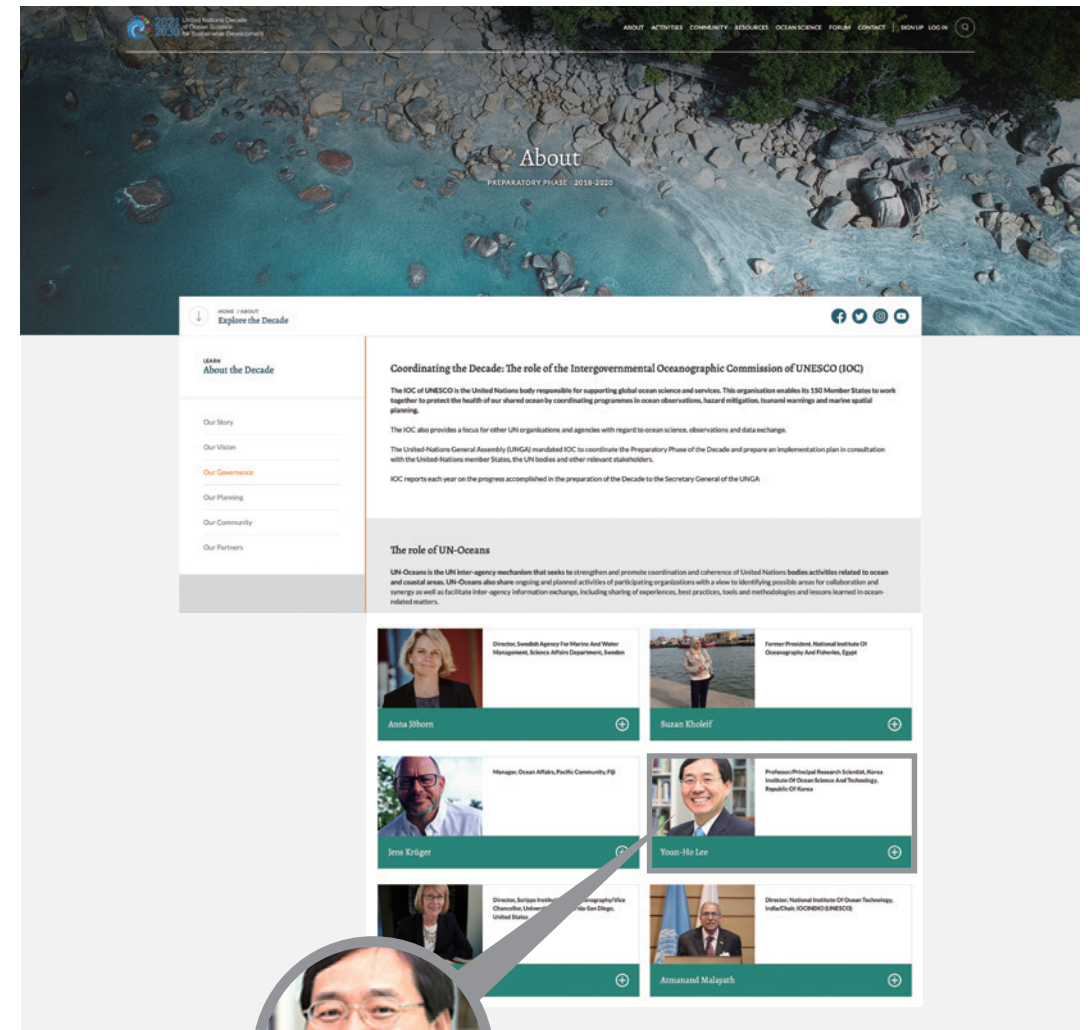
Project History

- September 2015** SDGs adopted, including SDG 14 on life under water
- June 2016** Discussions at the 49th UNESCO-IOC Executive Board on strategic planning to attain SDG 14
- June 2017** Resolution by the Delegation of the Republic of Korea and the Delegation of Norway to promote the UN Decade of Ocean Sciences approved at the 29th UNESCO IOC General Assembly
- December 2017** The UN Decade of Ocean Sciences is approved at the UN General Assembly and proclaimed
- January 2018** MOF and UNESCO-IOC conclude an MOU for support for the preparatory phase of the UN Decade of Ocean Sciences, and another MOU relating to MOF's contribution of Funds-in-Trust for the UN Decade of Ocean Sciences
- November 2018** Executive Planning Group (EPG) for the UN Decade of Ocean Science for Sustainable Development established
* Members of the EPG include Dr. Youn-ho Lee from the ROK
- December 2018** Inaugural meeting of the Executive Planning Group for the UN Decade of Ocean Science (Paris, France)
- May 2019** Inaugural Global Planning Meeting for the UN Decade of Ocean Science (Copenhagen, Denmark)
- August 2019** Pacific Regional Workshop for the UN Decade of Ocean Science (Tokyo, Japan)
- January 2020** Second Executive Planning Group Meeting for the UN Decade of Ocean Science (Paris, France)
- March 2020** Second Global Planning Meeting for the UN Decade of Ocean Science (Paris, France)

Results

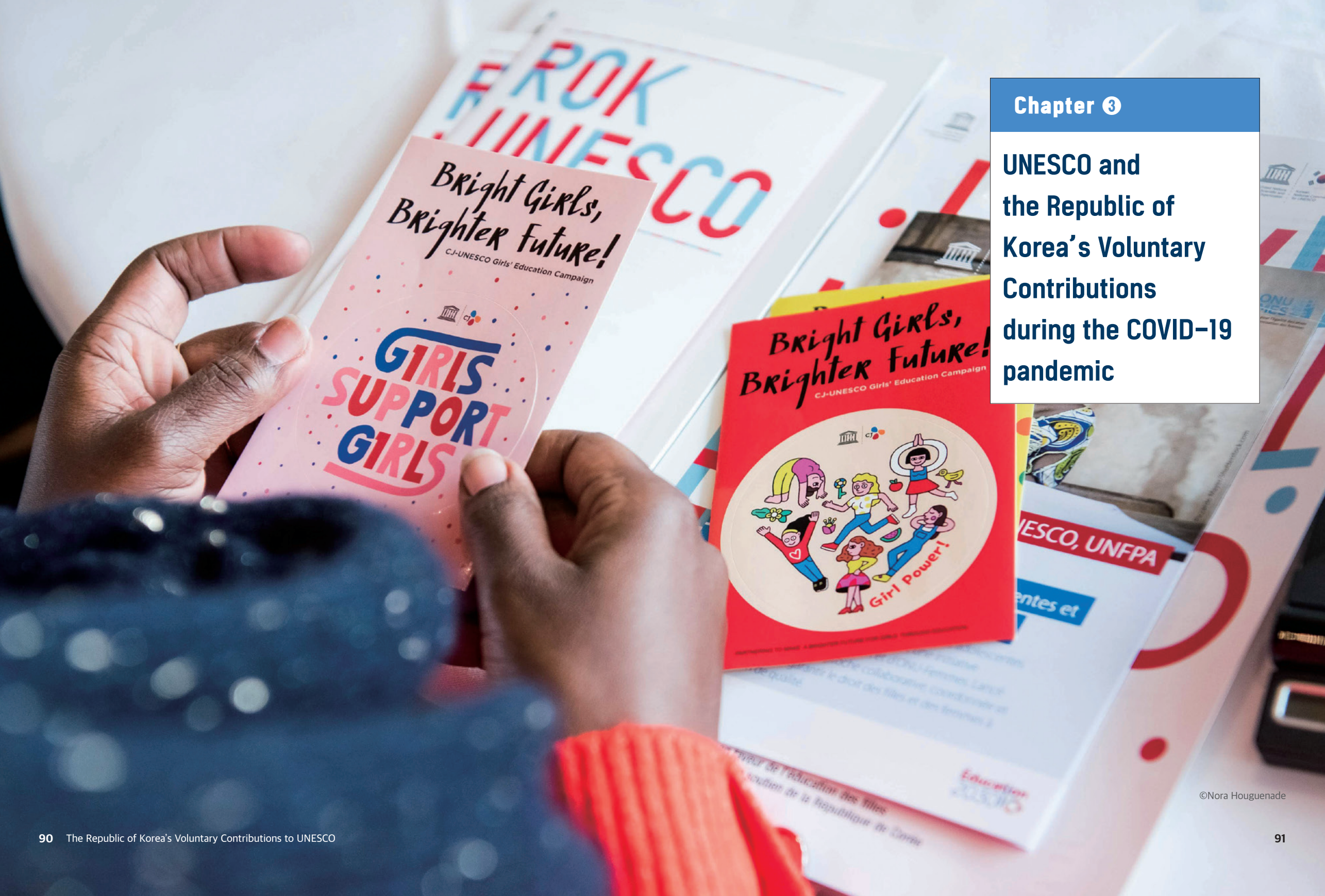
- 2018: First progress report for the UN Decade of Ocean Sciences and UNESCO-IOC GOSR (Global Ocean Science Report) drafted
- 2019: First global planning report for the UN Decade of Ocean Sciences drafted

- 2020: Young marine scientists selected for the UN Decade of Ocean Sciences (three in total)
- The ROK government has been an active participant in the UN Decade of Ocean Sciences since the Decade's inception, as exemplified by the ROK's joint resolution with the Delegation of Norway to promote the Decade and the entry by MOF into an MOU with UNESCO-IOC in 2018 for financial and manpower support.
- Dr. Youn-ho Lee of the Korea Institute of Ocean Science and Technology is a member of the Executive Planning Group (EPG) for the UN Decade of Ocean Sciences, which is composed of representatives from only 17* of the total 150 IOC member states.
 - * Republic of Korea, Colombia, Mexico, Australia, Sweden, Egypt, New Zealand, India, France, China (PRC), Portugal, Russia, South Africa, Japan, Germany, Puerto Rico, and United States (3 members), making a total of 19 members
- The EPG is in charge of planning programmes, projects and regional workshops, and a South Korean presence in the EPG could attract international programme offices to South Korea and lead to the development of ROK-led projects
- Some EPG members are the heads of leading ocean sciences institutes in their home countries, and international networking between these advanced institutes and experts in the domain of ocean sciences can be expected.
- Meanwhile, some other UNESCO-IOC member states have expressed an interest in joining the UN Decade of Ocean Sciences, with an increasing number of member countries actively interested in attracting offices for international programmes.
- Accordingly, it is necessary to explore the possibility of collaborating with countries advanced in ocean sciences like the United States to jointly develop projects and jointly attract offices for the international programme.
- The Korea Institute of Ocean Science & Technology has selected three Young Ocean Scientists to fully represent the views of young South Korean scientists in the UN Decade of Ocean Sciences.



Dr. Youn-ho Lee, member of the EPG
Source: <https://www.oceandecade.org>

- These young ocean scientists will contribute to analysis of the issues being discussed as part of the agenda for the UN Decade of Ocean Sciences and the setting of priorities for action, as part of the UNESCO-IOC's effort to develop the next generation of leaders in science.



Chapter ③

UNESCO and the Republic of Korea's Voluntary Contributions during the COVID-19 pandemic

UNESCO – Bureau of Strategic Planning



UNESCO has reacted promptly to the Covid-19 outbreak from the very beginning, developing appropriate responses to member states' urgent priorities in the context of its missions and competencies in the field of Education, Sciences, Culture and Communication. Its action has been aligned within the broader framework of the concerted United Nations system response, where UNESCO has focused on a number of targeted initiatives, in particular:

Targeted initiatives

- ✓ to strengthen continued and inclusive access to means of distance learning, and to available educational, information and knowledge resources, and highlight the impact of school closures;

- ✓ to support principles of ethics, openness, transparency and inclusiveness in scientific research and cooperation;

- ✓ to inform policies and plans for crisis prevention and management in its fields of competence, including through innovative data collection and analysis, and high-level exchanges;

- ✓ to protect and promote, in the hardest-hit sectors, the role and status of teachers and cultural and media professionals with the aim in particular of the recovery of the sectors affected and social cohesion;

- ✓ to promote gender equality, human rights and fundamental freedoms in its fields of competence, and combat exclusion, inequalities and discrimination;

- ✓ to act for freedom of the press, and support media and journalists to provide quality information;

- ✓ to promote shared commitments and sharing of best practices in its fields of competence so as to protect long-term investments in the basic sectors of education, culture, science and information, emphasizing innovation and the digital transformation.

In order to deliver on these objectives, UNESCO has prioritized four forms of intervention:

Mobilization of international cooperation and high-level policy dialogue, leveraging the comparative advantages and resources of major international and multilateral development agencies and partners.

By way of example:

- Establishment of the COVID-19 Global Education Coalition with over 150 partners from governments, multilateral organizations and the private sector, to offer flagship initiatives on gender, teachers and connectivity;
- Launch of the ResiliArt global movement to support artists and creative professionals and reflect on the future of culture;
- Organization of ministerial and high-level online meetings enabling the establishment of global dialogue on global issues and sharing of experience and best practices, including: a meeting of education ministers and the establishment of an Ad-Hoc Ministerial Group which met 3 times to facilitate continued policy dialogue and exchange between Ministers of Education; a meeting of ministers of culture and meetings with regional intergovernmental organizations (IGOs) and development banks; a meeting of ministers of science and technology; a science minister network on open science;
- High-level dialogue on the occasion of World Press Freedom Day, in the context of the COVID-19 pandemic, with in particular the United Nations Secretary-General António Guterres and the High Commissioner for Human Rights, Michelle Bachelet.

Advocacy and awareness-raising campaigns. By way of example:

- Weekly webinars on the educational dimensions of the COVID-19 pandemic in order to share best practices, ideas and resources about country responses;
- A webinar series on inclusion, as part of the actions carried out by the Social and Human Sciences Sector, to exchange experiences and skills on measures to take to address the COVID-19 crisis;
- Launch of the campaign “#learning never stops” to support and promote educational continuity;
- Launch of an awareness-raising campaign on the occasion of World Press Freedom Day on 3 and 4 May 2020;
- Launch of the campaign “MyCOVID-19Story” from #YouthOfUNESCO, which involves young people in innovative actions;
- Participation in the global campaign #WithHER of the United Nations Secretary General to raise awareness of domestic violence;
- The awareness-raising #DontGoViral campaign on how to mitigate the spread of COVID-19 in Africa, with the support of artists;
- Social media information and campaigns built around the hashtags #shareculture, #shareourheritage, #shareinformation #shareeducation.

UNESCO’s new ‘keeping girls in the picture’ campaign, under the #learning never stops initiative, also is placing a focus on the importance of gender-responsive measures to ensure that all girls can continue to learn and return to schools, when these reopen (<https://on.unesco.org/girlsbacktoschool>).

Provision of policy and technical support to strengthen human and institutional capacities, including in the context of United Nations Sustainable Development Cooperation Frameworks.

- This work has enabled country-level mappings and assessments so as to assist in the reconstruction of the most affected sectors and services. For example: assessment of education systems, ecosystem resilience in world heritage sites and biosphere reserves, and mapping of science, technology and innovation policies and strategies.

Generation of data and analyses aiming to support access to information and inform policy development.

- In addition to the provision of interactive maps providing real-time updated data, such as on school closures (<https://en.unesco.org/covid19/educationresponse>) and world heritage sites (<https://en.unesco.org/covid19/cultureresponse/monitoring-world-heritage-site-closures>), policy briefs and guidelines have been published to inform the public debate, such as the “Framework for Reopening Schools” published by UNESCO, UNICEF, the World Food Programme and the World Bank. UNESCO’s Global Education Coalition Gender Flagship has also expanded on this guidance through the creation of a “Building Back Better: Girls Back to School Guide,” which calls for gender-responsive measures that transform education systems, prioritize resilience and address the key bottlenecks and barriers to girls’ education. This has been supported by the establishment of a curated list of online tools, knowledge resources and information hubs, centralized through a dedicated website on the COVID-19 response (<https://en.unesco.org/covid19>). The impact of COVID-19 on the cultural sector and the measures taken on the global, regional and national levels have been monitored and documented in the online bulletin “Culture & COVID-19: Action and Response Tracker.”

Leveraging partnerships has been central to UNESCO’s effort to address the challenges linked to the pandemic, including proactive engagement and clear communication with existing donors and partners, as well as developing synergies and forging multi-stakeholder alliances with new public and private partners. Through continued dialogue with donors and partners, UNESCO has been able to adapt on-going activities to tackle the new challenges and needs of member states as they confront the pandemic outbreak.

In this context, projects and activities supported by the Republic of Korea have been crucial to address these new challenges. UNESCO services at headquarters and in the field have closely consulted with the ROK donor representatives to re-schedule the project activities supported through the voluntary contributions provided by the Republic of Korea and adapt them to the crisis situation.

Flagship activities in the field of Education supported by ROK donors in Africa (notably through the projects “Better Education for Africa’s Rise (BEAR)”, “ICT Transforming Education in Africa”, and the “UNESCO-UNFPA-UN Women Joint Programme for Empowering Adolescent Girls and Young Women through Education” in Mali, Nepal and Tanzania) have been adapted in order to tackle the negative effects of the pandemic on the beneficiary countries’ education systems and support continuity of learning, particularly for adolescent girls and young women.




For instance, in all BEAR II countries a COVID-19 response plan has been elaborated in close consultation with national project officers, project Steering and Technical committees and national authorities. The project response plans are in full alignment with national emergency response plans of each country. The planned activities aim to integrate digitized content in curriculums (among other things), to include digital skills in teacher and manager training programmes, and to mobilize skills gateways as an online platform to disseminate digitized resources.

Through the KFIT-ICT project, phase I countries have leveraged the results of their work and expertise to support their respective national COVID-19 education responses. The knowledge, resources and tools developed during KFIT I were also put at the disposal of other Member States, enabling peer learning and replication. Rwanda’s REB e-learning platform, developed with KFIT phase 1, was featured in and shared widely through the national learning tools on UNESCO’s website for

the COVID-19 response, which has also raised the project's visibility. As far as phase II countries are concerned, the timing of the pandemic has allowed for stronger integration and adaptation of the project design to the national education COVID response, through the needs assessments processes. Direct support has also been provided to the phase II countries to ensure education continuity. For example, in Côte d'Ivoire, curriculums have been collected to populate a national portal, a research report on the resilience of the education system and the effectiveness of distance learning solutions implemented during school closure caused by COVID-19 has been prepared, and a handbook for interactive audio education for policymakers has been developed.

Initiatives

In the framework of the joint programme focusing on girls' education, implemented in Mali, Nepal and Tanzania, UNESCO has accommodated urgent needs arising from the pandemic, including initiatives such as:

- 
 providing technical support to the governments of these countries to strengthen access to means of distance learning;
- 
 designing and broadcasting awareness-raising messages through various media to encourage learners, particularly girls, to continue learning through radio- and television-based remedial classes during the lockdown period, and for the promotion of hygiene and COVID-19 prevention practices;
- 
 supporting out-of-school adolescents, notably girls, with the provision of smartphones in order to promote digital literacy;

 supporting the government's COVID-19 strategy on inclusive school reopening

The pandemic has forced an historic shift into online learning and has challenged higher education systems worldwide. Thus, in the Asia-Pacific region, UNESCO has also adapted the on-going activities supported by ROK donors in order to incorporate schools' responses to COVID-19 and other global crises /emergencies. In this regard, a practical guide for teachers and school leaders on the Whole-School Approach to Global Citizenship Education is planned to be developed, and capacity-building training on this guide will be organized for a number of teachers and school leaders in several Asian countries.

At the same time, virtual outreach has been increased and the UNESCO Bangkok office has produced new publications and webinars on the complex impacts of COVID-19 on higher education and the recognition of learning.

In the field of Culture, the support provided by the Republic of Korea to UNESCO's activities relating to cultural and creative industries, has allowed online consultation sessions to be organized in the framework of the #ResiliArt initiative launched by UNESCO to respond to the COVID-19 crisis. In particular, in Central Asia, these virtual consultations provided a platform for an exchange of ideas and good practices on how to support the culture sector and creative industries in the region. The debate covered lessons learned from lockdowns and isolation, development of models supportive of culture that respond to the crisis, the role of culture and creative industries in promoting resilience, and the effect of COVID-19 on the livelihoods of artists in Central Asia.

Similar on-line consultations were organized in the framework of other activities supported by the ROK in ASEAN countries, notably in Thailand and Indonesia. The changes and challenges brought by the pandemic will also be highlighted during an upcoming ASEAN policy-makers workshop in Seoul.

In the field of World Heritage, UNESCO has adjusted operational projects that support the conservation of World Heritage, particularly in the Asia and the Pacific region, to deal with the COVID-19 pandemic. While on-site activities and workshops have had to be postponed, online alternatives have been sought. For instance, the World Heritage Centre has provided online capacity-building materials and resources supplemented with a series of specific online sessions and a biweekly online 'Clinic Hour'. Within the Republic of Korea, World Heritage site managers and experts working at the Jeju Volcanic Island site participated in the #ShareOurHeritage Campaign, for which they submitted a video testimony that was shared on UNESCO's social media channels.

This global crisis has demonstrated the relevance of UNESCO's fields of action and its programmes, as well as its ability to mobilize partners and senior policy-makers very rapidly, and to forge action-oriented coalitions.





List of the Republic of Korea's Voluntary Contributions to UNESCO

Total budget committed for each project as of 2019

Source: UNESCO Transparency Portal

- 01** Advancements needed for the Asia-Pacific region to achieve the targets set under SDG4 - Regional publication US\$ 70,000
- 02** Bamiyan Cultural Centre US\$ 5,472,209
- 03** Bamiyan Cultural Centre (Phase II) US\$ 1,912,449
- 04** Bamiyan Cultural Centre (Phase III) US\$ 3,496,272
- 05** Better Education for Africa's Rise 2 (BEAR 2) US\$ 10,000,000
- 06** Better Education for Africa's Rise (BEAR) US\$ 10,000,000
- 07** Better Life for Out-of-School Girls to Fight Against Poverty and Injustice in the Philippines US\$ 6,000,000
- 08** Biodiversity research, training and management in the Democratic People's Republic of Korea US\$ 126,440

- 09** Biosphere Reserves as tools to reach the Sustainable Development Goals in island and coastal areas US\$ 532,728
- 10** Buddhist Heritage Route for Sustainable Tourism Development in South Asia US\$ 450,000
- 11** Capacity-Building Ahead of the Third Cycle of Periodic Reporting in Asia and the Pacific US\$ 350,055
- 12** Costing and Financing SDG4-Education 2030 in the Asia-Pacific Region US\$ 360,000
- 13** Creative industries development for the diversity of cultural expressions - Strengthening the sustainability of creative industry in Mongolia, Vietnam and Uganda US\$ 469,600
- 14** Developing Regional Quality Tools to Facilitate the Cross-Border Mobility of Students in Asia and the Pacific US\$ 1,000,000
- 15** Developing TVET Policies Designed to Increase Skills for Employment and Entrepreneurship in Alignment with National Economic Plans US\$ 50,000
- 16** Eabrn 2019-2020 US\$ 100,000
- 17** East Asian Biosphere Reserve Network: advancing the Lima Action Plan US\$ 100,000

18 Educational Innovation for Promoting Communication and Integration in Asia-Pacific: Facilitators of Global Citizenship Education US\$ 495,050

19 Educational Innovation for Promoting Communication and Integration in Asia-Pacific: Implementing Regional Quality Tools to Facilitate the Cross-border Mobility of Students US\$ 990,099

20 Empowering Adolescent Girls and Young Women through Education in Mali US\$ 5,000,000

21 Empowering Adolescent Girls and Young Women through Education in Tanzania US\$ 5,000,000

22 Empowering Adolescent Girls and Young Women through the Provision of Comprehensive Sexuality Education and a Safe Learning Environment in Nepal US\$ 5,000,000

23 Enhance the Capacity for Species Identification and Genetic Analysis on Marine Organisms in the Coral Reef Ecosystems in the Western Pacific - Second Phase (DRMREEF- II) US\$ 133,132

24 Enhance the Capacity for Species Identification and Genetic Analysis on Marine Organisms in the Coral Reef Ecosystems in the Western Pacific - Third Phase (DRMREEF- III) US\$ 130,435

25 Enhancing National Capacity for Results-Based Budgeting for Better Education Results in Asia-Pacific US\$ 100,000

26 Enhancing National Capacity to Foster Digital Citizenship Education in Asia Pacific US\$ 1,500,000

27 Exploring innovative financing mechanisms and partnerships for ensuring free inclusive and equitable quality pre-primary education for all in Asia-Pacific US\$ 70,000

28 Financing Cultural and Creative Industries Sector in South-East Asian countries US\$ 100,000

29 Global Ocean Science Report Portal US\$ 93,104

30 ICT Transforming Education in Africa US\$ 6,000,000

31 ICT Transforming Education in Africa - Phase II US\$ 1,980,198

32 Innovative Financial Planning in Technology-Enabled Education to Achieve SDG 4 in Asia-Pacific US\$ 120,000

33 Junior Professional Officer (JPO), JPO (Korea) for Gender Equality US\$ 120,955

34 Junior Professional Officer (JPO), JPO (Korea) for Gender Equality US\$ 210,604

35 Korean JPO for Organizational Design, Post Management & Classification
US\$ 156,449

36 Korean JPO to assist the work of the Section for Partnerships,
Cooperation and Research (ED/PCR) US\$ 252,828

37 Korean JPO to assist the work of the Section for Partnerships,
Cooperation and Research (ED/PCR) US\$ 233,937

38 Korean Secondment on diversity of cultural expressions US\$ 743,218

39 Korean Secondment on diversity of cultural expressions US\$ 181,300

40 Preparing Teachers for Global Citizenship Education US\$ 1,000,000

41 Preservation and Conservation of the Koguryo Cultural Heritage in
the Democratic People's Republic of Korea (DPRK) US\$ 1,000,312

42 Preservation of Koguryo Tombs and Mural Paintings in the Democratic
People's Republic of Korea (Phase IV) US\$ 820,736

43 Promoting intercultural dialogue and a culture of peace in South-East Asia
through shared histories US\$ 1,000,000

44 Promoting public-private partnership for ensuring environmental security
and sustainable growth in Greater Mekong Subregion (GMS) US\$ 80,000

45 Provision of TVET and Higher Education Opportunities for Youth Affected
by the Syria Crisis in Jordan US\$ 1,000,000

46 Provision of TVET, On-the-Job Training and Entrepreneurship Education
to Youth Affected by the Syria Crisis in Jordan US\$ 1,000,000

47 Provision of TVET, On-the-Job Training, and Entrepreneurship Education
to Youth Affected by the Syria Crisis in Jordan (Phase Four) US\$ 1,000,000

48 Regional Strategy and Planning Toolkit to Shape Up ICT-Supported
Lifelong Learning for All US\$ 70,000

49 SDCI Phase II US\$ 769,741

50 Secondment from Republic of Korea to UNESCO US\$ 864,286

51 Secondment from the Republic of Korea of Mr. Kim US\$ 480,169

52 Secondment of a Programme Specialist from ROK to the World
Heritage Centre US\$ 449,432

- 53 Secondment of Mr Jaehyun Ryu to UNESCO Bangkok
(KFIT Programme Coordinator) US\$ 201,619
-
- 54 Secondment of Ms Jihye Hwang to UNESCO Bangkok
(Associate Programme Specialist in Education) US\$ 381,449
-
- 55 Secondment of Ms. Yi Yang-Ju to UNESCO Bangkok
(Programme Specialist in Education) US\$ 386,839
-
- 56 Senior Programme Specialist (P5) Secondment to Hydrology Division
(Theme 4: Water for Human Settlements) US\$ 511,867
-
- 57 StartUp Ocean Decade US\$ 140,017
-
- 58 Strengthening costing and financing of SDG 4.2 in the Asia-Pacific Region
US\$ 69,734
-
- 59 Strengthening cultural industries in Lao PDR, Uzbekistan and Rwanda
US\$ 414,000
-
- 60 Strengthening film industries in Central Asia US\$ 200,000
-
- 61 Strengthening regional and national capacities to develop cultural and
creative industries for the diversity of cultural expressions in Asia/Pacific
US\$ 414,000

- 62 Support for Adult Literacy in Afghanistan US\$ 1,750,458
-
- 63 Support for the Asian Silk Roads World Heritage Serial and Transnational
Nomination(s) (phase II) US\$ 350,000
-
- 64 Supporting Competency-Based Teacher Training Reforms to Facilitate
ICT-Pedagogy Integration US\$ 1,145,608
-
- 65 Supporting the Development of an Innovation Acceleration Platform -
Science Park and Technology Business Incubator in Indonesia and Namibia
US\$ 350,000
-
- 66 Supporting the Post-Disaster Recovery of the Bagan Archaeological Area
and Monuments through the Preservation and Digitization of the Bagan
Photographic Archive US\$ 511,036
-
- 67 Support to national capacity building to realize Girls' Right to Education in
Punjab and Gilgit-Baltistan US\$ 3,400,000
-
- 68 Support to the Preparatory Phase of the UN Decade of Ocean Science
for Sustainable Development: communication and engagement activities
US\$ 129,000
-
- 69 Sustainable Development and Community Involvement Initiatives (SDCI)
for the Implementation of the World Heritage Convention US\$ 600,065

70 Sustainable Water Security for Human Settlements in Developing Countries under Climate Change US\$ 3,130,000

71 Timor-Leste Quality Education for All - 3rd Cycle Math and Science Curriculum US\$ 2,013,857

72 Tuol Sleng Genocide Museum Project US\$ 1,189,786

73 Youth Empowerment through TVET US\$ 3,000,000

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