2017 Training Workshop

for Officials of National Commissions for UNESCO
in Asia and the Pacific

Bangkok, Thailand / 20 – 23 June 2017

United Nations
Educational, Scientific and
Cultural Organization

유네스코한국위원회
Korean National Commission for UNESCO

United Nations
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Bangkok Office

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THAI National Commission for UNESCO

This report is respectfully dedicated to the memory of our honoured colleagues,

the late Dr. Gwang-Jo Kim,
Director of the UNESCO Bangkok Office and
the late Ms. Lavina Josepha Akken
of the Nauru National Commission for UNESCO.

Their friendship and dedication to UNESCO will forever be cherished in all our hearts.

2017 Training Workshop

for Officials of
National Commissions for UNESCO
in Asia and the Pacific

Contents

1. OPENING SESSION REMARKS

Opening Remarks

Mr. Kwangho Kim

Secretary-General of the Korean National Commission for UNESCO

Distinguished guests, respected colleagues, ladies and gentlemen, good morning!

It is my pleasure to extend to all participants a very warm welcome on behalf of the Korean National Commission for UNESCO. Thank you all for taking time from your busy schedules to join us at this training workshop. I also would like to extend my most sincere gratitude to our co-organizers, the UNESCO Bangkok Office and the Thai National Commission for UNESCO.

As a part of the overall constitutional body of UNESCO, National Commissions play an essential role in liaising with various stakeholders to create cooperative networks in the Organization's field of expertise. By doing so, National Commissions disseminate the values and ideas of UNESCO within their countries and contribute to building a stronger international community. National Commissions are also crucial to the achievement of the UN's Sustainable Development Goals within each Member State, acting as focal points for national implementation efforts.

It is the achievement of these important missions of National Commissions that has brought us here today. This four-day workshop aims to contribute to capacity-building of National Commissions in Asia and the Pacific, as well as to strengthen the channels for constructive exchange of ideas among National Commissions in the future. We see both of these as crucial to the effective functioning of National Commissions in their vital roles.

I would like to end my opening remarks by expressing, once again, my heartfelt thanks to all of you for joining us. I trust you will find the workshop both enjoyable and worthwhile, and wish you all a pleasant stay in Bangkok. Thank you.

Welcoming Remarks

Mr. Gwang-Jo Kim

Director of the UNESCO Bangkok Office

Greetings, Mr. Kwangho Kim, Secretary-General of the Korean National Commission for UNESCO, Ms. Nongsilinee Mosika, Deputy Secretary-General of the Thai National Commission for UNESCO, distinguished participants, colleagues and friends, ladies and gentlemen.

Good morning and welcome to this Training Workshop for Officials of National Commissions for UNESCO in Asia and the Pacific.

I am also pleased to welcome the Deputy Secretary-General of the German Commission for UNESCO (Dr. Lutz Möller) on this occasion. I am very pleased to be part of this meeting today, which brings together representatives from several National Commissions for UNESCO throughout Asia-Pacific. I would like to express my sincere appreciation to the Korean National Commission for UNESCO and the Thai National Commission for UNESCO for their efforts in co-organizing this important workshop.

It is a great pleasure for the UNESCO Bangkok Office to join this four-day workshop, as it allows us to directly interact with our National Commissions in relation to the 2030 Agenda for Sustainable Development, and to explore together how best we can achieve its challenging goals and targets.

The SDGs are multi-dimensional, dealing with complex challenges at both the global and local levels and encompassing social, economic, political, cultural and environmental dimensions. With its comparative approach and multidisciplinary nature, UNESCO has a key role to play in this collective endeavor being undertaken towards the year 2030.

UNESCO is the only UN Agency to have a global network of national cooperating bodies, our National Commissions. For the Secretariat – not only for headquarters, but also for Field Offices – it is crucial to reinforce cooperation with National Commissions.

This is because National Commissions act as agencies of consultation, liaison and information, while also mobilizing and coordinating partnerships with national partners, including civil society. As such, they make vital contributions to the advancement of UNESCO's objectives and the implementation of our programme. They play a significant role in liaising with partners, coordinating activities and promoting UNESCO's visibility at the country level.

The network of National Commissions can also facilitate South-South/North-South cooperation, which could be instrumental in the context of the 2030 Agenda. Regional and sub-regional cooperation is instrumental in supporting Member States' efforts to successfully implement the SDGs and their targets.

In this regard, I am pleased that UNESCO's role in the 2030 Agenda for Sustainable Development will be covered on the first day of this workshop. Moreover, we will hear from my colleagues regarding UNESCO Bangkok's major activities as well as the resources we have available to support Member States in the region.

This year, we will be introducing a 'market place', where you will be encouraged to interact directly with my colleagues in the areas that interest you.

That being said, this cooperation should take place within the broader context of inter-regional and sub-regional processes and mechanisms for coordinating and monitoring progress toward the 2030 Agenda for Sustainable Development.

Towards the end of this workshop, it is hoped that discussions will help us clarify how we can best enhance our cooperation and synergize our efforts in support of Member States as the region moves forward with the 2030 Agenda.

I'd like to reiterate the importance of our cooperation in supporting Member States as they make the global vision contained in the SDGs a reality on the local level.

I thank you all for your participation and continued efforts to support Asia-Pacific Member States. I wish you all a fruitful workshop and look forward to our strengthened cooperation in the years to come. Thank you.

Welcoming Remarks

Ms. Nongsilinee Mosika

Deputy Secretary-General of the Thai National Commission for UNESCO

Mr. Kwangho Kim, Secretary-General of the Korean National Commission for UNESCO; Dr. Gwang-jo Kim, Director of UNESCO Bangkok; Distinguished Participants; Ladies and Gentlemen,

It is my very great pleasure to join you all at this training workshop for officials of Asia-Pacific National Commissions for UNESCO. I would like to extend my warmest welcome to all visiting friends from UNESCO National Commissions.

This workshop is organized at an opportune time because UNESCO National Commissions have key roles to play in pursuing our shared global commitments to the education agenda. UNESCO is regarded as the "intellectual" agency of the United Nations. At this time, when the world is striving to achieve sustainable development, UNESCO is prominent in laying the foundations of sustainable development by advancing cooperation in education, the sciences, culture, communication and information across regions.

I congratulate and express my thanks to the Korean National Commission for UNESCO, and to UNESCO Bangkok, for co-hosting this important training workshop, and choosing Bangkok as the venue for this second year of the training workshop. I also very much hope that you will experience and enjoy to the fullest extent our hospitality during your stay in Thailand.

Ladies and Gentlemen,

This year marks an important step for UNESCO National Commissions working together to achieve sustainable development. The Thai National Commission for UNESCO continues to pursue an active role in coordinating with UNESCO to implement programmes in the fields of education, natural sciences, social and human sciences, culture, and communication and information to meet both national and international development targets. In line with the Education 2030 agenda, Thailand is strongly committed to realizing the right to education for all children in the country. Education policy is focusing on promoting inclusive education and lifelong learning to meet, anticipate and address current and future challenges. The country is implementing a new national education plan (2017-2036), which focuses on giving students lifelong learning opportunities to increase their quality of life, based on skills for the 21st century. Reform of the teaching and learning process is underway to equip learners with

relevant skills, capabilities, and expertise to enable them to drive and raise the level of our country's development. Currently, the teaching of STEM is integrated and will be extended to all schools nationwide, covering both general and vocational education. Moreover, in Thailand, ICT is being utilized for education, while the study of a second foreign language is also underway to enable Thais to compete more successfully in the international arena.

As part of the training, on Friday, 24th June, the Thai National Commission is very proud and pleased to be able to offer a study visit to the "Samsen Wittayalai" School, one of our ASPnet schools. This secondary school is one of Thailand's STEM Education Centres. The school is also very active in environmental protection, and the school's planetarium has educated and inspired students to learn amateur astronomy.

On behalf of the Thai Ministry of Education, and myself, I am pleased to be part of this training workshop which aims to increase the effectiveness of National Commissions for UNESCO. I now look forward to the outcome of this workshop which will promote the roles of National Commissions and UNESCO's programme. I hope we can all work together over the next few days to achieve the objectives of this workshop, and thereby make a positive contribution to the region, and the world community.

Thank you.

2. WORKSHOP PROGRAMME
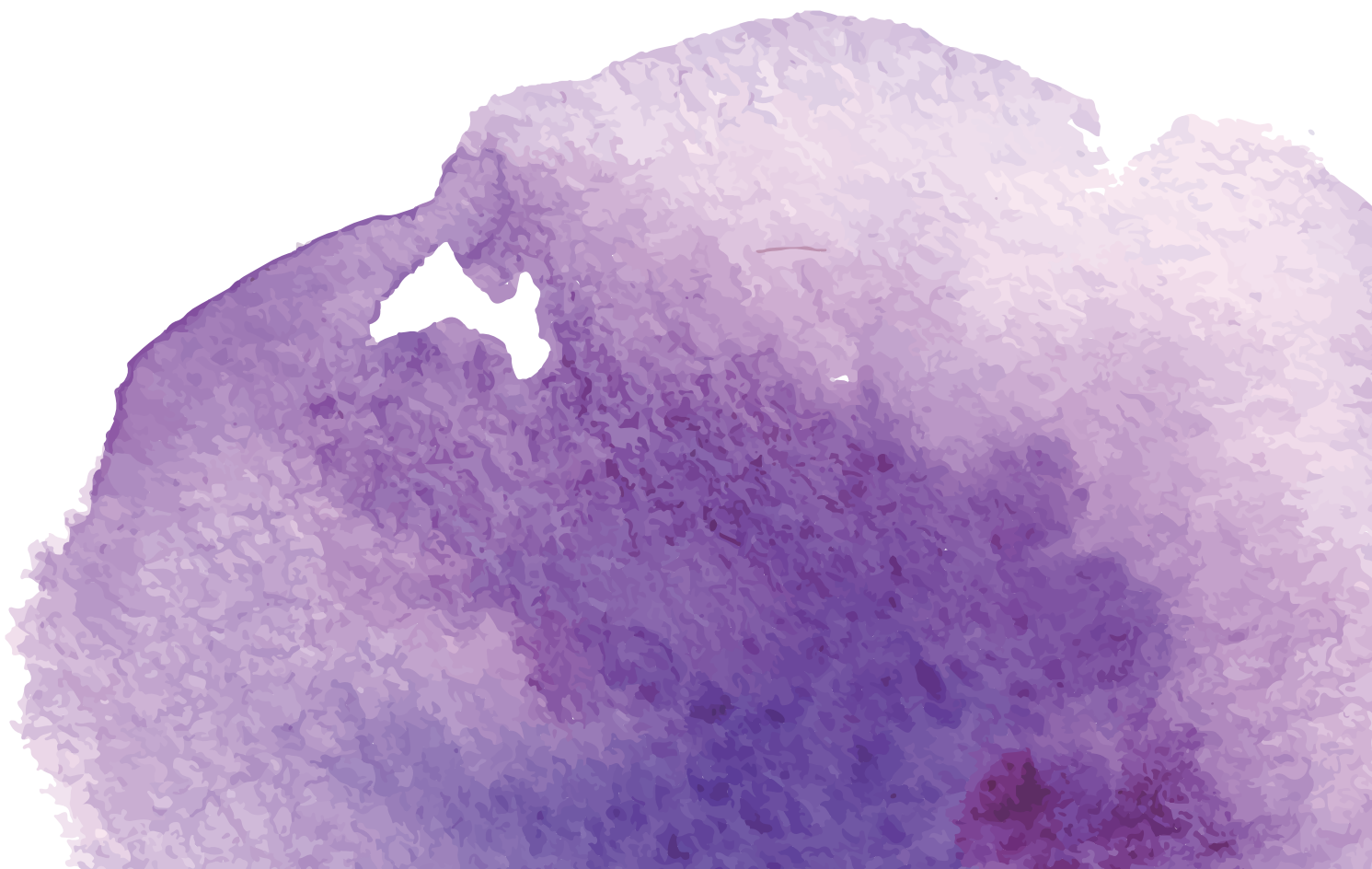
I. Background

As constitutionally recognized liaison bodies between UNESCO and its Member States, National Commissions are vital for the elaboration, execution and evaluation of the Organization's programmes. Particularly within the context of the Sustainable Development Goals (SDGs) and their implementation at country level, strong and effective National Commissions constitute an invaluable asset for UNESCO. Against this background, the Korean National Commission for UNESCO (KNCU), the UNESCO Bangkok Office, and the Thai National Commission for UNESCO (TNCU) jointly organized a "Training Workshop for Officials of National Commissions for UNESCO in Asia and the Pacific" in order to contribute to enhancing the capacities of National Commissions in the Asia and Pacific regions.

II. Objective

The four-day training workshop aimed to contribute to the effective functioning of National Commissions for UNESCO by helping their staff members better understand the following issues, while providing avenues for the exchange of ideas among participants: UNESCO and its current reform process; UNESCO's programme priorities in the context of the 2030 Agenda; the roles of National Commissions in promoting UNESCO's ideals in Member States; the process for planning and implementing projects using the Participation Programme (PP); UNESCO cultural conventions and applications for international assistance; and writing effective proposals/reports.

III. Organizers

The training workshop was jointly organized by KNCU, the UNESCO Bangkok Office, and TNCU.

IV. Date and Venue

1. Date: 20 – 23 June 2017
2. Venue: Marriott Bangkok Hotel Sukhumvit

      (2 Sukhumvit Soi 57, Klongtan Nua, Wattana, Bangkok 10110, Thailand)

V. Participants

Staff members of the National Commissions in the following 21 countries in Asia and the Pacific participated in the training workshop: Afghanistan, Australia, Bangladesh, Bhutan, the Cook Islands, Fiji, Indonesia, Japan, Kazakhstan, the Lao People's Democratic Republic, Malaysia, Mongolia, Myanmar, Nauru, Nepal, the Philippines, the Republic of Korea, Samoa, Thailand, Vanuatu, and Viet Nam. Officials from UNESCO headquarters, the German Commission for UNESCO, and the Asia-Pacific Center of Education for International Understanding also participated.

XI. Tentative Programme

Monday, 19 June 2017

Arrival of participants / check in (registration)

19:00-20:30   Informal welcoming dinner (hosted by the Korean National Commission for UNESCO)

Tuesday, 20 June 2017 (Day I)

08:30 - 09:00   **Registration**

09:00 - 09:45   **Opening session**

- Opening remarks by Mr. Gwangho Kim, Secretary-General of the Korean National Commission for UNESCO
- Welcome remarks by Ms. Nongsilinee Mosika, Deputy Secretary-General of the Thai National Commission for UNESCO
- Welcome remarks by Mr. Gwang-Jo Kim, Director of the UNESCO Bangkok Office
- Self-introductions by participants
- Introduction of the agenda for the workshop
- Group photo

09:45 - 10:00   Break

10:00 - 11:00   **Session 1 - UNESCO's structure and functions, and its current reform efforts** (presented by Mr. Mohamed Djelid, Deputy Director, Bureau of Strategic Planning, UNESCO HQ)

-   The role of UNESCO in global governance: challenges and opportunities
-   Organizational structure of the UNESCO Secretariat (functions of major units)
-   Governance and current reform efforts (General Conference and Executive Board)

11:00 - 12:00   **Session 2 – Where we stand with the Sustainable Development Goals (SDGs) at the regional level** (presented by Mr. Gwang-Jo Kim, Director of the UNESCO Bangkok Office)

- UNESCO's role in the 2030 Agenda for Sustainable Development in the region
- Progress achieved through the Asia-Pacific Meeting on Education 2030 (APMED)
- Discussion

12:00 - 13:30   Lunch

13:30 - 14:15   **Session 3 – Overview of the status of implementation of the SDGs by Member States: ongoing efforts at the country level and remaining challenges** (presented by Ms. Jun Morohashi, Head of the Executive Office & Regional Coordinator, UNESCO Bangkok)

14:15 - 15:40   **Session 4 – UNESCO's programme priorities for 2017: Education, Culture, Natural Sciences, Social & Human Sciences, and Communication & Information**
   - Overall strategic aspects (presented by Mr. Gwang-Jo Kim, Director, UNESCO Bangkok)
   - Presentations by UNESCO Bangkok per sector
     : Major initiatives (presented by Mr. Libing Wang, Chief of Section for Educational Innovation and Skills Development; Ms. Duong Bich Hanh, Chief & Programme Specialist for Culture; Ms. Eunhee LEE, Associate Programme Specialist for Natural Sciences; Mr. Wenxi Zhu, Programme Specialist for IOC/WESTPAC; Ms. Susan Vize, Regional Advisor for Social and Human Sciences; and Ms. Misako Ito, Advisor for Communication and Information)

15:40 - 16:00   Break

16:00 - 18:00   **(Continued) UNESCO's programme priorities for 2017: Education, Culture, Natural Sciences, Social & Human Sciences, and Communication & Information**
   - Presentations by UNESCO Bangkok (per sector)
   - 'Market place' for direct interactions between UNESCO Bangkok and National Commissions

19:00 - 20:30   **Welcome dinner**
   - Hosted by Mr. Gwangho Kim, Secretary-General of the Korean National Commission for UNESCO

Wednesday, 21 June 2016 (Day II)

09:00 - 10:00   **Session 5 – The way forward: cooperation with National Commissions towards the achievement of the SDGs in Asia and the Pacific** (presented by Ms. Akané Nozaki, Public Information Officer, UNESCO Bangkok)

10:00 - 10:15   Break

10:15 - 12:00   **Session 6 - Thematic discussion: ways to improve cooperation between National Commissions for UNESCO and UNESCO's Secretariat**

1st Presentation: UNESCO Secretariat perspective (presented by Mr. Mohamed Djelid, Deputy Director, Bureau of Strategic Planning, UNESCO HQ)

2nd Presentation: National Commission perspective (presented by Dr. Lutz Möller, Deputy Secretary-General, German Commission for UNESCO)

- Clarifying the role of National Commissions
- Improving the coordination of the network of National Commissions
- Strengthening National Commissions' partnerships with civil society
- Strengthening the overall approach to capacity development of National Commissions
- Open discussion among participants

12:00 - 13:00   Lunch

13:00 - 13:30   Travel to UNESCO Bangkok Office

13:30 - 14:45   **Session 7 - Understanding the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage**

1st Presentation: Latest developments in the life of the 2003 Convention (presented by Ms. Duong Bich Hanh, Chief & Programme Specialist for Culture, UNESCO Bangkok)

2nd Presentation: Implementation of the 2003 Convention in Thailand (presented by Ms. Savitri Suwansathit, Advisor to the Minister of Culture and Member of the Thai National Commission Committee)

- Latest updates on the 2003 Convention
- Preparation of applications for international assistance
- Thailand's experience of ratification of the 2003 Convention and national policy realignment

14:45 - 15:40   **Session 8 - Cooperation among National Commissions – sharing the German Commission for UNESCO's experience** (presented by Dr. Lutz Möller, Deputy Secretary-General, German Commission for UNESCO)

15:40 - 16:00   Break

16:00 - 17:00   **Session 9 - Implementing global citizenship education - sharing APCEIU's experience** (presented by Ms. Jihong LEE, Chief of the Training Cooperation Team, APCEIU)

17:00 - 18:00   **Session 10 - Use of UNESCO's name and logo** (presented by Mr. Stoyan Bantchev, Chief, Participation Programme and Fellowships, UNESCO HQ)

- Authorization for the use of the name and logo of the Organization

-   Example of the use of UNESCO's name and logo

18:00 - 19:00   UNESCO Bangkok Office Tour

19:00 - 20:30   **Dinner**

            - Hosted by Dr. Gwang-Jo Kim, Director, UNESCO Bangkok Office

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Thursday, 22 June 2016 (Day III)

09:00 - 10:30   **Session 11 - Writing effective correspondence and project proposals/reports in English** (presented by Ms. Sarah Kim, English Communications Specialist, Division of International Relations, Korean National Commission for UNESCO)

10:30 - 10:45   Break

10:45 - 11:15   **Session 12 - Development of regional cooperation through the use of the UNESCO Participation Programme** (presented by Mr. Stoyan Bantchev, Chief, Participation Programme and Fellowships Section, UNESCO)

11:15 - 12:00   **Session 13 - Workshop: preparing a regional Participation Programme project proposal**
            - Group work: drafting an inter-regional or sub-regional PP project proposal

12:00 - 13:30   Lunch

13:30 - 15:40   **(Continued) Workshop: preparing a regional Participation Programme project proposal**
            - Group work: drafting an inter-regional or sub-regional PP project proposal

15:40 - 16:00   Break

16:00 - 17:00   **(Continued) Workshop: preparing a regional Participation Programme project proposal**
            - Presentation of PP project proposal by each group
            - Evaluation of proposed projects

17:00 - 18:00   **Closing: evaluation**

18:00 -   Free time

09:00 - 12:30   **Field trip** (UNESCO Associated School in Bangkok)

12:00 - 13:30   **Farewell Lunch**

    - Hosted by Ms. Nongsilinee Mosika, Deputy Secretary-General of the Thai National Commission for UNESCO

13:30 -   Free time/ Departure of participants

Departure of participants (continued)

3. PRESENTATION MATERIALS

Training Workshop for
Officials of National Commissions
for UNESCO

20-23 June 2017

Mohamed Djelid
Deputy Director, Bureau of Strategic Planning

How does it work?

The General Conference is UNESCO's primary decision-making body, comprising representatives of all Member States. It meets every 2 years to determine the policies and main lines of work of the Organization. Following the principle of 1 vote per country, it approves UNESCO's biennial programme and budget. Every 4 years, it appoints the Director-General of UNESCO based on the recommendation of the Executive Board. www.unesco.org/en/general-conference

The Executive Board, composed of 58 Member States, is responsible for the execution of the programme adopted by the General Conference. It meets twice a year to examine the Organization's programme and budget.

www.unesco.org/new/en/executive-board

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The Secretariat consists of the Director-General and staff. The Director- General is the executive head of the Organization. She formulates proposals for appropriate action by the General Conference and Executive Board and prepares a draft biennial programme and budget. The staff implements the approved programme.

UNESCO numbers more than 2,000 **staff members** from 170 countries. Under the current decentralization policy, 870 staff members work in UNESCO's 65 field offices and institutes around the world.

How is it financed? UNESCO's regular two-year budget is financed by Member States through assessed contributions. The regular budget for 2010 and 2011 is US$ 653 million. UNESCO also benefits from substantial extra-budgetary funding tostrengthen its programmes, especially in the field, and to increase its outreach activities.

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UNESCO is part of the **UN system** and works closely with a wide range of regional and national organizations. Some 350 non-governmental organizations (**NGOs**) maintain official relations with UNESCO and hundreds more work with the Organization on specific projects.

UNESCO's **National Commissions** constitute a unique network within the UN system. The Commissions in 196 Member and Associate States form a vital link between civil society and the Organization. They provide valuable insight for the Organization's programmes and help implement many initiatives including training programmes, studies, public awareness campaigns and media outreach. The Commissions also develop partnerships with the private sector, which can provide valuable technical expertise and financial resources. www.unesco.org/en/national-commissions

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Imperatives of UNESCO's reform

Concentrate on five agreed Strategic Directions for change:

- Increasing UNESCO's **focus**;
- Positioning UNESCO closer to the **field**;
- Strengthening UNESCO's participation in the **United Nations** system;
- Strengthening UNESCO's **governance**;
- Developing UNESCO's **partnership** strategy.

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Medium-Term Strategy 2014–2021

Mission statement

As a specialized agency of the United Nations, UNESCO – pursuant to its Constitution – contributes to the building of peace, the eradication of poverty, and sustainable development and intercultural dialogue through education, the sciences, culture, communication and information

Functions

Five functions

Overarching objectives

Peace	Equitable and sustainable development

Global priorities

Africa	Gender Equality

Strategic objectives

SO 1: Supporting Members States to develop education systems to foster high-quality and inclusive lifelong learning for all	**SO 2:** Empowering learners to be creative and responsible global citizens	**SO 3:** Advancing Education for All (EFA) and shaping the future international education agenda
SO 4: Strengthening science, technology and innovation systems and policies – nationally, regionally and globally	**SO 5:** Promoting international scientific cooperation on critical challenges to sustainable development	**SO 6:** Supporting inclusive social development, fostering intercultural dialogue for the rapprochement of cultures and promoting ethical principles
SO 7: Protecting, promoting and transmitting heritage	**SO 8:** Fostering creativity and the diversity of cultural expressions	**SO 9:** Promoting freedom of expression, media development and access to information and knowledge

Responding to Post-Conflict and Post-Disaster Situations

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Medium-Term Strategy 2014-2021
UNESCO's Functions
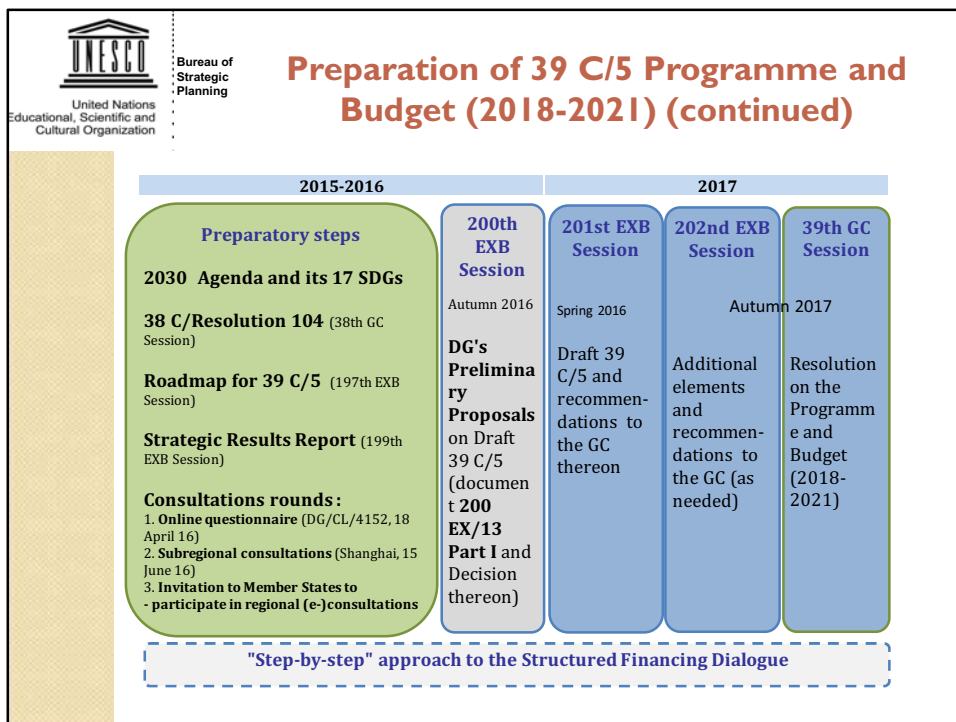
In UNESCO's fields of competence:

- Serving as a **laboratory of ideas**, generating innovative proposals and policy advice;

- Developing and reinforcing the global agenda through **policy analysis, monitoring and benchmarking**;

- **Setting** norms and **standards,** supporting and monitoring their implementation;

- Strengthening **international** and regional **cooperation** and fostering alliances, intellectual cooperation, knowledge-sharing and operational partnerships;

- Providing advice for **policy** development and implementation as well as developing **institutional and human capacities**.

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Complementary to C/4 and C/5
Strategic Documents

- Operational strategy for Priority **Africa**, 2014-2021 including 6 flagships programmes (2014-2017)

- Priority **Gender Equality** Action Plan, 2014-2021

And in addition**:**

- ❖ Operational Strategy on **Youth** (2014-2021) outlining substantive aspects and implementation modalities for UNESCO's Youth Programme

- ❖ Small Island Developing States (SIDS) Action Plan and Implementation Strategy (199 EX/5.INF Rev.)

UNESCO CONTRIBUTES TO THE IMPLEMENTATION OF THE 2030 AGENDA

1 NO POVERTY

4 QUALITY EDUCATION

5 GENDER EQUALITY
GLOBAL PRIORITY

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

6 CLEAN WATER AND SANITATION

10 REDUCED INEQUALITIES

15 LIFE ON LAND

UNESCO

Build peace, eradicate poverty, promote sustainable development and intercultural dialogue through education, the sciences, culture, communication and information

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

14 LIFE BELOW WATER

13 CLIMATE ACTION

11 SUSTAINABLE CITIES AND COMMUNITIES

17 PARTNERSHIPS FOR THE GOALS

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Sustainable Development Goals

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Preparation of 39 C/5 Programme and Budget (2018-2021) (continued)

2015-2016	2017			
Preparatory steps **2030 Agenda and its 17 SDGs** **38 C/Resolution 104** (38th GC Session) **Roadmap for 39 C/5** (197th EXB Session) **Strategic Results Report** (199th EXB Session) **Consultations rounds :** 1. **Online questionnaire** (DG/CL/4152, 18 April 16) 2. **Subregional consultations** (Shanghai, 15 June 16) 3. **Invitation to Member States to** **- participate in regional (e-)consultations**	**200th EXB Session** Autumn 2016 **DG's Preliminary Proposals** on Draft 39 C/5 (document **200 EX/13 Part I** and Decision thereon)	**201st EXB Session** Spring 2016 Draft 39 C/5 and recommendations to the GC thereon	**202nd EXB Session** Autumn 2017 Additional elements and recommendations to the GC (as needed)	**39th GC Session** Resolution on the Programme and Budget (2018-2021)

"Step-by-step" approach to the Structured Financing Dialogue

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Preliminary Proposals by the Director-General concerning the Draft Programme and Budget for 39 C/5

200 EX/Item 13 Part I

Intersessional Meeting of the Executive Board

27 September 2016

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Major Programme I - Education			
37 C/4 Strategic Objectives	**SO1:** Supporting member States to develop education systems to foster high quality and inclusive lifelong learning for all	**SO2:** Empowering learners to be creative and responsible global citizens	**SO3:** Leading and coordinating the Education 2030 agenda
Proposed Main Lines of Actions	**MLA 1:** Support member States in the implementation of SDG4-Education 2030		**MLA 2:** Lead SDG 4-Education 2030 coordination and review/monitoring

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Major Programme II – Natural Sciences		
37 C/4 Strategic Objectives	**Strategic Objective 4** Strengthening science technology and innovation systems and policies – nationally, regionally and globally	**Strategic Objective 5** Promoting international scientific cooperation on critical challenges to sustainable development
Proposed Main Lines of Actions	**MLA 1 Harnessing STI and knowledge for sustainable development**	**MLA 2 Advancing science for sustainable management of natural resources, disaster risk reduction and climate change action through IHP, MAB and IGGP**
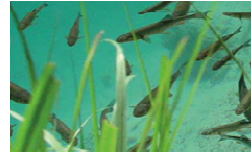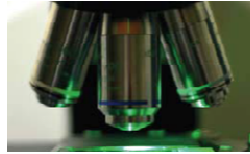
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Intergovernmental Oceanographic Commission: "Promoting knowledge and capacity for protecting and sustainably managing the ocean and coasts"		
37 C/4 Strategic objectives	**SO 5:** Promoting international scientific cooperation on critical challenges to sustainable development	**SO 4:** Strengthening science technology and innovation systems and policy – nationally, regionally and globally
IOC Expected Result (IOC Council, June 2016)	Science-informed policies for reduced vulnerability to ocean hazards, for the global conservation and sustainable use of oceans, seas and marine resources, and increased resilience and adaptation to climate change, developed and implemented by Member States, towards the realization of Agenda 2030	
Proposed Thematic areas:	1. Ensuring healthy ocean ecosystems and sustaining ecosystem services (SDG 14, but also SDGs 1, 2, 3, 4, 8, 11, 12 and 15) 2. Effective early warning for ocean hazards, including tsunami (SDGs 11, 13, 1, 2, 3 and 9) 3. Increasing resiliency and adaptability to climate change and variability (SDGs 14, 13, 9, 11 and 17) 4. Enhancing knowledge of emerging issues (SDGs 14, 13, 2, 8, 13, 17) Supported by institutional capacity development as a cross-cutting function, with focus on Global Priorities, Africa and Gender Equality, and on SIDS (all of the above SDGs)	

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Major Programme III – Social and Human Sciences	
37 C/4 Strategic Objectives	**Strategic Objective 6** Supporting inclusive social development, fostering intercultural dialogue for the rapprochement of cultures and promoting ethical principles
Proposed Main lines of action	**MLA 1** Mobilizing knowledge and embedding rights and ethics to foster inclusive and equitable societies **MLA 2** Fostering intercultural dialogue and engaging youth for peaceful and participatory societies
Transversal	• Supporting member States in the implementation of Agenda 2030 through strengthened the research-policy nexus; • Development and implementation of intra-sectoral, multidisciplinary and cross sectoral initiatives • Contribution to SDG targets 17.9, 17.16 and 17.17

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Major Programme IV - Culture	
37 C/4 Strategic Objectives	**Strategic Objective 7** Protecting, promoting and transmitting heritage **Strategic Objective 8** Fostering creativity and the diversity of cultural expressions
Proposed Main lines of action	**MLA 1** Protecting, conserving, promoting and transmitting culture and heritage for dialogue and development **MLA 2** Fostering creativity and the diversity of cultural expressions, as well as the safeguarding of intangible cultural heritage for sustainable development
Cross-cutting work	**Cross-cutting** (across all thematic areas): • Protecting heritage and promoting cultural pluralism in complex emergencies through better preparedness and response (housed under MLA 1) • Monitoring and measuring the role of culture in the implementation of the 2030 Agenda (housed under MLA2) • Contribution to SDG targets 17.9, 17.16 and 17.7.

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Major Programme V – Communication and information	
37 C/4 Strategic Objective	**SO 9 : Promoting freedom of expression, media development and access to information and knowledge**
Main lines of Action	**MLA 1** Fostering freedom of expression online and offline, promoting the safety of journalists, advancing diversity and participation in media, and supporting independent media	**MLA 2** Enabling universal access to, and preservation of, information and knowledge

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Sustainable
Development
Goals

Where we stand with the Sustainable Development Goals (SDGs) at the regional level: UNESCO's role in the 2030 Agenda for Sustainable Development in the region

Training Workshop for Officials of National Commissions for UNESCO
Session 2

20 June 2017

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Outline

I. UNESCO's role in the 2030 Agenda for Sustainable Development in the region
II. Progress achieved through the Asia-Pacific Meeting on Education 2030 (APMED)
III. Next Steps

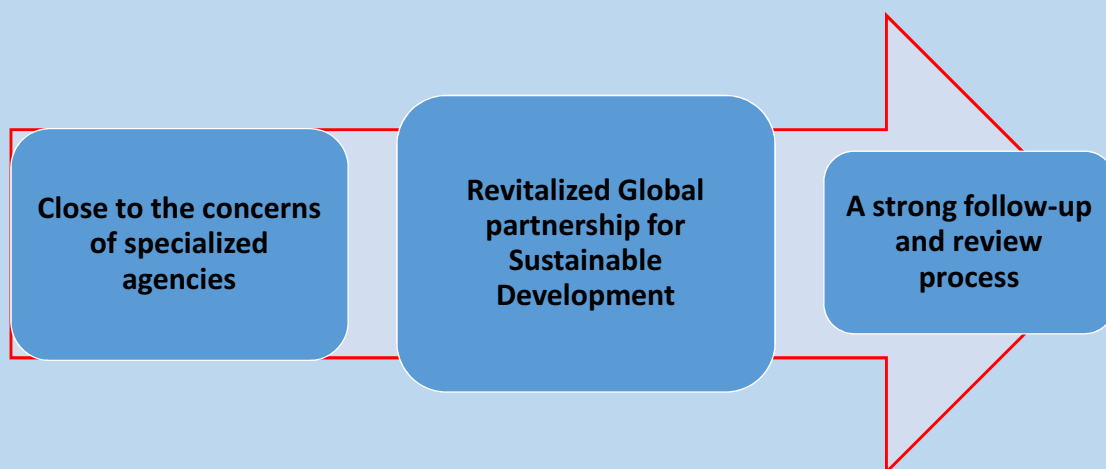# I. UNESCO's Role in the 2030 Agenda for Sustainable Development in the region

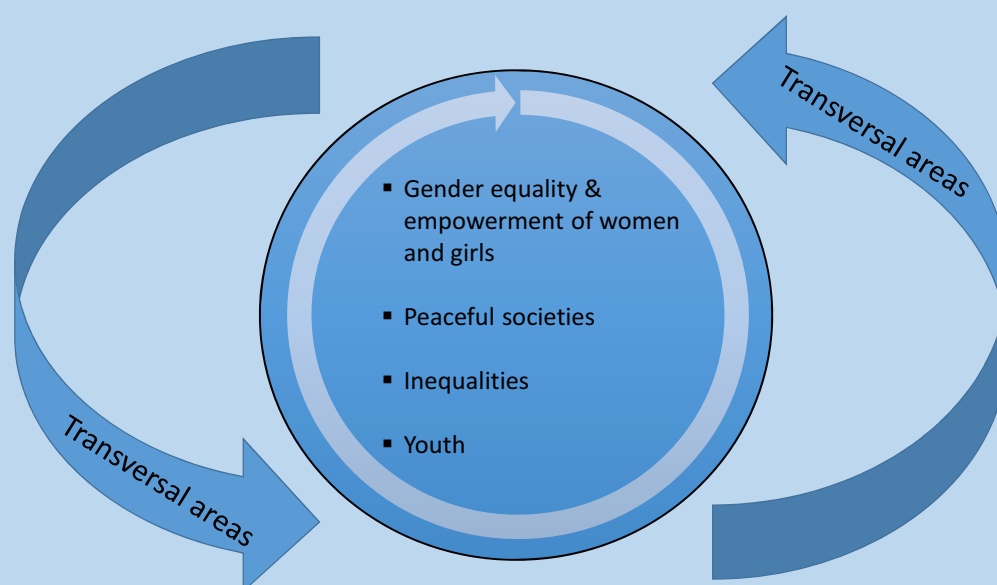# 17 Sustainable Development Goals (SDGs)

Unique elements of the 2030 Agenda

A Universal Agenda

National Ownership & Assistance at the Country Level

Goals are integrated and indivisible

Address inequalities

Unique elements of the 2030 Agenda

Close to the concerns of specialized agencies

Revitalized Global partnership for Sustainable Development

A strong follow-up and review process

Main areas for UNESCO

UNESCO's actions	SDGs
Quality Education	4
Science, technology and innovation	17
Fresh water	6 & 15
Ocean	14
ICTs, access to information and media	16
Culture	11 & 16
Just, peaceful, equitable, inclusive societies	16

Main areas for UNESCO – transversal areas

Transversal areas

Transversal areas

- Gender equality & empowerment of women and girls

- Peaceful societies

- Inequalities

- Youth

Regional level cooperation

I. Regional coordination mechanism (RCM) under UNESCAP
- **Thematic working groups:**
  - Statistics
  - Resource Efficient Growth
  - Sustainable Societies
  - Inclusive Development (and Poverty Eradication)
  - Disaster Risk Reduction and Resilience
  - Gender equality and empowerment of women
  - **Education 2030+**

II. United Nations Development Group (UNDG) Asia-Pacific
- Provides strategic guidance and technical support to Resident Coordinators (RCs) and UN Country Teams in their efforts to provide coherent and effective support to member States to achieve the 2030 Agenda.

III. Association of Southeast Asian Nations (ASEAN) - UN Cooperation
- ASEAN-UN Comprehensive Partnership Agreement (adopted in November 2011)
  - Plan of Action to Implement the Joint Declaration on Comprehensive Partnership between ASEAN and UN (2016-2020)
- Framework for Cooperation between ASEAN and UNESCO (MoU)
  - Focuses on seven priority areas, namely education; science technology and innovation; disaster risk education; environmental sustainability; social and human sciences; culture; communication and information.

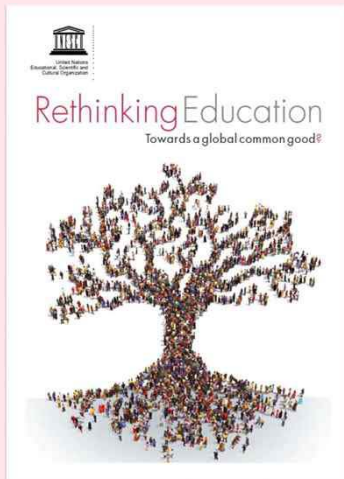# II. Progress achieved through the Asia-Pacific Meeting on Education 2030 (APMED)

II.1. Context: The Sustainable Development Agenda and SDG4

## Paradoxes and Tensions: From a Sustainable Development Perspective

Economic growth	⬌	Ecological stress and unsustainable patterns of production/consumption
Poverty reduction	⬌	Vulnerability, inequality, and exclusion
Interconnected world	⬌	Division, intolerance and conflict

Reaffirming a Humanistic Approach
to Education and Development

Fundamental purpose of education

To enhance and sustain the dignity and capacity of the individual in relation to others and to nature

Centrality of Education: Links Between other SDGs
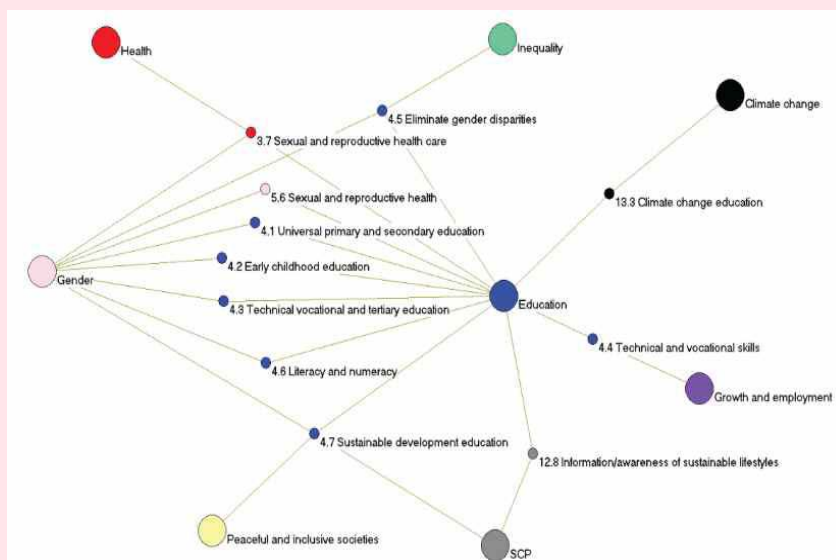
Sustainable Development Goal (SDG) 4 - Education 2030

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

- **Universal relevance -** both global North and global South
- **Rights-based** and a **public good**
- **Inclusion, quality, equity and gender equality** as fundamental principles
- Addresses all forms of discrimination and of situations, including emergencies, which impede the fulfilment of the <u>right to education</u>.

"No one left behind"

SDG 4-Education 2030 Framework for Action

Education 2030

Incheon Declaration
and
Framework for Action
for the implementation of
Sustainable Development Goal 4

Ensure inclusive and equitable
quality education and promote lifelong
learning opportunities for all
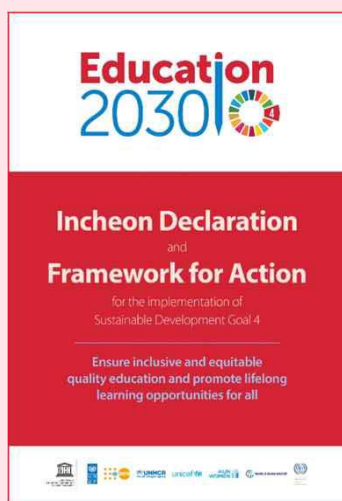
1. Vision and principles

2. Goal, targets, and strategic approaches

3. Implementation modalities:

   - Governance, accountability and partnerships
   - Effective coordination
   - Monitoring, follow-up and review
   - Financing

Indicator framework to monitor progress

The "unfinished" EFA Agenda in SDG4

- **TARGET 4.1** Ensuring that all children and youth have access to a full cycle of 12 years of quality primary/secondary education, of which a minimum of 9 years are to be compulsory, public, and free.

- **TARGET 4.2** Ensuring that all children have access to at least one year of pre-primary education for all children.

- **TARGET 4.5** Ensuring gender parity at all levels of education.

- **TARGET 4.6** Ensuring that all youth [15-24 years of age] have adequate literacy and numeracy skills.

Bringing universal relevance of SDG4

TARGET 4.3 Ensuring expanded and equitable access to all forms of **post-basic education and training**

TARGET 4.4 Ensuring relevant **skills for the world of work**

TARGET 4.7 Ensuring relevant **learning for citizenship** in a global world

TARGET 4.a Ensuring **safe and inclusive learning environments**

TARGET 4.b Ensuring **scholarships** for higher education/TVET

TARGET 4.c Ensuring adequate **teacher** recruitment, training and professional development, and working conditions

Effective implementation of SDG4 calls for a system-wide change

- **Embed inclusion, quality, equity** and **gender equality** in existing education and lifelong learning policy and plans.
- Develop relevant **measurements** for M&E.
- Address **policies at all levels** of a national education system, including the classroom level
- Ensure **multiple level and cross-sectoral interventions,** ranging from education, health, social, economic, legal, political, cultural or attitudinal are required.
- Collect and build **evidence** from various sources to inform policy making and planning processes.
- Make effective **use of ICT and assistive technology** to facilitate access and participation in learning

II.2. Localization of SDG4-Education 2030: Status, Process & Challenges

Summary of main findings: 2nd APMED2030 pre-meeting survey (as of 19 Nov. 2016)

- Half of the countries responded that the **lack of technical capacity, and of financial and time constraints** as main obstacles for not starting the review of national education sector plan in light of SDG4.

- Most of the countries, which have started mapping/review or planned to do it, have finished or are expecting to finish this exercise by 2016 or within a few years.

- Most countries perceive that the Education 2030 targets are feasible. However, the following indicators are found to be challenging:
  - **Target 4.3 (TVET & tertiary education)**
  - **Target 4.4 (job skills)**
  - **Target 4.6 (literacy & numeracy)**
  - **Target 4.7 (ESD &GCED)**

Most recent survey: SDG4-Education 2030 Localization (as of 3 March 2017)

Information received from a total of 36 countries:

Status	Number of countries done	Number of countries planned
Nomination of National Coordinators for SDG4	27	8
Establishment of national mechanism for SDG4	12	13
Organization of national consultations on SDG4	19	13
Organization of sub-national consultations on SDG4	7	14
Review and/or alignment of national education sector plans/policies in light of SDG4	22	6

Sources: 2nd APMED2030 pre-meeting surveys and updates from UNESCO FOs

Other Coordination mechanisms for SDG/Education 2030

- **Cross-sectoral coordination at the national-level**
  - o Most of the countries have established or are planning to establish National SDG Steering Committee or other committee (65% national SDG Steering Committee; 20% other; 15% under discussion)
- **Recommendations for <u>Regional Cooperation</u>**

  - ➢ **Building a platform to share experiences**
    - o Periodic coordination meetings at regional level
    - o A monthly newsletter for updating all on what each country has planned, implemented, success in improving plan on a voluntarily basis.
    - o Online- learning resource, database and M&E system should be developed
  - ➢ **Supporting M&E mechanism**
    - o Online- learning resource, database and M&E system should be developed
    - o Develop a M&E mechanism based on the region-specific characteristics such as social and economic environments, and diverse developmental stages.
    - o Technical support and capacity development for M&E of SDGs

- ➢ **Promoting participation of the countries from Pacific sub-region**

Summary of Two Surveys: Challenges in localizing and implementing SDG4-Education 2030

- **Catering for the diversity within a country**
  - o Wide diversity in needs and capacities
  - o Several dimensions in diversity

- **Lack of collaboration and coordination for tackling sector-wide and multi-sectoral issues**
  - o Among relevant ministries and other related organizations
  - o Between public and private sectors
- **Lack of coherent plan for addressing SDG4**
  - o requires 'seamless coverage' of ECCE, formal education, NFE, TVET, and Higher Education
  - o Difficulty in creating the vision, conceptualizing and 'concretizing' some targets e.g. global citizenship
  - o Need to prioritize while covering all targets

- **Lack of ownership outside education sector**
  - o Getting lost in a universal agenda

Summary of Two Surveys: Challenges in localizing and implementing SDG4-Education 2030 (cont.)

- **Developing robust assessment systems**
  - Capacity gap (institutional, financial and technical)
  - Collecting data and information from multiple sources
  - Lack of data to demonstrate progress towards the targets

- **Problems in assessing skills outcomes of education**
  - Technical complexity and relevance of skills assessments (addressed by UIS)
  - Difficulty of establishing causal links between skills outcomes and labour market success (addressed by ILO work on skills mismatch)

II.3. Regional Coordination for SDG4-Education 2030 in the Asia-Pacific & UNESCO's Role

UNESCO's mandate in SDG 4 – Education 2030

- **At global and regional levels:**
- Lead/facilitate coordination, partnerships and policy dialogue, knowledge-sharing and standard-setting
- Undertake advocacy and communication to promote political and financial commitment to Education 2030
- Indicator development [UIS]
- Monitoring and review of progress in education across SDGs [GEM]

- **Capacity development and technical support at country level:**
- Sub-sectoral policy and strategy reviews
- Sector-wide planning, management and monitoring

Articulating national, regional and global coordination

Global

UNESCO leads and coordinates SDG 4-Education 2030

Global coordination mechanisms: SDG-Education 2030 Steering Committee; Global Education Meetings; regional meetings; CCNGO

Regional

Build on existing partnerships, frameworks and mechanisms; links to UN regional commissions; regional organizations/institutions support; technical cooperation; capacity development; knowledge management; review regional progress

National

Government-led; building on existing structures; system-wide approach; integration in national plans; linkage with broader SDG coordination; ensure inclusive processes

Asia-Pacific Regional Coordination Mechanism for SDG4-Education 2030

1. The Regional Thematic Working Group (TWG) on Education 2030+
- Co-led by UNESCO and UNICEF
- Members: SDG4 Co-convenors, UN agencies, sub-regional bodies, NGOs/CSOs, regional networks & partnerships
- Purpose: to coordinate advocacy, technical support for and monitoring of progress in SDG4 in the regional countries.

2. The regional network of National Coordinators of SDG4
- Launched at the APMED2030-II (16-18 Nov 2016)
- Network members: National coordinators of SDG4, etc.
- Purpose: to share and exchange experiences on effectively implementing and monitoring SDG4 targets

Asia-Pacific Regional Coordination Mechanism for SDG4-Education 2030

3. Asia-Pacific Meetings on Education 2030 (APMED2030)
- Co-led by UNESCO and UNICEF
- Purpose:
    - To provide technical support to Member States in their implementation, monitoring and progress reporting of SDG4;
    - To convene key stakeholders of SDG4 in the region to discuss and reach consensus on the regional vision and priorities/milestones of SDG4 in Asia-Pacific;
    - To meet with SDG4 National Coordinators to plan and improve the overall coordination of SDG4 in the region

Asia-Pacific Regional Coordination Mechanism for SDG4-Education 2030

1st APMED2030
- Objective: To orient Member States on SDG4 and unpack SDG4
- Outcome/output: Outcome Document on Key Actions to Take in 2016

2nd APMED2030
- Objective: To officiate the regional network of SDG4 national coordinators and agree on the region's implementation strategy and key priorities for SDG4
- Outcome/output: Regional network of SDG4 national coordinators established; draft ToR of network developed; regional inputs on key priorities/milestones for SDG4 documented

3rd APMED2030
- Objective: To enhance Member States' capacity to mainstream SDG4.7
  Outcome/output: Regional recommendations on mainstreaming SDG4.7 and draft national action plans for SDG4.7

Other Activities to Support Regional Member States in implementing SDG4-Education 2030

- **Technical support for contextualizing SDG4 in education sector policy and plans**
  - Mapping & gap analysis of national capacities
  - Development of guidelines for integrating SDG targets into national policies and programmes
  - UNESCO Bangkok and IIEP: Supporting selected countries (e.g. Cambodia) to revise education sector simulation model to integrate the SDG4 targets using EPSSim 2016
  - Launch of regional project to develop capacity in planning to achieve SDG4 (with Malaysia) – organized regional workshop for education planners in July 2017.

- **Data analyses**
  - Development of technical guidelines for monitoring SDG 4, including the definitions of indicators, data sources, etc.

- **Regional consultations and policy dialogues on SDG4**

- **Advocacy and Communication, esp. on emerging issues**

III. Next Steps

Global and Regional Roadmap

Global

1st Global Monitoring of SDG4			2nd Global Monitoring of SDG4				Achieve the targets
							2030
2019	**2020**	**2021**	**2023**	**2024**	**2025**	**2026**	
							Achieve the targets
Completion of at least one national skills assessment programme	1st five year regional review	Review/revision of policies and resource planning		Completion of at least one national skills assessment programme (such as PISA or equivalent)	2nd five-year regional review	• Review and revise • Skills assessment	

Regional

UNESCO Bangkok

- 3rd **Regional Meeting (3rd APMED2030),** 4-7 July 2017
  - Thematic focus: Target 4.7
  - Co-organized with MGIEP, UNICEF with support from Japan and China
  - Finalization of the regional SDG4 framework with roadmap & monitoring framework
  - Regional recommendations on mainstreaming SDG4.7 and national action plans for SDG4.7
  - 1st meeting of Regional Network of SDG4 National Coordinators on 7 July 2017

- Continue support to national consultations on SDG4-Education 2030
- Scaling up of regional and national advocacy (advocacy strategies/messages)
- Technical support for capacity building localization/integration SDG4 Targets into national education plans and policies

National Commissions

1. Advocate for SDGs in the region
2. Coordinate across sectors and actively participate in activities at the regional level
3. Participate in national level SDGs coordination

Thank you!

Session 3
Overview of the status of implementation of the
SDGs by Member States: ongoing efforts at the
country level and remaining challenges

Presented by Jun Morohashi and Aurélie Acoca

⮑ http://bangkok.unesco.org | Emails: j.morohashi@unesco.org; a.acoca@unesco.org

Introduction

Objectives of Session 3

1. Presentation by UIS-AIMS on the global monitoring on SDGs in UNESCO's areas of competency.

2. Engage a collective reflection on what National Commissions and UNESCO can do for supporting the national implementation of SDGs.

Key questions

1. How do Member States implement the Agenda 2030?

- National development strategy and plan
- Sectoral policy, strategy, plan…

- Coordination mechanism (inter-ministriel)
- Involvement of civil society

Challenges:
- Multidisciplinary nature of SDGs vs 'sectoral' approach
- National ownership
- Reorientation/adjustment of some domains
- Planning

2. Role of UNESCO
- Policy advocacy and dialogue
- Knowledge production and sharing
- Capacity Development
- Normative
- Global monitoring
- Partnership building
- Technical assistance at the national level

Session 4 – UNESCO BGK's major actions & available support

3. Role of National Commissions

- Coordination
- Mobilizing national partners
- Localization of SDGs (e.g. ASP, UNITWIN/UNESCO Chairs…)
- OTHER IDEAS?

Monitoring

From MDG to SDG

Different Levels of SDG Monitoring

National: Link to national plan; consult national stake-holders; recognise context and address inclusion and broader learning goals

Regional: Indicators to monitor frameworks validated by regional bodies

Thematic: Broader set of indicators which covers the range of sectoral priorities (43 indicators)

Global: Focused set of globally comparable indicators based on clear criteria (11 indicators)

Developing Indicators - Global Processes

- 28 Member States led the Inter-Agency and Expert Group (IAEG-SDGs); International Organizations participated as observers
  - 229 indicators for global development framework of 169 targets
  - 11 indicators for education targets (SDG4)

https://unstats.un.org/sdgs/indicators/Official%20Revised%20List%20of%20global%20SDG%20indicators.pdf

Developing Indicators - Global Processes

June 2015

1st meeting Inter-Agency and Expert Group on SDG Indicators

June-July 2015

Inter-governmental meeting on goals and targets

Sept. 2015

UN General Assembly meets to adopt targets

March 2016

47th UN Statistical Commission to consider the new indicator framework

March 2017

48th UN Statistical Commission to consider the refined indicator framework

June 2017

Framework submitted to ECOSOC for formal adoption

2017

Framework will be submitted to the UN General Assembly for adoption

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SDGs and UNESCO areas for monitoring

• SDG4 → Education

• SDG9 → Sciences and Technology

• SDG11 → Culture

EDUCATION

Developing SDG4 indicators: thematic processes

- Proposed by the Technical Advisory Group (TAG) based on work done from March 2014- May 2015
  - 43+ indicators proposed by the TAG that include the 11 global indicators
- The proposed set of indicators were incorporated in the Framework for Action at the World Education Forum (WEF) in Incheon, Republic of Korea as a working draft.
- The revised thematic indicators were then incorporated in Annex II of the E2030 FFA.
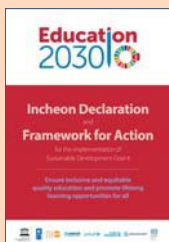
Developing SDG4 indicators: thematic processes

Thematic indicators processes -Technical Advisory Group on Education Indicators to Technical Cooperation Group

2015

TAG becomes TCG by including, to the technical experts, representatives of 28 Members States, multilateral agencies and civil societies members.

In **Asia-Pacific**, the Membres States are: China, Fiji, India, Kyrgyzstan, Philippines, and Samoa

May 2016

1st meeting - Technical Cooperation Group (TCG) on Indicators for SDG4-Education2030

→

May 2016

Endorsement by Education 2030 Steering Committee

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October 2016

2nd meeting –TCG for SDG4-Education 2030

→

June 2017

3rd meeting – TCG for SDG4-Education 2030
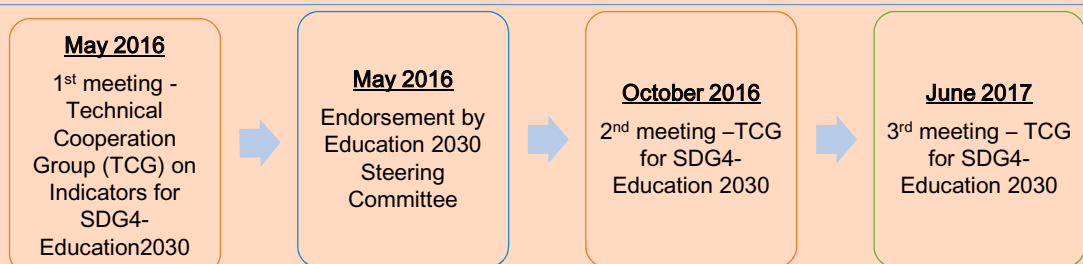
Global and Thematic Indicators Framework

Target	Concept	Global indicators	Thematic indicators
4.1	Learning	1	7
	Completion		
	Participation		
	Provision		
4.2	Readiness	1	5
	Participation	1	
	Provision		
4.3	Skills	1	2
4.4	Completion		2
	Skills	1	
4.5	Equity	1	4
4.6	Skills	1	4
	Provision		
4.7	Provision	1	5
	Knowledge		
4.a	School environment	1	5
4.b	Scholarships	1	2
4.c	Teachers	1	7
Total		**11**	**43**

Note: Thematic indicators also include global indicators

Areas of Monitoring and Data Sources

Inequity (parity)	Areas of Monitoring	Possible Sources of data at national level
	Policies and provision	Policy documents/Legislations
	Access and participation	Administrative/Household surveys
	Completion	Administrative/Household surveys
	Skills	Administrative data/Household surveys
	Learning outcomes	Examinations/Periodic assessments
	Teacher quality	Administrative data
	School environment & resources	Administrative records

- Diverse monitoring areas; from policies to learning outcomes and skills of children to skills of adults.
- One single source of data won't be able to monitor all indicators.
- Need for strong collaboration in identifying the different data sources and their strengths.

UIS's Role in the 2030 Framework For Action

"…UIS will remain the *official source of cross-nationally comparable data on education* with the mandate to *work with partners to develop new indicators, statistical approaches and monitoring tools to better assess progress across the targets related to UNESCO's mandate*…"

►It will continue to produce international monitoring indicators based on its annual education survey and on other data sources that guarantee international comparability.

(paragraph 100, E2030 FFA).

SDG4 indicators: Metadata

• Metadata have been published by the UIS:

http://uis.unesco.org/sites/default/files/documents/sdg4-metatdata-global-thematic-indicators.pdf

SCIENCES

SDG Target 9.5

- Goal 9: Build resilient infrastructure, promote sustainable industrialization and **foster innovation**
  - Target 9.5: **Enhance** scientific **research**, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and **substantially increasing the number of research and development workers per 1 million people and public and private research and development spending**

Target 9.5 indicators

- **Indicator 9.5.1:** Research and development (R&D) expenditure as a percentage of GDP
- **Indicator 9.5.2:** Researchers (in full-time equivalent) per million inhabitants
- Well understood indicators
  - Established methodology (Frascati Manual; http://www.uis.unesco.org/ScienceTechnology/Documents/oecd-frascati-manual.pdf)
  - Widely available
    - >130 countries for R&D expenditure as % of GDP
    - >120 countries for Researchers (in FTE) per million inhabitants

Data collection

- UIS collects both indicators through its annual R&D questionnaire
- Data sharing agreements with OECD, Eurostat, RICYT and AU-NEPAD

Challenges

- No regular data collection in most developing countries
- Gaps in data availability
    - Within surveys
- Methodological issues
    - Full-time equivalent data
    - Business sector data

Way forward

- Build capacity in countries
- Develop a set of thematic indicators (*in progress*)
  - Include innovation and other data
  - Include a gender perspective
- Develop monitoring reports

CULTURE

SDG Target 11.4 and relevant indicator

- **Goal 11:** Make cities and human settlements inclusive, safe, resilient and sustainable

- **Target 11.4:** Strengthen efforts to protect and safeguard the **world's cultural and natural heritage**

- **Indicator: 11.4.1:** Total expenditure per capita spent on the preservation, protection and conservation of all cultural and natural heritage

Challenges

- No data collection in place
- Methodology to be developed (*started September 2016*) as a multi-stakeholder effort
- Survey to be developed
- Countries to be trained

Plan to develop the methodology and international standard

- International accepted definitions already exist for many concepts (Cultural/natural heritage, conservation, preservation)
  - 2009 UNESCO Framework for Cultural Statistics (http://www.uis.unesco.org/culture/Documents/framework-cultural-statistics-culture-2009-en.pdf)
  - Financial statistics
- UIS to develop a global metadata and pilot data survey on cultural and natural heritage statistics for indicator 11.4.1
  - Metadata survey, analytical report: May-November 2017
  - Pilot survey: February-December 2017
- In collaboration with other relevant organisations – including UNESCO World Heritage Convention Centre, UN Habitat, World Bank, International Union on Conservation of Nature (IUCN)
- Thematic indicators will be developed as well in 2017

Discussion

- Challenges and opportunities at the country level in implementing SDGs?

- Role of National Commissions?

- What support from UNESCO Bangkok?

SHS in Asia and the Pacific

An overview of UNESCO's work on Inclusive Development

Dr Sue Vize
UNESCO Bangkok
Regional Adviser for Social & Human Sciences

On behalf of the SHS Asia Pacific Team

Key Mission in Asia and the Pacific

To enable people to create and use knowledge for just and inclusive societies

SHS in Asia and the Pacific works to advance knowledge, standards and intellectual cooperation in order to facilitate social transformations conducive to the universal values of justice, freedom and human dignity

Where is UNESCO's Social Sciences program?

Bangkok – Regional Unit for Social and Human Sciences and Cluster Office for the Mekong Countries and Singapore
Cambodia, Lao PDR, Myanmar, Singapore, Thailand, Viet Nam
Support to Afghanistan, Iran, Pakistan, Turkmenistan

Almaty – Cluster Office for Central Asia
Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan

Apia – Cluster Office for the Pacific
Australia, Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, New Zealand, Niue, Palau, Papua New Guinea, Republic of the Marshall Islands, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu, including Associate Member Tokelau

Beijing – Cluster Office for East Asia
China, Democratic Peoples' Korean Republic, Mongolia, Republic of Korea, including Associate Member Macau

Jakarta – Cluster Office for southern South-east Asia
Brunei Darussalam, Indonesia, Malaysia, Philippines, Timor Leste

New Delhi – Cluster Office in South Asia
Bangladesh, Bhutan, India, Maldives, Nepal

SHS role in sustainable and inclusive development

Youth   Bioethics   Migration
ICD   Sports   MOST
HMD   Youth   Bioethics
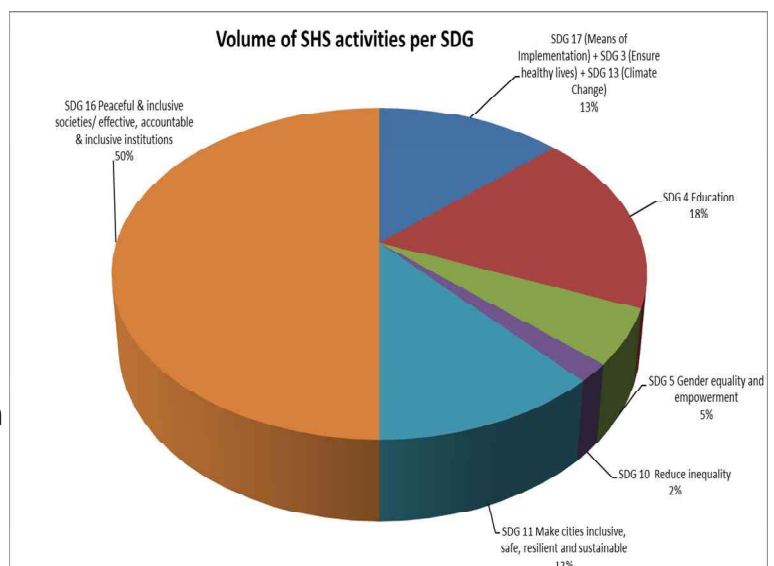
Youth development and empowerment

"*Young people must be considered the drivers of change, and not only beneficiaries or targets. That involves reinforcing exchanges and cooperation between generations to ensure that young people are actually involved in developing the policies intended for them.*" Irina Bokova, UNESCO Director-General

Pacific

Inclusive national youth policies regional and global youth dialogue to identify priorities for youth development.

East Asia

Inclusive national youth policies Regional youth intercultural dialogue.
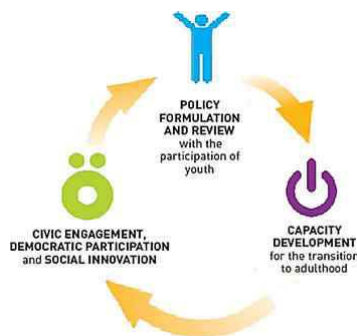
South-east Asia

Inclusive and gender equal national youth policies.
National and regional youth dialogue on SDGs, peace and preventing violence youth as disaster responders.

South Asia

Youth dialogue on social inclusion and migration.

Invisible People in Central Asia

Youth dialogue on statelessness.

Migration

Gender Youth Migration Initiative

Policies and creative practices that increase inclusion of all migrants in society, particularly women and children.
Advancing knowledge on undocumented areas to support better policies.
Development of a coherent legal and policy framework on migration.
Contributing to changing the negative perception of migrants in society.

The Gender Youth Migration Initiative
A UNESCO Online Initiative on Migration
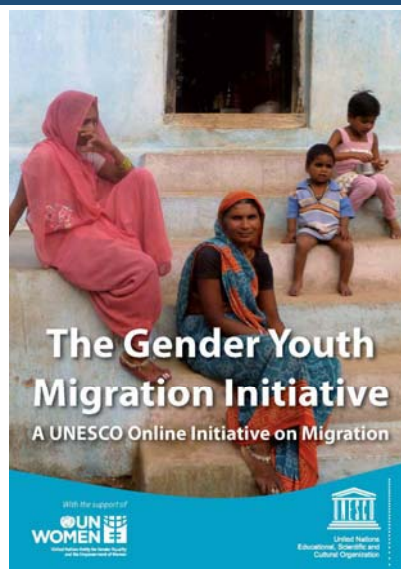
Internal Migration in South-east Asia Initiative

Identifying data limitations and encouraging further research into the experience of internal migrants to inform and improve management of urbanization through the Asia Pacific Coalition of Cities against Discrimination.

Pacific

Enhancing the understanding of the social aspects of migration such as the integration of deportees and gendered impacts of migration.

Intercultural Dialogue & Peace building

Asia-Pacific Youth Dialogue Forum

In September 2016 China hosted a regional dialogue of youth to discuss issues related to [please add.
Follow up activities planned [please add]

Mapping of e-learning resources

A mapping of e-learning resources in Asia Pacific will be presented at the Baku World Forum on Inter-cultural Dialogue May 2017.

GENERATION WHAT?

ASIA PACIFIC

A transmedia campaign for young people to discuss the values important to them and their views on the future as a platform for intercultural and interregional dialogue for building peace.

Central Asia

A new Centre for Rapprochement if Cultures for Central Asia is being established in Kazakhstan and a series of events are planned to promote intercultural dialogue for social transformations.

2013-2022 international decade for the rapprochement of cultures

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Ethics of Science and Technology

Ethics Education

Core Curriculum on bioethics
Ethics teacher training courses (ETTC).
Ethics teaching resources for Asia and the Pacific.

Supporting ethical reflection in policy development

UNESCO works to support countries to establish and build the capacity of national bioethics committees through the Assisting Bioethics Committees program.

Global Bioethics: What for?

Normative standards for key ethics questions facing societies

In addition to existing normative instruments on bioethics, UNESCO is exploring the establishment of an international declaration on the ethics of climate change.

Values Education

Adapting bioethics education for use with young people through school-based and community-based programs.

Sports 4 Development

Pacific Sports Compass

Advocacy for the recognition of sports as a driver of inclusive social development at national level through integrated and comprehensive national sports policy

Sports 4 Life

Designed to harness the power of youth to confront national development challenges of youth through sport. It builds the capacity of young women and men

MINEPS VI

Regional consultations and report on contribution of sports to sustainability. Side events featuring good practices in Asia and the Pacific.

Youth & Gender Equality through Sports

Toolkit for martial arts bodies to support and foster the well-being of youth

Fostering Social Sciences

We enable knowledge co-creation and translation into inclusive policies

Capacity-building activities focused on strengthening the competencies for evidence-informed decision-making

Sustainability Science

Integrating social inclusion in natural resources management case studies and mapping of education in south-east Asia.

Future Literacy Labs

Youth in the Philippines used futures literacy as a way to discuss leadership for the 21st Century. This will be used as the basis to develop the foresight methodology for youth events.

Strengthening Social Sciences research in Asia and Pacific

Asia and the Pacific is the only region without an active regional social sciences research organisation. UNESCO supports strengthening national, sub-region and regional bodies to foster stronger social sciences in the region

Networks and Partnerships

- Asia Pacific Coalition of Cities Against Discrimination
- Mayors for Inclusive Cities of Indonesia
- GYM – Gender Youth Migration Network
- Chulalongkorn University
- National academies/associations of Social Sciences
- Sustainability Science Scholars Network
- ABU, Yami2, Upian, local broadcasters
- Urban Youth Exchange
- International Federation of Muaythai Amateur, National Olympic Committees, Sports Matters, Sports Accord
- UN agencies: UNDP, ESCAP, UNDESA, UNFPA, UN Women, UNICEF, ILO

Our people VS3

Dr Sue Vize – Bangkok s.vize@unesco.org	Ms Eunice Smith – Beijing e.smith@unesco.org
Ms Arina Plokhikh – Almaty a.Plokhikh@unesco.org	Mr Irakli Khodeli – Jakarta i.khodeli@unesco.org
Ms Nguyen T Van – Apia nt.van@unesco.org	Ms Marina Faetanini – New Delhi m.Faetanini@unesco.org

VS3 could we add pictures - if so please send to me/ Do you have additional people you want to mention - if so send names.

Vize, Susan, 2017-03-15

COMMUNICATION & INFORMATION

Programme priorities for 2016-2017
and 2018-2021

UNESCO
Bangkok Office

United Nations
Educational, Scientific and
Cultural Organization

CI History and Vision

- Media coverage of the developing world
- Control of global news flow
- Control of radio spectrum
- Allocation of parking spots in space for satellites
- Satellite broadcasting
- Use of satellite for data collection
- Computer technologies and databases

Unbalanced information flows
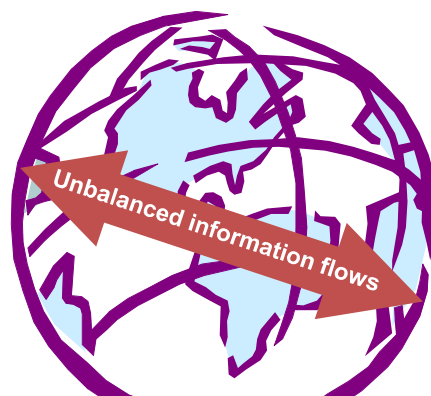
"Many Voices, One World" - New World Information and Communication Order (1980)

CI Sector

MLA 1

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

MLA 2

Enabling universal access and preservation of information and knowledge

---

CI Thematic Areas

✓ Freedom of expression & safety of journalists
✓ Media development
✓ Gender equality in the media
✓ Media and Information Literacy
✓ Safeguarding documentary heritage

Promoting Freedom of Expression & Safety of Journalists

Raising public awareness – International Days

28.09
Int. Day for the universal access to information

WHY DOES ACCESS TO INFORMATION MATTER?

Access to information, freedom to information is a right – no doubt about that. It is not a favor by Governments to journalists. It is a right for us all. International bodies have recognized that freedom of information is a fundamental human right and that effective laws are needed to secure it. But it also crucial from the point of accountability and democratic governance. Apart from being a right it is also a tool to fight mismanagement, nepotism, corruption, waste with taxpayers' money – and simply bad decision-making.

Ending Impunity for Crimes against Journalists 2015 — 2 November

WORLD PRESS FREEDOM DAY 2017
CRITICAL MINDS FOR CRITICAL TIMES: MEDIA'S ROLE IN ADVANCING PEACEFUL, JUST AND INCLUSIVE SOCIETIES
JAKARTA, INDONESIA
1 - 4 MAY
#PRESSFREEDOM #WPFD2017
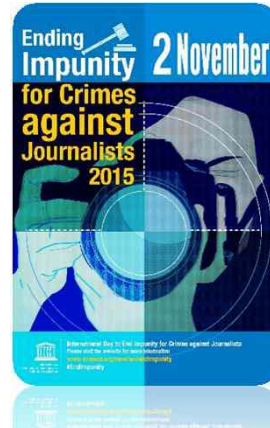
Promoting Freedom of Expression & Safety of Journalists

UN Plan of Action on the Safety of Journalists and the Issue of Impunity

EVERY WEEK A JOURNALIST LOSES HIS OR HER LIFE FOR BRINGING NEWS AND INFORMATION TO THE PEOPLE

MORE THAN 90% OF KILLINGS OF JOURNALISTS GO UNPUNISHED

UNESCO Director-General's Report on the Safety of Journalists and the Danger of Impunity
http://en.unesco.org/dg-report

- **237** JOURNALISTS KILLLED (2006-2016, Asia-Pacific)
- **13** cases RESOLVED
- **224** cases NOT RESOLVED
- **161** RESPONSES from the MS
- **63** NO RESPONSES from the MS

Developing Independent & Pluralistic Media Landscape

Standard-setting and policy making
UNESCO's Media Development Indicators

- MDIs define a framework within which media can best contribute to development and good governance

- A set of 50 indicators and 190 sub-indicators to assess a media landscape in a country and formulate media development policy

- Multi-stakeholder participation

Journalists' Safety Indicators: National Level
Based on the UNESCO's Media Development Indicators
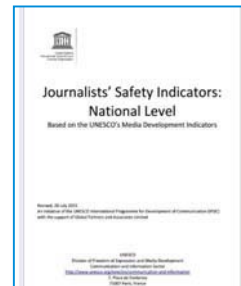
Developing Independent & Pluralistic Media Landscape

Promoting Excellence in **Journalism Education**
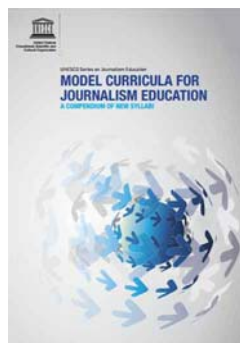
UNESCO Series on Journalism Education

Developing Independent & Pluralistic Media Landscape

Building capacity - **International Programme for the Development of Communication**

TABLE 5. MAIN BENEFICIARIES OF PROJECTS

- Journalists
- NGOs
- Public institutions
- Media houses
- Journalism schools
- Multistakeholder
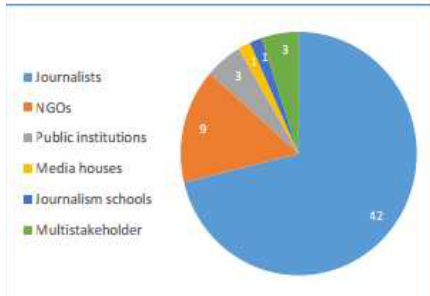
TABLE 6. MAIN TYPE OF ACTIVITIES FUNDED

- Physical and/or digital training
- Monitoring and advocacy
- Legal training
- Capacity building for institutions
- Research/Studies
- Defamation-related projects
- Journalism education
- Conferences
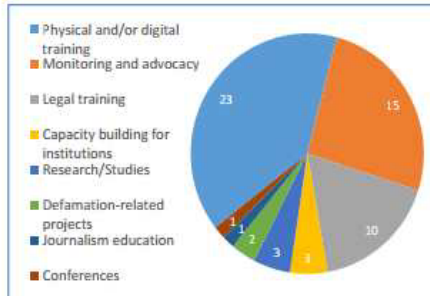
Priority Gender Equality in the Media

WOMEN MAKE THE NEWS

UNESCO WMN campaign calls on media partners to ensure that **at least 50% of all sources interviewed in the news are women by 2030**

Priority Gender Equality in the Media

WOMEN MAKE THE NEWS – THAILAND

Link journalists with the female voices they are struggling to find by providing media in Thailand with a list of Thai women experts

An online database with a mission to

✓ Highlight the diversity and promote the visibility of female expertise in Thailand
✓ Encourage greater participation of women in society

www.wmnthailand.org

Priority Gender Equality in the Media

User-friendly **web portal**

250+ profiles of Thai female experts and growing!

Diverse profiles covering 6 sectors and more than 30 cities in Thailand

WOMEN MAKE THE NEWS
T H A I L A N D

Entire website available in **English and Thai**

Featuring 3 Themes:

| Media, ICT & Innovation | Environment & Climate Change | Cultures & Histories of ASEAN |

www.wmnthailand.org

Enhancing People's Media and Information Literacy Skills

> ### Particular Focus on TEACHERS & YOUTH
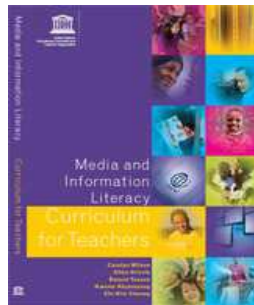
Safeguarding Documentary Heritage

Memory of the World programme

The world's documentary heritage belongs to all (humankind), should be fully preserved and protected for all, and should be accessible to all

Recommendation concerning the Preservation of, and Access to, Documentary Heritage including in Digital Form (2015)

Safeguarding Documentary Heritage

The King Ram Khamhaeng Inscription, Thailand (International MoW Register, 2003)

Tripitaka Koreana, ROK (International MoW Register, 2007)

Royal Literature on Royal Hue Architecture, Vietnam (Regional Asia-Pacific MoW Register, 2016)
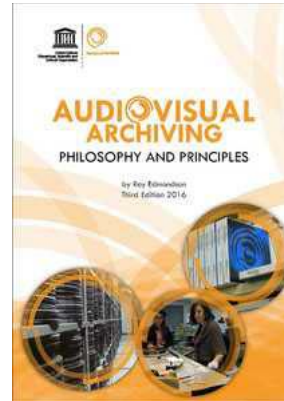
Thank you!
m.ito@unesco.org

Natural Sciences

Natural Sciences- UENSCO Bangkok

*Natural Sciences Sector of UNESCO Bangkok is the **Cluster Office for the six Mekong countries.** It is responsible for the implementation of natural science programmes in these six countries - directly in Thailand, Myanmar, Lao PDR and Singapore, and indirectly in support of UNESCO country offices in Hanoi and Phnom Penh.*

Natural Sciences

Inter-Governmental Science Programme

- **Intergovernmental Oceanographic Commission (IOC)**
- **International Hydrological Programme (IHP)**
- **Man and the Biosphere Programme (MAB)**
- **International Geosciences Programme (IGCP)**
- **International Basic Sciences Programme (IBSP)**

Inter UN Platform

- **World Water Assessment Programme – part of UN Water participated by 31 UN Agencies**

Natural Sciences- Strategic Objectives (37 C/4)
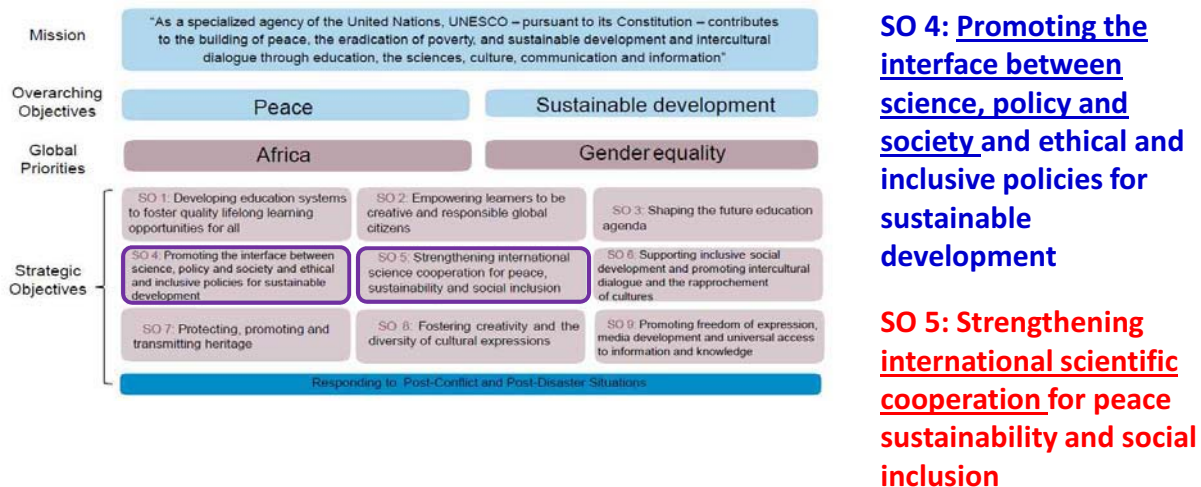
SO 4: Promoting the interface between science, policy and society and ethical and inclusive policies for sustainable development

SO 5: Strengthening international scientific cooperation for peace sustainability and social inclusion

Natural Sciences- Major Programme (38 C/5)

MLA 1: Strengthening STI policies, governance and the science policy Interface

MLA 2: Building institutional capacities in science and engineering

MLA 3: Promoting knowledge and capacity for protecting and sustainably managing the ocean and coasts

MLA 4: Fostering international science collaboration for earth systems, biodiversity, and disaster risk reduction

MLA 5: Strengthening the role of ecological sciences and biosphere reserves

MLA 6: Strengthening freshwater security

Natural Sciences- Major Programme (38 C/5)

MLA 1: Strengthening STI policies, governance and the policy Interface	MLA 2: Building institutional capacities in S&E	MLA 4: International science collaboration for earth systems & disaster risk reduction	MLA 5: Strengthening the role of ecological sciences and biosphere reserves	MLA 6: Strengthening freshwater security
ER1: STI policies, the science-policy interface, and engagement with society, including vulnerable groups such as SIDS and indigenous peoples, strengthened	**ER2**: Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs **ER3**: Interdisciplinary engineering research and education for sustainable development advanced and applied	**ER7**: Global cooperation in the geological sciences expanded **ER8**: Risk reduction improved, early warning of natural hazards strengthened and disaster preparedness and resilience enhanced	**ER9**: Use of biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation strengthened	**ER10**: Responses to local, regional and global water security challenges strengthened **ER11**: Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation

MLA 6 – Freshwater Security

Expected Results	Major actions by UNESCO BGK	Available materials and support	Actions expected for Member states
ER10. Responses to local, regional and global water security challenges strengthened	Asian G-WADI Coordination and Secretariat	- ASEAN Network for water disaster - PERSIANN Training workshop	Responses to water disaster in the region are enhanced.
	Asian Focal point for World Hydrogeological Map	- Global World Hydrogeological Map	Improved GW management plan and regional collaboration
	-Groundwater Resources and Transboundary Aquifer (TBA) Mapping -Coordinating regional network for TBA cooperation	- Updated TBA map for Asia region - Regional workshop for TBA management in Mekong Region - Publications for TBA in Mekong Region	International collaboration for shared GW management is strengthened based on enhanced partnership and information.
ER11. Knowledge, policies and capacities for water security strengthened through improved international cooperation	World Water Development Report –Coordination in Asia	- World Water Development Report	Member states' capacity for water security is strengthened through improved international cooperation and information access.

MLA 6 – Freshwater Security

Regional cooperation for transboundary aquifer (TBA) management
 38 C/5, MLA 6, **ER 10**, TG 2: "Internationally Shared Aquifer Resource Management (ISARM)"

Major Implementation and Outputs

- Update and delineation of TBA in Asia Pacific Region in collaboration with IGRAC (International Groundwater Resources Assessment Centre), AIT (Asia Institute of Technology) and UNESCO-IHP.

- Coordinating regional network for TBA management in Mekong Region in collaboration with CCOP, KIGAM and regional experts

- Publication of regional groundwater assessment repot

Expected outcomes from Member States

- Regional, international collaboration for shared groundwater resource management is strengthened based on enhanced regional network, information sharing, and collaboration research.

CCOP-KIGAM-UNESCO Workshop for TBA management in Mekong Region
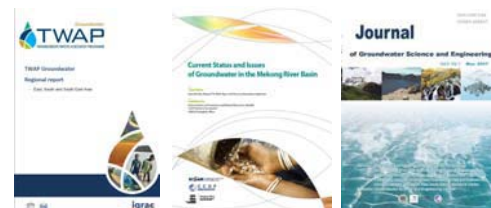
Publications about TBA management in Mekong Region

Transboundary Aquifer Agreements & SDG 6

SDG 6, Target and Goal

Goal 6. Ensure availability and sustainable management of water and sanitation for all

6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate	6.5.1 Degree of integrated water resources management implementation (0-100)
	6.5.2 Proportion of transboundary basin area with an operational arrangement for water cooperation

UNESCO Natural Sciences:
Contribute to the enhancing cooperation for transboundary groundwater management through the ratified agreement between member states within the framework of international water law (UN)
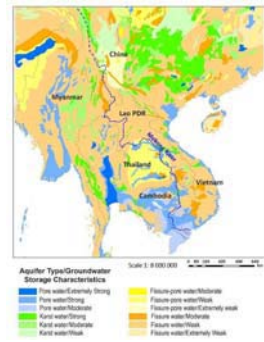
Transboundary aquifer in GMS and adjacent region

Hydrogeology map of GMS

MLA 6 – Freshwater Security

Publication of Asia Regional Hydrogeological Map
(38 C/5, MLA 6, **ER 10**)

Major Implementation and Outputs

- In collaboration with China Geological Survey and member states in Asia, the Hydrogeological map, groundwater resources map and geothermal map updated for Asia

- Provide unified hydrogeological map for Asia with a common/harmonized legend between the member countries.
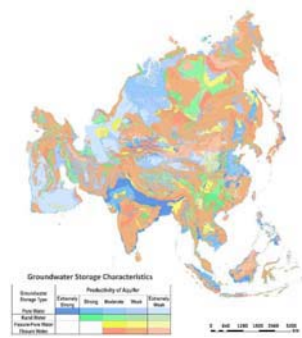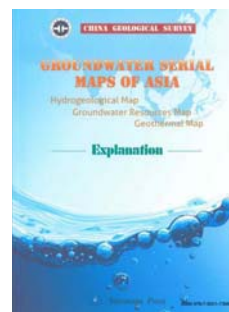
Asia Hydrogeological Map

Expected outcomes from Member States

- National, regional and international groundwater resource management plan is improved based on harmonized and unified global maps.
- Collaboration for international groundwater resource management is strengthened with improved access to regional hydrogeological information.

MLA 6 – Freshwater Security

Asian G-WADI Coordination and Secretariat
38 C/5, MLA 6, **ER 10**, TG 3: "Global Network on Water and Development Information for Arid Lands (G-WADI)"

Major Implementation and Outputs

- UNESCO Bangkok office, in collaboration with Chulalongkorn University, University of California Irvine and national experts from Countries in Mekong and ASEAN Region, established the ASEAN network to address and monitor water-related disasters.

- About 50 water scientists and engineers from the Member sates within the network attended annual technical training session on "Satellite-based Rainfall [PERSIANN] for Planning and Management for Natural Disasters in Monsoon Asia".

ASEAN regional G-Wadi Network in PERSIANN training course

Expected outcomes from Member States

- Responses to water disaster (heavy rain, flood) in the member states of Mekong region are enhanced based on state-of-art technology and information sharing in the regional network.

MLA 6 – Freshwater Security

Coordination for World Water Development Report for AP region
38 C/5, MLA 6, **ER 11**, TG 3: "World Water Assessment Programme"

Major Implementation and Outputs

- Coordinating publication of WWDR (World Water Development Report) for AP in collaboration with UN-ESCAP and national/regional institutes.

Expected outcomes from Member States

- Member states' capacity for water security is strengthened through improved international cooperation and information access.

World Water Development Report

Launch for WWDR 2017 (UNESCO WWAP, BGK and ESCAP)

MLA 1 &2-
Science policy and capacity building

Expected Results	Major actions by UNESCO BGK	Available materials and support	Actions expected for Member states
ER1. STI policies, the science-policy interface, and engagement with society, including vulnerable groups such as SIDS and indigenous peoples, strengthened	Coordination of SAGA (STEM and Gender Advancement) survey for Thailand	-Country profile report of gender equality in STEM in Thailand - National validation workshop	The gender gap in STEM fields in member sates are considered, analyzed and reduced through inventory and gap analysis.
	Coordination of GO-SPIN (Global Observatory of Science Technology and Innovation Policy Instruments) survey for Lao PDR	-Country profile report of science policy and instruments in Lao PDR - National validation workshop	Understanding of STI polices in Member States is improved and policy coordination and implementation are enhanced.
ER2. Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs	UNESCO and NTU jointly developed mini-laboratory kits for students in high schools and colleges with limited resources or without proper laboratories	- Micro-Science experiment kits (Proto-type)	Science education programme in schools without proper laboratory facilities is improved with hands-on experiences in science.

MLA 1 &2 – Science policy and capacity building

Regional coordination for science policy implementation and capacity building programme: 38 C/5, MLA 1, **ER 10**, TG 1: "**SAGA** (STEM and Gender Advancement)" and "**GO-SPIN** (Global Observatory of Science Technology and Innovation Policy Instruments)"

Major Implementation and Outputs

- Coordinating Global SAGA Survey for AP region (Pilot study area: Thailand)
- Coordinating Global GO-SPIN Survey for AP region (Pilot study area: Lao PDR)

Expected outcomes from Member States

- The gender gap in STEM fields are considered, analyzed and reduced by member States.

- Understanding of STI polices in Member States is improved and policy coordination and implementation are and cooperation among ministries, academia, civil society and private sector is encouraged.

SAGA National Training Workshop (Thailand)

GO-SPIN Country Profile Report

MLA 1 &2
– Science policy and capacity building

Micro-Science Experiment Kits in Asia

38 C/5, MLA 2, **ER 2** (Capacity building in NS education)
"Science Kits for Developing Countries"

Major Implementation and Outputs

- UNESCO and NTU jointly developed mini-laboratory kits (proto-type) for students in high schools and colleges with limited resources or without proper laboratories.

Expected outcomes from Member States

- Science education capacity in schools without proper laboratory facilities is improved with hands-on experiences in science.

Micro Science Experiment Kit (Proto-type)

MLA 4 – Earth System and disaster reduction

Expected Results	Major actions by UNESCO BGK	Available materials and support	Actions expected for Member states
ER7. Global cooperation in the geological sciences expanded	- Coordinating role in Asia for IGCP Projects - Facilitate nomination of Geopark in Mekong sub region	- Platform for international geosciences cooperation -	Awareness and importance for geological/natural resources are raised by local community
ER8. Risk reduction improved, early warning of natural hazards strengthened and disaster preparedness and resilience enhanced	Vulnerability mapping to climate related natural disaster in Mekong Region	- Vulnerability map (publication) - Training workshop for vulnerability assessment to climate related natural disaster	Response to and management for climate related natural disaster are improved through science-based information sharing and regional collaboration.

MLA 4 – Earth System and Disaster Reduction

Facilitate nomination of Geopark in Mekong Subregion
38 C/5, MLA 4, **ER 7**, TG 1:

Major Implementation and Outputs

- Supporting member states in Mekong Cluster for facilitating nomination of UNESCO Global Geopark

Expected outcomes from Member States

- Awareness and importance for geological/natural resources are raised by local community.
- The creation of innovative local enterprises, new jobs and high quality training courses is stimulated as new sources of revenue are generated and geological resource of the area are protected by local community.

MLA 4 – Earth System and Disaster Reduction

Vulnerability mapping to climate-related natural disaster in Mekong Subregion
38 C/5, MLA 4, **ER 8**

Major Implementation and Outputs

- Report publication in collaboration with Khon Kaen University
- Organizing training workshop for vulnerability assessment to climate related natural disaster

Expected outcomes from Member States

- Response to and management for climate related natural disaster are improved through science-based information sharing and regional collaboration.
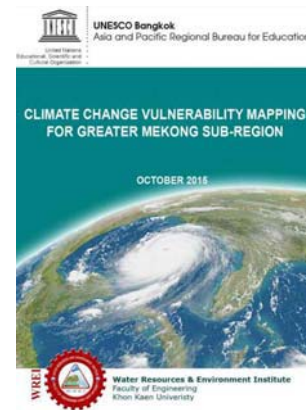
Climate related natural disaster –Vulnerability of GMS

Exposure | Sensitivity | Adaptive Capacity

Vulnerability [Definition of vulnerability]

[Disaster exposure] + [Sensitivity to disaster] + [Adaptive Capacity]

Vulnerability index map of GMS to climate related natural disaster

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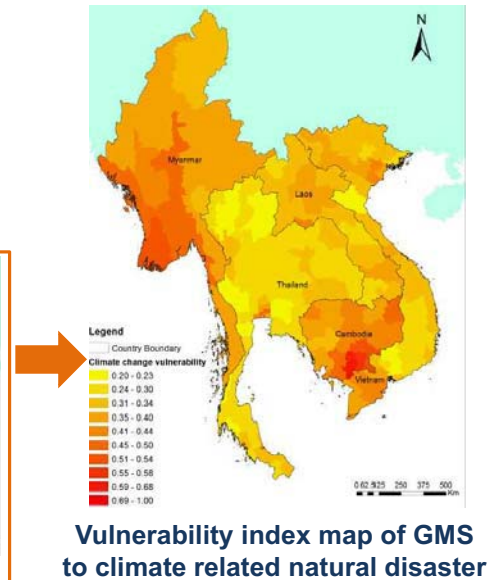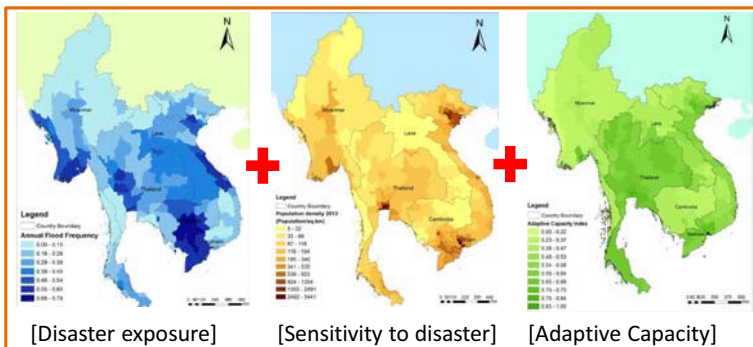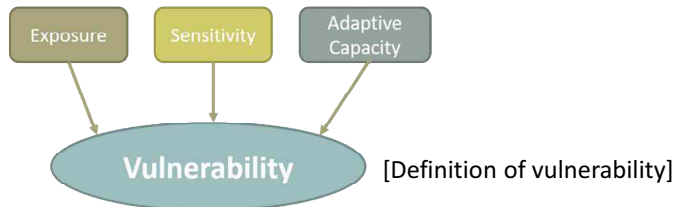
MLA 5 – Ecological Science and Biosphere Reserve

Facilitate nomination of Biosphere Reserve in the Mekong region

- Facilitating new nomination and sustainable management of Biosphere Reserves in the Mekong Region under the World Network of Biosphere Reserves

In preparation (ER 9):
- Endangered species education in Biosphere Reserves (BRs)
- Green Economy for Sustainable Management of Biosphere Reserves

UNESCO Bangkok
Asia and Pacific Regional Bureau for Education

Thank you!

Session 4 – UNESCO's programme priorities for 2017: Natural Sciences

United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation
la science et la culture

Organización
de las Naciones Unidas
para la Educación
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования
науки и культуры

Intergovernmental
Oceanographic
Commission

Commission
océanographique
intergouvernementale

Comisión
Oceanográfica
Intergubernamental

Межправительственная
океанографическая
комиссия

WESTPAC
Advancing Knowledge for a Healthy Ocean

IOC Sub-Commission for the Western Pacific (WESTPAC)
Intergovernmental Oceanographic Commission of UNESCO

Training Workshop for Officials of National Commissions for UNESCO in Asia and the Pacific Bangkok, Thailand
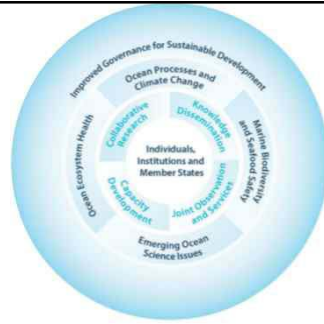20 – 23 June 2017

Outline

- Introduction
- What we do
- WESTPAC Priorities
- WESTPAC Activities
- WESTPAC in Action for SDGs

IOC

Outline

- Introduction
- What we do
- WESTPAC Priorities
- WESTPAC Activities
- WESTPAC in Action for SDGs

Introduction

" With every drop of water you drink, every breath you take, you're connected to the sea. No matter where on Earth you live" Sylvia Earle

Department of Marine and Coastal Resources, Thailand

Introduction

" With every drop of water you drink, every breath you take, you're connected to the sea. No matter where on Earth you live" Sylvia Earle

Department of Marine and Coastal Resources, Thailand

Introduction

The Western Pacific and its adjacent regions are of vast environmental, social and economic importance, thus vital to humans' survival and prosperity not only in the region, but in the whole world.
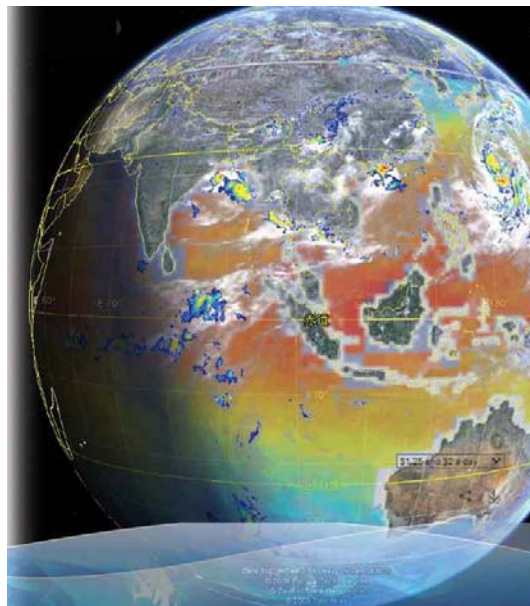
Introduction

WESTPAC:

Recognizing the need to advance ocean knowledge and foster science–policy interface, WESTPAC has been committed to to promoting international cooperation in marine research, observations, services and capacity development in order to seek solutions to sustainable development of ocean, seas and marine resources.
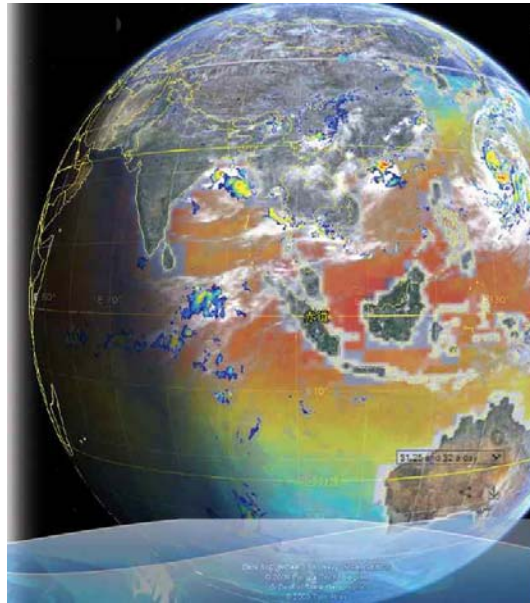
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Outline

- Introduction
- What we do
- WESTPAC Priorities
- WESTPAC Activities
- WESTPAC in Action for SDGs

What we do

WESTPAC: A strategic link between global objectives and national actions
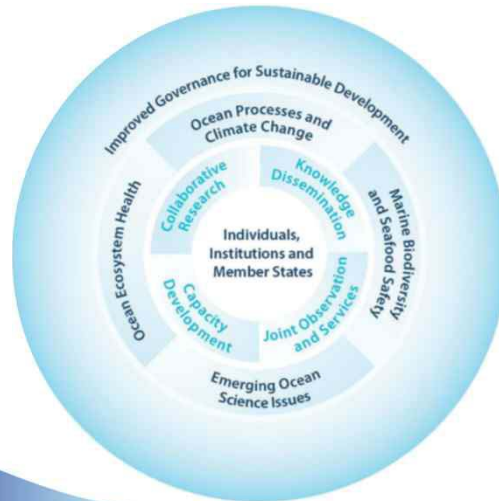
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Outline

- Introduction
- What we do
- WESTPAC Priorities
- WESTPAC Activities
- WESTPAC in Action for SDGs

WESTPAC Priorities
Exploration, Innovation and Inspiration

Ocean Processes and Climate Change

WESTPAC Priorities
Exploration, Innovation and Inspiration

Marine Biodiversity, Seafood Safety and Security
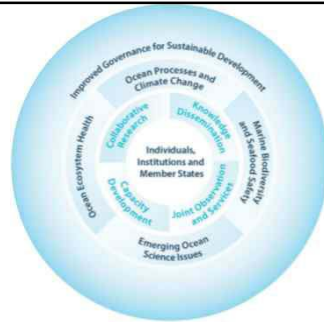
WESTPAC Priorities
Exploration, Innovation and Inspiration

Health of Ocean Ecosystems
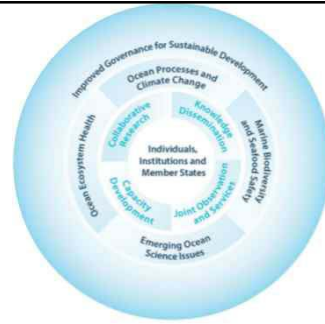
WESTPAC Priorities
Exploration, Innovation and Inspiration

Emerging ocean science issues
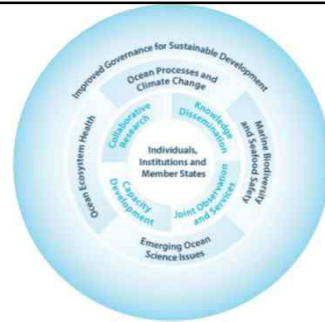
Jellyfish maneuver below the surface of a lagoon in the Pacific Ocean.
Image credit: David Doubilet

Outline

- Introduction
- What we do
- WESTPAC Priorities
- WESTPAC Activities
- WESTPAC in Action for SDGs

WESTPAC Activities

Science and policy interface

WESTPAC Activities

Knowledge dissemination
via WESTPAC International Marine Science Conferences

WESTPAC Activities

Research collaboration; Capacity building via Regional Training and
Research Centers (RTRCs); tailored national/regional
trainings/workshops/ summer schools

Capacity Development
Regional Training and Research Centers

Regional Training and Research Center on
Ocean Dynamics and Climate
(RTRC-ODC)

Regional Training and Research Center on
Marine Biodiversity and Ecosystem Health
(RTRC-MarBEST)

Bachok Marine Research
Station, IOES, Malaysia

Phuket Marine Biological
Center, Thailand

Institute of
Oceanography, Vietnam

WESTPAC Activities

Outreach activities to educate school students on ocean and marine
science; Awards such as **"WESTPAC Outstanding Scientist Award"** and
"WESTPAC Best Young Scientist Award"; Travel Grant to participate
in the WESTPAC International Marine Science Conference.

Outline

- Introduction
- What we do
- WESTPAC Priorities
- WESTPAC Activities
- WESTPAC in Action for SDGs

WESTPAC in Action for SDGs

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

❖ Identification of national implementation status on SDG 14
❖ Building regional partnerships
❖ Efforts in specific targets of SDG 14
- Target 14.1 Reduce marine pollution
- Target 14.2 Protect marine and coastal ecosystems
- Target 14.3 Address the impacts of ocean acidification
- Target 14.a Increase scientific knowledge, develop research capacity and transfer marine technology

Draft 39 C/5 for Major Programme IV

Duong Bich Hanh
Programme Specialist and Chief of Culture Unit
UNESCO Bangkok

Guiding documents and principles

- Medium Term Strategy (2014-2021), EX/4, Strategic Results Report, audits and evaluations, Member States consultations

- 2030 Agenda, 2063 Agenda, New Urban Agenda, Samoa Pathway, Sendai Framework, Culture & Emergencies Strategy

- Continuity: priority given to the 6 cultural conventions, one Expected Result per convention

- Innovation: 2 cross-cutting results, on emergencies and on Agenda 2030

Supporting the implementation of SDGs

- Culture integrated in 9 SDGs

- Focus on SDG 11 on sustainable cities, in particular its target 4 on the protection of cultural and natural heritage

- Conventions and Recommendations support many other SDGs, either directly or indirectly as enablers

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Clear priorities under all Conventions (1/2)

- Encourage widest possible ratifications

- Capacity-building, to advance the operationalization of the provisions of the Conventions

- Policy advice, to translate those provisions into legal and policy frameworks

- HQ to provide the secretariat for the governing bodies of the Conventions, lead policy development and monitoring

- Field offices to implement programmes to operationalize Conventions at the country level

Clear priorities under all Conventions (2/2)

- Shift attention from international recognition systems

- Focus on functions that can bring real transformative change and deepen impact

→ Imperative for maintaining credibility and sustainability of standard-setting function

→ Imperative for supporting implementation of SDGs and responding to emergencies

Transversal approach across the Conventions (1/2)

Expected Result 5 – Culture protected and cultural pluralism promoted in emergencies through better preparedness and response, in particular through the effective implementation of UNESCO's cultural standard setting instruments

→ Impulse more integrated and coordinated responses through the conventions

→ Implement approved Culture and Emergencies Strategy and Action Plan

→ Rapid Response Mechanism, PDNA, PCNA

**Transversal approach
across the Conventions (2/2)**

Expected Result 8 – Culture integrated into policies and measures at the national and local levels by Member States for their effective implementation of the 2030 Agenda for Sustainable Development

→ Monitor and measure the role of culture in the implementation of the 2030 Agenda through the development of methodologies and tools

→ Support national and local capacities through advocacy and guidance for culture-engaged implementation of Agenda 2030

Global Priority Africa

- Fully embedded in the Expected Results across Performance Indicators and Targets

- Focus on strengthening African Member States' institutional and legal frameworks based on conventions in support of Agenda 2063

- Address key challenges: reconcile economic development and the protection of cultural resources, and better prepare for and mitigate the effects of conflicts

- Strengthen collaboration through the Field Offices with the AU and the Regional Economic Communities and by participation in UN/AU Regional Coordination Mechanisms

- Promote South-South cooperation with other regions including Asia and the Pacfic

Global Priority
Gender Equality

- Embedded in the proposed indicators and targets of the Expected Results

- Persistent request from Member States to focus on activities that can trigger real transformative change in support of SDG 5: concentrate on policy through:

  → Promotion of Recommendations of UNESCO Report on Gender Equality
  → Better integration of gender in the periodic reporting systems and in results frameworks of the conventions
  → Better integration of gender in capacity-building programmes

Priority Groups

SIDS

- focus on 4 objectives of the 2016-2021 SIDS Action Plan:
  (i) ratification of conventions and their translation into policies and laws;
  (ii) protection of cultural, natural and underwater heritage;
  (iii) promotion of living heritage and creativity; and
  (iv) promotion of culturally-sensitive and responsible sustainable tourism

- SIDS integrated in 39 C/5 Expected Results and have dedicated Targets

Youth

- focus on cultural heritage. World Heritage education and volunteer initiatives will encourage youth engagement and promote heritage values. Intangible cultural heritage will be integrated in education
- Actions will support the implementation of SDG 4 Target 7 on the appreciation of cultural diversity

Intersectoral cooperation

- With ED on the appreciation of cultural diversity in support of SDG 4

- With CI in artistic freedom and promoting media diversity in support of SDG 16

- With SC to strengthen the sustainable management of multiple UNESCO-designated sites in support of SDGs 11, 13, 14 and 15

- Joint initiatives in sustainable urban development, building on Habitat III and the UNESCO Global Report on Culture for Sustainable Urban Development, in support of SDG 11

Structure of Major Programme IV

MLA 1 - focus on tangible heritage

- ER1 - 1972 Convention, Historic Urban Landscape Recommendation

- ER2 - 1970 Convention, new Museum Recommendation

- ER3 - 1954 Convention and 2 Protocols

- ER4 - 2001 Convention

- ER5 - Culture protected in emergencies (cross-cutting)

MLA 2 - focus on creativity

- ER6 - 2003 Convention

- ER7 - 2005 Convention, Status of the Artist Recommendation

- ER8 - Monitoring culture in implementing Agenda 2030 (cross-cutting)

ER1: Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention

- Sound governance of the 1972 Convention

- Number of World Heritage properties where the conservation and management capacities are enhanced

- Number of civil society stakeholders, including young people and women, contributing to the conservation of World Heritage properties and to World Heritage education within the framework of UNESCO-related projects and initiatives

- Number of World Heritage properties where the SDGs and the World Heritage Sustainable Development policy are mainstreamed in the conservation and management

- Number of States Parties which develop new or revised Tentative Lists and percentage of nomination dossiers in conformity with prescribed requirements especially coming from underrepresented or non-represented States Parties

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Flagship Programme

UNESCO Asia-Pacific Awards for Cultural Heritage Conservation (2000-Present)

- To recognize achievements of **private sector and public-private initiatives** in successfully conserving or restoring structures, places and **properties of heritage value**, and **newly-built structures** which demonstrate outstanding architectural design that is well integrated into historic contexts.

- **Promotes quality conservation process**, rather than intrinsic values of the site.

- Since 2000, UNESCO has received **677 entries from 25 countries.**
  - **196 projects** won **Awards under Conservation Awards Category.**
  - **11 projects** won **the Award for New Design in Heritage Contexts**.

Recent Success

International Symposium on the Conservation of Brick Monuments at World Heritage Sites (2016)

- Initiated in response to the decision of the World Heritage Committee on Historic City of Ayutthaya WHS's state of conservation
- Attended by over 200 conservation scholars and practitioners from Cambodia, Germany, Japan, India, Italy, Myanmar, Thailand, Viet Nam and USA.

- Supported by Government of the Netherlands
- Addresses challenges in conservation: e.g. scientific conservation principles, traditional building techniques and materials, local community participation.
- Results in a set of recommendation for enhancing protection of the Historic City of Ayutthaya WHS

Recent Success

The Cultural Heritage Specialist Guide Training Programme

(2005 - present)
- Successful in WHS across Asia, including Lao PDR, Macao SAR, China and Viet Nam
- 2014-2015: **Historic Town of Sukhothai and Associated Historic Towns World Heritage Site**, Thailand

Workshop in Borobudur, Indonesia

Manual/KM for Heritage Specialist Guides at Historic Town of Sukhothai and Associated Historic Towns World Heritage Site (2016)

PATA®
Pacific Asia Travel Association
GOLD AWARD
WINNER 2007

"Exceptional achievement."
"An industry standard for excellence and innovation, serving as an example for others to follow."
-- Pacific Asia Travel Association, 2007

Proposed future activities

Strengthening capacity for World Heritage conservation in Asia-Pacific

- A comprehensive capacity building programme on a multi-site, multi-country and multi-year basis, in order to strengthen the site's protection and management, through:
  - Reviewing and revising existing capacity building materials, and developing new materials to reflect latest trends in conservation and sustainable development principles
  - Organize regular capacity building activities with a hands-on approach
  - Systematize the capacity building efforts through integration into university programmes or e-learning courses on MOOC platform
  - Increase the involvement of civil society stakeholders

ER2: Illicit import, export and transfer of cultural property combatted by Member States, in particular through the effective implementation of the 1970 Convention and the works of the ICPRCP as well as the role of the museums enhanced by stakeholders implementing the UNESCO 2015 Recommendation on museums and collections

- Sound governance exercised through the implementation of strategic decisions/resolutions of the Governing bodies of the 1970 Convention and the ICPRCP, in line with the SDGs

- Number of States Parties to the 1970 Convention increased, in particular in the Caribbean, East Africa, **South East Asia and the Pacific**

- Number of quadrennial reports submitted and number addressing key aspects of the implementation of the Convention, providing evidence towards SDGs target attainment

- Number of successful cases of return and restitution of cultural property, including objects from countries in emergency situation and those cases relating to the financing of terrorism in coordination with partner Organizations and the art market, in line with SDG 16.4

- Number of initiatives undertaken by supported stakeholders which have enhanced and promoted the roles of museums in achieving SDG and in reflecting the 2015 Recommendation concerning the protection and promotion of museums and collections, their diversity and their role in society collections

Present Projects

Pilot Need Assessment for the Implementation of 1970 Convention and Related Legal Instruments

- UNESCO Bangkok has implemented expert mission to assess national-level needs in the implementation of the 1970 Convention and related legal instruments thus far in two countries, namely, Lao PDR and Thailand.
- The mission has resulted in Lao PDR's eventual ratification of 1995 UNIDROIT Convention.
- It also re-ignited Thailand's consideration to ratify both 1970 Convention and 1995 Convention.
- **The need assessment mission is scheduled for Myanmar in August 2017.**

Proposed Future Activities

Regional Capacity Building Programme for the Implementation of 1970 Convention and Related Legal Instruments

- Following the assessment, the countries have started discussion with UNESCO on possible projects to increase human capacity to prevent illicit trafficking of cultural properties.
- The beneficiaries concern **law enforcement**, **specialist governmental agencies** dealing with identifying and conserving movable cultural and natural heritage and international relations, **educational institutes** and **private sectors**.

- **Capacity-building schemes:**
  - Training-of-Trainers,
  - e-training tools,
  - workshops with police, customs and magistrates and
  - establishment of expert pool at regional and global levels.

Proposed Future Activities

Regional Capacity Building Programme for Museums

Promote the role of museums in supporting the achievement of SDGs through capacity-building projects, policies and guidelines reflecting the 2015 Recommendation

- Increase the collaboration and networking opportunities for museum professionals at the operational levels
- Strengthening the role of museums in the society
- Create joint exhibitions at the sub-regional level

ER3: Protection of cultural property improved by Member States, in particular through the wide ratification and effective implementation of the 1954 Convention and its two (1954 and 1999) Protocols

- Sound governance exercised through the implementation of strategic decisions of the Governing bodies of the 1954 Convention and its 1999 Second Protocol

- Number of States Parties to the 1954 Convention and its two (1954 and 1999) Protocols increased, in particular in Africa and in countries involved in armed conflict

- Number of national reports on the implementation of the 1954 Hague Convention and its two (1954 and 1999) Protocols

- Number of State Parties who have effectively implemented international or other categories of assistance under the 1999 Second Protocol

- Number of supported stakeholders which have contributed to protection and awareness-raising, including to elements of the Strategy for Reinforcing UNESCO's Action for the Protection of Culture and the Promotion of Cultural Pluralism in the Event of Armed Conflict

Proposed Future Activities

- Provide technical and financial assistance to State Parties in their efforts in implementing the Convention, through the adoption of national laws and policies
- Develop training for civil and military personnel involved in conflicts for the adoption of preparatory, emergency and recovery measures to enhance the protection of cultural property
- Deepen NGOs' engagement in the protection of cultural property

ER4: Underwater cultural heritage identified, protected and sustainably managed by Member States, in particular through the wide ratification and effective implementation of the 2001 Convention

- Sound governance exercised through the implementation of strategic decisions/resolutions of the Governing bodies of the 2001 Convention

- Number of States Parties to the 2001 Convention increases in particular in Africa and in SIDS

- Number of supported Member States which have designed or updated policies to protect underwater heritage towards the achievement of the objectives of the 2001 Convention

- Number of supported stakeholders which have contributed to protection and awareness-raising

- Number of Member States which have provided evidence towards SDG Targets 14.5 and 14.7 attainment

Recent Success

Establishment of Asia-Pacific Regional Field Training Centre on Underwater Cultural Heritage

- Hosted by Fine Arts Department, Ministry of Culture, Thailand
- in Chanthaburi province, at the delta out to Thai Gulf
- Connecting to facilities of National Maritime Museum
- Now regularly used to conduct trainings for underwater archaeologists by Thai Government and SEAMEO-SPAFA

Recent Success

Training Manual for the UNESCO Foundation Course on the Protection and Management of Underwater Cultural Heritage

- **A training manual** for the Foundation Course was published as a resource for future trainings;
- Now translated to Spanish and used in Latin America.

Proposed Future Activities

- Supporting State Parties in designing national frameworks, policies and laws
- Direct technical assistance missions
- Encourage the engagement of states and non-state actors in protecting and raising awareness about underwater heritage

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ER5: Culture protected and cultural pluralism promoted in emergencies through better preparedness and response, in particular through the effective implementation of UNESCO's cultural standard setting instruments

- Number of actions and policies carried out by supported Member States toward effectively implementing UNESCO's standard setting instruments in relation to emergency situations

- Number of supported Member States and relevant inter-governmental actors which have adopted policy decisions and actions in the framework of UNESCO's international standard-setting instruments that enable the integration of culture within humanitarian action, security strategies as well as peace-keeping and -building processes

- Number of Member States supported through the Rapid Response Mechanism in addressing emergency situations

- Number of post-disaster and post-conflict assessments of needs related to culture effectively undertaken by Member States, including SIDS, with technical and financial support of UNESCO, as part of international crisis response mechanisms

Proposed Future Activities

- Support Member States in better preparing for and responding to emergency situations
- Integrate culture within humanitarian action, security strategies as well as peace-keeping and –building
- Deploy experts for damage assessments, technical advice and emergency safeguarding measures through the Rapid Response Mechanism
- Deliver technical and financial support for the preparation of Post-Disaster Needs Assessments and Recovery and Peace-building Assessments

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ER6: Intangible cultural heritage identified and safeguarded - by Member States and communities, in particular through the effective implementation of the 2003 Convention

- Sound governance exercised through the implementation of strategic decisions/resolutions of the Governing bodies of the 2003 Convention
- Number of supported Member States utilizing strengthened human and institutional resources for the safeguarding of intangible cultural heritage

- Number of supported Member States which have integrated intangible cultural heritage into their plans, policies and programmes, in particular as a contribution towards the achievement of SDGs

- Number of State Parties who have effectively implemented international assistance, including from the Intangible Cultural Heritage Fund, complementing their national safeguarding efforts

- Number of initiatives undertaken in supported Member States which have enhanced knowledge and understanding of intangible cultural heritage safeguarding and of the 2003 Convention

Present Projects

Strengthening National Capacity for the Implementation of the 2003 Convention

- Projects in Asia and the Pacific are funded by governments of Republic of Korea, Japan and Norway
- Benefitting 15 Asia-Pacific countries (2011-2017): Bhutan, Cambodia, Fiji, Kazakhstan, Kyrgyzstan, Lao PDR, Mongolia, Myanmar, Nepal, Papua New Guinea, Samoa, Sri Lanka, Tajikistan, Timor Leste and Uzbekistan.

Recent Success

Promoting Intangible Cultural Heritage for Educators to Reinforce Education for Sustainable Development in the Asia-Pacific Region (2012-2014)

- Funded by Japan Funds-in-Trust
- Transmission of ICH is integrated as a teaching and learning method.
- **4 pilot countries:** Palau, Pakistan, Viet Nam and Uzbekistan
- Produced *Guidelines for Educators in the Asia-Pacific Region*:

  bangkok.unesco.org/content/learning-intangible-heritage-sustainable-future-guidelines-educators-asia-pacific-region

Proposed Future Activities

- Support Member States in building legal, institutional and social environments
- Integrate intangible cultural heritage in development plans
- Implement initiatives to incorporate intangible cultural heritage in formal and non-formal education
- Support awareness-raising initiatives

ER7: Policies and measures to promote the diversity of cultural expressions designed and implemented by Member States, in particular through the effective implementation of the 2005 Convention

- Sound governance exercised through the implementation of strategic decisions of the Governing bodies of the 2005 Convention

- Number of supported Member States which have designed, implemented and monitored policies and measures to promote the diversity of cultural expressions and contribute to participatory systems of governance

- Number of supported Member States which have efficiently supported and implemented initiatives to promote the diversity of cultural expressions and contribute towards the achievement of the core goals of the Convention

- Number of supported Member States which have designed, implemented and monitored policies and measures towards the 1980 Recommendation on the Status of Artists in synergy with the 2005 Convention

- Number of initiatives undertaken by supported Parties which have enhanced creativity and strengthen the creative economy in cities

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Present Projects	
Enhancing fundamental freedoms through the promotion of the diversity of cultural expressions (SIDA, 2014-2017)	
Supporting **periodic reporting/ policy monitoring efforts**	Country-level capacity-building interventions in 12 developing countries (3 APA countries)
	Production of two Biennial Global Monitoring Reports (2015 and 2017)

Proposed Future Activities

- Support the capacity of Member States to design, implement and monitor policies and measures to promote the diversity of cultural expressions, including the status of artists and artistic freedom
- Strengthen the creative economy in cities
- Produce evidence on how investing in creativity can contribute toward the achievement of the SDGs
- Promote Creative Cities Network

ER8: Culture integrated into policies and measures at the national and local levels by Member States' for their effective implementation of the 2030 Agenda for Sustainable Development

- Number of policies and initiatives to conserve, protect, and safeguard heritage, and nurture creativity particularly in and around human settlements reported by supported Member States

- Number of initiatives undertaken by supported Member States to enhance economic and social inclusion, and promote environmental sustainability through activities based on heritage and creativity

- Number of supported Member States that have assessed the impact of culture-engaged initiatives in implementing the SDGs

- Number of supported Member States that have utilized advocacy, tools, and guidance materials for culture-engaged implementation of Agenda 2030 at the national and local levels

Proposed Future Activities

- Develop measurement frameworks to assess the impact of culture on SDGs
- Elaborate pilot studies to showcase the impact of culture on sustainable development
- Development a knowledge management platform/website to disseminate best practices and case studies, as well as advocacy and communication materials
- Promote the role of culture in sustainable urban development, in particular within the framework of the UNESCO Creative Cities Network
- Integrate further culture into the New Urban Agenda

Thank You

bangkok.unesco.org/theme/culture

Training Workshop for Officials of National Commissions for UNESCO

Session 4

UNESCO's programme priorities for 2017: Education

UNESCO Bangkok Office

Collaboration between Thai Natcom and UNESCO Bangkok

It is time to Come Together for Children of ASEAN
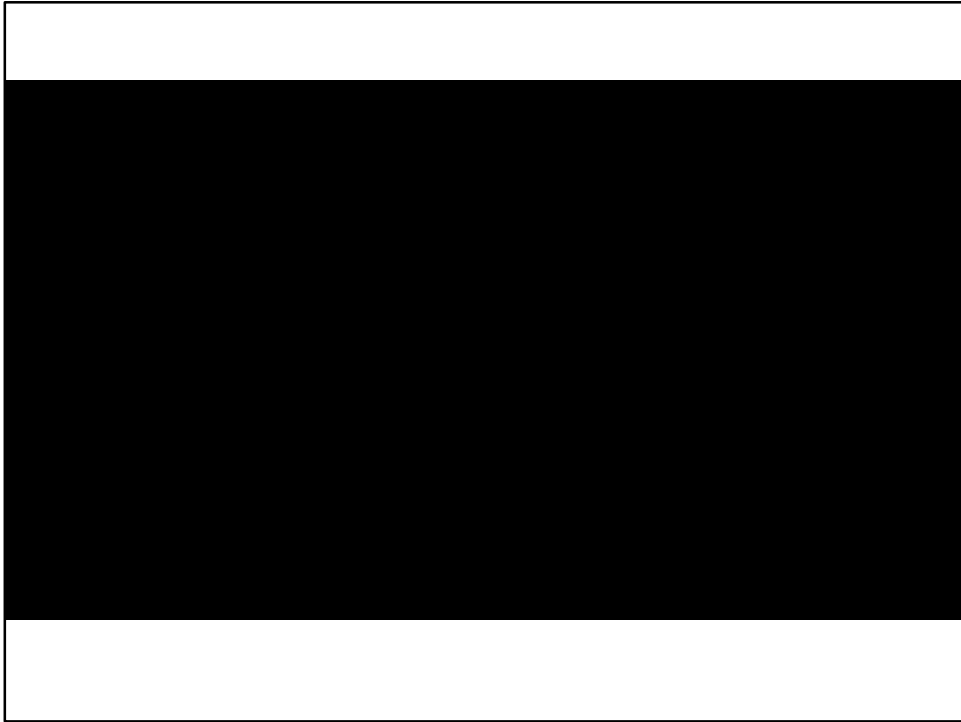
Out of School, not out of reach_UNESCO Bangkok

ASEAN DECLARATION

ON STRENGTHENING EDUCATION FOR OUT-OF-SCHOOL
CHILDREN AND YOUTH (OOSCY)

29TH ASEAN SUMMIT (RETREAT)
7 SEPTEMBER 2016, VIENTIANE, LAOS
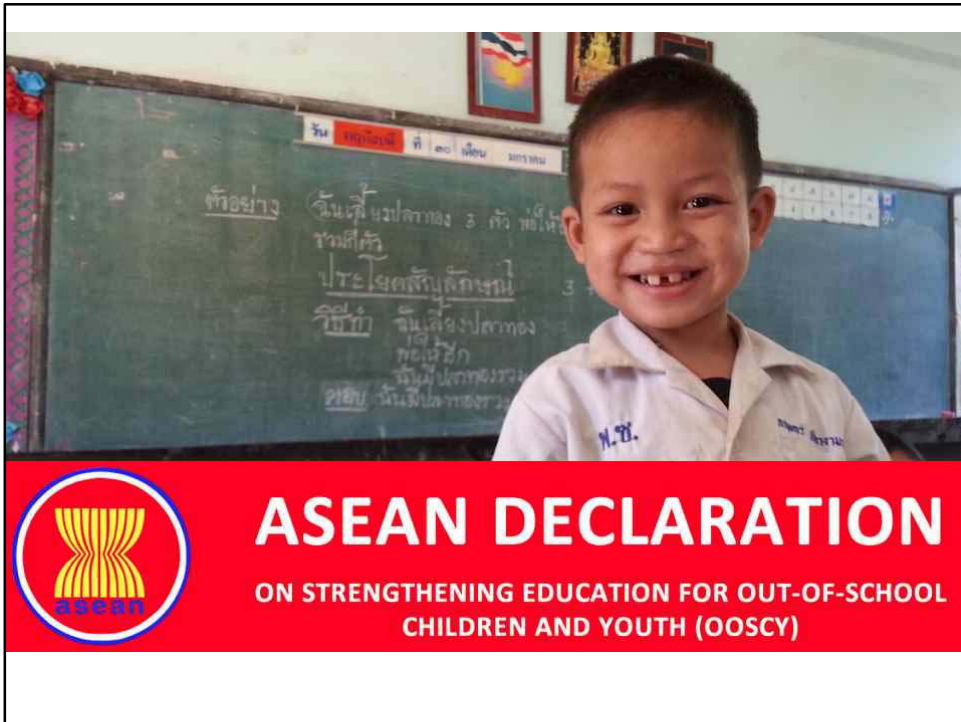
SDG4:

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- A single agenda for education

- Comprehensive, holistic, ambitious, aspirational and universal

- Transformative, leaving no one behind

- Addressing unfinished business of Education for all (EFA), Millennium Development Goals, current and future challenges

- Education is a fundamental human right and an enabling right

- **Key Features**: **Access; Equity and inclusion; Gender Equality; Quality; Lifelong Learning**

BRINGING UNIVERSAL RELEVANCE OF SDG4

TARGET 4.3 Ensuring expanded and equitable access to all forms of **post-basic education and training**

TARGET 4.4 Ensuring relevant **skills for the world of work**

TARGET 4.7 Ensuring relevant **learning for citizenship** in a global world

TARGET 4.a Ensuring **safe and inclusive learning environments**

TARGET 4.b Ensuring **scholarships** for higher education/TVET

TARGET 4.c Ensuring adequate **teacher** recruitment, training and professional development, and working conditions

SDG 4 AND MOE STRUCTURE

SDG 4

4.1 Universal Pri & Sec Edu	**4.2 ECD**
4.3 TVET, Tertiary, AE	**4.4 Skill for Work**
4.5 Equality /Equity	**4.6 Literacy**
4.7 ESD and GCED	4a 4b 4c

ECD	4.2 4.5 4.7
Primary	4.1 4.5 4.7
Secondary	4.1 4.5 4.7
NFE and Literacy	4.3 4.5 4.6 4.7
TVET	4.3 4.4 4.5 4.7
Higher Education	4.3 4.5 4.7

UNESCO MAIN 5 FUNCTIONS

1. **A laboratory of ideas**
2. **A standard setter**
3. **A catalyst for international cooperation**
4. **A clearing house**
5. **A capacity builder for Member States**

TWO SECTIONS IN EDUCATION PROGRAMME

Inclusive Quality Education (IQE)

SDG4 Coordination	**ECCE**
Inclusive & Gender	**Planning & Finance**
Quality of Education	**Health & Well-being**

Educational Innovation Skills Development (EISD)

Higher Education	**ICT in Education**
TVET	**Teacher Education**
Literacy and NFE	**ESD and GCED**

SDG4 Coordination

1. Regional SDG4 TWG
2. AMPED Edu 2030
3. SDG-4 Monitoring

ECD

1. ECCE Regional Policy Forum
2. Guideline for Teacher Development
3. ARNEC

Inclusive & Gender

1. Multilingual Edu WG
2. Effective Inclusive School and Pedagogies
3. GENIA and STEM

Planning and Finance

1. SDG4 into the Sector Plan
2. CD for Evidence Based Policy making
3. Conflict and DRR into Planning

Quality of Education

1. NEQMAP
2. Happy School
3. Culture of Testing

Health and Well-being

1. Regional Mapping
2. Review: Comprehensive Sexuality Education
3. SRGBV Research and CD

Higher Education

1. Internationalization of HE
2. Technology for Quality Teaching and Learning
3. Quality Assurance

ICT in Education

1. ICT in Ed Master Plan
2. CD of Teachers on ICT
3. Regional Coordination
   (Ministerial Meeting, etc)

TVET

1. Integration of TVET and HE
2. Assessing skill outlook and requirement
3. CD: Job centered TVET policies

Teacher Education

1. Teacher Training on GCED
2. Gender Assessment and Training
3. Innovative Pedagogies: Teacher Toolkit

Literacy and NFE

1. Follow up ASEAN Declaration for OOSCY
2. Implementing innovative and flexible programme for OOSCY
3. Support to develop policy and curriculum on LLL, ALE, CLC, etc

ESD and GCED

1. Teacher Education on ESD
2. CD: Community Based ESD activities
3. Youth-led action-oriented research on GCED

MOE STRUCTURE AND UNESCO TEAMS

ECD
4.2 4.5 4.7
ECCE

Primary
4.1 4.5 4.7
Incl. & Gender   H and WB
Quality of Edu   Lit. and NFE

Secondary
4.1 4.5 4.7
Incl. & Gender   H and WB
Quality of Edu   Lit. and NFE

NFE and Literacy
4.3 4.5 4.6 4.7
Literacy and NFE

TVET
4.3 4.4 4.5 4.7
TVET

Higher Education
4.3 4.5 4.7
Higher Education

Over all sector
SDG4 Coordination
Plan and Finance
ICT in Education
Teacher Education
ESD and GSED

ANNEX

Detailed Information of Each Team and Programme

IQE

ECCE and Inclusion & Gender Equality in Education

- Evidence-based, holistic policies and provisions for quality early childhood care and education;
- Promote 'inclusive education' as the main pillar of education policies and programmes, with special attention to marginalized populations;
- Promote mother tongue-based multilingual education (MTB-MLE); and
- Support the mainstreaming of gender equality principles

IQE

ECCE: Highlights

- Southeast Asian Guidelines for Early Childhood Teacher Development and Management
- Innovative financing for early childhood care and education
- Innovative Pedagogical Approaches in ECCE in the Asia-Pacific region: A resource pack
- Asia-Pacific Regional Policy Forum on Early Childhood Care and Education: The Transformative Power of Early Childhood: Innovations for Inclusivity and Quality from 19 to 21 July 2016 in Putrajaya, Malaysia
  - The first regional policy forum to focus specifically on SDG 4.2
  - Over 600 participants from 36 countries
  - Putrajaya Declaration - Includes a nine-point action agenda that will guide Asia-Pacific countries as they seek to achieve SDG 4.2

MTB-MLE: Highlights

- **Asia Pacific Multilingual Education Working Group** (a coalition of INGOs, universities, and bilateral and UN agencies involved in implementing Mother Tongue Based-Multilingual Education (MTB MLE) programmes for disadvantaged communities in countries throughout the Asia-Pacific Region)

  - 5th International Conference on Language and Education: Sustainable Development through Multilingual Education, 19-21 October 2016

  - High-level Policy Forum on MLE, 22 October 2016

Inclusive Education (IE): 2017 Work plan   IQE

Under the umbrella of Inclusive Basic Education

IE	ECCE	MLE	Gender	CapED-Lao PDR
1. Development of regional synthesis on Case Studies on **Effective Inclusive Schools** 2. Development of a **policy brief on inclusive pedagogy**	1. Organization of **2 sub-regional workshops** (SEA in BKK, Pacific in Nadi) in June, part of MFIT - ECCE Teacher Development in Southeast Asia and the Pacific SIDS 2. Monitoring of the **Putrajaya Declaration national implementation progress** 3. **Exploring innovative financing and mechanisms** for ensuring free inclusive & equitable quality pre-primary education (KFIT) 4. **Preparation** for the 3rd regional ECCE policy forum	1. Organization of the Asia Pacific Multilingual Education Working Group **(MLE WG) meetings** (co-chair with UNICEF) 2. Development of regional synthesis on the **Use of Language(s) in Classrooms in Ethnolinguistic Communities** 3. Research on regional strategy for language education (with UNICEF)	1. Updating the **GENIA Toolkit** 2. Organization of **STEM Conference** in BKK	1. Capacity development for 9 **Provincial Teacher Development Centres** (PTDC) 2. Evaluation and revision of **pre-service teacher education curriculum** on preschool education in 3 TTCs 3. Finalization of 4 **IEFE specialized booklets** in Lao language

Educational Planning and Finance

- Develop and disseminate policy analysis and management tools to ensure system coherence and equitable efficient sector management;
- Document country experiences to facilitate policy discussions;
- Strengthen information sharing platform for policy makers and practitioners (e.g., NESPAP);
- Provide policy advice, technical assistance and capacity development support for evidence-based and sector-wide sector planning, management and finance.

IQE

EPF: Highlights

- Technical support to Integration of SDG4-Education 2030 into education sector-wide planning
    - Technical guideline: Mainstreaming SDG4-Education 2030 in sector-wide policy and planning
- Capacity development for sub-regional organizations for coordinating implementation of the SDG4-Education 2030
- Capacity development for improving use of data for evidence-based policy making
- Conflict and disaster risk reduction in education planning for building resilient education systems
- (Together with EISD) Asia-Pacific Education Research Institutes Network (ERI-Net)

Education Planning and Management Team

IQE

Work plan (April-December 2017)

Activities	Timeline
1. Support to SDG4 planning, implementation and monitoring	Apr-Dec
• SEAMEO-SAARC capacity development workshop (Bangkok)	May
• Regional workshop on integrating SDG4 into planning (Kuala Lumpur)	July
2. Capacity Building for Results-Based Budgeting	June-Dec
• Regional technical workshop	September
3. On-line training module/working document on micro-planning	Apr-Dec
4. CapED regional and country level follow-up activities	Apr-Dec
5. NESPAP evaluation	June-Aug

IQE

Quality of Education

- Enhance the use of learning assessments to strengthen education systems through the NEQMAP network;
- Strengthen Member States' capacity to establish assessment systems and to use the results of assessment to improve education policy and student learning.
- Improve learning in areas which are not measured in traditional assessment frameworks;
- Analytical work on various dimensions and issues of quality and learning outcomes.

QE: Highlights

- NEQMAP (regional network on learning assessment with 41 member institutions across 24 countries/jurisdictions of the region) – research, knowledge sharing, capacity development at regional, sub-regional and national levels

- Happy Schools Project – publication of framework/report in March 2016, policy dialogue, advocacy, roll-out at country level

- "Culture of Testing" study – multi-country study focusing on the sociocultural factors driving the testing phenomenon in the AP region

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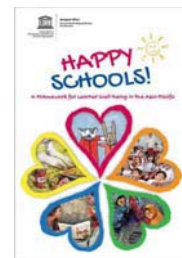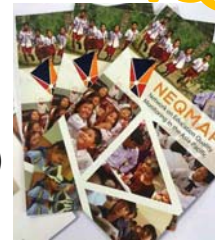
Quality of Education Team: Work plan 2017 & 39C/5

38C/5	MLA 1/ER6 (NEQMAP, Culture of Testing, STEM Education for Girls)			MLA1/ER8
39C/5	MLA1/ER1 (NEQMAP, STEM Education for Girls)			MLA1/ER6
Flagships	NEQMAP	Culture of Testing	STEM education for girls	Happy Schools
Main activities	1) **Research/analytical work** - LEAP report - SBA study - Mapping study - Case studies on impact - ATC phase II study 2) **Knowledge sharing** - Knowledge portal - Webinars (next one April 2017) - Newsletter - Annual meetings - Ministerial/high-level meeting in 2018? 3) **Capacity development** - Regional workshop on contextual data - Regional workshop on data quality/accuracy - Sub-regional (Pacific) workshop on test design/devpt (Jan-Feb 2018) - Regional workshop on ATC?	Multi-country study (Bangladesh, Fiji, Hong Kong, India, Japan, Kazakhstan, Philippines, RoK, Tonga, Viet Nam) looking at the socio-cultural drivers behind the 'culture of testing' in the region and the effects on youth. Synthesis expected August-Sept 2017	1) Global Conference (September 2017) 2) Follow-up from Global Conference & *A Complex Formula*	1) **Advocacy** - Supporting translations - Knowledge bank/repository for best practices - Multimedia campaign (video/social media) 2) **Policy dialogue** - Thematic brief 3) **Capacity development** - Happy Schools Toolkit, Modules, Guidelines for school leaders/teachers/trainers - Training of TTIs - Training of teachers/school leaders

Education for Health and Well-being

- Support the links between education, health and well-being;
- Increase access to good quality comprehensive sexuality education;
- Make schools safe and inclusive;
- Establish and implement laws and policies that protect the rights of all learners, prevent discrimination in education and enable young people to access sexual and reproductive health and HIV information and services.

HP2: Highlights

Regional mapping of existing educational resources available on CSE, gender equality, GBV (including school-related gender based violence) and the prevention of child marriage)

Comprehensive Sexuality Education (CSE):
- Country CSE implementation review in China, Thailand, India . Thailand country experience on sexuality education shared at the global consultation to update the ITGSE

SRGBV including SOGIE-related:
- SRGBV research: Vietnam, Indonesia, India
- Study on SOGIE in secondary schools in Thailand
- National consultations on Promoting evidence-based action to deliver safe and non-violent learning environments - China, Philippines; Thailand and Viet Nam
- Build teacher capacity to integrate gender, violence prevention and respect into teaching practice: Connect with Respect - regional training and country orientation roll-out/adaptation in Thailand and Vietnam (2016), China (being planned) and in other countries in 2017.

HP2

2017 work plan

IQE

Major actions undertaken by UNESCO BGK	Available materials and support	What actions expected for Member States
Regional launch to address school-related gender-based violence (SRGBV)	SRGBV Global GuidanceConnect with Respect Teacher Curriculum Tool	Support the dissemination and orientation of the guidance to education stakeholders (i.e.: policy makers, teacher training institutions, school administrators, and teachers).
Strengthen comprehensive sexuality education through advocacy activities (online/offline) and orientation to updated technical guidance.	Updated International Technical Guidance on Sexuality Education (ITGSE) [forthcoming]	Support the dissemination and orientation of the guidance to education stakeholders (i.e.: policy makers, teacher training institutions, school administrators, and teachers).
Address bullying, discrimination, and violence in educational settings in an effort to achieve inclusive and equitable education for all learners.	Call for Action	Develop and implement comprehensive responses to prevent and address discrimination and violence in all educational settings. Clear guidance of what actions Ministries can take to achieve this goal are provided in the Call for Action.

Education 2030 Regional Coordination

IQE

Work plan for 2017

Activities	Timeline
1. Organization of the RTWG-Education 2030 + meetings (co-chair with UNICEF)	15 March 8 July November (TBD)
2. Development of the regional roadmap, monitoring framework and communication strategy for SDG4-Education 2030 regional support	January – September
3. Organization of the 3rd APMED2030 : thematic focus on SDG4.7 & 1st meeting of the Regional Network of SDG4 National Coordinators	4-7 July
4. Monitoring of SDG4-Education 2030 national implementation progress	January -December
5. Maintaining the SDG4-Education 2030 regional online portal (UNESTEAM)	Jan – December

Mission: Building capacity for evidence-based policies in higher education

SDG 4.3. Equal Access, Quality tertiary Education, including University

SDG 4b. Substantial Expansion of Scholarships to Developing Countries for HE

EISD

Internationalisation of Higher Education

KFIT: Quality Tools for Mobility and Employability

MFIT: Mapping **Diverse Learning Pathways** in the Pacific Islands

Internationalization **indicators** for HE

International Recognition Secretariat of the Regional Committee (2011 Tokyo Convention)

Technology for Quality Teaching & Learning

MOOCs in Asia-Pacific

Blended Learning for Quality HE

SFIT: Seizing Digital Opportunities in HE

Regular Programme and Extra-budgetary Resources for higher education (2016-2018)

---

8 Events

2 Publications

In 2017,
- **NIC** workshop, Japan (January)
- **NIC** workshop, Rep. of Korea (February)
- **SFIT** workshop, Cambodia (February)
- **MOOCs** summit, Thailand (March)
- **ODL** conference, India (March)
- **SFIT** workshop, Sri Lanka (March)
- **MFIT** workshop, Samoa (March)
- **2011 Tokyo Convention** workshop, Vietnam (March)

Recalibrating Careers in Academia

Blended Learning for Quality HE

26.1%

73.9%
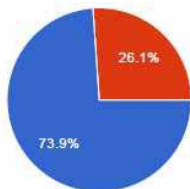
Participants evaluated MFIT Workshop
- **Very valuable: 73.9%**
- Valuable: 26.1%

HE Team – Work Plan in 2017
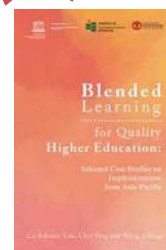
EISD

June
- **Regional capacity building workshop** on 2011 Tokyo Convention, Beijing, China
- The Regional Conference on **Quality Assurance** in Asia-Pacific, Shenzhen, China

July/August
- Expert meeting & workshop on **subject-specific quality standards**
- Workshop on implementation of regional guidelines for subject-specific quality standards, Bangkok, Thailand

September/October
- Seoul, Republic of Korea: East Asia Pacific Workshop on cross-border mobility in HE (30-31 Oct)

November
- **Internationalization indicators,** Bangkok, Thailand
- **ERI-Net Regional Expert Meeting 2017,** Bangkok, Thailand

- **Libing Wang**, Chief
- **Wesley Teter**, Senior Consultant
- **Ruthaiwan Mucharin**, Administrative Assistant
- **Seyoung Hong**, Intern
- **Jihye Hwang**, Programme Specialist
- **Jurairat Pongpinyo-opas**, Administrative Assistant
- **Kayo Okumura**, Intern

UNESCO EDUCATION SECTOR | 43

EISD

Linkages with SDG4
ICT in Education

Current Major Projects and Events	Related SDG 4 Targets	Funding source
Policy advice		
• Supporting Member States to develop ICT in Ed master plan (Sri Lanka, Solomon Islands, PNG)	SDG 4.1	RP, KFIT
• Promoting children's safe, effective and responsible use of ICT		New KFIT (2017-2020)
Teacher Capacity Building		
• Supporting competency-based ICT teacher training reforms (Nepal, PHP, Uzbek, Mongolia, Sri Lanka, Myanmar)	SDG 4.c	KFIT (2013-2020)
• Mobile Broadband in Myanmar (completed in March)		Ericsson
Clearing house / regional studies		
• ICT-enhanced innovative pedagogy in TVET	SDG 4.4	MFIT
International cooperation		
• AMFIE, CASIE, RDTC seminar		KFIT

Current activities related to SDG4

- Regional Strategy for Using ICT to Facilitate the Achievements of SDG4
  - To be adopted in Asia Pacific Ministerial Forum on ICT in Ed in 11 May
  - Grounded in a regional study to take stock of the current challenges in education and how ICT can help
- Supporting MS to collect and monitor ICT-related SDG4 indicators
  - 4.4.1 Proportion of youth and adults with ICT skills
  - 4.a.1. Proportion of schools with access to 1) the Internet for pedagogical purpose and 2) computers for pedagogical purpose
  - Working with UIS and ITU to support MS in collecting and monitoring the indicators

Events in 2017

Events	Dates	Target participants	Funding sources	Venue
AMFIE	11-12 May	Ministers, high-level officials	KFIT, KMOE (co-organizer)	Seoul
Expert meeting on Digital Kids Asia Pacific (DKAP) research framework	Mid July	International experts	Google	Bangkok
KFIT project launch	End August	Project beneficiary countries (MOEs), proj adv committee	KFIT	Bangkok
Innovative Strategies for Development Summit (ISDS)	8 Sept (TBD)	Gov't officials	ADB	Manila
RDTC seminar (on GCED, TBC)	November	RDTC members	KFIT + external (tbd) + UP	Manila

Technical and Vocational Education and Training and Skills Development

Ongoing Activities

Regional Research on Quality Assurance of TVET Qualifications in Asia-Pacific
- Outputs
  - Discussion Paper on Quality Assurance of Qualifications in TVET
  - Country Studies from 12 countries in Asia-Pacific
  - Synthesis report
  - Guidelines for supporting countries in developing effective and harmonized QA of qualifications systems
- Future Plans
  - Support the operationalisation of the Guidelines by
    - Engaging interested countries in peer-learning activities
    - Providing technical assistance to countries base on formal requests

Integration of TVET and Higher Education
- To gain insight into how learning pathways between TVET and higher education have evolved recently; what the obstacles to transition from TVET programmes to higher education are; which articulation frameworks and what forms of legislation and/or institutional agreements exist.
- Conducted an overview study of AP and benchmarking cases of member states

Technical and Vocational Education and Training and Skills Development

Upcoming Projects

Assessing skill outlook and requirements (MFIT)
- Study to be conducted in at least 2 countries in Asia-Pacific (Malaysia and Republic of Korea)
- To gain insight into future skill needs, assess the skill imbalances and improve the match between skills demand and supply
- A workshop is planned for conceptual framework development of the study

Developing Job Centered TVET Policies in Asia Pacific (KFIT)
- To enhance Member States' capacity to develop TVET policies designed to increase skills for employment and entrepreneurship in alignment with national economic plan
- To involve several low-income and middle-income countries in AP

Technical and Vocational Education and Training and Skills Development

New Project Ideas

Developing monitoring and evaluation system for TVET institutions
- With focus on TVET personnel development, school industry collaboration, demand driven curriculum, and linkage with labor market
- The monitoring and evaluation system would change TVET institutions in terms of strategy, management and operation.

Examining coordination mechanisms among government entities in TVET
- To promote effective coordination/synergy among different ministries/government agencies involved in TVET
- To involve several low-income and middle-income countries in AP

Preparing teachers for GCED

■ Preparation of GCED template	March-June
■ Regional meeting	27-29 June, Bangkok
■ National training workshops	July 2017-early 2018
■ Asia-Pacific Training Workshop with APCEIU	20-28 July 2017, Seoul

Enhancing Girls' and Women's Right to Quality Education (CHNA-FIT)

• Regional Meeting	30-31 May 2017, Bangkok
• Preparation of synthesis report of gender assessment in the 5 countries	June-September 2017
• Development of online versions of the 6 assessment tools (with Weidong funds)	June-December 2017
• Development of framework and tools for situation and training needs analysis for policy makers	June-August 2017
• National training workshops to use the tools and implementation of situation analysis	August-December 2017

Status and working conditions of teachers in South Asia

• In discussion with UNESCO New Delhi	June-December 2017

2017 Wenhui Award: Innovations in the Professional Development of Teachers
- Call for nominations   May-August 2017
- Jury Meeting   September 2017, China

2017 World Teachers' Day
- Plan and coordinate activities to celebrate WTD   September-October 2017

Innovative Pedagogies: A Teacher's Toolkit
publication   Ongoing- December 2017

6th EE-Net Meeting
Designing a Relevant and Innovative Entrepreneurship
Education: Towards Mutual Recognition of Qualifications   23-25 October 2017, Manila
in ASEAN, East and South

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EISD

Flexible
Learning
Strategies

FOR OUT-OF-SCHOOL
CHILDREN AND
YOUTH

EISD
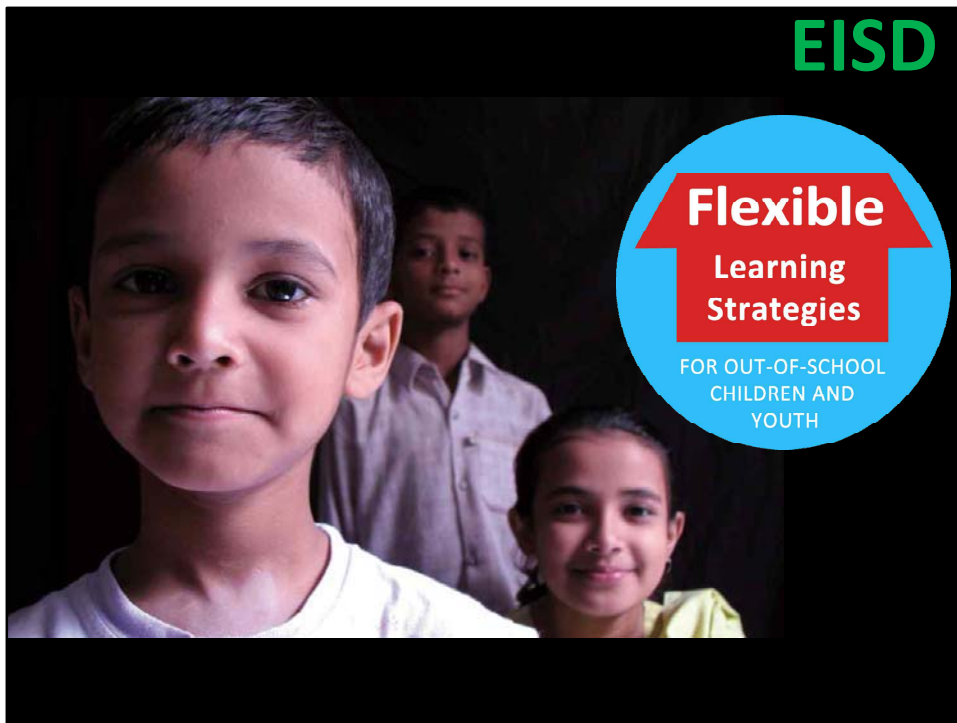
1. System Development

1) ASEAN Declaration for OOSC
2) Lower Sec. Curriculum (EP) in Myanmar and Cambodia

2. Capacity Development

1) FLS News Flash to 2060 by email and to 43,000 by SNS
2) Regional Summit on FLS

3. Provision of Service/Innovation

1) Mobile Literacy for OOSC Project (Microsoft and True) in Thailand
2) Stipend Programme for Migrant Children in Thailand
3) FLS programme for Dropouts in Lao PDR
4) FLS programme (NFPE) in Myanmar

EISD

EISD

1. System Development

1) Support Lao PDR to develop the national policy on LLL
2) Development of CLC regional standards and Adult Competencies

2. Capacity Development

1) Regional CLC conference: Online Lifelong Learning, Phuket, May 2016 (Changwon City, K Natcom,NILE)
2) Policy Forum on Adult Learning in SDG4, Nov 2016

3. Provision of Service/Innovation

1) Empowering Widows and Women through CLC and Online Contents

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ESD   **EISD**

The work of the ESD team centres around the following areas related to SDG Target 4.7:

- Education for Sustainable Development
- Global Citizenship Education
- Human Rights Education
- in higher education and non-formal education in particular.

Education for Sustainable Development

GAP Priority Area III: Teacher Education – Implementation of the global JFIT project *Sustainability Begins with Teachers* in Central Asia and South-East Asia
Objective: To enhance the capacities of teacher educators as change agents for Sustainable Development

Activities	Timeframe	Key Partners
Central Asia		UNESCO Almaty & Tashkent, CAREC, APCEIU, RCE Kyrgyzstan, SWEDESD
• Sub-regional workshop with TEIs in Almaty, Kazakhstan	19-23 June 2017	
• Third expert meeting in Almaty, Kazakhstan	Nov 2017	
• Sub-regional evaluation workshop with TEIs in Tashkent, Uzbekistan	March 2018	
South-East Asia		SEAMEO, Chula Univ, National Univ of Laos, Royal Univ of Phnom Penh, Philippine Normal Univ, Gadjah Mada Univ
• Sub-regional workshop with TEIs in Chiang Rai, Thailand	5-9 June 2017	
• Country level workshops in Cambodia, Indonesia, Lao PDR, Philippines, and Thailand	Aug-Sep 2017	
• Country level evaluation workshops	March 2018	

Education for Sustainable Development

EISD

GAP Priority Area IV: Community-level Actions – Implementation of the project Promoting Community-based ESD in Asia-Pacific
Objective: To enhance the capacities of community and non-formal educators to bring the whole community together to reflect on and address their issues and concerns from SD perspectives.

Activities	Timeframe	Key Partners
• Second expert meeting to design a learning module	22-23 Aug 2017	UIL, DVV, Okayama University, Centre for Environment Education (CEE), Plan International Asia, RMIT University
• Third expert meeting to review the draft learning module	Nov 2017	
• Piloting the learning module	2018	

GCED and Human Rights Education

GCED - Integrating GCED in NFE for Youth (building on the UIL/ASPBAE project Youth-led action-oriented research on basic skills education for young women implemented in India, Indonesia and the Philippines)
Objective: To adapt the GCED TLO for NFE for youth

Activities	Timeframe	Key Partners
• Consultation with experts on GCED TLO for NFE (in conjunction with the expert meeting on community-based ESD)	Aug 2017	ASPBAE, UIL
• Consultation with youth in the three countries taking part in the UIL/ASPBAE project	Sep-Nov 2017	
• Expert meeting to review the draft GCED TLO for NFE for youth (in conjunction with the expert meeting for community-based ESD)	Nov 2017	

HRE – Mainstreaming human rights education in higher education (building on the Mahidol Univ project SHAPE-SEA funded by SIDA)
Objective: To enhance the capacities of educators in higher education institutions to integrate human rights in their courses.

Activities	Timeframe	Key Partners
• Workshop to follow up on the first training workshop (in conjunction with Human Rights Day celebration)	Dec 2017	Mahidol Univ Inst of HR and Peace Studies and SEAHRN
• Workshop of the second cycle of the training	Mar 2018	

TRAINING WORKSHOP FOR OFFICIALS OF NATIONAL COMMISSIONS
FOR UNESCO IN ASIA AND THE PACIFIC (20-23 JUNE 2017)

Raising Awareness for SDG 2030

Charter of National Commissions for UNESCO

National Commissions disseminate information:

✓ To the mass media and the general public

✓ To individuals and institutions

37 C/4
2014–2021
MEDIUM-TERM STRATEGY

Cooperation with National Commissions
"Through their natural link to government agencies and direct contact with intellectual communities and civil society networks, they contribute to (...), the development of partnerships and the visibility of action at national, sub regional and regional levels."

Session 5

Presentation

❖ UNESCO Bangkok communication materials (10min)

❖ How National Commissions can help improve/disseminate these materials (5min)

Discussion

❖ What kind of outreach materials are needed?

❖ Good practices

❖ New ways to raise awareness

bangkok.unesco.org

Use of Anecdotes

UNESCO in
Asia-Pacific

Let's work closer

UNESCO Stories
- People centered stories
- People whom we can interview

Newsletter/Social Media
- Subscribe/Share/Like

Promotional video
- Any ideas welcome

Publications
- Translate/Adapt/Summarize
- Disseminate

Open Discussion

- ✓ What kind of communication materials would be helpful?
- ✓ Other ideas for outreach?
- ✓ Good practices

Training Workshop for
Officials of National Commissions
for UNESCO in Asia and the Pacific

Bangkok, Thailand
20-23 June 2017
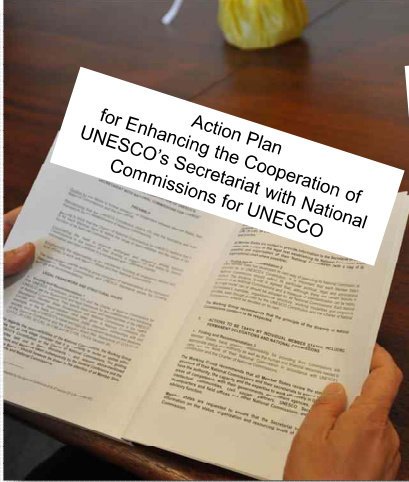
**Way to improve cooperation between National
Commissions for UNESCO and UNESCO's Secretariat**

Mohamed Djelid
Deputy Director, Bureau of Strategic Planning

1. Guidelines and Action Plan

Action Plan
for Enhancing the Cooperation of
UNESCO's Secretariat with National
Commissions for UNESCO

Guidelines for Interface and Cooperation
between UNESCO Field Offices and
National Commissions for UNESCO

Bureau of Strategic Planning

United Nations
Educational, Scientific and
Cultural Organization

2. Biennial Regional Meetings

(Astana 2014)

(Shanghai 2016)

Bureau of Strategic Planning

United Nations
Educational, Scientific and
Cultural Organization

3. Participation Programme

National Commissions and the Secretariat, including the Field Offices, work closely together to further improve the Participation Programme process. Special efforts need to be made in preparing the financial and evaluation reports.

UNESTEAMS

Home

Home
Submit a Request
My Submissions
User Guide
Director-General's letter

Accueil

Soumettre une demande
Mes soumissions
Guide utilisateur
Lettre de la Directrice générale

PARTICIPATION PROGRAMME 2016-2017
PROGRAMME DE PARTICIPATION 2016-2017
Online application form - Formulaire de demande

Submit a request

Soumettre une demande

Requests Submission Deadlines:

- For African countries, Least Developed Countries (LDCs) and Small-Island Developing States (SIDS) - **28 February 2016**
- For all other eligible countries and NGOs in official partnership with UNESCO - **31 August 2016**
  The applicant should ensure that all of the required information is accurately entered

Requests Approval:

- For African countries, Least Developed Countries (LDCs) and Small-Island Developing States (SIDS) - **from May 2016**
- For all other eligible countries and NGOs in official partnership with UNESCO - **from October 2016**

Dates limites de soumission des demandes:

- Pour les Pays africains, les Pays les moins avancés (PMA) et les petits Etats insulaires en développement (PEID) - **28 février 2016**
- Pour tous les autres pays éligibles et les ONG en partenariat officiel avec l'UNESCO - **31 août 2016**

  Il appartient au demandeur de s'assurer de l'exactitude des informations saisies

Approbation des demandes:

- Pour les Pays africains, les Pays les moins avancés (PMA) et les petits Etats insulaires en développement (PEID) - **à partir de mai 2016**
- Pour tous les autres pays éligibles et les ONG en partenariat officiel avec l'UNESCO - **à partir d'octobre 2016**

4-1. Exchange of Information

- ❖ **Directors/Heads of Field Offices regularly inform Secretaries-General of National Commissions of:**
  - **Visiting missions of UNESCO staff and consultants;**
  - **Activities and projects to be carried out at the national level or which involve national participation and the results thereof;**
  - **Significant developments at UNESCO.**

- ❖ **Secretaries-General of National Commissions regularly inform Heads/Directors of national/cluster offices of:**
  - **National issues, statements, events, developments, policies that may affect UNESCO's activities within its fields of competence;**
  - **Their interactions with other parts of UNESCO;**
  - **Their cooperation with regional IGOs and with NGOs active in UNESCO's domains**

4-2. Exchange of Information

❑ **UNESCO Secretariat facilitate the networking of National Commissions by gathering, highlighting and sharing information, knowledge and good practices with National Commissions on a more regular basis. This requires National Commissions to submit, in timely manner and preferably in electronic format, relevant information, newsletters, activity reports and proposals to facilitate the Secretariat's work.**

❑ **Regular newsletters should be encouraged. All such reports should be shared with other interested National Commissions, Permanent Delegations and the Secretariat, which collects and posts them on UNESCO's website**

5. Preparation of C/4 and C/5

❑ Conduct timely national consultations with relevant governmental bodies and other stakeholders in order to identify and develop national priorities and strategies for cooperation with UNESCO, taking into account UNESCO's mandates and priorities

❑ Participate and contribute to consultations meetings as appropriate with field offices and other National Commissions at the subregional, regional and interregional levels.

6. Partnerships

The Working Group recommends that National Commissions and Secretariat consider ways of engaging more closely with the larger UNESCO family, partners and networks,

With the private sector

❑ In addition to the mapping and identification of new partners at national and regional levels, and/or in the screening phase, the National Commissions are major stakeholders and UNESCO's natural interlocutors at the country level

Among National Commissions

❑ Initiatives of networking, partnership and cooperation among National Commissions for capacity-building purposes should be supported by the Secretariat.

With Non-Governmental Organizations (NGOs)

❑ Relevant National Commissions for UNESCO are consulted during the admission process of NGOs into partnership with UNESCO, particularly when the request concerns a national or local NGO.

❑ National Commissions should identify NGOs that are relevant to the current work of UNESCO and support the admission of the Organization's non-governmental partners,

German Commission
for UNESCO

United Nations
Educational, Scientific and
Cultural Organization

National Commissions
are platforms for cooperation

Experiences of the
German Commission for UNESCO

German Commission
for UNESCO

United Nations
Educational, Scientific and
Cultural Organization

Structure of presentation

— The NatCom
— Cooperating with UNESCO Secretariat
— Cooperating with multiple line ministries
— Cooperating with civil society
— Cooperating with the private sector
— Overall approach to capacity development of National
Commissions

Slide 2, 01.08.2017
German Commission for UNESCO

Mandate of the German NatCom

Our statutory mandate = similar to most NatComs, but with a focus on implementation (2., 3., 4.)

1. advising the federal government, the Bundestag and all other competent authorities in all matters arising from membership in UNESCO,

2. contributing to bringing to live the German membership in UNESCO and contributing to international understanding and cooperation,

3. contributing towards building a cosmopolitan and sustainable knowledge society in Germany,

4. promoting international understanding, openness and cultural commitment of young people through international meetings and exchanges

5. informing the general public and expert communities about the objectives and work <u>of the NatCom</u>

Structure of the German NatCom

— A chartered association ("eingetragener Verein") with its own constitution (typical in Germany)

— Legally independent

— Non-profit (as concerns income tax)

— While independent, its members comprise:
  — 7 representatives of federal German government
  — 7 of federal state/Länder governments

— While legally independent, funded by and working in close cooperation with the Federal Foreign Office ("arms-length")

— Secretariat with 20 FTE permanent and more than 30 FTE non-permanent professional staff

— Core budget: 1,6 million Euro (altogether: 5+ million)

Structure of the German NatCom

100 honorary members elected / co-opted by the annual General Assembly for a term of 4 years

All relevant national professional associations, national institutes and NGOs, e.g.

— Goethe Institute

— German Research Association

— German Association of Adult Education Centers

— German National Library

— German Association of Journalists

— 5 parliamentary committees of the German Bundestag

— All religious communities

— Political foundations associated to all political parties

— 20-30 individual experts

Structure of the German NatCom

— Bureau:

— President and two vice-Presidents

— elected by the General Assembly

— Typically personalities who have been working for at least a decade with the Commission

— Executive Committee (plus Bureau):

— 3 representatives of federal government

— 3 representatives of state governments

— 4 elected members

— 4 chairpersons of the 4 Expert Committees

— NatCom as "platform" between state govt's / federal gov

Structure of the German NatCom

General Assembly

Executive Board — elects

designates

Programme Committee

Committee for Education | Committee for Sciences
Committee for Culture | Committee for CI

Bureau | Secretary-General

Secretariat (Permanent and Non-permanent)

Expert Committee Intangible Cultural Heritage | Nomination Committee Memory of the World
Expert Committee Inclusive Education | Advisory Committee for Cultural Diversity

Secretariat → National Committee Geoparks

National Committee MAB | National Committee IOC

Member

National Committee IGCP | National Committee IHP

Slide 7, 01.08.2017
German Commission for UNESCO

Organization of the Secretariat
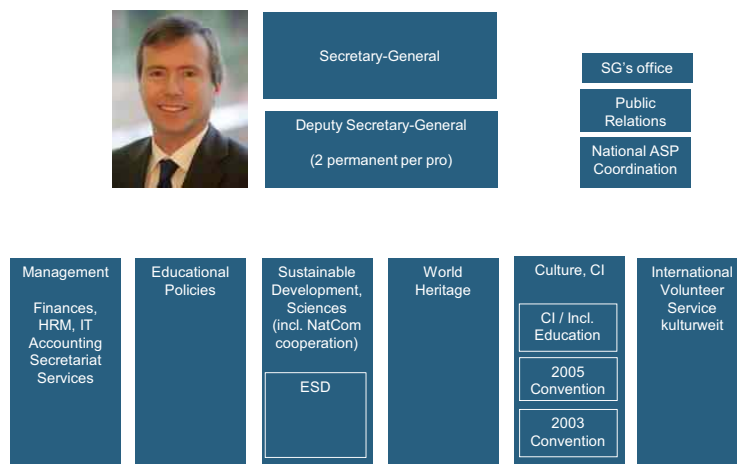
Secretary-General

Deputy Secretary-General
(2 permanent per pro)

SG's office

Public Relations

National ASP Coordination

Management

Finances, HRM, IT Accounting Secretariat Services

Educational Policies

Sustainable Development, Sciences (incl. NatCom cooperation)

ESD

World Heritage

Culture, CI

CI / Incl. Education

2005 Convention

2003 Convention

International Volunteer Service kulturweit

Slide 8, 01.08.2017
German Commission for UNESCO

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History of the German NatCom

— Special situation because of World War 2 and Holocaust
— FRG/West Germany – early efforts:
  — Preparatory meeting 19-21 January 1950
  — Constitutive meeting 12 May 1950: NatCom as indep. legal entity
  — First official meeting 7 November 1950
  — Leading figure Walter Hallstein (Rector Frankfurt University, became State Secretary of the German Chancellor in 1950)
  — West Germany's membership to UNESCO: 11 July 1951
  — UNESCO = 3rd intern. organization of which FRG became member; FRG was 64th Member State of UNESCO, immediately after Japan
  — End of intellectual isolation of West Germany
— GDR: UNESCO membership 1972, NatCom 1973 (advisory body of Foreign Ministry), until 1990

Strategies of the German NatCom

— German NatCom has a 4-year strategy agreement (2015 – 2018) with the Federal Foreign Office, to which it submits annual reports
— German NatCom can decide annual priorities quite autonomously in the context of this agreement
— German NatCom is currently discussing a stronger focus:
  — Heritage: World Heritage, ICH, MoW, Biosphere Reserves, Geoparks
  — Education: Education access, Quality of education (ESD, GCED)

Structure of presentation

— The NatCom
— Cooperating with UNESCO Secretariat
— Cooperating with multiple line ministries
— Cooperating with civil society
— Cooperating with the private sector
— Overall approach to capacity development of National Commissions

Slide 11, 01.08.2017
German Commission for UNESCO

The German NatCom and Secretariat

– There is no Field Office responsible for Western Europe
– German NatCom interacts mostly with HQ, through Permanent Delegation or directly
– German NatCom does not apply for PPs, but supports PP proposals submitted by other NatComs
– German NatCom does not submit applications to most UNESCO awards, since they should benefit developing countries
– German NatCom responds to all reporting requirements
  – UNESCO recommendations
  – Questionnaires, e.g. for international decades

Slide 12, 01.08.2017
German Commission for UNESCO

The German NatCom and Secretariat

- German NatCom and German Permanent Delegation to UNESCO (PD) report to the same line ministry – Ministry of Foreign Affairs/Foreign Office

- German NatCom has very close ties to PD with a clear division of labour:
    - PD alone deals with "political issues" at UNESCO
    - PD deals with issues of German staff at HQ
    - PD – generally – alone deals with in elections
    - NatCom focusses on domestic implementation of UNESCO programmes and convention, cooperating with line ministries
    - NatCom represents Germany in some specialized committees of ISPs
    - NatCom organizes most international UNESCO events in Germany

The German NatCom and Secretariat

German NatCom regularly organizes many UNESCO events in Germany, benefitting from the excellent know-how about the Secretariat's procedure, in close exchange with Secretariat:

- Conference on Safeguarding Syria's Cultural Heritage 2016 + Junior Experts Meeting

- World Heritage Committee 2015 + Junior Experts Meeting

- UN Secretary-General's Scientific Advisory Board Inaugural Meeting 2014

- MAB 40th Anniversary Conference 2011

- ESD World Conference 2009

The German NatCom and Secretariat

German NatCom publishes German translations
of UNESCO World Reports wherever possible:

– Each EFA Report / Global Education Monitoring
Report since 2004

– UNESCO Science Report 2010 and 2015

– World Water Development Report (2015, 2017)

– Cultural Diversity Reports 2010 and 2015

German NatCom also translates other relevant
UNESCO publications into German

– Often in cooperation with the 3 other German-
speaking NatComs

Slide 15, 01.08.2017
German Commission for UNESCO

The German NatCom and Secretariat

The majority of the publications of the German
NatCom, however, are own publications, based
on its role of "think tank" and "platform" for bringing
together relevant German expertise, e.g.

– ESD and biological diversity

– OER in higher education

– Creating Open Content – a guide for practitioners

– Management Manual for African
Biosphere Reserves

German NatCom also publishes annually since 2012
the 4-language official World Map of Biosphere
Reserves together with UNESCO Secretariat

Slide 16, 01.08.2017
German Commission for UNESCO

The German NatCom and Secretariat

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– UN Secretary-General's Scientific Advisory Board Inaugural Meeting 2014

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Slide 17, 01.08.2017
German Commission for UNESCO

Structure of presentation

— The NatCom

— Cooperating with UNESCO Secretariat

— Cooperating with multiple line ministries

— Cooperating with civil society

— Cooperating with the private sector

— Overall approach to capacity development of National Commissions

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German Commission for UNESCO

The German Commission

UNESCO

Permanent Delegation

Federal Foreign Office

Line ministries

Close informal cooperation | Main reporting line | Close formal/informal cooperation

National Commission

German State Governments

Close formal/informal cooperation | Coordination, Cooperation, Co-Implementation | Close exchange / Project-based cooperation

German Academia/ NGOs/Associations

German Community / City Level

UNESCO designated sites, ASPnet schools, National Committees, UNESCO Chairs, UNESCO Clubs

Other National Commissions/ Internat. partners

German NatCom and line ministries

- Overall responsibility for UNESCO affairs: Foreign Office
  - Minister of State Böhmer is "Special Representative for UNESCO World Heritage, UNESCO Cultural Conventions and UNESCO Education and Science Programmes"
  - Overall mandate: Cultural and educational policies, IOC, IHP, Digital affairs
- State governments
  - 16 German states have constitutional mandate for Education, Culture, Nature Conservation, …
- Ministry for Education and Research: ESD, TVET, Science policies
- Ministry for Development Cooperation: all programmes – for bilateral development affairs
- Ministry for Culture and Media: 2003 convention
- Ministry for the Environment: MAB, IHP
- Ministry of the Interior: Sports, Anti-Doping
- Ministry for Family Affairs, Senior Citizens, Women and Youth: Youth
- Ministry of Transport and Digital Infrastructure: IOC, IHP

German NatCom and line ministries

- NatCom has received financial support from Ministry for Education and Research since 2004 to coordinate/support coordination of ESD in Germany

- NatCom has received financial support from Ministry for Culture and Media since 2013 to coordinate ICH

- NatCom has received in-kind financial support from states (in rotation) for ASPnet coordination

- NatCom has received financial support from Ministry for the Environment for several projects on MAB

- More importantly, NatCom involves all line ministries through formal and informal cooperation in all UNESCO affairs

Structure of presentation

—The NatCom

—Cooperating with UNESCO Secretariat

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The German NatCom and Civil Society

– What is Civil Society:
  – National NGOs (e.g. consumer protection, human rights, nature conservation)
  – National non-governmental institutes, Foundations
  – Professional associations
  – Universities and their associations, academy of science, …
  – Local (community-based) NGOs, social movements, activist groups, cooperatives, non-for-profit organizations, charities
  – Political parties and their associate bodies
  – Religious organizations
  – Trade unions
– German NatCom has most of these types represented as members, with focus on professional associations

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German Commission for UNESCO

The German NatCom and Civil Society

– Beyond "formal membership in the NatCom", the German NatCom tries to establish deep-rooted working relationships with these partners
– Involving their expertise into UNESCO policy formulation (mainly through the 4 programme committees)
– Exchange of information and priorities:
  – E.g. in 2016, joint 2-day strategy workshop with the largest national NGO on nature conservation
– Formulating joint positions and "lobbying"
– Implementing joint projects

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German Commission for UNESCO

Example: Programme Committee Science

Members:
— German MAB Committee
— German IHP Committee
— German IOC Committee
— German IGCP Committee
— Academy of Sciences
— DAAD
— German Research Council
— GIZ
— German Advisory Council for Global Change Research

— Ministry of Foreign Affairs
— Ministry of Research
— Länder Ministry
— German Association of Engineers
— 5 individual experts

— Chair: Former chairperson of the Parliamentary Committee on Research

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The German NatCom and Civil Society

UNESCO Clubs:

– Currently, there are only 8 in Germany

– 2008-2016, the NatCom had a moratorium for new Clubs

– Challenge: If formally registered as "UNESCO Club" according to German law, no sanctions are possible regarding the name in case of misbehaviour

– Solution in 2017: Moratorium lifted; new clubs will no more be legally called "UNESCO Clubs", but they can obtain membership, in a 2-step procedure, in the "German network of UNESCO Clubs"

The German NatCom and Civil Society

UNESCO Chairs:

– Currently, there are 12 in Germany

  – All very active individually nationally and internationally

  – They meet once per year

  – During last half year, two meetings with minister of state Böhmer

  – They cooperate through joint projects (e.g. developing a joint academic "seminar about UNESCO")

  – In 2016, they agreed on a "Chair commitment on the SDGs"

– German NatCom requires each new applicant first to engage with and apply to the NatCom. NatCom seeks formal endorsement by all relevant national bodies

  ➢ In order to turn UNESCO Chairs into a "high-value brand" for German universities, which results in additional funding

The German NatCom and Civil Society

ASPnet schools:

– Currently, there are some 250 in Germany

  – For 10 years: 3-step application procedure to become member

  – 2017: new "quality guidelines" for the German ASPnet member, ensuring more coherent procedures and reporting requirements

  – Also clearer obligations to contribute to UNESCO objectives

  – ASPnet coordinators at national level (within NatCom) and at the level of the 16 states

– NatCom supports initiatives to increase teaching quality and international partnerships

  ➢ E.g. cooperation with Middle East, with Africa, with countries along Danube, with countries around the Baltic Sea

The German NatCom and Civil Society

UNESCO designated sites:

– 41 World Heritage sites in Germany

  – No role of NatCom in designation and monitoring
  – NatCom close partner of the association of the sites (2017: organisation of 3rd European meeting of World Heritage sites)
  – Contributing to solving conflicts before they emerge
  – Promoting education, innovation and international partnerships
  – Effective public visibility ("German World Heritage Day")

– 16 UNESCO Biosphere Reserves in Germany

  – No role of NatCom in designation and monitoring
  – NatCom close partner of the association of the sites (meet 2x p.a.)
  – Promoting education, innovation and international partnerships

---

The German NatCom and Civil Society

UNESCO designated sites:

– 6 UNESCO Global Geoparks

  – NatCom is Secretariat of the new National Committee
  – NatCom close partner of the association of the sites
  – Promoting education, innovation and international partnerships
  – Effective public and political visibility

– Intangible Heritage

  – NatCom is Secretariat of the Expert Committee
  – National Register with 68 entries, 2 international registry entries

– Memory of the World

  – NatCom is Secretariat of the Expert Committee (22 MoW entries)

– Creative Cities

Ensuring logo compliance

— NatCom invests much effort and time to safeguard a coherent logo use of all UNESCO networks in Germany in line with the "2007 Directives on the name and logo of UNESCO", in particular ruling out all commercial use

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Structure of presentation

— The NatCom
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— Cooperating with the private sector
— Overall approach to capacity development of National Commissions

Private-sector cooperation – *Why*?

—Not only: Financial resources
—Unique access to society, staff, clients and corporate partners
—Unique experiences in effective communication and visibility
—Often: real social responsibility
  —NatComs can channel responsibility
—Private partners are indispensable in order to reach the Strategic Objectives of UNESCO

Picture: copyright DUK

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German Commission for UNESCO

Private-sector cooperation – *Which*?

Corporate Social Responsibility (CSR) = overall contribution of business to sustainable development. (United Nations)

CSR is the continuing commitment by business to contribute to economic development while improving the quality of life of the workforce and their families as well as of the community and society at large. (WBCSD)

Concretely: CSR = integrating social and environmental concerns into business operations and into stakeholder interaction, beyond legal requirements.

In addition: Engaging with stakeholders in government and civil society, to better understand values and to co-create solutions.

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German Commission for UNESCO

Private-sector cooperation – *Which*?

In Europe and beyond, CSR and „Creating Shared Value" is increasingly important from the perspective of

— Clients (demand for organic and fair trade products & services)

— Employment market

— Investors

— Strategic Management

Philanthropy	*Sponsorship*	*Corporate Social Responsibility*	*Creating Shared Value*
Company donation to earn reputation and goodwill	Financial support to social issue with expected service in return, including reputation/popularity	Targeted application of competencies on social issues close to core business to increase competitiveness, motivation, reputation	Support to social issues that can also increase company's revenue and profit, can help enter new markets, can help increase competitiveness

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Example Danone Waters

—Danone Waters since 2008 supports German UNESCO *biosphere reserves* financially for projects that improve the *quality of water bodies*

Picture: copyright NABU

DANONE WATERS
DEUTSCHLAND GMBH

—18 projects implemented

—Little PR

—**Added value NatCom**: Stronger UNESCO network

—**Added value Danone Waters**: Illustrate to the *German clients* the company's commitment on protecting mineral water's *source in France*

Example Kärcher

German Commission for UNESCO

— Kärcher, through German NatCom, since 2013 provides funding for cleaning World Heritage Aachen Cathedral and related education
— **Added value NatCom:** Stronger UNESCO network
— **Added value Kärcher**: Access to expert community, building trust, communicating that cleaning is not destruction, but preserves monuments

Picture: copyright DUK/Kärcher

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German Commission for UNESCO

Private-sector cooperation – *How*?

German Commission for UNESCO

The principles of the *German NatCom*
— Partners commit to the 10 principles of *Global Compact*
— NatCom conducts *due diligence* checks as appropriate
— *No* partners with key activities on alcohol, tobacco, arms
— Partnerships are based on a *written* agreement
— Partnerships are geared towards *operative added value*
— Partnerships have a *sunset clause*, with an evaluation at the latest after three years

NatCom prefers partnerships with topics/instruments close to the core business of a private partner

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Structure of presentation

—The NatCom

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Capacity Development

The **German NatCom's own capacity**:

– Members of Executive Committee are typically elected on the basis of their long-standing experience with NatCom – strong continuity

– At the start of each new appointment cycle of programme committees: Orientation meetings with new (and old) members

– Core priority: Capacity of its ~55 staff

– No obligatory external/internal rotation of any staff – continuity in crucial posts

– NatCom can autonomously advertise posts and select employees

– NatCom has since 2006 a "Junior Professional" scheme – several of its current key staff emerged from this scheme

– 1+1 year, reduced salary, training offered, true work responsibility

– External and internal trainings offered, all staff can take 5 additional "Education holidays" every two years

– Also for leadership team: training in 2017 on "leadership skills"

German Commission for UNESCO

Supporting capacity development of other NatComs:

– Separate presentation tomorrow

If the global network of 199 NatComs becomes more effective – both each NatCom individually and the network as a whole – *then all of us benefit*, including the German NatCom, because:

— Possibility of effective bilateral and multilateral partnerships

— Possibility of communication and trust-building "below" the diplomatic level

— Less need to explain the special role of NatComs as a unique body in the UN family

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German Commission for UNESCO

Education, Science, Culture and Communication

Thank you
for your attention!

Latest developments in the life of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

DUONG Bich Hanh
Program Specialist and Chief of Culture Unit
UNESCO Bangkok

June 2017

In this presentation …

Sand Drawings, Vanuatu

- 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

- Some concepts and principles

- Latest updates of the Convention

2

Three related UNESCO Conventions on culture and heritage

There are three related UNESCO conventions on culture and heritage:

- Convention concerning the Protection of the World Cultural and Natural Heritage (1972)

- Convention for the Safeguarding of the Intangible Cultural Heritage (2003)

- Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)

Comparing two Conventions (1)

World Heritage (1972)

- Conservation of World Heritage properties

- Cultural and/or natural

- Outstanding universal value

- Authenticity and integrity help to define value, often restricting change

Intangible Heritage (2003)

- Safeguarding of all ICH expressions, skills, practices and knowledge

- Cultural and/or social

- Communities concerned define value

- ICH changes over time

Comparing two Conventions (2)

Diversity of Cultural Expressions (2005)

• Cultural activities, goods and services (products)

• Cultural expressions: often new, individual creations

• Focus on cultural industries, dissemination and development

Intangible Heritage (2003)

• Skills, practices, expressions and knowledge

• ICH is a collective practice, transmitted 'from generation to generation'

• Focus on safeguarding practice and transmission of ICH

Contents of the ICH Convention

• Preamble

• Purposes of the Convention (Article 1)

• Definitions (Article 2)

• Organs of the Convention (Articles 4-10)

• Safeguarding – national level (Articles 11-15)

• Lists and Register (Articles 16-18)

• International cooperation and assistance (Articles 19-24)

• ICH Fund (Articles 25-28)

• Reporting (Articles 29-30)

• Ratification, etc. (Articles 32-33)

History of the Convention

- Adopted on 17 October 2003, at the 32nd General Conference of UNESCO
- Entered into force on 20 April 2006
- Became fully operational in 2008 with the adoption of its Operational Directives

Objectives of the Convention

Article 1

- Safeguarding

- Respect

- Awareness and mutual appreciation

- International cooperation and assistance

Operational Directives

- Guide implementation of the Convention

- Include regulations and procedures for Lists, Register and Fund as well as reporting obligations

- Prepared by Committee, approved by General Assembly

- First set approved 2008; amended and enlarged in 2012, 2014 and 2016

The Lists of the Convention

- Representative List of the Intangible Cultural Heritage of Humanity – RL (Article 16)

- List of Intangible Cultural Heritage in Need of Urgent Safeguarding – USL (Article 17)

- Register of Best (Good) Safeguarding Practices (Article 18)

Organs of the Convention

General Assembly: sovereign body of the Convention. All States Parties are members

Intergovernmental Committee: twenty-four Member States; implements the Convention

UNESCO Secretariat: serves the Organs; assists in implementing the Convention

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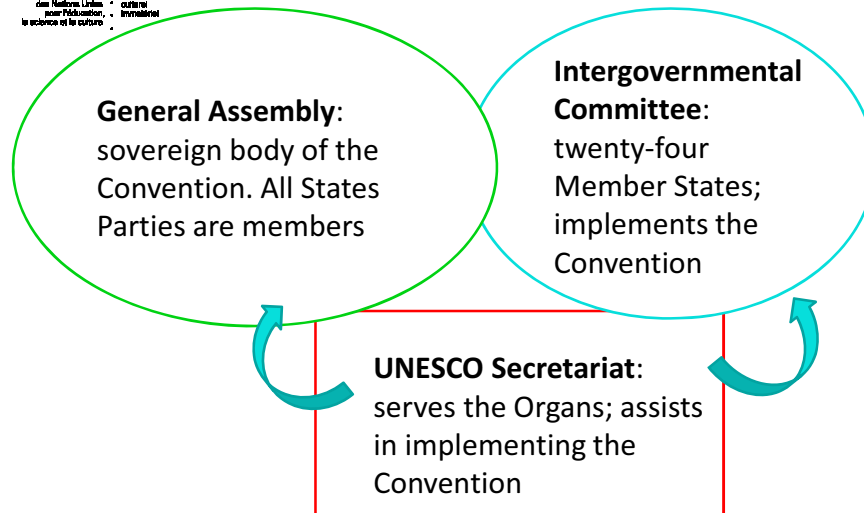
Towards universal ratification

- **174 States Parties** (June 2017)

- **8 new ratifications in 2016:**
  - ✓ Cabo Verde
  - ✓ Cook Islands
  - ✓ Ghana
  - ✓ Guinea-Bissau
  - ✓ Saint Kitts and Nevis
  - ✓ Thailand
  - ✓ Timor-Leste
  - ✓ South Sudan

- **8 new ratifications in 2017:**
  - ✓ Malta
  - ✓ Tuvalu

Towards universal ratification

• Only **21 States non party**

EG	States non party
I	Canada, Israel, San Marino, UK and USA [5]
II	Russian Federation [1]
III	Guyana and Suriname [2]
IV	Australia, Kiribati, Maldives, New Zealand, Niue, Singapore, Solomon Islands [7]
Va	Angola, Liberia, Sierra Leone, Somalia and South Africa [5]
Vb	Libya [1]

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APA Committee Members

Group IV

Afghanistan	2014-2018
India	2014-2018
Mongolia	2014-2018
Philippines	2016-2020
Republic of Korea	2014-2018

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Sustainable Development

- Convention's preamble recognizes 'the importance of the intangible cultural heritage as a **mainspring of cultural diversity and a guarantee of sustainable development**'

- **New OD chapter** on 'Safeguarding intangible cultural heritage and sustainable development at the national level' adopted by 6.GA in May 2016

Chapter VI of the ODs

Follows the structure of the 2030 Agenda for Sustainable Development

✓ **Inclusive social development**: food security, health care, quality education, gender equality, access to clean and safe water and sustainable water use

✓ **Inclusive economic development**: income generation and sustainable livelihoods, productive employment and decent work, impact of tourism on safeguarding ICH and vice versa

✓ **Environmental sustainability**: knowledge and practices concerning the nature and the universe, environmental impacts in safeguarding ICH, community-based resilience to natural disasters and climate change

✓ **ICH and peace**: social cohesion and equity, preventing and resolving disputes, restoring peace and security, achieving lasting peace

Chapter VI of the ODs

The ODs emphasize:

✓ A participatory approach (community driven)

✓ Cooperation with NGOs, development experts and communities

✓ Integration of safeguarding in non-cultural policies and programmes

✓ Diverse contexts (rural and urban)

✓ Gender equality

✓ Ethical considerations

Challenges

➢ How to operationalize Chapter VI of the ODs?

➢ Share examples to demonstrate and measure the role of intangible cultural heritage in achieving sustainable and human development

➢ Initiatives to provide evidence towards SDG targets attainment

Periodic reports

- 6 reports received in 2016 on the implementation of the Convention and on elements inscribed on the Representative List
- 6 reports received in 2016 on the current status of elements inscribed on the Urgent Safeguarding List
- Cumulative focus:
  - 2016 cycle: ICH in cultural and other policies
  - 2017 cycle: measures to build and strengthen capacities for ICH safeguarding

Challenges

➢ Low rate of submission

➢ Creative solutions to present their content

➢ Different modalities: e.g. regional reporting

Overall results framework

Outcomes of the preliminary expert meeting on developing an overall results framework for the Convention (Beijing, China in September 2016):

- Results map for developing an overall results framework for the Convention

- Improve the efficiency of existing reporting obligations rather than adding new ones

- Central role for communities also in monitoring impacts

Challenges

➢ Essential role of periodic reports for monitoring but need to revise reporting mechanism

➢ Difficultly of establishing indicators

➢ Open-ended intergovernmental working group to be organized in China (June 2017)

Inscriptions on the Lists 2016

- ➢ **4** elements inscribed on the Urgent Safeguarding List

- ➢ **33** elements inscribed on the Representative List (5 multinational)

- ➢ **5** programmes selected for the Register of Good Safeguarding Practices

- ➢ **1** international assistance approved in conjunction with the inscription to the Urgent Safeguarding List (Cambodia)

Challenges

- ➢ Overwhelming number of reversals of the recommendations of the Evaluation Body

- ➢ Governance dilemma

- ➢ Representative List still overemphasized

- ➢ Future of the Register of Good Safeguarding Practices

ICH in emergencies

- First reflection ever on this topic at 11.COM

- It should be part of the overall reflection regarding the operationalization of the strategy for reinforcing UNESCO's action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict

- Armed conflict, natural disasters or displaced populations should receive equal attention

- Intangible heritage vs. built heritage: different approach

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Challenges

➢ Case studies are needed to feed the reflection especially to demonstrate the role of communities in:

1. safeguarding their ICH at risk in emergencies

2. mobilizing resources for preparedness, resilience and reconciliation

Any experience to share?

➢ Possibility to adopt in the future a set of specific ODs?

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Other relevant topics

- ICH and SDGs (health, cities, agriculture etc.)

- Integration of ICH in education: towards a thematic programme?

- Partnerships

- Role of NGOs

- Communication and outreach

Intangible Cultural Heritage Fund

- States Parties contribute to the Fund

- Some States make additional contributions

- States Parties may request financial assistance, singly or jointly

- Few requests for assistance received so far

International Assistance

Under-utilization of the international assistance mechanism

Measures:

- Technical assistance

- Combined USL/IA

- **Increased ceiling for requests examined by the Bureau (< US$100,000) in addition to files examined by the Committee (> US$100,000)**

- Integrated in capacity building

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International Assistance

Supporting activities aimed at safeguarding intangible cultural heritage as defined in the Convention:
- ➢ safeguarding of elements on the Urgent Safeguarding List;
- ➢ preparation of inventories;
- ➢ support for programmes, projects and activities aimed at the safeguarding of Intangible Cultural Heritage at the national, subregional and regional levels; and
- ➢ any other purposes the Committee may deem necessary, including capacity building and preparatory assistance.

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International Assistance

➢ Amount: up to US$100,000

➢ Submission: anytime

➢ Decision-making body: Bureau

➢ Timing of examination: when the file is completed

➢ Form: ICH-04

International Assistance

➢ Amount: more than US$100,000

➢ Submission: 31 March

➢ Decision-making body: Committee (upon evaluation of the Evaluation Body)

➢ Timing of examination: November/December the following year

➢ Form: ICH-04

Emergency assistance

➢ Submission: any time

➢ Decision-making body: Bureau of the Committee

➢ Time of examination: anytime the file is completed

➢ Form: ICH-04

➢ "an emergency shall be considered to exist when a State Party finds itself unable to overcome on its own any circumstance due to calamity, natural disaster, armed conflict, serious epidemic or any other natural or human event that has severe consequences for the intangible cultural heritage"

Emergency assistance

Emergency assistance granted:

➢ Mali, granted in 2013 (US$ 307.307 - request No. 01026)

➢ Côte d'Ivoire, granted in 2015 (US$ 299,972 - request No. 01051)

➢ Vanuatu, granted in 2015 (US$ 23.908 - request No. 01214)

Preparatory assistance

➢ Amount: US$5,000 - $10,000

➢ Submission: 31 March

➢ Decision-making body: Bureau

➢ Timing of examination: when the file is completed

➢ Form: ICH-05 (USL), ICH-06 (Register)

Preparatory assistance

Possible activities to be funded through preparatory financial assistance include:

➢ organization of community consultations
➢ preparation of required audio-visual material for the file;
➢ provision of translation services;
➢ and expert assistance, including for the assessment of projects in the case of proposals for the Register.

Technical Assistance for the elaboration of requests

States Parties interested in receiving technical assistance for preparing international assistance requests are encouraged to contact the Secretariat (ICH-Assistance@unesco.org)

Forms and instructions are available at:
https://ich.unesco.org/en/forms

Challenges

➢ How to operationalize the improved access to IA?

➢ What support is needed? How can it be provided?

➢ IA as a laboratory with opportunities to learn from: how can UNESCO build knowledge about ICH safeguarding through IA projects?

➢ Specific areas of focus for IA?

IMPLEMENTATION OF THE 2003 CONVENTION IN THAILAND

by Ms. Savitri Suwansathit,
Advisor to the Minister of Culture
Member, National World Heritage Committee,
Member, National World Cultural Heritage Committee,
Member, National ICH Board,
Member of the Thai National Commission for UNESCO
Former Secretary-General, The Thai National commission for UNESCO

I. Useful information about UNESCO's standard setting

Standard setting as a constitutional function of UNESCO (article 1 para 1, and article 4 para 4.)

- an important tool for realizing the goals of the Organization;

- standard legal instruments include:
  - conventions
  - recommendations,
  - declarations

- must be adopted by the General Conference, and ratified by a number of member states to be in force,

- to be signed or accepted by member states for binding.

Since its foundation in 1946, UNESCO has adopted:

- 37 conventions and agreements (including seven protocols thereto),

- 32 recommendations, and

- 13 declarations and charters.

The purpose of UNESCO's standard-setting instruments

- to relate to UNESCO's mission,

- to encourage and foster cooperation among nations,

- to increase the progress of education,

- to encourage the spread of culture and the conservation and protection of the world's cultural and natural heritage,

- to promote the advancement of cooperation in all branches of intellectual property,

- to promote better understanding among peoples, cultures, and civilizations.

The standard setting instruments of UNESCO were the subject of a UNESCO symposium

- held at Headquarters in Paris, 9 to 10 March 2006, in the context of the Organization's six- tenths anniversary celebrations.

Committee on Conventions and Recommendations (CR)

- Committee on Conventions and Recommendations (CR) of the ExB is tasked with monitoring the implementation of some standard-setting instruments, such as:

  the 1960 Convention against discrimination in Ed,

  the 1980 Recommendation concerning on the status of the Artist, and

  the 2011 Recommendation on the Historic Urban Landscape

II. Responsibility of member states

Member states' legal obligations

- Member States have legal obligations, under Article VIII of the Constitution of UNESCO, to submit periodic reports on the action taken to give effect to the conventions and recommendations.

Member states also have the right and responsibility to :-

- consider and state whether or not it is desirable to have such UNESCO instrument;

- consider and negotiate the text of the instrument;

- vote to adopt or not adopt the instrument at the General Conference;

- propose to national competent authority to consider whether or not to sign the instrument;

- propose policy and measures, including national legislature, if necessary and

- report to the Secretariat periodically

III. Thailand's early experiences

Thailand has a long history of cooperation with UNESCO

- Became a member of UNESCO in 1949, 3 years after UNESCO's founding.

- Thai National Commission was established soon afterwards, by Cabinet's decision.

- Minister of Education (and Culture) as Chair of Natcom.

- Director of External Relations Division, ex officio, as Executive Secretary of Natcom.

- later, Deputy Permanent Secretary for Education, ex officio, as Secretary-general of Natcom.

- 10 years ago, Culture was separated from Education Ministry, with a new Ministry established in 2002.

UNESCO'S STANDARD SETTING BETWEEN 1949-2002

- Thailand, as a member of UNESCO in that period, lived through
  ** 23 UNESCO conventions in Education, sciences, and culture
  ** 8 UNESCO declarations
  ** 28 UNESCO recommendations

Thailand ratified 4 early Conventions

Thailand, in that period, ratified 4 conventions related to the field of culture:--

1. Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A to E and Protocol annexed, known as the Florence, 17 June 1950

   But did not ratify the second protocol, the Nairobi Protocol, Nairobi, 26 November 1976.

2. Universal Copyright Convention, with Appendix Declaration relating to Articles XVII and Resolution concerning Article XI, Geneva, 6 September 1952

Thailand ratified 4 early Conventions (Cont.)

3. Convention for the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention
   The Hague, 14 May 1954
   - First Protocol, The Hague, 14 May 1954
   - Second Protocol, The Hague, 26 March 1999 More

4. Convention concerning the Protection of the World Cultural and Natural Heritage, Paris, 16 November 1972.

Thailand ratified 4 early Conventions (Cont.)

- Thailand still has not ratified 19 other conventions which came out in that period.
- The process of considering these conventions is still ongoing.

An analysis of Thailand's experience (my own experience at Thai Natcom.)

- **The first 3 Conventions were ratified very early by National Commission for UNESCO, probably as a policy directive. But the legacy remains for Thai Natcom to implement.**

  a) For the Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A to E and Protocol annexed, Known as the Florence, 17 June 1950, the Thai Natcom. acts as the coordination and implementing agency for the Florence agreement until now.

  b) The Hague Convention 1954 was under the responsibility of the Ministry of Defense.
  But they did not sign the second protocol.

  c) The Copyright Convention 1952 was under the Literature and History Division, Fine Arts Department, Ministry of Education, at that time. Ten years ago, the Department of Intellectual property was established under the Ministry of Commerce, and the work concerning copyright was transferred to that Department.

An analysis of Thailand's experience (Cont.) (my own experience at Thai Natcom.)

- With regard to the World Heritage Convention, 1972, Thailand joined this Convention by accession in September, 1987, Thai National Commission for UNESCO played an instrumental role in the process, since it was coordinating the launching of Sukhothai Historic Park as part of the UNESCO International Campaign, from 1978-1985, and in the organizing of an international seminar at Ban Chiang.

- Both sites later were listed as World Heritage Sites.

An analysis of Thailand's experience (Cont.) (my own experience at Thai Natcom.)

- **The External Relations of the Ministry of Education, and the ex-officio, Deputy Secretary General of Thai National Commission for UNESCO were tasked with the responsibility of making the necessary preparatory work regarding Thailand's joining the 1972 Convention, including :--**

  ---unofficial translation of the Convention text into Thai,

  ---organizing meetings with all the agencies and ministries concerned,

  ---preparation of a proposed draft tentative list, and

  ---providing other background information.

An analysis of Thailand's experience (Cont.) (my own experience at Thai Natcom.)

The Chairman of the Thai National Commission for UNESCO, Minister of Education, General Mana Rattanakoses, submitted them to the Cabinet for consideration and decision.

The Cabinet, under the Prime Minister Prem Tinasulanond, formally decided that Thailand would become a member party to the Convention. The letter of accession was officially signed by the Minister of Foreign Affairs.

Thai Natcom. set up a budget base for the membership fee of World Heritage Convention.

The Secretariat for World Heritage Convention Committee was transferred to the Planning Bureau of the Ministry of Natural Resources, a new Ministry set up about 10 years ago. Ministry of Culture formed a sub committee on World Cultural Heritage. Thai Natcom is a committee member on both committees.

IV. Thailand's experiences in considering the text of 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

Convention was by the General Conference in 2003.

- First round of international debates came during the consideration of the World Heritage Convention 1972. The Issue with many developing countries was that the intangible aspects of heritage was not adequately or sufficiently..

- Before the turn of the millennium, the discussions shifted to the role of UNESCO for cultural diversity in the era of Globalization.

Three Round Tables for Ministers on Culture and globalization.

- 1st RT--Culture and creativity in a Globalized world " (UNESCO, Paris, 2 November 1999);

- 2nd RT --Cultural diversity : Challenges of the marketplace" (UNESCO, Paris, 11-12 December 2000; and

- 3rd RT-- Intangible Cultural Heritage – a Mirror of Cultural Diversity ,Istanbul, 16-17 September 2002)

--Thailand, Minister of Education and high officials including Sec. Gen. of Natom participated in the third Roundtable.

UNESCO Universal Declaration on Cultural Diversity.

- In the wake of the events of the 9-11, 2001, the UNESCO general conference, in November 200, unanimously adopted the UNESCO Universal Declaration on Cultural Diversity. The Declaration text of 12 articles was adopted, together with main lines of an action plan for the implementation of the UNESCO universal declaration on cultural diversity.

- These served as basis for the 2003 and 2005 conventions.

The adoption of the draft 2003 convention

- In 2003, Thailand participated in the adoption of the Draft 2003 Convention by the UNESCO General Conference. (4 other standard setting instruments were also adopted at that General Conference)

V. Thailand 's process in becoming a party to this Convention (from 2003-2016)

procedural rules for becoming a party to international Conventions (my analysis)

1. Article 190 of the constitution's requires a number of procedural actions

2. Natcom. identified the implementing agency... Cultural Promotion Department, Ministry of Culture was newly set up under the new Ministry of Culture.

3. Natcom. and Ministry of Culture jointly promoted understanding and awareness among the public and concerned communities.

4. Public hearings, many rounds, were conducted in Bangkok and the provinces.

5. Drafting of the National law involving many agencies (many drafts), submitted for consideration of the Council of State.

procedural rules for becoming a party to international Conventions (Cont.)

6. National legislative Council 's three readings
7. National listing of ICH by Special Committee on ICH, set up by Ministry
   of Culture (more than 500 elements in 7 domains have been listed on the National List)
8. Ministry of Culture sent delegations to the ICH Committee and other meetings as
    observer.
9. Change of government to General Prayuth Chanocha's Government, in 2013
    - Approval of national ICH law for inclusion on the list of national laws to be finalized
      in the 2014-15 Plan
    - Approval by General Prayuth's Cabinet to ratify 2003 Convention
      when national law passed

procedural rules for becoming a party to international Conventions (Cont.)

10. Council of State approved the Draft national ICH law after 11 meetings
11. Amendment of the Draft proposed at the first reading of National legislative Assembly –
     a special committee formed to negotiate the proposed amendments by members
12. Final draft of the National law approved by the National Legislative Assembly at third reading, with minor amendments, at its 74/2015 Session, on 18 December 2015
13. Signed by the late King Bhumibol Adulyadej on 11 February 2016
14. Published in the National Gazette

procedural rules for becoming a party to international Conventions (Cont.)

15. Letter of ratification signed by Foreign Minister and sent to UNESCO by Thai Ambassador to France and to UNESCO, Paris
16. Thailand became the 170th member party to the ICH convention of UNESCO
17. Implementation at the national and local levels, in accordance with the National Law on ICH, is ongoing, especially regarding the setting up of the National ICH Board, the provincial ICH committees in Bangkok and in all provinces, and preparing inventories.

Concluding remarks (personal views)

- There are many generations of UNESCO's standard setting instruments , some of them are totally unnoticed by later generations of UNESCO's communities.
- The first generation's set of instruments may lie dormant in the light of changing development and interest of the International Community in UNESCO, but some may suddenly reemerge to serve as a basis for new instruments in the wake of current trends, such as:
- Convention on protection of cultural property in armed conflicts 1954,
- Recommendation concerning safeguarding of Beauty and Charter of Landscape and Sites, 1962
- Recommendation on the safeguarding of Traditional culture and Folklore,1989
- Natcoms should review the list of all UNESCO's instruments and make an analysis and suggestions for the consideration of your government.

Structure of presentation

— Why cooperation?
— Brief: The German NatCom and its forms of cooperation

— Cooperation among East African NatComs
— Cooperation among Southern African NatComs
— Cooperation among European NatComs

Why cooperation among NatComs

– Originally, NatComs were foreseen only as liaison bodies
of Member States <u>with</u> UNESCO, no cooperation among
them foreseen

– **Charter of National Commissions for UNESCO** (1978):

- Art. I.4: 4. National Commissions <u>collaborate with each other</u> and
with UNESCO's regional offices and centres in <u>fostering regional,
subregional and bilateral cooperation</u> in education, the sciences,
culture and information, particularly through the joint formulation
and execution of programmes. This cooperation may bear upon
the <u>preparation, implementation and evaluation of projects</u> and
may take the form of joint s<u>urveys, seminars, meetings and
conferences</u> and exchanges of <u>information, material and visits</u>.

- Art. V.3 and V.4: UNESCO should support such collaboration.

Cooperation among NatComs

SDG 17 targets :

- 17.9 enhance international support for implementing effective and targeted
capacity building in developing countries to support national plans to
implement all sustainable development goals, **including through North-South,
South-South, and triangular cooperation**
- 17.16 enhance the global partnership for sustainable development
complemented by **multi-stakeholder partnerships** that mobilize and **share
knowledge, expertise**, technologies and financial resources to support the
achievement of sustainable development goals in all countries particularly
developing countries

- 218 -

2013 Action Plan - NatCom Cooperation

- 37 C/50, Result of tripartite Working Group
- Recommendation 8:
  - **regional meetings of NatComs and informal meetings held on the margins of the Governing Bodies meetings**
  - **Reality today:**
    - One annual "global" meeting of NatComs since 2014 (Astana, Paris, Shanghai, Paris 27 October 2017)
    - 2 90minutes meetings for each Executive Board meeting
    - Annual report of NatComs since 2014
- Recommendation 9:
  - **NatComs in a position to assist other less well-equipped NatComs take steps to … lending a hand in this way, e.g. twinning system, staff exchange programme and cooperative network among NatComs**

2013 Action Plan - NatCom Cooperation

- Reality on Recommendation 9:
  - South Korean NatCom
    - Staff exchange programme since 1980ies
    - Support to NatComs in Asia Pacific IcON (capacity building) since 2011
    - Africa BRIDGE programme on EFA/CLCs since 2013
    - Support to Caribbean NatComs for websites since 2014
  - Swiss NatCom: Lugano seminars since 2008
  - Turkish NatCom: First seminars in 2017 for Africa and for SE Europe
  - Portuguese NatCom: Seminar planned for Lusophone Africa
  - German NatCom….

Why cooperation?

Reason for the German NatCom:

If the global network of 199 NatComs becomes more effective – both each NatCom individually and the network as a whole – *then all of us benefit*, including the German NatCom, because:

—Possibility of effective bilateral and multilateral partnerships

—Possibility of communication and trust-building "below" the diplomatic level

—Stronger position of NatComs vis-à-vis the Secretariat

—Less need to explain the role of NatComs as a unique body in the UN family

Structure of presentation

—Why cooperation?

—Brief: The German NatCom and its cooperation

—Cooperation among East African NatComs
—Cooperation among Southern African NatComs
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The German Commission

- Founded in 1950
- **Chartered, independent non-profit association**
- 100 elected members, 14 gov't members
- President and Executive board elected

- More than 50 professional staff in Berlin and Bonn

- Structural funding from Federal Foreign Office
- Long-term extrabudg. funding from several ministries
- **Very close cooperation with the federal gov't**

Slide 9, 01.08.2017
German Commission for UNESCO

The German Commission - cooperation

— Meetings of the 4 German-speaking NatComs since 1952
— ASPnet cooperation with many countries since 1950ies (Baltic Sea, along Danube, Arab countries, Africa,…)
— Capacity Building programme for **African NatComs** since 2008
— **STEP entrepreneurship trainings** since 2009
— **Sending volunteers to NatComs** since 2010

Slide 10, 01.08.2017
German Commission for UNESCO

The German Commission - cooperation

— "Connexxions" cooperation with North Africa
   since 2011 (implementing the 2005 convention)
— **European Network since 2014**
— Close bilateral exchange
   — South Korea (regular exchange, incl. staff exchange)
   — Japan (exchange on joint priorities, staff exchange)
   — China (Memorandum of Understanding)
   — Mexico (Exchange, STEP)
   — ....

Entrepreneurship Training STEP

– Implemented with 5 NatComs so far
   • Liberia (2009-2011)
   • Uganda (2012-2015)
   • Kenya (2012-2015)
   • Lesotho (2015-2017)
   • Mexico (2016-2018)
– Fighting one of the foremost issues of Africa and
   Latin America: **youth unemployment**
– 3 years of 12-week trainings for some 200 university
   students per year in their final year of studies
– **Objective**: Each participating university continues
   autonomously, e.g. integrating entrepreneurship into
   curricula

Entrepreneurship Training STEP

Main goal of German NatCom:

- Helping NatComs to position themselves as strong and effective implementers of education reform
  - Example NatCom Kenya today: autonomous roll-out to the districts

Reasons for methodology

- Impact on participants is scientifically proven with control groups: more companies founded, more employees
- Real-life training, providing (repayable) funding for creating a test company during training and focusing on "psychological empowerment"
- Developed in Africa with Makarere Business School, Uganda
- Adaptable, no copyright, easily scalable: More than 3,000 students trained altogether

---

Volunteers

German "kulturweit" volunteers (since 2009)

— Work abroad 6 or 12 months

— Age 18 to 26

— 500 per year

— Selected from about 2,000 applicants

— Careful selection process, trying to find the perfect fit between the individual volunteer and its place of work

— At German schools abroad, Goethe Instites, DAAD offices abroad,… and at National Commissions

— Altogether, +2,500 volunteers have been abroad

— High level of satisfaction of volunteers and places of work

Volunteers

German "kulturweit" volunteers (since 2009)
— Today in ~20 NatComs *worldwide*,
  more partners: welcome

— 2015: First "incoming" volunteers from Ukraine, Belarus,
  Moldova, 2017: "incoming" volunteers from North Africa
— More than half of the alumni want to continue working with
  the German NatCom after their return:
  – NatCom offers training to become multiplicators of World Heritage
  – NatCom offers training to become multiplicators of ESD
  – In 2015, an alumni association was formed
  – Youth members of the NatCom

Cooperation with African NatComs

– Partnership with African NatComs since 2008
  ("Bonn Roadmap") with some 30 joint activities so far
  • Focus: Regional Capacity Building in Eastern Africa (from 2008)
    and Southern Africa (from 2012)
  • Evaluation 2015 and relaunch of cooperation based on the
    "SEETA"-Agreement
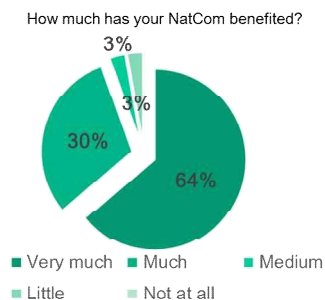
How much has your NatCom benefited?

■ Very much ■ Much ■ Medium
■ Little ■ Not at all

Structure of presentation

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Slide 17, 01.08.2017
German Commission for UNESCO

Network of Eastern African NatComs

- Since 2008, more than 10 capacity building workshops, trainings and network meetings
- Burundi, Kenya, Rwanda, Uganda, Tanzania
- Network has its own Secretariat at the Ugandan NatCom
- Most important output 2015:
  "**Human Resource Capacity Development Training Manual for UNESCO National Commissions**"
  (eng/fr, available electronically, no copyright)

  ➡ Training Manual could also be adapted to Asia!

Slide 18, 01.08.2017
German Commission for UNESCO

Network of Eastern African NatComs

Module 1: Understanding UNESCO

— Activity 1 - UNESCO the Organization

— Activity 2 - In-depth learning about particular UNESCO goals

— Activity 3 - UNESCO related activities of NatComs

Module 2: The Global Contemporary

— Trends in Edution, Natural Sciences, Social and Human Sciences, Culture, Communication and Information

— Activity 1 - Global, Regional, Sub-Regional and National challenges and the role of UNESCO

— Activity 2 - National Challenges
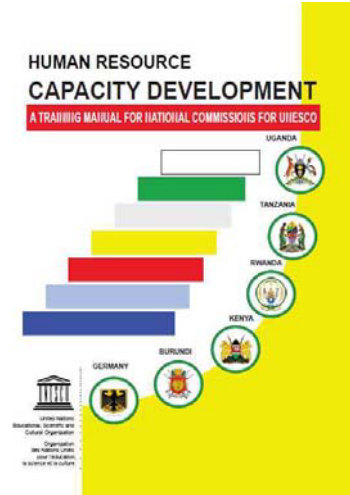
HUMAN RESOURCE
CAPACITY DEVELOPMENT
A TRAINING MANUAL FOR NATIONAL COMMISSIONS FOR UNESCO

Network of Eastern African NatComs

Module 3: Knowing the Role and Responsibilities of NATCOMs

— Activity 1 - Who we are, What we do

— Activity 2 - Mobilization of Stakeholders

— Activity 3 - A Study of a National Policy Area e.g. Education

Module 4: Developing Effective Communication

— Activity 1 - Speaking in the Name of the NATCOM

— Activity 2 - Conducting Meetings

— Activity 3 - Strategies for Advocacy

— Activity 4 - Effective Communication
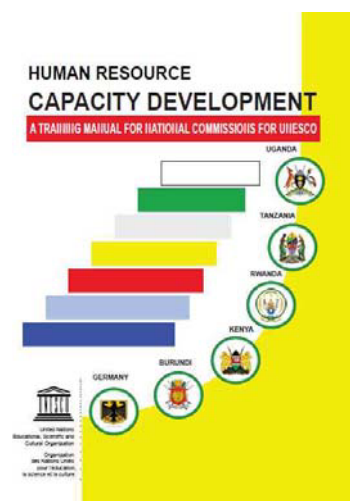
HUMAN RESOURCE
CAPACITY DEVELOPMENT
A TRAINING MANUAL FOR NATIONAL COMMISSIONS FOR UNESCO

Module 5: Enhancing Work Practices and Professionalizing The Working Environment
— Activity 1 -Code of Conduct and Professionalism
— Activity 2 - Expressing Concerns / Suggesting Improvement
— Activity 3 Team Membership styles

Module 6: Planning Effectively the Organization and the Individual Levels
— Activity 1 - Strategic Planning
— Activity 2- Defining Priorities
— Activity 3 - Writing Projects and Reports
— Activity 4 - Time Management

Module 7: Building Administration and Management
— Activity 1- The NATCOM budget Lines
— Activity 2 - Management of Project Resources
— Activity 3 - Information Management

Network of Eastern African NatComs

Workshop in Nairobi February 2016:

— **How to deliver internal training programmes within their respective NatComs, targeting all staff, based on the Manual**

— Each NatCom can adapt the Manual to its needs

— Also other NatComs (outside Eastern Africa) have already adapted it

— Participating NatComs made training needs assessments

— "Train the trainers" are planned, organized in other regions of Africa, seeking support of the Field Offices

Slide 23, 01.08.2017
German Commission for UNESCO

Network of Eastern African NatComs

— February 2016: Workshop in Nairobi: **How can NatComs implement Agenda 2030?**

  – Focusing on Education (SDG 4) and using it as the means to bring on board all the other SDGs

  – Instead of: Work on all the (ten?) SDGs relevant from UNESCO's perspective Or even on all 17 SDGs

  – NatComs of Kenya+Uganda already advanced in Agenda 2030

  – Many concrete projects planned (ESD, Biosphere Reserves, ASP, Geoparks, Migrants in Cities, Peace Centres, Youth)

— Joint support planned to Burundi NatCom

Slide 24, 01.08.2017
German Commission for UNESCO

Structure of presentation

— Why cooperation?
— Brief: The German NatCom and its cooperation

— Cooperation among East African NatComs
— Cooperation among Southern African NatComs
— Cooperation among European NatComs

Network of Southern African NatComs

First cycle of seminars 2012 – 2014:

- Sub-Regional Seminar for NatComs of the Southern Africa Region, Windhoek, 6-8 November 2012
- Capacity Building Seminar with focus on TVET, Gaborone, 22 – 26 July, 2013
- Sub-Regional Training Seminar for NatComs, Lilongwe, 15-18 September, 2014
- Action Plan

Network of Southern African NatComs

Relaunch 2017

- 5-7 June 2017: Relaunch of the network of Southern African NatComs at workshop in Windhoek
- Participating NatComs: Botswana, Lesotho, Mozambique, Namibia, South Africa, Swaziland, Zambia, Zimbabwe
- They adopted a joint communique addressed at their governments and at the UNESCO (Field Offices)
- They adopted an action plan with 5 main priorities and some 20 secondary priorities for cooperation in the subregion
- Main priorities: setting up a joint web forum, defining joint priorities for implementing SDG4, implementing the MAB programme,….
- All activities have a "NatCom responsible for coordination" and a timeline

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Cooperation among European NatComs

– 2015: Launch of "*European Network of NatComs*"
  - create a truly European perspective towards UNESCO's mandate
  - exchange points of view and experience
  - find collective positions towards UNESCO-related topics
  - better integrate EU and UNESCO policies at the national level

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Cooperation among European NatComs

Principles of the "*European Network of NatComs*"

– All UNESCO member states, which are also members of the European Union or candidates

– INFORMAL by intention: No "chair", no "spokesperson", no binding decisions, no "Rules of Procedure"

– The organizer of an annual meeting cooperates in organization with organizers of the 2 previous meetings

– Each NatCom contributes to setting the agenda

– Focus on interactive sessions, in order to safeguard maximum transfer of know-how and experience

Cooperation with European NatComs

European cooperation - practically
- Annual 3-day meeting: 2015 Bonn/Germany
  2016 Krakow/Poland
  2017 Thessaloniki/Greece
- 2017 result: Joint position paper "UNESCO 2030"
- Website: **European-Natcoms.org**
  - requires login
  - exchange ideas
  - plan together
  - find answers to organizational and programmatic questions
  - upload documents to a repository/library
  - stay connected with fellow NatComs

Cooperation with European NatComs

Examples of how the website works:
— A colleague asks the question: "Where can I find all relevant documents on how to use the UNESCO logo?"
  - Within 20 minutes, 3 people from 3 different countries have responded and have collected all the relevant links
— A colleague asks the question: "What are the SDGs that are in UNESCO's mandate?"
  - Within 30 minutes, 2 people from 2 different countries have responded and have pointed to the relevant EXB documents
— A colleague asks the question: "Delegation XX has tabled a draft resolution for the EXB, what do you think?"
  - Within 1 day, several people provide their preliminary judgement

Thank you
for your attention!

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Implementing Global Citizenship Education –
sharing APCEIU's experience

21 June 2017
Training Workshop for Officials of National Commissions for
UNESCO in Asia and the Pacific

Jihong Lee
APCEIU

Do you consider yourself as a ‘Global Citizen’?

I am a 'Global Citizen'
because

_____

OR

I am not a 'Global Citizen'
because

_____

Who is a Global Citizen?

A global citizen speaks foreign languages.

A global citizen often travels abroad.

A global citizen is
empathetic towards people outside
one's own community.

Web of Life

"Education gives us a profound understanding that **we are tied together as citizens of the global community**, and that our **challenges are interconnected**."

Ban Ki-moon, Former UN Secretary-General

"Foster Global Citizenship"
UN SG's Global Education First Initiative (GEFI) (2012)

Education is much *more than an entry to the job market*. It has **the power to shape a sustainable future and better world.** Education policies should **promote peace, mutual respect** and **environmental care.**

- UN Global Education First Initiatives -

SDG Target 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, **global citizenship** and appreciation of cultural diversity and of culture's contribution to sustainable development

Education 2030

Incheon Declaration

Global Citizenship Education :
A transformative education framework

- KEY CONCEPTS & FEATURES -

Global citizens are individuals
who think and act for
a more just, peaceful and sustainable world.

Global Citizenship

•Does not entail a legal status
•Rather, it's a **sense of belonging to the common humanity**;
•Ethos and metaphor for solidarity and **collective responsibility** at the global level;
•A framework for a **collective action** towards a better world and future.

GCED: Transformative Education Framework
Key Concepts & Features

➢ **Global Citizenship Education (GCED)** is a
transformative education that can develop
knowledge, skills, values and attitudes learners need for
**securing a world which is more just, peaceful,
tolerant, inclusive, secure and sustainable**.

🏛 APCEIU

GCED: An Emerging Perspective
Various Related Transformative Education Initiatives

"Important entry points for GCED are peace education, human rights education, education for international understanding, and education for sustainable development.

They are like a river with many tributaries: in this river we can mix and learn from each other."

-TOH Swee-Him, Professor, the United Nations University for Peace"

Figure I
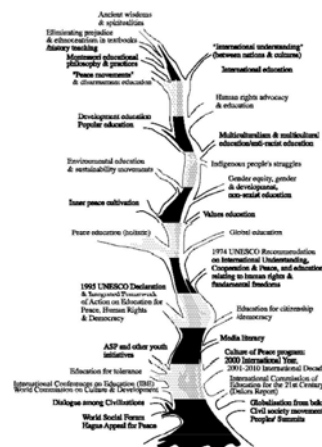
S. H. Toh and V.F. Cawagas "Education for International Understanding: A River Flowing from the Mountains"
APCEIU 2nd Experts Workshop on EIU · July 2002, Suva, Fiji

GCED ENTAILS THREE CORE CONCEPTUAL DIMENSIONS

Cognitive
To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and about the interconnectedness and interdependency of different countries and populations.

Socio-emotional
To feel one belongs to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

Behavioural
To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Source: UNESCO (2016). Schools in Action: Global Citizens for Sustainable Development

GCED – Operational Definitions
Key Learner Attributes in Three Domains of Learning

COGNITIVE
Informed & Critically Literate
(critical social-political literacies)

GCED
as manifested in learner attributes

SOCIO-EMOTIONAL
Socially Connected & Respectful of Diversity
(identities & relationships)

BEHAVIOURAL
Ethically Responsible & Engaged
(participation in communities)

Source: <GCED: Topics and Learning Objectives> (UNESCO, 2015)

APCEIU

UNESCO's Approach to GCED

- **Holistic:** addressing learning content and outcomes, pedagogy and the learning environment in formal, non-formal and informal learning settings
- **Transformative:** enabling learners to transform themselves and society
- **Value-based:** promoting universally shared values such as non-discrimination, equality, respect and dialogue
- Part of a larger commitment to support the quality and relevance of education

GCED – Issues at Stake
Various Ways to Tackle GCED

➢ GCED *as*
  ✓ transformative initiative
  ✓ a set of values to be promoted
  ✓ thematic issue
  ✓ pedagogical tool
  ✓ political advocacy
  ✓ strategic entry point for other initiatives / endeavours
  ✓ educational resources
  ✓ etc.

**GCED aims to teach global issues
to young students.**

**GCED is useful in
helping
learners to survive/thrive in
the global job market.**

GCED is not a priority for developing countries.

APCEIU's Contribution to GCED

Technical Consultation on GCED
(September 2013, Seoul)

1st UNESCO Forum on GCED
(December 2013, Bangkok)

Global EFA Meeting
(May 2014, Oman)

2nd UNESCO Forum on GCED
(January 2015, Paris)

UN GCED Seminar
(March 2015 & January 2016, New York)

World Education Forum
(May 2015, Incheon)

2017 Capacity-Building Programmes

Geographical Scope	Title	Participants	Dates/ Venue
Regional (Asia-Pacific)	17th Asia-Pacific Training Workshop on EIU	30 persons including key education professionals in the Asia-Pacific	20-28 July 2017 / Seoul, Inje & Gangwon, ROK
Regional (Asia-Pacific)	Asia-Pacific Capacity-Building Workshop for Local Government Officials	30 local government officials from the Asia-Pacific region(15 officials each)	2 times in 2017 / UNITAR Jeju International Training Center (JITC)
Regional (Africa)	Capacity-Building Workshop for African Educators	60 educational policymakers and teacher educators from 15 UNESCO Member States in Africa	7 - 9 February 2017 (3 days)
Sub-regional	Sub-regional Workshop on EIU for Central Asia	50 key educational stakeholders from UNESCO Member States in Central Asia	June 2017 (5 days) / Almaty, Kazakhstan
Inter-regional	2017 UNESCO/ROK Co-Sponsored Fellowships Programme	25 educators from the Asia-Pacific and Africa	2 August – 27 September 2017 (2 months) / Seoul, ROK

Education 2030 · APCEIU

2017 Capacity-Building Programmes

Geographical Scope	Title	Participants	Dates/ Venue
Country-level	17th Training Workshop for Korean Educators	15 Korean teachers	20 – 24 February 2017(5 days) Penang, Malaysia
Country-level	Training Workshops for National GCED Lead Teachers	68 Korean teachers appointed as National GCED Lead Teachers	16 - 20 January 2017 (1st, 5 days), 10 - 11 August 2017 (2nd, 2 days), / Seoul, ROK
Country-level	Country-Specific Study Visit Programme to the Republic of Korea	20 professionals in education per study visit	Customized programme per needs of the requesting organization
Country-level	Capacity-Building Workshop for Local Government Education Officials in Pakistan	60 local government education officials in Pakistan	15 – 17 February 2017 (3 days) / Islamabad, Pakistan
Global	2nd Global Capacity-Building Workshop on GCED for Teacher Educators	30 teacher trainers from developing countries around the world	October 2017 (2 weeks) / Seoul, ROK
Global	3rd Youth Leadership Workshop on GCED	50 Youth leaders from 30 countries in the world	July 2016 (6 days) / Seoul, ROK

Education 2030 · APCEIU

Capacity building of Educators

UNESCO/Korea Joint Fellowship Programme

- **Educators from Africa and Asia-Pacific** participated in the 2-month long (September-October) residence programme
- Key Outcomes: developed individual GCED action plans and project outcomes, material development

Teacher Training for Basic Education	Use of ICT for Education	Leadership in Global Citizenship Education	Girls' Education
Lectures are based on national framework of Korean education and major polices and practices.	Participants gained ICT skills through 6 ICT training sessions (basic), video-making (advanced) and photo classes.	Participants learned deep understanding and insights of GCED through lectures, workshops, and field visits.	Girls' Education dealt with education for better life for girls, health education and vocational training.

UNESCO/Korea Fellowships Programme
Developing Educational Resources
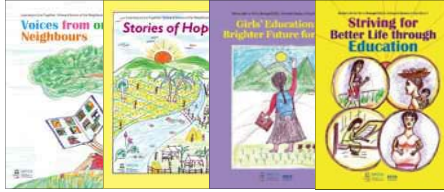
Storybooks created and published by Fellows

▲ A page in in the storybook made by 2016 Fellows

▲ Bringing the culture of developing educational resources at the school level by Tamba Ngom (Teacher Trainer, Regional Teacher Training Centre, Diourbel, Senegal), Fellowship Alumnus

"Then we plan to put one sample at the disposal of each school, which will then make copies for the members of the pedagogical cell, who rarely exceed ten in number. The ten pages do not cost more than 500 CFA franc, which is approximately $1."

Global Capacity-Building Workshop on GCED

Human Rights

Democratic Dialogism

Dismantling a Culture of War & Structural Violence

GCED

Respect for Diversity

Prevention of Radicalization

Living in Harmony with the Earth & ESD
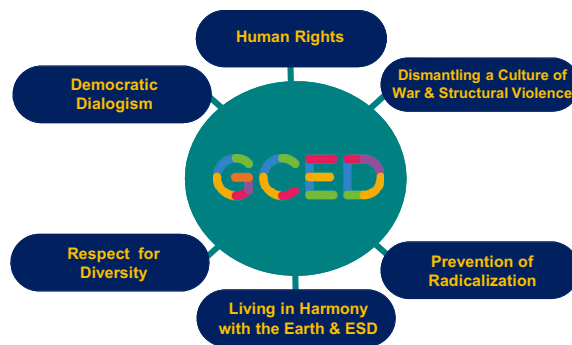
Educators and curriculum developers from 24 countries gathered during the Global Capacity-Building Workshop on GCED in 2016

▲ Some of the major themes addressed during the workshop, through reflection, discussion, lectures and hand-on activities

Customized GCED Workshop for Educators

Sub-Saharan Africa Workshop
(Addis Ababa, Ethiopia)

National GCED Workshop
(Islamabad, Pakistan)

2nd Sub-Saharan Africa Workshop

9-11 May 2017, Dakar, Senegal

Capacity-Building Workshop for 'GCED Lead Teachers'

ROK ED Minister Appointment
as GCED Lead Teachers

17 Provincial ROK
Offices of Education

Recommends a total of
68 GCED Central Lead Teachers

APCEIU Training

Follow-up Activities

Research

Re-train

Reach out

Regular meetings and **support for research** on local level, enhancing leadership and ownership.

Appointment of 'GCED Lead Teachers' and capacity training, development of training module, support of training for Lead Teachers based on different regions in the Republic of Korea

2016: 68 Central GCED Lead Teachers,
680 Local GCED Lead Teachers

Youth Leadership Workshop on GCED

2015 Youth Leadership Workshop on GCED Alumni
Youth Leaders for GCED

Victoria Ibiwoye (Nigeria)
One African Child

Hind Touissate (Morocco)
Beta Changemakers

✓ Support the appreciation of African children to Africa through education and empowerment
✓ Execute community projects
✓ Develop a global village connecting all African youth

✓ Raise awareness about SDGs through Art Programs
✓ Organize trainings, events, conferences and tours
✓ Engage in various activities to advance the role of youth in Morocco

49 youth leaders from 38 countries gathered during the Global Youth Advocacy Workshop on GCED, co-organized by APCEIU and UN GEFI

**3rd Youth Leadership Workshop on GCED
28 May – 2 June 2017**

International Teacher Exchange

Asia-Pacific Teacher Exchange for Global Education (Semester-long, 3-4 months)

Mongolia	Philippines	Indonesia
Malaysia	Vietnam
Thailand	Cambodia

Republic of Korea

Reciprocal Exchanges

Teaching Abroad for Global Competency
(Short-term, 3-4 weeks)

| Australia | Germany |
| Singapore | France |
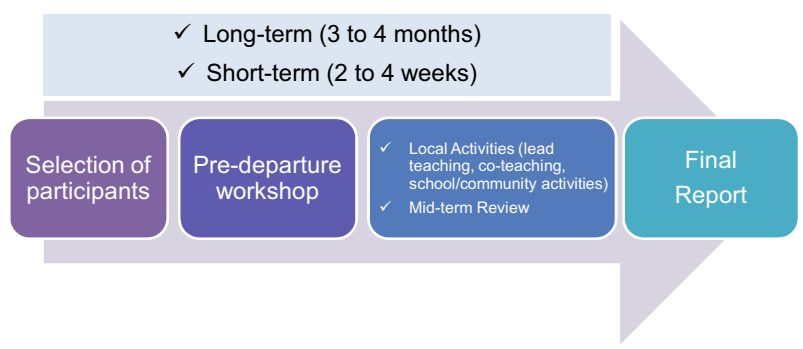
Working with **UNESCO Member States**,
and **expanding globally** to promote
a **Culture of Peace** through **GCED**

**Research
and Policy
Development**

Platforms to Share Practices provided by APCEIU

International Conference on GCED
(Seoul, Republic of Korea)
13-14 September 2017

UN Seminar on GCED
(UN HQ, New York, USA)

GCED Curriculum Development & Integration for Cambodia, Colombia, Mongolia and Uganda

- Duration: Three-year starting from 2016
- Strategic Objectives: Support and facilitate the development of effective national and/or local curricula on GCED in the target countries
- Target Countries: Cambodia, Colombia, Mongolia, Uganda (1st three year)
- Target Beneficiaries: Key institutions and practitioners in curriculum development, educators and learners

Kick-off Meeting for GCED Curriculum Development & Integration (22-24 March 2017)

Year 1
Establishment of the Mechanism for GCED Curriculum Development

Year 2
Development of GCED Curriculum and pilot-testing

Year 3
Dissemination, Field-application, Monitoring Mechanism and Networks
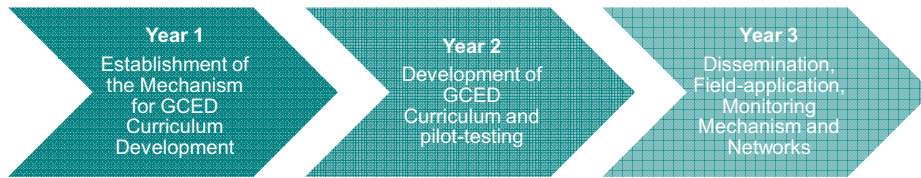
Capacity-Building Workshop for GCED Curriculum Development & Integration in Cambodia
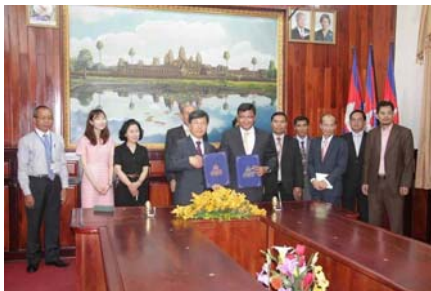
Capacity-building of Educators and Curriculum Developers in Cambodia following an MOU signing of a 3-year project

Global Citizenship Education Curriculum Development and Implementation Project - Three-year Plan

Strategic Objectives: Support and facilitate the development of effective national and/or local curricula on GCED in each country
Countries: Cambodia, Colombia, Mongolia, Colombia
Partners: Key institutions and practitioners in curriculum development, educators and learners

Year 1	Year 2	Year 3
Expected Outputs • Framework for implementation finalized in the kick-off meeting • Situational analysis conducted and strategies identified • Local curriculum development committee and advisory group established • Enhanced capacity of key stakeholders by conducting capacity-building workshops	**Expected Outputs** • Draft curricula developed for each country • Mid-term evaluation conducted through interviews and dialogues with local participants and international experts involved in the project • Revised plans for the second half of the three-year cycle • Feedback compiled from field-tests • Final draft of the curricula completed	**Expected Outputs** • Printed copies of the developed curricula • Gaps between curricula and their implementation identified to suggest what are needed for follow-up (e.g. teacher training, guide books, etc.) • Sustainable country-initiated mechanisms for further curriculum improvement established • Project evaluation by participating countries and cross-country performance evaluation • Self-initiated plans by the country for further enhancement
Main Lines of Activity Establishment of the Mechanism for GCED Curriculum Development • Conduct situational analysis of the curriculum development, integration and implementation of each country to strategize the development of GCED curriculum • Consult with the national/local government, key stakeholders, institutions and experts • Formalize and strengthen networks with the relevant institutions and government offices	**Main Lines of Activity** Development of GCED Curriculum and Integration Strategies • Provide consultation and facilitate the process of curriculum development • Organize country seminars to review the project progress and to solicit suggestions for improvement • Revise and modify the plans for the second half of the three-year cycle accordingly to the feedback • Conduct pilot tests of the draft curricula	**Main Lines of Activity** Dissemination, Field-application, Monitoring Mechanism and Networks • Edit, design, print and distribute the developed curricula • Monitor the implementation to identify gaps • Support with the set-up of the sustainable monitoring and further enhancement mechanisms • Organize regional seminars to review the three-year project and to lay out and share country-initiated future plans for sustainment and enhancement

---

Development of the Korean Curriculum Guide on GCED

• Development of the Korean Curriculum Guide on GCED, integrating national curriculum (General Theory, Social Studies, and Moral Studies) into *UNESCO's Global Citizenship Education: Topics and Learning Objectives*

• Published two materials: *Korean Translation of UNESCO's Global Citizenship Education: Topics and Learning Objectives* and the *UNESCO Pedagogical Guide on GCED in the Korean Context*

Online GCED Training Course

Development of GCED Online Courses

✓ Curriculum development
✓ Pilot-testing with APCEIU participants
✓ Operation (4-week programmes)

Envisioned as a **Distance Learning Resource** for Teacher Educators

Consultation and Verification Training Workshop (December 2016, Kampala, Uganda)

▲ Online lectures on GCED and GCED-related concepts

▲ Theoretical explanation on GCED and other related themes

Platforms to Share Practices provided by APCEIU

Contribution to *Sangsaeng*
(English magazine on EIU/GCED)

Participation in EIU Best Practices

Contributing materials and resources on GCED
through the UNESCO GCED Clearinghouse

UNESCO GCED Clearinghouse hosted by APCEIU

www.gcedclearinghouse.org

✓ Online database for GCED
✓ Currently available in 3 languages
✓ Available in Spanish and Arabic in 2017
✓ Available in Russian and Chinese in 2018

GCED Experiential Programmes

Global Citizen Campus

Students from secondary and tertiary levels benefit from APCEIU's "Global Citizen Campus" Programme – where they gain knowledge about global issues and learn from each other through dialogue. The GCED Campus is designed for learners to "Think, Share and Act" as they go through the programme.

Regular programmes include: Model UNESCO Conferences, Special Lectures, GCED Experience Hall Tours, etc.

2017 Activities

- ✓ Establishment of a
- ✓ GCED Library
- ✓ Development of a
- ✓ mobile Global Citizen Campus

▲ College students from an Indonesia learning from the GCED Campus

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GCED Experiential Programmes

EIU Photo Class

Participants from the Republic of Korea and the host country develop their EIU capacities through the art of photography. Students learn from professional photographers, but mostly from themselves. The week-long programme culminates with a photo exhibition that involves the local schools and communities.

2014: Turkey
2015: Russia
2016: Cambodia
2017: Mongolia

EIU Photo Class Archive
www.photoclass.unescoapceiu.org

EIU/GCED Material Development

International Teacher Exchange Guidebook Series

(Clockwise) ① Guideline for Outbound Exchange Korean Teachers, ② Guideline for Inbound Exchange Teachers, ③ Guideline for Host Schools and Mentor Teachers in Host Countries, ④ Guidelines for Host Schools for Inbound Exchange Teachers in ROK, ⑤ Guidelines for Korean Culture Class, ⑥ 'Becoming a Teacher in the US'

EIU Project: Journeys to School, Journeys to Peace

Part of "UNESCO/ROK Co-Sponsored Fellowship Programme"

EIU/GCED Material Development

Websites and multimedia and interactive materials
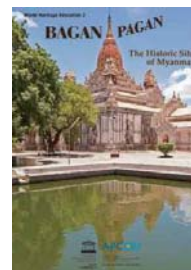
GCED Course Development in Higher Education Institutions

Piloting GCED course development in 9 Korean universities in 2016

University	Department	Course Title
Gyeongsang Nat'l University	Department of Social Studies Education	Global Citizenship Education Theory and Practice
Kyunghee University	Humanitas College	Global Mindset and the Global Citizens: Study of Global Challenges
Korea University	Department of International Studies	Global Era and Logos of the "Citizen": UNESCO's "Global Citizenship Education"
Gongju Nat'l University	Department of Ethics Education	Global Citizenship and Global Citizenship Education
Baejae University	Department of Education	Global Citizenship Education Theory
Seou Nat'l University	College of Liberal Arts	Thematic Seminars: "Global Citizen" Theory and Practice
Sookmyung Women's University	Department of Global Service	Global Citizenship and International Development
Yonsei University	Department of Education	Global Citizenship and Education for International Understanding
Hanshin University	Department of Early Childhood Psychology	Global Citizenship Education and the Institution of University

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Establishment of the GCED Global Network

2016 APCEIU GCED Network Meeting

36 institutions from 5 different regions

✓ Share GCED activities and initiatives
✓ Discuss possible areas of collaboration
✓ Develop strategies to form the "GCED Network".

The meeting resulted to a **final outcome document recommending the establishment of a network** of organizations and institutions promoting GCED towards 2030.

2017 Regional GCED Network Meetings

- 2017 Arab States Regional GCED Network Meeting: **1-2 August 2017**

- 2017 Latin America and the Caribbean GCED Network Meeting: **23-24 October 2017**

▲ 2017 Africa GCED Regional Network Meeting
(6-7 April 2017, Johannesburg, South Africa)

Thank You!

www.unescoapceiu.org

Use and Authorization of UNESCO's Name and Logo

June 2017

1

Objectives

- Promote visibility and recognition.

- Protect intellectual property by preventing incorrect use (because UNESCO has a great variety of networks and programmes) and un-authorized use (because the name and logo of UNESCO brings trust and credibility).

2

Logo Use
by UNESCO Secretariat

- The UNESCO logo is composed of 3 elements: the temple, the full name, and the vertical dotted line.
- Only the UNESCO Secretariat can use the logo in this format.
- The UNESCO Secretariat can also use a linked logo, i.e. the UNESCO logo together with an extra element on the right side, such as the name of a Programme Sector, a Field Office or a Central Service Department, the name and/or emblem of a Category I Institute, the name, and (sometimes) the emblem of a convention, an intergovernmental programme and programme network.
- Again, only the UNESCO Secretariat can use the linked logo in this format.

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

3

Logo Use
by UNESCO Secretariat

UNESCO logo

United Nations
Educational, Scientific and
Cultural Organization

UNESCO Logo

United Nations
Educational, Scientific and
Cultural Organization
联合国教育、
科学及文化组织

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

4

**Logo Use
by UNESCO Secretariat**

Linked UNESCO Logo
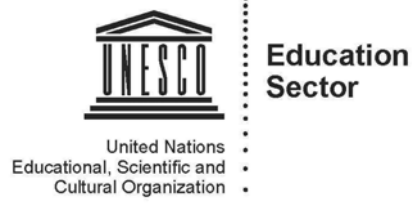
Linked UNESCO Logo

5

**Logo Use
by UNESCO Secretariat**

Linked UNESCO Logo

Linked UNESCO Logo

6

Logo Use
by UNESCO Secretariat

Linked UNESCO Logo   **Linked UNESCO Logo**

7

Logo Authorization by UNESCO Secretariat

UNESCO authorizes the use of the UNESCO logo in the following context:

- Official "members" and "sites" of a UNESCO convention, intergovernmental programme or programme network, such as World Heritage sites, Global Geoparks, ASP schools, items listed on the Memory of the World Register, etc.
- Partners that work together with or sponsor the UNESCO Secretariat to deliver programmes, implement projects and organize activities and events.
- Events that contribute to the celebration of UNESCO-led UN International Decades/Years/Days and UNESCO International Days.
- Entities that are under the auspices of UNESCO.
- Official Prizes and Anniversaries.
- Goodwill Ambassadors and Personalities.
- Patronage, i.e. moral support for those events that have a synergy with UNESCO's mission. But, UNESCO is not in any way involved in their organization.

A text that specifies the link between the external logo user and the UNESCO Secretariat is always added into the logo that is authorized for use.

8

Logo Authorization by UNESCO Secretariat

UNESCO authorized logo   UNESCO authorized logo

Logo Authorization by UNESCO Secretariat

UNESCO authorized logo   UNESCO authorized logo

Logo Authorization by UNESCO Secretariat

UNESCO authorized logo

UNESCO authorized logo

United Nations
Educational, Scientific and
Cultural Organization

Namib Sand Sea
inscribed on the World
Heritage List in 2013

Member of

United Nations
Educational, Scientific and
Cultural Organization

UNESCO
Associated
Schools

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

11

Logo Authorization by UNESCO Secretariat

UNESCO authorized logo

UNESCO authorized logo

In support of

United Nations
Educational, Scientific and
Cultural Organization

International Jazz Day

Under the patronage of
UNESCO

United Nations
Educational, Scientific and
Cultural Organization
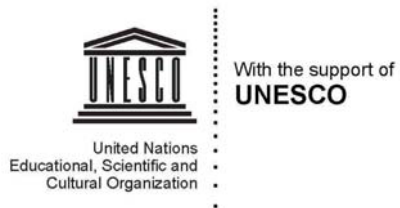
UNESCO
United Nations
Educational, Scientific and
Cultural Organization

12

Logo Use by National Commissions

- National Commissions are encouraged to use the UNESCO logo.
- There are two graphical possibilities for a UNESCO logo for National Commissions:

      1. The UNESCO logo + the name of the National Commission;

      2. The UNESCO logo + the emblem of the   National Commission + the name of the National   Commission.

Logo Use by National Commissions

National Commission logo   National Commission logo

Logo Authorization by National Commissions

National Commissions can authorize the use of the <u>UNESCO National Commission logo</u> in the following context:

- Partnership between a National Commission and a national entity (an extra text should be added into the NatCom logo to specify the relationship).
- Official "members" and "sites" of <u>certain</u> UNESCO conventions, intergovernmental programmes and programme networks (please consult UNESCO Secretariat and operational guidelines of a individual programnme).
- UNESCO-led UN International Decades/Years/Days and UNESCO International Days (an extra text should be added into the NatCom logo to specify the support given by NatCom).
- Clubs – national federation of clubs and individual clubs.
- Patronage granted by National Commissions themselves (the text "under the patronage of" should be added into the NatCom logo).

United Nations
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15

Logo Authorization by National Commissions

NatCom authorized logo

In cooperation with
Korean National Commision for UNESCO

United Nations
Educational, Scientific and
Cultural Organization

NatCom authorized logo

Minaret and Archaeological Remains of Jam inscribed on the World Heritage List in 2002

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16

Logo Authorization by National Commissions

NatCom authorized logo   NatCom authorized logo
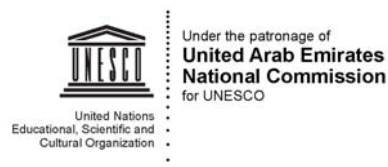
17

Logo Authorization by National Commissions
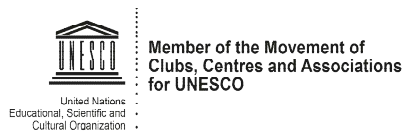
NatCom authorized logo   NatCom authorized logo
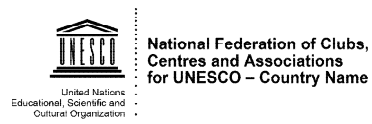
18

Resources

- Name and logo use focal point at the Secretariat:

  logo@unesco.org

  Telephone: 00 33 1 4568 2392

- UNESCO Int.

Thank you for your attention!

STOYAN BANTCHEV
Chief of the Participation Programme and
Fellowships Section
Sector for External Relations and Public
Information
UNESCO/Paris
Tel.: +33(0)1 45 68 13 75
E-mail: s.bantchev@unesco.org
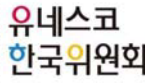
Writing Project Proposals and Project Reports

Sarah Kim
English Communications Specialist

Contents

- Strengthening Project Proposals
  - Purpose
  - Reasons for rejection
  - Importance of project design
  - Structure and key components
  - Points to be careful about
- Writing Final Project Reports
  - Purpose
  - Structure and key features
  - Points to be careful about
- General Writing Tips

Project Proposal

- Not more than 20 pages

- Purpose: to get your project funded

- Must show logical, concrete plans

Project Proposal – Reasons for rejection

- **Top reasons** proposals get rejected:
    - Not following instructions for applications
    - Funding source does not believe you understand the problem
    - Funding source does not believe in your solution
    - Funding source does not believe your organization is best able to deliver the solution
    - Funding source does not trust your budget

- Your proposal has to be clear and specific in covering these points to convince your potential source of funds.

Project Proposal – Logical Framework

A good proposal starts with a well-designed project. The Logical Framework Approach helps you design your project with clarity. This helps you to link your activities clearly with your ultimate goal, to make your proposal persuasive and your project as effective as possible:

- **Background and baseline** – the current situation
- **Overall Goal** – A high-level goal to which the project is expected to contribute (but not achieve by itself) e.g. gender equality in the target population.
- **Outcomes** – Specific positive changes that the project should achieve. Often qualitative, e.g. improved social participation by women in a community .
- **Outputs** – The results necessary to achieve the impact of the outcomes. Often these are quantitative, e.g. training materials published, learning centers built, people who have received training.
- **Inputs** – What activities and resources are required to achieve the outputs of the project e.g. money, training courses etc.
- **Assumptions** – Things that are outside the control of the project but that must be true/must happen for the project to succeed. (Risk identification)
- **Evaluation indicators** – What you will measure to evaluate whether outputs / outcomes / goal have been met, i.e. what impact the project has had.

Logical Framework Matrix

Objective hierarchy	Indicators	Means of verification	Risks /assumptions
Goal (overall impact)	What you will measure	How you will measure	What must be true / what must not happen
Outcomes			
Outputs			
Activities			

Project Proposal - Structure

- **Background** – Describe the current situation

- **Goal/Objectives** – What are you trying to achieve? Why?

- **Expected outcomes** – What will success look like?

- **Activities** – How will you achieve the outcomes? Who will do the work? When?

- **Evaluation indicators –** How will you measure what the project has achieved? How will you know if your outcomes have been met?

- **Budget** – detailed breakdown

Project Proposal – Background

- **Keep background short, simple and focused**:

  - Background explains why the project is important

  - Puts the project in context

  - Is <u>not</u> the main focus of the proposal, so do not include more detail than necessary

Project Proposal – Objectives and outcomes

- Make outputs and outcomes SMART to ensure that you can measure whether they lead to achievement of objectives:

    - **S**pecific/sustainable
    - **M**easurable
    - **A**ttainable/agreed/assignable
    - **R**ealistic/relevant
    - **T**ime-bound

Project Proposal – Evaluation indicators

Decide what questions need to be answered to monitor and evaluate impact at different levels of the project:

- **Outputs** - What have we delivered as a result of project activities (e.g., number of people trained)?

- **Outcomes** - What has been achieved as a result of the outputs (e.g., to what extent has the training received by learners had an impact on their everyday lives)?

- **Goal** - What has been achieved as a result of the outcomes (e.g., to what extent has gender equality in the relevant community been improved)? What contribution has been made to the goal? Are there any unanticipated positive or negative impacts?

Project Proposal – Evaluation indicators

Decide what indicators need to be monitored in order to answer your monitoring and evaluation questions:

- **Outputs**
  - Question: How many women have attained basic literacy.
  - Example of indicator: 100 women passed the final exam for the project's basic literacy course.

- **Outcomes**
  - Question: To what extent has the training received by learners had an impact on their everyday lives?
  - Example of indicator: 150 residents can newly write simple letters to public offices requesting information or making complaints.

- **Goal**
  - Question: To what extent has gender equality in the relevant community been improved?
  - Example of indicator: 10% of project participants newly participate in labor market.

Project Proposal – Budget

- **Budget**
  - Realistic
  - Detailed

- Needs to include a detailed breakdown:
  "3 signboards [ ]$, 30 folders [ ]$, 5 packs of paper [ ]$...."
  rather than
  "Equipment"

- If your project is not a one-off activity, does your budget cover future years' activities?

Project Proposal – Be careful!

- **General**:

- If you make a **claim**, provide some evidence for it.
  e.g. "*this intangible heritage is vital to our country's culture*"
  What evidence can you provide to support this?

- If you use **abbreviations**, **local terms** or **jargon**, explain them
  – don't assume that your reader will know what they mean.

Project Proposal – Be careful!

- If you mention something in your **goals/outcomes/outputs**, ensure it is reflected in your **activities**:
  - E.g. If you state that one of the outcomes is improving gender equality in a specific community, ensure that your activities show clearly how this will be achieved.

- **Activities** – explain in detail (with timeline):
  - **Who, how and when**:

  "the NatCom will invite the public to nominate people for this award and a panel of experts from local universities will make the final selection based on the following criteria: ....."
  rather than
  "a committee will be established to select recipients of this award"

Project Proposal – Be careful!

- State how you will measure **outcomes** to know whether you have succeeded – easier for quantitative goals but possible for qualitative too:

    Instead of **just a statement** of behaviour: e.g "improved financial behaviour"

    Give **examples** of how this will be measured such as "participants will plan farther into the future, they will save regularly"

Project Proposal – Summary

- **<u>Important to ensure</u>**:

    - Background explains why the project is important

    - Goals, expected outcomes, outputs and activities are <u>focused</u> and <u>consistent</u>

    - Activities <u>clearly support</u> not just your outputs, but also outcomes/goal

    - It is clear <u>who</u> will carry out each activity and how

    - Budget covers <u>all</u> activities/support necessary to achieve the outcomes

    - Major risks have been clearly identified

Project Report - Purpose

- To report:

  - **What was done** - how money was spent

  - **Outcomes** - Were outcomes and objectives achieved? How were they measured/evaluated?

  - **Issues encountered** - Points for improvement.

Project Report – Structure/Key Features

- **Summary** – key points and outcomes achieved, in brief
- **Introduction/background**
- **Aims** and **objectives**
- **Methods/activities** used to meet the aims and objectives
- **How project funds were spent**
- **Outcomes** – measure the impact – identify if outputs/outcomes were met and if the outputs were effective in enabling you to meet the outcomes.
- **Discussion** – issues, learning points, conclusions, recommendations.

Project Report – General points

- **Introduction/background, aims** and **objectives** and **methods/activities** should be the same as written in the proposal
- If you made **changes** to the objectives, activities or budget during project implementation, you should **explain why**.
- One of the most important parts of the project report is **evaluation of the project results**.

Project Report – Evaluation of impact

- In order to write a good project report, you need to have designed a good evaluation strategy for your project at the project design stage so that you have the information necessary to evaluate the impact of the project.

Project Report – Pitfalls

- <u>Just describing activities without measuring impact.</u>
    - e.g. "*3 workshops were held and participants had an opportunity to exchange ideas and network*".
    - What impact did this have? Was it a good use of funds? How do you know?
- <u>Stating an impact without giving any evidence or saying why it was important</u>
    - e.g. "*the workshop was held successfully", or "relations between participants were improved*".
    - How do you know? How was this measured? What was the significance of holding the workshop?

General Writing Tips

- Simplicity

- Clarity

- Consistency

Keep it simple!

- **When writing text, follow this structure** –
  Subject – Verb – Object – Manner – Place – Time
  (Who — Does — What — How — Where — When)
    - "The NGO will provide basic literacy courses for 100 women through a 10-week training course in ABC village between October and December 2017."

- **Use the active voice** – "Our commission will arrange a workshop in September" **NOT** "A workshop will be arranged in September"

- **Avoid phrasing as negatives and exceptions** –
    - Write "We will provide the course in 123 village and XYZ village.", **NOT** "We will provide the course in all villages except ABC village"

Keep it simple!

- **Keep sentences and paragraphs short**.

The Korean National Commission for UNESCO, established in 1954, and given a firm legal basis for its activities in 1963 pursuant to the Korean Act Concerning UNESCO Activities, consists of a General Assembly, an Executive Committee and a Secretariat, and performs a variety of functions under the umbrella of facilitating UNESCO's overall goals, including advising the Korean government on policies and international agreements relating to UNESCO and all matters referred to the Commission by the Korean government, examining resolutions decided at UNESCO's General Conference and other UNESCO meetings, inviting the relevant Korean governmental departments to develop implementation plans in the national context, consulting on proposals to be submitted and representatives to be delegates to UNESCO's General Conference, organizing UNESCO-related activities through development of diverse partnerships with governmental and non-governmental organizations at the national, regional and international levels, and ensuring the active participation of governmental departments local authorities, organizations, institutions and individuals in UNESCO activities.

Keep it simple!

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It consists of a General Assembly, an Executive Committee and a Secretariat, and performs a variety of functions under the umbrella of facilitating UNESCO's overall goals. Its functions include:

- Advising the Korean government on policies and international agreements relating to UNESCO and all matters referred to the Commission by the government,
- Examining resolutions decided at UNESCO's General Conference and other UNESCO meetings,
- Inviting the relevant governmental departments to develop implementation plans in the national context, consulting on proposals to be submitted and representatives to be delegates to UNESCO's General Conference,
- Organizing UNESCO-related activities through development of diverse partnerships with governmental and non-governmental organizations at the national, regional and international levels, and
- Ensuring the active participation of governmental departments local authorities, organizations, institutions and individuals in UNESCO activities.

Keep it simple!

- **Put the important part of the sentence at the start and keep sentences short. Avoid long introductory phrases, <u>especially if you are asking for something</u>.**
- "Considering the long-established friendship between our two commissions, and in view of the need to discuss our national positions in relation to the questions likely to arise at the upcoming forum due to take place this September, <u>we would like to enquire as to whether your Secretary-General would be available to meet our Secretary-General on 31 July</u>." (Bad phrasing because it is hard to see the request)

- "<u>Please let us know if your Secretary-General would be available to meet our Secretary-General on 31 July.</u> We think this would be beneficial in allowing our Commissions to discuss our respective national positions in advance of the upcoming forum due to take place this September."

Consistency = clarity

Use just one spelling or abbreviation for something throughout your whole document.

- **Spellings** – e.g. Vietnam / Viet Nam / VietNam
- **Date format** – 8 July 2017 / July 8, 2017. Write months in words (or say which date format you are using), because dates like 08/07/2017 mean different things in different countries.
- **Abbreviations and definitions**
  - "the Korean National Commission for UNESCO (KNCU)"
  - Once you've defined it, use only that definition (i.e. use KNCU, not the Korean NatCom, Korean National Commission etc.)

Things **<u>not</u>** to do in formal writing

- **Do not use contractions of the word "not",** i.e. Do not write "don't", "can't", "won't", "didn't" etc in formal documents

- **Do not start a sentence with "And" or "But"**
  - "I also believe that….", or "Additionally, I believe", **NOT** "And I believe that…"

- **Do not use emoticons or exclamation marks**
  - "The project had a substantial positive impact on its target population."
  - **NOT** "The project was a great success!!! ^_^"

THANK YOU FOR LISTENING

UNESCO's Participation Programme

Training Workshop for Officials of Asian National Commissions for UNESCO

(Bangkok, 20 - 23 June 2017)

Participation Programme (PP) 2016-2017

- PP (1957) one of the most appreciated programmes - **direct financial assistance** to contribute substantially to Natcoms successful functioning and viability as well as to UNESCO's visibility

- **management** of the PP - recently optimized in terms of quality and relevance to UNESCO's key priorities and programmes

- **global priority *Africa* -** $3,7M

- **global priority *Gender Equality* -** $2.4M (the number of approved projects nearly tripled)

- **2-phase online submission of PP requests** - the PP process in was completed three months earlier

2

Recent changes to the Resolution on the PP

- **reduction of requests** - 7 requests (instead of 10)
- **gender equality -** one GE project to be lincluded among the first four priorities (otherwise the country's PP file is blocked)
- **support to Natcoms activities** - no financing will be provided for supplies and equipment which are not directly linked to operational works within the framework of these projects
- **two-phase submission** - by 28 February for Africa, SIDS and LDC and 31 August for all other eligible countries
- **on-line submission** - requests to be submitted in electronic form
- **equitable distribution of funds -** annual GDP per capita selection criterion and adequate financial ceilings par category

3

PP allocations for 2016-2017

- **utilisation of PP funds** - essentially used for the main priority groups (Africa, LDCs, Gender equality, SIDS)
- **reduction of funds** - $11M in comparison to $19M in 2010-2011
- **eligibility criterion -** countries with high annual GDP per capita are not eligible for funding under the PP
- As of 20 June 2017, the DG approved **530 requests** for a total amount of **$10,9M** including Emergency assistance
- Distribution of allocated funds – **AFR** ($3,7M); **APA** ($ 2,2M); **LAC** ($ 2,2M); **ARB (**$ 905 000); **EUR** ($ 1,1M)

4

relevance of PP requests to UNESCO's priorities & programmes

- be related to UNESCO's mandate and fields of competence and support UNESCO's regular programme priority activities (38 C/5)
- take account of UNESCO's two global priorities (Africa and GE)
- especially benefit LDCs, developing countries, post-conflict and post-disaster countries, SIDS and middle income countries
- contribute to intercultural & inter-ethnic dialogue and reconciliation in an impartial manner and without favouring specific political or religious groups
- contribute to promoting UNESCO's visibility in the Member State;
- conform to the Organization's ethical standards and not present a conflict of interest in the case of candidatures (study grants)
- a detailed work plan of the activity (participants, programme, objectives, publications (language(s), distribution/quantity)

5

the information provided on the project must also clearly show:

- the project's aim and main objectives

- reference to the paragraph of 38 C/5 corresponding to the activity
- a description of the project (specific details of the activities & dates of implementation)

- a precise location for the implementation of the project
- the beneficiary group targeted (youth, women, students, artists etc.)

- a detailed description of the estimated budget in USD and a well-defined breakdown for each item of expenditure

6

- at least three (3) **competitive offers** (pro forma invoices) for the purchase of professional goods and services in the amount of US $5000 and above
- the **administration costs** and the **purchase of means of transport** are not covered by UNESCO's financial participation
- the necessary **letters of support** are attached to the request form for a subregional (2), interregional (2) or regional (3) project;
- the **maximum amount requested :** US $26,000 for a national request; US $35,000 for a subregional request and US $46,000 for a regional request
- the title of the person who signs the request form and the stamp should be clearly shown

7

In order to approve the requests the Director-General considers:

- the global **credit reserved** for the Participation Programme

- the projects' **evaluation** made by Programme Sectors

- the valuable contribution of the proposed requests to the implementation of objectives of Member States in UNESCO's fields of competence

- the PP **Intersectoral Committee** recommandations

- the need to reach an **equitable balance in PP funds distribution** in giving priority to African countries, LDCs, SIDS and the other priority groups of countries

Submission of financial reports (FR)

- FR should be expressed in **USD** and contain **an annex in the currency used** for the implementation of activities. (Note: the **bank statement showing the receipt of funds** in local currency should always be included).

- FR should use the same elements as those of the approved budget

- FR should be stamped and signed by both the Natcom SG & the financial officer

- No new request will be paid in 2018-2019 if all the financial reports for projects paid before 31 December 2017 are not received by the Secretariat

- **N.B.** - any entity which has not provided the financial report by **30 March 2018** will not be eligible for any other contract with UNESCO.

Financial report template 2016-2017

PARTICIPATION PROGRAMME 2016-2017
FINANCIAL REPORT

Should be sent to the Participation Programme and Fellowships Section on the completion of the project and not later than 30 March 2018 (Africa – v.lopy@unesco.org; Asia and the Pacific – y.negash@unesco.org; Latin America and the Caribbean – a.zeitune@unesco.org; Europe – L.ndobo@unesco.org; Arab States and NGOs – l.Ibn-Mokrane@unesco.org;)

Country (or INGO) _____

Number and title of the request: _____

In pursuance of 37 C/Resolution 72 and 38 C/Resolution 76 adopted by the General Conference concerning the principles and conditions governing the Participation Programme:

1. I hereby certify that the financial contribution of US $_____ received from UNESCO for the above request has been fully/partially‾ spent, in accordance with the purposes for which it was granted, as follows:

US $

(a) _____   _____
(b) _____   _____
(c) _____   _____

TOTAL   _____
Unspent balance to be returned to UNESCO   _____

2. I undertake to keep **all supporting documents (receipts, contracts, invoices, etc.)** in respect of the use made of this financial contribution for a period of five years after the end of the biennium concerned and to provide them to UNESCO when it or its Auditor so requests, failing which unsupported amounts will be reimbursed to UNESCO.

3. For a regional project, the Member State or group of Member States which submitted the request is responsible for filling in this form.

_____   _____   _____
Date   Stamp and signature‾   Stamp and signature‾
(of the financial officer)   (name of the Secretary-General of the National Commission or NGO)

Both signatures are required!

10

Guidelines for drawing up an evaluation report

- Purpose and objectives indicating the original goals or expected outcomes
- Were the expected results fulfilled?
- Were there modifications made to the initial objectives(s) and the factors that made such modifications necessary?
- What difficulties were encountered and how were solutions found?
- As a result of the project what was UNESCO's visibility in the Member State?
- Was the public at large invited to participate or be present?
- Were local non-governmental organizations implicated?
- Was the UNESCO Field Office consulted? Did it assist in the implementation of the project?

11

Criteria for requesting Emergency Assistance

- **Insurmountable circumstances nationwide** (earthquakes, storms, cyclones, landslides, volcanic eruptions, fires, floods etc,)
- A **formal letter** should be submitted **to DG** describing the activities to be implemented for the requested financial assistance to be provided in UNESCO's fields of competence, including the pro-forma for the requested equipment and supplies.
- **No administrative support or personnel costs** shall be financed
- EA total budget **shall not exceed $50 000**
- EA shall not be provided if the Member State's request may be met within the ordinary PP
- EA shall be provided in **coordination with the other UN agencies**

- **Regional project –** the maximum amount is USD 46 000. This type of project can be submited at any stage of the biennium and **is not included in the quota of national priorities** submitted by Natcoms.

- **3%** of the PP budget is reserved for regional projects

- submitted by one Memver State or a group of Member States

- should be **supported by at least three Member States** by a formal letter (template included in the DG's circular letter).

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Thank you for your attention!

STOYAN BANTCHEV

Chief of the Participation Programme and Fellowships Section

Sector for External Relations and Public Information

UNESCO/Paris

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4. SUMMARY REPORT

DAY 1 – JUNE 20TH

OPENING SESSION

Dr. Woojin Cho, the Director of the Division of International Relations at the Korean National Commission for UNESCO, started the proceedings with a thank you to the co-organizers, the UNESCO Bangkok Office and the Thai National Commission for UNESCO, as well as all the participants from UNESCO Headquarters and National Commissions (Natcoms). Dr. Cho then invited Mr. Kwangho Kim, the Secretary-General of the Korean National Commission for UNESCO, to deliver some opening remarks.

Mr. Kim extended a warm welcome to all participants, thanking them for taking the time to join the training workshop. He also expressed his gratitude to the co-organizers, the UNESCO Bangkok Office, and the Thai Natcom. He explained that three important missions of Natcoms had brought the participants together for the training: creation of cooperative networks, dissemination of the values and ideas of UNESCO, and contribution to achievement of the UN's Sustainable Development Goals (SDGs) within each Member State. He stated his hope that the workshop would contribute to building the capacities of the Natcoms in the Asia-Pacific region, and that it would strengthen the channels for constructive exchange of ideas among the participating Natcoms in the future.

Dr. Cho then invited Ms. Nongsilinee Mosika, the Deputy Secretary-General of the Thai National Commission for UNESCO, and Dr. Gwang-Jo Kim, the Director of the UNESCO Bangkok Office to deliver some welcoming remarks.

Ms. Mosika extended her warm welcome to the participants. She pointed out that the workshop has been organized at an opportune time, given Natcoms current key role in ensuring the shared global commitment to the Education 2030 Agenda. She noted that Thailand, in line with the Education 2030 Agenda, was strongly committed to realizing the right to education for all children in the country and had introduced a new national education policy plan (2017-2036) which focuses on giving students lifelong learning opportunities based on skills for the 21st century. Lastly, she expressed her hope that the outcome of the workshop would promote the roles of Natcoms and UNESCO's programmes.

Dr. Kim extended his greetings and gratitude to all participants. He noted that UNESCO had a key role to play in achievement of the SDGs and that this topic would be discussed during the workshop. He stated that UNESCO was the sole agency with a cooperative network of Natcoms, and that this network made a vital contribution to the Organization's work. He emphasized the importance of inter-regional and sub-regional cooperation in achievement of the SDGs and the Education 2030 Agenda. He ended by expressing his hope that the workshop would provide a platform for active discussion between Natcoms in the Asia-Pacific region.

Dr. Cho, as Moderator, then opened the floor for self-introductions. All the participants introduced themselves, giving details of their names, their affiliation, their roles within their offices, and their expectations for the training workshop.

SESSION 1 – UNESCO's Structure and Functions, and Its Current Reform Efforts

Presenter: Mr. Mohamed Djelid, *Deputy Director, Bureau of Strategic Planning, UNESCO HQ*

Mr. Djelid began his presentation by noting that UNESCO was a specialized agency of the UN with the goal of promoting peace, sustainable development, and intercultural dialogue. He explained the roles of the Organization's various bodies – the General Conference, the Executive Board, the Secretariat, and the National Commissions. He then introduced the five agreed Strategic Directions for UNESCO's reform: 1) increasing its focus; 2) positioning it closer to the field; 3) strengthening its participation in the UN system; 4) strengthening its governance; and 5) developing its partnership strategy. In addition, he discussed the challenges and current reform efforts of the Organization, noting that UNESCO covers a wide range of topics, which raised the challenge of a potential lack of focus.

Mr. Djelid continued by explaining the Medium-Term Strategy for 2014-2021 including its mission statement, functions, overarching objectives, global priorities, and nine strategic objectives. He also introduced the process for preparing the 39 C/5 programme and budget (2018-2021) by sharing the "Preliminary Proposal by the Director-General concerning the Draft Programme and Budget for 39 C/5." He ended his presentation by asking the participants for their opinions on the strategy.

Comments and Questions from the Floor

Ms. Lindsay Barrientos from the Philippines Natcom stated that her commission made efforts within all five sectors, but that education and culture were emphasized, as a result of the national context. She explained that one of the Philippines Natcom's key functions was to insure inclusion of key agencies as well as the private sector, NGOs, and academia. Dr. Lutz Möller, from the German Natcom, noted that his commission tried not to focus on the whole spectrum and that there needed to be a selective approach as to which programmes should be up-streamed or down-streamed. Mr. Djelid agreed that the recommended approach would be not to focus on everything, but rather to have a strategic approach to ensure an impact.

Mr. Kwangho Kim mentioned that, based on the experience of the Korean National Commission, cooperation in all sectors was crucial, and that central and local government and civil society are willing to work with UNESCO. He added that the Korean Natcom disseminates information to fill in gaps. He suggested that strong Natcoms and centres are best able to contribute to the work of UNESCO. He provided the example of Natcoms from developed countries and category I and II centres serving to provide support as clearing houses.

Ms. Nongsilinee Mosika suggested that UNESCO HQ organize a series of meetings for the Natcoms and the Secretariat to actively engage in discussions on the role of the Natcoms in UNESCO's reform. She also emphasized the need to recognize the role of UNESCO Field Offices in providing technical assistance for Natcoms to work effectively with UNESCO HQ. She noted that the Thai Natcom can work in close cooperation with the Bangkok Office to

handle programmes in light of UNESCO HQ's priorities.

Ms. Lucy Kum Kee Moala-Mafi from the Tonga Natcom shared her experience and lessons learned as someone working at a small Natcom. She pointed out the importance of utilizing the Natcom's network, such as the UN agencies and government ministries. She noted that the Tonga Natcom requests Tonga's government ministries to focus on one or two days to celebrate International Days, which she said had turned out to be effective. She also said that the Tonga Natcom focused on the culture sector for greater impact, rather than prioritizing all sectors.

SESSION 2 – Where We Stand with the Sustainable Goals (SDGs) at the Regional Level

Presenter: Dr. Gwang-Jo Kim, *Director of the UNESCO Bangkok Office*

Dr. Kim opened the second session by pointing out that the SDGs were unique in their universality. He noted that the goals relate closely to the concerns of the UN's specialized agencies and that they had revitalized global partnership for sustainable development. He then introduced the main areas of the SDGs that were relevant to UNESCO, which included goal 4 for education, goal 17 for science, technology and innovation, and goal 16 for culture and ICT. In addition, he gave an overview of the regional cooperation being undertaken in Asia and the Pacific to achieve the SDGs, including the regional coordination mechanisms under UNESCAP, UNDG Asia Pacific, and ASEAN – UN Cooperation.

Dr. Kim explained how SDG 4 is fundamental to all the other goals and said that the goal had universal relevance, and was a rights-based and inclusive goal. He introduced Education 2030 as a framework for action for implementing SDG 4, and said that it covered some of the unfinished parts of the Education For All agenda. He emphasized that, in order to effectively implement the goal, system-wide change was needed, including the embedding of concepts such as inclusion, quality, equity and gender equality, as well as development of relevant measurements for monitoring and evaluation (M&E).

Dr. Kim then shared the progress achieved through the Asia-Pacific Meeting on Education 2030 (APMED 2030). He introduced the pre-meeting survey for the 2nd APMED 2030 and briefly shared the results, which pointed out two main challenges in localizing and implementing SDG 4 – difficulty in developing robust assessment systems and difficulty in assessing skills outcomes of education. He also introduced three regional coordination mechanisms for the region: the Regional Thematic Working Group on Education 2030, the Regional Network of National Coordinators of SDG 4, and the APMED 2030.

Lastly, Dr. Kim shared the global and regional roadmap for the period between 2017 and 2030. He mentioned that the Bangkok Office would remain a platform for the region, and that Natcoms should play the following roles in the process: advocating for the SDGs in the region, coordination across sectors, and participation in national level coordination in relation to the SDGs.

Comments and Questions from the Floor

Ms. Kanittha Hanirattisai, from the Thai Natcom, emphasized that education is integrated with other goals, such as SDGs 5 and 13. She then asked how much effort UNESCO is making to cooperate with other agencies within the UN system. Dr. Kim replied that UNESCO should not, and was not, monopolizing the topic as the leading agency, and that the Organization was fully devoted to cooperating with other agencies with the UN system for effective implementation.

Ms. Susan Vize, from the UNESCO Bangkok Office, shared some examples of cooperation between her office and other UN agencies, such as UNFPA, IOM, UNV, and UN Habitat, on youth programmes and migrant issues. Dr. Kim pointed out that all regions are doing the same thing, but in different ways. He shared the case of regional consultation in Eastern and Southern Africa, which had been initiated by Natcoms there.

Ms. Lucy Kum Kee Moala-Mafi, from the Tonga Natcom, asked what had been done in the sub-regional offices. Dr. Kim noted that the Southeast Asia region had been most proactive so far. Ms. Gail Townsend, from the Cook Islands Natcom, pointed out that the relevant meetings were not regular, but there had been a discussion two years ago on the priorities for the sub-region. Ms. Jihon Kim, from the Korean Natcom, shared her experience of disseminating information as a Natcom, introducing KNCU's plan to publish a booklet on studies of some of the SDGs, which would be a collaborative work with experts and NGOs to share their experiences and advice. Dr. Kim pointed out that this could be a good example for others and inquired if the publication could be provided in different languages. Ms. Kim explained that an English summary would be shared through the Korean Natcom's website. Mr. Djelid expressed his hope that the resource would be shared with other Natcoms.

Dr. Lutz Möller noted that the German Natcom was using the SDGs as an advocacy tool and was trying to sensitize various partners with them. He mentioned 2 books – "Educating for sustainable development goals" and "SDGs Global Campaign."

The moderator concluded the morning session by noting that the concept of the SDGs was still seen as an environmental issue by the majority, and that, therefore, there needed to be more discussions to define the concept of Sustainable Development and the SDGs.

SESSION 3 – Overview of the Status of Implementation of the SDGs by Member States: ongoing efforts at the country level and remaining challenges

Presenters:

- **Ms. Jun Morohashi,** *Head of the Executive Office & Regional Coordinator, UNESCO Bangkok Office*

- **Ms. Aurelie Acoca,** *Assistant Programme Specialist, UNESCO Institute for Statistics*

– Assessment, Information systems, Monitoring and Statistics (UIS-AIMS), UNESCO Bangkok Office

Ms. Morohashi opened the third session of the workshop by introducing the two objectives of the session: 1) to present UIS-AIMS' work on the global monitoring of the SDGs in UNESCO's areas of competency, and to 2) to engage in a collective reflection on what Natcoms and UNESCO could do to support the national implementation of the SDGs. She continued by noting how Member States, UNESCO, and Natcoms could contribute to Agenda 2030. Regarding the roles of the Natcoms, she suggested coordination, and mobilization of national partners such as ASPnet, UNITWIN, and UNESCO chairs in localization of the SDGs.

The following part of the session was presented by Ms. Acoca, who explained the monitoring and evaluation system for the SDGs. She started with a general explanation of changes following from the switch from the Millennium Development Goals to the SDGs, specifically discussing the rapid increase of targets and indicators (17 goals, 169 targets, and 231 indicators for the SDGs), and how it would make M&E more complicated. She noted that there were four different levels in the monitoring for the SDGs: national, regional, thematic, and global. She added that among the UN agencies, UNESCO had the mandate to monitor SDGs 4, 9, and 11, relating respectively to education, science, and culture. She explained that the role of the UNESCO Institute for Statistics (UIS) in the 2030 Framework for Action was to produce international monitoring indicators based on its annual education survey.

Ms. Acoca pointed out some of the challenges in monitoring the SDGs, such as lack of data collection systems in place, the need for a methodology to be developed through a multi-stakeholder effort, the need for survey development, and the need for national training on monitoring. She then introduced the UIS's plan to develop a global metadata and pilot data survey for indicator 11.4.1 and to develop thematic indicators within 2017.

Comments and Questions

Ms. Jihon Kim from the Korean Natcom inquired about the period of data collection for the survey. Ms. Acoca explained that most of the surveys would be conducted annually, but that some of them would be done biannually.

Mr. Djelid from UNESCO HQ asked about the consequences for Member States if they did not submit the survey on time. Ms. Acoca answered that, in order to avoid this, the UIS was collaborating with Natcoms in collecting the survey data. She also explained that UIS organized training of statisticians on data collection.

SESSION 4 – UNESCO's Programme Priorities for 2017: Education, Culture, Natural Sciences, Social & Human Sciences, and Communication & Information

Presenters (representatives from each section of the UNESCO Bangkok Office):

- **Dr. Susan Vize**, *Regional Adviser for the Social and Human Science Section (SHS)*

- **Ms. Misako Ito,** *Advisor for Communication and Information*

- **Ms. Eunhee Lee,** Associate *Programme Specialist for Natural Sciences*

- **Ms. Wenxi Zhu,** *Programme Specialist for IOC/WESTPAC*

- **Ms. Duong Bich Hanh,** *Chief & Programme Specialist for Culture*

- **Mr. Ichiro Miyazawa,** *Programme Specialist for Educational Innovation and Skills Development (EISD)*

The fourth session consisted of six separate presentations by the representatives of various sections from the UNESCO Bangkok Office, each providing brief summaries of their work.

Dr. Susan Vize gave the first presentation, providing an overview of the key mission of SHS in Asia and the Pacific, which she said focused mainly on social inclusion, to enable people to create and use knowledge for just and inclusive societies. She explained the role of SHS in sustainable and inclusive development and pointed out that 50% of the activities aimed to contribute to achievement of SDG 16. In addition, she summarized the work being done in the areas of youth development and empowerment, intercultural dialogue and peace building, ethics of science and technology, sports for development, and fostering Social Sciences.

Second, Ms. Misako Ito presented the activities being conducted in the field of Communications and Information. She began with a brief history of the CI Sector and its vision, and spoke about the New World Information and Communication Order (1980), how information spread from the North to the South, and the unbalanced information flow. She noted that the CI Sector aimed to find balance in information flows throughout the world. She then introduced the following five thematic areas within the sector and the main activities within each area: promoting freedom of expression and safety of journalists, developing an independent and pluralistic media landscape, gender equality as a priority in the media, enhancing people's media and information literacy skills, and lastly, safeguarding documentary heritage.

Third, Ms. Eun Hee Lee introduced the activities in the Natural Sciences Sector, including some of the inter-governmental science programmes, two strategic objectives of the sector (from 37 C/4), and six main lines of action (MLAs). She explained that the Bangkok Office was putting a lot of effort into MLA 6, strengthening freshwater security, through formation of a regional cooperation for transboundary aquifer management and an Asian Global Network on Water and Development Information for Arid Lands. She also noted the regional coordination on science policy implementation, which aims to strengthen science policy (MLA 1), as well as capacity-building programmes and the production of micro-science experiment

kits in Asia for the purposes of capacity building (MLA 2). Finally, she mentioned work to facilitate the nomination of a Geopark in the Mekong Sub-region and publication of work to map vulnerability to climate-related natural disasters in the region.

Fourth, Ms. Wenxi Zhu presented on the IOC Sub-commission for UNESCO's Western Pacific (WESTPAC) Inter-governmental Oceanographic Commission. She explained that the commission strategically links global and national objectives. She said that its priorities were exploration, innovation, and inspiration in the areas of marine biodiversity, seafood safety and security, which she noted were emerging ocean science issues. She said that its activities included science and policy interface, knowledge dissemination, research collaboration, and outreach activities to educate students on ocean and marine science. Lastly, she noted that WESTPAC aimed to contribute to achievement of SDG 14, in particular, its targets 14.1, 14.2, 14.3, and 14.A.

Fifth, Ms. Duong Bich Hanh briefed participants on the main activities in the Culture Sector, presenting the draft of 39 C/5 for Major Programme IV. She noted that Culture was integrated into SDGs 9 and 11. She then informed participants of the priorities under all the UNESCO cultural conventions as well as the transversal approach across the conventions. She then spoke about present projects and proposed future activities. She noted that most of the proposed activities were related to capacity development and technical assistance at the regional and national level in respect of implementation of the relevant conventions.

Lastly, Mr. Ichiro Miyazawa presented on the programme priorities for 2017 in the Education Sector. He began by sharing a short video on out-of-school children in ASEAN, produced in collaboration with the Thai Natcom. He continued by introducing the ASEAN Declaration, which he said had been agreed to strengthen education for out-of-school children and youth in the region. He then explained the relation between the SDG 4 targets and the general structure within the ministries in charge of education. He went on to introduce the two sections in UNESCO Bangkok Office that were in charge of educational programmes – Inclusive Quality Education (IQE) and Educational Innovation Skills Development (EISD) – and provided details of each section's activities.

Comments and Questions

Ms. Jihon Kim from the Korean Natcom inquired how Natcoms could contribute to SHS. Dr. Vize replied that the Natcoms had been helpful in selecting the priorities among various SHS programmes, as well as provision of local knowledge.

DAY 2 – JUNE 21st

SESSION 5 – The Way Forward: cooperation with National Commissions towards the achievement of the SDGs in Asia and the Pacific

Presenter: Ms. Akané Nozaki, *Public Information Officer and Liaison Officer, UNESCO Bangkok Office*

Ms. Nozaki began by revisiting the Charter of National Commissions for UNESCO on dissemination of information. She went on to share details of the new website launched by the Bangkok Office recently (bangkok.unesco.org). She explained that the new website was easy to share on social media and to use on various devices. She emphasized the importance of IT in expanding the audience to include the general public, development of reader-friendly publications based on human stories, and outreach through International Days. She explained that a quarter of the publications of the Bangkok Office were produced by people working in the field and that the office was planning to produce a promotional video featuring the main activities that it conducted.

Comments and Questions

Mr. Tsetsenbileg Magsarjav from the Mongolian Natcom said that his commission used SNS such as Twitter and Facebook. He added that the current trend was for people to want to read less and instead view things that were easy to watch, such as animations. He suggested that more photos and less text be used in publications. He noted that, due to restriction of funds, the Mongolian Natcom utilized online sources rather than publication, and that the commission was working with some NGOs and government bodies to make short videos, especially in the Culture Sector on tangible and intangible cultural heritage. He also inquired about the Korean Natcom's small brochure on the SDGs and expressed his hope that the Mongolian Natcom could do the same. He also asked the Bangkok Office about the possibility of funding such a publication.

Ms. Jihon Kim shared details of the Korean Natcom's plan to produce small brochures on the SDGs, stating that, in designing the document, the Korean Natcom was bearing in mind the importance of using easily-understood vocabulary to help people understand the SDGs and helping people to see the relevance of the SDGs to their daily lives. She noted that experts had advised her to publish the brochure online in the format of 'flashcard news', and said that the brochure would be published by the end of 2017. She stated that the Korean Natcom would circulate the result to other Natcoms. She also noted that the team producing the booklet was focusing on SDGs 7 and 11 for the year 2017 and that other goals would be covered in future years. She noted that the publication would be in Korean, but an executive summary would be uploaded on the English website of the Korean Natcom.

Ms. Nokazi asked Mr. Magsarjav how people without access to the internet were reached if

few physical publications were produced. Mr. Magsarjav responded that there was a main publication about UNESCO's work and the Mongolian Natcom's work that was published once a year and disseminated at various events, especially to teachers and other partners from rural areas. He noted, however, that the internet access rate was quite high in Mongolia even in rural areas.

Mr. Nikmohmmad Nikzad from the Afghanistan Natcom asked the Korean and Thai Natcom to share their experiences on how to improve websites. Ms. Kanitta Hanirattisai explained that the Thai Natcom linked materials from other websites to its website to maximize the dissemination of information. She emphasized partnership with other agencies and between Natcoms. She suggested that the Afghanistan Natcom add links on its website to articles from other Natcoms. Ms. Jihon Kim said that the Korean Natcom referred to UNESCO's website. She also suggested that the new website of the Bangkok Office would be a good model for Natcoms.

Mr. Djelid advised Natcoms to produce publications with a clear purpose and audience. He also suggested handing out publications during various events. Moreover, he advised the Natcoms to utilize materials published by others, by adopting or translating them, as this would be cost-efficient. Lastly, he suggested setting aside a certain percentage of the budget in all projects for communication and to consider it as an investment.

Ms. Zhanar Shaimenova from the Khazakhstan Natcom enquired if the publications from the Bangkok Office on the SDGs were in English. Ms. Nokazi explained that they were mainly in English, but that there were a few for which the executive summary had been translated into local languages.

Ms. Gail Townsend from the Cook Islands expressed her gratitude to the Korean Natcom for helping her Natcom to develop a website. She added that the Natcom's Facebook page had been helpful in allowing people to get instant access to information. She then requested the Bangkok Office to provide a format or a draft of a publication for the Natcoms to utilize. She stated her hope of being able share Facebook content from other Natcoms with the population of the Cook Islands and to explain what it meant for the Cook Islands. She also introduced a short video on Global Citizenship Education that had been produced to capture a programme that her Natcom was piloting.

Mr. Kenji Tamura from the Japanese Natcom noted that the Facebook page operated by his commission focused on domestic issues and that it had more than 5,000 likes. He stated that the content developed by the Bangkok Office would be useful. He also mentioned two Ambassadors who promote the Japanese Natcom's work. Lastly, he noted that that over 500 children and parents gathered every year in Japan to share information and discuss issues related to Education for Sustainable Development (ESD).

Mr. Vinh Quang Phan from the Vietnam Natcom emphasized the role of advocacy, suggesting that Natcoms should collaborate with local agencies. He explained that in the case of Vietnam, the task of implementing the SDGs lies within the Ministry in charge of planning and investment, and that for the Natcom, there is a sub-committee on information and

communication which advocates the work of the commission. He added that as Vietnamese culture considers festivals important, the Vietnam Natcom tries to participate in such festivals to promote the visibility of the Natcom, and that UNESCO's visibility is very high in the country.

Ms. Lavina Akken shared the experience of Nauru, noting that her Natcom cooperates with line ministries. She mentioned that it would be useful for the Natcom to have a website, as Facebook is banned in Nauru, and said that she hoped to receive some assistance for setting up a website.

Ms. Lucy Kum Kee Moala-Mafi explained that the Tonga Natcom had utilized the Participation Programme (PP) to host a workshop, and emphasized the importance of the Natcom's relationship with the media. She noted that her Natcom also worked with schools, hosting workshops for head teachers and other teachers so that they could then host workshops back in their schools to disseminate the content of the workshops. She also shared an example of collaborating with a telecommunication company to send text messages to celebrate certain international days and utilizing networks with the media so that they would cover UNESCO-related issues in their publications.

Mr. Chandra Bhusal from Nepal noted that his Natcom had developed a website and organized a workshop giving an orientation about the SDGs. He added that the Nepal Natcom was making efforts to promote UNESCO, as it was often confused with UNICEF in Nepal.

Ms. Morohashi commented that UNESCO Bangkok would continue to explore the possibility of cooperation with the Natcoms in the region to develop information for the public and outreach materials on the SDGs and UNESCO's contribution towards their achievement (e.g. video, posters, and banners). She added that the office had taken note that several Natcoms were interested in organizing not only conferences but also cultural events. She also explained that involvement of ASPnet schools and UNESCO clubs should be further encouraged at the national level.

Mr. Djelid, in the session's final comment, suggested that the Bangkok Office develop guidelines on how to work together on communication and enhancing visibility.

SESSION 6 – Thematic Discussion: ways to improve cooperation between National Commissions for UNESCO and UNESCO's Secretariat

Presenters:

- **1st Presentation: UNESCO Secretariat perspective**, **presented by Mr. Mohamed Djelid**, *Deputy Director, Bureau of Strategic Planning, UNESCO HQ*

- **2nd Presentation: National Commission perspective**, **presented by Dr. Lutz Möller,** *Deputy Secretary-General, German Commission for UNESCO*

Mr. Djelid delivered the first presentation giving the perspective of the UNESCO Secretariat. He began by presenting the Action Plan for Enhancing the Cooperation of UNESCO's Secretariat with National Commission for UNESCO and the Guidelines for Interface and Cooperation between UNESCO Field Offices and National Commissions for UNESCO. He then introduced the biennial regional meetings, to which members from the Secretariat and the Natcoms were invited. Next, he briefly introduced the Participation Programme, which he noted was an extension of the regular programmes and a linkage between the Secretariat, the Field Offices, and the Natcoms. He continued by providing some examples of information exchange and explaining the preparation process for the C/4 and C/5 documents. For the latter, he noted that Natcoms must make efforts to align themselves with UNESCO HQ and to get involved in the planning of such strategies. Lastly, he emphasized the importance of partnerships by stating that the HQ could not work with the private sector or NGOs without the help of Natcoms. He added that exchange of information was critical in this sense and that having networks with NGOs was critical as they were active in the field.

Dr. Möller then presented a National Commission perspective for the second part of the session, introducing the mandate, structure, history, and strategies of the German Commission. He spoke about the national priorities in respect of the SDGs, which included a number of social issues, including increasing numbers of refugees, unemployment, climate change, wealth inequality, tax evasion, and terrorism, and emphasized that education was at the centre of these issues and was the entry point for the German Commission in planning its programmes. He mentioned that UNESCO publications, especially the Global Education Monitoring (GEM) Report, were excellent tools to increase the visibility of UNESCO, and said that the German Commission attempted to translate and publish the report, or at least the Executive Summary, on the same day that HQ launched it. He also noted that the German Commission sat under the Ministry of Foreign Affairs and the Foreign Office, but there was no political involvement of the Natcom and no conflict caused due to differences of opinion between the line Ministries and the Ministry of Foreign Affairs. Concerning cooperation with the private sector, he noted that such cooperation was not only for the purpose of obtaining financial resources, but also helped to channel corporate social responsibility. He provided examples of such partnership with Danone Waters and Kächer. On the other hand, he noted that the German Commission focused on professional associations in respect of partnership with civil society.

Comments and questions

Mr. Rante Sapan from the Indonesian Natcom emphasized the need for communication between the Secretariat and the Natcoms prior to planning strategies. He noted that the Indonesian Ministry of Foreign Affairs had signed a Memorandum of Understanding with UNESCO HQ and that the Natcom worked closely with the Secretariat in setting policies and direction within the Ministry. He added that a number of events had been hosted in collaboration with the UNESCO Jakarta Office. Moreover, he noted that the Indonesian Natcom had piloted a green school programme, which had developed into a national programme. Mr. Mohamed Djelid commented that this was a good example of a joint project and noted that Natcoms tended to open the doors to government, which was difficult for other agencies to access.

Mr. Tsetsenbileg Magsarjav of the Mongolian NatCom raised the issue of the difficulty of collaborating with the private sector and NGOs, as their proposals often do not meet the standard UNESCO expects. He suggested making a Q&A page on Natcom websites to explain the major issues. Mr. Djelid suggested exchanging information with these organizations through information sessions, as well as utilization of UNESCO's International Days for sensitization.

Ms. Jihon Kim from the Korean Natcom stressed the importance of partnership with the private sector, sharing the Korean Natcom's experience of using cultural heritage to attract the private sector. In addition, she called for improvement in the exchange of information between the Secretariat and the Natcoms in relation to cooperation with the private sector. She added that cooperation between the Secretariat and Permanent Delegations has increased in this respect, but that cooperation with the Natcoms seems to have decreased. She noted that the lack of a focal point in collection of information about such cooperation leads to gaps in information.

Ms. Kanittha Hanirattisai from the Thai Natcom emphasized the importance of synergy in terms of cooperation with the private sector and suggested that it would take some time and the development of some principles for the Natcoms to be able to mend the information gap. Mr. Djelid mentioned that one of the recommendations from the workshop to the Secretariat could be development of a manual to cover this.

SESSION 7 - Understanding the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

Presenters:

- **1st Presentation: Latest developments in the life of the 2003 Convention, Ms. Duong Bich Hanh,** *Chief & Programme Specialist for Culture, UNESCO Bangkok*

- **2nd Presentation: Implementation of the 2003 Convention in Thailand, Ms. Savitri**

Suwansathit, *Advisor to the Minister of Culture and Member of the Thai National Commission Committee*

Ms. Hanh's presentation covered some of the concepts and principles of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (ICH) and some of the latest developments concerning the convention. She began by introducing three related UNESCO conventions on culture and heritage – the Convention concerning the Protection of the World Cultural and Natural Heritage (1972), the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), and the Convention on the Protection and Promotion of the Diversity of Cultural Expression (2005). She then drew some comparisons between the conventions.

Ms. Hanh moved on to discuss the content, history and objectives of the ICH Convention and the organs established pursuant to it. She noted that the convention was adopted on 17 October 2003 and became fully operational in 2009 with the adoption of its Operational Directives (ODs). She explained that there were 174 States Parties as of June 2017, including Malta and Tuvalu, who had recently ratified the convention. She noted that, among the 21 states that remained non-party, seven were from the Asia-Pacific region.

Ms. Hanh then introduced some of the important topics in Chapter 6 of the ODs, which she said followed the structure of the 2030 Agenda for Sustainable Development. The topics she covered including inclusive economic and social development, environmental sustainability, and ICH and peace. She then noted some of the significant elements of the convention, including the periodic reports, overall results framework, and ICH in emergencies and its challenges, as well as noting the inscriptions on the list in 2016. She also spoke about other relevant topics, such as Intangible Cultural Heritage Funds, International Assistance, Emergency Assistance, and Preparatory Assistance. She concluded the presentation by introducing the online website for forms relating to ICH and instructions for completing them, and the contact details for the person in charge of ICH within the Secretariat.

In the second part of the session, Ms. Suwansathit delivered a presentation on the implementation of the 2003 Convention in the Kingdom of Thailand. She began by providing some useful information about the standard legal instruments of UNESCO, including conventions, recommendations, and declarations. She noted that UNESCO had adopted 37 conventions and agreements, 32 recommendations, and 13 declarations and charters since its foundation in 1946. She explained that the member states had legal obligations to submit periodic reports, and introduced some of the rights and responsibilities that member states have.

Ms. Suwansathit went on to share the experiences of Thailand in ratifying UNESCO Conventions. She noted that Thailand had become a member of UNESCO in 1949 and that it had ratified four early conventions between 1950 and 1972. She then spoke about the experiences of Thailand in considering the text of the 2003 Convention for the Safeguarding of the ICH, as well as the country's process for becoming a party to the Convention over the period from 2003 to 2016. She then added her analysis regarding the procedural rules for becoming a party to international Conventions. She concluded her presentation by advising the Natcoms to review the list of all the instruments of UNESCO, as well as their national laws, to

make suggestions for the consideration of their governments.

Comments and Questions

Ms. Lucy Kum Kee Moala-Mafi from Tonga inquired about the process for ratifying the convention. Ms. Suwansathit replied that, in the case of Thailand, signing must be done by the Ministry of Foreign Affairs. She noted that the entire process for signing was outlined in Article 190 of the Thai Constitution. She emphasized the importance of allocating responsibility to those involved rather than the Natcom taking all the responsibility, even if the process is time consuming.

Mr. Vinh Quang Pham from Vietnam noted that, in the case of his country, the convention was ratified prior to the making of relevant law as international law was superior to national law. Ms. Suwansathit confirmed that this was sometimes possible, but in the case of Thailand, it was impossible due to the effect of Article 190 of the Thai Constitution. Ms. Hanh added that some countries ratify the convention first and then consider changing the law, but she was impressed that Thailand went through the process thoroughly before ratification. She mentioned that the country's expertise and experience would be very helpful for other countries.

Dr. Möller from the German Natcom also shared that it had also taken a long time to ratify the conventions in Germany, as the country's intellectuals were against pursuing national glory and promoting nationalism. He added that his commission had helped change the national discourse on intangible heritage in the past few years.

SESSION 8 - Cooperation among National Commissions: sharing the German Commission for UNESCO's experience

Presenter: Dr. Lutz Möller, *Deputy Secretary-General, German Commission for UNESCO*

Dr. Möller noted that the rationale and background for cooperation among National Commissions was contained in the Charter of National Commissions for UNESCO (1978), the SDGs (targets 17.9 and 17.16), and the 2013 Action Plan for enhancing UNESCO's cooperation with National Commissions (recommendations 8 and 9). He said that, in the case of the German Natcom, it worked in close cooperation with the German federal government and had been part of the European Network of Natcoms since 2015.

Dr. Möller also shared some of the programmes the German Commission has been implementing. First, he mentioned the Entrepreneurship Trainings STEP, which he said had been implemented in five Natcoms in Africa and Latin America, aiming to help the partner Natcoms to position themselves as strong and effective implementers of education reform. Second, he introduced the Natcom's cooperation with African Natcoms, which he said had begun in 2008 with the endorsement of the Bonn Roadmap with a focus on Eastern Africa and

Southern Africa. He noted that the programmes included capacity development workshops for new Secretary-Generals and staff, workshops on effective implementation of the Education 2030 Agenda, and various seminars.

Lastly, he introduced the European Network of Natcoms, launched in 2015. He explained that it was not a formal network, having no Chairperson nor secretariat, and that its purpose was to better integrate EU and UNESCO policies at the national level. He also mentioned that there were no binding decisions among members, and that the focus was on informal exchange of information. He noted that the network operated a website (European-natcoms.org), which was used to exchange ideas, plan projects collaboratively, and find answers to programmatic questions. He also said that the website served as a platform to resolve questions and inquire about others' opinions on practical issues.

Comments and Questions

Ms. Gail Townsend from the Cook Islands Natcom noted that the website for the European Natcoms was an excellent example of practical usage of the Natcom network. Mr. Rante Sapan from the Indonesian Natcom also commented on the website and asked the participants about the possibility of making such a platform for Natcoms in Asia-Pacific.

Ms. Lindsay Barrientos from the Philippines Natcom noted the value of the efforts made by the German Natcom, and said that similar collaboration amongst the Asia-Pacific Natcoms would also be valuable. She suggested hosting a sensitization workshop for new Secretary-Generals and staff of the region's Natcoms. Dr. Möller noted that the Korean Natcom was a leader in this field.

Ms. Jihon Kim from the Korean Natcom complimented the German Natcom for its impressive work and stated that it wsa an inspiration to the Asia-Pacific region. She noted that regional cooperation in Asia-Pacific was currently weaker than that in Europe, and echoed Mr Sapan's suggestion of establishing a website like that of the European Natcoms.

SESSION 9 - Implementing global citizenship education - sharing APCEIU's experience

Presenter: Ms. Jihong Lee, *Chief of the Training Cooperation Team, Asia-Pacific Centre of Education for International Understanding (APCEIU)*

Ms. Lee began her interactive session by asking the participants if they considered themselves to be global citizens. She then asked everyone in the room to express what being a global citizen meant, in their unique way. Afterwards, she asked the participants to discuss in pairs whether they considered themselves global citizens or not. She also guided the group to share opinions on some of the perceptions of what a global citizen should be or do. Following this, the presenter showed a short video titled Web of Life, which portrayed the interconnectedness of

all elements of life.

Ms. Lee then introduced some background and references to Global Citizenship Education (GCED) including the Global Education First Initiative (2012), SDG target 4.7, and the Education 2030 Incheon Declaration. She went on to explain the key concept of GCED as a transformative education framework that could help learners develop the knowledge, skills, values, and attitudes they need to create a world that is more just, peaceful, tolerant, inclusive, secure, and sustainable. She noted that UNESCO's approach to GCED was holistic, transformative, and value-based. She also shared various ways in which GCED could be tackled, such as through thematic issues, pedagogical tools, and political advocacy.

Ms. Lee then moved on to introduce APCEIU's work with UNESCO Member States globally, to promote a culture of peace through GCED. First she introduced its capacity-building programmes for educators, which included the UNESCO-Korea Joint Fellowship Programme, the Global Capacity-Building Workshop on GCED, the Customized GCED Workshop for Educators, and the International Teacher Exchange. Second, she presented some of APCEIU's research and policy development programmes, such as its GCED Curriculum Development and Integration programme, and development of the Korean Curriculum Guide on GCED. Third, she shared some of the materials and websites developed by APCEIU, such as its Online GCED Training Course and UNESCO GCED Clearinghouse. Lastly, she introduced the GCED Global Network established by APCEIU.

Session 10 - Use of UNESCO's name and logo

Presenter: Mr. Stoyan Bantchev, *Chief of the Participation Programme and Fellowships, UNESCO HQ*

Mr. Bantchev began his session by stating that the objective of controlling use of the UNESCO name and logo was to promote visibility, while also protecting the Organization's intellectual property by preventing incorrect or un-authorized use. He noted that the official graphical part of the logo was composed of three elements - the temple, the name of UNESCO, and the vertical dotted line. He also provided some variations of the logo used by the UNESCO Secretariat. He explained the context in which the Secretariat authorizes the use of the UNESCO logo and introduced the authorized logo for use by partners and those who are UNESCO ASPnet schools or who receive support for activities relating to UNESCO International Days. Regarding logo use by the Natcoms, he suggested two graphical possibilities for a UNESCO logo for the Natcoms: 1) the UNESCO logo together with the name of the Natcom, or 2) the UNESCO logo together with the emblem and name of the Natcom. He emphasized that the Natcoms must be aware of logo usage rules and provided some examples of contexts in which Natcoms could authorize the use of their Natcom logo.

Comments and Questions

Mr. Vinh Quang Pham from the Vietnam Natcom inquired if the logo could be used without the vertical dots. Mr. Bantchev, the presenter clarified that all three elements, including the vertical dots, must be in the UNESCO logo. Mr. Chandra Bhusal from the Nepal Natcom inquired about the possibility of putting the logo of a partner agency on the right side of the UNESCO logo. Mr. Bantchev answered that in such case, the phrase "supported by the Nepal National Commission for UNESCO" should be included and that the agency and activities needed to be in line with UNESCO.

Mr. Kenji Tamura from the Japanese Natcom asked if there was an official procedure for the Natcom to follow in order be able to use the UNESCO logo for the Natcom's activities. Mr. Bantchev responded that there was no need to inform or consult the Secretariat, but the Natcom should confirm for itself that the proposed activities were in line with the guidelines.

Mr. Vongvilay Sounthavong from the Lao Natcom inquired how Natcom's could confirm whether or not a school was an ASPnet school. Mr. Bantchev advised him to first consult Ms. Sabine Detzel, the International Coordinator for ASPnet at UNESCO HQ, to confirm the list of officially recognized ASPnet schools.

Upon the request of Ms. Shamima Sultana from the Bangladesh Natcom, Mr. Bantchev checked the logos used in the business cards of the participants. He pointed out that, on most cards, the vertical dots were missing.

Mr. Rante Sapan from the Indonesian Natcom asked if there was a penalty for misuse of the logo, and Mr. Bantchev responded that there could be a legal problem. Mr. Bhusal from the Nepal Natcom noted that the UNESCO logo was protected by an international convention, allowing UNESCO to sue the user if the logo was misused. Dr. Möller mentioned that there had been such a case in Germany.

Ms. Lucy Kum Kee Moala-Mafi from the Tonga Natcom asked if the UNESCO logo could be printed or engraved on the stationary purchased for workshops funded by UNESCO. Mr. Bantchev advised her to make sure to put the phrase "with the support of" or "with the support of the UNESCO Participation Programme" in the case of such usage.

Ms. Jihon Kim from the Korean Natcom explained that her Natcom disseminated guidelines for the usage of the UNESCO logo to new partners and that such partners were obligated to inform the commission prior to using the logo. She also noted that there had been a case where a commercial company working in an area in Korea that was involved in the Man and the Biosphere Programme, had made use of the UNESCO logo to promote their salt, but that they were told to remove the logo from their products and advertising materials. She added that when companies refused to take the logo off their product, her commission emailed UNESCO HQ about the issue.

Ms. Zhanar Shaimenova from the Kazakhstan Natcom inquired how the logo for national committees under Natcoms should appear. Mr. Bantchev responded that the Natcom logo should appear on the right side of the UNESCO logo, and the logo for the committee should

come below it.

Ms. Kim from the Korean Natcom then wrapped up the session by reaffirming that Natcoms should be responsible for logo usage within each country.

DAY 3 – June 22nd

A Minute of Silence for Ms. Lavina J. Akken

Ms. Jihon Kim moderated the morning session. She began by delivering news of a tragic incident that had taken place the night before, when Ms. Lavina Akken from the Nauru Natcom had passed away suddenly and unexpectedly. She expressed her shock and sadness, and her condolences, echoing those of the other participants, and invited all participants to observe a minute of silence for Ms. Akken.

Mr. Gwang-jo Kim, the Director of the UNESCO Bangkok Office then delivered a short speech mourning Ms. Akken's sudden passing. He noted that Ms. Akken had been one of four dozen government officials in Nauru, and that her death was a great loss to the country, as well as to UNESCO. He then asked the participants their opinions as to whether to proceed with, or to cancel, the rest of the training workshop. The participants agreed verbally to proceed with the workshop as scheduled. The Director recommended participants to take a break if they felt they needed to at any time. Finally, he prayed that Ms. Akken would rest in eternal peace.

SESSION 11 - Writing effective project proposals and reports in English

Presenter: Ms. Sarah Kim, *English Communications Specialist, Division of International Relations, Korean National Commission for UNESCO*

Ms. Kim began her presentation by noting some of the reasons project proposals are rejected, and stressed that a good project proposal started with a well–designed project. She recommended using the logical framework (log-frame) approach when designing a project and to involve all stakeholders. She introduced some of the basic components of a log-frame such as objectives, outcomes, outputs, and assumptions, and how these could be recorded in a logical framework matrix. She pointed out that if there were too many risks to a project, the funding source would consider it unfeasible.

Ms. Kim then outlined a suggested structure for an effective project proposal, while noting that the first priority should be to follow any instructions given by the funding source as to the format to be used. She said that, in general, a proposal should cover the following main

components: a background section, goals and objectives, expected outcomes, activities, evaluation indicators, and a budget. She suggested that outputs and outcomes should be "SMART": **S**pecific/**s**ustainable, **M**easurable, **A**ttainable, **R**ealistic/**r**elevant, and **T**ime-bound. Concerning the budget, Ms. Kim emphasized that it should be realistic and detailed, and that it should include a breakdown and information about future years' activities if the project would be implemented for longer than one year.

Ms. Kim went on to give the participants some suggestions for how to draft an effective project report. She noted that the structure of a project report was similar to that of the proposal, but should include an executive summary, actual data from implementation, and a discussion of the impact of the project's results, together with evidence, and any difficulties. She noted that the background, aims and objectives, activities and budget sections in the project proposal should be basically the same as in the proposal, though with actual data rather than proposed, and mentioned that if there were any changes to the components that had been included in the project proposal, these should have been discussed and agreed with the funding source first. She emphasized that the core of a project report is the evaluation of the project results. She introduced some of the pitfalls in drafting project reports, which included merely describing activities without measuring impact and stating an impact without giving any evidence.

Finally, Ms. Kim advised participants to make their documents as simple, clear, and consistent as possible. She also provided some general tips to follow when drafting documents, such as using the structure of "who-does-what-how-where-when" when writing sentences, as well using the active voice, and avoiding phrasing things as negatives and exceptions.

Comments and Questions

Mr. Rante Sapan from the Indonesian Natcom inquired whether there should be a cover for a project proposal and if there should be attachments. The presenter responded that most of the time there would be a format for the cover. She added that any attachments should be specifically tailored to the proposal and should not be overwhelming.

Lucy Kum Kee Moala-Mafi from Tonga asked how to best describe the beneficiaries. The presenter responded that the description of the beneficiaries should generally be specific rather than being too general.

Mr. Tsetsenbileg Magsarjav from the Mongolian Natcom thanked the presenter for the simple, clear, and understandable presentation. He asked if Ms. Kim could recommend any books on the logical framework. Ms. Kim responded that, as this approach had been used for more than 40 years in the international development sector, there were a number of useful articles about it freely available online. She also recommended reviewing proposals and reports that the participants had submitted in the past to see what could be improved and learn from them.

Session 12 - Development of regional cooperation through the use of the UNESCO Participation Programme (PP)

Presenter: Mr. Stoyan Bantchev, *Chief of the Participation Programme and Fellowships Section, UNESCO Participation Programme*

Mr. Bantchev noted that the PP was the only direct financial assistance available to the Natcoms from the Secretariat. He said that in many cases, governments are unable to provide funding for Natcoms, and therefore, the PP contributes substantially to the successful functioning and viability of Natcoms, as well as to UNESCO's visibility. He explained that for Africa, one of UNESCO's global priorities, $3.7 million worth of project funds had been approved for 2016/17.

Mr. Bantchev then shared some of the recent changes to the Resolution on the PP. He noted that the number of requests allowed from each Natcom had been reduced to seven from ten, and that no financing would be provided for supplies and equipment that were not directly linked to operational activities within the framework of these projects. He said that there were two phases for submission, with submission deadlines being February 28th for Africa, SIDS and LDCs, and August 31st for all other eligible countries. He also mentioned that online submission of applications was available and had been proven to be effective.

Mr. Bantchev explained that, in respect of the PP allocation for 2016/17, the Director-General had approved 530 requests for a total amount of $10.9 million, including emergency assistance. By region, he said, $3.7 million had been distributed to Africa, $2.2 million to Asia-Pacific, $2.2 million to Latin America, $1.1 million to Europe, and $905,000 to the Arab region.

Mr. Bantchev noted that PP requests needed to demonstrate the proposed project's relevance to UNESCO's priorities and programmes. He also explained that the information provided on the project must clearly show the project's aim and main objectives and that the request should refer to the paragraph of 38 C/5 corresponding to the proposed activity. He recommended that participants discuss the proposal with the regional office and ask for their feedback prior to submission as their expertise would strengthen the proposal a great deal. He added that Mr. Eric Falt at UNESCO HQ looked for evidence of advice from the field offices when reviewing proposals.

Mr. Bantchev stressed that a one-page budget needed to be included, so that the evaluator could see the overall costs of the project, and said that the proposal would not be considered without the budget. He also provided examples of the criteria that the Director-General considered while screening the proposals, including the global credit reserved for the PP, the evaluation of the project given by Programme Sectors, the recommendations made by the PP Intersectoral Committee, and the need to reach an equitable balance in PP funds distribution in giving priority to certain groups.

Mr. Bantchev noted that financial reports for PP projects should be expressed in USD and must contain an annex in the currency used for the implementation of activities. He stated that a bank statement showing the receipt of funds in local currency should also always be included. He

stressed the importance of the signature and stamp of a financial officer, and suggested that Natcoms find a line Ministry's financial officer to sign if there is no financial officer within the relevant national commission. He added that the financial report should be no more than 2 pages. As for the evaluation report, he reminded the Natcoms to describe the main achievements and results of the project, as HQ would publish the results. He also asked the Natcoms to include 3-4 good photographs to demonstrate the activities and achievements of the project. He added that any entity which did not provide a financial report for 2017 projects by 30 March 2018 would not be eligible for any other project funds from UNESCO.

In respect of Emergency Assistance, Mr. Bantchev noted that no administrative support or personnel costs would be financed. He added that such assistance would be provided in coordination with the other UN agencies such as UNHCR, UNICEF, and WFP.

Finally, Mr. Bantchev provided some details about Regional Projects. He noted that the maximum funding for a regional project was USD 46,000 and that the application for the project could be submitted at any stage of the biennium, but that, since funds were limited, earlier applications were advised. He added that regional projects were not included in the quota of national priorities submitted by Natcoms. He noted that 3% of the PP budget was reserved for regional projects.

Comments and Questions

Ms. Joa Lee from the Korean Natcom suggested that Natcoms involve financial officers and M&E officers, as well as other implementing partners, from the planning stage, in order to ensure effective and timely implementation and reporting.

Ms. Lucy Kum Kee Moala-Mafi from the Tonga Natcom asked how many months should be specified for project implementation in the proposal. Mr. Banchev responded that it was better to put an extensive period (e.g. July of the first year to November of the second year), in case changes need to be made in the implementation schedule.

Ms. Wangchuk Bidha from the Bhutan Natcom mentioned the difficulties her commission had met in finding out when funds for projects had been received from HQ and asked if HQ could provide an invoice or proof of remittance upon transmission of funds. The presenter noted that the application form included a special box for details of the officer to be informed, so he/she should have been informed. He suggested that Natcoms pay particular attention to the person whose details were written down in the box. Ms. Gail Townsend from the Cook Islands Natcom raised a similar issue and asked if HQ could put a code in the reference for the funds transfer to allow the financial officer to recognize that the funds are for the PP when they are transmitted. Ms. Bidha also mentioned that, in the case of Bhutan the funds transfer is a long and complex process and must go through about 3-4 government departments before it reaches the Natcom.

Ms. Than Than Win from the Myanmar Natcom asked what percentage of the budget for a project could be used for specialists, consultants, and publications. Mr. Bantchev responded that there were guidelines for these percentages, and the balance between the categories needed

to be considered.

Mr. Hilaire Sese from the Vanuatu Natcom noted that his commission was struggling with a similar challenge to that faced by the Bhutan and Cook Islands Natcoms and asked HQ to indicate the specific usage of the funds on the transfer. The presenter replied that he would speak to the finance office at HQ about this issue.

Ms. Senetima Samau from the Samoa Natcom noted that they had experienced a similar challenge, with funds sitting in their bank account without the financial officer being told whether the funds had arrived. She added that, out of seven proposals her commission had submitted to HQ, only one had been accepted while there had been no response in respect of the other six. She inquired if this implied that the proposals needed to be re-drafted. Mr. Bantchev responded that that there must be some issue and that he and his team would speak separately with the Samoa Natcom Ms. Samau requested the reviewing committee to re-consider some of the proposals. Mr Bantchev responded that he would discuss the issue once he returned to HQ, but also reminded Ms. Samau that it was difficult for the Audit Team to permit exceptions. He mentioned the possibility of the Samoa Natcom having a certain amount of funds to return to HQ, and said that the delay in payment may be affecting the other proposals. Ms. Samau from Samoa responded that transferring funds back to HQ was a long process. The presenter acknowledged that differences between the banks mean it may take up to 3-4 weeks for funds to be transferred.

Ms. Danielle Tungane Cochrane from the Cook Islands Natcom requested HQ to inform Natcoms about the proposals still in consideration after announcing the 1st round of approved projects. The presenter noted that Ms. Sabine Detzel would be able to inform Natcoms about which stage of evaluation each proposal was in at a given time.

Ms. Lindsay Barrientos from the Philippines Natcom asked which template should be used for travel statements when planning regional projects. Mr. Bantchev informed her there was a one-page template and that it could be modified.

Mr. Fahmi Andi from the Indonesian Natcom noted that projectimplementation by Natcoms and their supervision of NGO projects must go together as they constitute institutional activities. The presenter mentioned that some Natcoms implement projects in coordination with NGOs or other agencies. He added that some NGOs and agencies may have more human resources and infrastructure than those available within government or the Natcom. He emphasized that in the case of such partnerships, there must be a documented agreement with the partners, and that the document must be kept for 5 years in case the financial officer requests it.

SESSION 13 – Workshop: preparing a regional Participation Programme project proposal

- Group 1: Afghanistan, Bangladesh, Bhutan, Tonga

- Group 2: Indonesia, Kazakhstan, Lao PDR, Myanmar, Mongolia, Vanuatu

- Group 3: Malaysia, Nepal, Samoa, Thailand, Vietnam

- Group 4: Cook Islands, Fiji, the Philippines

During this session participants worked in groups to draft a proposal for a regional PP project. Each team then presented their proposal and received feedback from Mr. Bantchev.

Ms. Bidha from the Bhutan Natcom presented the proposal drafted by Group 1. The title of the proposal was "Regional Seminar on Integration of the SDGs into National Plans and Policies" and was proposed to be implemented in Bangkok. The period of project implementation was from 2018 to 2019. The expected outcomes were to increase awareness about the SDGs among 25 planning officers and Natcom officials from five countries, to develop guidelines, and to integrate the SDGs into national plans and policies. The timeline was to organize a seminar in January 2018, hold a consultation meeting at national level in February 2018 as a follow-up to the seminar, form a task force for the implementation of guidelines in May 2018, implement the guidelines at country level from April to August of 2018, prepare a final report by September 2018, and submit the evaluation report to HQ by the end of 2018. The estimated budget was $46,000 in total, and was composed of costs of the conference, seminars, specialists and consultants, and publication. The proposal also included contributions from participating member states to cover allowances, visa fees, and incidental expenses.

Mr. Bantchev recommended changing the number of participants from each country to three instead of five. He noted that including funding for publications in the budget was important. Finally, he commented that the proposal was excellent overall.

Ms. Than Than Win from the Myanmar Natcom presented the proposal drafted by Group 2. The title of the project was "Promoting Women's Lives in Rural Areas," and the project targeted five villages in the Magway Region of Myanmar from 2018 to 2019. The expected result was 150 women from the five villages becoming literate, obtaining knowledge, and generating income from sewing skills. The total budget requested was $26,000, composed of costs of transportation and meals for the trainer and volunteers who would facilitate the workshops, and the costs of 150 sewing machines and materials for sewing classes.

Mr. Bantchev commented that the project was imaginative. He suggested that the group could request the Permanent Delegation to contact a designer in France to create a manual for the training which would enhance the visibility of the project. In addition, he commented that the number of the villages and the budget was wisely planned and that, overall, it was a very well-balanced proposal.

Ms. Senetima Samau from the Samoa Natcom presented the proposal drafted by Group 3. The

title of the proposal was "Developing an SDG 4 Action Plan for National Level." The goal of the project was to develop a national action plan for SDG 4 and the expected outcome was development of the baseline for an action plan and to give visibility to the significance of education. The plan was for 100 law makers, UNESCO experts and policy makers to participate in a 2-day conference in Pan-Asia City Centre. The expected budget was $25,255, which included conference fees, and the costs of supplies and equipment, specialists and consultants, and publications.

Mr. Bantchev commented that the proposal was well-designed and recommended that the group attract more people from the private sector and NGOs. He also suggested inviting someone from the nearby UNESCO Secretariat such as the Jakarta Office.

Ms. Danielle Tungane Cochrane from the Cook Islands Natcom presented the proposal from Group 4. The title of the proposal was "Integration of GCED into Teaching Practice in the Primary Schools of South East Asia and the Pacific". The proposal was to hold regional and national workshops to build teacher awareness and capacity in promoting GCED strategies for the classroom. The proposal included the background and rationale for the proposed workshops. The target was 30 primary school teachers in the region. The moderators included PETA, APCEIU, and the Natcoms of Fiji, the Philippines, and Cook Islands. The expected results were that teachers who participated in the regional workshop would have the confidence to support other teachers at national level, and would develop new ideas and activities for classrooms in their own context. The estimated budget was $46,000 including airfares, allowances, and accommodation for facilitators and participants, conference facilities, workshop materials, and publications.

Mr. Bantchev commented that the proposal was very well-balanced. Commenting generally, he said that he believed the opportunity to cooperate together to review proposals during this session had been beneficial for everyone, including himself.

CLOSING REMARKS

Dr. Woojin Cho expressed his gratitude to the two co-hosts, the UNESCO Bangkok Office and the Thai Natcom for UNESCO. He thanked all the participants for attending, especially those who had travelled a long way to do so. He stated his hope that the training workshop had enhanced the cooperation between members of the UNESCO family, which he said was essential in resolving some of the key challenges the world was facing. Lastly, expressed his deepest condolences on the passing of Ms. Akken.

Dr. Gwang-Jo Kim, the Director of UNESCO Bangkok Office, reiterated the challenges that Dr. Cho had mentioned and emphasized the necessity of collaboration in tackling such problems. He thanked all participants for being present and for their partnership. He went on to express his gratitude in particular to Ms. Jihon Kim and Ms. Jun Morohashi for all their hard work done to host the workshop. Finally, he expressed his sorrow at the untimely passing of

Ms. Akken, quoting from a Korean poem titled "The Silence of Love" about how love overcomes sorrow.

Ms. Jihon KIM closed the main part of the workshop by thanking the participants again for their positive and active participation throughout the workshop. She ended by wishing all participants a safe journey back home.

DAY 4 – June 23rd

Field Trip to an ASPnet School in Bangkok

For the last official event of the workshop, the Thai National Commission arranged a field trip to Samsenwittayalai School, a UNESCO Associated School in Bangkok that provides both lower secondary education and higher secondary education. The participants received a warm welcome from the students and staff of the school, who had arranged a school campus tour, a small fair consisting of various booths, where students introduced the school's programmes, and a performance by students. After the principal's welcoming remarks, the participants were given a school tour led by different student groups who explained the school's education system and its various programmes. The participants learned that the school had 5 programmes at lower secondary level and 11 programmes at upper secondary level, and that it was particularly known for the following: (1) the Center of Computer and Astronomy Teaching and Learning in the Education Service Area Office 1; (2) the Astronomy Program, called the Promotion of Academic Olympiads and Development of Science Education Foundation, which was part of the Development and Promotion of Science and Technology Talents Project, and (3) the Regional STEM Education Center.

The visit to Samsenwittayalai School ended with a farewell luncheon hosted by Thai National Commision for UNESCO. Ms. Nongsilinee Mosika, the Deputy Secretary-General of the Thai National Commission for UNESCO, expressed her sincere gratitude to the school for organizing this meaningful visit to the school. At the end of the visit, the principal gave the participants souvenirs and thanked them for visiting.

ANNEX

1) References
    – Constitution of the UNESCO
    – Charter of National Commissions
    – UN Sustainable Development Goals
2) Photos
3) Evaluation Summary
4) List of Participants

Constitution of the UNESCO

The Constitution of UNESCO, signed on 16 November 1945, came into force on 4 November 1946 after ratification by twenty countries: Australia, Brazil, Canada, China, Czechoslovakia, Denmark, Dominican Republic, Egypt, France, Greece, India, Lebanon, Mexico, New Zealand, Norway, Saudi Arabia, South Africa, Turkey, United Kingdom, United States.

Constitution of the United Nations Educational, Scientific and Cultural Organization

Adopted in London on 16 November 1945 and amended by the General Conference at its 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 12th, 15th, 17th, 19th, 20th, 21st, 24th, 25th, 26th, 27th, 28th, 29th and 31st sessions.

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.

Article I

Purposes and functions

1. The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

2. To realize this purpose the Organization will:

(a) Collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image;

(b) Give fresh impulse to popular education and to the spread of culture:

By collaborating with Members, at their request, in the development of educational activities;

By instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social;

By suggesting educational methods best suited to prepare the children of the world for the responsibilities of freedom;

(c) Maintain, increase and diffuse knowledge:

By assuring the conservation and protection of the world's inheritance of books, works of art and monuments of history and science, and recommending to the nations concerned the necessary international conventions;

By encouraging cooperation among the nations in all branches of intellectual activity, including the international exchange of persons active in the fields of education, science and culture and the exchange of publications, objects of artistic and scientific interest and other materials of information;

By initiating methods of international cooperation calculated to give the people of all countries access to the printed and published materials produced by any of them.

3. With a view to preserving the independence, integrity and fruitful diversity of the cultures and educational systems of the States Members of the Organization, the Organization is prohibited from intervening in matters which are essentially within their domestic jurisdiction.

Article II

Membership

1. Membership of the United Nations Organization shall carry with it the right to membership of the United Nations Educational, Scientific and Cultural Organization.

2. Subject to the conditions of the Agreement between this Organization and the United Nations Organization, approved pursuant to Article X of this Constitution, states not members of the United Nations Organization may be admitted to membership of the Organization, upon recommendation of the Executive Board, by a two-thirds majority vote of the General Conference.

3. Territories or groups of territories which are not responsible for the conduct of their international relations may be admitted as Associate Members by the General Conference by a two-thirds majority of Members present and voting, upon application made on behalf of such territory or group of territories by the Member or other authority having responsibility for their international relations. The nature and extent of the rights and obligations of Associate Members shall be determined by the General Conference.

4. Members of the Organization which are suspended from the exercise of the rights and privileges of membership of the United Nations Organization shall, upon the request of the latter, be suspended from the rights and privileges of this Organization.

5. Members of the Organization which are expelled from the United Nations Organization shall automatically cease to be Members of this Organization.

6. Any Member State or Associate Member of the Organization may withdraw from the Organization by notice addressed to the Director-General. Such notice shall take effect on 31 December of the year following that during which the notice was given. No such withdrawal shall affect the financial obligations owed to the Organization on the date the withdrawal takes effect. Notice of withdrawal by

an Associate Member shall be given on its behalf by the Member State or other authority having responsibility for its international relations.

7. Each Member State is entitled to appoint a Permanent Delegate to the Organization.

8. The Permanent Delegate of the Member State shall present his credentials to the Director-General of the Organization, and shall officially assume his duties from the day of presentation of his credentials.

Article III

Organs

The Organization shall include a General Conference, an Executive Board and a Secretariat.

Article IV

The General Conference

A. Composition

1. The General Conference shall consist of the representatives of the States Members of the Organization. The Government of each Member State shall appoint not more than five delegates, who shall be selected after consultation with the National Commission, if established, or with educational, scientific and cultural bodies.

B. Functions

2. The General Conference shall determine the policies and the main lines of work of the Organization. It shall take decisions on programmes submitted to it by the Executive Board.

3. The General Conference shall, when it deems desirable and in accordance with the regulations to be made by it, summon international conferences of states on education, the sciences and humanities or the dissemination of knowledge; non-governmental conferences on the same subjects may be summoned by the General Conference or by the Executive Board in accordance with such regulations.

4. The General Conference shall, in adopting proposals for submission to the Member States, distinguish between recommendations and international conventions submitted for their approval. In the former case a majority vote shall suffice; in the latter case a two-thirds majority shall be required. Each of the Member States shall submit recommendations or conventions to its competent authorities

within a period of one year from the close of the session of the General Conference at which they were adopted.

5. Subject to the provisions of Article V, paragraph 6 (c), the General Conference shall advise the United Nations Organization on the educational, scientific and cultural aspects of matters of concern to the latter, in accordance with the terms and procedure agreed upon between the appropriate authorities of the two Organizations.

6. The General Conference shall receive and consider the reports sent to the Organization by Member States on the action taken upon the recommendations and conventions referred to in paragraph 4 above or, if it so decides, analytical summaries of these reports.

7. The General Conference shall elect the members of the Executive Board and, on the recommendation of the Board, shall appoint the Director-General.

C. Voting

8. (a) Each Member State shall have one vote in the General Conference. Decisions shall be made by a simple majority except in cases in which a two-thirds majority is required by the provisions of this Constitution, or the Rules of Procedure of the General Conference. A majority shall be a majority of the Members present and voting.

(b) A Member State shall have no vote in the General Conference if the total amount of contributions due from it exceeds the total amount of contributions payable by it for the current year and the immediately preceding calendar year.

(c) The General Conference may nevertheless permit such a Member State to vote, if it is satisfied that failure to pay is due to conditions beyond the control of the Member State.

D. Procedure

9. (a) The General Conference shall meet in ordinary session every two years. It may meet in extraordinary session if it decides to do so itself or if summoned by the Executive Board, or on the demand of at least one third of the Member States.

(b) At each session the location of its next ordinary session shall be designated by the General Conference. The location of an extraordinary session shall be decided by the General Conference if the session is summoned by it, or otherwise by the Executive Board.

10. The General Conference shall adopt its own rules of procedure. It shall at each session elect a President and other officers.

11. The General Conference shall set up special and technical committees and such other subsidiary organs as may be necessary for its purposes.

12. The General Conference shall cause arrangements to be made for public access to meetings, subject to such regulations as it shall prescribe.

E. Observers

13. The General Conference, on the recommendation of the Executive Board and by a two-thirds majority may, subject to its rules of procedure, invite as observers at specified sessions of the Conference or of its commissions representatives of international organizations, such as those referred to in Article XI, paragraph 4.

14. When consultative arrangements have been approved by the Executive Board for such international non-governmental or semi-governmental organizations in the manner provided in Article XI, paragraph 4, those organizations shall be invited to send observers to sessions of the General Conference and its commissions.

Article V

Executive Board

A. Composition

1. (a) The Executive Board shall be elected by the General Conference and it shall consist of fifty-eight Member States. The President of the General Conference shall sit ex officio in an advisory capacity on the Executive Board.

(b) Elected States Members of the Executive Board are hereinafter referred to as "Members" of the Executive Board.

2. (a) Each Member of the Executive Board shall appoint one representative. It may also appoint alternates.

(b) In selecting its representative on the Executive Board, the Member of the Executive Board shall endeavour to appoint a person qualified in one or more of the fields of competence of UNESCO and with the necessary experience and capacity to fulfil the administrative and executive duties of the Board. Bearing in mind the importance of continuity, each representative shall be appointed for the duration of the term of the Member of the Executive Board, unless exceptional circumstances warrant

his replacement. The alternates appointed by each Member of the Executive Board shall act in the absence of its representative in all his functions.

3. In electing Members to the Executive Board, the General Conference shall have regard to the diversity of cultures and a balanced geographical distribution.

4. (a) Members of the Executive Board shall serve from the close of the session of the General Conference which elected them until the close of the second ordinary session of the General Conference following their election. The General Conference shall, at each of its ordinary sessions, elect the number of Members of the Executive Board required to fill vacancies occurring at the end of the session.

(b) Members of the Executive Board are eligible for re-election. Re-elected Members of the Executive Board shall endeavour to change their representatives on the Board.

5. In the event of the withdrawal from the Organization of a Member of the Executive Board, its term of office shall be terminated on the date when the withdrawal becomes effective.

B. Functions

6. (a) The Executive Board shall prepare the agenda for the General Conference. It shall examine the programme of work for the Organization and corresponding budget estimates submitted to it by the Director-General in accordance with paragraph 3 of Article VI and shall submit them with such recommendations as it considers desirable to the General Conference.

(b) The Executive Board, acting under the authority of the General Conference, shall be responsible for the execution of the programme adopted by the Conference. In accordance with the decisions of the General Conference and having regard to circumstances arising between two ordinary sessions, the Executive Board shall take all necessary measures to ensure the effective and rational execution of the programme by the Director-General.

(c) Between ordinary sessions of the General Conference, the Board may discharge the functions of adviser to the United Nations, set forth in Article IV, paragraph 5, whenever the problem upon which advice is sought has already been dealt with in principle by the Conference, or when the solution is implicit in decisions of the Conference.

7. The Executive Board shall recommend to the General Conference the admission of new Members to the Organization.

8. Subject to decisions of the General Conference, the Executive Board shall adopt its own rules of procedure. It shall elect its officers from among its Members.

9. The Executive Board shall meet in regular session at least four times during a biennium and may meet in special session if convoked by the Chairman on his initiative or upon the request of six Members of the Executive Board.

10. The Chairman of the Executive Board shall present, on behalf of the Board, to the General Conference at each ordinary session, with or without comments, the reports on the activities of the Organization which the Director-General is required to prepare in accordance with the provisions of Article VI.3 (b).

11. The Executive Board shall make all necessary arrangements to consult the representatives of international organizations or qualified persons concerned with questions within its competence.

12. Between sessions of the General Conference, the Executive Board may request advisory opinions from the International Court of Justice on legal questions arising within the field of the Organization's activities.

13. The Executive Board shall also exercise the powers delegated to it by the General Conference on behalf of the Conference as a whole.

Article VI

Secretariat

1. The Secretariat shall consist of a Director-General and such staff as may be required.

2. The Director-General shall be nominated by the Executive Board and appointed by the General Conference for a period of four years, under such conditions as the Conference may approve. The Director-General may be appointed for a further term of four years but shall not be eligible for reappointment for a subsequent term. The Director-General shall be the chief administrative officer of the Organization.

3.(a) The Director-General, or a deputy designated by him, shall participate, without the right to vote, in all meetings of the General Conference, of the Executive Board, and of the Committees of the Organization. He shall formulate proposals for appropriate action by the Conference and the Board, and shall prepare for submission to the Board a draft programme of work for the Organization with corresponding budget estimates.

(b) The Director-General shall prepare and communicate to Member States and to the Executive Board periodical reports on the activities of the Organization. The General Conference shall determine the periods to be covered by these reports.

4. The Director-General shall appoint the staff of the Secretariat in accordance with staff regulations to be approved by the General Conference. Subject to the paramount consideration of securing the highest standards of integrity, efficiency and technical competence, appointment to the staff shall be on as wide a geographical basis as possible.

5. The responsibilities of the Director-General and of the staff shall be exclusively international in character. In the discharge of their duties they shall not seek or receive instructions from any government or from any authority external to the Organization. They shall refrain from any action which might prejudice their positions as international officials. Each State Member of the Organization undertakes to respect the international character of the responsibilities of the Director-General and the staff, and not to seek to influence them in the discharge of their duties.

6. Nothing in this Article shall preclude the Organization from entering into special arrangements within the United Nations Organization for common services and staff and for the interchange of personnel.

Article VII

National cooperating bodies

1. Each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission broadly representative of the government and such bodies.

2. National Commissions or National Cooperating Bodies, where they exist, shall act in an advisory capacity to their respective delegations to the General Conference, to the representatives and alternates of their countries on the Executive Board and to their Governments in matters relating to the Organization and shall function as agencies of liaison in all matters of interest to it.

3. The Organization may, on the request of a Member State, delegate, either temporarily, a member of its Secretariat to serve on the National Commission of that state, in order to assist in the development of its work.

Article VIII

Reports by Member States

Each Member State shall submit to the Organization, at such times and in such manner as shall be determined by the General Conference, reports on the laws, regulations and statistics relating to its

educational, scientific and cultural institutions and activities, and on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4.

Article IX

Budget

1. The budget shall be administered by the Organization.

2. The General Conference shall approve and give final effect to the budget and to the apportionment of financial responsibility among the States Members of the Organization subject to such arrangement with the United Nations as may be provided in the agreement to be entered into pursuant to Article X.

3. The Director-General may accept voluntary contributions, gifts, bequests and subventions directly from governments, public and private institutions, associations and private persons, subject to the conditions specified in the Financial Regulations.

Article X

Relations with the United Nations Organization

This Organization shall be brought into relation with the United Nations Organization, as soon as practicable, as one of the specialized agencies referred to in Article 57 of the Charter of the United Nations. This relationship shall be effected through an agreement with the United Nations Organization under Article 63 of the Charter, which agreement shall be subject to the approval of the General Conference of this Organization. The agreement shall provide for effective cooperation between the two Organizations in the pursuit of their common purposes, and at the same time shall recognize the autonomy of this Organization, within the fields of its competence as defined in this Constitution. Such agreement may, among other matters, provide for the approval and financing of the budget of the Organization by the General Assembly of the United Nations.

Article XI

Relations with other specialized international organizations and agencies

1. This Organization may cooperate with other specialized intergovernmental organizations and agencies whose interests and activities are related to its purposes. To this end the Director- General, acting under the general authority of the Executive Board, may establish effective working relationships with such organizations and agencies and establish such joint committees as may be necessary to assure effective cooperation. Any formal arrangements entered into with such organizations or agencies shall be subject to the approval of the Executive Board.

2. Whenever the General Conference of this Organization and the competent authorities of any other specialized intergovernmental organizations or agencies whose purpose and functions lie within the competence of this Organization deem it desirable to effect a transfer of their resources and activities to this Organization, the Director-General, subject to the approval of the Conference, may enter into mutually acceptable arrangements for this purpose.

3. This Organization may make appropriate arrangements with other intergovernmental organizations for reciprocal representation at meetings.

4. The United Nations Educational, Scientific and Cultural Organization may make suitable arrangements for consultation and cooperation with non-governmental international organizations concerned with matters within its competence, and may invite them to undertake specific tasks. Such cooperation may also include appropriate participation by representatives of such organizations on advisory committees set up by the General Conference.

Article XII

Legal status of the Organization

The provisions of Articles 104 and 105 of the Charter of the United Nations Organization concerning the legal status of that Organization, its privileges and immunities, shall apply in the same way to this Organization.

Article XIII

Amendments

1. Proposals for amendments to this Constitution shall become effective upon receiving the approval of the General Conference by a two-thirds majority; provided, however, that those amendments which involve fundamental alterations in the aims of the Organization or new obligations for the Member States shall require subsequent acceptance on the part of two thirds of the Member States before they come into force. The draft texts of proposed amendments shall be communicated by the Director-General to the Member States at least six months in advance of their consideration by the General Conference.

2. The General Conference shall have power to adopt by a two-thirds majority rules of procedure for carrying out the provisions of this Article.

Article XIV

Interpretation

1. The English and French texts of this Constitution shall be regarded as equally authoritative.

2. Any question or dispute concerning the interpretation of this Constitution shall be referred for determination to the International Court of Justice or to an arbitral tribunal, as the General Conference may determine under its Rules of Procedure.

Article XV

Entry into force

1. This Constitution shall be subject to acceptance. The instrument of acceptance shall be deposited with the Government of the United Kingdom.

2. This Constitution shall remain open for signature in the archives of the Government of the United Kingdom. Signature may take place either before or after the deposit of the instrument of acceptance. No acceptance shall be valid unless preceded or followed by signature. However, a state that has withdrawn from the Organization shall simply deposit a new instrument of acceptance in order to resume membership.

3. This Constitution shall come into force when it has been accepted by twenty of its signatories. Subsequent acceptances shall take effect immediately.

4. The Government of the United Kingdom will inform all Members of the United Nations and the Director-General of the receipt of all instruments of acceptance and of the date on which the Constitution comes into force in accordance with the preceding paragraph.

In faith whereof, the undersigned, duly authorized to that effect, have signed this Constitution in the English and French languages, both texts being equally authentic.

Done in London the sixteenth day of November, one thousand nine hundred and forty-five, in a single copy, in the English and French languages, of which certified copies will be communicated by the Government of the United Kingdom to the Governments of all the Members of the United Nations.

Charter of National Commissions for UNESCO

Adopted by the General Conference at its 20th session

Preamble

Whereas the purpose of the United Nations Educational, Scientific and Cultural Organization, as assigned to it by its Constitution, is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations,

Whereas it is essential, if the Organization is to achieve this purpose, that in each Member State it should have the active support of the intellectual and scientific communities and the cooperation of the population,

Considering the framework provided by Article VII of the Constitution, which stipulates to this end that "each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission broadly representative of the government and such bodies",

Whereas National Commissions, established under Article VII of the Constitution, are helping in an effective way to make UNESCO's objectives better known, broaden its range of influence and promote the execution of its programme, by involving the intellectual and scientific communities of their respective countries in this work,

Whereas the General Conference, on various occasions and particularly at its 19th session, has emphasized the need to associate Member States, through their National Commissions, more closely with the formulation, implementation and evaluation of the Organization's programmes, and has recommended that National Commissionsbe strengthened as advisory, liaison, information and executive bodies and that cooperation between National Commissions be furthered at the subregional, regional and interregional levels,

The General Conference, meeting in Paris at its 20th session, this twentyseventh day of November 1978 approves the present Charter of National Commissions for UNESCO.

Article I Purpose and functions

1. The function of National Commissions is to involve in UNESCO's activities the various ministerial departments, agencies, institutions, organizations and individuals working for the advancement of education, science, culture and information, so that each Member State may:

> (a) Contribute to the maintenance of peace and security and the common welfare of mankind by participating in the activities of UNESCO which aim to advance the mutual knowledge

and understanding of peoples, give fresh impulse to popular education and to the spread of culture, and preserve, increase and diffuse knowledge;

(b) Play an ever-increasing role in UNESCO's work, and particularly in the formulation and execution of its programmes.

2. For this purpose, National Commissions:

(a) Cooperate with their governments and with services, organizations, institutions and individuals concerned with questions within UNESCO's competence;

(b) Encourage participation of national, governmental and nongovernmental institutions and various individuals in the formulation and execution of UNESCO's programmes so as to secure for the Organization all the intellectual, scientific, artistic or administrative assistance that it may require;

(c) Disseminate information on the objectives, programme and activities of UNESCO and endeavour to arouse public interest in them.

3. In addition, and depending on the requirements and arrangements of each Member State, National Commissions may:

(a) Participate in the planning and execution of activities entrusted to UNESCO which are undertaken with the assistance of the United Nations Development Programme (UNDP), the United Nations Environment Programme (UNEP), the United Nations Population Fund (UNFPA) and other international programmes;

(b) Participate in the search for candidates for UNESCO posts financed under the regular programme or from extra-budgetary sources, and in the placement of UNESCO fellowship holders;

(c) Participate with other National Commissions in joint studies on matters of interest to UNESCO;

(d) Undertake on their own initiative other activities related to the general objectives of UNESCO.

4. National Commissions collaborate with each other and with UNESCO's regional offices and centres in fostering regional, subregional and bilateral cooperation in education, the sciences, culture and information, particularly through the joint formulation and execution of programmes. This cooperation may bear upon the preparation, implementation and evaluation of projects and may take the form of joint surveys, seminars, meetings and conferences and exchanges of information, material and visits.

Article II Role of National Commissions in their relations with Member States

1. Each Member State defines the responsibilities of its own National Commission. In general, National Commissions:

(a) Foster close liaison between state agencies and services, professional and other associations, universities and other centres of research and education, and other institutions concerned with education, the sciences, culture and information;

(b) Cooperate with the delegations of their respective governments at the General Conference and at other intergovernmental meetings convened by UNESCO, *inter alia* by preparing the contributions of their governments to the work of these meetings;

(c) Follow the development of UNESCO's programme and call the attention of the appropriate agencies to the potential benefits of international cooperation;

(d) Contribute to national activities related to UNESCO's programme and to the evaluation thereof;

(e) Provide a channel for disseminating information obtained from other countries on matters of domestic interest in education, the sciences, culture and information;

(f) Encourage, at the national level, interdisciplinary dialogue and cooperation between institutions concerned with education, the sciences, culture and information, with a view to helping to bring intellectual resources to bear on certain priorities for development.

2. Depending on the arrangements made by each Member State, National Commissions may also be expected, *inter alia*:

(a) To assume, alone or in collaboration with other bodies, responsibility for the operation of UNESCO projects in the country and for national participation in subregional, regional, or international UNESCO activities;

(b) To inform national agencies and institutions of the conclusions and recommendations adopted by the General Conference or by other meetings, or included in studies and reports; to encourage their discussion in the light of national needs and priorities; and to provide for such follow-up activities as may be required.

Article III Services rendered to UNESCO by National Commissions

1. In each Member State, the National Commission ensures the permanent presence of UNESCO in its country and contributes to the Organization's effort to promote international cooperation in the field of intellectual activities.

2. National Commissions are important sources of information for UNESCO on national requirements and priorities in regard to education, science, culture and information, thereby enabling the Organization to take Member States's requirements more fully into account when preparing its programmes. They also contribute to the Organization's standard-setting work and to the orientation or execution of its programme by making their views known when surveys or inquiries are carried out and by replying to questionnaires.

3. National Commissions disseminate information:

(a) To the mass media and the general public, on UNESCO's objectives, programmes and activities;

(b) To individuals and institutions concerned with any aspect of UNESCO's work.

4. National Commissions must be able to contribute effectively to the implementation of UNESCO's programme:

(a) By mobilizing on its behalf the assistance and support of the country's specialized communities;

(b) By assuming operational responsibility for some of UNESCO' programme activities.

Article IV Responsibilities of Member States towards National Commissions

1. It is incumbent upon each Member State, under Article VII of the Constitution, to provide its National Commission with the status, structure and resources necessary to enable it effectively to discharge its responsibilities to UNESCO and to the Member State.

2. Each National Commission will normally include representatives of ministerial departments, services and other bodies interested in matters of education, science, culture and information, as well as representative individuals belonging to the specialized communities involved. Its members should be sufficiently senior and competent to secure for it the support and cooperation of ministries, services, national institutions and persons capable of contributing to UNESCO's work.

3. National Commissions may include executive and standing committees, coordinating bodies, subcommissions and any other subsidiary body, as appropriate.

4. For their effective operation, National Commissions require:

(a) A legal status which is consistent with Article VII of the Constitution of UNESCO and the provisions of this Charter and which clearly defines the responsibilities vested in the National Commission, its membership, the conditions governing its operation and the resources on which it may draw;

(b) A permanent secretariat, provided with:

(i) a high-level staff, whose status, and in particular that of its Secretary-General, should be clearly defined, and who should be appointed for a sufficiently long period to ensure the necessary continuity of experience;

(ii) sufficient authority and financial means to enable it to carry out efficiently the functions specified in this Charter and to increase its participation in the activities of the Organization.

5. It is important for close collaboration to be established in each Member State between its permanent delegation to UNESCO and its National Commission.

Article V Responsibilities of UNESCO towards National Commissions

1. It is incumbent upon the Director-General of UNESCO to take the measures that he deems most appropriate in order to involve National Commissions in the formulation, implementation and evaluation of the Organization's programme and activities and to ensure that close liaison is established between its various regional services, centres and offices and the National Commissions.

2. The Organization fosters the development of National Commissions and supplies them, to the utmost of its ability, with the facilities needed for the discharge of their functions:

(a) By giving advice and making available the services of consultants or members of the Secretariat in order to assist Member States, at their request, to establish or reorganize their National Commission;

(b) By providing training for new Secretaries-General and other officials of National Commissions;

(c) By providing them with material assistance;

(d) By informing them of all missions of visiting UNESCO officials and consultants and of any other UNESCO activity planned in their country;

(e) By providing them with documentation and information materials;

(f) By providing support for the National Commissions in the translation, adaptation and dissemination of the publications and documents of UNESCO in national languages, and assistance in the production of their own publications.

3. UNESCO can extend and develop its action through National Commissions by:

(a) Entering into contracts with them, wherever necessary, for the execution of activities included in its programme;

(b) Providing financial support for regular subregional and regional meetings held by National Commissions for the purpose of discussing common concerns, formulating proposals relating to the programmes and arranging for the joint execution of specific projects;

(c) Providing advice and technical support for such meetings through the participation of UNESCO officials;

(d) Fostering the establishment of cooperative relationships enabling the decisions taken at subregional and regional meetings to be followed up;

(e) Providing financial and technical support for the liaison machinery established by National Commissions;

(f) Fostering the organization of meetings of Secretaries-General, particularly in connection with sessions of the General Conference.

4. UNESCO encourages contacts between the National Commissions of the different regions by continuing and increasing the support it gives to:

(a) Meetings of groups of Secretaries-General from all regions to exchange ideas and experiences on specific problems:

(b) Interregional collective consultations of Secretaries-General of National Commissions;

(c) National Commissions of one region wishing to send an observer to the conferences of National Commissions of other regions;

(d) Joint projects and other cooperative activities undertaken by National Commissions of different regions.

![Sustainable Development Goals logo with the United Nations emblem]

SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY
End poverty in all its forms everywhere

2 ZERO HUNGER
End hunger, achieve food security and improved nutrition and promote sustainable agriculture

3 GOOD HEALTH AND WELL-BEING
Ensure healthy lives and promote well-being for all at all ages

4 QUALITY EDUCATION
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

5 GENDER EQUALITY
Achieve gender equality and empower all women and girls

6 CLEAN WATER AND SANITATION
Ensure availability and sustainable management of water and sanitation for all

7 AFFORDABLE AND CLEAN ENERGY
Ensure access to affordable, reliable, sustainable and modern energy for all

8 DECENT WORK AND ECONOMIC GROWTH
Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

10 REDUCED INEQUALITIES
Reduce inequality within and among countries

11 SUSTAINABLE CITIES AND COMMUNITIES
Make cities and human settlements inclusive, safe, resilient and sustainable

12 RESPONSIBLE CONSUMPTION AND PRODUCTION
Ensure sustainable consumption and production patterns

13 CLIMATE ACTION
Take urgent action to combat climate change and its impacts

14 LIFE BELOW WATER
Conserve and sustainably use the oceans, seas and marine resources for sustainable development

15 LIFE ON LAND
Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

16 PEACE, JUSTICE AND STRONG INSTITUTIONS
Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

17 PARTNERSHIPS FOR THE GOALS
Strengthen the means of implementation and revitalize the global partnership for sustainable development

Photos

Day 1 - JUNE 20th

Photo 1: Participants of the Workshop

Photo 2: Welcoming remarks by Mr. Kwangho KIM, Secretary-General of Korean NatCom for UNESCO

Photo 3: Presentation by Mr. Mohamed DJELID, Deputy Director of the Bureau of Strategic Planning, UNESCO

Day 2 - JUNE 21ˢᵗ

Photo 4: Presentation by Ms. Jihong LEE, Chief of Training Cooperation Team, APCEIU

Photo 5: Presentation by Mr. Stoyan BANTCHEV, Chief of Participation Programme and Fellowship Section, UNESCO

Photo 6: Presentation by Mr. Lutz MOELLER, Deputy Secretary-General of German Commission for UNESCO

Day 3 - JUNE 22nd

Photo 7: Group discussions on Participation Programme project proposals #1

Photo 8: Group discussions on Participation Programme project proposals #2

Photo 9: Group discussions on Participation Programme project proposals #3

Day 4 - JUNE 23rd

Photo 10: Welcoming ceremony held at Samsenwittayalai School, UNESCO Associated School in Bangkok

Photo 11: School tour given by the students during the visit

Photo 12: Students explaining projects to Ms. Gail TOWNSEND, the Secretary-General of Cook Islands NatCom

Evaluation Summary

1. Overall Evaluation

Did the Training Workshop for Officials of Asian National Commissions for UNESCO meet your expectations?

- Partly 8%
- Yes 92%

Did you find the topics covered during the workshop sessions relevant to you National Commissions?

- Neutral 4%
- Relevant 42%
- Very relevant 54%

How did you find the length of the overall Workshop and each session?

- Somewhat long 13%
- Short 8%
- Adequate 79%

2. Topics Related Questions

Workshop Evaluation

■ Relevant to Natcoms   ■ Relevant to Yourself

Topic	Relevant to Natcoms	Relevant to Yourself
# 1 UNESCO's structure and functions, and its current reform efforts	2	
#2 Where we stand with the Sustainable Development Goals (SDGs) at the regional level		1
#4 UNESCO's programme priorities for 2017: ED, CLT, SC, SHS, CI	4	1
#5 The way forward: cooperation with National Commissions towards the achievement of the SDGs in Asia and the Pacific	2	2
#6 Ways to improve cooperation between National Commissions for UNESCO and UNESCO's Secretariat	1	3
#7 Understanding the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage	3	5
#8 Cooperation among National Commissions – sharing the German Commission for UNESCO's experience	4	3
#9 Implementing global citizenship education - sharing APCEIU's experience	4	4
#10 Use of UNESCO's name and logo	5	
#11 Writing effective correspondence and project proposals/reports in English	1	5
#12-13 Development of regional cooperation through the use of the UNESCO Participation Programme	6	6
SDG related sessions	4	

3. Other Comments and Suggestions

Suggestions	Number of Responses
More opportunity for lengthy discussion session	4
More opportunities for NatComs to share each programmes and best practices/ problems and prospects/ inter-NatCom programmes	3
Request for more concise and readable presentation file	2
More break times in between the sessions	2
More Q&A sessions	2

Request for more training on how to apply for Fellowship programme and awards	2
Workshop schedule ends too late	1
To be held two times a year	1
More sessions on practical topics	1
More sessions that involve small groups and bring active interaction	1
More sessions on gender equality issues and ASPnet schools	1
More sessions on C5 and the Executive Board	1
Request for session on extra budgetary funding and how they allocate funding	1
Request for session on SDGs 2030 Agenda	1
Request for session on the World Heritage Convention and Communication	1
Request for session on producing promotional materials	1
Request for session on KNCU's successful projects and cases	1
Request for various sub-regional workshop and workshops by sectors (e.g. Education, Culture etc.)	1
Request for session on General Conference and Natcom's role within	1

List of Participants

Organization	Name	Title/position
Korean National Commission for UNESCO (4)	Mr. Kwangho KIM	Secretary-General
	Mr. Woojin CHO	Director, Division of International Relations
	Ms. Jihon KIM	Senior Programme Specialist, Division of International Relations
	Ms. Jayoon CHOI	Programme Assistant, Division of International Relations
UNESCO Bangkok Office (21)	Mr. Gwang-Jo KIM	Director
	Ms. Jun MOROHASHI	Head EO & Regional Coordinator ED
	Ms. Akane NOZAKI	Public Information and Liaison Officer, EO
	Mr. Libing WANG	Chief of Section for Educational Innovation and Skills Development (EISD)
	Ms. Duong Bich HANH	Chief & Programme Specialist for Culture
	Ms. Eunhee LEE	Associate Programme Specialist for Natural Sciences
	Ms. Susan VIZE	Regional Advisor for Social and Human Sciences
	Ms. Misako ITO	Advisor for Communication and Information
	Mr. Wenxi ZHU	Programme Specialist, IOC/WESTPAC
	Ms. Aurelie ACOCA	Assistant Programme Specialist, UIS-AIMS
	Ms. Jonghwi PARK	Programme Specialist, EISD
	Ms. Ushio MIURA	Programme Specialist, EISD
	Mr. Ichiro MIYAZAWA	Programme Specialist, EISD
	Ms. Lay Cheng TAN	Programme Officer, EISD
	Mr. Eunsang CHO	Programme Specialist, EISD
	Ms. Ramya VIVEKANANDAN	Programme Specialist, IQE
	Ms. Nantawan HINDS	Programme Officer, IQE
	Mr. Jaehyun RYU	K-FIT Coordinator
	Ms. Sayaka TSUTSUI	J-FIT Coordinator
	Ms. Mayuree VIRATYAPORN	Assistant to Director
	Ms. Apiradee WITTAYATHAWORNWO	Assistant to Executive Office
Thai National Commission for UNESCO (6)	Ms. Nongsilinee MOSIKA	Deputy-Secretary-General
	Ms. Kanittha HANIRATTISAI	Asst. Deputy Secretary-General for Thai National Commission or UNESCO
	Ms. Rungkan PUNPUKDE	Foreign Relations Officer
	Ms. Chitralada CHANYAEM	Foreign Relations Officer
	Ms. Ratchanin PONGUDOM	Foreign Relations Officer
	Ms. Kusuma NAWAPHANPIMOL	Foreign Relations Officer

Speaker **(6)**	UNESCO HQ	Mr. Stoyan BANTCHEV	Chief, Participation Programme and Fellowships Section, UNESCO
	UNESCO HQ	Mr. Mohamed DJELID	Deputy Director, Bureau of Strategic Planning, UNESCO
	German Commission for UNESCO	Mr. Lutz MOELLER	Deputy Secretary-General, German Commission for UNESCO
	Thai National Commission for UNESCO	Ms. Savitri Suwansathit	Advisor to the Minsitry of Culture and Member of the Thai National Commission Committee
	Korean National Commission for UNESCO	Ms. Sarah KIM	English Communication Specialist, Division of International Relations
	Asia-Pacific Center of Education for International Understanding	Ms. Jihong LEE	Chief, Training Cooperation Team
	Country	**Name**	**Title/position**
National Commissions (26)	Afghanistan	Mr. Nikmohmmad NIKZAD	Head of Public and Communication Department
	Bangladesh	Ms. Shamima SULTANA	Programme Officer (Fellowship & Award)
	Bhutan	Ms. Wangchuk BIDHA	Chief Programme Officer
	Cook Islands	Ms. Gail TOWNSEND	Secretary General
		Ms. Danielle Tungane COCHRANE	Commissioner
	Fiji	Ms. Tupou SERU	Education Officer PDA
	Indonesia	Mr. Rante SAPAN	Staff for Education Sector
		Mr. Fahmi ANDI	Technical Staff
	Japan	Mr. Kenji TAMURA	Unit Chief, in charge of ASPnet and Public Relation
	Kazakhstan	Ms. Zhanar SHAIMENOVA	Third Secretary
	Korea	Ms. Joa LEE	Programmer Specialist, Division of Bridge Africa Team
	LAO PDR	Mr. Vongvilay SOUNTHAVONG	Technical Staff
	Malaysia	Mr. Khairol Hazlan BIN HAMZAH	Programme Officer, Division of Culture and Communication
	Mongolia	Mr. Tsetsenbileg MAGSARJAV	Programme Officer for Culture
	Myanmar	Ms. Than Than WIN	Information and Scholarship Officer
		Ms. Su Myat Wai ZIN	Information officer
	Nauru	Ms. Lavina Josepha AKKEN	Director for Youth Affairs
		Ms. Pansy STARR	Language Manager
	Nepal	Mr. Chandra Kanta BHUSAL	Secretariat Secretary
	Philippines	Ms. Lindsay BARRIENTOS	Deputy Executive Director
	Samoa	Ms. Senetima SAMAU	Principal Executive Assistant
	Thailand	Mrs. Waraporn ANAKE	Foreign Relations Officer
		Ms. Kuntigar PATCHARACHANON	Foreign Relations Officer
	Tonga	Ms. Lucy Kum Kee MOALA-MAFI	Secretary-General
	Vanuatu	Mr. Hilaire SESE	UNESCO Officer (Permanent Staff in Charge of UNESCO Affairs)
	Vietnam	Mr. Vinh Quang PHAM	Secretary-General
	Total 63		

FINAL REPORT

2017 Training Workshop for Official of National Commissions for UNESCO

in Asia and the Pacific