



United Nations  
Office for South-South Cooperation



United Nations  
Educational, Scientific and  
Cultural Organization



Sustainable  
Development  
Goals

# South-South and Triangular Cooperation in Action

UNESCO

Sidra Bibi (8) student of class 1 attends her class at Government Girls Primary School, Charag Abad Dassu, Kohistan District in the Khyber Pakhtunkhwa province of Pakistan. ©UNESCO Islamabad/ Asad Zaidi

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# South-South and Triangular Cooperation in Action UNESCO



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# Foreword

UNESCO and the United Nations Office for South-South Cooperation (UNOSSC) are pleased to jointly present this edition of South-South in Action (SSiA). It is UNESCO's first dedicated report on South-South and triangular cooperation, and presents an overall picture of the progress in UNESCO's areas of competence. Through these reports, UNOSSC is providing a space for partners to share successful South-South and triangular development practices.

The United Nations 2030 Agenda for Sustainable Development and the Addis Ababa Action Agenda for financing sustainable development mark a new era of commitment for South-South cooperation and triangular cooperation. This new impetus is also reflected in frameworks such as the Sendai Framework for Disaster Risk Reduction, the Paris Agreement on Climate Change, the Agenda for Humanity, and the New Urban Agenda.

South-South cooperation and triangular cooperation are making an important contribution to the global partnership for sustainable development. The number of developing countries providing development cooperation increased from 66 to 74 per cent between 2015 and 2017<sup>1</sup>, demonstrating the changing landscape of international development cooperation.

They continue to evolve, with an increasing emergence of sub-national entities - such as municipal and provincial governments - and non-State actors.

UNESCO recognizes the distinctive value of South-South and triangular cooperation as an important way to implement its programmes and ensure impact, particularly for its global priorities gender equality and Africa. Through such cooperation, UNESCO is developing new multi-stakeholder partnerships, supporting policy dialogue, capacity building, regional integration and knowledge sharing to support countries from the global South to reach their development objectives and the Sustainable Development Goals.

This publication demonstrates how UNESCO is promoting such cooperation to advance inclusive, quality education and lifelong learning; to bolster science, technology and innovation; to promote culture and communication for sustainable development; to build resilience in the face of climate change, conflicts and disasters; and to support youth development and engagement.

It is an important contribution to our understanding of South-South and triangular cooperation, particularly in

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<sup>1</sup> 2017 DESA survey of programme country governments

the run-up to the Second High-level United Nations Conference on South-South Cooperation in March 2019, which will provide an opportunity to review lessons learned over the past four decades since the adoption of the Buenos Aires Plan of Action for cooperation between developing countries.

UNESCO is committed to strengthening South-South and triangular cooperation through developing new forms of support, new integrated approaches and new partnerships for innovative action to build a sustainable, peaceful future.



*Audrey Azoulay*

**Audrey Azoulay**

Director General  
United Nations Educational, Scientific and Cultural  
Organization



*Jorge Chediek*

**Jorge Chediek**

Envoy of the Secretary-General on South-South  
Cooperation  
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Cooperation



# Chapter I Introduction



UNESCO's mission is to "contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information." The Organization focuses on reaching the most disadvantaged and excluded groups, as well as countries and segments of society furthest behind in reaching the SDGs. Its action focuses on two global priorities - gender equality and Africa - as well as responding to the specific needs of least developed countries (LDCs), small island developing States (SIDS) and youth. UNESCO provides targeted support to countries in conflict and crisis, or affected by disasters, to build resilience and assist in reconstruction efforts.

The Organization recognises South-South cooperation and triangular cooperation as important modalities for achieving this mission. To accelerate momentum towards reaching the SDGs, UNESCO is strengthening technical cooperation between developing countries, attracting funding from emerging partners

and developing innovative partnerships with Member States, civil society, the academic world and the private sector.

It offers a common platform for engagement through international and regional forums, acts as a clearing house to share good practices, supports networks and communities of practice, and rewards innovative and outstanding projects through its dedicated prizes.

This publication provides an overview of UNESCO's policy approach to promoting South-South and triangular cooperation in each of its areas of competence with specific regional and country level examples. It aims to contribute to preparations for the second High-level United Nations Conference on South-South Cooperation<sup>2</sup> by reviewing the lessons learned from UNESCO's experience in promoting South-South and triangular cooperation, identifying the challenges faced, and working with partners to develop an effective way forward.

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<sup>2</sup> The High Level United Nations Conference on South-South Cooperation will be held from 20-22 March 2019 in Buenos Aires, Argentina



## Chapter II

UNESCO's South-South and Triangular  
Cooperation in Action

# Developing Innovative South-South and Triangular Cooperation Partnerships

UNESCO is leveraging its multidisciplinary expertise in education, the sciences, culture and communication and information to support developing countries through new, original approaches to reach the goals they have set for themselves. It is developing innovative, multi-stakeholder South-South cooperation and triangular cooperation partnerships with governments, civil society and professional institutions to expand and deepen its support to developing countries to achieve long-term results.

## Malaysia-UNESCO Cooperation Programme (MUCP)

From inclusive policy design, skills training and sustainable tourism to education for sustainable development and tsunami preparedness, and strengthening STEM (science, technology, engineering, maths) curricula for girls in Africa and Asia Pacific, projects run under the Malaysia-UNESCO Cooperation Programme (MUCP) are a model for South-South cooperation. Operational since 2013, MUCP places special emphasis on small island developing States (SIDS) and least developed countries (LDCs) in Asia and the Pacific, and in Africa. It draws on the expertise of Malaysian institutions, including the International Centre for South-South Cooperation for Science, Technology and

Innovation (ISTIC) and on the Regional Humid Tropics Hydrology and Water Resources Centre for South-East Asia and the Pacific (HTC) - category 2 centres created under the auspices of UNESCO.<sup>3</sup> To date, 29 projects have been implemented in more than 70 countries, including the Gambia, Mozambique, Myanmar, Nigeria, Timor-Leste, Tuvalu and Vanuatu, each contributing to the achievement of the SDGs.

MUCP also focuses on a project to promote South-South cooperation to enhance science, engineering and technology standards in Asia and the Pacific with the aim of strengthening engineering institutions, improving the quality of education, and enabling mobility of engineers between the Asia and Pacific region and Africa. It has led to the development of a modular curricula on science, engineering and technology standards that can be adapted for professional bodies and universities for certified training of professionals and encouraged countries to join the Federation of Engineering Institutions of Asia and the Pacific's (FEIAP) accreditation system. In the framework of this project, UNESCO co-hosted several regional and interregional workshops on "South-South cooperation for Strengthening Engineering Standards and Mobility of Professionals" to support the engineering qualification standardization guidelines of FEIAP and

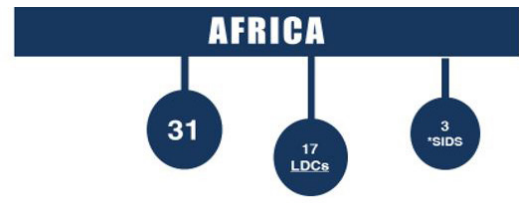
<sup>3</sup> Category 2 centres under the auspices of UNESCO are established and funded by Member States to contribute to the achievement of UNESCO's objectives by way of global, regional, subregional or interregional activities.

to promote South-South and triangular cooperation for sustainable development. As a recent example, over 60 participants from Azerbaijan, China, Indonesia, Islamic Republic

of Iran, Malaysia, Myanmar, Sri Lanka, Pakistan, Tajikistan, Timor-Leste and the United Kingdom attended the December 2017 workshop in Jakarta, Indonesia.<sup>4</sup>



Afghanistan, Australia, Bangladesh, Bhutan, Brunei, Cambodia, China, China-Hong Kong, Chinese Taipei, Cook Islands, Fiji, India, Indonesia, Iran, Japan, Kazakhstan, \*Kiribati, Korea, Kyrgyzstan, Lao PDR, Malaysia, Maldives, \*Marshall Islands, Micronesia, Mongolia, Myanmar, Nepal, New Zealand, \*Niue, \*Palau, Pakistan, \*Papua New Guinea, Philippines, \*Samoa, Singapore, \*Solomon Islands, Sri Lanka, Tajikistan, \*Timor-Leste, Thailand, \*Tonga, Turkmenistan, Also LDCs \*Tuvalu, Uzbekistan, \*Vanuatu, Vietnam



Algeria, Benin, Cameroon, Cape Verde, Chad, Cote d'Ivoire, \*Comoros, Egypt, Ethiopia, Gambia, Ghana, Guinea, Kenya, Liberia, Madagascar, Mali, \*Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Senegal, \*Seychelles, Sierra Leone, South Africa, Sudan, Tanzania, Togo, Tunisia, Zimbabwe

\* Also LDCs

MUCP supported projects in more than 70 countries ©UNESCO



<sup>4</sup> Please visit <http://mucp-mftf.org/> for more information.

## UNESCO and the Brazilian Cooperation Agency (ABC) Partner to Promote South-South Cooperation

On 17 December 2010, UNESCO and the Brazilian Cooperation Agency of the Ministry of Foreign Affairs (ABC), signed an Executive Document setting out the guidelines for South-South cooperation projects between ABC and UNESCO.

It includes the following South-South cooperation and triangular cooperation projects, which are contributing to the achievement of the SDGs:

*Youth Leadership and Participation Project with the Government of Brazil and the Government of Guinea-Bissau*

This project focuses on strengthening local leadership and community development for the promotion of quality education for children and youth living in the neighborhood of São Paulo, and Bissau, Guinea Bissau. Through the

project, best practices on socio-educational practices, developed by the Brazilian NGO Gol de Letra (chaired by former soccer player Rai), as well as UNESCO's methodology on the Program Opening Spaces, were shared with the community, with the support of the local NGO Associação Amizade.

The Educational Center Amizade São Paulo (CEASP) was also built with the support of UNESCO, the Government of Brazil and the Government of Guinea Bissau and provides components of formal education. The CEASP was inaugurated in November 2014 and is co-managed by the National Ministry of Education of Guinea Bissau and the local community. A sustainability plan for CEASP is currently being developed through the project, which also includes local businesses run by the community in order to generate income for the management of CEASP community activities, as well as for the population involved in those local initiatives.



Community leaders and young people in front of the school. Photo: ©Alessandra Terra/UNESCO

*Promoting South-South Cooperation to Strengthen the Integrated Management and Sustainable Use of Water Resources in Latin America and the Caribbean, and with the Community of Portuguese Language Countries (CPLP)*

This South-South and triangular cooperation project is implemented by the National Water Agency (Agência Nacional de Águas - ANA) of Brazil and aims to support the development and consolidation of the technical, legal and institutional capacities for integrated management and sustainable use of water resources in Latin America and the Caribbean, as well as among the Community of Portuguese-Speaking Countries (CPLP).

The project has organised, supported and implemented several knowledge-sharing or capacity-building initiatives, such as technical meetings, conferences, seminars, workshops and training courses. Partner countries have benefitted through developing their capacity to deal with water-related issues of national, regional or global relevance. The project has also strengthened the engagement of the

partner countries in the different stages of the preparation, participation and coordination of international processes including the negotiation of relevant multilateral conferences, agreements and technical debates regarding water resources.

Through the exchange of relevant experiences, knowledge and best practices among the partner countries, the project has contributed to strengthening their institutions and promoted the formulation and implementation of gender-sensitive water-related policies aligned with the 2030 Agenda for Sustainable Development. The initiatives implemented with the countries of Latin America and the Caribbean, in particular the CODIA member countries, as well as those in partnership with the CPLP countries, reflect responses to their demands for Brazilian technical cooperation. Over the last few years, ANA has been contributing to the technical and institutional strengthening of water institutions in Latin American and Caribbean countries and in the CPLP countries.



Meeting of the Latin American Network of Basin Organizations (RELOB), held in Florianópolis, Brazil, on 21-23 June 2017. ©Latin American Network of Basin Organizations website.

*Cultural Itinerary of the Jesuit Missions (Guaranis, Moxos and Chiquitos) in MERCOSUR*

This South-South and triangular cooperation project is based on the partnership between ABC, the National Artistic and Historical Heritage Institute (IPHAN) of Brazil, and UNESCO. It responds to a MERCOSUR decision to promote the institutional strengthening of the national institutions responsible for the management of Jesuit and missionary heritage, especially related to Guaranis, Moxos and Chiquitos people, involving MERCOSUR countries like Argentina, the Plurinational State of Bolivia, Brazil, Paraguay and Uruguay.

IPHAN is developing an exhibition called "Seven Populations of the Jesuitical Guarani Mission". It aims to promote knowledge about the diversity and value of the Brazilian territory

of Missions, focusing on the communities and taking into account their intangible and social aspects. The opening of the exhibition will be held in Sao Miguel das Missões and will travel to Rio de Janeiro and Porto Alegre. In Porto Alegre, a seminar with MERCOSUR countries will share experiences about the Missionary territory. The project is a space for exchange of information and experiences, and for the production of content through the development of a cultural itinerary for the missionary region.

**Flagship Initiative Launched by UNESCO to Revive the Spirit of Mosul**

During the International Conference on the Reconstruction of Iraq, held in Kuwait City from 12 to 14 February 2018, UNESCO Director-General Audrey Azoulay announced



The ruins of São Miguel das Missões in Brazil, part of the World Heritage List. They are the impressive remains of five Jesuit missions, built on the land of the Guaranis during the 17th and 18th centuries. ©Cristiano Mascaro



“

“To the children who have learned war, we must teach them again peace, through the subjects taught at school and the monuments that stand in cities,” said the Director General.

”



the launch of a flagship initiative to revive the spirit of Mosul. The objective is to coordinate international efforts in this direction.

A starting point for a broad strategic plan to promote the spirit of peaceful coexistence and the values of an inclusive society, this initiative aims to support Iraq's social and economic renaissance and contribute to sustainable development and reconciliation between communities through the safeguarding and enhancement of cultural heritage.

The initiative foresees a joint effort to rebuild the heritage and revitalize the educational and cultural institutions of Mosul, in close cooperation with the Government and people of Iraq, especially involving young people, including through technical cooperation and capacity development. It illustrates how South-South and triangular cooperation can support peacebuilding and reconstruction efforts.

"To the children who have learned war, we must teach them again peace, through the subjects taught at school and the monuments that stand in cities," said the Director General.

At this conference, the Secretary-General of the United Nations, Antonio Guterres, gave his full support to Ms. Azoulay to ensure that UNESCO was at the forefront of coordinating international efforts for the rebirth of Mosul.

As part of this initiative, Iraq, the United Arab Emirates (UAE) and UNESCO signed a partnership agreement of US\$50.4 million, with generous support from the UAE, to rebuild the emblematic al-Nuri Mosque and its leaning 45-meter al-Hadbaa Minaret, which was built more than 840 years ago. The first year will focus on "documenting and clearing the site," in addition to drawing plans for its reconstruction, while the following four years will focus on the "restoration and historically faithful reconstruction of the Leaning Minaret of the al-Nuri Mosque and adjacent buildings."

The plan will also include the city's historic gardens and other open spaces and infrastructures, in addition to building a memorial and a museum at the mosque site.

## Imagining Africa's Futures Project

Imagining Africa's Futures (IAF) is a UNESCO multidisciplinary three-year extrabudgetary research project funded by the OCP Foundation in Morocco. The Partnership Agreement was signed on 13 October 2017 and the project is now in the early stages of its implementation.

The aim of this project is to advance the capacity of people throughout Africa to effectively use foresight approaches for sustainable development to co-create the conditions for innovation. By testing new ways of cultivating the new discipline of Futures Literacy in Africa, this project will help people innovate and create new methods and approaches to make sense of societal changes, threats and opportunities surrounding them. The project beneficiaries, who will come from different academic and social backgrounds, will be able to use these alternative methods to reflect on and think about the future and how to best enhance well-being, sustainability, inclusion and peace.

The IAF project will mainly carry out its activities through two research centers. The first center will be hosted at Mohamed VI Polytechnic University in Morocco, which will conduct cutting-edge action-oriented research on anticipation; develop a programme in Futures Literacy; and serve as a learning center for Futures Literacy practitioners. The second center will be located in Sub-Saharan Africa. It will advance action-research into approaches that are rooted in local culture and history; and will initiate and implement collaborative knowledge creation and communities of practice.

The capacities developed within the research centers will allow for the design and implementation of several forums, or Futures Literacy Laboratories. These labs will be organized throughout the African continent. They will carry out real scientific research

experiments to generate and test prototypes. This prototype research will allow us to see if Futures Literacy can move from being an unfamiliar innovation to a more mainstream and widespread activity.

Over a period of 3 years, the IAF project aims to:

- Strengthen individual and institutional capacities to use the futures to bring out African-specific and innovative perspectives

on development in several countries of the continent,

- Establish two research centres that will play a pioneering role in forward-looking and action-oriented learning,
- Produce new visions to illuminate specific local or national challenges – such as rural agriculture, urban food or social inclusion of youth – while strengthening innovation and creativity in communities of practice and networks that use the future across Africa.



Growing concept. Group of children planting together.  
©Run always/Shutterstock.com

# Advancing the Education 2030 Agenda

UNESCO is leading the coordination and monitoring of the Education 2030 Agenda, encapsulated in SDG 4, using the Education 2030 Framework for Action as a roadmap. South-South cooperation and triangular cooperation are key means of advancing this Agenda.<sup>5</sup> UNESCO convenes the SDG-Education 2030 Steering Committee, a global multi-stakeholder consultation and coordination mechanism whose primary objective is to support Member States and their partners to achieve SDG 4 and other education-related targets in the SDGs.

To advance South-South cooperation and triangular cooperation in the context of the Education 2030 Agenda, UNESCO is strengthening technical cooperation between developing countries, attracting funding from development partners, and developing innovative partnerships with Member States, civil society, the academic world and the private sector. It offers a common platform for engagement through international and regional forums, acts as a clearing house to share good practices in education, supports networks and communities of practice, and rewards innovative and outstanding projects through its dedicated prizes. It is also promoting South-South cooperation

and triangular cooperation through regional and sub-regional consultation meetings to promote the implementation of SDG 4 - Education 2030, many of which have resulted in roadmaps, such as the Dubai Roadmap for Education 2030 in the Arab Region (2017-2018).

In addition, a pilot project is being implemented in 11 countries under the Capacity Development for Education (CapED) Programme, in order to operationalize SDG 4 commitments at the national level, bearing in mind context-specific needs. The countries involved are Afghanistan, Bangladesh, Cambodia, the Democratic Republic of the Congo, Haiti, Madagascar, Mali, Mozambique, Myanmar, Nepal and Senegal.

UNESCO's Global Education Monitoring Report, which monitors progress towards SDG 4 and other education-related targets in the SDGs, also serves as an important tool for tracking trends and developments in South-South cooperation and triangular cooperation in education. A dedicated South-South Cooperation Fund in Education was also initiated with the financial support of Member States of the Group of 77 and China to further support UNESCO's work in this area.<sup>6</sup>

<sup>5</sup> [http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED\\_new/pdf/FFA-ENG-27Oct15.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/FFA-ENG-27Oct15.pdf)

<sup>6</sup> For more information, please see UNESCO's dedicated website on promoting South-South Cooperation in education at <https://en.unesco.org/themes/education/south-south-cooperation>.

## Enhancing Teacher Quality in Africa

Launched in 2012, the UNESCO-China Funds-in-Trust (CFIT) is a flagship project focused on enhancing quality teacher training in Africa through South-South cooperation. With the support by the government of the People’s Republic of China, UNESCO has leveraged \$12 million to provide dedicated support to 10 African countries<sup>7</sup> (See Figure 1).

The project is leveraging information and communication technologies (ICTs), including computers, the Internet, and mobile devices to support target countries in enhancing the capacities of their teacher training institutions. The aim is to increase the quantity and improve the quality of both pre- and in-service teachers. The project contributes to the achievement of the SDGs, particularly SDG 4 on inclusive and equitable quality education, and especially

### Ten target countries

### Specific activities in each target country

*In close partnership with local stakeholders, the project has been focused on the specific needs of each target country.*

**Phase I (2012-2016) – 8 countries**

Côte d’Ivoire, Congo, Democratic Republic of the Congo, Ethiopia, Liberia, Namibia, United Republic of Tanzania and Uganda

**Phase II (2017-2018) – 10 countries**

The Phase I group of eight are joined by Togo and Zambia

10 targeted countries and specific activities in each country

<b>1 Côte d’Ivoire</b>	Working to help pedagogical supervisors conduct distance continuous training using ICT
<b>2 Congo</b>	Helping TTIs to provide more in-service training for primary and secondary school teachers
<b>3 Democratic Republic of the Congo</b>	Strengthening the national infrastructure for in-service teacher training
<b>4 Ethiopia</b>	Strengthening pre- and in-service teacher education through blended training
<b>5 Liberia</b>	Enhancing the existing teacher education programmes using ICT pedagogy
<b>6 Namibia</b>	Improving the overall quality of pre and lower primary teacher education training
<b>7 United Republic of Tanzania</b>	Strengthening the use and integration of ICT in teacher education throughout the country
<b>8 Uganda</b>	Improving quality of teachers using ICT integration in the curriculum and the development of TTIs
<b>9 Togo</b>	Strengthening the capacity of trainers and teacher training institutions using ICT
<b>10 Zambia</b>	Equipping teacher educators/teachers with skills to provide an enhanced, more efficient service

Total contribution from the Government of the People’s Republic of China:  
**US\$12 million**

Figure 1 Ten targeted countries and specific activities in each country ©UNESCO-CFIT

<sup>7</sup> Congo, Côte d’Ivoire, Democratic Republic of the Congo, Ethiopia, Liberia, Namibia, United Republic of Tanzania and Uganda (since 2012) as well as Togo and Zambia (since 2017).

target 4.c on increasing the supply of qualified teachers through international cooperation for teacher education/training in developing countries, as well as SDG 9 on infrastructure and innovation.

Since 2012, the project has conducted over 100 training workshops and trained over 10,000 teacher educators. More than 230 teacher training modules or policy documents have been developed or revised, and are being institutionalized. Over 2,400 pieces of equipment were purchased and installed. Seven online teaching and learning platforms and three digital libraries were established, linking over 30 teacher training institutions.

While the project defined a set of common objectives, local stakeholders in every one of the ten beneficiary countries were able to set priorities and design strategies to meet national and local needs. In-country stakeholders are able to build synergies between the project and similar national or regional initiatives supported by other partners. Furthermore, close collaboration among local partners, international experts and UNESCO Field Offices in Africa increased networking and the sharing of knowledge and best practices, with backstopping from UNESCO's International Institute for Capacity Building in Africa (IICBA).



ICT literacy and lesson planning workshop for teacher trainers in Uganda ©UNESCO-CFIT

Beneficiary countries have also joined a number of study tours for peer learning. Teacher educators from beneficiary countries are also supported to join the UNESCO-China Great Wall Fellowship to take a one-year special-tailored programme at East China Normal University in Shanghai, China.

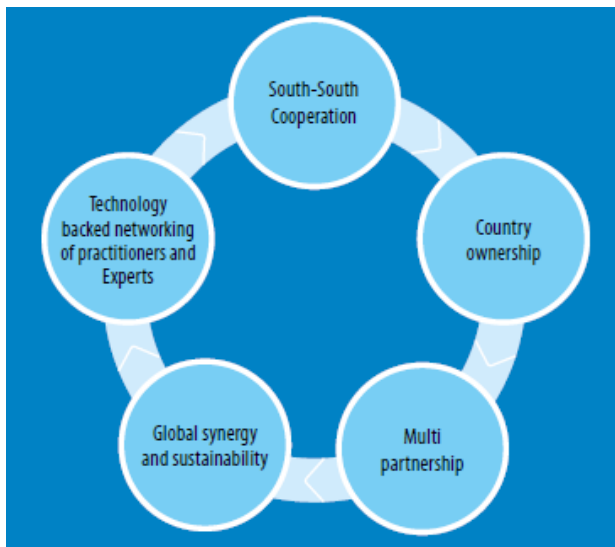


Figure 2 Implementation mechanism of UNESCO-CFIT project ©UNESCO-CFIT

### South-South cooperation on Global Citizenship Education: 2017 Sub-Saharan Africa Regional Network Meeting in Johannesburg

In sub-Saharan Africa, UNESCO has been supporting Global Citizenship Education (GCED) implementation through existing programmes in education such as Peace Education, Learning to Live Together and Teaching Respect for All, but also through social and human sciences programmes (Intercultural Dialogue, Culture of Peace and Social Inclusion) as well as in the culture sector.

An increasingly globalised world has raised questions about what constitutes

meaningful citizenship as well as about its global dimensions. Although the notion of citizenship that goes beyond the nation State is not new, changes in the global context have significant implications for global citizenship. While there are different understandings and manifestations of GCED in the different countries, GCED in its various forms is fast becoming an important and necessary component of education systems in sub-Saharan Africa and across the world.

Capitalizing on this momentum with the goal to solidify global action on GCED, the UNESCO Regional Office for Southern Africa (ROSA) and the Asia-Pacific Centre of Education for International Understanding (APCEIU), a category 2 centre created under the auspices of UNESCO, are calling on partners in the field of GCED in sub-Saharan Africa to form a regional network for GCED with the following goals:

- Strengthen delivery mechanisms of GCED programmes towards improving impact within the region, ensuring inclusive participation of stakeholders;
- Improve the scope and outreach of GCED programmes within the region, addressing the priorities and needs of different sub-regions and groups;
- Catalyse political engagement and leadership to ensure commitment of stakeholders.

It is against this background that UNESCO ROSA and APCEIU invited partners across Africa for the Sub-Saharan Africa GCED Regional Network Meeting on 6-7 April 2017 in Johannesburg. The meeting was designed to jumpstart the formation of the Africa Regional GCED Network, map different GCED programmes in the region, and explore areas of possible cooperation to strengthen regional action on GCED.



School-aged children in Sowame, Senegal (May 2012)  
© UNESCO/Anne Müller

## Malala Fund for Girls' Right to Education

The UNESCO Malala Fund for Girls' Right to Education was established in 2012 following the brutal assassination attempt against Malala Yousafzai, a Pakistani teenager and activist for girls' education. It is part of the "Better Life, Better Future" Global Partnership for Girls' and Women's Education, aiming to expand girls' access to quality and gender-responsive education and ensure safe learning environments, especially in countries affected by conflict and disaster. Pakistan initially committed \$10 million to the Fund, and more than \$700,000 has been mobilized from other

donors, including annual support from CJ Group, a South Korean conglomerate.

The Fund aims to: 1) expand access to education for girls and women, especially those hardest to reach and affected by conflict and disaster; 2) improve the quality and relevance of education, ensuring that content, teaching practices, learning processes and environments are gender-sensitive; and 3) strengthen policy and capacity to ensure safe learning environments. It is helping countries to achieve equal, inclusive and just societies and advance the transformative development agenda outlined in the SDGs, especially SDG 4 on quality education and SDG 5 on gender equality.



Sidra Bibi (8) student of class 1, attends her class at Government Girls Primary School, Charag Abad Dassu, Kohistan District in the Khyber Pakhtunkhwa province of Pakistan. ©UNESCO Islamabad/ Asad Zaidi





Young girls writing on their notebook during the class Government Girls Primary School, Jalkot Dassu, Kohistan District in the Khyber Pakhtunkhwa province of Pakistan. ©UNESCO Islamabad/ Asad Zaidi

*"I have the right of education. I have the right to play.*

*I have the right to sing. I have the right to talk.*

*I have the right to go to the market. I have the right to speak up."*

Malala Yousafzai, Interview with CNN, November 2011

To date, 10 counties have been supported by the Fund and benefited from South-South cooperation, including Cambodia, Egypt, Guatemala, Mauritania, Mozambique, Nepal, Nigeria, Pakistan, the United Republic of Tanzania and Viet Nam. In the United Republic of Tanzania, for example, more than 2,500 girls benefitted from the creation of safe spaces in 40 secondary schools, and 120 teachers and 620 students were trained on the management of these spaces using tools developed by

UNESCO. Some 82 teachers were also trained in gender-responsive pedagogy, human rights education, anti-bullying and sexual and reproductive health education. At these sites, increased retention has been observed among girls through a reduction in teenage pregnancies.

In Mozambique, more than 50 technicians (80 per cent female) have been trained in family literacy and over 580 young women, mothers, caregivers, and parents (95 per cent female) have acquired literacy, language and numeracy skills. Thirteen classes implement regular literacy programmes, benefiting around 475 learners (71 per cent female).

In Egypt, UNESCO is enhancing the literacy skills of 940 women and girls and building their life skills for health, livelihoods and citizenship engagement through 12 Community Learning Centres (CLCs). A Training of Trainers programme was piloted and 60 literacy facilitators were trained

from four governorates.<sup>8</sup> The Fund provides opportunities for knowledge sharing and best practices on strengthening girls' access to quality and gender-responsive education and on ensuring safe learning environments.

### Accelerated and Alternative Learning Programs for Refugees and Internally Displaced People

In the Arab region, especially the Syrian Arab Republic and Yemen, the number of refugees and internally displaced people is on the rise. As a result, education systems are faced with many challenges and are overburdened. Alternative education methods are gaining more attention due to the solutions they can provide. For instance, promoting accelerated learning programs is an important way to help countries in crisis provide high quality education to girls and boys who are often neglected by their education system. More importantly, alternative methods are an

approach that can help schools in these communities and teachers in these schools serve their students better by providing them an education that is both of high quality and relevant to the community in which they live.

To respond to the challenges in the region, UNESCO's Regional Office in Beirut organized a three-day study visit to Egypt in 2017 for 20 high-level education decision makers from Ministries of Education in Yemen and the Syrian Arab Republic, including education planners, curriculum developers, teacher educators and adult educators. The aim of the visit was to raise awareness about flexible learning strategies, particularly primary level alternative learning/schooling programmes that are officially accredited by the government, and are flexible and effective in offering school-age children a second chance of education so that they can learn, graduate and have their right to education fulfilled. UNESCO is identifying opportunities for other such visits to further



Lal Mashroob (12) and Rubina (11) reading a book from the story corner at Government Girls Primary School, Jalkot Dassu, Kohistan District in the Khyber Pakhtunkhwa province of Pakistan. ©UNESCO Islamabad/ Asad Zaidi

<sup>8</sup> Please visit <https://en.unesco.org/themes/education-and-gender-equality/malala-fund> for more information.



One classroom school for girls- Fayoun Governorate  
©UNESCO

strengthen knowledge sharing and technical cooperation on developing alternative pathways to education among Ministries of Education in Egypt, Yemen and the Syrian Arab Republic.

Participants were able to visit different alternative pathways to primary and middle schooling in South Cairo, Egypt, and to witness how learning happens in such settings. Participants also had one-day consultation

sessions with officials from the Ministry of Education of Egypt in Cairo to discuss the alternative education programs.

Following the visit, participants agreed to pursue the following actions:

- Develop national committees in Yemen and the Syrian Arab Republic to develop national frameworks for alternative education;
- Share expertise and resources already developed in Egypt, including on teacher training;
- Develop materials that support decision makers in promoting such concepts;
- Develop teachers' capacity building programs and training workshops.

To further support the Arab Region in meeting educational needs in times of crisis, while striving to meet the commitments of SDG 4, UNESCO launched the Strategic Framework for Education in Emergencies in the Arab Region (2018-2021) in November 2017. It provides an important tool for leveraging much needed support from development partners to help mitigate the impact of the protracted crisis in the Arab Region.



Multi-grade Middle School - Giza Governorate,  
24-26 April, 2017 ©UNESCO

# Culture as a Driver and Enabler for Sustainable Development

UNESCO is fostering South-South cooperation and triangular cooperation to support countries in harnessing culture as a driver and enabler for sustainable development across the SDGs. The Organization's work in this area includes providing policy and technical support through its six Culture Conventions on cultural heritage and creativity; supporting the development of indicators, particularly in relation to SDG target 11.4 (protecting natural and cultural heritage); and through its flagship initiatives, programmes and dedicated funds.

Its Global Reports, notably the "2005 Convention Global Report: Re|Shaping Cultural Policies", provide important tools for tracking trends and developments in South-South and triangular cooperation in this area. UNESCO is also supporting South-South cooperation and triangular cooperation to promote culture for sustainable development through its networks for sustainable urban development, namely its World Heritage and Creative Cities Network, which provide a comprehensive platform to advance the implementation of the SDGs, particularly SDG 11 on sustainable cities.

## Capacity Building Training for Museum Development at UNESCO World Heritage Sites in Indonesia and Afghanistan

This project supported peace reconciliation and reconstruction in Afghanistan through strengthening capacity in World Heritage interpretation and museums management, while fostering cross-cultural dialogue between Indonesia and Afghanistan in the field of culture. It contributes to the achievement of SDG 11, especially target 11.4 on protecting and safeguarding World Heritage, and SDG 16 on peaceful and inclusive societies. The project was implemented in Indonesia (Jakarta, Yogyakarta, Borobudur, Denpasar, Surabaya), and Afghanistan (Kabul and Bamiyan) from September 2014 to April 2018.

Through the project, participants from at least 70 museums in Indonesia and 3 museums in Afghanistan strengthened their knowledge in museum management and museum curator development and shared knowledge and best practices in this area. A travelling exhibition "Crossroad of Cultures: Bamiyan and Borobudur" was held in Kabul, and in Jakarta, Yogyakarta and Borobudur in 2015 and 2016. A "Sub-Regional Workshop on the Fight against Illicit Trafficking of Cultural Property in Southeast Asia" was held in 2016 in Jakarta, highlighting the role of museums in this area. The Karmawibhangga and Finding Galleries at the Borobudur Temple were also revitalized.<sup>9</sup>

<sup>9</sup> Please visit <http://dev.iucp-ift.org/> for more information



Figure 3 Project Duration and Location ©UNESCO-IFIT

### Safeguarding World Heritage along the Silk Roads to Promote Sustainable Development and Sustainable Tourism

The Silk Roads facilitated the transmission of knowledge, ideas, cultures and beliefs, which had a profound impact on the history and civilizations of the Eurasian peoples. Countless historic natural and cultural sites remain along the Silk Roads. UNESCO has a long history of working to safeguard the rich cultural heritage of the Silk Roads and promoting their contribution to sustainable development and sustainable tourism.

Since 2003, UNESCO's World Heritage Centre has coordinated the preparation of the transnational World Heritage nomination of the Silk Roads Cultural Routes in Asia. The project aims to guide States Parties

to the 1972 World Heritage Convention in preparing Silk Roads transnational World Heritage nomination dossiers to address the insufficient representation of heritage routes on the World Heritage List. This also contributes to the implementation of the World Heritage Committee's Global Strategy for a Representative, Credible, and Balanced World Heritage List, adopted in 1994.

Work undertaken as part of the 3-year UNESCO/Japan Funds-in-Trust (JFIT) project to support the Silk Roads World Heritage Serial and Transnational Nomination in Central Asia, between 2011 and 2014, paved the way towards establishing the standards of documentation and research necessary to finalize the first two nominations: The "Silk Roads: Penjikent-Samarkand-Poykent Corridor", jointly submitted by Tajikistan and

# “Crossroad of Cultures: Bamiyan and Borobudur” Simpang Budaya: Bamiyan dan Borobudur

INDONESIA-AFGHANISTAN

NATIONAL MUSEUM OF AFGHANISTAN :  
2 November - 31 December 2016  
MUSEUM NASIONAL, JAKARTA:  
3 - 28 December 2016  
GALERIA MALL YOGYAKARTA:  
10 - 16 January 2017  
MUSEUM ... GGA,  
BOROBUDUR:  
20 January

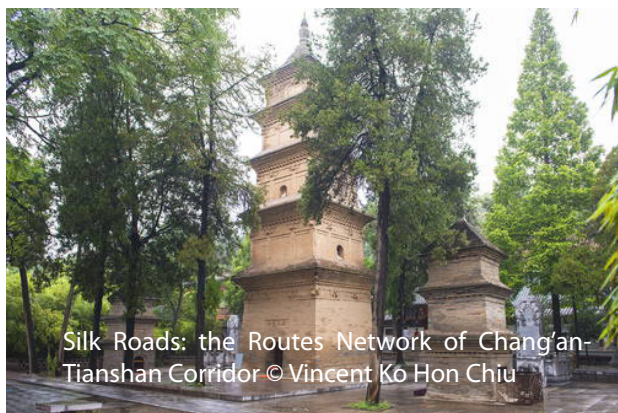


“Crossroad of Cultures: Bamiyan and Borobudur”

Borobudur - Bamiyan Side Event Exhibition at Yogyakarta : 10 - 15 January 2017 © Culture Unit UNESCO Office, Jakarta

Uzbekistan, and the “Silk Roads: the Routes Network of Chang’an-Tianshan Corridor”, jointly submitted by China, Kazakhstan and Kyrgyzstan. These corridors will support South-South cooperation among countries involved in sustainably managing these Silk Roads corridors.

A second phase of the Japan-supported project aims to further enhance the capacities of national authorities, providing them with further training in documentation and archaeological research, conservation and management planning, in order to ensure that the Silk Roads corridors are managed sustainably.



Silk Roads: the Routes Network of Chang’an-Tianshan Corridor © Vincent Ko Hon Chiu

This transnational World Heritage nomination process is still on-going, thanks to the support of the governments of China, Italy, Japan, the Netherlands, Norway and the Republic of Korea. China and the five Central Asian countries also provided in-kind contributions, while the International Council on Monuments and Sites (ICOMOS), the Belgian Federal Science Policy Office, Japanese institutions and the ICOMOS International Conservation Centre in Xi’an provided technical assistance. This project is being replicated in the “Penjikent-Samarkand-Poykent-Merv Zarafshan Heritage Corridor” (Tajikistan, Turkmenistan and Uzbekistan), the “South Asian Silk Roads” (Bhutan, China, India and Nepal), the “Fergana-Syrdarya Silk Roads Heritage Corridor” (Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan), and in other on-

going initiatives such as the “Maritime Silk Roads and Mausam: Maritime Routes and Cultural Landscapes”.

To respond to the growing tourism demand along the Silk Roads, a project supported by the Netherlands is being implemented to develop a Common Tourism Strategy for the Silk Roads Heritage Corridor in Central Asia and China, in cooperation with the World Tourism Organization (UNWTO) and the World Federation of Tourist Guide Associations. The Strategy focuses on training tourist guides, and encourages visitors to explore the region more widely, increase the quality of their experience, including through more meaningful cultural exchanges, and increase the length of their stay. It is also a valuable opportunity to strengthen the inter-State relations in the region and create new opportunities for community investment. The project has contributed to SDG targets 8.9 on sustainable tourism and 12.b on the promotion of local culture and products, as well as SDG target 11.4 on the protection of the world’s cultural and natural heritage and SDG 16 on sustainable and inclusive societies.

UNESCO has also set up a dedicated Silk Road Online Platform to revive and extend the historic networks in a digital space, bringing people together in an on-going dialogue about the Silk Roads. The platform will encourage mutual understanding of the diverse and often inter-related cultures that have sprung up around them. It facilitates South-South exchanges by providing a platform for knowledge exchange on the Silk Roads. It includes the latest research on the Silk Roads, covering a series of themes - from festivals and creative industries to world heritage, museums, underwater heritage and many more.

The Silk Road Online Platform aims to reopen dialogue and promote South-South cooperation along these historic lines of communication by collecting and making accessible worldwide scholarship about the Silk Roads and engaging a global audience in a deeper understanding of the diversity and

interdependency of the cultures and peoples along these routes. It displays and explains the routes and their timeless significance, and provides a unique source of original

information, scholarship and news about them, enriched by the contributions of partner institutions from all over the world and by a committee of Silk Road experts.<sup>10</sup>

### Interactive Map of the cities along the Silk Roads



Cities along the silk roads ©UNESCO Silk Road Online Platform

<sup>10</sup> The UNESCO Silk Road Online Platform: <https://en.unesco.org/silkroad/>



# Mobilizing and Engaging Youth in the 2030 Agenda

Youth Raise Awareness with Creative Integrated Communication Campaign  
©UNESCO/EU - NET-MED Youth



There are 1.8 billion young people between the ages of 10 and 24 across the globe today. The world has never been so young, and it is getting younger every day. Youth today are faced with many challenges, including unemployment, climate change, and violent extremism. In addition, according to data from the UNESCO Institute for Statistics (UIS), some 263 million children and youth are out of school. Investing in and empowering young women and men to be actively engaged in achieving the SDGs and the 2030 Agenda is a priority for UNESCO. South-

South cooperation and triangular cooperation are key modalities for implementing UNESCO's youth development programmes, as reflected in UNESCO's Operational Strategy on Youth (2014-2021).

Through UNESCO's biannual Youth Forum, the Organization is engaging young women and men in co-shaping and co-delivering the Organization's programme. The 10th UNESCO Youth Forum, held in October 2017 on the margins of UNESCO's General Conference, brought young change-makers from all

regions of the world. It resulted in a number of recommendations that were taken on board in the development of UNESCO's programme and budget (2018-2021).

UNESCO also launched a Facebook Youth Community to develop a longer-term relationship with youth. It is also engaging with young women and men through its

#Unite4Heritage campaign to mobilize global support for the protection of cultural heritage, and in response to the unprecedented attacks on the region's cultural diversity and heritage. A dedicated Youth of UNESCO initiative has also been developed to support young agents of change whose ground-breaking initiatives promote UNESCO's priorities.

At an International Youth Forum held in Changsha and Quanzhou, China on April 2017, over 80 young people from 65 countries adopted an international Declaration affirming their desire to promote peaceful coexistence and sustainable development through recognition and celebration of the Silk Roads. In their Declaration, the youth called for promotion of youth organizations and the creation of cultural festivals, greater protection of cultural heritage, and promotion of sustainable tourism along the Silk Roads.

### NET-MED Youth Project

UNESCO's NET-MED Youth Project (Networks of Mediterranean Youth, 2014-2018) is a South-South and triangular cooperation project, supported by the European Union and implemented in the southern Mediterranean region.

Countries in the southern Mediterranean basin share common challenges related to youth, including an increasing distrust of institutions and limited opportunities for civic engagement; scant coordination and networking among youth organizations; insufficient youth representation in public, political, and media spheres; and barriers to their socio-economic inclusion, including high youth unemployment and weak participation of women in the labour market. To address these challenges, UNESCO launched this flagship project that benefits youth from 9 countries from the Eastern and Western Basins of the Mediterranean Sea – Algeria, Israel, Jordan, Lebanon, Libya, Morocco, the State of Palestine, the Syrian Arab Republic and Tunisia.

NET-MED Youth aims at engaging young women and men in decision-making, public

policy planning, media content production and employment policies and forecast, in cooperation with youth organizations, institutions and other key partners. By working with local youth organizations, building the capacities of young people to engage in national youth strategies and policies, supporting youth's freedom of expression and representation in the media, and increasing youth participation in addressing issues of unemployment and skills, it is contributing to the achievement of the SDGs. This includes SDGs 4, 5, 8, 10 and 16.

Since 2014, NET-MED Youth has set in motion innovative, collaborative and participatory approaches to youth engagement at the community, national, regional and international levels, channelling the hope and commitment of youth in the southern Mediterranean. In so doing, the project has invested significant efforts in utilising South-South as well as triangular cooperation modalities, including through the organization of more than 50 transnational exchanges, reaching more than 400 young men and women from leading civil society organizations, as well as young journalists and bloggers.



“

My participation in this activity taught me a lot about the importance of respect for heritage sites - Irena Luthon.

”

These activities have included thematic exchanges and interactive workshops (regional and international) held to promote South-South dialogue on a wide variety of critical topics, such as young people’s engagement in regard to the SDGs; youth policies; employment and skills; freedom of expression; media and information literacy; gender equality; the protection of cultural heritage; peacebuilding and the prevention of violent extremism, among others. In addition, NET-MED Youth is consolidating youth digital platforms with a view to enable online interactions and dialogue across the region. Furthermore, the South-South exchanges facilitated under this project serve to foster social cohesion and intercultural dialogue with the active engagement of youth organizations.

Young women and men drive the project through a participatory approach. There are over 150 active members in NET-MED Youth, who work with UNESCO as partners and represent key interlocutors to advance youth policies, young people’s self-expression and participation in media, and their transition to the labour market. The project has connected, trained and actively engaged over 4,000 youth across various thematic areas.

Irena Luthon, a young volunteer at YMCA and a university student, was one of these youth. Along with seventy other young Palestinian university students, representatives of youth organizations and media activists, she volunteered to do community work during a tour of five different heritage sites in Gaza. She said, “My participation in this activity taught me a lot about the importance of and respect for heritage sites”.



Youth Start Digital Conversations about Heritage  
©UNESCO/EU - NET-MED Youth

# Narrowing the Science, Technology and Innovation Gap

UNESCO is utilising South-South cooperation and triangular cooperation as an important means of bridging the science, technology and innovation (STI) gap to ensure that all countries benefit from scientific and technological progress to achieve the SDGs. With a focus on SDGs 4, 5, 9 and 17, UNESCO supports Member States to develop comprehensive STI systems and policies, including through institutional and human capacity development through South-South and triangular cooperation. To support countries in harnessing STI to achieve the SDGs, a number of centres which facilitate South-South cooperation have been created under the auspices of UNESCO.

Examples include the International Centre for South-South Cooperation in Science, Technology and Innovation (Malaysia); the International Research and Training Centre for Science and Technology Strategy in Beijing (China); The World Academy of Sciences (TWAS); the Abdus Salam International Centre for Theoretical Physics (ICTP); and the Organization for Women in Science for the Developing World (OWSD). These Centres provide training opportunities to scientists from developing countries and foster capacity building, knowledge sharing and networking opportunities.

UNESCO is also actively supporting the Technology Bank for the Least Developed Countries, hosted by Turkey. The new Bank is expected to improve the utilization of scientific and technological solutions in the world's poorest countries and promote the integration of least developed countries into the global knowledge-based economy. This will be

achieved through improving technology-related policies and facilitating access to appropriate technologies through South-South cooperation and triangular cooperation.

UNESCO's Science Report, which provides an analysis of global trends in research expenditure, researchers and technicians, scientific publications, patents, regional and national policies, and cooperation agreements, also provides an important tool for tracking trends and developments.

UNESCO is also facilitating South-South and triangular cooperation through its networks of sites dedicated to sustainable development and the protection of natural world heritage. This includes UNESCO World Heritage Sites, UNESCO Biosphere Reserves and Global Geoparks. Furthermore, UNESCO is working with countries to promote South-South and triangular scientific cooperation for the management of their shared water resources, including through binational centres of excellence, and to build their resilience to natural and human-caused disasters.

## **BIOPALT Project (BIOsphere and Heritage of Lake Chad)**

The Lake Chad Basin is an important source of freshwater for more than 40 million people living in the four countries surrounding it: Chad, Cameroon, Niger, and Nigeria. The Lake Chad region is facing a combination of the most devastating crises of our times – over the past decades, it has witnessed escalating security crisis interlinked with humanitarian and large-scale ecological crises. Rainfall has declined over the past 50 years and the

lake's surface area shrunk by more than 90 per cent between 1960 to 1985, affecting the region's ecosystem and economy. The Lake's shrinkage has forced a large number of people to migrate. It has also created the conditions for some of the most vulnerable among them to be recruited by violent extremism groups, such as Boko Haram.

To provide solutions for the Lake Chad Basin, a financing agreement was signed between UNESCO and the Lake Chad Basin Commission (LCBC) in 2017 to fund the project "Applying the Model of Transboundary Biosphere Reserves and World Heritage Sites to Promote Peace in the Lake Chad Basin through the Sustainable Management of Natural Resources" (BIOPLAT). This project is a component of the Programme to Rehabilitate and Strengthen the Resilience of Lake Chad Basin Systems (PRESIBALT), funded by the African Development Bank. The funding agreement covers the project's implementation over a three-year period for a total of \$6,456,000 via a multi-sectoral and multidimensional approach.

The BIOPALT project aims to strengthen the capacity of member States of the Lake Chad Basin Commission (LCBC) to safeguard and sustainably manage the hydrological, biological and cultural resources of the Lake Chad Basin, thereby contributing to reducing poverty and promoting a green economy and

peace. Six SDGs are addressed through this project:

- Goal 6 on clean water and sanitation.
- Goal 8 on decent work and economic growth.
- Goal 11 on sustainable cities and communities.
- Goal 13 on climate action.
- Goal 15 on life on land.
- Goal 16 on peace, justice and strong institutions.

The project involves a wide scope of activities ranging from the establishment of an early warning system for droughts and floods, to the restoration of degraded ecosystems. The project also focuses on income-generating activities through the promotion of a green economy and the development of the basin's natural resources. In particular, the project will help member States prepare their application files for the nomination of a transboundary biosphere reserve in the basin and the inscription of Lake Chad on the World Heritage List.

Through South-South cooperation, the joint efforts of Cameroon, Central African Republic, Chad, Niger and Nigeria to protect their shared natural resources and to promote sustainable economic development and social cohesion are enhanced. Special emphasis will be put on gender, youth, and indigenous people development issues and needs.



Collective fishing in Lake Chad in Cameroon ©M. Aboukar



“

The BIOPALT project aims to strengthen the capacity of member States of the Lake Chad Basin Commission to safeguard and sustainably manage their natural and cultural resources.

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## Bosques de Paz Transboundary Biosphere Reserve between Ecuador and Peru

In 2015, Ecuador and Peru made a joint decision to propose the creation of a transboundary Biosphere Reserve called Bosques de Paz (Forest of Peace) to UNESCO's Man and the Biosphere (MAB) Programme. The process of creating the proposal was supported by the project "Biosphere Reserves as a Tool for Coastal and Island Management in the South-East Pacific Region" (BRESEP), which is coordinated by the MAB Programme and supported by the Flemish Government of Belgium. The Secretary of the MAB Programme welcomed the nomination as "an example of cooperation between States", which is the first of its kind in South America and will make a valuable contribution to the global conservation and sustainable development agenda. Bosques de Paz was recognized in

2017 by the International Coordinating Council of UNESCO's MAB Programme.

Bosques de Paz has a total area of 1,616,988 hectares and is composed of the Bosque Seco Biosphere Reserve in Ecuador (501,040 hectares) and the Noroeste Amotapes - Manglares Biosphere Reserve in Peru (1,115,948 hectares). It includes the seasonally dry forests of Ecuador and Peru, which form the heart of the Endemic Region of Tumbes, one of the most important biodiversity hotspots of the world. "Forests of Peace" cover an area of 1.6 million hectares that includes mangroves and dry forests, and is home to more than 600,000 people, who have decided to commit to the conservation and sustainable development of their environment. Public participation is also key for the Ecohydrology Demosite of Los Paltas project that fosters ecosystem rehabilitation and improves the water supply to the city of Catacocha.<sup>11</sup>



Bosques de Paz Transboundary Biosphere Reserve (Ecuador/Peru) ©UNESCO/MANCOMUNIDAD BOSQUE SECO

<sup>11</sup> A cooperation project with UNESCO's International Hydrological Programme. See: <https://en.unesco.org/themes/water-security/hydrology/eco-hydrology>



The creation of this transboundary reserve is designed to achieve several specific goals, which will benefit both nations. It aims to strengthen the peace agreement signed between Ecuador and Peru, conserve the native flora and fauna, serve as a laboratory for scientific research, and provide a regional platform for strengthening the management of financial resources for conservation and territorial development through South-South cooperation. The joint effort by Ecuador and Peru is contributing to SDGs 9, 15 and 16.

### **First Binational Water Centre Joins UNESCO**

UNESCO and Itaipu Binacional (an energy company) signed an agreement to formalize the recognition of the International Centre on Hydroinformatics for Integrated Water Resources Management (CIH) as a category 2 centre under the auspices of UNESCO in 2016. This centre translates into action UNESCO's mandate of building bridges for dialogue and fostering scientific cooperation. It is also an important example of the benefits of South-South cooperation to meet the challenges of the 21st century.

The International Centre on Hydroinformatics (CIH), created through a partnership between the Governments of Brazil and Paraguay with UNESCO's support, is already operational and contributing actively to UNESCO's International Hydrological Programme (IHP). It is part of a much broader cooperation that has flourished between the two neighbouring countries since the 1970s to build the world's largest generator of renewable energy: Itaipú dam, a hydro-power plant on the border between Paraguay and Brazil that captures the energy of the Paraná River. Today, Itaipú dam accounts for almost 80 per cent of the energy generated in Paraguay and 20 per cent of the energy generated in Brazil.

The CIH is a scientific water-related centre that focuses on environmental management and the appropriate and rational use of natural resources by developing innovative solutions and hydroinformatics tools. Capacity building and knowledge-sharing is also an important part of the centre's mandate. The experience and knowledge developed in Itaipú is unique, and CIH's efforts to develop innovative solutions in the field of water management and energy generation is increasingly important in helping to identify solutions on how to adapt to climate change. In addition to reinforcing capacities for reaching SDG 6 on water and sanitation, CIH's actions contribute to SDG 7 on clean energy and SDG 13 on climate change.

### **Indian Ocean Tsunami Warning and Mitigation System**

The Intergovernmental Coordination Group for the Indian Ocean Tsunami Warning and Mitigation System (ICG/IOTWMS) was established by the Intergovernmental Oceanographic Commission (IOC) of UNESCO in response to the tragic tsunami on December 26th 2004, in which over 230,000 lives were lost around the Indian Ocean region. It supports knowledge sharing and technical cooperation through South-South and triangular cooperation.

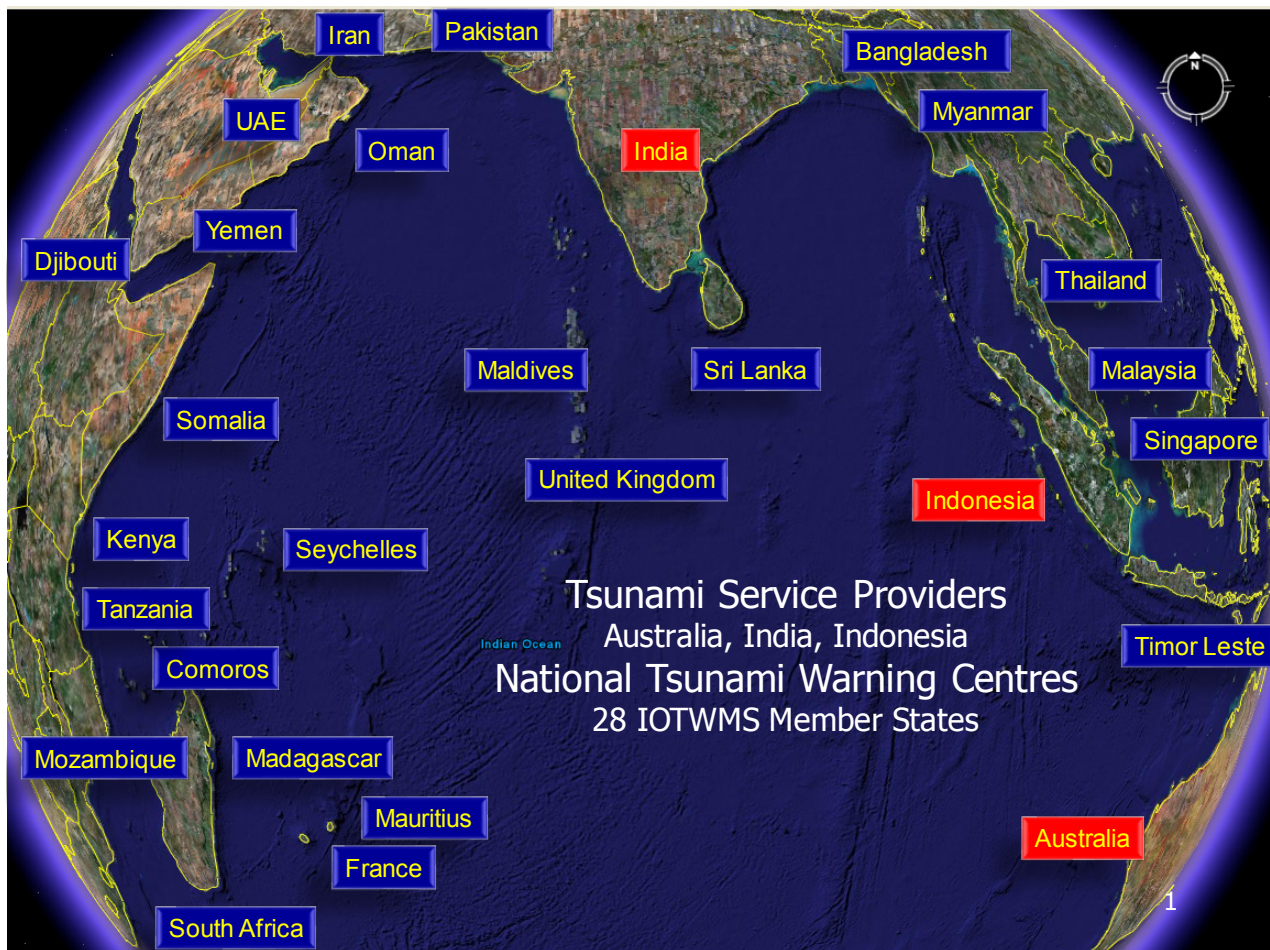
The IOTWMS is a fully integrated end-to-end warning system built on three pillars: tsunami risk assessment and mitigation; tsunami detection, warning and dissemination; and tsunami awareness and response. The warning system is fully owned by the countries, protects all countries in the region and promotes free and open data exchange. The Secretariat of the IOTWMS is hosted and supported by the Government of Australia at the IOC-UNESCO Perth Regional Programme Office in Perth.

After several years of international collaboration and development, the IOTWMS became operational on 31st March 2013 with Tsunami Service Providers (TSPs) established by Australia, India and Indonesia providing independent tsunami advisory services to national tsunami warning centres in 28 States around the Indian Ocean, reaching millions of people who had no access to such warnings in 2004.

The IOTWMS has created Risk Assessment Guidelines, enhanced observing networks, generated awareness material, and conducted more than 100 capacity development workshops. Biannual communications tests

and biennial tsunami drills (IOWave exercises) are organised to test operational readiness of the system. Furthermore, the Indian Ocean Tsunami Information Centre (IOTIC) was established in Jakarta, supported by the Government of Indonesia, to promote community awareness and response activities.

Current and future work of the ICG/IOTWMS is focused on sustaining and improving the system, as well as on enhancing community awareness and response mechanisms in the IOTWMS member States. Upcoming international initiatives such as the International Decade of Ocean Science for Sustainable Development (2021-2030),<sup>12</sup> coordinated



3 Tsunami service providers and 28 National tsunami warning centres ©UNESCO

<sup>12</sup>The Decade was proclaimed by the UN General Assembly and aims to gather ocean stakeholders worldwide behind a common framework that will ensure ocean science can fully support countries in the achievement of the Sustainable Development Goal 14 on the ocean.

by the Intergovernmental Oceanographic Commission (IOC), could act as enablers for strengthening multi-lateral cooperation in multi-hazard early warning systems. IOC-UNESCO is committed to continuing to facilitate, coordinate and provide governance for the Indian Ocean Tsunami Warning and Mitigation System.

### **Sandwatch: a Global Citizen Science Observatory of Changing Environments**

Sandwatch is a UNESCO interdisciplinary programme with contributions from a wide range of partners around the world. The project links educators, coastal planners, institutions, and communities in over 50 countries worldwide, with an important representation from small island developing States (SIDS). Sandwatch uses an innovative, low-cost and highly adaptable approach based on participatory science to enable practitioners to scientifically monitor, analyse and share data on their coastal environments. It empowers communities and citizens of all ages to develop sustainable approaches to address issues impacting their environment, with a particular focus on climate change adaptation. Sandwatch promotes team work with local communities, scientists and Government officials for a more inclusive and sustainable planning and management of beaches. It also encourages South-South and regional cooperation for exchange of data and expertise, as well as capacity building. Sandwatch has developed a tutorial toolbox composed of a teaching manual in English, French, Portuguese and Spanish, tutorial videos, a global database, a website and a Facebook page.<sup>13</sup>

### **TWAS South-South PhD Fellowships**

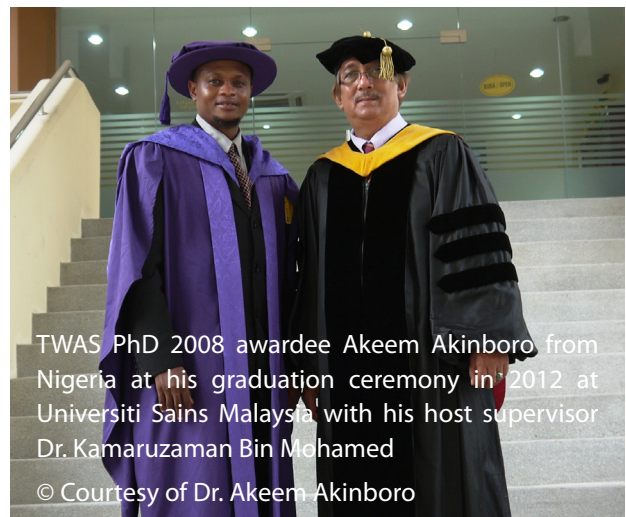
TWAS is a global science academy based in Trieste, Italy, working to advance science and engineering for sustainable prosperity in the developing world. It was founded in 1983 by a distinguished group of scientists from the

developing world, under the leadership of Abdus Salam, the Pakistani physicist and Nobel laureate. They shared a belief that developing nations, by building strength in science and engineering, could gain the knowledge and skills to address challenges such as hunger, disease and poverty. From the start, TWAS has received essential support from Italian scientists and political leaders.

In addition to its elected Fellows from over 90 countries, TWAS has developed capacity building programmes over the past three decades consistent with its mission:

- Recognize, support and promote excellence in scientific research in the developing world;
- Respond to the needs of young scientists in countries that are lagging in science and technology;
- Promote South-South and South-North cooperation in science, technology and innovation;
- Encourage scientific research and sharing of experiences in solving major problems facing developing countries.

TWAS day-to-day work focuses on the implementation, thanks to and via its partners, of a number of programmes including TWAS's South-South PhD Fellowships.<sup>14</sup>



TWAS PhD 2008 awardee Akeem Akinboro from Nigeria at his graduation ceremony in 2012 at Universiti Sains Malaysia with his host supervisor Dr. Kamaruzaman Bin Mohamed

© Courtesy of Dr. Akeem Akinboro

<sup>13</sup> The manual is available at <http://unesdoc.unesco.org/images/0018/001894/189418e.pdf>

<sup>14</sup> <http://twas.org/opportunities/fellowships>

TWAS and its partners offer over 400 PhD fellowships per year to scientists in the developing world who want to pursue PhD degrees. The fellowships are based on a scheme which involves support from emerging economies, such as China, Brazil, South Africa, India, Pakistan, Malaysia. The partners offer top laboratory and research facilities in centres of excellence for the training and formation of PhD students.

Thanks to its South-South cooperation model, the programme has resulted in enhanced cooperation between emerging countries and least developed countries. In addition, given that the cost of PhD education in an emerging economy is much less than in a developed country, the fellowships represent excellent value for money. With the same funds, TWAS and its partners can train a higher number of students compared to a standard situation in the North.

### TWAS South-South PhD Fellowships

*AT A GLANCE*

- Total number of PhD graduates since inception in 2004: **410**
- Total number of PhD fellowships offered since inception in 2004: **2039**
- Female proportion: about **20 per cent**
- Proportion of awards to Africans: **60-70 per cent**
- Number of developing countries in awards made: **89**
- Examples of well-represented LDCs : **Afghanistan, Benin, Burkina Faso, Burundi, Sierra Leone, Sudan, South Sudan and Yemen**
- Number of host countries: **6 – China, Brazil, India, Malaysia, Pakistan, South Africa**
- Number of students currently on site in host countries: **1070**
- Per cent of awards to LDCs: **31 per cent**
- In 2017: **113 PhD graduates**
- Number of publications from 2017 graduates: **218**

The TWAS programme contributes directly to SDG 4, while at the same time also providing valuable inputs towards many other SDGs depending on the focus of the research area of each PhD project supported.

### Sustainable Cities

UNESCO is committed to utilising South-South cooperation and triangular cooperation to enhance the sustainability of cities through policy advice, technical assistance and capacity building, drawing on its longstanding normative and operational experience in the fields of education, the sciences, culture, communication and development. Thanks to multi-disciplinary cooperation among all its programme sectors, as well as its broad network of experts across the globe, UNESCO has become a leading agency in the effective implementation of the New Urban Agenda and the 2030 Agenda for Sustainable Development. It is facilitating South-South and triangular cooperation through its networks of cities - Creative Cities, World Heritage Cities, Learning Cities, Inclusive and Sustainable Cities, and the Alliance of Megacities for Water and Climate (MAWaC) – all of which are making notable contributions to achieving SDG 11.<sup>15</sup>



UNESCO Creative Cities Exhibition in Shenzhen Design Week (China) © Liang Xuefeng/Shenzhen City of Design Promotion Association

<sup>15</sup> For more information, see our website at <https://en.unesco.org/UNESCO-for-Sustainable-Cities>.

# Enhancing Freedom of Expression, Public Access to Information and the Safety of Journalists

As the United Nations agency with a specific mandate to foster “the free flow of ideas by word and image”, UNESCO works to promote freedom of expression, press freedom and access to information. The Organization does this by contributing to the setting of global norms and standards, awareness-raising, monitoring and reporting, capacity-building, and research. UNESCO leads the implementation of the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity, which constitutes the first systematic UN-wide plan that aims to create a free and safe environment for journalists and media workers, including social media producers, in both conflict and non-conflict situations. These efforts contribute to the attainment of SDG 16 and particularly target 16.10, focused on ensuring public access to information and protecting fundamental rights. In turn, freedom of expression and media pluralism are key enablers for all SDGs.

Between 2012 and 2016, 530 journalists were killed, an average of two deaths per week. Impunity for crimes against journalists remains the norm, with justice in only one in 10 cases. There has also been a substantial rise in other forms of violence against journalists, including in kidnapping, enforced disappearance, arbitrary detention, and torture. Digital safety is an increasing concern for journalists across all regions. Female journalists, in particular,

have experienced growing online abuse, stalking and harassment.<sup>16</sup> Given the scope of the challenges at hand, no actor is able to resolve them singlehandedly. Thus, a core principle of the UN Plan of Action on the Safety of Journalists and the Issue of Impunity is a multi-stakeholder partnership between UN agencies, State institutions and political actors, NGOs, civil society, media, academia, intergovernmental organizations and the general public.

In this context, it is critical to build capacities among members of the judiciary, as they can help end impunity for crimes against journalists by ensuring trial of those that have attacked journalists, as well as more broadly prevent indiscriminate actions against free speech, by applying clear guidelines prescribed by law. In order to play this role, however, they need to be both well versed on freedom of expression challenges (both online and off line), and knowledgeable about the related international standards and regional jurisprudence. Since 2013, UNESCO and its partners have been facilitating South-South and triangular cooperation to train members of the judiciary on freedom of expression, public access to information, and safety of journalists.

In Latin America, this line work has been undertaken in collaboration with Supreme Courts, Associations of Judiciary Operators,

<sup>16</sup> See UNESCO’s 2017/2018 World Trends Report on Freedom of Expression and Media Development, <https://en.unesco.org/world-media-trends-2017/trends-safety-journalists>

the Ibero-American Judicial Summit, the Ibero-American network of Judicial Schools, the Inter-American Commission on Human Rights, the Inter-American Court of Human Rights and the Knight Center for Journalism in the Americas. Through a massive open online course (MOOC), 7,500 judicial actors were trained, including 1,830 judges from 22 countries in the region, which also allowed for knowledge sharing among participants on their cross-country experiences. Other resources were developed, such as a toolkit for Ibero-American

Judicial Schools and several guides for judicial operators, to facilitate dialogue between them and the media and to emphasise their role in regard to SDG 16. A database of jurisprudence in Spanish was developed in partnership with Columbia University in New York. This database groups key rulings from 16 countries in Latin America and others from the rest of the world, while discussions on the judiciary and online freedom of expression were facilitated at the international level in the context of the Internet Governance Forum.



UNESCO and the Centre for Human Rights of the University of Pretoria recently rolled out the first Massive Open Online Course (MOOC) on freedom of expression, access to information and safety of journalists in Africa. The course, which opened on 13 November 2017 and ran for five weeks, gave judicial officials, journalists, academics, and civil society members the opportunity to learn about and discuss these issues

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South-South cooperation has been expanded further through the launch of similar actions in Africa, in partnership with the Center for Human Rights of the University of Pretoria, the African Commission on Human and Peoples' Rights and the African Court on Human and Peoples' Rights.

A MOOC in English was developed and rolled out in November 2017 for five weeks, reaching nearly 900 legal professionals, judges, government officials and civil society actors from 42 African countries. Participants from 45 other nationalities also enrolled in the MOOC. The content of the course was tailored to the African context and the needs of the specific target audience: judges and other members of the judiciary in Africa.

The African Court and Commission on Human and Peoples' Rights were fundamental partners, with Justice Ben Kioko, Vice President of the Court, and Ms Pansy Tlakula, former Special Rapporteur of the Commission on Freedom of Expression and Access to Information, acting as trainers in the MOOC along with UNESCO and Pretoria University trainers. The project was designed to foster regional capacity building and cooperation between judges in regional and national courts on issues concerning freedom of expression and impunity for crimes against journalists.

Participating Magistrate Bertha Akua Aniagyei, from Ghana, explains "This course broadened my scope of knowledge on the work of the African Court on Human and Peoples' Rights. I also realized that other African countries are making strides in human rights too. I found interesting that some states' courts are taking steps to ensure that Africa is not known as a continent where human rights are not respected."

The online course was preceded by a three-day on-the-ground seminar in Pretoria, South Africa, with the participation of 20 judges from 13 countries including the ECOWAS Court of Justice. The judges discussed issues ranging from the importance of freedom of expression, journalists' safety and ethics, through to defamation, Internet shutdowns, the African Human Rights System and the relevance of media self-regulation to the judicial sector. The project received support from Denmark and the Open Society Foundations, with a technical contribution from Norway. UNESCO now plans to develop a similar project to expand South-South cooperation through trainings of judges in French-speaking African countries.<sup>17</sup>

<sup>17</sup> For more information, see <https://en.unesco.org/training-foe/about>



## Chapter III      The Way Forward



This publication is UNESCO's first dedicated report on South-South cooperation and triangular cooperation. It presents an overall picture of the progress achieved to support technical cooperation, capacity building and knowledge sharing through South-South and triangular cooperation in UNESCO's areas of competence with highlights of specific examples. It paves the way for deepening future cooperation in this area.

In the lead up to the BAPA+40 Conference, UNESCO will continue working with its partners to identify how to scale up the means of implementation of the 2030 Agenda for Sustainable Development in support of South-South cooperation and triangular cooperation in the following main areas:




- 1) Expanding quality education and inclusive lifelong learning to advance the achievement of the SDG 4 - Education 2030 Agenda, including through promoting emerging technologies in education, to ensure that all learners reach their full potential.
- 2) Supporting youth development and engagement to ensure that young people in developing countries, particularly girls and women, are actively participating in the implementation of the 2030 Agenda.
- 3) Strengthening capacity building, knowledge sharing and technical cooperation on developing effective STI systems to achieve the SDGs, including through the new

Technology Bank for the Least Developed Countries.

- 4) Promoting culture for sustainable development and sustainable tourism, including through the protection of natural and cultural heritage and creative and cultural industries.
- 5) Building resilience in the face of climate change, conflicts and disasters, including through, disaster risk reduction, early warning systems, promoting the sustainable management of natural resources, and contributing to relief and reconstruction efforts in post-conflict and post-disaster situations.

South-South and triangular cooperation is changing the international development landscape, with the proliferation of new actors and cross-regional modalities. Complementing North-South cooperation, it is creating new and innovative responses to the socio-economic-environmental challenges of developing countries, ranging from poverty and education to gender equality, climate change, to post-conflict and reconstruction. South-South and triangular cooperation play a strategic role in enhancing ownership and strengthening national capacities. UNESCO is committed to enhancing South-South and triangular cooperation for sustainable development to support developing countries in finding effective solutions to their development challenges.



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