UNESCO
Country Programming Document for Nepal
2011-2013

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The UNESCO Office in Kathmandu contributes to building peace, alleviating poverty, and fostering sustainable development and intercultural dialogue in Nepal through education, sciences, culture, communication and information.

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Abbreviations

BSP	Biennial Sectoral Priorities		MDI	Media Development Indicator
CCA	Common Country Assessment		MLA	Main Line of Action
CLC	Community Learning Centre		MoE	Ministry of Education
CMC	Community Multimedia Centres		MoST	Ministry of Science and Technology
CSO	Civil Society Organization			
DoA	Department of Archaeology		MoW	Memory of the World
DoE	Department of Education		NAST	National Academy for Sciences and Technology
ECCE	Early Childhood Care and Education			
			NatCom	Nepal National Commission for UNESCO
ECD	Early Childhood Development			
EFA	Education for All		NFE-MIS	Non-Formal Education Management Information System
EMIS	Educational Management Information System			
			NFUAJ	National Federation of UNESCO Clubs and Associations in Japan
ESD	Education for Sustainable Development			
			NGO	Non-Governmental Organization
ExB	Extra Budgetary Resources		RB	Regular Budget
FoDeJ	Forum of Development Journalists		R&D	Research and Development
			S&T	Sciences and Technology
GDP	Gross Domestic Product		SAARC	South Asian Association for Regional Cooperation
GoN	Government of Nepal			
GPI	Gender Parity Index		SMC	School Management Committees
HDI	Human Development Index		SSRP	School Sector Reform Plan
HKH FRIEND	Hindu Kush Himalayan- Flow Regimes from International Experimental and Network Data		TU	Tribhuvan University
			TYIP	Three Year Interim Plan
			UCPD	UNESCO Country Programming Document
ICH	Intangible Cultural Heritage			
ICT	Information and Communication Technology		UNCT	United Nations Country Team
			UNDAF	United Nations Development Assistance Framework
IHP	International Hydrological Programme			
			UNESCO	United Nations Educational, Scientific and Cultural Organization
IO	International Organization			
IPM	Integrated Management Plan			
JFIT	Japanese Funds-in-Trust		UNESS	United Nations Educational Support Strategy
LDC	Least Developed Country			
LDT	Lumbini Development Trust		WPFD	World Press Freedom Day
MDG	Millennium Development Goal			

Preface

The UNESCO Country Programming Document (UCPD) for Nepal, published by the UNESCO Office in Kathmandu, is the first of its kind. It reflects the close links between the priorities and programmes of the Government of Nepal and UNESCO's areas of competence.

As the leading UN agency for the promotion of peace, progress and prosperity through international cooperation in education, the sciences, culture, communication and information, UNESCO has made a significant contribution to Nepal's development in all of these areas. Its leadership and support have helped to mainstream these five core areas into national policies and programmes.

Although the Nepal National Commission for UNESCO and the UNESCO Office in Kathmandu have enjoyed very close cooperation in all areas of UNESCO's competency since 1998, I am confident that the UCPD will contribute to a more effective, focused and results-oriented planning and execution of programmes and increase the visibility of UNESCO at all levels, including at the grass roots level.

In this very critical time of transition towards peace for progress and prosperity, I believe that the UCPD for Nepal is an important instrument to strengthen collaboration between all national stakeholders, including the Nepal National Commission for UNESCO and the UNESCO Secretariat. It increases synergies between our programmes and strengthens coherence of our activities in the areas of common interest.

I appreciate the initiative taken by the UNESCO Office in Kathmandu to ensure the participation of professionals, experts and practitioners from all five subject areas of UNESCO in designing this programme document.

On behalf of the Government of Nepal, I would like to thank the UNESCO Kathmandu Office for its efforts to prepare this comprehensive UCPD and extend our best wishes for its successful implementation.

Ganga Lal Tuladhar
President, Nepal National Commission for UNESCO
Minister of Education

Foreword

Nepal joined UNESCO in 1953 and the UNESCO Office in Kathmandu was established in 1998. Since then, UNESCO Kathmandu has supported the Government of Nepal to attain quality Education for All, mobilize scientific knowledge and science policy for sustainable development, preserve Nepal's rich cultural heritage, promote cultural diversity and dialogue among its culturally diverse communities, and empower people through the free flow of ideas and access to information and knowledge.

Over the years, UNESCO has become a reliable partner for both the government and a great number of civil society organizations to assist in strategy and policy development in education, natural sciences, culture, and communication and information. The Kathmandu Office works mostly at the upstream level and focuses on selected target areas and population groups implementing UNESCO's main functions as a laboratory of ideas, a standard-setter, a clearing house, a capacity builder and a catalyst for international cooperation.

As the country is engaged in a challenging peace and development process, UNESCO has develop a comprehensive cooperation programme for Nepal. This country programmatic framework, covering a three year period (2011-2013), is presented as the "UNESCO Country Programming Document" (UCPD) for Nepal.

In addition to succinctly presenting the country's situation in the areas of education, natural sciences, culture and communication and information, the UCPD reviews UNESCO's past action and achievements in Nepal and outlines areas of UNESCO's potential contributions to the country's development, including to the next United Nations Development Assistance Framework.

In Nepal's transitional political situation, UNESCO has an increasingly important role to play in assisting national stakeholders to provide educational opportunities to all girls and boys and women and men in Nepal so that they can become responsible and independent actors for democracy and contribute to national socio-economic development; to strengthen institutional and individual capacities in science, technology and innovation; to create a sense of national identity and coherence building on the very diverse, yet commonly shared heritage; and to create conditions conducive to give access to information and knowledge as building blocks of empowerment and transparent governance.

The UCPD presents UNESCO's contribution and achievements to Nepal's development process and determines areas, in which UNESCO can provide the Government of Nepal and its other stakeholders assistance in the transformational process.

Axel Plathe
Head of the UNESCO Office in Kathmandu
Representative of UNESCO to Nepal

Introduction

UNESCO has multi-sector expertise in education, natural, social and human sciences, culture, and communication and information. Articulating concrete deliverables in these areas, the UNESCO Country Programming Document (UCPD) 2011-2013[1] decodes in a comprehensive manner what UNESCO can offer to Nepal's development.

As a succinct presentation of UNESCO's country programming experience and role in Nepal, the document sets out the framework for the organization's future cooperation and key programme priorities based on the needs of stakeholders and country development requirements. In this way, the UCPD is an important tool to facilitate the planning, implementation and monitoring of programmes and projects that are, and will be supported by UNESCO. The UCPD aims to clarify and assert the organization's responsibilities and concrete contributions in building peace, alleviating poverty, and fostering sustainable development and intercultural dialogue in Nepal in partnership with the government, other development partners and the United Nations Country Team.

Women from Humla dressed in traditional attire

The Women's Savings Group at Kohlpur Community Learning Centre

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1   See Annex 4 for the UCPD timeframe.

Getting drinking water in Humla

Science lessons are broadcast via the Madan Pokhara Community Radio station

The UCPD Nepal is structured as follows:

Part I   provides an overview of the situation in Nepal and highlights development issues relevant to UNESCO's areas of competence;

Part II   provides a succinct results-based status outline of all ongoing and recent past UNESCO activities covering the period from 2006 to 2010;

Part III   identifies the principal areas of future action for UNESCO and outlines key priorities for a framework of cooperation in Nepal;[2]

Part IV   outlines ongoing cooperation with other United Nations partners and external donors and potential partnerships for future activities.

The UCPD Nepal is aligned with internationally agreed development priorities, particularly the UN Millennium Development Goals (MDGs), national development goals defined in the Three Year Interim Plan 2007-2010[3] by the Government of Nepal, and development priorities as in the current United Nations Development Assistance Framework (UNDAF). It also reflects the strategic objectives as set out in UNESCO's Medium-Term Strategy 2008-2013 (34 C/4) and the priorities and main lines of action of UNESCO's biennial programmes and budgets for 2010-2011 (35 C/5) and for 2012-2013 (draft 36 C/5).

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2   Due to the timeframe and schedule for the new UNDAF 2013-2017 and 36 C/5, a number of areas of future action have been determined taking into account the priorities of the current UNDAF. These activities are therefore provisional and may be subject to change within the setting of new UNDAF priorities.

3   At the time of preparing the UCPD for Nepal, the Three Year Interim Plan 2007-2010 was effective.

PART I

Situation Analysis

In order to better understand UNESCO's role and opportunities of action in Nepal, this chapter provides a short assessment of the geographic, demographic, political, and social situation of the country. This is followed by an evaluation of the situation in respect to each of UNESCO's areas of competence.

Overall country assessment

Geographic and demographic profile

The Federal Republic of Nepal is a landlocked country bordering India in its east, south and west, and China to its north.

Nepal has a diverse geographic landscape covering approximately 147,181 sq km, which varies from 60 to 8.848 metres above sea level. It is divided into three different geographic regions[4] with a mountainous northern belt - the Himalayas, a central hilly region, and a humid and fertile area along the southern border, which is known as the Terai. Administratively, the country is divided into five regions[5], 75 districts and 3,915 Village Development Committees (VDC).

As one of the most vulnerable countries in South Asia to climate change with a highly variable climate and fragile ecosystems, Nepal is vastly exposed to natural hazards with devastating floods and landslides, especially during the monsoon season. Despite little arable land, almost 38 per cent of the population makes a living from agriculture, which is also the foundation of the Nepalese economy and contributes to 82 per cent of its exports.[6]

The country's population was an estimated 28.9 million in July 2010[7] with an annual growth rate of 1.94 per cent (2010 estimate). Nepal ranks as the 41st most highly populated country in the world, with the southern parts the most heavily populated. The capital city of Kathmandu has a population of an estimated 990,000 people and the fertile Kathmandu Valley has a population of about 1.8 million. Of the total population, 80.6 per cent are Hindus, 10.7 per cent Buddhists, 4.2 per cent Muslims and 3.6 per cent Kirants.[8]

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4   UNDP, Nepal Country Information: http://www.undp.org.np/countryinfo.php.
5   With the restructuring of the state, this may be subject to change.
6   FCO, Nepal Country Profile: http://www.fco.gov.uk/en/travel-and-living-abroad/travel-advice-by-country/country-profile/asia-oceania/nepal
7   CIA, The World Factbook: https://www.cia.gov/library/publications/the-world-factbook/geos/np.html
8   Nepal MDG Progress Report 2010.

Political and social context

After a ten-year civil war, Nepal is on the path to democracy. Maoists ran the decade-long insurgency (1996-2006) against the ruling monarchy, which until then had kept Nepal in isolation.[9] According to UN figures, the war left more than 13,000 people dead and an estimated 100,000 to 150,000 internally displaced. The rebels were only ready to start talking to the parliamentary government after King Gyanendra ended his rule in 2006. The Comprehensive Peace Agreement was concluded in November 2006 and the monarchy was abolished a month later.

Many major historical social, political and economic transformations have taken place over past years. However, in mid 2011, the overall situation in Nepal was characterized by ongoing political instability and by the fragility of Nepal's peace process. Establishing efficient and transparent governance and administration, developing basic infrastructure (electricity, health, services, and roads), accelerating economic development and eradicating poverty are still Nepal's major development challenges. Year-long controversies among political parties on power-sharing have contributed to Nepal's economic growth lagging far behind that of the booming economies of neighbouring countries.

In addition to its weak economical and political situation, Nepal is characterized by social inequality. Nepal's population is a cultural mosaic, which comprises over 103 ethnic groups and castes[10] speaking over 92 languages. Disparities in social status are the cost of a historical structured hierarchy, and inequality in power among the diverse social, cultural, and linguistic groups. A person's status in Nepal is for the most part decided by birthplace, gender and caste/ethnicity. Despite being officially abolished in 1963, the caste system in Nepal continues to be deeply imbedded in the national psyche, with the lowest castes, the "untouchables" being systematically excluded from society. There is a strong correlation between ethnic status and caste membership, poverty and development, with women and children the most exposed to prevailing practices of discrimination, particularly in the country's rural areas. The poverty of some excluded ethnic groups is almost double the national average.[11]

Human Development

Nepal was first listed by the UN as a Least Developed Country (LDC)[12] in 1971. Despite almost five decades of foreign aid, Nepal continues to be one of the poorest countries in the world, with almost one-third of its population living below the poverty line and with one of the lowest life expectancies in Asia. In 2010, Nepal was ranked 138th position out of 169 countries in the UNDP Human Development Index (HDI).

Nonetheless, there have been several major improvements and Nepal is on track towards achieving several of the Millennium Development Goals by 2015. The percentage of people living below the national poverty line has been

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9   Until 1951 the Rana monarchy had kept Nepal in isolation from the outside world.

10 "One of the most common ways of classifying caste and ethnic groups is to cluster them in three major overlapping divisions: (i) the hierarchical caste structured groups (jats) and the egalitarian ethnic groups (Janjatis); (ii) the high caste or the ritually 'pure' castes and the low, ritually 'impure untouchable' castes (Dalits); and (iii) Pahadis and Madhesis."(ADB, 2005: 3)

11 ABD, 2005

12 National Planning Commission, 2000

Key development and MDG indicators and their values for Nepal
Data from 2008-2010 (Source: Nepal MDG Progress Report 2010)

Life expectancy at birth (year)	63.69
GNI per capita (US$)	472
Real GDP growth rate (average)	3.95
Inflation rate	13.2
Human development index	0.509
Population below national poverty line (%)	25.4
Underweight children aged under five years (%)	38.6
Literacy rate (15–24 years)[13]	86.5
Net enrolment rate in primary education [14]	93.7
Under-five mortality rate (per 1,000 live births)	50
Maternal mortality ratio (per 100,000 live births)	229
HIV/AIDS prevalence for 15–49 years (percentage)	0.49
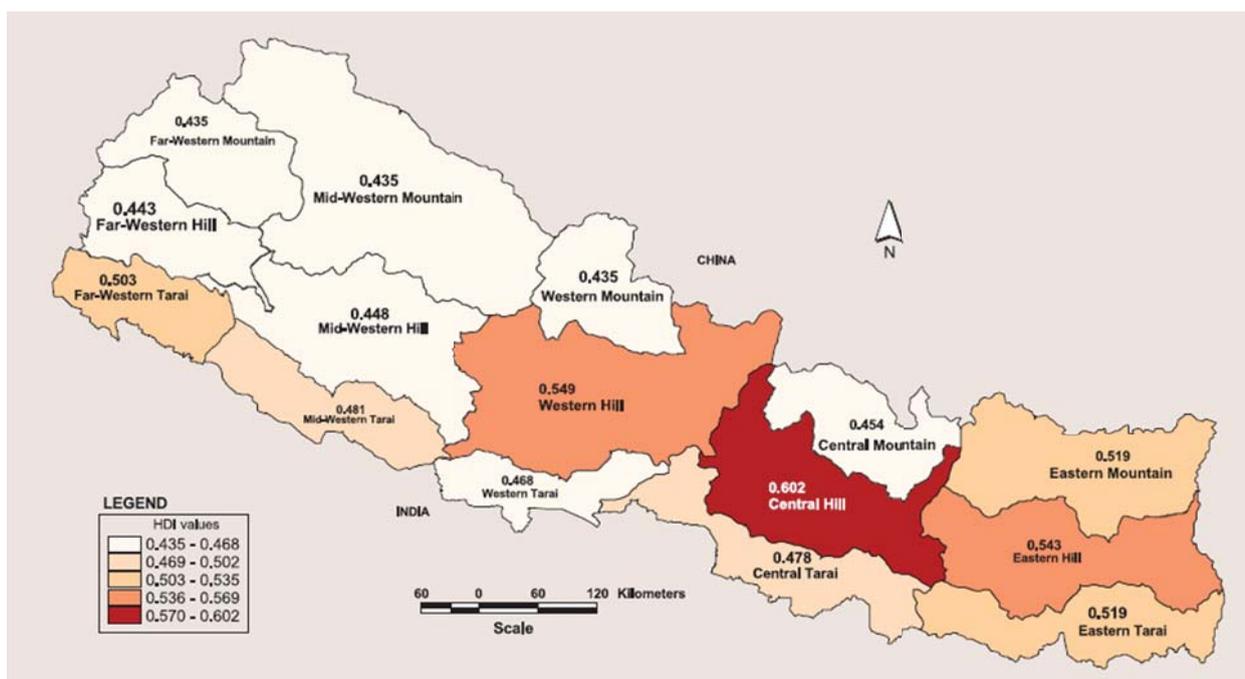
HDI across eco-development regions, Nepal, 2006

Source: Nepal Human Development Report 2009

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13 While NER for boys was 94.7 per cent, it was 92.6 per cent for girls in the school year 2009-2010 (DOE, 2009. Flash report I, 2009-2010)

14 The youth literacy rate (15-24 years) for males was 91.00 per cent and for females it was 75.00 per cent (CBS, 2009. Nepal Labour Force Survey Report 2008).

Situation of women in Nepal

The ten-year conflict has left its mark on Nepal's female population who still struggle to attain their basic rights.

A tradition of violence against women, especially in remote areas, makes them a more vulnerable group, especially to disease such as HIV/AIDS. Conflict has also left many women alone, with sole responsibility to provide for their families. In addition, the women's literacy rate (43.3 per cent) remains low compared to men (70.7 per cent).

Women's participation in public life is slowly improving, partly due to the Interim Constitution that ensures women's rights and gender equality in principle. One of the improvements brought forward by the Interim Constitution is the 33 per cent representation of women in the Constituent Assembly. However, men still remain in control of resources and political decision making.

significantly reduced; the net enrollment rate for primary education has improved; gender parity has been reached in enrolment in primary education; and under-five mortality and maternal mortality rates have gone down notably. The level of poverty was reduced from 31 per cent to 25.4 per cent between 2005 and 2009.[15]

However, within these positive trends, major significant development shortfalls still persist. Foremost of these are disparities between rural and urban areas. Urban poverty was 10 per cent in 2004, while rural poverty was 35 per cent; mid-year 2011 it was eight per cent and 22 per cent, respectively.

In the rural areas, inequity and disparities in inclusion between genders and castes/ethnic groups remain strong[16]. As inequitable access to the benefits of development was a decisive cause for the conflict in Nepal, building an inclusive social system is important not only for

eradicating poverty, but also for the ongoing peace process.

Major challenges also remain in achieving targets for eradicating hunger, achieving gender parity at higher levels of education, and ensuring environmental sustainability by 2015.[17] It is estimated that 13 per cent of Nepalis suffer from acute malnutrition, which represents one of the worst malnutrition rates in Asia. Further poverty, particular between some ethnic/social groups and a high unemployment rate still prevail, and the gap between the rich and the poor has widened.

In this context, the GoN is committed to reaching the MDGs by 2015. The MDGs were taken into account while preparing the Three Year Interim Plan 2007-2010 (TYIP)[18], which aims to lift Nepal from the status of a "least developed country" to a "developed country". The Plan provides a framework for sustainable economic growth to improve the living standards of people, integrating MDG-based national and local development strategies with a special focus on equalizing opportunities for socially excluded and the economically marginalized.

Literacy and gender in 2008

o   The overall adult literacy rate (aged 15 and over) is 55.6 per cent;
o   The adult literacy rate among males is higher (70.7 per cent), compared to females (43.3 per cent);
o   The adult literacy rate of the urban population (77.2 per cent) is much higher than in rural areas (51.1 per cent);
o   There are similar patterns of gender disparity in urban and rural areas.

Source: Nepal Labour Force Survey, 2008

15   Nepal MDG Progress Report 2010
16   Nepal MDG Progress Report 2010
17   UNDP, "Meeting the Millennium Development Goals in Nepal": http://www.undp.org.np/mdg/
18   Second Three Year Interim Plan

Targeting the MDG priorities for Nepal, the outbound United Nations Development Framework (2008-2012) identifies crosscutting issues in line with the TYIP 2007-2010[19]. Four umbrella UNDAF priority areas for Nepal, to which UNESCO contributes, were identified with the following outcomes:

UNDAF priority area	Outcomes and linkage to national development priorities
A: Consolidating Peace	*UNDAF outcome:* National institutions, processes and initiatives strengthened to consolidate peace. *National focus:* constitution-building, elections, reintegration of conflict-affected children and ex-combatants, mine action, transitional justice, law-enforcement, and the participation and protection of women and children in the peace process.
B: Quality Basic Services	*UNDAF outcome:* Socially excluded and economically marginalized groups have increased access to improved quality basic services. *National priorities:* (a) progressing to achieving education for all by 2015; (b) improving the health status of the people of Nepal through increased utilization of essential health care services, delivered by a well managed health sector; and (c) providing people with access to safe and adequate drinking water and sanitation to ensure health security.
C: Sustainable livelihoods	*UNDAF Outcome:* By 2010, sustainable livelihood opportunities expanded, especially for socially excluded groups in conflict-affected areas. *National priority:* new and decent employment and income opportunities as well as infrastructure, especially rural infrastructure.
D: Human Rights, Gender Equality and Social Inclusion	*UNDAF Outcome:* Respect, promotion, and protection of human rights strengthened for all, especially women and the socially excluded, for sustained peace and development. *National priority:* social justice and social inclusion.

Source: UNDAF Progress Report 2009

A story of success in advancing HDI

Nepal — A major public policy push: That Nepal is one of the fastest movers in the Human Development Index (HDI) since 1970 is perhaps surprising in light of the country's difficult circumstances and record of conflict. Nepal's impressive progress in health and education can be traced to major public policy efforts. [...] [However], Nepal is still a poor country, with enormous scope to improve human development. Large disparities in school attendance rates and the quality of education persists, particularly between urban and rural areas and across ethnic groups. Major health challenges remain related to communicable diseases and malnutrition. Large disparities, separate regions and groups, with a quasi-feudal oligarchic system and caste-based discrimination continue to marginalize some groups. Inequality is high: according to our new inequality-adjusted HDI, Nepal's human development is almost a third lower than it would be, if it were more equally distributed.

Source: Human Development Report 2010, page 54

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19 The preparation of the UNDAF covering the period 2013–2017 started in 2011 and is expected to be finalized in early 2012. A particular focus will be made on to assist the GoN in restructuring the state to a federal system, which remains an ambitious and challenging task, as it does not only concern the divisions of political power in the country, but is also linked to overcoming resistance against political and economic exclusion on the basis of caste, ethnicity and regional identity. Other major development issues to be taken up in the UNDAF 2013-2017 are expected to address the issues of peace building, the finalization and implementation of the Constitution, economic development and disaster preparedness.

Education

The basis for a modern educational system in Nepal was laid out in the early 1950s when the country opened up to the outside world and development opportunities. Since then, various reforms were implemented aiming to promote universal and equitable access for all, at all educational levels, especially primary education. Some of the earlier reforms included the National Education System Plan (1971) and the Education for Rural Development Plan during the 1980s. Based on the experiences of these plans and as a follow up to the "World Declaration on Education For All (EFA)" in 1990, the country undertook planned interventions in the education sector with the introduction of the Basic and Primary Education Programmes I (1992-1999) and II (1999-2004). Furthermore, in line with the Dakar Framework for Action adopted in 2000, the country prepared the EFA National Plan of Action 2001-2015. Within its overall goals and objectives, the EFA Programme 2004-2009, and the Secondary Education Support Programme 2003-2009 were implemented. This was crucial in building a strong foundation for moving towards a sector wide approach for a comprehensive development of education in Nepal.

Article 17 of the Interim Constitution includes the right to education, and a provision that each community shall have the right to get a basic education in its mother tongue and that every citizen shall have the right to free education up to the secondary level. However, related acts and regulations need to be formulated.

As envisaged in the EFA National Plan of Action 2001-2015 and the School Sector Reform Plan (SSRP) 2009-2015, education revolves around achieving three objectives: ensuring access and equity in primary/basic education; enhancing

Learning reading and writing with the aid of a computer

quality and relevance of education; and improving efficiency and institutional capacity. The SSRP aims to bring the entire school system under one coherent management, governance and financing structure.

Resources for education come mainly from the government budget. In the fiscal year 2008-09, the total expenditure for education was USD 493 million corresponding to 3.9 per cent of GDP and 16.2 per cent of the total national budget. The primary education sub sector absorbed 57 per cent of the total expenditure, the majority of which was spent on salaries for teachers. The share of foreign assistance in the education budget was about 28 per cent. In addition to public expenditure, households and communities spend a substantial proportion of their resources on their children's education.

Significant progress has been made in school enrollment in the past decade. From 2003 to 2010, net primary enrollment (grades 1-5) rose from 83.5 per cent to 94.5 per cent.[20] During the same period net secondary enrollment (grades 9-10) increased from 29.5 per cent to 46.5 per cent. In 2010, there were 6.6 million students enrolled in basic education (grades 1-8), and 1.1 million in secondary education (grades 9-12) in more than 33,000 schools.

Gender parity in education stands now at 0.98 at both basic and secondary levels and the increase in overall enrollment is accompanied by a reduction of gender and caste/ethnic disparities. However, gender inequalities, together with low enrollment rates at the primary and secondary

levels, remain very high in Dalit communities (disadvantaged castes), where only 20 per cent of boys and girls are enrolled in primary education and six per cent of them in secondary education, whereas among Janajatis (ethnic groups) the ratio is 39 per cent and 38 per cent, respectively.[21] The GoN has attempted to bring all girls and boys from disadvantaged and marginalized populations into mainstream education by providing free tuition, free textbooks and scholarships. Nevertheless, the enrollment rate across girls and boys from poor families and those with disabilities remains low.[22]

Nepal has made some remarkable progress in improving literacy from nearly five per cent (six years and above) in 1952/54, to 56 per cent (15 years and above) in 2008.[23] However, there are significant differences in literacy between girls and boys, women and men, people from rural and urban areas, members of low and high castes, disadvantaged and privileged ethnic communities, and members of poor and rich families.[24] The GoN, therefore, launched a National Literacy Campaign in 2008 with the goal of achieving literacy for all in the country within two years. Although the campaign has raised awareness in communities about the importance of literacy, there still remains a long way to go to achieve literacy for all.

Despite some noteworthy achievements, the country has yet to overcome major challenges and pertinent development issues to achieve EFA by 2015. The most striking are described in the following paragraphs.

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20 DOE, Consolidated Report 2005; and Flash Report 1, 2010-11 of School Level Educational Statistics of Nepal.
21 DoE, Flash Report 1, 2010-11.
22 CBS, 2004, NLSS II, 2003-04.
23 CBS, 2009, NLFS II, 2008.
24 Nepal Labour Force Survey 2008 reveled that while the adult literacy rate for males was 70.7 per cent, it was only 43.3 per cent for females, showing a gap of 27.4 percentage points. Similarly, the literacy rate in urban areas was found at 77.2 per cent compared to the literacy rate of only 51.1 per cent in the rural areas.

With no comprehensive and adequate strategies addressing the educational needs of girls and boys under the age of five, early childhood development (ECD) and pre-primary education significantly lacks physical infrastructure, training for teachers and facilitators, and appropriate levels of financial investment, including staff remuneration. It is estimated that between 2005 and 2010, the allocation for ECD in Nepal represented one per cent of the education budget.

The greatest challenge is ensuring universal access and completion of primary/basic education. Over five per cent of girls and boys from hard to reach groups (children from disadvantaged communities, in sparsely populated areas and from families below the poverty line) are still out-of-school and drop-out and repetition rates are very high.[25] The non-availability of lower secondary schools within a reasonable distance is an additional issue. The immediate needs are to improve the internal efficiency of primary education, the transition to secondary education and the quality of the teaching and learning process through the improvement of teaching staff competency and performance. Particular challenges are the development of strategies for ensuring inclusive education, peace, civic and human rights education, and the effective harnessing of education for HIV and AIDS prevention.

Challenges in secondary education are also high, with low performance, effectiveness and learning quality. The overall survival rate to the last grade of basic level (grade 8) is 66 per cent[26], which means that more than one third of girls and boys never make it to grade 8. The transition to higher education, which is also strikingly low, is another major issue, especially in rural and remote areas. Access to higher education is limited. Less than 10 out of one hundred girls and boys in the higher education age group enter higher education.[27] In particular, students from poor and disadvantaged families have least access to higher education due to various reasons, including restricted financial assistance. The percentage of students joining the science and technology stream is very low. Furthermore, quality and relevance of higher education programmes that fit labour market requirements are lacking.

Marginalized and disadvantaged population groups, in particular those in the rural areas, are still deprived of learning opportunities. The quality of literacy and non-formal education programmes and their links with income generation and lifelong-learning pose another challenge. Making these programmes available in diverse local languages[28] is also a formidable challenge.

Preparing an education sector response to HIV and AIDS education in Nepal is an additional significant challenge as translating knowledge and information into action requires huge resources (both human and financial) and close collaboration between the concerned line ministries.

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25 The Flash Report 1, 2010-11 reported the drop out and repetition rates in grade one at 8.3 per cent and 22.6 per cent respectively.
26 DoE,2010. Flash Report 1, 2010-11 recorded the survival rate to grade 8 at 66 per cent, with girls at 67.2 per cent compared to boys at 65.2 per cent. This means that girls were slightly ahead of boys.
27 The Education Management Information System Report on Higher Education 2007-08 of the University Grants Commission (UGC, 2010) showed a Gross Enrolemnt Rate (GER) of 9.90 per cent among 17-21 years age group population. The Nepal Living Standards Survey II 2003-04 (CBS, 2004) showed a GER of only 5 per cent, with boys at 8 per cent compared to girls at 2 per cent.
28 The national census 2001 reported that 92 languages are spoken in Nepal.

In order to address the above challenges and to reach those unreached by education, the development of evidence-based policy, adequate planning and regular monitoring remain major challenges in attaining the goal of ensuring a quality basic education for all.

Natural Sciences

Nepal possesses a rich diversity in flora, fauna and ecosystems. This diversity is a reflection of Nepal's unique geographical position and variations in altitude and climate. The extreme altitudinal gradient, from 67 metres above sea level in the South-Eastern Terai, to 8,848 metres at Mt. Sagarmatha (Mt. Everest), the highest point in the world, has resulted in the appearance of eleven bio-climatic zones ranging from tropical to subalpine and alpine climates within very short distances. There are several inner Himalayan valleys with desert conditions, such as the upper Kaligandaki and Bheri valleys located at altitudes above 3,600 metres. Nepal has an extensive river system with water resources that hold tremendous potential for large scale hydropower and irrigation development. However, Nepal is also highly vulnerable to natural disasters including earthquakes because the northward movement of the Indian plate is approximately perpendicular to the Himalayan collision belt. Studies over the past 40 years indicate that this movement is exerting a compressive stress in some transverse faults in the region, heightening the risk of a major earthquake in the near future.

Historically, the path to modernization had major implications for natural sciences. In the 1950s, several science and technology (S&T) services

Environmental degradation poses a threat to endangered rare species

were instituted by the GoN in fields such as forestry, soil research, geology and mining. A major achievement was the establishment of Tribhuvan University in 1959. Over the decades, S&T activities have widened to cover a wide spectrum, ranging from agricultural research to environmental conservation and from the modernization of cottage industries to complex business process developments. Furthermore, institutional capacities were expanded and at present there are 230 S&T institutions, of which 144 are government agencies, 55 higher education bodies, 23 private/non-profit organizations, and eight business and other enterprises. Most of these institutions are engaged in research and development, technology transfer, higher education, extension, survey, analytical services, quality control and policy formulation. The Ministry of Science and Technology (MoST) and the National Academy of Science and Technology (NAST) are responsible for policy formulation and promotional activity in S&T. The former also leads efforts to meet the challenges posed by global climate change and issues of environmental degradation.

Currently, there are five universities in the country, with Tribhuvan University and Kathmandu University the biggest institutions. Three-quarters of Nepali students enrolled in S&T fields attend Tribhuvan University, where they represent nearly 16 per cent of student admissions. Demand for higher education is growing: in 2004, the university counted 25,564 students enrolled in S&T fields, in comparison to 19,056 in 2000. Similarly, the number of professionals working in S&T has increased nearly 20 times in the last three decades to over 44,000 in 2010, with the highest number of professionals in the field of engineering (47 per cent) followed by natural sciences (23 per cent) and medical sciences (19 per cent).

Despite severe constraints such as resource scarcity and continuous political instability,

universities have increased efforts to promote scientific research along with teaching. NAST promotes research and science popularization activities by creating laboratory facilities, building an equipment base, recruiting researchers through the provision of grants, and by organizing networking events, such as national science congresses.

The importance of S&T to address almost all development priorities of Nepal, be they health and sanitation, food and agriculture, drinking water and irrigation, roads and electricity or access to information and knowledge, are reflected in the Interim Constitution 2007 stipulating that "The state shall follow the policy of giving priority to the development of S&T along with the development of local technology for the progress of the country" with the main purpose to fulfill basic needs of the people, alleviate poverty, generate income activities, and promote a sustainable use of natural resources."

The Interim Constitution, however, also identifies a variety of major problems and constraints that the natural sciences sector is facing, thereby preventing the full exploitation of STI for sustainable development. The most striking issues are the lack of investment for research and development, the lack of promotion of suitable and appropriate technologies for the country's needs, the lack of effective coordination among different agencies involved in S&T and the emigration of large groups of people with technical skills and knowledge.

Roughly only 0.35 per cent of the GoN's annual budget is allocated to S&T, with little financial investment in public higher S&T education. For example, state-run Tribhuvan University, which produces more than 75 per cent of S&T personnel and nearly 40 per cent of the country's master and doctoral degrees in science and technology, lacks adequate financial resources resulting inter alia in poor facilities on most campuses

that offer degree programmes in science or science related fields. In addition, the academic programmes are not sufficiently diversified. This often results in qualified future scientists moving abroad for study and/or to seek employment. Furthermore, there are no consistent policies to incentivize the private sector to invest in S&T and/or to establish closer relationships with the universities, for example through university–industry partnerships.

Consequently, with insufficient political commitment and due to continuous government changes, access to S&T education, S&T's quality and relevance to the national economy, management, resource allocation and infrastructure remain major challenges for the natural sciences sector.

Culture

Nepal is characterized by a very rich diversity of culture and tangible and intangible heritage. The main features of the country's tangible heritage are the four properties inscribed on the World Heritage List in the categories of world cultural and natural heritage. The two cultural properties are the Kathmandu Valley, with its seven monument zones[29] (1979) and Lumbini, the Birthplace of Lord Buddha (1997). The two natural heritage properties are the Chitwan National Park (1984) and the Sagarmatha National Park (1979). Many other sites included in the Tentative List of World Heritage and those included in the national inventory reflect the rich history of the country.

Bauddhanath, one of seven monument zones on the Kathmandu Valley World Heritage Property list

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29   The Durbar Squares of Kathmandu, Patan, and Bhaktapur, the Hindu temples of Pashupati and Changu Narayan, and the Buddhist stupa complexes of Swoyambu and Bauddhanath.

The intangible heritage owned and practiced by more than 100 ethnic communities and castes with their diverse cultural expressions and languages manifests itself in music and dance; visual arts, architecture and traditional crafts; folklores and folktales; spiritual beliefs and religions; and rituals and social practices.

The right to cultural expression is reflected in the Comprehensive Peace Agreement of 2006 and the protection of the cultural rights of marginalized groups is specifically addressed in the Interim Constitution of 2007. The Interim Constitution also includes a provision on the rights to participate in religious, cultural and traditional practices.

Nepal has ratified/accepted three of UNESCO's seven international conventions that provide a comprehensive framework for heritage preservation and the protection of cultural life.[30] However, a lack of adequate policies in culture and of operational mechanisms has impeded a full exercise of these rights, especially by women and men from disadvantaged and minority populations.

Today, a number of governmental and non-governmental institutions and agencies are actors in the management and promotion of culture in Nepal. However, there has been no separate and independent ministry to look after the sector, which has been overseen by many different ministries such as Education, Youth and Sports, Tourism and Civil Aviation. Since 2009, the sector is part of the Ministry of Federal Affairs, Constituent Assembly, Parliamentary Affairs and Culture. Without having a separate culture ministry, culture risks to remain marginalized.

Despite uncertainties in the official approach to the culture sector so far, several achievements were made by the GoN over recent years. The first and foremost achievement is the recently ratified national cultural policy, which gives rise to hopes that the culture sector will be given adequate attention, with ample policy guidance and increased financial resources.

Advances were made in the management of World Heritage properties. For example, the Kathmandu Valley, which was inscribed onto the World Heritage List in Danger in 2003, was successfully brought back to the regular World Heritage List in 2007 following the preparation and implementation of the Integrated Management Plan and the authorities' commitment to improve site protection and management.

The Department of Archeology (DoA) is currently preparing a comprehensive national inventory of cultural sites all over the country. At present, the inventory for the Seti, Rapti, Mahakali and Veri zones has been completed and published in the Nepali language.

In terms of intangible heritage, efforts are being made to establish a preliminary documentation of intangible heritage in all five development regions. A major step was made when Nepal became a signatory to the 2003 UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage in 2010.

As regards cultural institutions, the Nepal Academy, founded with a different name in 1957, represents an achievement of Nepal's political turnover of 1951. This continues to be the foremost institution in the preservation

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30 Convention on the Means Prohibiting and Preventing the Illicit Import, Export and Transfer of Cultural Property, 1970 (Ratification 23/06/1976); Convention Concerning the Protection of the World Cultural and Natural Heritage, 1972 (Acceptance 20/06/1978) and Convention for the Safeguarding of the Intangible Cultural Heritage, 2003 (Ratification 15/06/2010).

of language and literature. In order to foster preservation and promotion of the country's diverse music and art, two separate academies: the Academy of Fine Arts; and the Academy of Music and Drama have also been established. In order to promote national unity and maintain cultural inclusion, support was provided for the safeguarding of different languages and the cultures of various ethnic communities.

Despite the fact that the GoN recognizes that the expansion and development of museums provide opportunities for protecting endangered indigenous languages and cultures, and can support local skills and handicraft industries, little support has been provided to this area.

Other major challenges faced by the culture sector are the absence of adequate institutional and human capacities for the full implementation of the ratified international instruments in culture and the management and preservation of cultural sites, as well as unstable government and constantly changing high-level ministerial staff. Another constraint is the limited national budget allocated to the culture sector that counted for only 0.19 per cent of the total budget of the country in the budget year 2066/67 (2010) and 0,3 per cent in the budget year 2068/69 (2011).

The long absence of a cultural policy has jeopardized the culture sector due to a lack of a relevant framework and a programme to guide the sector. With the endorsement in late 2010 of the nation's first cultural policy, the major challenge lies in its implementation. What has to follow now is the development of strategies in line with the policy and the allocation of an adequate budget for its implementation.

Management structures responsible for culture are divided across various ministries and administrative levels. With no formalized coordination of activities among inter-ministerial departments and relevant organizations, another key challenge is the coordinated implementation of cultural initiatives and heritage-sensitive infrastructure projects.

There is also a pressing need to enhance the contribution of the culture sector to economic growth. This can be achieved by integrating cultural heritage with sustainable development of tourism and creative industries. In this context, further investment of financial and human resources in the related sector is necessary.

As regards to the cultures of indigenous communities and disadvantaged groups such as the Dalits, Adibasi, Janjatis and Madhesis, intellectual and artistic creations by their members need to be supported to contribute to cultural inclusion and to consolidate national peace-building efforts.

Finally, there are many serious challenges to address copyright infringement and anti-piracy issues, despite the fact that Nepal is a state party to several treaties/conventions related to the protection of intellectual property rights[31] and a signatory of a variety of related provisions.[32]

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31 Berne Convention for the Protection of Literary and Artistic Works, Universal Copyright Convention and WTO TRIPS Agreement on Trade Related Aspects of Intellectual Property Rights.
32 Copyright Act (2002), Copyright Rules (2004), Summary Procedure Act (1971), Export Import Control Act (1956), Competition Promotion and Market Protection Act (2006), Electronic Transaction Act (2006).

Communication and Information

As in the areas of education, natural sciences and culture, the current situation in the area of communication and information in Nepal must be understood within the context of the political transformations over past decades. This has resulted in progress for women and men to freely express themselves and to create, access, utilize and share information and knowledge.

The media landscape began to expand rapidly during the political reforms of the early 1990s. The right to freedom of expression, which was included in the Constitution of 1990, is enshrined in the Comprehensive Peace Agreement of 2006 and stands prominently in the Interim Constitution of 2007, which also includes a provision on the right to information paving the way for far-reaching reforms in the area of communication and information.[33]

A significant achievement in terms of transparency and greater access to information on public affairs was the adoption of the Right to Information Act (2007), and the subsequent formation of the National Information Commission. However, due to a lack of capacity, appropriate information dissemination systems and political will, challenges remain in implementing the Act.

A student in a remote area listens to a lesson broadcast over the radio.

33   The Interim Constitution expressed full commitment to freedom of the press.

In 2008, the GoN established a "Long-term Policy on Communication and Information" identifying it as "indispensable" for economic prosperity and social progress[34] and emphasizing the need to extend communication services to rural parts of the country.

After 2008, the GoN reassessed its priorities in communication and information, stressing the need to develop the sector with the goal to empower all regions, classes, gender and ethnic groups, and to bring them into the mainstream of national development.[35]
One of the most significant changes has been the increase in size of private sector investment in the media, particularly in the printed press. This has led to the emergence of a specialized press, diversification of content and a growth in the number of media consumers.[36]

However, the most significant feature in Nepal's media development is the expansion of radio broadcasting. Community-based FM broadcasting is a pioneer in South Asia, and has wide coverage across Nepal.[37]

Recently, Nepal has also seen an increase in the number of private TV channels, including in some cities outside of the Kathmandu valley. With the entry of satellite TV providers in 2010, access to TV viewing is likely to increase.[38]

Despite these advancements, public access to media remains far from universal. Print media mainly caters to the urban elite and this sector of the media has a limited reach. Legal frameworks and the capacities of media training institutions are inadequate, and journalists and media workers, especially women journalists, continue to suffer intimidation, threats and physical attacks. Over the past nine years, more than a dozen journalists lost their lives in targeted and revenge killings, and many others were maimed or displaced.[39] Media workers' security, weakened largely by legal impunity and the government's failure to investigate press freedom abuses, remains a major concern. Fears of reprisals from groups and individuals disenchanted with the media have given rise to a new culture of self-censorship, especially in remote areas.[40]

In terms of empowering people through universal access to knowledge, the challenges are great. Legal provisions and institutional and human capacities for establishing a functioning library system, national archives and a records management structure are lacking. For example, there is no legal deposit law which would allow the National Library to function appropriately and the Archives Preservation Act (1989) needs urgent revision in order to provide the appropriate legal framework for organizing information produced by government entities.

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34 GoN, 2003.
35 NPC, 2009/2010.
36 In early 2010, there were over 2,866 newspapers and periodicals registered in different languages across the country, of which around 600 were regularly published (PCN, 2010). The total combined circulation figure for newspapers remains a few hundred thousand.
37 Radio in Nepal reaches an estimated 82 per cent of the population. According to the Nepal Ministry of Information, more than 223 radio stations were operational in the country in 2010.
38 As of mid-2010, there were 12 TV stations, including one government-owned, with most operating out of the capital city of Kathmandu. Two are terrestrial and the others are satellite TV channels.
39 Although local sources put the death toll at 24, the International News Security Institute (INSI) records that 19 journalists have been killed since 2002. The Committee to Protect Journalists (CPJ) reports 12 killed in Nepal.
40 The France-based Reporters Without Borders (RSF) ranked Nepal 119th out of 178 countries in its Press Freedom Index 2010.

Several initiatives have been undertaken to facilitate community access to information.[41] Community Learning Centres (CLC) and Community Multimedia Centres (CMC) are operational with UNESCO's support.

The Internet is another rapidly expanding sector.[42] However, Internet access is largely confined to educated people living in urban and semi-urban centers. As of 2009, limited ADSL, CDMA and wireless technologies were available in rural areas. Across the country, there were more than 40 government established telecentres, which also offered Internet services. However, only a few schools have access to the Internet. All in all, the challenges remain the greatest in the areas of information literacy of users, technical IT capacities of experts, local content creation, access to open resources and building knowledge of sharing networks, etc.

The preservation of printed, audiovisual and digital material remains another challenge. Although some archives already exist, there is no coordination or mapping of documentary heritage.

Realistic and systematic assessment of the communication and information sector is difficult as there is no coordinated approach to recording and analyzing trends and developments. Almost no information is available related to access to information and knowledge through libraries and archives.

Overall, the country has yet to harness the power of communication and information for development by providing greater support to community-based media, promoting public service broadcasting, a free, independent and pluralistic media, and strengthening libraries and archives and other public information access.

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41   In one notable non-governmental initiative, "Room To Read" has established 45 community libraries across Nepal.
42   The Internet was introduced into the country in 1993. According to Nepal Telecom, in October 2010, there were 2.46 million Internet users, 8.76 per cent of the total population. By the end of 2009, almost 75 per cent of all connections were made via broadband. There were 41 Internet Service Providers (ISPs).

PART II

Past and Present Cooperation - Lessons Learned

Education

UNESCO has played a catalytic role in past years to support Nepal's efforts to reach the EFA goals and education-related MDGs. UNESCO provided policy support to improve educational services to all, especially girls and disadvantaged groups. The main areas of cooperation included literacy and non-formal education, gender equality and inclusion, quality of education, EFA monitoring and capacity development. Based on the priorities set in the UNESCO National Education Support Strategy (UNESS) 2008-2013[43], the focus is on strengthening Nepal's education system and planning and managing education.

Strengthening Nepal's education system

In order to enhance the GoN's capacity to better plan, manage, and monitor early childhood development (ECD) and pre-primary education, UNESCO assisted the MoE in preparing a strategy that formed the basis of ECD policy formulation. UNESCO also assisted in policy reviews, advocacy and in the preparation of a national core curriculum and instructional materials for ECD, and building capacities of education officials and ECD facilitators.

A particular focus of UNESCO's support has been the development of basic quality education for all, especially for girls and disadvantaged children. UNESCO provided support to establish linkages between formal and non-formal education through equivalency programmes. Other areas of activities focused on capacity enhancement to integrate peace and human rights education in curricula and training materials, advocating for Multilingual Education (MLE), enhancing teachers' competence and qualifications, and providing policy support through research and innovation.

In the area of inclusive education, UNESCO promoted a school environment that celebrates diversity and upholds human rights. UNESCO contributed to enhance the capacities of education planners and teachers to address the diverse needs of all learners by reducing barriers to, and within the learning environment.

In the area of HIV and AIDS, UNESCO paid particular attention to preventive formal and non-formal education, for example by assisting in the preparation of HIV and AIDS advocacy kits for teachers and community members. UNESCO also supported the MoE in developing an education sector strategy and policy on HIV and AIDS.

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43 As the main tool to highlight competences and expertise as a technical agency in the education sector, the UNESCO Kathmandu Office published in 2008 the UNESCO National Education Support Strategy (UNESS) for Nepal 2008-2013. This outline only presents a selection of main priorities and activities of the UNESCO Education Sector over the past biennia 2006-2010.

Saving and credit training is a vital component of a literacy programme at Madhawalia Community Learning Centre

Regarding higher education, UNESCO supported national efforts to develop a comprehensive policy. In addition, UNESCO provided support in undertaking research on "Advancing Policy Options for Higher Education: Improving Transition and Access to Higher Education in Nepal" and contributed in capacity development of MoE officials and university teachers with a particular focus on scientific research and innovation.

With a particular focus on poverty reduction and the inclusion of women, Dalits and other disadvantaged groups, UNESCO put emphasis on supporting national efforts to achieve the goal of literacy for all by focusing on improving life-long learning through non-formal means of education. The main activities included the provision of policy advice, including the establishment of a non-formal education management information system (NFE-MIS), and capacity building for NFE officials to develop and implement evidence-based planning towards achieving literacy for all. Special attention was given to strengthening Community Learning Centres (CLCs) by developing the capacities of CLC planners, managers and facilitators, with a view to assisting them in implementing the national literacy campaign. A special focus was on mother tongue-based basic and post literacy programmes for girls and women.

Planning and managing education

UNESCO extended its support for enhancing the GoN's capacity to analyze and use education statistics for management, planning and monitoring of EFA. UNESCO worked with the DoE for the improvement of the Education Management Information System (EMIS) and supported the preparation of training materials on the use of education data in planning and management. This included support in establishing a Flash Reporting system for the production of the school level annual statistics reports since 2004.

UNESCO further supported the MoE in organizing the EFA mid-decade assessment with a focus on the progress and achievements made so far and the organization helped to accelerate efforts to achieve the goals of EFA by 2015. A regional policy review was organized to share the findings of the assessment and propose strategies and measures of improvement.

A particular focus of UNESCO's action over the last two years was the creation of platforms for informed debate on education and federalism. This contributed to an improved understanding of policy implications for the education sector ahead of the expected transition from a centralized to a decentralized system in a future federal state structure. The debates resulted in the preparation of several thematic papers.[44]

In keeping with the organization's overall priority of gender equality, UNESCO provided support for the capacity building of gender focal points in the MoE and within its constituent institutions to enhance their knowledge and understanding with respect to mainstreaming gender in education.

Further support was provided through various research studies, including the status of women teachers, developing a set of indicators and tools to measure gender equality in education, girls in science and technology education and situational analysis of gender responsive budgeting in the education sector.

UNESCO also provided support to the preparation of an ICT in Education Master Plan, with a view to facilitating access, quality and equity in education.

Moreover, UNESCO collaborated with the Nepal National Commission for UNESCO to enhance the knowledge and understating of policy makers, education officials, curriculum developers, teacher instructors, teachers and head teachers with respect to Education for Sustainable Development (ESD).

In this context, UNESCO has also initiated a mapping of the actors and initiatives related to disaster risk reduction (DRR) in education, as well as carried out discussions with the MoE and development partners, which helped lay the foundation for UNESCO's further initiatives/work within DRR in education.

Natural Sciences

In the area of natural sciences, UNESCO's approach concentrated on mobilizing science knowledge and policy for sustainable development focusing on a limited number of strategic interventions. Due to the fact that the Kathmandu Office has no dedicated human and financial resources in this area, activities were mainly channeled through the UNESCO Office in New Delhi, with coordination and back-

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44 Free and compulsory education, Private schooling, Language issue, Teacher management, Students pathways, Financing of education, Governance of higher education, Financing of higher education, Curriculum and Open and distance education in a federal system of government in Nepal.

A drainage problem affects a historical stone spout in Patan Durbar Square

up support from the Asia and Pacific Science Regional Bureau in Jakarta.

UNESCO's action in natural sciences in Nepal has focused on disaster risk reduction, capacity building and management of science and technology and advocacy for clean and sustainable use of water.

Disaster risk reduction

UNESCO has been working to establish a network of multi-parametric earthquake monitoring stations in and around the Kathmandu Valley. The project aims to establish continuous monitoring stations using geochemical anomalies, groundwater peizometer monitoring and geomagnetic waves as earthquake precursors in the Kathmandu Valley.

In terms of flood disasters, UNESCO has been active in the mapping and assessment of flood hazards, vulnerability and risk, the identification and assessment of structural and non-structural mitigation measures and adaptation options, and building the capacity of key stakeholders through awareness creation, training, networking and institutional strengthening. A major activity in this context was a risk and vulnerability assessment in response to the devastating Koshi flood of 2008. This programme aimed to ascertain the risks and vulnerability of internally displaced people returning to their places of origin. It also assessed the quality and pace of repair and construction work along the embankment, especially the breach area.

Capacity building and management of science and technology

Over past years, UNESCO has been active in building capacity to establish and manage S&T policies by providing technical support to the GoN

in formulating a national strategy in this area. UNESCO assisted in the revision of the existing S&T policy and the definition of priority S&T areas to develop in the short, medium and long terms, to strengthen the existing research capability and build capacity in the area of proposal writing with the objective to attract national and external funds.

In this context, biotechnology applications and bio-safety, bio-diversity assessment and utilization, information and communication technologies, science education and popularization, and energy and climate studies were determined as important areas for further development.

In order to strengthen the capacity of actors in the S&T sector and identify new and innovative programmes, UNESCO supported young scientists in project proposal formulation, with close interaction with donor agencies.

UNESCO also contributed to building the capacity of science policy planners and statisticians to develop science, technology and innovation indicators.

Advocacy for clean and sustainable use of water

Since 2009, UNESCO has promoted the annual "Nepal Water Week", which is organized within the purview of the themes of World Water Day and World Meteorological Day. The focus is on harnessing S&T to advocate for a clean and sustainable life of water. In this context, UNESCO also assisted with a review of the available technology related to climate change and its impact on snow, glaciers and hydro-meteorological processes. This project also assessed the impact of sediment on water resources, environment, biodiversity and socio-economy and investigated mechanisms for

research and capacity building for a better understanding of the hydrological systems of mountainous areas.

Technical assistance was also provided for the establishment of a Nepal Water Forum, an institution which would work on water related issues providing a single platform to guide water policies and facilitate water related activities and development.

Furthermore, UNESCO co-sponsored the Millennium Ecosystem Assessment (2000-2005), a comprehensive multi-scale assessment of ecosystem services that are central to human well-being and development. One of the sub-global assessments conducted concerned the Himalayas (Hindu-Kush), which comprises Nepal. The overall objective of this assessment was to provide credible, salient and legitimate information and knowledge of mountain ecosystem services to facilitate trade-off and incentive (compensation) mechanisms for poverty alleviation and environmental enhancement in the Hindu-Kush Himalayas mountains. Nepal was also one of the countries assessed by the International Assessment on Agricultural Science and Technology for Development (2005-2008).

Social and Human Sciences

In the field of social and human sciences, UNESCO has supported Nepal in the development and implementation of a comprehensive awareness-raising programme on anti-doping in sports. The programme involved the production of a series of information, education and communication materials on doping issues (translated into Nepali) and the organization of an anti-doping awareness-raising campaign, including a national conference on anti-doping involving government representatives and sport movements .

Culture

UNESCO is the only intergovernmental agency in Nepal actively involved in the area of culture. The UNESCO Office in Kathmandu has conducted a wide variety of activities over past years aimed at policy development and capacity building in the area of culture. These initiatives included support to protect the country's cultural heritage, the promotion of cultural diversity, and inter-cultural dialogue for social cohesion and to advance a culture of peace.

The main focus of the activities was on safeguarding, preservation and management of World Heritage cultural properties. UNESCO provided technical assistance to monitor and assess the status of different properties, supported capacity building in mandatory reporting on the

state of conservation of inscribed properties, and encouraged international cooperation in conservation work. Activities focused on the Kathmandu Valley and Lumbini, the birthplace of Lord Buddha.

Kathmandu Valley

The World Heritage Property of the Kathmandu Valley, with its seven Monument Zones[45], is a highly developed architectural expression of the rich historical religious and cultural life of the Kathmandu Valley. This area has a concentration of monuments and urban fabric that is unique and unparalleled anywhere else in the world.

Since the inscription of the Kathmandu Valley onto the List of World Heritage Sites in Danger in 2003, UNESCO concentrated its efforts

Volunteers from Tamsipakha Community Learning Centre play traditional Newari music in Patan Durbar Square

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45 The Durbar Squares of Kathmandu, Patan, and Bhaktapur, the Hindu temples of Pashupati and Changu Narayan, and the Buddhist stupa complexes of Swoyambu and Bauddhanath.

on addressing many issues that affect the conservation of the property. The successful preparation of the Integrated Management Framework, with commitment from the GoN to implement this procedure, resulted in the removal of the Kathmandu Valley from the List of World Heritage Sites in Danger in July 2007.

In addition, the Kathmandu Office conducted an extensive advocacy and awareness raising campaign for the Kathmandu Valley World Heritage Property, including the preparation of a Heritage Passport that was distributed in schools, and the establishment of a community radio programme that broadcasts important heritage information. To ensure sustainable conservation of historic structures in the Kathmandu Valley, UNESCO also developed a Home Owner's Manual for owners of traditional houses. This manual was published with graphics and explanatory texts in the Nepali, Newari and English languages and it provides solutions for the maintenance and restoration of traditional houses.

Lumbini, the birthplace of the Lord Buddha

Lumbini, the birthplace of Lord Buddha, is one of the holiest places for followers of one of the world's great religions. It contains crucial evidence about the nature of Buddhist pilgrimage centres from a very early period.

The preparation of an Integrated Management Plan for Lumbini World Heritage Property was initiated in 2008, in close collaboration with the World Heritage Centre, the DoA and the Lumbini Development Trust (LDT). An extended follow-up project for the conservation and management of the property was launched, with support from the Government of Japan, in 2010. This project is presently being implemented by UNESCO in cooperation with the DoA and the LDT.

Furthermore, in conjunction with the new conservation project focused on the Lumbini World Heritage property, the preparation of a study on the multiple aspects of the Sacred Garden was recently initiated by UNESCO. This study is expected to contribute to a more comprehensive understanding of the Sacred Garden.

Regarding cultural sites not yet inscribed on the World Heritage List, UNESCO supported national capacity building to establish the "Tentative List" and explored the feasibility of possible nominations. These initiatives also included aspects of intangible heritage.

Preservation of intangible cultural heritage and development of cultural industries

Extensive advocacy work and support activities by UNESCO resulted in the GoN's ratification of the 2003 UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage in 2010. Within the framework of the Convention, UNESCO worked towards local capacity building for the identification, documentation and safeguarding of Nepal's intangible heritage.

In 2007, UNESCO published under its monographs and working papers series, a report titled "The Intangible Cultural Heritage of Nepal: Future Direction" in order to promote and encourage the ratification of the 2003 UNESCO Convention.

Special attention was paid to Nepal's audiovisual heritage. For example, UNESCO organized a three-day event entitled "Music of the Gods: The Intangible Cultural Heritage of Nepal's Musical Castes". This event paid tribute to musical performers from the Dalit communities. In 2010, UNESCO initiated the first celebration of World

Day for Audiovisual Heritage by organizing a roundtable discussion on the safeguarding of Nepal's audiovisual memory.

UNESCO has also been actively involved in the field of crafts and cultural industries development. Under a programme titled "Cultural Survival and Revival of Buddhists Sanghas", research documentation and training on a variety of traditional Buddhist crafts, such as the making of sand mandala, stone chaitya construction and hymn recitation were carried out to revive traditional Buddhist arts, crafts and performing arts. Furthermore, a woodcarving training programme was conducted for carpenters from disadvantaged groups to develop their capacity and ability to work within the specialist field of conservation.

With the goal of promoting intercultural dialogue between different religious communities, UNESCO initiated an interactive radio programme focused on the cultural and religious diversity of the Lumbini area. Aired through local radio stations, the programme aimed to enhance dialogue between local Muslim and Buddhist communities living around the Lumbini World Heritage property.

Communication and Information

The UNESCO Office in Kathmandu has helped to empower the people of Nepal through the free flow of ideas and access to information and knowledge. In particular, UNESCO supported peace efforts by building the capacity of journalists, supporting the creation and development of both community multimedia centres and community radio stations, promoting press freedom and the right to information, and fostering access to information and knowledge.
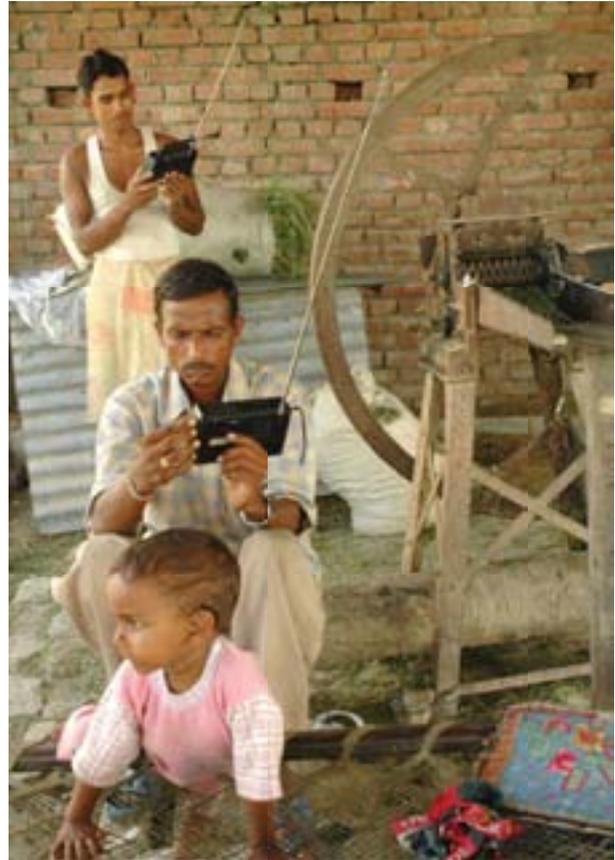
Members of the Muslim community listen to a community radio programme in Lumbini

Freedom of expression and access to information

Following the April 2006 People's Movement, UNESCO launched a campaign to influence policy makers towards improving access to information, especially for historically discriminated and excluded groups. It mobilized CLCs and CMCs for this purpose. The centres produced radio programmes around the theme of freedom of information in the run-up to the April 2008 Constituent Assembly Election.

Between 2005 and 2009, UNESCO participated in several international press freedom missions to Nepal, which involved 12 international organizations. These missions were undertaken at a time of a rapidly deteriorating state of press freedom and they helped to assess the situation

on the ground and plan intervention activities. This was particularly important when a new wave of violence erupted following the Comprehensive Peace Agreement, threatening the security of media professionals.

World Press Freedom Day (WPFD) is an important event on UNESCO's calendar of yearly events. In 2009 as part of WPFD celebrations, a South Asian regional conference was organized in Kathmandu. International Women's Day is also used to raise awareness on the difficulties faced by women journalists in Nepal.

UNESCO contributed to fostering the debate on freedom of information by making international research available to stakeholders in the Nepali language. For example, the publication Freedom of Information: A Comparative Legal Survey by Toby Mendel was translated into Nepali and distributed among policymakers and media professionals. In addition, UNESCO provided technical assistance to the GoN on legislation for freedom of information enacted in 2007.

In order to strengthen a free, independent and pluralistic media, UNESCO contributed to policy dialogue aimed at promoting free, fair and professional reporting with the goal for media workers and other stakeholders to develop professional standards for journalism in post-conflict Nepal.

In relation to the 2008 Constituent Assembly elections, UNESCO supported the training of journalists on election reporting. Assistance was also provided to develop a "Code of Conduct" to guide radio stations covering elections.

For the improvement of gender equality among media professionals, UNESCO supported the training of women journalists from the Terai region. The training focused on personal security, conflict and gender-sensitive reporting. UNESCO also contributed to human rights training to journalists in several development regions of the country.

A major focus of UNESCO's work in 2010 was the introduction of two UNESCO standard-setting tools in Nepali, namely the Model Curricula for Journalism Education and the Media Development Indicators.

The Model Curricula for Journalism Education were introduced to journalists and journalism education institutions and associations. A preliminary partnership was formed with one of the public universities to launch a pilot project for the adaptation of the curricula to Nepal's context.

The Media Development Indicators tool was introduced to media stakeholders through a national consultation process. Preliminary steps towards assessing the media landscape in Nepal, based on the media development indicators, were undertaken. UNESCO has also supported an initiative to assess the performance of community radio stations.

Fostering universal access to information and knowledge

Activities to foster universal access to information and knowledge focused on capacity building of staff members of CLCs and CMCs, specifically addressing the improvement of organizational and managerial skills. "Finding a Voice", a collaborative research project on poverty reduction, was carried out in Western Nepal. Participants practiced the use of ICTs in news gathering and information dissemination and also acquired skills in digital story telling. Furthermore, since 2006 UNESCO has continued facilitating information sharing, capacity building and networking between CMC and CLC practitioners. Community centres were also used to provide basic and refresher media training courses for disadvantaged and marginalized groups. In addition, funding support was offered to Tribhuvan University to organize workshops on advanced digital library and knowledge management.

Lessons Learned

Over recent years, UNESCO's strategy in Nepal was to build on three core functions of the organization, namely to act as a standard setter; a laboratory of ideas; and a capacity-builder. As outlined in the previous chapter, UNESCO Kathmandu has been focusing its contribution to Nepal's development in areas such as education for all, the contribution of sciences to development, heritage preservation and media development. In these areas, UNESCO has provided technical assistance to challenges in which the GoN and other development partners have little or no expertise. For example, initiatives include introducing ICT in education, managing heritage in an integrated manner, and building the capacities of journalists and information professionals.

Differing experiences gained over past years suggest that UNESCO's comparative advantage lies in a combination of value propositions including the following:
- Playing its role as a technical agency with its basic functions (laboratory of ideas, standard setter at the national level, clearing house, and capacity builder);
- Implementing this role at an up-stream level, for example, assisting in national planning such as higher education reform, innovative approaches to combating illiteracy and the rural level in multilingual approaches, peace education, science policies, cultural policies related to heritage preservation and promotion, and enabling frameworks for harnessing communication and information for development;
- Linking its work to Nepal's peace and development agenda, including facilitating the transition to a federal, decentralized structured state in its areas of competence;
- Harnessing the potential of its strong links with civil society to reach out to non-governmental stakeholders.

From a more sector specific perspective, the lessons learned over the past years indicate that the UNESCO Kathmandu Office should further endeavor to:
- Strengthen cooperation with development partners in education, while at the same time focus on local partnerships for sustainable project development and implementation;
- Extend financial and human resources, especially in the natural sciences sector, for future activities;
- Carry out joint assessments with relevant UN organizations and focus on the contribution of the environment to sustainable development;
- Harness UNESCO's multi-disciplinary and multisectoral strength;
- Undertake impact assessments for activities in advocacy and awareness-raising and timely periodic follow-ups, especially in light of gender, marginalized groups, languages, etc;
- Have a stronger focus on gender equality issues, including gender specific approaches to education, natural sciences, culture, and communication and information;
- Use the Education and Science Support Strategies developed by UNESCO's Regional Bureau of Education (Bangkok) and Science (Jakarta) to compensate for the UNESCO Kathmandu Office's limited human and budgetary resources.

In order to support the GoN in responding to the country's development priorities and to deliver the organization's mandate in its areas of competence, the UNESCO Kathmandu Office will build on strong partnerships with the UN Country Team and other development partners. Also, in order to achieve coordinated and coherent working efforts between the government, the UN system and other stakeholders, it is essential that programme planning cycles are adjusted to allow harmonized development efforts of the various agencies and organizations involved.

PART III

Proposed Cooperation Framework

In Nepal's transition to peace and democracy, the crucial role of education, the sciences, culture, and communication and information – UNESCO's main areas of competence – has been widely recognized. UNESCO, therefore, offers to assist the GoN to harness the power of these four areas to accelerate the country's peace and development process. The cooperation strategy of the Kathmandu Office will be three-tiered:

1) It will focus on specific target groups identified by virtue of their vulnerability, exclusion and poverty through addressing the systemic causes of their vulnerability and exclusion, for example by addressing their lack of access to formal and non-formal education and the high rates of illiteracy among these groups.

2) It will contribute to the prediction of potential natural and human hazards in order to protect development gains, for example by contributing to disaster risk reduction in the education sector, mobilizing science for climate change adaptation and mitigation, and reducing the vulnerability of cultural heritage to natural hazards.

3) It will support Nepal in its role as a member of the international community, for example by fostering its position in the international Education for All movement, assisting in the implementation of, or adherence to international culture-related international conventions, and harnessing the capacities of stakeholders to comply with international standards as regards to freedom of information and freedom of expression.

In addition to working with the GoN and NGO stakeholders in UNESCO's areas of competence in Nepal, the UNESCO Kathmandu Office intends to continue and strengthen its active participation in the One UN approach of the United Nations Country Team in Nepal, particularly within the framework of the present and future UNDAFs, while also carrying out activities which represent unique UNESCO contributions to Nepal's development.[46]

A summary of UNESCO's contribution to the current UNDAF 2008-2012 of past and ongoing projects are reflected in Annex 1. Priority areas for 2012-2013 in each of UNESCO's sector, which have the potential to contribute to the current and up-coming UNDAF, are reflected in Annex 2.

Gender equality is one of the two global priorities of UNESCO. The UNESCO Office in Kathmandu will pay particular attention to the pursuit of the objective of gender equality through two mutually reinforcing approaches: firstly, ensuring full implementation of the gender mainstreaming strategy in all areas of activities; secondly, ensuring that the specific needs of women and girls are addressed through gender-specific initiatives.

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46 As the UNDAF roll out exercise started in June 2011, the UCPD depicts a tentative outline of broad directions. These may be subject to change depending on the outcomes of the upcoming UNDAF preparation. The UCPD Nepal may be reviewed, once the programme and budget for 2012-2013 (36 C/5) is approved by the organization's governing bodies and the broad approach of the new UNDAF 2013- 2017 is established.

Education

Given the context of Nepal's educational development efforts and emerging challenges, UNESCO will continue to assist the country to improve access, equity, efficiency and quality of education and enhance institutional capacity at all levels.

A special focus of UNESCO's action will be on specific target groups identified by the UN Country Team as particularly vulnerable, including children without basic education, adolescent girls, Dalits and illiterates, with a special emphasis on girls and women. As regards thematic areas of intervention as prioritized in UNESS, UNESCO's action will focus on accelerating progress towards EFA, building an effective and inclusive education system, and on education for sustainable development and a culture for peace.

In all its activities in the area of education, UNESCO will endeavor to assist education stakeholders to better understand the implications of the expected federal state structure on the entire education sector, engaging stakeholders in policy dialogue and develop the capacities needed by educational planners to address issues related to devolution of power.

Accelerating progress towards EFA by 2015

Under the overall goals to achieve Education for All by 2015, UNESCO will focus on literacy and lifelong learning, teacher training and education planning. UNESCO will put special emphasis on women and disadvantaged groups and on developing the capacities of CLCs to address their needs through mother tongue-based literacy. In this context, activities will focus on

Teaching basic computer skills to visually impaired girls and boys

the capacity building of education officials and non-state providers of literacy and the promotion of equivalency programmes for out-of-school and drop-out girls and boys at the primary and secondary levels.

UNESCO also plans to enhance the capacity of teacher training providers and teacher educators, particularly in the use of ICT in teacher training and education, for example in the teaching of mathematics and sciences.

Furthermore, UNESCO will support national efforts to build capacity in evidence-based planning and monitoring of education, for example, by providing technical assistance in data collection and analysis with respect to both formal and non-formal education. UNESCO will continue to support the MoE in the preparation of annual school statistics reports (Flash and consolidated reports) and in the development of capacity of school principles to efficiently manage school records.

Building an effective and inclusive education system

Supporting national efforts for improving quality education in the context of the School Sector Reform Plan (SSRP), UNESCO will continue to provide policy advice in the areas of primary and secondary school performance and in the development of a strategy for higher education. In this context, UNESCO intends to focus on open and distance learning to support national efforts for improving access to higher education. Activities will also focus on capacity building of education officials in the area of gender inclusive education, multilingual education, etc.

In terms of improving the quality of ECD, the Kathmandu Office will focus on enhancing the capacity of education officials, improving collaboration with key partners and developing and testing mother tongue-based materials.

In terms of advocacy and strengthening partnerships, UNESCO will foster knowledge generation and exchanges of ideas on emerging trends and challenges to achieve the goals of EFA by 2015. UNESCO will encourage sharing of good practices towards achieving EFA through strengthening the regional forum of education ministers and parliamentarians of South Asian countries.

Education for sustainable development and a culture for peace and non-violence

UNESCO will continue to foster Education for Sustainable Development (ESD) through enhancing the capacities of education officials and other key stakeholders to integrate the principles, values and practices of sustainable development in education.

A special emphasis in this context will be on disaster risk reduction in the education sector, responding to analysis that educational institutions in Nepal are particularly vulnerable to earthquakes and other disasters, mainly because of the lack of awareness and capacity. In this context, education provides a means through which awareness of, and resilience to disasters at different levels of society can be raised. UNESCO will work with relevant stakeholders to provide the education sector in Nepal with a comprehensive national framework for disaster preparedness, management and mitigation in schools and universities.

The Kathmandu Office plans to include Education for Sustainable Development as a cross cutting programme. This will be developed and implemented in collaboration with the UNESCO Regional Bureaus in both Bangkok and Jakarta.

Natural Sciences

In the area of natural sciences, UNESCO's contribution will focus on meeting the country's needs with science-based solutions, particularly through assisting the GoN to review policies related to S&T. This will include building institutional capacity to promote scientific research and regional and international collaboration, strengthen technology transfer for increased productivity, and mobilize science and technology for sustainable development and climate change adaption and mitigation. Activities will be carried out in conjunction with the Regional Science Support Strategy 2010-2013 of UNESCO's Regional Office for Science in Jakarta.[47] Potential working priorities and activities are summarized under the themes of "Policy Review and Strengthening Science, Technology and Innovation" and "Mobilizing

Science and Technology for Sustainable Use of Natural Resources and Climate Change Adaptation and Mitigation".

Policy review and strengthening science, technology and innovation

Building on UNESCO's past assistance in policy formulation and developing infrastructure for S&T, the Kathmandu Office plans to continue its up-stream support for reviewing S&T policy and building institutional mechanisms. In this context, science and technology development and education critically depends on the upgrading and extension of research and development activities. With poor infrastructure and very little financial resources, the country needs foremost capacity building to promote a culture of science and research in science and technology. An institutional mechanism is necessary that attracts scientific proposals and provides funding for national, regional and international cooperation.

A special focus will be on identifying projects that consider sustainable use of available natural resources, biodiversity and scientific landscape to employ the potential of natural sciences for poverty reduction. UNESCO intends to strengthen S&T systems and capacities through intervention in the areas of natural resource planning amidst increasing climate variability.

The strengthening of technology and innovation, knowledge transfer and dissemination are essential for poverty reduction and sustainable development. UNESCO Kathmandu proposes to also strengthen efforts to enhance the knowledge base of relevant technologies and assess potential linkages and cooperation of industries and the business community.

A woman from Humla grinds grain in a traditional grinder

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47 http://unesdoc.unesco.org/images/0018/001897/189781E.pdf

Mobilizing science and technology for sustainable use of natural resources and climate change adaptation and mitigation

Despite Nepal's ample water resources, the country is experiencing shortages of water for direct consumption and for agricultural use in the dry season. Depletion of water sources and degradation of water quality require substantial effort in the area of conservation and quality awareness.

UNESCO proposes to continue conducting regular capacity building programmes for hydro-meteorological technicians. Further potential areas of action could be the commissioning of water balance studies, research on forest hydrology and sediment transportation in the context of climate change and study of vulnerable lakes.

With more than one billion people dependent on the resources of the Himalayas, the consequences of climate change effects in this mountainous region are severe for the populations and ecosystems of many neighbouring countries. Knowledge dissemination on climate change and the promotion of alternate livelihood methods are essential to counteract climate change and to adapt to new environment cycles. UNESCO plans to support promotional activities on alternate livelihoods and assist in establishing a knowledge management centre.

Natural disasters due to landslides and flooding are common during the monsoon season. It is proposed to set up early warning systems in the most vulnerable areas in order to save lives and property through improved sustainability of communities.

The Kathmandu Office plans to assist the GoN to pursue national assessments of ecosystem services and agricultural knowledge and S&T in support of the country's efforts to achieve relevant MDGs, in particular, MDG 7.

In all of the above areas, collaboration is planned with the science regional flagship programmes BREES (climate change), SWITCH (water), COMPETENCE (science education and ESD) and FORCE (disaster preparedness), developed by the UNESCO Regional Science Bureau in Jakarta.[48]

Culture

Building on results of past activities in culture, UNESCO Kathmandu will continue to work to protect Nepal's tangible and intangible heritage and on mainstreaming culture in national development policies, harnessing the potential of culture to contribute to Nepal's peace and development agenda.

The underlying principle of UNESCO's work in Nepal is to foster the potential of culture for human development that is has as a source of identity, innovation and creativity for the individual and the community and an important factor in the fight against poverty, providing for economic growth and ownership of development processes.[49]

Main activities will focus on promoting not yet ratified culture-related international conventions[50]

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48 Cf Regional Science Support Strategy 2010-2013 of UNESCO's Regional Office for Science in Jakarta.
49 Cf A/RES/65/166 "Culture and development"
50 This includes the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005) and the Hague Convention (1954) for the Protection of Cultural Property in the Event of Armed Conflict and its two Protocols (1954 and 1999).
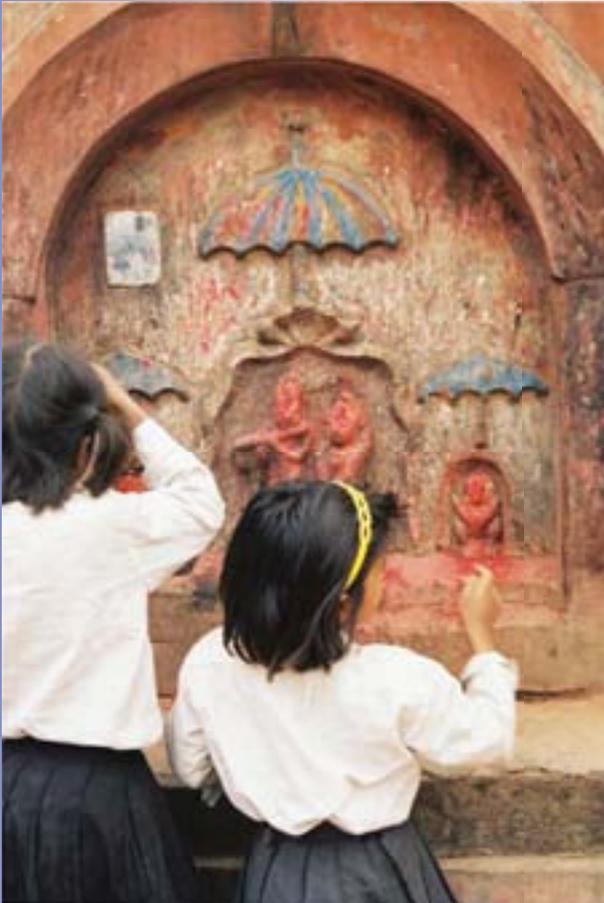
Schoolgirls worship in a temple in Bhaktapur

and integrating the principles of those already ratified into national policies and legislation.

A special focus of UNESCO's action will be on target groups identified by the UN Country Team as particularly vulnerable, including endangered and highly marginalized indigenous groups and people living in areas vulnerable to climate change and natural disasters. Regarding thematic areas of intervention, UNESCO's action will focus on sustainably enhancing and protecting Nepal's World Heritage properties, safeguarding Nepal's intangible cultural heritage, supporting Nepal's cultural industries and promoting intercultural

dialogue, social cohesion and a culture of peace and non-violence.

Sustainably enhancing and protecting Nepal's World Heritage Properties

Within the overall framework of protecting and conserving Nepal's cultural and natural heritage through the effective implementation of the 1972 Convention, the UNESCO Office in Kathmandu will continue to provide technical assistance to the GoN for monitoring of its inscribed properties, support capacity building in mandatory reporting on their state of conservation and encourage international cooperation in their conservation. In addition, UNESCO will assist stakeholders in the management of properties, find sustainable solutions to the protection of the sites, and meet the development needs of communities living inside and at the site boundaries.

In this context, UNESCO will put a particular emphasis on involving local communities in protecting, safeguarding and managing World Heritage properties. UNESCO plans to build the capacity of local authorities to contribute to the development of long-term site management plans that stress sustainability and community engagement. This would include programmes to improve living conditions of local communities and to enhance economic development opportunities linked to heritage tourism and craft industries.

On the operational level, the implementation of the three year project (2010-2013) for the "Strengthening Conservation and Management of Lumbini, the Birthplace of Lord Buddha"[51] will continue jointly with the DoA and the LDT.

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51 USD 791,700 provided over three years through the Japanese-Funds-in-Trust for the Preservation of the World's Cultural Heritage.

Disaster preparedness and risk reduction in the area of tangible heritage is of particular concern to Nepal because of its high vulnerability to earthquakes. World Heritage properties in urban areas and their surroundings are threatened by potential damage from natural disasters. In this regard, UNESCO plans to extend activities in the field of disaster risk reduction to encompass World Heritage properties. Future activities could be the provision of technical support for an integrated risk assessment to analyze the vulnerability of the cultural heritage. This would include developing a Disaster Risk Management Plan to be part of an Integrated Management Framework for one or several monument zones within the Kathmandu Valley World Heritage Property.

In order to enhance the protection of cultural properties in the event of armed conflict, including World Heritage properties in Nepal, the UNESCO Office in Kathmandu will draw the attention of the relevant authorities to the importance of the 1954 Hague Convention and its two Protocols (1954 and 1999) and to the need of ratifying them shortly. The Kathmandu Office will also encourage the relevant authorities to organize an awareness campaign and to train the military and law-enforcement forces in the protection of cultural property in the event of an armed conflict.

Safeguarding Nepal's intangible cultural heritage and supporting Nepal's cultural industries

Within the framework of UNESCO's action to safeguard the intangible cultural heritage through the implementation of the 2003 Convention, the UNESCO Office in Kathmandu will work towards local and national capacity building for the identification, documentation and safeguarding of Nepal's intangible heritage. This will include providing assistance for developing adequate institutional and legal frameworks supported by capacity building workshops and community-based pilot projects. Extra budgetary resources

have been mobilized to support training workshops and consultative processes, in line with the organization's global strategy of strengthening national capacities for safeguarding intangible heritage.

After the endorsement of the country's first cultural policy in 2010, UNESCO Kathmandu will assist in the development of strategies, in particular with regard to the safeguarding of its intangible heritage. Safeguarding intangible heritage and strengthening the capacities of communities directly support the present UNDAF's outcomes for sustainable livelihood and for social inclusion.

UNESCO further plans to organize awareness raising programmes directed at specific target groups such as state officials, local communities, and young women and men about the convention. In order to reach them, emphasis will be put on inter-sectoral action through formal and informal education and media. In this framework, UNESCO plans activities such as integration of intangible heritage in curriculum and the creation of radio, TV and new media content related to intangible heritage.

Active support will also be provided for the development of Nepal's arts and crafts industry. To ascertain the economic benefits in the long term for local communities, UNESCO plans to strengthen the performance and competitiveness of existing cultural industries, for example through projects to promote traditional skills of women and minority groups.

Promoting intercultural dialogue, social cohesion and a culture of peace and non-violence

Acknowledging the importance of promoting the diversity of Nepal's people for the country's development, UNESCO will work towards fostering cultural diversity as a key component for building an inclusive society that respects all

social and religious groups. Potential UNESCO intervention programmes in this area could focus on living cultures and artistic expression targeting focus groups such as language minorities or ethnic communities marginalized in national development.

Communication and Information

Building on results of past activities in the area of communication and information, and in response to the challenges that Nepal faces in this area, UNESCO Kathmandu will continue to assist stakeholders in Nepal to enhance universal access to information and to promote a free, independent and pluralistic media, consolidating the growth of Nepal's media sector over recent years.

UNESCO's support will focus on building capacity, strengthening professionalism and fostering responsibility in the media profession. Priorities will be on legislative reforms, media pluralism, and training media professionals on election reporting and the process of state restructuring, with a special emphasis on public dialogue and communication.

A special focus of UNESCO's action will be on specific target groups identified by the UN Country Team as particularly vulnerable, including people living in the ten lowest HDI districts.

As regards thematic areas of intervention, UNESCO's action will focus on three main areas of action: Enabling freedom of expression for fostering development, democracy, and dialogue for a culture of peace and nonviolence;

Radio Rep Cycling and listening to a community radio programme at the same time

strengthening a free, independent and pluralistic media; and empowering people through universal access to information and knowledge.

Enabling freedom of expression for fostering development, democracy, and dialogue for a culture of peace and non-violence

The UNESCO Office in Kathmandu will continue to act as a promoter of dialogue among media professionals in post-conflict Nepal and to provide advice to media professionals, institutions and local authorities to enhance the development of freedom of expression. It will promote the development of free, independent and pluralistic media and public service broadcasting, which are fundamental to the peace and development process.

UNESCO will also continue to strengthen the capacity of the media, including community media, to promote a culture of peace and non-violence. In addition, UNESCO will explore the potential of community media to address the issue of disasters and to contribute to disaster risk reduction.

The Kathmandu Office also plans to continue its advocacy for freedom of expression and freedom of the press through promoting and celebrating the annual World Press Freedom Day and raising its voice in cases of intimidation and violence against media professionals.

Strengthening free, independent and pluralistic media in support of the peace building process

The main feature of UNESCO's work in the area of strengthening a free, independent and pluralistic media in support of peace building will be continued with the assessment of Nepal's media landscape through UNESCO's Media Development Indicators. These indicators provide an authoritative framework for strengthening the media to help it contribute to strengthening democracy, human rights, good governance and citizen engagement. In this context, by training journalists and raising their awareness and understanding about their rights and responsibilities, the Nepali media sector will be better equipped to play a more critical role in strengthening democracy. UNESCO is also planning to improve the quality of journalism education in Nepal in order to strengthen the professionalism of journalists in the country, in particular to enable them to report on the peace and development process in a non-partisan manner. For this purpose, the UNESCO Model Curricula for Journalism Education will be adapted for use in one of the country's public universities. UNESCO will also continue to build the professional capacities of community-based media institutions based on an assessment of the performance of community radio stations.

Furthermore, UNESCO will continue to pursue the integration of gender perspectives and participation of socially marginalized groups and communities in the media. As an example of a concrete operational intervention, UNESCO will support the establishment of a community radio station managed and operated by women in Jumla District.

Empowering people through universal access to and preservation of information, including documentary heritage

In the area of empowering citizens through universal access to, and preservation of information, UNESCO's action will be aimed at improving people's access to public information and documentary heritage.

In order to improve the GoN's records and archives management system, the UNESCO Kathmandu Office plans to support the reviewing and revision of the legal framework for archives.

The UNESCO Kathmandu Office plans further to raise awareness on the importance of documentary heritage and its symbolic force for peace, social stability and national identity by undertaking a situation mapping and building institutional and professional capacity. Further public awareness on the importance of safeguarding documentary heritage will be raised, for example through the annual celebration of the World Day for Audiovisual Heritage.

Intersectoral approaches

In order to make use of limited resources in a more strategic way and for higher impact, certain activities will be implemented in an intersectoral manner harnessing UNESCO's interdisciplinary potential.

This will include:

- Fostering a culture of peace and non-violence through, for example, formal and non-formal education, the development of a knowledge base about the various cultures and the facilitation of cross-cultural media reporting in the spirit of the "Nepal Peace and Development Strategy 2010-2015";
- Contributing to climate change mitigation and adaptation through, for example, fostering interdisciplinary climate change education for sustainable development and monitoring the impact of climate change in the two natural World Heritage properties (Chitwan National Park and Sagarmatha National Park) ;
- Contributing to the fight against HIV and AIDS through, for example, assisting in the development of the stakeholders' capacity to provide life skills-based HIV education and communication and information programmes as part of the joint UN action to support the national HIV/AIDS response.

Special focus on reducing the risk of disasters

With a growing population, a haphazard urban sprawl, rapidly degrading natural resources and other development pressures, Nepal's exposure to hazards both natural and human-made – is increasing. This reality clearly calls for the inclusion of disaster risk reduction (DRR) measures on Nepal's sustainable development agenda. UNESCO's contribution to this agenda will be to develop the DRR capacities of the stakeholders of the education, culture, sciences, and communication and information sectors to better understand hazards, assess their risks, and establish and implement comprehensive DRR frameworks and plans.

In this context, UNESCO's intersectoral DRR programme has a two-pronged strategy: UNESCO will work simultaneously on the national policy level and the community level, building the capacities of both the relevant line ministries and of the communities most vulnerable to natural disasters.

The first axis of the strategy is to collaborate with the Ministries of Education, Culture, Sciences and Information and Communication in order to build capacities of the national stakeholders to assess the risks and to establish gender-responsive, comprehensive and efficient DRR frameworks and plans.

The second axis is to work with the communities most vulnerable to natural disasters in order to improve their disaster preparedness, for example by building the capacity of community radios, community learning centres and communities living in and around World Heritage properties. The education sector will produce advocacy and awareness raising information, while the communication and information sector will build the community media's capacity to disseminate the information. The culture sector will focus on building heritage sensitive approaches to DRR giving consideration to cultural diversity and gender perspective of the concerned communities.

PART IV

Partnerships

UNESCO Kathmandu cannot achieve its objectives alone and an efficient liaison between the Office and its principal partners remains essential for successful work. Partners are crucial for ensuring political commitment, wide ownership, high-level expertise and cutting-edge knowledge as well as the adequate financial resources required for the implementation of current and future programmes laid out in the UCPD.

One of the main partners of the UNESCO Office in Kathmandu is the Nepal National Commission for UNESCO (NatCom). NatCom's major function is to facilitate contacts and promote interface among national partners involved in UNESCO's activities, for example the various ministerial departments, agencies, institutions, organizations, but also the numerous UNESCO clubs, centres and associations in Nepal and individuals working for the advancement of education, sciences, culture, and communication and information in Nepal. NatCom, which is part of the Ministry of Education (MoE), largely facilitates UNESCO's action by playing the role of an effective coordinator and catalyst within the UNESCO-GoN collaboration framework.

Education	Ministry of Education, Department of Education, UNESCO ASPnet Schools Association Nepal, Higher Secondary Education Board, Non Formal Education Center, District Education Office, University Grants Commission, etc.
Ministry of Sciences and Technology, Nepal Academy of Science and Technology, etc.	**Natural Sciences**
Culture	Ministry of Federal Affairs, Constituent Assembly, Parliamentary Affairs and Culture, Ministry of Forest and Soil Conservation, Department of Archeology (Ministry of Culture), Lumbini Development Trust, Pashupati Area Development Trust, etc.
Ministry of Information and Communications, National Information Commission, Nepal National Library, Office of the National Archives, etc.	**Communication and Information**

UNESCO Kathmandu Office partners with a wide range of government agencies, and non-governmental organizations, academia and civil society.

Crucial partners of UNESCO are the members of the UN country team. The Office's actively contributed to the work of the UNCT, notably within the framework of the present UNDAF. The Office is represented in all four UNDAF theme groups, and other thematic or organizational coordination mechanisms, including the UN Joint Team on HIV/AIDS, the Gender Team Group, the Security Management Team, and the Operational Management Team. The Office has contributed to the preparation of the "Nepal Peace and Development Strategy 2010-2015", which articulates how development partners could assist Nepal to realize the development agenda embedded in the Comprehensive Peace Agreement.

The UNESCO Office in Kathmandu will also draw on the expertise and resources available in the UNESCO Regional Bureaux for Education and Science in New Delhi and Jakarta, respectively, and will seek collaboration and partnerships with UNESCO Category 2 Institutes and Centres in the region.

In addition the UNESCO Office in Kathmandu will seek to mobilize and strengthen partnerships from the private sector, particularly in its activities to promote literacy and to preserve the cultural heritage of Nepal.

UNESCO's past and current strategic cooperation framework for Nepal

The following table presents a summary of UNESCO's contribution to the current UNDAF (2008-2012) including past and ongoing projects[52].

UNDAF Country Programming Outcome	UNESCO activity	UNESCO Deliverables	Available resources US$
UNDAF priority area B- Quality Services			
CP outcome B: 1 Socially excluded and economically marginalized groups, including adolescents increasingly utilize and participate in the management of basic services, including education and health services, and water and sanitation facilities.	Supporting national efforts on NFE to improve literacy rates & strengthen CLCs with special reference to women & excluded groups within the frame work of the Literacy Initiative for Empowerment (LLIFE) and the United Nations literacy decade (UNLD).	• Capacities of policy makers strengthened for effective planning, implementation and monitoring of literacy and non-formal education programmes. • Number of f CLC members trained. • Local community members have enhanced their reading habit. • Coordination and partnership among literacy and NFE providers improved. • Sets of bridging courses for school dropout and out-of- school children in primary education developed and tested.	70,000
	Literacy For All: Empowerment And Poverty Reduction In Post-Conflict Nepal (phase I and II).	• Sets of mother tongue-based literacy materials in Khas, Awadhi, Maithili and Nepali languages prepared and tested in selected districts. • Number of women from disadvantaged communities acquired basic and post literacy skills including appropriate income generation skills. • Capacity of community-based organizations strengthened for the effective delivery of relevant literacy and non-formal education programmes.	174,000

52   UNESCO has been contributing to foremost to two UNDAF priority areas: Quality Services, and Human Rights, Gender Equality and Social Inclusion.

UNDAF Country Programming Outcome	UNESCO activity	UNESCO Deliverables	Available resources US$
	Capacity building for education for all (CapEFA) project.	• Number of education officials trained. • NFE MIS established in selected districts. • Comprehensive assessment of CLCs undertaken and disseminated. • Literacy module for household survey tested in selected districts.	607,000
	Enhancing policy, planning and monitoring to better achieve the EFA goals in the context of School Sector Reform (SSR) and federalism.	• Number of education officials trained on the use and analysis of education data in planning and management. • Training materials developed and disseminated. • Timely production of Flash and consolidated report ensured. • Informed thematic discussions on education and federalism undertaken. • A Mid-decade assessment of EFA undertaken and dissimilated.	150,000
	Support National efforts for assessing secondary education policy in light of School Sector Reform Programme (SSRP).	• Capacity of policy makers and programme implementers strengthened. • Number of ECCE materials developed and disseminated. • A study on the equivalency programme undertaken and disseminated.	50,000
	Supporting national efforts for integrating education for sustainable development in a sector wide framework.	• Number of education officials' understanding on ESD enhanced. • Capacity of education officials' and teacher training providers enhanced on integration of ESD elements in teacher training programmes and curriculum. • A framework of ESD, including sets of ESD indicators prepared for integration into the education sector.	65,000
CP outcome B.2 Local government and line agencies more effectively mobilized to manage resources, and deliver services.	Capacity development in advocating, designing, implementing and assessing HIV/AIDS policies and programmes for and by MOES in post-conflict Nepal. HIV and AIDS education through community learning centres (CLC) among illiterate women in the far west region of Nepal	• Review of education sector response to HIV and AIDs education undertaken. • Advocacy materials on HIV and AIDS for community people and teachers developed and disseminated. • Capacity of education officials and journalists enhanced. • Lesson plan on "lesson for life" by schools teachers in selected organized, compiled and disseminated. • Sets of literacy materials relating to HIV and AIDS prepared and tested among women from vulnerable and excluded groups in selected districts.	110,000

UNDAF Country Programming Outcome	UNESCO activity	UNESCO Deliverables	Available resources US$
CP Outcome B.3: Line ministries and the Ministry of Local Development have structures, policies and programmes to support decentralized, quality service delivery that is pro-poor and inclusive.	Supporting national efforts to improve policies for achieving quality basic education for all.	• Review of education sector response to HIV and AIDs education undertaken. • Advocacy materials on HIV and AIDS for community people and teachers developed and disseminated. • Capacity of education officials and journalists enhanced. • Lesson plan on "lesson for life" by schools teachers in selected organized, compiled and disseminated. • Sets of literacy materials relating to HIV and AIDS prepared and tested among women from vulnerable and excluded groups in selected districts.	110,000
UNDAF PRIORITY AREA D- HUMAN RIGHTS, GENDER EQUALITY AND SOCIAL INCLUSION			
CP outcome D.3 Central and local government institutions mainstream gender and social inclusion concerns in policies, plans, programme implementation, budgets and monitoring.	Supporting national efforts to achieve Inclusive basic education for girls and boys.	• A toolkit on Inclusive education adapted and disseminated. • A GENIA toolkit adapted and disseminated. • Education officials trained on IE and child friendly schools. • Capacity of gender focal points within MOE enhanced. • Situation analysis of gender budgeting in education sector undertaken and disseminated. • Elements of peace, civic and human right education integrated in social study for grades 1- 8. • Capacity of education officials and other key stakeholders enhanced on peace and human rights education.	100,000

UNESCO's proposed strategic cooperation framework

The following tables present results matrices for proposed priorities and programmes in 2012 and 2013, which are not included in the current UNDAF. They highlight potential contributions for upcoming UNDAF 2013-2017[53].

Programme Priority	Expected results	Performance indicator and benchmark	Beneficiary target groups	Mobilization target US$	Potential contribution to UNDAF 2008-2012 and 2013- 2017
EDUCATION					
Promoting literacy for all with a particular focus on women and isadvantaged groups within the framework of LIFE.	• CLCs develop capacity and engage in literacy through the mother tongue. • NFEC improves national efforts to provide literacy for all through mainstreaming mother tongue-based literacy and advocacy and networking. • National capacity strengthened for the promotion of equivalency programmes for school drop outs and out-of-school children of primary and secondary education levels.	• Capacity of CLC members and education managers developed. • Sets of literacy materials developed, produced and tested in two local languages. • Literacy classes conducted in two local languages. • Reading habits of community members enhanced. • Literacy classes conducted in Maithili and Awadahi languages. • Materials for out-of-school and school dropouts developed and tested in selected languages.	CLC members and education managers. Illiterate girls and women.	250,000 (RB)	UNDAF Priority area B: Quality Services

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53   At the time of preparing the present UCPD, the UNDAF 2008- 2012 was still in effect. With the new UNDAF 2013- 2017 preparations only starting in June 2011, activities for UNESCO's proposed cooperation framework in 2013 were prepared on the basis of the current UNDAF. Priorities areas and proposed activities for 2013 are therefore subject to change depending on the upcoming UN development framework in Nepal.

Programme Priority	Expected results	Performance indicator and benchmark	Beneficiary target groups	Mobilization target US$	Potential contribution to UNDAF 2008-2012 and 2013- 2017
Strengthening the capacity of teacher training institutions to improve teaching and learning especially through the use of ICT.	• NCED and selected teacher training institutions develop capacity in the use of ICT in teacher training, with a particular emphasis on gender and quality issues.	• Capacity of NCED including teacher training institutions improved in the use of ICT in teacher education. • Training manuals developed and tested for the use of ICT in teacher training.	Educational planners.	25,000 (RB)	
Supporting national efforts for improving quality education in the context of SSRP.	• other tongue-based ECD materials developed and disseminated and number of managers trained increased. • A study on primary and secondary school performance undertaken to provide policy advice in the context of SSRP. • Improve education managers' capacities on IE, gender and MLE. • A comprehensive policy for higher education developed and disseminated. • A seminar on open and distance learning organized to support national efforts for improved access of higher education.	• A study on school performance conducted and its key findings disseminated at national and sub-national levels. • Number of gender focal points trained. • Number of education managers trained in MLE, inclusive education and child-friendly schools increased. • Study on higher education policy conducted. • A comprehensive higher education policy developed and disseminated. • Number of education personnel trained in open and distance learning increased.	Education managers. Gender focal points.	50,000 (RB)	
Disaster Risk Reduction in the education sector (proposed extra budgetary).	• Raised awareness of earthquakes and other disasters. • Prepare for disasters before, during and after their occurrence.	• 1,000,000 students in 1,500 schools and 5,000 users of 50 community learning centers in five districts able to take protective measures. • 5,000 teachers and CLC facilitators trained to emergency situations.	Teachers and CLC facilitators and students.	3,500,000 (ExB)	

Programme Priority	Expected results	Performance indicator and benchmark	Beneficiary target groups	Mobilization target US$	Potential contribution to UNDAF 2008-2012 and 2013- 2017
	• Equipped teachers, students, and parents with life-saving knowledge and skills.	• 10 types of training/ advocacy materials prepared, disseminated and used. • 10,000 local engineers, overseers and masons able to build safe schools.			
Promoting Education for Sustainable Development with a particular focus on enhancing education for a culture of peace.	• A national framework of DRR in the education sector developed. • Elements of peace, human rights and civic education integrated into school education.	• Framework developed. • Knowledge of education officials, teachers and students on DRR, including drills enhanced • A framework on DRR developed and disseminated. • 20 education managers, teachers and students trained on DRR, including drills. • School education curriculum and text books improved. • Curriculum developer and teacher training instructors trained.	Education officials, teachers and students.	50,000 (RB)	
Enhancing policy, planning and monitoring for achieving the goals of EFA.	• MOE develops capacity in evidence- based planning and monitoring of EFA. • Policy makers develop capacity to ensure EFA by 2015.	• Number of education managers trained in the use and analysis of data in planning and monitoring. • Analysis of flash and consolidated reports improved. • School records management improved. • 50 education officials trained in use of data in planning and monitoring.	Education and school managers.	70,000 (RB)	

Programme Priority	Expected results	Performance indicator and benchmark	Beneficiary target groups	Mobilization target US$	Potential contribution to UNDAF 2008-2012 and 2013- 2017
		• Four Flash and two consolidated reports improved. • 25 education officials and head teachers trained in school records management. • Education ministers and parliamentarians and senior education officials from South Asian countries given improved understanding on the implementation of EFA.			
NATURAL SCIENCES					
Enhance normative, strategic and operative dimensions of water and related ecosystems planning land management.	• Develop problem definition, research and policy formulation capacity of water fraternity in Nepal. • Create Awareness about depleting and degrading water resources in the country. • Support creation of networking platform for the water fraternity in Nepal.	• Advisory status of the IHP National committee received. • At least two key research projects initiated. • Nepal water week organized. • A Nepal water forum is created and made operational.	Policy makers involved in water resource decision making. Research Institutions. IHP National committees Schools and the general public.	25,000 (RB)	
Improve Earthquake disaster risk reduction capability through a multi-parametric approach.	• Establish a network of multi-parametric earthquake precursory observatories in the Kathmandu Valley, Nepal and Indo-gangetic plains, India; • Create Awareness about earthquake risk mitigation and earthquake hazard assessment in the country.	• Earthquake Monitoring stations established. • Capacity for earthquake precursor assessment improved.	Policy managers involved in disaster risk reduction and earthquake risk mitigation. Research Institutions. Schools and communities.	4.000.000 (ExB)	

Programme Priority	Expected results	Performance indicator and benchmark	Beneficiary target groups	Mobilization target US$	Potential contribution to UNDAF 2008-2012 and 2013- 2017
CULTURE					
Protecting and conserving Nepal's natural and cultural heritage through the implementation of the 1972 World Heritage Convention.	• Capacities of related government miniseries/ departments and related officials at site management level enhanced for mandatory reporting on the implementation of the convention and the state of conservation of inscribed properties in Nepal. • Improved management of inscribed World Heritage properties, particularly, within the framework of established (Kathmandu Valley) or to be established integrated management processes (IMP) /developing (Lumbini) • Monitoring of World Heritage properties enhanced. • Enhanced actions to promote awareness and the livelihood of communities living around World Heritage properties.	• Awareness raising workshops on mandatory World Heritage processes and Training workshops on reporting. • Strengthened coordination among inter-ministerial/ inter-departmental officials and setting up required institutional arrangements for the sustainable management of the inscribed properties. • Assistance to the GoN for preparing assessment reports, organizing international advisory missions etc.	Officials of the Department of Archaeology, Lumbini Development Trust and Department of National Parks and Wildlife. Conservation and related officials at the site management level. People, schools, community centres in and at the vicinity of World Heritage properties. Ministry and officials related to culture, law and justice, home affairs and foreign affairs.	45,000 (RB)	

Programme Priority	Expected results	Performance indicator and benchmark	Beneficiary target groups	Mobilization target US$	Potential contribution to UNDAF 2008-2012 and 2013- 2017
	• Conservation and management of Lumbini World Heritage properties. strengthened (3 years JFIT project).	• Implementation progress reports; Meetings of International Steering Scientific Committee 2012 and 2013. • Involvement of local communities in preparing and implementing management plans.		791,786 (ExB)[54]	
	• Comprehensive information and knowledge management systems for the Lumbini World Heritage properties developed.	• Establishment of International Documentation Centre for Lumbini.		800,000 (ExB)	
	• Awareness raising activities of related government ministries' increased about the importance of the Hague Convention for the protection of cultural properties in the event of armed conflict and its two protocols Convention undertaken. • Steps taken for the possible accession of the Hague Convention for the protection of cultural properties in the event of armed conflict and its two protocols.	• Meetings of the national advisory board endorsing the possible accession. • Nepal's accession to the Hague Convention.		50,000 (ExB)	

54 Project duration 2010-2013

Programme Priority	Expected results	Performance indicator and benchmark	Beneficiary target groups	Mobilization target US$	Potential contribution to UNDAF 2008-2012 and 2013- 2017
	• Integration of disaster preparedness and risk reduction strategies in management plans.	• Technical assistance provided for integrated risk assessment to analyze vulnerability of cultural heritage. • Development of disaster risk management plan as part of integrated management framework for one or several of monument zones of the Kathmandu Valley	Communities living in the historic urban settlements vulnerable to earthquakes and its two protocols.	1,000,000 (ExB)	
Strengthening capacities of Nepal in safeguarding intangible cultural heritage (ICH) through the implementation of the 2003 Convention.	• Capacity of the GoN and relevant organizations strengthened for the implementation of the 2003 Convention. • Awareness raising activities undertaken at national and local levels on the importance of intangible heritage in the spirit of the Convention. • Capacity of the GoN and local communities enhanced for the identification, documentation and protection of Nepal's intangible heritage. • Capacity of Nepal enhanced to benefit from the mechanism of international cooperation.	• Establishment of the relevant policy framework. • Elaboration of required institutional arrangement including long-term strategy. • Three capacity building workshops on the implementation, inventorying and preparing nomination organized. • Establishment of ICH experts' group and its regular meetings including 1/3rd of the meeting with community participation. • Preparation of model inventory based on field activity with pilot community for inventorying. • Increased human resources (officials and community members) in community-based inventorying and relevant plans preparation. • No of requests, proposals and nominations prepared by the GoN.	Critical mass of national capacity, both in government, civil society and public institutions including the media. Ministry of culture, state officials including local implementing bodies, experts, academicians, non-government ICH-based organizations.	30,000 (RB) 100,000 (ExB)	

Programme Priority	Expected results	Performance indicator and benchmark	Beneficiary target groups	Mobilization target US$	Potential contribution to UNDAF 2008-2012 and 2013- 2017
			Intangible heritage bearers, practitioners, young women and men, members of community learning centers, community multimedia centers, local museums etc.		
Fostering cultural diversity through enhanced action to promote the livelihood of endangered and highly marginalized indigenous People (IPs). Mainstreaming culture in national development policies and building a culture of peace.	• Performance and competitiveness of existing cultural industries enhanced. • Ratification of 2005 Convention on the Protection and Promotion of the diversity of cultural expression. • Advice to the GoN on integration of relevant cultural policies in national development agenda and best practices in the area of cultural expression.	• Implementation of projects to promote traditional skills and knowledge. • Advocacy meetings and awareness campaigns.	Language minorities, ethnic minorities and marginalized IPs. Ministry and officials related to culture, law and justice, home affairs and foreign affairs. Language minorities, ethnic minorities and marginalized IPs.	25,000 (RB) 150,000 (ExB)	

Programme Priority	Expected results	Performance indicator and benchmark	Beneficiary target groups	Mobilization target US$	Potential contribution to UNDAF 2008-2012 and 2013- 2017
COMMUNICATION AND INFORMATION					
Increase awareness of Freedom of Expression and Right to Information.	Nepal's government and political parties recognize freedom of expression and freedom of information and have taken steps towards implementing related laws.	• Involvement of key stakeholders in policy dialogue with respect to press freedom and right to information increased. • Number of World Press Freedom Day events organized. • Number of RTI events organized.	Journalists.	22,000 (RB)	
Fostering national dialogue on the role and capacity of the media to report on and support the peace building process.	Government recognizes media's role in peace building, and media is motivated to accept this role.	• Involvement of key stakeholders in policy dialogue with respect to media's role in peace building increased.	Journalists.	23,000 (RB)	
Community media capacities strengthened to contribute to disaster risk reduction.	Community media is raising awareness on disaster risks, particularly on earthquakes.	• Number of community media actors trained in DRR. • Number of community media reports on DRR. • Quality of community media reports on DRR.	Community media groups. People living in communities vulnerable to disasters.	20,000 (RB) 500, 000 (ExB)	CP Output C.4.2 Implementation capacities of national and local government, civil society and CBOs enhanced for disaster mitigation, preparedness, emergency response and early recovery, especially to ensure higher safety of households living in hazard prone areas.

Programme Priority	Expected results	Performance indicator and benchmark	Beneficiary target groups	Mobilization target US$	Potential contribution to UNDAF 2008-2012 and 2013- 2017
Developing free, independent and pluralistic media based on MDIs.	Nepal's media actors and stakeholders recognize the challenges identified in the first MDI report and work together to improve the media environment to meet the standards set in the MDI indicators.		Media stakeholders.	25,000 (RB) 100,000 (ExB)	
Improving journalism training in Nepal based on the introduction of the UNESCO Model Curricula for Journalism Training (MCJT).	At least one university has improved its journalism training through the introduction of the UNESCO Model Curricula for Journalism Training.	• Journalism education curriculum reviewed and revised according to MCJT.	University teachers and students of journalism.	20,000 (RB)	
Giving a Voice to Women. Establishing the community radio station "Radio Nari Aawaj".	The women of Jumla district have established and are running their own community radio station.	• Number of women's Community Radio stations equipped and are up and running. • Number of trained women that manage and produce content to community radio. • Percentage or Increase of Women of Jumla District accessing information relevant to them.	Women living in Jumla district. Government officials in charge of records and archives management. Information officials. Journalists.	20,000 (ExB)	CP output A.3.3 Women in selected conflict-affected districts are more able to demand their political, social and economic rights and opportunities for participation.
Reviewing and establishing a legal framework for adequate records and archives management.	Records and archives management law reviewed and updated.	• Dialogue with GoN established. • Law reviewed by a group of experts.		22,000 (RB)	

Programme Priority	Expected results	Performance indicator and benchmark	Beneficiary target groups	Mobilization target US$	Potential contribution to UNDAF 2008-2012 and 2013- 2017
Creating conditions for the safeguarding of documentary heritage as a symbolic force for peace, social stability and national identity.	Information officials have done an inventory of documentary heritage and taken their first steps to submit an item to the Memory of the World Programme.	• National MoW committee established. • Number of information officials trained and working on the mapping.		20,000 (RB)	
Building media's capacity in Nepal to report on constitution building, state restructuring and elections	Journalists have sufficient access to information related to the constitution-building, state restructuring and election processes. The media can report on the constitution-building, state restructuring and election processes in freedom and peace. Journalists have professional capacity for reporting on the constitution-building, state restructuring and election processes.	• Number of journalists trained. • Number of articles or news stories reporting on constitution-building, state-restructuring and election processes published increased.		900,000 (ExB)	

Overview of UNESCO's expenditures 2006-2010

	33 C/5			34 C/5			35 C/5		
	2006	2007	Total	2008	2009	Total	2010	2011	Total
REGULAR PROGRAMME									
ED	124,949	145,670	270,619	90,381	160,313	250,694	89,964	132,136	222,100
SC	6,000	5,551	11,551	-	-	-	-		-
CLT	52,140	26,684	78,824	52,655	56,551	109,206	32,769	63,830	96,599
CI	43,750	35,265	79,015	28,735	54,670	83,405	36,653	89,971	126,624
TOTAL	226,839	213,170	440,009	171,771	271,534	443,305	159,386	285,937	445,323
EXTRA BUDGETARY RESOURCES									
ED	150,110	36,062	186,172	66,953	79,667	146,620	201,957	304,327	506,284
SC	-	-	-	-	-	-	-		-
CLT	-	-	-	-	41,022	41,022	72,404	628,292	700,696
CI	-	-	-	-	-	-	-	27,000	27,000
SHS								20,000	20,000
TOTAL	150,110	36,062	186,172	66,953	120,689	187,642	274,361	979,619	1,253,980
COOPERATION WITH REGIONAL OFFICE AND HQS									
TOTAL	150,578	203,877	354,455	43,889	67,368	111,257	24,208	129,966	154,174
Total per biennium			980,636			742,204			1,833,477

Programme Cycles Overview

	2008	2009	2010	2011	2012	2013
UNESCO	Medium Term Strategy 2008-2013 (34 C/4)					
	Programme and budget for 2008-2009 (34 C/5)		Programme and budget for 2010-2011 (35 C/5)		Programme and budget for 2012-2013 (36 C/5)	
					UCPD for Nepal 2011-2013	
UNCT	UNDAF 2008-2012					UNDAF 2013-2017

UCPD Methodology

In preparing the present document, a sector-specific consultation process was undertaken in four of UNESCO's areas of competence: education; natural sciences; culture; and communication and information.

Part I and II of the UCPD Nepal were prepared by consultants through desk studies. The main guidance and basis for preparing the situational analysis and analysis of past and present cooperation provided the following national and sectoral development plans:

- For UN operations framework and development priorities in Nepal: CCA 2007 and UNDAF 2008-2012, Nepal Peace and Development Strategy 2010-2015; Nepal MDG Progress Report 2010;
- For basic UNESCO planning principles and operations: the UNESCO Medium Term Strategy 2008- 2013 (C/5) and UNESCO Approved Budgets and Programmes for 2006-2007 (33 33 C/5), 2008-2009 (34 C/5), 2010-2011 (35 C/5), and preparation guidelines for the Programme and Budget 2012-2013 (36 C/5); Priority Gender Equality Action Plan 2008- 2013;
- For past and present UNESCO Kathmandu activities: 2006-2010 work plan submissions and programme monitoring and evaluation forms, Annual and six-monthly reports and newsletters, Sector specific documents and publications such as UNESCO Education Support Strategy (UNESS) Nepal, 2008-2013.

Part III was prepared by the active involvement of UNESCO stakeholders providing first-hand experiences and concerns related to the country's development priorities. UNESCO Kathmandu, with the assistance of consultants, organized four thematic stakeholder meetings with representation of government entities, development partners, civil society organizations and academia, in order to identify potential areas of cooperation.

The meetings, in January 2011, were structured into sessions that included a background briefing on the UCPD, a presentation by the respective consultant of preliminary findings of parts I and II, as well as theme-based group work. Themes for the group work were established on the grounds of UNDAF, UCPD and 36 C/5 guidelines, specifically related to the programme priorities and main lines of action.

This approach aimed to create synergy between stakeholder requirements, while at the same time fostering alignment with Biennial Specific Programme Priorities (BSP) of the Programme and Budgets for 2010-2011 (35 C/5) and 2012-2013 (36 C/5), and providing a framework for UNESCO's contribution to the upcoming UNDAF preparation that started in June 2011.

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The UNESCO Office in Kathmandu contributes to building peace, alleviating poverty, and fostering sustainable development and intercultural dialogue in Nepal through education, sciences, culture, communication and information.