

UNESCO 2018



A Year in
Snapshots





Director-General Audrey Azoulay with Phnom Penh's Top Summit Garment female workers benefiting from a UNESCO literacy programme created in 2010 and currently carried out in 25 factories in Cambodia. This meeting took place during Audrey Azoulay's visit to Cambodia in December 2018 on the occasion of the 25th anniversary of the creation of the International Committee for Cooperation for the Safeguarding and Development of the Historic Site of Angkor (ICC-Angkor).

by Audrey Azoulay,
Director-General of UNESCO

We are living in a unique period in human history. The dawn of a technological revolution, combined with climate challenges, heralds a major anthropological transition. These changes raise questions about humanity itself. Faced with technological developments, environmental changes, and at the risk of these transformations deepening inequalities between and within societies, we must now, more than ever, cultivate, preserve and transmit what makes us human.

This ambition summarizes UNESCO's core work since its inception. Today we carry out this kind of work in all areas of our mandate, so that education, culture, science and information can serve to build a more just and sustainable future.

For UNESCO, 2018 was a year of new commitments. One commitment was to its core mandate, particularly education, which is the cornerstone of the United Nations' 2030 Agenda for Sustainable Development. Through its work in standard setting and advising on public education policies, UNESCO fulfils its role as a focal point for global reflection on education in tomorrow's world, and works to ensure that the fundamental right to lifelong quality education becomes a universal reality, particularly for women and girls who are all too often excluded. The issue of migrants' access to education was also at the heart of our Global Education Monitoring Report published in November. The drafting of the very first guide for decision-makers in the fight against anti-Semitism in schools, launched jointly with the Secretary-General of the United Nations, illustrates UNESCO's determination to make education a weapon for preventing and combating all forms of racism and discrimination.

Another commitment was to ambitious initiatives to address the main challenges of our time. The launch of the 'Revive the Spirit of Mosul' campaign, which aims to support the revival of the cultural, educational and intellectual life of this martyred city, ties in with our Organization's great history.

By coordinating international efforts to rebuild the human dimensions of Mosul, UNESCO is helping to restore the city's rich and plural identity and to remove the spectre of ideologies founded on hatred that feed on ignorance. In 2018, UNESCO also reaffirmed its vocation as a global forum, by launching a wide-ranging discussion on the issue of artificial intelligence and the related ethical implications.

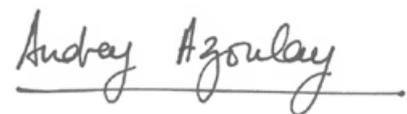
These commitments provide tangible proof of the need for multilateralism, as they embody UNESCO's capacity to influence the world and to reflect on the major dynamics transforming it. They also show how reflection plays a central role in international life and can be mobilized in the service of peace. The joint inscription this year, by the Democratic People's Republic of Korea and the Republic of Korea, of traditional Korean wrestling on the Representative List of the Intangible Cultural Heritage of Humanity was a reminder of the role of culture as a vector for rapprochement and reconciliation.

The purpose of this publication is to present some of UNESCO's specific achievements over the past year. This short and illustrated report tells the stories of the men and women who transform the ideals of the Organization into reality.

These pages reflect UNESCO's role as a transformative force in the service of people, acting on the main driving forces of long-term human development. Through education, the sharing of knowledge and cultures and the free dissemination of information we can change minds and attitudes and nourish dreams that help move the world forward.

I hope that these pages will inspire other stories, projects and actors to join us in our efforts to preserve and transmit the best of humanity for the benefit of all.

May this report be an inspiring read.



FACTS AND FIGURES



Staff: 2,180

Headquarters: 1,070

53 Field Offices: 750

9 Category I Institutes: 360

55%

**+ women
among staff**

51% women
among UNESCO directors

51% women among UNESCO
international professional staff



**193
Member States**

(as of January 2019) and

**11 Associate
Members**



**460,000
learners**

benefited from UNESCO's
Capacity Development
for Education Programme
(CapED) activities



**120
Category 2 institutes
and centres**

under the auspices of UNESCO



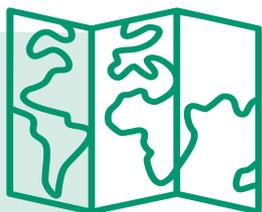
Annual
budget:

**\$612
million**

10

millions km²

of land protected by UNESCO
designated sites such as:
686 Biosphere Reserves
140 Global Geoparks
1,092 World Heritage sites



#ReviveTheSpiritOfMosul

\$100 million

secured for UNESCO's 'Revive the Spirit
of Mosul' reconstruction



250

million people

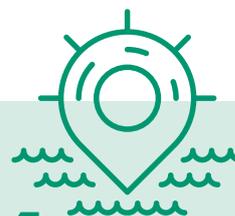
live in UNESCO Biosphere
Reserves in harmony
with the environment
and biodiversity



25 years

of the International
Coordination Committee
ICC Angkor

for the safeguarding and development of the
Angkor World Heritage site. This is one of UNESCO's
most impressive achievements for heritage
conservation through international solidarity

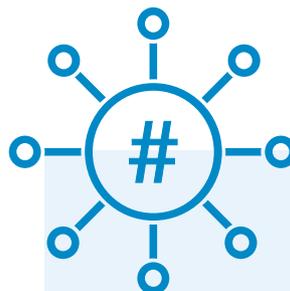
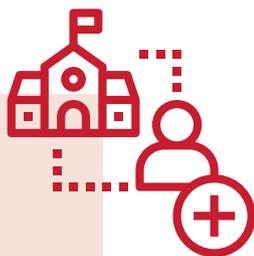


4 times the amount of data collected by ships

over the previous 100 years was
delivered by the IOC-UNESCO-
coordinated Global Ocean
Observing System (GOOS) and its
4,000 floating detectors scattered
in the world's oceans

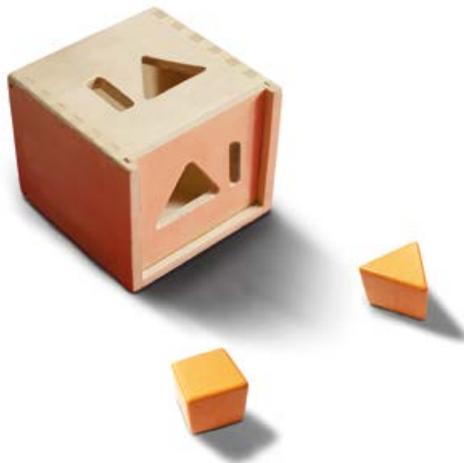
11,000 associated schools

and partner institutions
in over 127 countries within
UNESCO's education network



107 million people

reached through the #WIKI4WOMEN
social media campaign



Girls' and women's education

Despite progress, more girls than boys still remain out of school – 16 million girls will never set foot in a classroom. Women account for two-thirds of the 750 million adults without basic literacy skills. Gender equality is a global priority for UNESCO and a key to achieve quality education for all. It is essential for human dignity and one of the strongest accelerators to sustainable development. UNESCO needs the engagement of all partners to meet this challenge.

The 'Revive the Spirit of Mosul' initiative

In February 2018, on the occasion of the International Conference on the Reconstruction of Iraq (Kuwait City), the Director-General of UNESCO launched the flagship initiative 'Revive the Spirit of Mosul', focusing on the human dimension of sustainable recovery. With the full support of the Government of Iraq and of the UN Secretary-General, UNESCO coordinates international efforts in two main areas: the restoration and rehabilitation of cultural heritage and the revival of educational and cultural institutions.

A human-centred artificial intelligence

Humanity is on the threshold of a new era. Rapid technological advancements in artificial intelligence (AI) are changing the way we learn, work and live together. UNESCO is committed to lead the global debate towards the development of an ethical and human-centred AI. We must educate and equip current and future generations with the necessary tools to harness AI and ensure that it operates based on human rights, for the benefit of all.

HIGHLIGHTS

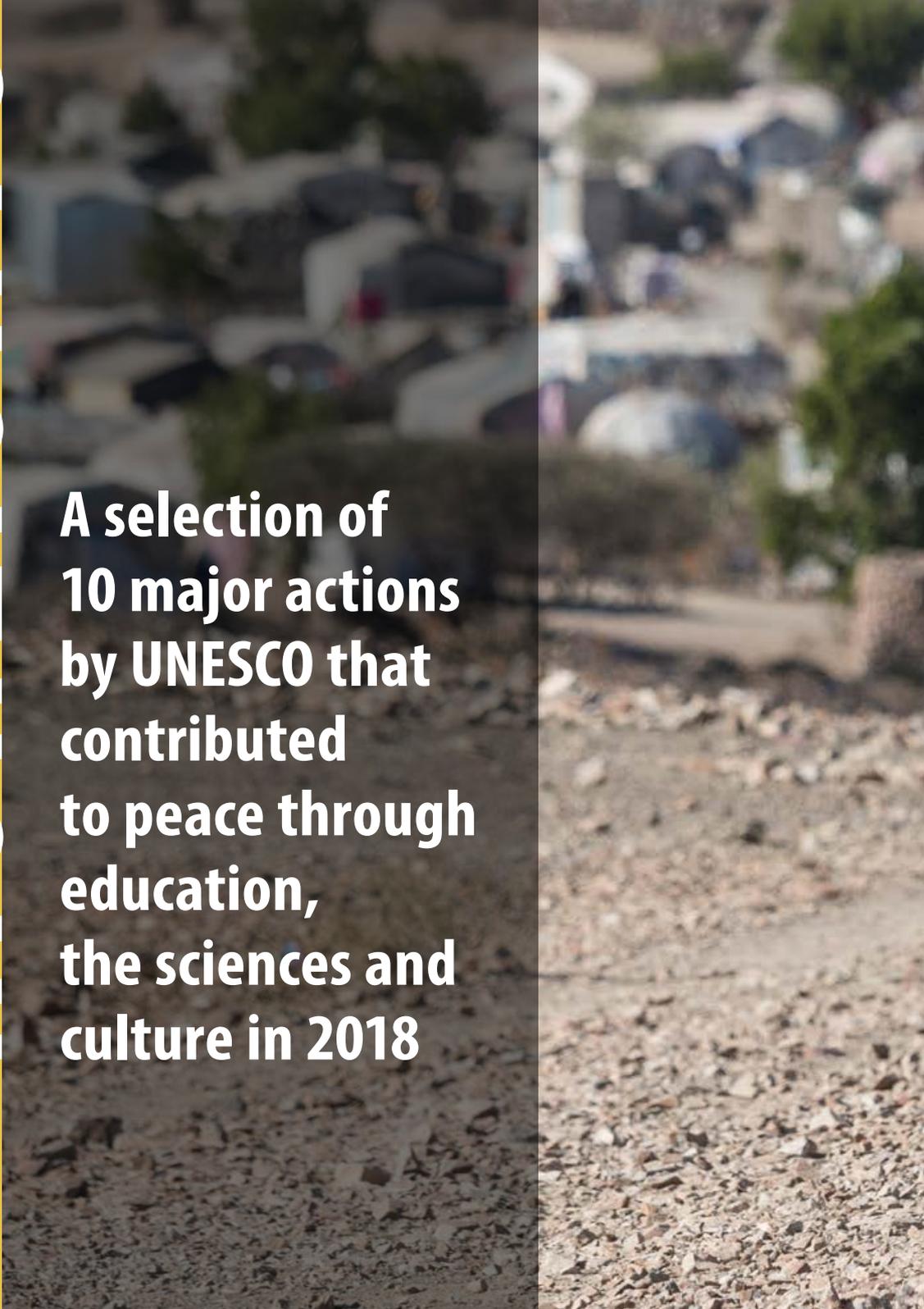
- 1** Renewed commitment to quality education for all
- 2** New research on education for migrants and refugees
- 3** Launch of the first UNESCO guide to prevent racism and anti-Semitism through education
- 4** World Water Report features nature-based solutions to improve water supply
- 5** Increasing women's participation in science
- 6** Decisive progress in ocean mapping and knowledge
- 7** For a humanistic approach to artificial intelligence
- 8** Over \$100 million secured for the 'Revive the Spirit of Mosul' initiative
- 9** Historic joint inscription of cultural heritage by the two Koreas
- 10** Launch of the Observatory of Killed Journalists

STORIES from the field

- Guatemala
- Malawi
- Cameroon / Chad / Central African Republic / Niger / Nigeria
- People's Republic of China
- South Sudan
- Zimbabwe
- Afghanistan / Syrian Arab Republic
- Colombia
- Yemen
- Albania

HIGHLIGHTS

**A selection of
10 major actions
by UNESCO that
contributed
to peace through
education,
the sciences and
culture in 2018**





Though progress has been made, an estimated 16 million girls will never set foot in a classroom. Poverty, geographical isolation, minority status, disability, early marriage and pregnancy, gender-based violence, and traditional attitudes about the status and role of women are among the many obstacles that stand in the way of women and girls fully exercising their right to participate in, complete and benefit from education. Refugee girls from Ethiopia and Somalia attend school in a refugee camp on the Djibouti/Somali border.

© UNHCR / Petterik Wiggers



Including flexible school calendars for the children of nomads and seasonal workers should be among countries' efforts to achieve education for all by 2030. A remarkable example is this kindergarten in Kyrgyzstan, which teaches the children of pastoralist families who move to the mountains in the summer to fatten their livestock for the winter.



Renewed commitment to quality education for all

1

UNESCO is the UN agency for education. We believe that education is essential for the success of all 17 Sustainable Development Goals (SDGs), and SDG 4 specifically aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. UNESCO leads the Education 2030 agenda with its partners, and works to ensure that education remains high on the global development agenda.

In February, UNESCO Director-General Audrey Azoulay commended the pledges by over 60 countries at the Global Partnership for Education Financing Conference in Dakar. An estimated US\$39 billion more is needed each year to achieve universal education from early childhood to secondary level in low and middle-income countries by 2030. In March, the SDG 4 – Education 2030 Steering Committee issued recommendations focusing on financing education as a public good, strengthening national ownership, and addressing data gaps. The Committee is the main consultation and coordination mechanism for education in the 2030 Agenda, with 38 members including Member States, public, private and voluntary organizations. Emphasizing that education is a right for which governments are accountable, the Committee endorsed a year-long advocacy campaign bringing together civil society networks, UNESCO's Global Education Monitoring Report (GEM), UN agencies, regional organizations and countries.

According to the GEM, legal frameworks in only 55 per cent of countries allow citizens to challenge violations against the right to education.

A Global Education Meeting held in Brussels in December was the first major gathering of the global education community to assess progress towards SDG 4. It identified priority areas and key messages for the High-Level Political Forum, which will take place in New York in July 2019. Major regional consultation meetings on SDG 4 were also held in 2018, including the first Pan African High-Level Conference on Education which took place in Nairobi in April.

Gender equality is an essential part of SDG 4 and a UNESCO priority. In 2018, UNESCO co-authored the call to action issued during the 73rd Session of the UN General Assembly on girls' education.

At country level, UNESCO's initiatives included supporting the enrolment of more than 55,250 girls in formal education, and creating safe, healthy learning environments in more than 3,000 schools.

Thousands more were reached through IT-based or non-formal education programmes, such as Girls Can Code, focusing on functional and financial literacy, and technical and vocational skills. Relevant publications included a new edition of the *UNESCO eAtlas of Gender Inequality in Education* from the UNESCO Institute for Statistics (UIS).

New research on education for migrants and refugees

Half the world's forcibly displaced people are aged under 18, and their number has grown 26 per cent since 2000. They could fill half a million classrooms, according to the 2019 Global Education Monitoring (GEM) Report on *Migration, Displacement and Education: Building Bridges, Not Walls*, released by UNESCO in November 2018. But progress has been insufficient in ensuring that they are able to obtain quality education in their host countries.

Although there are examples of good practice, many countries exclude migrants from their national education systems, and asylum-seeking children held in detention often have little or no access to education. In the two years since the landmark New York Declaration for Refugees and Migrants in 2016, refugees have missed 1.5 billion days of school.

This latest GEM report provides information on the global situation, highlights countries' achievements and shortcomings, explores the barriers to better provision, and provides concrete recommendations on how to address them.

The rights of these children are challenged daily in classrooms and schoolyards, and denied outright by a few governments. Nevertheless, progress is evident in eight of the top ten refugee-hosting countries, including low-income countries such as Chad, Ethiopia and Uganda.

Canada and Ireland are among global leaders in implementing policies.

Low and middle-income countries host 89 per cent of refugees, but lack funding and trained teachers. Donors need to multiply their expenditure on refugee education by three, and ensure long-term support. With the help of case studies, the Report makes the case for investing in education where there are high rates of population movement, particularly in rural and slum areas, in both short-term emergencies and protracted crises. Its analyses, conclusions and recommendations advance the aims of SDG 4 and its call to leave no one behind.

These issues were reflected in UNESCO's #RightToEducation campaign, which ran from October to December 2018 and marked the 70th anniversary of the Universal Declaration of Human Rights. It culminated in an International Expert Meeting on Public Policies Supporting the Right to Education of Refugees in Barcelona, Spain in December, convened by UNESCO. Recognizing and using the skills of adult migrants is a related important topic, and UNESCO was among the organizations that initiated the Global Partnership for Skills in December, which will pursue this aim with a particular focus on women and young people, and support the implementation of the Global Compact for Migration.





A secondary school in Kenya's Kakuma refugee camp, where one set of students attends in the morning and another in the afternoon to help make up for the shortage of places. Kenya hosts an estimated 490,000 refugees from Somalia and South Sudan, according to the 2018/2019 Global Education Monitoring Report.

© GEM Report/Askar Nuraken

Director-General Audrey Azoulay highlights the power of education in preventing racism and discrimination around the case of anti-Semitism, in the presence of Secretary-General of the United Nations António Guterres at a high-level meeting held during the UN General Assembly in New York in September 2018.

© Joel Sheakoski



**Addressing
Anti-Semitism
through Education**
Guidelines for Policymakers

Education
2030

Anti-Semitism is a security issue and the driving force of a range of violent extremist ideologies. To respond to this challenge, UNESCO and the OSCE co-published in 2018 the first UN policy guide to address anti-Semitism through education.

Launch of the first UNESCO guide to prevent racism and anti-Semitism through education

3

UNESCO is strongly committed to its core mandate to promote global citizenship. This calls for education systems that equip learners with skills, attitudes and behaviours that allow them to assume active roles in facing and resolving global challenges, and to become proactive contributors to a more peaceful, tolerant and secure world.

Anti-Semitism is a particular form of discrimination that has led in the past to violent extremism and genocide, and guidance on how to combat it can strengthen young people's tolerance and resilience, and counter all forms of discrimination and extremism.

Guidelines for Policymakers on Addressing Anti-Semitism through Education, published in 2018 by UNESCO and the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe (OSCE), is the first UN publication to support Member States and education policy-makers in delivering on these issues.

Produced with experts from Europe, Central Asia and North America, it examines the many and complex manifestations of anti-Semitic prejudice and discrimination, and follows the 2011 publication of *Guidelines for Educators on Countering Intolerance and Discrimination against Muslims: Addressing Islamophobia through Education*.

The guidelines are designed to show political leaders, teachers and young people concrete ways to combat anti-Semitism. They also provide education systems with tools to strengthen young people's resilience to anti-Semitic ideas, violent extremism and all forms of discrimination. Educators need sensitization to recognize anti-Semitic stereotypes and conspiracy theories, and guidance in responding to anti-Semitic acts and language at school, as well as developing learners' understanding of news and media so as to resist manipulation.

'The struggle against anti-Semitism cannot be undertaken by Jewish communities alone. . . . It is our responsibility to support teachers and educators in their mission,' declared Director-General Audrey Azoulay, at the launch ceremony at UNESCO's Headquarters in June 2018.

Education as the primary factor in preventing all forms of racism and discrimination was also the main focus of a high-level event organized by UNESCO at the 73rd United Nations General Assembly in September. Through the lens of its programme to prevent anti-Semitism, UNESCO sought to mobilize Member States' commitment to ensure equal respect for every woman and man, and to strengthen the Organization's overall efforts to prevent racism and discrimination.

World Water Report features nature-based solutions to improve water supply

In 1986, after a disastrous drought, an NGO and local communities in the State of Rajasthan (India) worked to set up water harvesting structures and regenerate soils and forests. This led to a 30 per cent increase in forest cover, groundwater levels rose and cropland productivity improved.

By 2020, the People's Republic of China plans to build 16 pilot 'Sponge Cities'. They aim to recycle 70 per cent of rainwater through greater soil permeation, retention and storage, water purification and the restoration of adjacent wetlands.

The System of Rice Intensification, originally introduced in Madagascar, helps restore soils' hydrological and ecological functioning rather than using new crop varieties or chemicals. It enables savings of 25 to 50 per cent in water requirements and 80 to 90 per cent in seeds while raising paddy output by 25 to 50 per cent.

These are three examples of nature-based solutions that can help improve the supply and quality of water and reduce the impact of natural disasters. *Nature-based Solutions for Water* is the title of the 2018 UN World Water Development Report, launched at the 8th World Water Forum in Brasilia on 19 and 20 March 2018. This collaboration between the 31 UN entities and 39 international partners that comprise UN-Water was coordinated by UNESCO's World Water Assessment Programme. It led up to World Water Day

on 22 March and the beginning of the International Decade for Action on 'Water for Sustainable Development'.

The report argues for 'green' infrastructure and management, as opposed to 'grey' infrastructure such as reservoirs, irrigation canals and water treatment plants, to help reduce pressures on land use while limiting pollution, soil erosion and water requirements, and increasing agricultural production by about 20 per cent worldwide.

Green solutions in urban areas include vegetated walls and roof gardens, measures to recycle and harvest water, water retention hollows to recharge groundwater, and the protection of watersheds.

Wetlands only cover about 2.6 per cent of the planet but play a disproportionately large role in hydrology. There is evidence they can remove 20 to 60 per cent of metals in water and trap 80 to 90 per cent of sediment from runoff. However it is essential to avoid tipping points beyond which the negative impacts of contaminant loading become irreversible.

Wetlands also act as natural barriers that limit the impact of floods. Among areas working to protect them are Chile, following the tsunami of 2010, and the US State of Louisiana following Hurricane Katrina (2005), whose impact was magnified by wetland degradation in the Mississippi Delta.



*Aerial view of the Po Delta.
Re-meandering rivers has the most
potential to reduce flood peaks
for the Baltic and Po regions,
according to the 2018 World
Water Development Report,
Nature-based Solutions for Water.*

© UNESCO / Delta Po Biosphere Reserve (Italy)

Increasing women's participation in science

5

UNESCO in 2018 increased its focus on women in science, building on existing programmes and introducing new initiatives towards SDG 5: Gender Equality.

Today only 29 per cent of scientists are women, and only 3 per cent of science Nobel Prizes have ever been awarded to women.

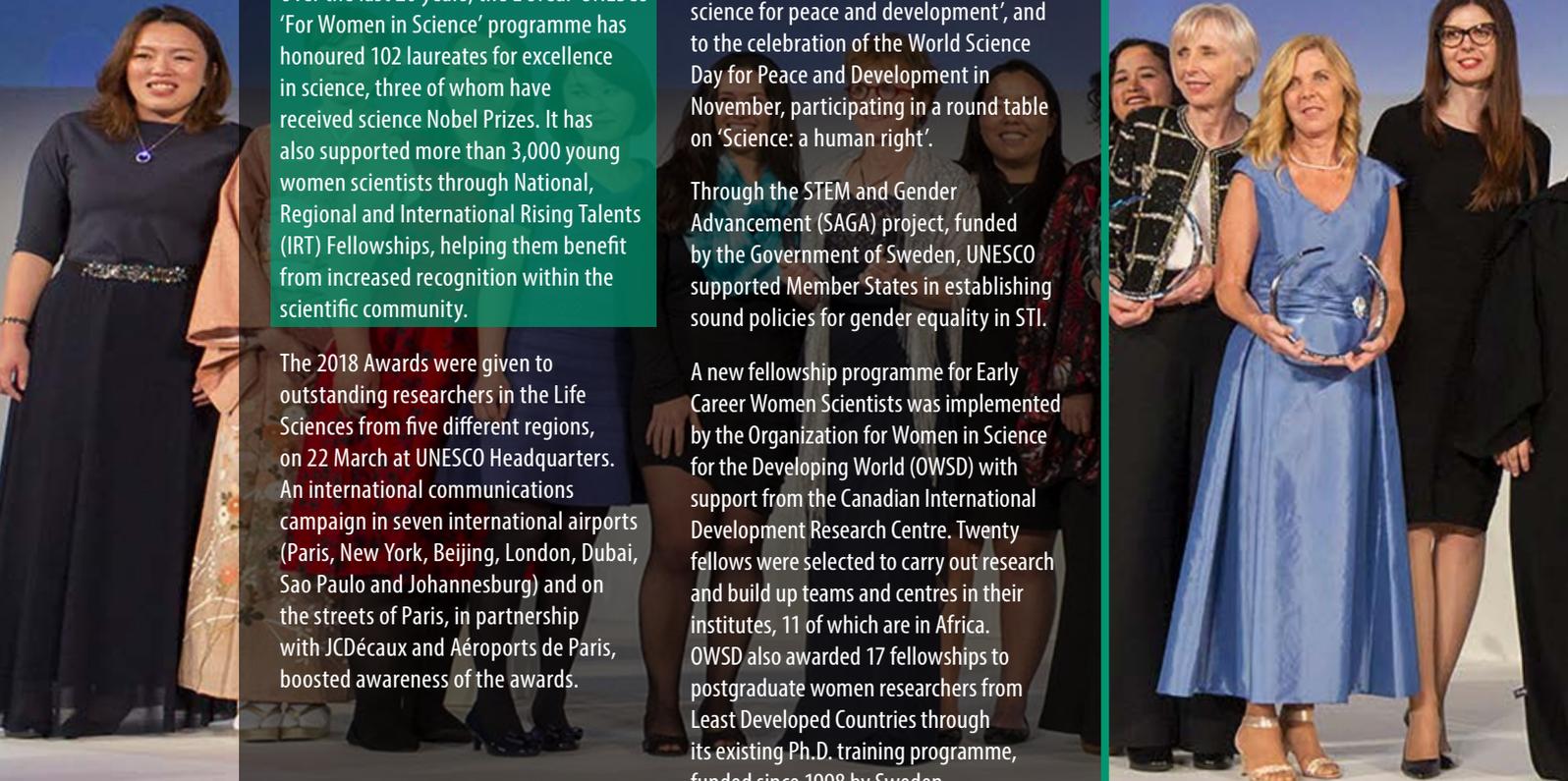
Over the last 20 years, the L'Oréal-UNESCO 'For Women in Science' programme has honoured 102 laureates for excellence in science, three of whom have received science Nobel Prizes. It has also supported more than 3,000 young women scientists through National, Regional and International Rising Talents (IRT) Fellowships, helping them benefit from increased recognition within the scientific community.

The 2018 Awards were given to outstanding researchers in the Life Sciences from five different regions, on 22 March at UNESCO Headquarters. An international communications campaign in seven international airports (Paris, New York, Beijing, London, Dubai, Sao Paulo and Johannesburg) and on the streets of Paris, in partnership with JCDécaux and Aéroports de Paris, boosted awareness of the awards.

The laureates are vital role models for young girls considering scientific careers. They and the IRTs participated and gave keynote speeches at the third Africa Forum on Science, Technology and Innovation (STI) in Cairo. They also contributed to the celebration of the International Day of Women and Girls in Science on 11 February, participating in a round table on 'Equality and parity in science for peace and development', and to the celebration of the World Science Day for Peace and Development in November, participating in a round table on 'Science: a human right'.

Through the STEM and Gender Advancement (SAGA) project, funded by the Government of Sweden, UNESCO supported Member States in establishing sound policies for gender equality in STI.

A new fellowship programme for Early Career Women Scientists was implemented by the Organization for Women in Science for the Developing World (OWSD) with support from the Canadian International Development Research Centre. Twenty fellows were selected to carry out research and build up teams and centres in their institutes, 11 of which are in Africa. OWSD also awarded 17 fellowships to postgraduate women researchers from Least Developed Countries through its existing Ph.D. training programme, funded since 1998 by Sweden.



For Women in Science



FONDATION
L'ORÉAL

*Award ceremony on
22 March 2018 in the
presence of Director-General
Audrey Azoulay to honour five
exceptional female scientists
and 15 International Rising
Talents, and celebrate the
20th anniversary of the
L'Oréal-UNESCO 'For Women
in Science' programme.*

© UNESCO / Christelle Alix





The IOC-UNESCO-coordinated Seabed 2030 Project began operations in 2018, and aims to map the floors of all the world's oceans by 2030. View of the coast in Oludeniz, Turkey.

© Shutterstock / Denis Belitsky

Decisive progress in ocean mapping and knowledge

A comprehensive map of the floor of the world's oceans could help efforts to combat pollution, predict climate change, support ocean economic activities and marine planning, forecast tsunamis, study tides and wave action, and help in search and rescue operations. However more than 93 per cent of the sea floor remains unmapped in high resolution. The Nippon Foundation/General Bathymetric Chart of the Oceans (GEBCO) Seabed 2030 Project started operations in 2018 with a plan to map the entirety of the global ocean floor by 2030. The project, which operates under the guidance of GEBCO, a programme coordinated by UNESCO's Intergovernmental Oceanographic Commission (IOC-UNESCO) and the International Hydrographic Organization (IHO), with four regional centres and a Global Centre at the UK National Oceanography Centre, Southampton, will make a significant contribution to SDG 14, 'to conserve and sustainably use the oceans, seas and marine resources for sustainable development' and to the UN Decade of Ocean Science for Sustainable Development.

Ocean dead zones with zero oxygen have quadrupled in size since 1950, while the number of very low oxygen sites near coasts has multiplied tenfold. Increasing deoxygenation could lead to mass extinctions, with dire consequences for the hundreds of millions of people who depend on the sea and its products.

The Ocean is Losing its Breath: Declining Oxygen in the World's Ocean and Coastal Waters, a study released in July by IOC-UNESCO's Global Ocean Oxygen Network (GO₂NE), provided these extensively reported facts, and made key recommendations, including reducing greenhouse gas emissions and nutrient inputs into coastal waters, and linking climate change to nutrient reduction strategies in a more interdisciplinary approach to research, management and policy.

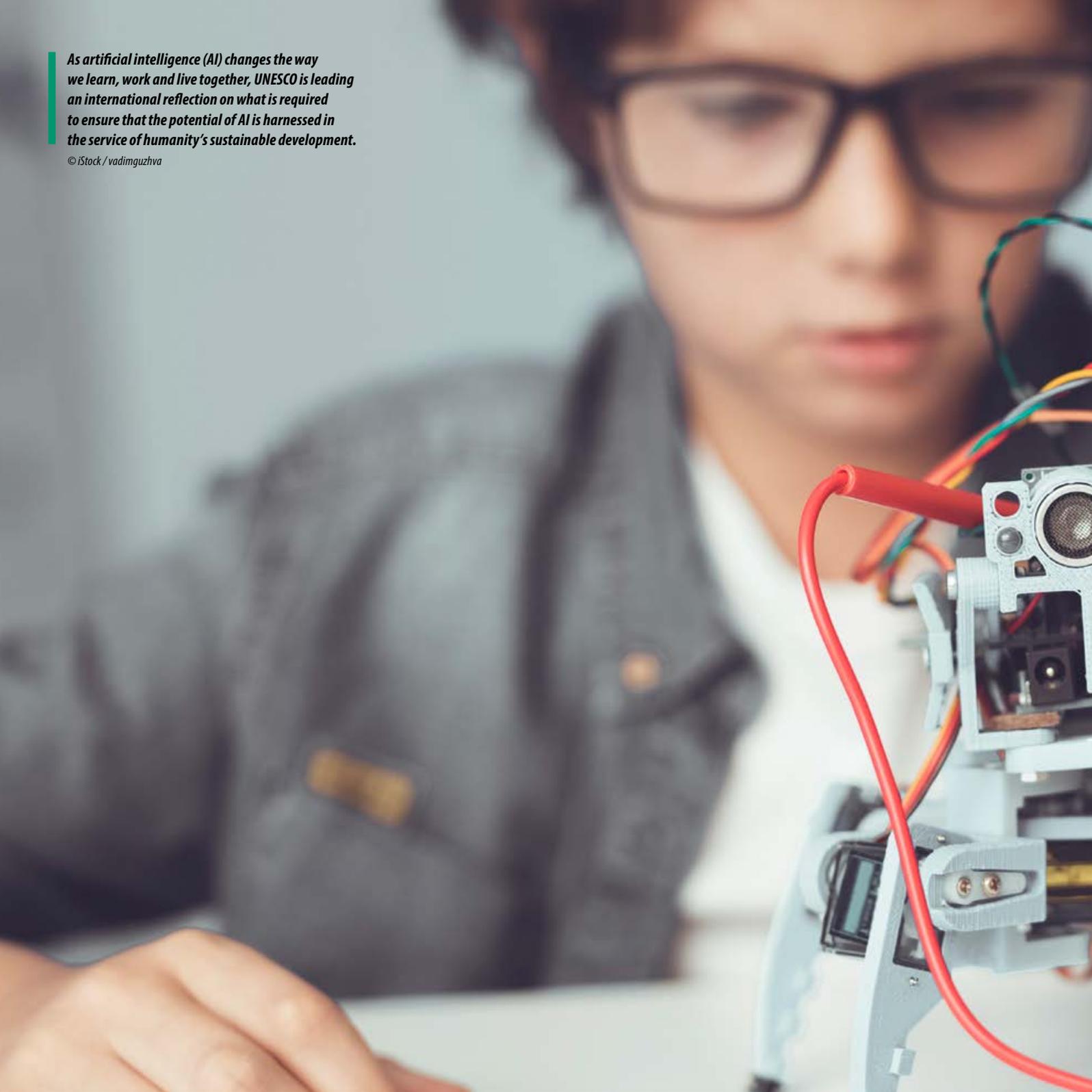
Late 2018, the Global Ocean Observing System (GOOS) Argo programme delivered its 2-millionth profile of physical and chemical data from the world's oceans, quadrupling the amount of data collected by ships over the previous 100 years.

Across the globe, about 4,000 Argo floats continuously collect and transmit data on the physical state of the ocean. Argo particularly sheds light on lesser-known regions such as the vast oceans in the Southern Hemisphere. Its data are helping scientists understand oceanic and atmospheric conditions, long-term climate trends, the inter-annual El Niño Southern Oscillation and other cyclical phenomena. Around 800 floats are deployed each year by 26 countries.

The UNESCO Associated Schools Network (ASPnet) helped schools in 36 countries test IOC-UNESCO's *Ocean Literacy for All: A Toolkit*, initially released in English, French and Spanish. IOC-UNESCO will use the results to revise and further develop these teaching materials.

As artificial intelligence (AI) changes the way we learn, work and live together, UNESCO is leading an international reflection on what is required to ensure that the potential of AI is harnessed in the service of humanity's sustainable development.

© iStock / vadimguzhva



For a humanistic approach to artificial intelligence

2018 saw the 25th anniversary of UNESCO's International Bioethics Committee, and the 20th anniversary of the Intergovernmental Bioethics Committee and UNESCO's World Commission on the Ethics of Scientific Knowledge and Technology (COMEST). These bodies are central to UNESCO's vital role in coordinating debate concerning the impact of scientific and technological developments on our communities and societies. The anniversaries were met with a series of debates and discussions. In partnership with the Government of Japan, UNESCO organized a round-table discussion on 'Artificial Intelligence (AI): reflection on its complexity and impact on our society' at the Organization's Headquarters on 11 September. Leading experts in robotics, AI and human creativity, so-called intimate computing, and political science took part in the debate, designed to be the first of a series. On 12 September UNESCO hosted another round-table debate, on 'Genome editing: why ethics matter'. Genome editing techniques will affect humans, animals, plants and the environment. The round table was again designed as the first of a series, to highlight current and potential areas of research and application, and to encourage general public discussion on the ethical challenges arising.

As host of the Internet Governance Forum (IGF) 2018 at its Headquarters, UNESCO organized a workshop on 'AI for human rights and SDGs: fostering multi-stakeholder, inclusive and open approaches' on 14 November, in the presence of United Nations Secretary-General António Guterres and French President Emmanuel Macron. On the next day, as a side-event to the IGF, and in partnership with the Internet Society (ISOC) and Mozilla Foundation, UNESCO hosted an open discussion on 'Harnessing AI to advance knowledge societies and achieve good governance', to reflect on the significant impact of emerging and smart technologies, including AI and the Internet of Things (IoT), on UNESCO's core mandate to promote the free flow of ideas by word and image.

Artificial intelligence is relatively new to Africa, but initiatives, though limited, are growing fast, and as everywhere else, they raise important ethical questions concerning the use of private data, freedom of expression and responsibility.

The societal impact of technologies that can replace human labour also needs serious consideration. These subjects were at the heart of a two-day Forum on Artificial Intelligence in Africa, held from 12 to 13 December in Benguéir (Morocco), and organized by UNESCO and Mohamed VI Polytechnic University with the support of Microsoft. Experts, researchers, representatives of governments, the private sector, international and regional organizations, and NGOs came from all parts of the world to examine ways in which AI can serve as a lever for development, the future of AI in Africa, and ethical issues for the continent.

How will AI affect the future of the creative sector? Although AI has the potential to create a wealth of opportunities in the cultural and creative industries, it also raises new challenges for the status of artists and their creative works, requiring new models to ensure fair remuneration and the diversity of cultural expressions. The challenges and opportunities presented by AI were discussed at UNESCO during Create|2030, a series of talks featuring government officials, artists, cultural professionals and policy-makers from around the world, which explored how investments in creativity can have a direct impact on achieving the 2030 Agenda for Sustainable Development. The first Create|2030 Talks took place at UNESCO Headquarters from 11 to 14 December and further ones were held in Bangkok and Ouagadougou. All these initiatives led to the Global UNESCO Conference 'Principles for AI: towards a humanistic approach' on 4 March 2019.

A woman wearing a tan headscarf and a red and blue plaid dress stands in profile, looking towards a severely damaged, multi-story building. The building's structure is exposed, showing a complex network of rusted metal beams and charred wooden elements. The scene is dimly lit, with a warm, yellowish light source on the right side, creating a somber and desolate atmosphere. The ground is covered in rubble and debris.

Between 2014 and 2017, Mosul was the scene of one of the largest urban battles since the Second World War. It has left its inhabitants deeply scarred, with immense humanitarian needs, and the Old City largely damaged. View of Mosul University's Central Library in 2018.

© Ali Al-Baroodi



Over \$100 million secured for the 'Revive the Spirit of Mosul' initiative

8

Mosul is one of the oldest cities in the world and a cradle of civilizations. Its name in Arabic means 'the linking point': Mosul is a city that connects, and its spirit represents diversity and co-existence throughout the Arab world.

Its Old City had a medieval plan, a concentration of Islamic buildings dating back to the 12th through the 19th centuries, religious buildings from many faiths and notable architecture. Today, an estimated 90 percent lies in ruins. The recovery of Mosul is essential to building long-term peace in Iraq, restoring the bonds of a fractured country and enabling its inhabitants to actively participate in its revival.

Launched in February 2018 by Director-General Audrey Azoulay at the International Conference on the Reconstruction of Iraq held in Kuwait City, the 'Revive the Spirit of Mosul' initiative is the largest reconstruction campaign led by UNESCO over the past few years. With the firm belief that culture and education are key to achieving sustainable recovery, UNESCO, in cooperation with the Government of Iraq, is coordinating international efforts in two areas: the restoration of cultural heritage and the revival of educational and cultural institutions. The UNESCO initiative thus focuses on the human dimension of reconstruction. It is an integral part of the Iraqi Government's Plan for Reconstruction and Development. Furthermore, it is part of the United Nations Secretary-General's Recovery and Resilience Programme for Iraq.

With nearly \$100 million dollars already provided mainly by the United Arab Emirates and the European Union, the initiative is already a success. On 23 April 2018, the United Arab Emirates, Iraq and UNESCO signed a historic agreement: the United Arab Emirates contributed \$50.4 million for the reconstruction of the emblematic Al-Nouri Mosque and its leaning 45-metre Al-Hadba Minaret, built almost 1,000 years ago. This is the most important cooperation ever undertaken for the reconstruction of heritage in Iraq. In 2018, UNESCO focused on documenting and clearing the site, and drawing up restoration plans. The next four years will be devoted to the reconstruction of the minaret, the mosque and adjacent buildings, the Al-Sa'a and Al-Tahira churches, a memorial and a museum. The contribution of local communities, job creation and training young people in heritage conservation professions are at the heart of the project.

On 17 August 2018, the Old City of Mosul was inscribed on the Tentative List of Iraq, with a view to a possible UNESCO World Heritage inscription. The international meeting organized by UNESCO with the Government of Iraq, at UNESCO's Headquarters on 10 September 2018, mobilized the international community around the project. In October 2018, UNESCO and UN-HABITAT presented in Mosul the Initial Planning Framework for Reconstruction, funded by UNDP, with the intention of taking into consideration the views of the city's residents in the final reconstruction plan, and helping to define the priorities and rehabilitation methods of Mosul's historic urban fabric.

Historic joint inscription of cultural heritage by the two Koreas

Traditional Korean wrestling has deep significance for all Koreans. Fundamentally linked to land and agriculture, it is both a national sport and a popular cultural practice. Competitions are regularly organized during agricultural events or festivals linked to the cycle of the seasons. In light of the profound cultural importance of traditional Korean wrestling for the two Koreas, each country nominated the element for inscription on UNESCO's Representative List of the Intangible Cultural Heritage of Humanity.

Following UNESCO's mediation, the two States Parties agreed for their respective nomination files to be jointly examined by the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage at its 13th session in Port Louis (Mauritius) in November 2018.

The Committee welcomed this initiative of regional cooperation between the two Koreas and, through a historic decision, inscribed 'Traditional Korean wrestling (Ssirim/Ssireum)' on the Representative List of the Intangible Cultural Heritage of Humanity, as a joint inscription from the Democratic People's Republic of Korea and the Republic of Korea.

Traditional Korean wrestling now joins the other 507 elements inscribed on the different lists maintained by UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.

While the Lists of the Convention include a number of examples of multinational nominations prepared by several States, the coming together of the two Koreas to have traditional Korean wrestling inscribed jointly by the Committee is unprecedented. Audrey Azoulay, Director-General of UNESCO, noted, 'This would not have been possible without great trust in UNESCO on the part of all Korean authorities. The joint inscription marks a highly symbolic step on the road to inter-Korean reconciliation. This marks a victory for the longstanding and profound ties between both sides of the inter-Korean border.' This achievement followed the Director-General's visit to the Republic of Korea in June and her meeting with President Moon Jae-in in October in Paris. During this meeting, Audrey Azoulay proposed a series of concrete projects involving UNESCO that would facilitate inter-Korean reconciliation through educational programmes, cooperation in natural resources management and shared heritage safeguarding. Similar discussions took place towards the end of the year with the People's Democratic Republic of Korea. Facilitating, and even accelerating, the creation of a durable peace in the Korean Peninsula through culture, education and the sciences continues to be UNESCO's goal, as it speaks directly to its core mandate.





Children learn traditional Korean wrestling (Ssirum/ Ssireum) skills from family members and teachers at school. This practice was inscribed in 2018 on the UNESCO Intangible Cultural Heritage List following an unprecedented merged application by the Republic of Korea and the Democratic People's Republic of Korea.

© Korean Ssireum Association



Launch of the Observatory of Killed Journalists

The 2018 UNESCO Report on the Safety of Journalists and the Danger of Impunity indicates one media worker is killed in the line of work every four days. In 89 per cent of cases, the perpetrators of these crimes go unpunished. Of the 1,319 journalists known to have been killed since 1993 (latest available figures from 8 March 2019), over 99 died in 2018. So it was most timely that in 2018 the implementation of the UN Plan of Action on Safety of Journalists and the Issue of Impunity was strengthened.

UNESCO, as the UN agency with the mandate to promote freedom of expression and the safety of journalists, monitors killings and supports Member States in taking action to investigate their deaths and prevent further tragedies.

UN General Assembly Resolution A/RES/68/163 calls on Member States to implement concrete measures to eradicate the culture of impunity for crimes against media workers, and led to the marking of an International Day to End Impunity for Crimes against Journalists (IDEI) each year since 2013.

This year, on IDEI (2 November), UNESCO launched the Observatory of Killed Journalists (<https://en.unesco.org/themes/safety-journalists/observatory>). This online database provides information on each killing of a journalist or media worker recorded since 1993, and on the judicial follow-up into each case, based on information provided by the country in which the killing took place.

It allows fellow journalists, researchers and members of the public to obtain information both on the victims and on the status of official enquiries into their deaths. There are search options based on nationality, country of killing, name, gender, media type and employment status. The database also makes available documents from national authorities on judicial proceedings. Country profiles are included.

Local reporters constitute the overwhelming majority of victims in the profession, and many of them were killed while reporting on corruption, crime and politics. However, more media attention tends to be given to foreign journalists and correspondents. Notable too is the increase in the number of women journalists killed over the last decade. Women are also particularly vulnerable to gender-based harassment and violence.

In 2018 UNESCO also used IDEI to launch a global campaign, #TruthNeverDies, in association with media partners around the world. Its main message was: 'Journalists are killed every day to silence the truth. Help keep the investigations of killed journalists alive and perpetuate their legacy by sharing their articles and their stories.'

The #TruthNeverDies campaign reached over 800 million people across social media platforms and generated over 80,000 engagements (Facebook, Twitter, Instagram). Nearly 1,000 media in the world published stories to raise awareness on the issue of impunity on this occasion.

10
HER
NAME
WAS
DAPHN
CARUA

HIS
NAME
WAS
JAMES
FOLEY



NE
NA



HIS
NAME
WAS
SAMIM
FARAMARZ

#TruthNeverDies

*Images for some of the stories on
journalists assassinated in the line of duty
featured in the #TruthNeverDies campaign,
launched by UNESCO in 2018, in association
with media partners worldwide.*

© UNESCO / DDB



HER
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HASSAN



STORIES FROM THE FIELD

**Stories of
women and men
who exemplify
UNESCO's ideals
on a daily basis**





The Project on Sustainable Fishing on the Amazon Coast (PeSCA), a cooperation between UNESCO in Brazil and Fundo Vale, aims to improve income and the quality of life of fishermen and fisherwomen from the coasts of the Brazilian states of Pará, Maranhão and Amapá. During its three years of execution, it has already benefited approximately 10,000 families from around 30 fishing communities.

© UNESCO/Fundo Vale - Milena Argenta

Magdalena Cox (third from left) and her friends strive to reverse the limited girls' access to education in Guatemala through the local UNESCO-Malala Center.

© UNESCO / Mariana Samayoa



Girls' and women's voices help shape the UNESCO Malala Centers for education in Guatemala

Magdalena Cox Xum is the youngest woman in her family of four sisters and five brothers from San Andres Xecul in Totonicapán, Guatemala. In this area, only 35 per cent of school-age girls attend primary school, and 1 per cent of 12 to 21-year-olds go to high school. Just Magdalena and her youngest brother completed school, and with the support of her mother Magdalena then trained to teach bilingual intercultural primary education. She is the first educational coordinator for the local UNESCO-Malala Center, part of a new project supported by the UNESCO Malala Fund for Girls' Right to Education.

UNESCO Malala Centers work with local stakeholders to offer sustainable and replicable educational programmes in rural areas where economic issues and the remoteness of schools join with cultural attitudes to limit girls' access to education. The programmes are implemented in indigenous languages, draw on indigenous culture, and build skills for personal and

socio-economic development. Listening to what girls and women want and need is crucial, so in the first phase of the project two participatory workshops were held in April 2018. Many attendees had to register by fingerprint since they could not read or write.

One woman said, 'I want to learn practical skills that can help me generate my own income.' For another, learning to read meant not getting lost in the streets. One young girl hoped to become a teacher; another was focused on helping her children with their homework.

Magdalena does not just teach. She has knocked on doors and met potential students. She gives lessons in her own house, and bought a whiteboard and benches for the purpose. She told one woman, 'In the morning you can shepherd the animals and in the afternoon you come with me to study.' This woman has now completed Grade 6.

Challenging gender stereotypes through music

'Am an Ngwazi, who doesn't look down on herself, coz she can do anything she wants' sings Sangie, an award-winning musical artist, who wrote and performed the song *Ngwazi Zazikazi* (which means female champion or hero) in Chichewa, one of Malawi's local languages. UNESCO produced a video to promote it as part of the EU-funded STEP (Skills and Technical Education Programme). It was immensely successful: it ranked number one in Malawi for eight weeks in 2017, and was the fifth most popular music video that year. The song has been downloaded over 75,000 times and the video viewed over 11,000 times.

During the 2018 International Women's Day, the video was awarded the European Union Development Cooperation (DEVCO) EUROPEAID Communication Award for the best communication activity as part of an EU-funded project.

Ngwazi Zazikazi is not just a catchy tune: it was intended to strengthen the technical and vocational education and training (TVET) system in Malawi.

In the video, young women sing 'I can be a soldier, plumber or even a pilot' and 'In fact there are electricians and politicians out there who are women' while painting a building and operating heavy equipment, to encourage more young women to enter technical training courses for traditionally male-dominated trades such as auto mechanics and bricklaying.

Spreading these messages in such a positive and entertaining way helps to break down negative gender norms and beliefs, and open the way to a brighter future for young women.

A still from the UNESCO-produced and award-winning video for Ngwazi Zazikazi, with a positive message about work for women.

© UNESCO





The BIOPALT project co-launched by UNESCO will contribute to the rehabilitation of wildlife migration corridors, and support efforts to preserve Lake Chad's iconic Kuri cattle and endangered species.

© Lake Chad Basin Commission (LCBC)

UNESCO commits to safeguarding Lake Chad

Lake Chad is a unifying element between Central and Western African communities. The source of life for more than 40 million people, its basin has always been a place of convergence and mixing cultures. However, this shared resource is heavily threatened. The lake's area declined considerably owing to low rainfall in the 1960s, and despite the increase noted over the last 20 years, this has led to significant imbalances and weakened ecosystems. Moreover, the region is plagued by conflicts over access to natural and water resources, leading to a significant rise in population migrations, which have been exacerbated in recent years by violent extremism. Pressing challenges include biodiversity conservation, ecosystem management and rehabilitation, participatory planning and inclusive governance.

In February 2018, UNESCO launched the BIOSphere and Heritage of Lake Chad project (BIOPALT) in partnership with the Lake Chad Basin Commission (LCBC), political leaders, scientists and residents of the basin. It is funded by the African Development Bank for three years and implemented in five countries (Cameroon, Chad, Central African Republic, Niger and Nigeria).

BIOPALT is a multisectoral response by UNESCO to safeguard natural resources, promote peace and reduce poverty in the Basin. It targets women, the young and indigenous people.

BIOPALT will provide early warning systems for droughts and floods to strengthen local communities' resilience to climate change. It will train 300 policy-makers, scientists and community leaders and mobilize 30,000 lake residents for the peaceful management of natural resources, including water. The project will also rehabilitate degraded ecosystems such as elephant corridors, Kuri cattle habitats, ponds, oases and flood plains, implement green economy initiatives to improve the livelihoods of local communities and promote the inscription of the lake as a transboundary Biosphere Reserve and World Heritage site.

All of these activities will address the root causes of migration and encourage the return of displaced populations, especially young people and women. The project will strengthen the ties between the various communities of the basin to rebuild hope and approach the future with optimism, in a climate of peace and development.

Improving tsunami readiness around the South China Sea

The South China Sea region and its neighbouring basins, including the Sulu and Celebes seas, comprise one of the world's most vulnerable areas to earthquakes and tsunamis, owing to seismic activity in the Manila, Cotabato and Negros, and Sulawesi trenches. In 1976 an earthquake measuring 8.1 on the Richter scale caused a tsunami that struck the Gulf of Moro and the Celebes Sea, killing more than 8,000 people.

In 2004, UNESCO's Intergovernmental Oceanographic Commission (IOC-UNESCO) urged the countries bordering the South China Sea to work closely together to address tsunami hazards, and establish a regional warning system operating under the Tsunami Warning and Mitigation System in the Pacific. This had been established by IOC-UNESCO in 1965 in response to the deadly tsunami that struck the coasts of Chile and Japan in 1960. Since 2005, the South China Sea region had been covered by the Tsunami Advisory Center for the Pacific Northwest, based in Japan, and the Pacific Tsunami

Warning Center, based in Hawaii, USA. The warning system was much enhanced when on 8 May 2018, the South China Sea Tsunami Advisory Centre was inaugurated.

Established in Beijing, under the aegis of IOC-UNESCO, the centre provides a tsunami alert service for nine countries: Brunei, Cambodia, China, Indonesia, Malaysia, the Philippines, Singapore, Thailand and Viet Nam. The National Marine Forecast Center, part of the Ministry of Natural Resources of the People's Republic of China, is responsible for operating the sub-regional tsunami advisory centre.

It relies on a seismic monitoring network based on seismic stations and tide gauges that relay information in real time. Staff have received targeted training. A public awareness campaign, developed in partnership with the Tsunami Warning and Mitigation System in the Pacific and IOC-UNESCO, has been launched to warn people in the region about tsunami hazards.

Vladimir Ryabinin, Executive Secretary of IOC-UNESCO, and Lin Shanqing, Member of the Party Committee of the Ministry of Natural Resources of China, during the inauguration ceremony.

© NMEFC & UNESCO





An optimistic view on the power of youth to foster positive change unites participants at the first National Youth Conference in South Sudan co-convened by UNESCO.

© Radio Miraya

Engaging with the young in a young country

South Sudan is the world's newest nation, and has one of the youngest populations, with over 70 per cent aged under 30. After decades of conflict most of its young people are poor, have little education, and lack access to health care and other basic social services. Few jobs are available for them. Now we need to listen to their voices, in deciding how to take the country forward and give them a more positive future.

A fine start was made when over 200 young people from across the country came together for the first National Youth Conference held in Juba, South Sudan, on 29 and 30 August 2018. UNESCO and other UN organizations joined with local bodies in convening it. The participants included people of both genders, and a range of ethnicities and socio-economic backgrounds, who debated the theme 'Promotion of Youth Voices for Sustainable Peace and Development in South Sudan' and put their proposals to the decision-makers from inside and outside South Sudan who attended and spoke.

What do South Sudan's young people want? All those participating signed up at the end to a Youth Declaration, which emphasizes that they want to be not just consulted but meaningfully engaged in the nation-building and peace process. They want better opportunities to gain skills through technical and vocational education and training, and to obtain secure employment so they and their families can thrive. They also understand sports, arts and culture as mechanisms for building peace, and want to see them promoted effectively.

UNESCO's Youth Space Initiatives (YSI) aim to create sustainable platforms for youth engagement, and strengthen existing ones. Plans to build on the achievements of the conference include the launch of a South Sudan YSI and a series of youth-led activities.

Involving men and boys in gender equality in Zimbabwe

Isaac Weston grew up in a male-majority household which assumed the girls would do all the chores. He went to a school where, at lunchtime, the boys bullied the girls so badly they refused to eat in the same area. But it took the Youth Changing the River Flow programme organized by the Southern Africa HIV and AIDS Information Dissemination Service (SAfAIDS) to help him realize this behaviour needed to change.

As programme officer for Youth Changing the River Flow, Tichaona Madziwa organized training on topics ranging from gender transformation to positive parenting. 'I felt I was truly making a change,' he said, 'but I then began to ask myself, "what am I doing to my wife?"' Following his family's traditions, he was failing to listen to her or play a bigger domestic role. He started to change, cooking dinner and helping take care of his daughter, and was delighted by the strong bonds he was forging with his wife and daughter as a result.

Tanyaradzwa Mashumba suffered years of sexual abuse from the uncle in whose household she grew up. Changing the River Flow's weekly meetings helped her confront her experiences, make plans for the future – she hopes to become an air stewardess – and become an advocate for greater awareness of gender-based violence.

These were among the stories shared in a round table held in Harare on 31 May 2018 as part of an UNESCO/SAfAIDS project on 'Challenging constructions of masculinity that exacerbate marginalization of women and youth'. By training men on positive masculinities, conducting research on the impact of culture and religion on gender equality in Zimbabwe, and creating sustainable dialogue through a set of materials for advocacy, it aims to facilitate more gender-equitable and equal communities.

Young students in Zimbabwe are being encouraged to look at male and female roles in their society as part of an UNESCO/SAfAIDS project on challenging marginalization of women and young people.

© Stephen Johnson





Heritage in ruins: a satellite image of central Aleppo from the UNESCO and UNITAR-UNOSAT co-publication Five Years of Conflict.
© UNITAR-UNOSAT/Iconem/DGAM

Using new technology to document endangered World Heritage

Comprehensive documentation of cultural heritage sites can both raise public awareness and lay the foundation for short-term recovery operations and long-term conservation plans. In December 2018, UNESCO and the United Nations Institute for Training and Research Operational Satellite Application Programme (UNITAR-UNOSAT) published *Five Years of Conflict: The State of Cultural Heritage in the Ancient City of Aleppo*, the first comprehensive account of the devastation wrought by the conflict on heritage in the Syrian Arab Republic. Using satellite images, which allowed for sites in otherwise inaccessible areas to be viewed for the first time since the start of the conflict, UNESCO's cultural heritage experts worked closely with imagery analysts from UNITAR-UNOSAT, as well as historians, architects and archaeologists, to analyse the images, finding that more than 10 per cent of the historic buildings of Aleppo have been completely destroyed and more than half have suffered severe to moderate damage.

A second publication, assessing the state of all Syrian properties on the World Heritage List, as well on the country's Tentative List, is scheduled for 2019.

New technologies were also employed to safeguard cultural heritage in Afghanistan in 2018. The Minaret of Jam is believed to have been built between 1163 and 1203 during the reign of the Ghurid sovereign Ghyias-ud-Din. Its isolated position in Ghor Province, Afghanistan, at the confluence of the Hari Rud and Jam Rud rivers, may have helped protect it over the centuries, but it also makes conservation and maintenance challenging. In September 2017, UNESCO experts, along with Afghan officials from the Ministry of Information and Culture, carried out the first thorough survey of the inner and outer portions of the minaret, along with a general survey of the area, using drone technology. Video footage was published in February 2018, allowing the world to see the state of one of Afghanistan's most fragile heritage sites.

Integrating memories of culture, peace and conflict in Colombia

After 60 years of armed conflict, how can former combatants be integrated into peaceful societies? That was one of the issues that confronted Colombia following the signing of the 2016 Peace Agreement between the Colombian Government and the Revolutionary Armed Forces of Colombia (FARC). One solution, which responds to the third point of the Peace Agreement focused on the reintegration of former combatants, is to build on living heritage as a tool for dialogue and a vehicle for shared values. Following the signing of the Peace Agreement, residents from the village of El Conejo, in north-east Colombia, asked for assistance in building ties with residents from the nearby reintegration camp in Ponedores, a temporary shelter for ex-combatants and their families during their transition to civilian life, where about 200 people live in one-room prefabricated houses. The result was an emergency International Assistance project on 'Intangible cultural heritage as a basis for resilience, reconciliation and construction of peace environments in Colombia's

post-agreements', which was granted funding in June 2018 under UNESCO's Intangible Cultural Heritage Fund, with co-funding from the Colombian Government. The project, which began in July 2018, follows a community-based methodology which has three parts: the strengthening of local capacities for the management of the intangible cultural heritage; a community-based inventory of intangible cultural heritage with the implementation of safeguarding measures; and a collective safeguarding of the historical memory of the territory. The hope is that by reflecting on their living heritage, their collective memory and common cultural values, residents and ex-combatants together will achieve a sense of symbolic reparation and forgiveness. The project will also enhance our understanding of how intangible cultural heritage can be mobilized as a means to achieve lasting peace, dialogue and social reconstruction in a post-conflict situation. Representatives of UNESCO and the Government of Colombia presented the project at the first Paris Peace Forum, from 11 to 13 November 2018.



Eimer Ariño, a participant in the project on 'Intangible cultural heritage as a basis for resilience, reconciliation and construction of peace environments in Colombia's post-agreements', granted funding under UNESCO's Intangible Cultural Heritage Fund.

© Gobierno Nacional de Colombia / UNESCO

EIMER ARIÑO
HABITANTE DE CONEJO – CONEJO'S INHABITANT



The 'Yemen peace talks newsroom', a UNESCO and Canal France International (CFI) initiative, aims at ensuring that Yemenis receive balanced media coverage of peace talks.

© Yemen Peace Talks Newsroom

Seeing and hearing all sides in the Yemen conflict

Aseell Sarih, an award-winning journalist from Sana'a, Yemen, took a historic photo in December 2018, showing the first public handshake since 2016 between representatives of the opposite parties in Yemen's long-running conflict, in the Media Center at Johannesburg Castle, Sweden. The castle was the site for the first peace talks for two years, from 6 to 13 December 2018. The photo went viral on social media in Yemen, and was featured by international media outlets.

A team from the 'Yemen peace talks newsroom', an initiative set up by UNESCO and Canal France International (CFI), with the support of the Swedish Ministry of Foreign Affairs and the Office of the Special Envoy for Yemen, was on hand throughout the talks to ensure that Yemenis received full, objective and balanced coverage.

In the run-up to the peace talks, several Yemeni social media users discussed the problem that most media outlets in the

country have strong political agendas, and support one side rather than provide impartial coverage. The Yemen peace talks newsroom drew together 11 journalists from different regions of Yemen, the biggest media team on location covering the talks. Their interviews with representatives of the opposite delegations, foreign ambassadors, representatives from Yemeni civil society and advisers to the Special Envoy for Yemen, along with infographics, livestreams, videos and articles, helped bring communities back home as close as possible to the consultations in Sweden.

Aseell, Amal, Noor, Hussein, Abdelrahman, Mustafa, Manal, Eissa, Wajdi and Ahmed became the eyes and ears of people in Yemen. Manal Qaed, a journalist from the port of Hodeida, commented, 'We're receiving very positive feedback from people in Yemen and from the delegations taking part in the negotiations. People are informed. It is a unique opportunity to be able to play this role as journalists.'

Restoring trust in journalism in Albania

According to journalists themselves, trust in the media is low in Albania. 'Journalists are rarely asked to double and triple check facts and there is almost no attention to the feelings of those damaged. ... Conflicts with the public ... are rarely solved institutionally or conform [to] the code of ethics... The losing of the public has forced the media into becoming dependent on the powerful or rich, who in turn buy "the truth".' At the same time, there is widespread distrust of further legislation, which is felt to be 'repressive enough towards the journalists who are often sent to court and even fined for doing their job' (quotes from the Albanian Media Council website). The solution the profession has developed is an independent body to adjudicate on complaints.

The signing of a partnership with UNESCO in summer 2017, and support provided through the EU-funded project 'Building Trust in Media in South East Europe and Turkey', enabled the Albanian Media Council to set up an office (fully operational in 2018) and

a website, to start operating and to take part in various training and international events.

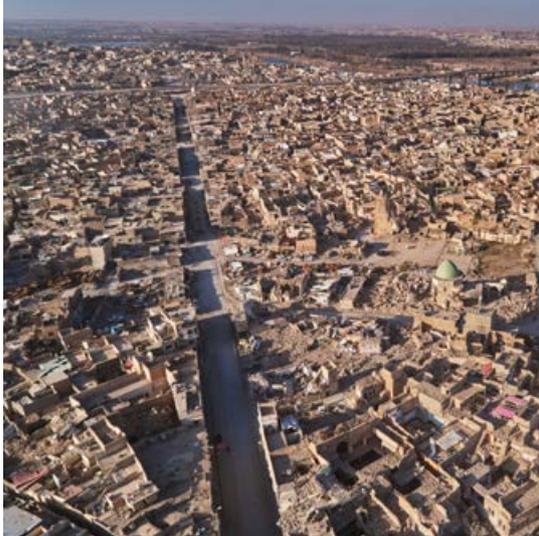
The website features a code of ethics, a collection of decisions and a complaint form. Breaches of the code that can be acted upon include breach of privacy, inaccuracy, hate speech, abuse of children's rights, unnecessary exposure to disturbing images, propaganda, breaches of privacy of personal data, and discrimination against vulnerable groups.

Building Trust in Media in South East Europe and Turkey aims to support freedom of expression, access to information and free, independent and pluralistic media by reinforcing national media accountability mechanisms, increasing media internal governance and strengthening media and information literacy. As the Albanian Media Council attracts more members and judges on more complaints, it should bring these objectives closer to being met.



A partnership with UNESCO, and support by the European Union, allowed the Albanian Media Council to start working to guarantee transparency and accountability in news coverage in the country.

© Arjan Dymishi, Center for the Study of Democracy and Governance, Albania



Cover photo:
Aerial view of the Iraqi city of Mosul in 2018.

© ICONEM-UNESCO

For centuries, Mosul has been a crossroad of knowledge, culture and commerce in the Middle East. Between 2014 and 2017, this story of peace was overshadowed by another of hatred and violence which left an estimated 90 per cent of the city in ruins. In 2018 UNESCO Director-General Audrey Azoulay launched a flagship initiative 'Revive the Spirit of Mosul', focusing on the human dimension of reconstruction.

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*Director-General Audrey Azoulay
and the directors of the 53 UNESCO
Field Offices smile at the camera on
the occasion of their annual meeting
held in September 2018 at the
Organization's Headquarters.*

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