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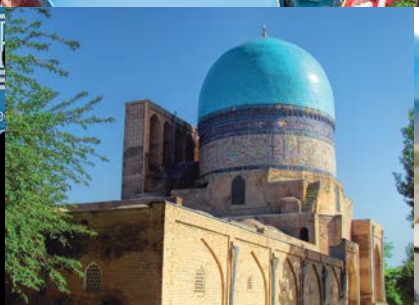
Almaty
Office

UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan and Uzbekistan 2018-2021











UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan and Uzbekistan 2018-2021

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PARTICIPANTS FROM MUSICAL SCHOOL "KOKIL" AT "ALMATY – YOUTH SPACE" YOUTH FESTIVAL – UNESCO CLUB. ALMATY, KAZAKHSTAN.



Foreword from **Krista Pikkat**

UNESCO Representative to Kazakhstan, Kyrgyzstan and Tajikistan.
Director of Almaty Cluster Office.



It is my great pleasure to present the UNESCO sub-regional strategy for the Republic of Kazakhstan, the Kyrgyz Republic, the Republic of Tajikistan, and the Republic of Uzbekistan, for 2018 – 2021. This document presents UNESCO's strategic framework for engagement with the Governments and civil society of Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan, other UN Agencies, and Development Partners, to respond most effectively to the countries' development needs, priorities, and aspirations.

Since their independence in 1991, UNESCO, in partnership with national and international partners, has made great strides in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan. Today, UNESCO operates actively in all areas of its competence and the Organization's constitutional mandate is as relevant as it has ever been.

As a Specialized Agency of the United Nations, UNESCO continues to contribute to the building of peace, the eradication of poverty, the pursuit of sustainable development, and the promotion of intercultural dialogue through education, the sciences, culture, communication and information.

Responding to local needs and priories in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan, UNESCO contributes to improving the quality of education, protecting the environment, promoting intercultural dialogue, preserving and safeguarding cultural heritage, and developing communication and information capacities.

Throughout its interventions and activities, UNESCO performs a range of distinct functions:

- **Laboratory of ideas:** UNESCO plays a key role in anticipating and defining important emerging trends and challenges in its spheres of competence and identifies relevant strategies and policies.
- **Standard setter:** UNESCO serves as a forum for articulating ethical, normative, and intellectual issues, working towards universal agreements.
- **Clearinghouse:** UNESCO plays a role in gathering, transferring, disseminating, and sharing information, knowledge, and best practices in its fields of competence, identifying innovative solutions and piloting them.
- **Capacity-builder:** UNESCO facilitates international cooperation and serves its stakeholders by building human and institutional capacities.
- **A catalyst for international cooperation:** UNESCO as a technical multidisciplinary agency plays a catalytic role for cooperation.

The Sub-regional strategy 2018-2021 is a planning and programming tool for UNESCO. It helps to define with greater precision the fields in which UNESCO's interventions are most needed and in demand. It outlines a proposed cooperation framework and highlights UNESCO's contribution to the sustainable development of Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan in accordance with national visions, national development plans, as well as joint UN-Government Development Assistance and Partnership Frameworks (UNDAFs/PFDs).

I would like to express my gratitude to all who are contributing to the successful implementation of UNESCO's action in the region. On behalf of the staff of the UNESCO Offices in Almaty and Tashkent, I gratefully acknowledge the continuous support and collaboration of the Governments of Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan, and our numerous national and international partners.



Krista Pikkat
UNESCO Representative to Kazakhstan, Kyrgyzstan and Tajikistan
Director of Almaty Cluster Office

United Nations
Educational, Scientific and
Cultural Organization

UNESCO in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan

A long-term strategic partner of Government

UNESCO in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan

Following the independence of Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan in 1991, and their joining of UNESCO in 1992 and 1993, UNESCO established a Cluster Office in Almaty, Kazakhstan, as well as a National Office in Tashkent, Uzbekistan. The two offices work in consultation with the National Commissions for UNESCO and partner networks in UNESCO's fields of competence.

Following the joining of UNESCO in 1992-1993, the Governments of Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan established National Commissions for UNESCO in each country. The National Commissions associate governmental and non-governmental bodies in education, natural sciences, social and human sciences, culture, and communication and information with the work of UNESCO. Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan National Commissions for UNESCO play a significant role in the liaison with partners, the coordination of initiatives and activities, and the promotion of UNESCO's visibility at the country level.

The United Nations in Central Asia

UNESCO as a Specialized Agency of the United Nations works in partnership with and coordinates its interventions with other UN agencies, funds, and programmes in the region. Under the framework of UN Development Assistance Frameworks (UNDAFs) and Partnership Frameworks for Development (PFDs), UNESCO and other UN agencies are working together and coordinate activities with Government and other stakeholders in response to national priorities and in pursuit of the Agenda 2030 for Sustainable Development, including the Sustainable Development Goals (SDGs).

The following frameworks are guiding the work:

- **Kazakhstan:** Partnership Framework for Development (PFD) 2016-2020
- **Kyrgyz Republic:** United Nations Development Assistance Framework (UNDAF) for the Kyrgyz Republic 2018-2022
- **Tajikistan:** United Nations Development Assistance Framework (UNDAF) for Tajikistan 2016-2021
- **Uzbekistan:** United Nations Development Assistance Framework (UNDAF) for Uzbekistan 2016-2020

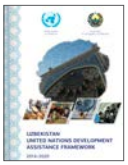
Partnerships

UNESCO strives to achieve a greater impact and increase the effectiveness of its action in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan by creating synergies and forging partnerships. As a network of networks, and a convener of intergovernmental bodies, UNESCO draws on a wide range of institutions and partners – ranging from governments, the UN family, other intergovernmental organizations, NGOs, experts and researchers, private sector companies, foundations, media organizations, and other specialized institutions working in UNESCO's fields of competence – which allow the Organization to mobilize diverse expertise to most effectively respond to country needs and priorities, as well as to achieve the Agenda 2030 for Sustainable Development.

UNESCO also draws on National Commissions for UNESCO, UNESCO networks, UNESCO centres and institutes, including UNESCO Category 2 Centres established by national authorities and working under UNESCO's auspices, UNESCO Clubs, UNESCO Associated Schools, and UNESCO Chairs to implement its programmes.



UNESCO's contribution to UNDAF frameworks

Country		UNDAF Framework	UNESCO contribution to UNDAF Priority Areas
Kazakhstan		Partnership Framework for Development (PFD) 2016-2020	Pillar 1: Reduced Disparities and Improved Human Development Pillar 2: Strengthened and Innovative Public Institutions Pillar 3: Enhanced International and Regional Co-operation
The Kyrgyz Republic		UN Development Assistance Framework (UNDAF) for the Kyrgyz Republic 2018-2022	Pillar 1: Sustainable and inclusive economic growth, industrial, rural and agricultural development, food security and nutrition Pillar 2: Good Governance, rule of law, human rights and gender equality Pillar 3: Environment, climate change, and disaster risk management Pillar 4: Social Protection, Health and Education
Tajikistan		UN Development Assistance Framework (UNDAF) for Tajikistan 2016-2021	Pillar 1: Democratic Governance, Rule of Law, and Human Rights Pillar 2: Sustainable and equitable economic development Pillar 3: Social Development, Inclusion and Empowerment Pillar 4: Resilience and Environmental Sustainability
Uzbekistan		UN Development Assistance Framework (UNDAF) for 2016-2020	Pillar 1: Inclusive economic development, with a focus on employment and social protection Pillar 2: Quality health and education, to fully realize human potential Pillar 3: Environmental protection, to ensure sustainable development Pillar 4: Effective governance, to enhance public service delivery and the protection of rights

UNESCO's intersectoral approach to development

One of UNESCO's key comparative advantages is its ability to draw on inter-sectoral expertise from UNESCO's five areas of mandate and programming (Education, Culture, Natural Sciences, Social and Human Sciences, Communication and Information) to address today's complex challenges in a multi-disciplinary and inter-sectoral fashion. Many of UNESCO's programmes in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan benefit from UNESCO's inter-disciplinary approach, leveraging expertise and resources from two or more areas of mandate: Sustainable Tourism, ICT in education, Education for Sustainable Development (ESD), prevention of violent extremism, Healthy Lifestyle Education, safeguarding of intangible cultural heritage through formal and non-formal education.

Sustainable tourism

One area that demonstrates the value of UNESCO's intersectoral approach to development is UNESCO's efforts in promoting sustainable heritage-based tourism in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan. The countries' rich and

FACTS & FIGURES* (As of December 2018)

Kazakhstan

5 Sites
World Heritage Sites. Enlisted on UNESCO's World Heritage List.

10 Elements
Intangible Cultural Heritage. Elements on the Representative List of the Intangible Cultural Heritage of Humanity.

2 Centres
Category 2 Institutes and Centres.

5 Chairs
UNESCO Chairs participating in the UNITWIN/UNESCO Chairs Programme.

28 schools
Schools participating in the Associated Schools Network (ASP)

125 Clubs
UNESCO Clubs and Associations Kazakhstan is a Chair country at the Asian-Pacific Federation of UNESCO Clubs and Associations.

10 Reserves
Biosphere Reserves enrolled in UNESCO's Man and the Biosphere Programme

3 Elements
Memory of the World Register. Elements enrolled in UNESCO's Memory of the World Register

The Kyrgyz Republic

3 Sites
World Heritage Sites. Enlisted on UNESCO's World Heritage List.

7 Elements
Intangible Cultural Heritage. Elements on the Representative List of the Intangible Cultural Heritage of Humanity.

1 Element
List of Intangible Cultural Heritage in Need of Urgent Safeguarding.

2 Chairs
UNESCO Chairs participating in the UNITWIN/UNESCO Chairs Programme.

15 schools
Schools participating in the Associated Schools Network (ASP)

28 Clubs
UNESCO Clubs and Associations

2 Reserves
Biosphere Reserves enrolled in UNESCO's Man and the Biosphere Programme

Tajikistan

2 Sites
World Heritage Sites. Enlisted on UNESCO's World Heritage List.

4 Elements
Intangible Cultural Heritage. Elements on the Representative List of the Intangible Cultural Heritage of Humanity.

6 schools
Schools participating in the Associated Schools Network (ASP)

1 Chair
UNESCO Chairs participating in the UNITWIN/UNESCO Chairs Programme.

1 Element
Memory of the World Register. Elements enrolled in UNESCO's Memory of the World Register

29 Clubs
UNESCO Clubs and Associations

Uzbekistan

4 Sites
World Heritage Sites. Enlisted on UNESCO's World Heritage List.

1 Site
Inscribed on the List of World Heritage in Danger.

6 Elements
Intangible Cultural Heritage. Elements on the Representative List of the Intangible Cultural Heritage of Humanity.

1 Element
Inscribed on the Register of Good Safeguarding Practices.

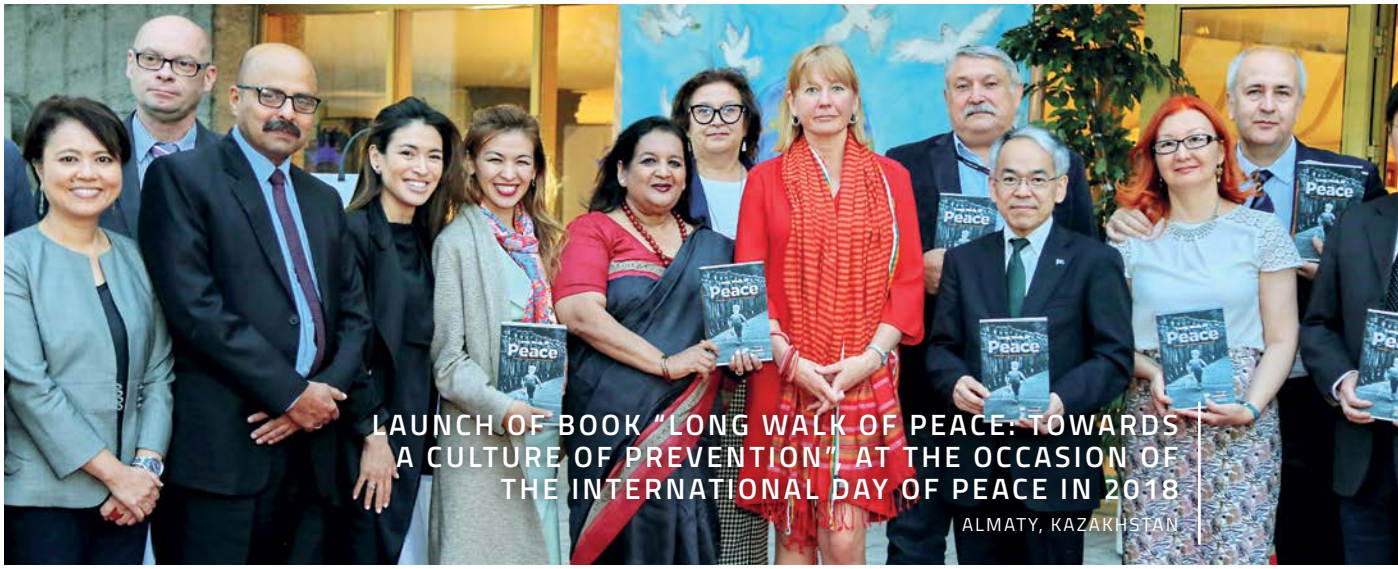
9 Chairs
UNESCO Chairs participating in the UNITWIN/UNESCO Chairs Programme.

46 schools
Schools participating in the Associated Schools Network (ASP)

1 Reserve
Biosphere Reserves enrolled in UNESCO's Man and the Biosphere Programme

3 Elements
Memory of the World Register. Elements enrolled in UNESCO's Memory of the World Register

* For the full list of World Heritage Sites & Intangible Cultural Heritage (ICH) elements, please refer to Annex D.



LAUNCH OF BOOK "LONG WALK OF PEACE: TOWARDS A CULTURE OF PREVENTION", AT THE OCCASION OF THE INTERNATIONAL DAY OF PEACE IN 2018
ALMATY, KAZAKHSTAN

diverse cultural and natural heritage is only little known outside the region. UNESCO promotes sustainable tourism, supports the safeguarding and protection of tangible and intangible cultural and natural heritage, including sites inscribed on UNESCO's World Heritage List and elements on the Representative List of the Intangible Cultural Heritage of Humanity, biosphere reserves, including those enrolled in UNESCO's Man and the Biosphere (MAB) Programme and Global Geoparks Network. UNESCO further leverages cultural and creative industries in communities as a source for sustainable income-generation and promotes the rich cultural and natural heritage of Central Asian countries through the dissemination of information, education, capacity building, and awareness-raising campaigns among the youth and local communities as part of their identity and as a source of pride.

Prevention of Violent Extremism (PVE)

A second area in which UNESCO leverages its intersectoral approach to development was the Prevention of Violent Extremism (PVE) in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan. To counteract the spread of violent extremism through the exposure of youth to radical messages, UNESCO works to prevent radicalization and violent extremism through an intersectoral approach, including formal and non-formal education. UNESCO engages and empowers youth, promotes cultural diversity and common heritage, Global Citizenship Education (GCED), Education for Sustainable Development (ESD), entrepreneurship and critical thinking skills, Media and Information Literacy (MIL), as well as works with religious leaders.

UN Joint Programming in the Kyzylorda region and Karakalpakstan (Aral Sea)

UNESCO leverages its intersectoral approach to development by working jointly with other UN agencies addressing development issues in the region, such as the region of Kyzylorda in Kazakhstan and the Republic of Karakalpakstan in Uzbekistan, both severely affected by the shrinkage and widespread pollution of the Aral Sea. As part of UN joint programmes in Kazakhstan and Uzbekistan (funded respectively by the Kazakh government and the United Nations Trust Fund for Human Security (UNTFHS) in Uzbekistan), UNESCO contributes to improving the welfare and quality of life of communities by providing innovative approaches to delivering economic, social and environmental services to the local population.

UNESCO's activities promote the regions' cultural and natural heritage, create income-generating opportunities through promoting tourism and handicrafts, in particular for women and the youth, and safeguard traditional knowledge and techniques of handicrafts to ensure their transmission to future generations.

UNESCO further promotes awareness about the wetland formation process through capacity-building on Water Management, Water and Disaster Risk Reduction (DRR), Biodiversity Conservation and Sustainable Development, and provides training, and information and extension services to farmers on different varieties of innovative and salt-resistant trees and crops, building on a 10-years' research project with the Center for Development Research (ZEF) of the University of Bonn, Germany.

Moreover, in line with the Law on Access to Information, UNESCO builds the capacities of voluntary youth teams, librarians, and leaders in rural villages so they can serve their communities mastering community multimedia principles, Media and Information Literacy (MIL), and mobile ICTs. Interventions help citizens to seek, to create, and to distribute information and, through more active interaction with the local authorities, to participate in decision-making processes.

PART 1

CONTEXT ANALYSIS: SITUATION ANALYSIS AND UNESCO'S INTERVENTION RATIONALE

Located at the center of the Eurasian continent and connecting some of the world's most pressing hot spots, Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan offer unique tangible and intangible cultural and natural heritage, rich natural resources, economic opportunities, and societies in transformation.

Today, with a population of 65.9 million, it is a fascinating region with an extremely rich history, diverse cultures and natural heritage, astounding landscapes, rich biodiversity, natural resources, and educated people. The region is at the center of growing international interest and attracts millions of tourists and foreign direct investment (FDI) every year.

History

Central Asia is one of the oldest cradles of human civilization and has played a major role in shaping the history of the past and of today. Located at the crossroads between the East and the West, stretching from the Caspian Sea to Mongolia, the region has fostered dialogue and interaction between cultures, languages, and religions along the Silk Roads over millennia.

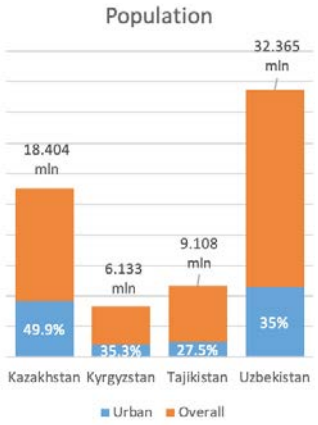
Formerly part of the Soviet Union, the region's four countries Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan share significant amounts of history, culture, and socio-political trends.



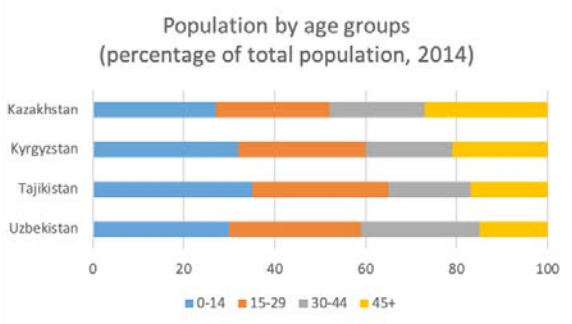
NAVRUZ IN TAJIKISTAN. DUSHANBE, TAJIKISTAN.

Population

The total population of the four cluster countries is 65.9 million people, with Uzbekistan as the most populous country in Central Asia.



The population of all four cluster countries is dominated by the younger age groups: more than half of the population is under the age of 29, providing great potential for social and human development. While the labour supply continues to increase rapidly, the labour market faces challenges to absorb the supply, resulting in a very large number of those seeking work, especially women, remaining unemployed or working in informal employment situations. Coupled with poor functional literacy, certain segments of society become susceptible to criminal behaviour, poor family planning, violent extremism, and repeating discriminatory gender biases.





VOLUNTEERS CORP AT YOUTH FESTIVAL "ALMATY – YOUTH SPACE"
ALMATY, KAZAKHSTAN

Socio-economic development

While Kazakhstan is classified as upper-middle income country with a GDP per capita that has risen six-fold since 2002, the Kyrgyz Republic and Uzbekistan remain in the group of lower-middle income countries. Tajikistan, with a GDP per capita of US$ 801 in 2018, remains a low-income country.

Socio-economic indicators of cluster countries [1,2]

	GDP per capita, 2018, current US$	HDI, 2017	Population, million, 2018	Life expectancy at birth, years, 2018
Kazakhstan	8,792 (2017)	0.800	18.0 (2017)	72 (2017)
The Kyrgyz Republic	1,220	0.672	6.2	70.7 (2016)
Tajikistan	801	0.650	8.8	71.1 (2015)
Uzbekistan	1,223	0.710	32.9	71.4

Gender Equality

Central Asian countries recognize gender equality as a key driver for inclusive and sustainable development. Institutional and regulatory frameworks on gender issues are in place. However, inequalities between women and men prevail especially income and job-related inequalities, social and political participation inequalities, access to resources and services, and the distribution of unpaid domestic care and work. Despite making a significant contribution to economic, social, and political development, women face disadvantages due to deep-rooted traditional gender stereotypes in culture and socio-cultural norms, as well as in the legislation and policies, all of which are constraining opportunities, especially for women in remote rural areas and for women living with disabilities. Further, occupational segregation in the labour market creates a severe gender wage gap and women still mostly work in relatively low-paid sectors.[3] In addition, socio-cultural norms exert pressure on young women not to pursue education and a professional career, but to prioritize family and to assume responsibility for the household.

In the Kyrgyz Republic, for example, women's participation in the labour force is 56 percent compared with 80 percent for men. Women engaged in unpaid productive work and women outside the labour force account for 72 percent of the total working-age population living below the poverty line.[4] Sustainable gender mainstreaming of national planning and budgeting, therefore, requires special attention.

Data for Sustainable Development

UNESCO is the custodian of various indicators of the Sustainable Development Goals (SDGs) and has specific mandates covering the majority of the Goals. Institutional capacity-building, including on differentiated statistical indicators to monitor development, and the collection of quality data is central for the buildout of evidence-based policies, giving governments concrete evidence on what works and providing a global benchmark for accountability.

1 2018 Human Development Report. Human Development Data (1990-2015), hdr.undp.org/en/2018-MPI.
2 World Bank Open Data. World Bank, Data, data.worldbank.org/.
3 United Nations Country Team (UNCT) in Kazakhstan, "United Nations Partnership Framework for Development 2016-2020," 2016.
4 United Nations Country Team (UNCT) in the Kyrgyz Republic, "United Nations Development Assistance Framework (UNDAF) for the Kyrgyz Republic 2018-2022," 2017.



Migration

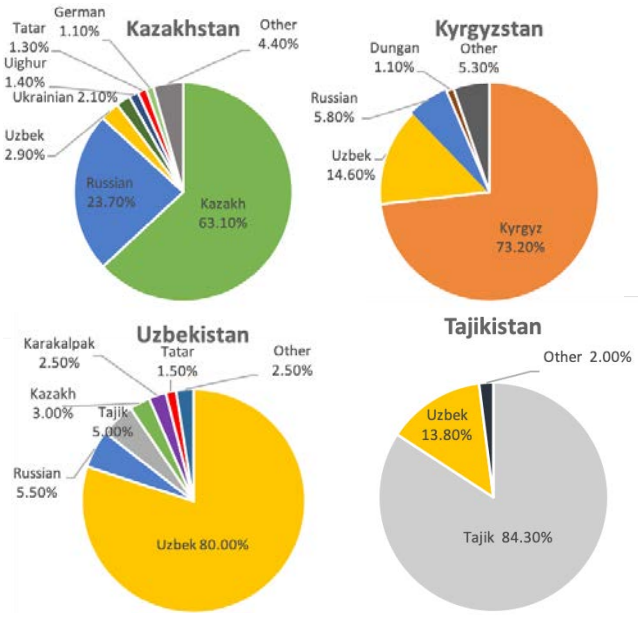
Central Asia has been a region of transit and mobility throughout human history, both as an origin and a destination for migrants. Today, a considerable share of the economically active population of the Central Asian countries is working abroad. The widespread provisions for visa-free travel and the geographical proximity between countries in the region stimulate spontaneous, temporary, and circular migration, which is often seasonal. While migrant workers may arrive in the host country legally, they are often employed illegally, without an employment contract, leaving them without social protection. The rights of migrant workers are routinely violated, and workers exploited. Further, while most migrants continue to provide financial support to their wives, children and other relatives by sending remittances, others choose to establish new families and invest their resources elsewhere, abandoning their wives and families back home.[5]

Religious affiliation in cluster countries

	Muslim (Sunni)	Muslim (Shia)	Christian (Ortho-dox)	Atheist	Oth-er
Kazakhstan	70%	1%	26%	3%	0%
The Kyrgyz Republic	75%	0%	20%	0%	5%
Tajikistan	85%	5%	0%	0%	10%
Uzbekistan	88%	0%	9%	0%	3%

Ethnicities and Religions

Central Asia has a mixture of cultures, languages, ethnicities, and religions. More than 150 nationalities live in the region, including different local, tribal, and clan groups. More populated regions occasionally witness ethnic tensions, which are negatively affecting the political equilibrium both within and between Central Asian countries. After the period of atheist propaganda during Soviet times, Central Asia has experienced a return of Islamic values. Today, all religions coexist peacefully and respectfully.



5 "Labour Migration in Central Asia." OSCE, www.osce.org/magazine/250386.

COUNTRY SPECIFICITES

While acknowledging that the countries of Central Asia face common challenges, given their geographic, historic, and cultural proximity, it is also important to note that the region is diverse in terms of country and population sizes, natural, and cultural resources, and socio-economic development. UNESCO addresses with its interventions both country-specific and regional needs and priorities, as well as follows global commitments, working towards gender equality and applying a human-rights based approach.

Kazakhstan

Kazakhstan has a land area equal to that of Western Europe but one of the lowest population densities globally. Kazakhstan has transitioned from lower-middle income to upper-middle income status in less than two decades. Since 2002, the GDP per capita has risen six-fold and poverty rates have fallen sharply, showing a significant progress in the country's social and economic development.[6]

100%
Secondary Education
net enrollment (%)
2017

55%
Internet penetration
10.1 million internet users
2018

The Kyrgyz Republic

The Kyrgyz Republic is a land-locked, lower-middle-income country with rich endowments, including arable land (7 percent), pasture land (48 percent), and substantial forests and minerals, with tremendous potential for the expansion of its agriculture sector, hydroelectricity production, and tourism industry. Despite the progress in economic growth, one-third of the population lives below the national poverty line and two-thirds of the poor live in rural areas. The economy of the Kyrgyz Republic is vulnerable to external shocks owing to its reliance on one single gold mine, which accounts for about 10 percent of GDP, as well as on worker remittances which account for about 27 percent of GDP.[8]

87%
Secondary Education
net enrollment (%)
2017

28%
Internet penetration
1.7 million internet users
2018

Tajikistan

Tajikistan has achieved rapid poverty reduction over the past two decades, mainly due to a favorable external environment. Poverty fell from over 83 percent to 31 percent between 2000 and 2016. However, improving the quality and accessibility of public goods and services, such as electricity, water, heating, and roads, remains a challenge. The country's multidimensional poverty index indicates that non-monetary deprivations in the country are widespread. Only three out of four persons have access to an improved water source.[7]

83%
Secondary Education
net enrollment (%)
2011

17%
Internet penetration
1.5 million internet users
2018

Uzbekistan

Uzbekistan's economy grew rapidly over the last decade and lifted significant parts of the population out of poverty. However, despite Uzbekistan's impressive economic growth, some key development disparities, including by region or wealth quintile, persist between different population groups. Gaps in human development indicators between rural and urban areas and between well-off and disadvantaged regions are significant. A primary development challenge, given the rapidly increasing labor force, is the creation of new productive and sustainable jobs, requiring accelerated transition toward a private sector-driven, socially inclusive, market-based economy.[9]

91%
Secondary Education
net enrollment (%)
2017

44%
Internet penetration
14.2 million internet users
2018

6 The World Bank, "Kazakhstan Overview," accessed October 25, 2018, http://www.worldbank.org/en/country/kazakhstan/overview.
7 The World Bank ((n.d.)) Tajikistan Overview. Available at: http://www.worldbank.org/en/country/tajikistan/overview#1 (accessed 25/10/18).
8 United Nations Country Team (UNCT) in Uzbekistan, "UN Development Assistance Framework (UNDAF) for Uzbekistan for 2016-2020," 2016.
9 The World Bank et al., "Country Partnership Framework for Uzbekistan 2016-2020," 2016, https://doi.org/10.1016/j.schres.2016.01.024.



Education

Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan inherited comparatively high levels of literacy and educational standards from the former Soviet Union. However, during the 1990s, following the countries' independence, education systems experienced serious economic pressure due to the socio-political and economic transformations of the region, and progress stalled.

While the countries have significantly advanced in the achievement of Education for All (EFA) goals over the past fifteen years, further efforts are needed to achieve Sustainable Development Goal (SDG) 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

Challenges in the achievement of SDG4 include regional disparities, low quality of technical and vocational education (TVET), limited use of Information and Communication Technologies (ICTs) in education, limited focus on competency-based learning, limited opportunities for non-formal education, as well as education policies that are weak and not backed by data.

To be more responsive to learners, as well as to address regional disparities and issues of inclusive education and gender equality, the education systems in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan need further strengthening. The traditional approach to and understanding of education focuses on rote learning and narrow discipline-based learning and does not sufficiently teach skills and values related to sustainable development, nor promote socio-emotional or behavioral competencies and skills, media and information literacy, gender equity, entrepreneurship, or skills for a healthy lifestyle. Lack of such skills among learners at all levels of education leave the next generation vulnerable to radical ideas and extremist propaganda, poverty, inequalities, exclusion from economic opportunities for social participation, threats to democracy, non-respect of human rights, early marriage, and pregnancy.

Particularly in rural areas, the lack of schools and qualified teachers, as well as the low relevance of formal education for the needs of the labor market, results in high dropout and low completion rates.

Education Statistics[10]

	Pre-primary Education, net enrollment (%), 2017	Primary Education, net enrollment (%), 2017	Secondary Education, net enrollment (%), 2017	Tertiary Education, gross enrollment ratio (%), 2017	Out-of-school children, 2017
Kazakhstan	58.97 (2016)	86.24	99.85	49.57	11,270
The Kyrgyz Republic	38.16	89.9	87.19	43.65	6,773
Tajikistan	8.62	97.73	82.6 (2011)	30.87	11,435
Uzbekistan	27.14	96.23	90.57	9.15	33,682

10 UNESCO Institute of Statistics (UIS), "Education and Literacy," accessed October 30, 2018, http://uis.unesco.org/en/home#tabs-0-uis_home_top_menus-3



Education monitoring data is an area that requires further attention. While all four countries have taken steps towards the introduction and development of national Education Management Information Systems (EMIS), as well as have committed to improving the collection of reliable and authentic data for evidence-based policy-making and monitoring, certain distinct challenges remain: a lack of individual student data, the accessibility of data, gender differentiated indicators, inadequate horizontal and vertical M&E coordination in the education sector, and the availability of SDG4 targets and baselines.[11] To assess and to closely monitor the performance of education systems, education management systems need to be strengthened and resources need to be distributed equitably.

National education priorities in all four countries include sector-wide capacity development, efficient education sector management and monitoring, modernization of the education curriculum and learning standards, improving teacher training, strengthening skills for life and sustainable development, and improving learning outcomes to further educational opportunities and to enable the youth to find employment.

Natural Sciences

Central Asia has a rich history and traditions in science. Unfortunately, after the collapse of the Soviet Union, largely due to financial difficulties during the transition period, human and institutional capacities in the field of sciences lost their momentum and place in society. Until today, investment in research and development remains low. Higher education and research institutions struggle to bridge gaps between education and the sciences. Limited diversification of education and interdisciplinary approaches create additional challenges for universities and research institutions to expand their international scientific cooperation and to enable their science sectors to participate in globalization processes.

The needs of Central Asia in Natural Sciences are directly related to the peculiarities of its geography, climate and environmental management. Enjoying rich biodiversity, diverse landscape and vast natural resources, all four countries face important challenges in environmental sustainability and protection, including biodiversity loss, desertification and land degradation, the melting of the mountain glaciers, and continuing ecological disasters, including those provoked by human intervention.

The exploitation of natural resources over the past decades, including mining, has caused severe damages to natural ecosystems, including forests, pastures, and land. The countries' poor are highly dependent on natural resources for their livelihoods and the effects of land and water degradation are evident. Uncertain land tenure and overall financial insecurity have pushed many smallholders to concentrate their capital in livestock and herds are estimated to be twice the size of the carrying capacity of existing pasture lands. Overgrazing and over-use of fragile mountain ecosystems contribute to more frequent natural hazards.[12]

Limited understanding of the importance and value of geological heritage and often a Soviet-times inherited perception about geology being exclusively interesting for mining purposes prevails among local authorities, communities, and the population at large. Little is known about the potential of natural heritage to create income-generating opportunities for local communities, in particular

11 UNESCO Institute for Statistics (UIS) rapid appraisal survey conducted in 2014

12 United Nations Country Team (UNCT) in the Kyrgyz Republic, "United Nations Development Assistance Framework (UNDAF) for the Kyrgyz Republic 2018-2022."



through the development of sustainable tourism by establishing geoparks.

Water security and water cooperation are of paramount importance and concern in Central Asia. The region stretches across deserts and steppes, as well as two of the world's largest mountain ranges, the Tien Shan and the Pamir, which are both serving as water towers with large amounts of water in form of glacier and permafrost, feeding into two main water arteries: the Amu-Daria and the Syr-Daria rivers.

However, water resources are unevenly distributed and mainly controlled by the upstream countries the Kyrgyz Republic and Tajikistan, while the downstream countries Kazakhstan, Uzbekistan, and Turkmenistan are the main consumers of water in the region. Since the collapse of the Soviet Union in the early 1990s, this setting has created a complex set of challenges in the areas of water management, energy production, irrigation, agriculture, environment, disaster risk reduction, climate change preparedness, and public health.

Given the complexity and interlinkages of the water situation in the sub-region, research, assessment, water governance, as well as awareness-raising about the importance of a holistic approach to the sustainable management and protection of the transboundary water resources is of crucial importance for the management of all ecosystems.

While environmental challenges affect all four countries to some extent, the regions of Karakalpakstan in Uzbekistan and Kyzylorda in Kazakhstan are most severely affected. Environmental changes, including growing salination of land and water resources, dust storms, and poor quality of drinking water in the Aral Sea region have led to food insecurity, unemployment, and income poverty, as well as a steady decline in health conditions of local communities, forcing many to relocate.

The Central Asia region is one of the most disaster-prone regions in the world with frequent natural hazards, including floods, earthquakes, landslides, mudflows, glacial lake outburst flood (GLOFs), and droughts. The region is eager to increase its communities' resilience. Enhanced disaster risk management from both geological and hydrological natural hazards is a priority of the Governments and is reflected in national development plans and strategies. All four states have signed and three – Kazakhstan, Tajikistan, and Uzbekistan – have ratified the Paris Agreement. All four Governments have committed to the Sendai Framework for Action.

Central Asia is one of the world's most vulnerable regions to climate change.[13] It is estimated that in the last 50 years, due to climate change, the glaciers of Central Asia have shrunk in volume by 20 to 30 percent. Climate change adversely impacts agricultural productivity in all four countries and is likely to lead to decreased water supply and increased frequency, magnitude, and intensity of extreme weather events, natural hazards, and damage ecosystems. The Central Asian Regional Glaciological Centre, established by the Government of Kazakhstan in Almaty in 2017 as a UNESCO Category 2 Centre, aims at fostering scientific coordination and exchange of information, the monitoring of glaciers, snow and permafrost conditions in Central Asia, as well as the promotion of scientific research on climate change impact on glaciers and water resources in the region.

The region has rich natural resources and picturesque landscapes with unique biodiversity and information about the history of the planet in the form of geological outcrops. To date, thirteen biosphere reserves (BRs) are enlisted in UNESCO's Man and the Biosphere (MAB) Programme.

13 Hoelzle et al., 2017. Reestablishing glacier monitoring in the Kyrgyz Republic and Uzbekistan, Central Asia. Geoscientific Instrumentation Method and Data Systems 6:397-418.


CHARYN BIOSPHERE RESERVE
KAZAKHSTAN

However, the distribution among countries in the region is uneven: Kazakhstan: 10 Biosphere Reserves (BRs), the Kyrgyz Republic: 2 BRs, Uzbekistan: 1 BR, Tajikistan: 0 BR. Numerous territories with significant geological and esthetical value as well as rich biodiversity have the potential to join UNESCO's Global Geoparks and UNESCO's MAB programme in the future. Among other benefits, both UNESCO programmes can have a powerful impetus to the growth of a sustainable tourism industry in the region.

Social and Human Sciences

The Central Asian region is characterized by astounding ethnic-cultural diversity. Considering its heterogeneous nature in terms of ethnic groups and religions, the countries strive to embrace this diversity while promoting their national identity and shared values.

The uneven distribution of the population leads to tense inter-ethnic relations in a number of over-populated areas. A recent example of violent inter-ethnic clashes resulted in a large number of victims and forced an estimated 400,000 Kyrgyz and Uzbeks from their homes in the southern Kyrgyz Republic in 2010.

Kazakhstan has demonstrated international leadership in this area by initiating the International Decade for the Rapprochement of Cultures (IDRC) 2013-2022 and is in the process of active development of the Centre for the Rapprochement of Cultures working under the auspices of UNESCO (Category 2 centre) in Almaty. The main priorities and actions of the IDRC are reflected in national strategies of each country, the focus of which is to apply intercultural dialogue as a major tool for building peace and attaining sustainable development.[14]

The high rate of youth unemployment in the region (Kazakhstan – 5%, Kyrgyz Republic – 15%, Tajikistan – 15.6%, Uzbekistan 17.5%)[15] and high rates of youth migration, often youth without technical or professional education or with degrees and diplomas which are not recognized in the country of transit destination, makes the youth vulnerable to violent extremism propaganda and marginalization, discrimination, and radicalization of youth migrants in cases of unsuccessful integration into new communities.


PARTICIPANTS AT YOUTH FESTIVAL "ALMATY – YOUTH SPACE", ALMATY, KAZAKHSTAN.

National priorities emphasize the importance of fostering intercultural dialogue in favor of sustainable development and inclusive societies with a focus on empowering girls and women in order to ensure equal access to civic engagement and decision-making processes, improving youth entrepreneurial skills and knowledge to ensure a smooth transition to adulthood through capacity-building, advocacy, and research, as well as by disseminating intercultural competencies among the population.

14 IDRC Road Map (2016). Available at: http://unesdoc.unesco.org/images/0024/002443/244334e.pdf
15 IOM Migration Data Portal (2018). Available at: https://migrationdataportal.org



Culture

Central Asia is a region with a rich and diverse history, cultural heritage, and traditions. While recognized for their importance as a source of identity and their potential for socio-economic development, including through tourism, the heritage of the region – natural and cultural, tangible and intangible, movable and immovable, as well as documentary – is not always appropriately preserved, safeguarded, managed, or promoted.



ATLAS BAYRAMI FESTIVAL 2018, MARGILAN, UZBEKISTAN

Challenges are most commonly related to limited human and financial resources and awareness about international standards, capacities of stakeholders, coordination, and cooperation among various stakeholders. The recognition of the contributions that culture can make to development is relatively limited in the region, including due to the non-availability of data to inform policy-makers.

Since the early years of independence, Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan remain active State Parties to UNESCO's culture-related Conventions. The region is well represented in the World Heritage List and the Representative List of the Intangible Cultural Heritage of Humanity. The sustainable management of World Heritage sites, however, suggests the need to further strengthen national legislation and to establish mechanisms to ensure the preservation of the Outstanding Universal Value (OUV) of sites.

While many of the World Heritage-listed properties in Central Asia are related to the Silk Roads (and included in the World Heritage List as part of the transboundary Silk Roads corridors), the majority of Silk Roads properties in Central Asia – with the exception of Samarkand, Bukhara and Khiva – remain little known outside the region.

The National Development Plans of Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan have a common focus on ensuring inter-ethnic harmony and the formation of common civic values, better awareness of culture, traditions and national identity, especially for youth, and sustainable tourism development. To achieve this, it is important to ensure the preservation, safeguarding, and conservation of cultural and natural properties through capacity-development of site managers, sustainable tourism, and museum professionals.

Museums in the region need support to assume their role as platforms of dialogue, cultural exchanges, and education. In the prevention of illicit trafficking of cultural properties, a need to build awareness and capacities of relevant stakeholders remains.

Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan are proud of their intangible heritage, particularly of their traditional craftsmanship which is manifested in carried utensils, jewelry, textiles, felt, embroidery, rugs, and carpets. While the countries' cultural and creative industries are an important source of revenue and employment for the youth, limited attention is paid to developing and promoting the creative economy and cultural industries. UNESCO's 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, which provides tools to design and implement policies and measures that support the creation, production, distribution of, and access to cultural goods and services, has to date only been ratified by Tajikistan.



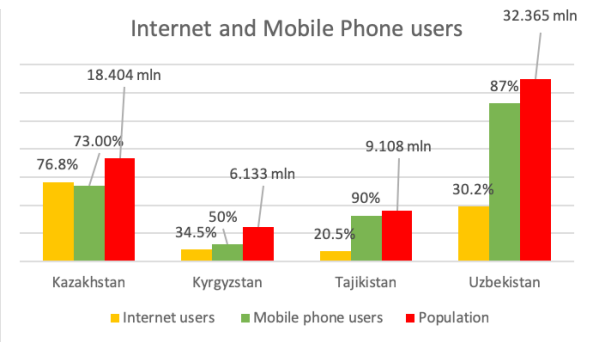
Communication & Information

Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan recognize the need to become 'information rich and knowledge-based societies' to enable further economic growth and to promote sustainable development through enhanced communication infrastructures and improved information flows. All four Governments are committed to high standards and legislative obligations concerning fundamental rights and freedoms.

Historically, and especially over the past 25 years, the Central Asian media space has shown positive trends with an increased number of national and local media sources and growing numbers of Internet and mobile phone users.

However, certain challenges with regard to media legislation, quality of reporting, access to information, and the safety of journalists remain. Neither Kazakhstan, the Kyrgyz Republic, nor Tajikistan has decriminalized defamation and insult, nor has established robust national self-regulation mechanisms which are based on professional and ethical standards of journalists.

Though recognized as the constitutional right in all four countries, freedom of expression and freedom of the press are threatened by wide-spread self-censorship of the media.



News outlets and World Press Freedom Index rank

	News outlets, 2018	World Press Freedom Index, rank, 2018
Kazakhstan	2897 state and private outlets.	158
The Kyrgyz Republic	206 private newspapers, TV and Radio outlets.	98
Tajikistan	536 state and private outlets.	149
Uzbekistan	1250 state and private outlets.	165

Given the vulnerability of the countries' young population to fall victim to extremist propaganda, Governments commonly apply measures to strengthen monitoring systems and restrict websites, which are perceived as conducting harmful activities.

Overall there is a need to strengthen the quality of journalism in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan. Looking at the quality of local media, the majority of outlets practice a news and events-based approach to reporting with an extremely limited number of analytical and well-documented in-depth reports. As a result, the public often prefers watching Russian media channels instead of the local media. Evidence shows that the quality of reporting is closely related with the quality of educational programmes and content offered at the different faculties of journalism in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan, many of which fall short when measured against international standards.

PART 2

COOPERATION FRAMEWORK AND PARTNERSHIPS

UNESCO's initiatives focus on the populations most in need with targeted interventions supporting the Government of and people living in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan. In response to identified development priorities and needs, in partnership with Governments, as well as in alignment with UN Development Assistance Frameworks (UNDAFs) and Partnership Frameworks for Development (PFD), UNESCO focuses on five priority niche areas in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan:

1. Strengthening the quality and relevance of education and competency-based learning for youth and adults.
2. Promoting knowledge and capacities for sustainable management of natural resources and disaster risk reduction.
3. Supporting inclusive social development and fostering intercultural dialogue for the rapprochement of cultures.
4. Safeguarding, preserving and promoting cultural heritage, and developing cultural and creative industries.
5. Promoting quality reporting and access to information.

UNESCO interventions reflect the UN's core programming principles, which are central to all development stages:

- Human rights, addressing inequalities and discrimination, including gender equality;
- Sustainability, reducing environmental risks, fighting climate change, increasing resilience;
- Accountability, underpinned by strengthened national capacities, robust data, and results-based management.



INTERNATIONAL HIGH-LEVEL CONFERENCE ON INTERNATIONAL DECADE FOR ACTION "WATER FOR SUSTAINABLE DEVELOPMENT" 2018-2028, DUSHANBE, TAJIKISTAN

EDUCATION

STRENGTHENING THE QUALITY AND RELEVANCE OF EDUCATION AND COMPETENCY-BASED LEARNING FOR YOUTH AND ADULTS

In line with UNESCO's global lead role in the implementation of SDG 4, the UNESCO Offices in Almaty and in Tashkent support Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan through a sector-wide approach in strengthening national education policies, plans, programmes, management, and monitoring processes, lifelong learning and Technical and Vocational Education and Training (TVET), as well as promote skills for sustainable development through Education for Sustainable Development (ESD), Global Citizenship Education (GCED), and Prevention of Violent Extremism (PVE).

Sector-wide Education Policy, Planning, and Monitoring

UNESCO supports a holistic review of education sector policies and plans in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan, including the review of policies and programmes in the fields of SDG 4, Education for Sustainable Development (ESD), Information and Communications Technologies (ICT), and Lifelong Learning for all. To this end, UNESCO provides technical and policy advice, builds the capacity of Government stakeholders in evidence-based education strategies and plans, as well as conducts quality monitoring.



CENTRAL ASIAN SYMPOSIUM ON ICT IN EDUCATION 2018, DUSHANBE, TAJIKISTAN

UNESCO organizes sub-regional conferences and national workshops on SDG 4, ICT in education policy, and Educational Management Information Systems (EMIS) development, and monitoring in Central Asia. UNESCO specifically focuses on strengthening national EMIS as well as data collection processes to inform evidence-based policy-making and to measure the progress of SDG 4 achievement in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan.

Skills for Sustainable Development

UNESCO contributes to a societal transformation towards sustainability by promoting education, knowledge, skills, values, and behaviors required for sustainable development and lasting peace. As reflected in SDG 4.7, promoted issues include climate change, biological and cultural diversity, prevention of violent extremism, healthy lifestyles, media and information literacy, and tolerance. These skills are central to making Central Asia's youth become active global citizens, capable of addressing domestic and international challenges peacefully.



OPEN CLASS AT ALMATY COLLEGE OF TOURISM AND HOSPITALITY DURING STUDY VISIT OF WORKSHOP ON PREVENTING VIOLENT EXTREMISM THROUGH EDUCATION
KAZAKHSTAN

UNESCO promotes the integration of ESD concepts into teaching and learning resources, as well as into teacher training and teacher assessment systems. UNESCO supports the development of curricula, pedagogical materials, pre-service, and in-service teacher training courses on ESD, Global Citizenship Education (GCED), Prevention of Violent Extremism (PVE), Media and Information Literacy (MIL), and healthy lifestyles in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan. UNESCO further builds the capacity of teacher education institutions and teachers, as well as conducts awareness-raising activities on ESD, GCED, MIL, and healthy lifestyles.

Lifelong learning and Technical and Vocational Education and Training (TVET)

Another area of focus is the promotion of quality lifelong learning. UNESCO promotes lifelong learning opportunities for all, including through supporting non-formal education and community learning centres, as well as through

Case Study: UNESCO Mainstreaming Competencies for Sustainable Development in Central Asia



SCHOOL GIRLS IN TAJIKISTAN

During 2016-2018, UNESCO, with financial support from the Government of Japan, implemented the global project "Sustainability begins with Teachers" in Central Asia. In total, it trained 28 teacher education institutions, which made institutional changes and conducted activities to mainstream competencies for sustainable development in their institutions and countries.

In order to ensure the sustainability of the project, a number of teacher education institutions have been continuing projects on ESD. In 2018, UNESCO, with support from the Government of Estonia, has started a national project on developing an online course on mainstreaming competencies for sustainable development in the Kyrgyz Republic. The project contributes to promoting quality education through the use of ICT. Specifically, five digital modules on ESD are developed for learners and teachers at secondary education level, in line with the State educational standards. As a result, access to information is being improved, interactive learning is being promoted, and teacher competencies on ESD and ICT in education are being strengthened.



conducting policy analysis on lifelong learning in Central Asia. In partnership with the German Adult Education Association (DVV International), UNESCO organizes Central Asian Adult Education Fora, which analyze international trends and best practices in the field and define ways and means of widening the opportunities for lifelong learning in Central Asia.

Given the high percentage of youth in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan, UNESCO places special emphasis on promoting the establishment of equitable and responsive TVET systems to equip youth with relevant employment and entrepreneurship skills. UNESCO supports the development of TVET policies and encourages policy dialogue on enhancing National Qualifications Frameworks.

Education Implementing Partners:

UNESCO leverages its long-established collaboration with education stakeholders in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan to implement its education activities. UNESCO's partners include:

Education Implementing Partners

Kazakhstan	The Kyrgyz Republic	Tajikistan	Uzbekistan
Kazakhstan Ministry of Education, Kazakhstan National Commission for UNESCO, UNESCO Chair on Educational Science and Teacher Training, UNESCO Associated Schools Network	Kyrgyz Republic Ministry of Education, Kyrgyz Republic National Commission for UNESCO, UNESCO Associated Schools Network	Tajikistan Ministry of Education, Tajikistan National Commission for UNESCO, UNESCO Associated Schools Network	Uzbekistan Ministry of Public Education, Ministry of Higher and Secondary-Specialized Education, Uzbekistan National Commission for UNESCO, UNESCO Associated Schools Network

UNESCO entities, affiliated Category 2 centres and institutes :

- UNESCO Institute for Statistics (UIS, Canada)
- UNESCO Institute for Lifelong Learning (UIL, Germany)
- International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC, Germany)
- UNESCO Bangkok Regional Office for Asia and the Pacific (Thailand)
- International Bureau of Education (IBE, Switzerland)
- International Institute for Education Planning (IIEP, France)
- Institute for Information Technologies in Education (IITE, Russian Federation)
- Mahatma Gandhi Institute of Education for Peace and Sustainable Development (India)
- The Asia-Pacific Centre of Education for International Understanding (APCEIU, Republic of Korea)



EAST PAMIR MOUNTAINS
TAJIKISTAN

NATURAL SCIENCES

PROMOTING KNOWLEDGE AND CAPACITIES FOR SUSTAINABLE MANAGEMENT OF NATURAL RESOURCES AND DISASTER RISK REDUCTION

UNESCO mobilizes knowledge and best practices, including through Science, Technology, and Innovation (STI), to enhance sustainable natural resources management, climate change adaptation, disaster risk reduction (DRR), and to build capacities in the field of natural sciences. Special attention is given to building capacities of young researchers, and the promotion of girls and women in sciences, including, but not limited to water sciences, glaciology, geosciences, and ecology.

Climate Change and Water Resource Management

UNESCO promotes sustainable water resources management in the framework of its International Hydrological Programme (IHP) and partners by strengthening scientific cooperation in hydrology, knowledge generation and dissemination, water education, networking, capacity development, awareness-raising, and by fostering transboundary water cooperation.

In the field of climate change, UNESCO raises awareness, supports capacity-building, and provides platforms for discussion between policy-makers, scientists, and communities, as well as promotes cooperation on the subject of climate change influence to glacier melting and water resources, and risks associated with glacier melting.

Promotion of Environmental Sustainability through UNESCO-designated sites

Given Kazakhstan's, the Kyrgyz Republic's, Tajikistan's, and Uzbekistan's unique and highly vulnerable biological diversity and geological heritage, UNESCO helps countries



ISSYK-KUL, KYRGYZ REPUBLIC.



INTERNATIONAL SUMMER SCHOOL FOR YOUNG RESEARCHERS ON LANDSLIDES
KYRGYZ REPUBLIC

preserving and sustainably managing their natural resources and heritage with a focus on sites that have been included in UNESCO's World Heritage List, the UNESCO's Man and the Biosphere (MAB) Programme or have the potential to join UNESCO's Global Geoparks Network. UNESCO promotes sustainable development at the local level and assists Governments and local communities by raising awareness, building capacities, and providing advice for the nomination of nature protected areas to the MAB Programme, the Global Geoparks Programme, as well as to UNESCO's World Heritage Sites. UNESCO-designated sites serve as models for the management of protected areas as well as on-site learning areas for conservation and sustainable development. They further can provide a significant push to the tourism industry in the region.

UNESCO Global Geoparks Programme

Central Asian countries are rich in diverse geological structures forming beautiful landscapes with significant scientific value and esthetical assets. UNESCO promotes its Global Geoparks Programme as a way to sustainably manage, preserve, use, value, and promote the countries' geological heritage as well as to provide an impetus to the growth of tourism industries as providers of income generating opportunities to local communities.



FIELD VISIT OF EXPERTS TO A GLACIAL LAKE OUTBURST FLOOD (GLOF) AREA, ALMATY, KAZAKHSTAN

UNESCO Man and the Biosphere (MAB) Programme

Protected areas enrolled in the UNESCO Man and the Biosphere (MAB) Programme combine the natural and social sciences, economics, and education, improve livelihoods of communities, as well as safeguard natural and managed ecosystems. UNESCO supports the Governments of Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan in the nomination and evaluation process, as well as in the management, protection, promotion of, and international cooperation among, biosphere reserves through the MAB Programme.

Disaster Risk Reduction (DRR) and Geosciences Education

In line with Kazakhstan's, the Kyrgyz Republic's, Tajikistan's, and Uzbekistan's national Disaster Risk Reduction (DRR) strategies, Governments' commitments to the 2030 Agenda for Sustainable Development, Paris Climate Change Agreement, and the Sendai Framework for Disaster Risk Reduction, UNESCO strengthens capacities of national and regional institutions in the fields of hazard and risk assessment and early warning systems, as well as promotes the use of scientific knowledge for sound DRR practices and policies, including at community level. Among other interventions, UNESCO conducts special awareness-raising activities on disaster preparedness through educational materials and awareness-raising campaigns for vulnerable mountain communities.

Given the abundance of natural hazards of geological origins in the region, as well as the heavy dependence of countries on mineral resources, and the diminishing expertise in geosciences, UNESCO promotes geosciences education, by notably promoting summer schools and fieldwork for students and young researchers, in order to build the capacities of future earth scientists.



Case Study: UNESCO responds with capacity-building to the changing climate in Central Asia.

Over the period 2015-2018, UNESCO successfully built knowledge and capacities of 1478 local stakeholders in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan in water management and disaster risk reduction (DRR). Through training, workshops, summer schools, UNESCO successfully trained scientists and policy makers, managers, young civil servants, and young researchers in the areas of water research, governance and education, water diplomacy and cooperation, earthquake, landslide, and mudflow risk reduction, as well as in glacier research and glacier-melting related risk reduction.

Given Central Asia's exposure to climate change and its tangible impact on glacier melting, UNESCO provided more than 268 young scientists over the 2015-2018 period with field training in the areas of glacier mass balance measurement, landslides research, landslide risk reduction, and glacial lake outburst floods (GLOFs). In addition, a regional series of workshops on 'the impact of climate change on glacier melting' as well as an international dialogue forum on 'Water Resources of Central Asia and their use' was organized for scientists and policymakers at regional level, bridging the gap between research and policy-making and between climate change adaptation and DRR stakeholders.

To best prepare and support the local population from glacier lake outburst floods (GLOFs), UNESCO is developing a 5M USD project on "Reducing vulnerabilities of central Asian Population from Glacier Lake Outburst Floods (GLOFs) in a changing climate" for funding from the Adaptation Fund.

Another regional project focusing on research, monitoring, and capacity-development on glaciers, funded through GEF-UNDP with a total budget of 6M USD, has been approved by donors and benefiting countries, and is under development.



GLACIER MASS BALANCE MONITORING MEASUREMENTS
ABRAMOV GLACIER, KYRGYZ REPUBLIC

Natural Sciences Implementing Partners:

UNESCO leverages its long-established collaboration with science and environment–related stakeholders in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan to implement its Science activities.

UNESCO entities, affiliated Category 2 centres and UNESCO chairs :

- Central-Asian Regional Glaciological Centre, Almaty (Kazakhstan)
- Regional Centre on Urban Water Management (RCUWM), Tehran (Iran)
- IHE Delft Institute for Water Education (Netherlands)
- International Groundwater Resources Assessment Centre, Delft (Netherlands)
- International Centre for Water Law, Policy, and Science, University of Dundee, Scotland, (United Kingdom)
- International Centre for Water Hazard and Risk Management (ICHARM, Japan)
- UNESCO Chair on Water Resources Management in Kazakh-German University, Almaty (Kazakhstan)
- UNESCO Chair on Water Diplomacy, Water Resources Management and Environmental Protection, TIIAME, Tashkent (Uzbekistan)
- World Water Assessment Programme (WWAP)
- Asia Pacific Centre for Ecohydrology (APCE, Indonesia)

Further, UNESCO works in the framework of its major intergovernmental scientific programmes, including :

- UNESCO International Hydrological Programme (IHP)
- UNESCO International Geosciences and Geoparks Programme
- UNESCO Man and the Biosphere (MAB) Programme



"PUBLIC TALKS WITH OLYMPIC WINNERS" DURING 28TH WORLD WINTER UNIVERSIADE
ALMATY, KAZAKHSTAN

SOCIAL & HUMAN SCIENCES

SUPPORTING INCLUSIVE SOCIAL DEVELOPMENT AND FOSTERING INTERCULTURAL DIALOGUE FOR THE RAPPROCHEMENT OF CULTURES

Intercultural Dialogue and the Rapprochement of Cultures

UNESCO's strategy on the implementation of the International Decade for the Rapprochement of Cultures (2013-2022) emphasizes the need to promote new ways of understanding and connecting with one another, to tackle challenges at their root, and to prevent conflicts and cultural tensions with soft power.

UNESCO empowers youth to promote the rapprochement of cultures and a culture of peace and non-violence. As part of UNESCO's flagship programmes on gender equality and inclusion of vulnerable groups, UNESCO increases youth engagement and strengthens intercultural dialogue and social responsibility.

Youth Empowerment for Positive Social Transformations

UNESCO builds the capacity of youth in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan to transform them into key agents of positive change for advancing inclusive, equitable, and peaceful societies. Fostering youth engagement and inclusion in building peace and sustainable communities is one of the three main work streams within the UNESCO-wide Operational Strategy on Youth (2014-2021).

UNESCO supports the creation of youth networks in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan to allow young people to engage with decision-makers in the creation of an inclusive, tolerant, and cooperative society, based on mutual respect, human rights, and freedoms. UNESCO's action is directed at overcoming social barriers and societal cultural challenges by equipping youth with the necessary skills and knowledge to identify the spread of radicalization and extremism and to be able to take action and change course by getting involved in decision-making processes.



BRAINSTORMING SESSION AT SECOND ALMATY YOUTH FORUM, ALMATY, KAZAKHSTAN.



NATIONAL WORKING MEETING WITH YOUTH ORGANIZATIONS TO DISCUSS YOUTH-RELATED ISSUES AND DEVELOP YOUTH ACTION PLAN FOR THE KYRGYZ REPUBLIC

KYRGYZ REPUBLIC

Among other interventions, UNESCO provides a platform for youth to voice their priorities and concerns, and brings recommendations made by the youth to the attention of national governments and the public.

Sports for Peace and Development

Sports have the ability to bring people of different cultural and social backgrounds together, thus contributing to building social ties and networks, and to achieve the Sustainable Development Goals (SDGs). Recognizing sport as an instrument for social integration, fraternity, solidarity, tolerance, and non-violence, UNESCO builds new partnerships with sports and state institutions to conduct relevant national and sub-regional projects and to support youth initiatives in this field. A Memorandum of Understanding with the National Olympic Committee of the Republic of Kazakhstan and the UNESCO Almaty Cluster Office was signed in early 2019.

Case Study: UNESCO empowers young women and men in Central Asia to build peaceful and equitable societies.

Since 2015, UNESCO has trained more than 2000 young people from different parts of the region in intercultural competencies, social transformations, prevention of violent extremism, social inclusion and peacebuilding. Following the capacity building measures by UNESCO, participants organized more than 50 youth-led events in training-related areas in Central Asian countries.



PARTICIPANTS AT "ALMATY – YOUTH SPACE" YOUTH FESTIVAL, ALMATY, KAZAKHSTAN.

One of the youth-led events was the Youth Festival "Almaty – Youth Space" dedicated to the celebration of International Youth Day and World Peace Day on 21 September 2018, and supported by UNESCO. The festival included a presentation of existing creative youth spaces and programmes in Almaty, free masterclasses, and a concert featuring the winners of a youth creativity contest on "Role of Music for Peace and Development" in pursuit of the achievement of Agenda 2030 for Sustainable Development and the Sustainable Development Goals (SDGs).

As part of its youth interventions to build peace and to prevent violent extremism, UNESCO collaborates with and supports 30+ large youth organizations in the region. In Kazakhstan, for example, UNESCO and its partners have developed an online-platform on intercultural dialogue for youth in Central Asia (http://www.interculture.online). The platform provides a safe online space for youth to access information, e-learning textbooks, publications, visual, audio, graphics and other interactive materials related to intercultural and interreligious dialogue as key elements of peacebuilding in our globalized world.



"SPORT WITHOUT BORDERS" EVENT DEDICATED TO THE INTERNATIONAL DAY OF SPORT FOR DEVELOPMENT AND PEACE, ORGANIZED BY THE NATIONAL FEDERATION OF UNESCO CLUBS IN TAJIKISTAN

DUSHANBE, TAJIKISTAN

Management of Social Transformations Programme

UNESCO, through the MOST Programme, supports Member States in improving policy-making processes through strengthened research-policy interfaces. The MOST Programme is UNESCO's intergovernmental science programme on social transformation and uses knowledge focusing on human needs from the social and human sciences to promote a culture of evidence-informed decision-making. The MOST Programme works with governments, social and human science communities, and civil societies to improve connections between knowledge and action, connections that are one key to positive social change while contributing to sustainable development.

Ethics in Science and Bioethics

Globally, ethics education is becoming an integral part of promoting knowledge-based, sustainable, and equitable development. Central Asia is not an exception. Science in the 21st Century will continue to change the way people live at an exponential rate. The rapidly expanding knowledge in every area of inquiry, and especially in life and biological sciences, is continuously pushing the limits of what people can do. Education is indispensable for maintaining a universal framework of ethical principles and for establishing domestic policies and practices that put to real use these universal principles.

UNESCO conducts the Ethics Teachers' Training Courses (ETTC), which are one of the main components of UNESCO's bioethics professional capacity-building programme. The quality of ethics education largely depends on the substantive and pedagogic competencies of the teacher. An effective ethics teacher should be knowledgeable about how to teach, as well as what to teach to the students. The ETTC aims particularly at building capacity of a young generation of teachers who can serve as agents for expanding and improving ethics teaching programmes in their countries in the near future.

Social and Human Sciences Implementing Partners:

UNESCO leverages its long-established collaboration with relevant authorities and stakeholders, in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan to implement its social and human sciences activities. UNESCO's partners include:

Social and Human Sciences Implementing Partners

Kazakhstan	The Kyrgyz Republic	Tajikistan	Uzbekistan
Kazakhstan Ministry of Culture and Sport, Kazakhstan Ministry of Social Development, Kazakhstan National Commission for UNESCO, Kazakhstan Olympic Committee, Almaty Mayor Office, UNESCO Clubs, UNESCO Associated Schools, Youth networks and NGOs, University associations, UNESCO Chairs, Kazakhstan-Indian Foundation	Kyrgyz Republic Ministry of Labour, Migration and Youth, Kyrgyz Republic National Commission for UNESCO, UNESCO Associated Schools, UNESCO Clubs, University associations, UNESCO Chairs, Kyrgyz Republic Association of Youth Network, Youth networks, and NGOS	Tajikistan National Commission for UNESCO, UNESCO Associated Schools Network, University associations, UNESCO Chairs, UNESCO Clubs, Youth networks, and NGOS	Uzbekistan National Commission for UNESCO, UNESCO Chair in Human Rights, Peace, Democracy, Tolerance and International Understanding, UNESCO Associated Schools, Youth networks and NGOS, University associations

UNESCO entities, affiliated Category 2 centres and institutes :

- Centre for the Rapprochement of Cultures in Almaty, UNESCO Category 2 Centre



WOMAN MAKING TRADITIONAL "SHYRDAK" KYRGYZ CARPET
KYRGYZ REPUBLIC

CULTURE

SAFEGUARDING, PRESERVING AND PROMOTING CULTURAL HERITAGE AND DEVELOPING CULTURAL AND CREATIVE INDUSTRIES

To facilitate knowledge exchange and public discourse on tangible and intangible cultural heritage, UNESCO strengthens networks specialized in culture, builds capacities of culture professionals and decision-makers, and shares good practices. UNESCO interventions in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan include:

1. Improving the state of conservation of World Heritage properties through capacity-building of site managers and conservationists, as well as through awareness-raising among local authorities and communities.
2. Safeguarding intangible cultural heritage through formal and non-formal education and capacity-building including through training of trainers to promote intangible cultural heritage by and within local communities.
3. Promoting the ratification and implementation of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005) to strengthen the development of cultural and creative industries in the region.
4. Promoting the role culture plays in building safe and sustainable cities, including through the UNESCO Creative Cities network.
5. Promoting museums and collections, including enhancing the knowledge and competencies of museum personnel in management, exhibition design, storage, education and outreach, policies and procedures, conservation of collections, inventorying, and



CULTURAL SPACE OF BOYSUN DISTRICT, BOYSUN, UZBEKISTAN.



WOMEN IN TRADITIONAL ATTIRE
SURKHANDARYA REGION, BOYSUN, UZBEKISTAN

documentation as a means to prevent illicit trafficking of cultural objects. To this end, UNESCO advocates for the ratification of the UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects (1995).

Grounded in a human-rights based approach, UNESCO's Cultural Conventions facilitate governmental and intergovernmental cooperation, as well as provide funding, monitoring, and evaluation tools.

Protection, monitoring, and sustainable management of tangible cultural heritage

Guided by the 1972 Convention, the UNESCO Offices in Almaty and Tashkent build capacity and raise awareness for the protection of natural and cultural heritage in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan, as well as promote the integration of natural and cultural safeguarding into national and local development plans and strategies.

Safeguarding and promotion of intangible cultural heritage

In the framework of the implementation of UNESCO's 2003 Convention for the Safeguarding of Intangible Cultural Heritage, UNESCO nurtures specific aspects of intangible heritage in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan. To promote the regions rich intangible cultural heritage and creative industries, UNESCO builds the capacity of stakeholders and raises awareness to safeguard traditional techniques, as well as to improve the quality of craftsmanship.

Diversity of cultural expressions and creative industries

To date, the 2005 Convention on the Protection and Promotion ofthe Diversityof Cultural Expressionshasonlybeenratifiedby Tajikistan. UNESCO advocates for and raises awareness about the 2005 Convention in Kazakhstan, the Kyrgyz Republic, and Uzbekistan as an important milestone recognizing the dual nature, both cultural and economic, of contemporary cultural expressions, and their contribution to inclusive economic growth, reducing inequalities and achieving the goals set out in the Agenda 2030 for Sustainable Development.

Silk Roads Heritage Corridors in Afghanistan, Central Asia and Iran

UNESCO, in partnership with the European Union, strengthens the intrinsic links between culture, economic development, citizenship and identity-building along heritage corridors of the Silk Road. As part of the regional project covering Afghanistan, Central Asia and Iran, UNESCO promotes the integration of safeguarding of tangible and intangible cultural heritage into national development plans, policies and capacity-building programmes along the Silk Roads heritage corridors. As part of the project "Silk Roads Heritage Corridors in Afghanistan, Central Asia and Iran", through technical assistance, UNESCO promotes sustainable local tourism by improving communication strategies and promoting the conservation of the routes' natural and cultural heritage such as the traditional roadside inns for travelers along the Silk Roads.



EXHIBITION ART BAZAAR "TIME OF TULIPS", ALMATY, KAZAKHSTAN



To enhance policy advice and exchange best practices at the bilateral or regional level, UNESCO provides partnerships and peer-to-peer learning opportunities supporting activities in the areas of cultural heritage and creative industries.

Culture Implementing Partners:

UNESCO leverages its partnerships with authorities and culture stakeholders in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan, as well as draws on the expertise available within the UNESCO family to implement its culture activities.

Culture Implementing Partners

Kazakhstan	The Kyrgyz Republic	Tajikistan	Uzbekistan
· Kazakhstan Ministry of Culture and Sport · Kazakhstan National Commission for UNESCO · Kazakhstan Tourism Association (KTA)	· Kyrgyz Republic Ministry of Culture, Information and Tourism · Kyrgyz Republic National Commission for UNESCO · Institute of History and Cultural Heritage, Academy of Sciences	· Ministry of Culture, Sports and Tourism · Tajikistan National Commission for UNESCO · Institute for History, Archaeology and Ethnography, Academy of Sciences	· Ministry of Culture · Uzbekistan National Commission for UNESCO · State Committee for Tourism Development of Uzbekistan · Republic Crafts Association "Hunarmand" · National Agency "Uzbekkino"

Global and Regional partners:
- International Institute for Central Asian Studies (IICAS, Uzbekistan)
- Centre for the Rapprochement of Cultures in Almaty, Kazakhstan, UNESCO Category 2 Centre

UNESCO entities, affiliated Category 2 centres and institutes :
- UNESCO World Heritage Centre (WHC)
- International Training Center for Intangible Cultural Heritage in the Asia-Pacific (CRIHAP), China, UNESCO Category 2 Centre
- International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific (ICHCAP), Republic of Korea, UNESCO Category 2 Centre



ATLAS BAYRAMI FESTIVAL 2018
MARGILAN, UZEBEKISTAN

Case Study: UNESCO promotes traditional textile craftsmanship in Central Asia through annual textile festival.

Since 2015, UNESCO annually organizes the Festival of Traditional Textile "Atlas Bayrami" ("Celebrating Atlas") in Margilan, Uzbekistan, as a platform for safeguarding traditional craftsmanship in and promoting the rich intangible cultural heritage of Uzbekistan and the Central Asian sub-region.

The annual festival brings together hundreds of craftspeople, artists, designers, specialists, and visitors from Central Asia and other parts of the world, and provides a platform for knowledge exchange, regional cooperation, and practical training opportunities for young craftspeople and designers on traditional embroidery, felt weaving, and fashion design combining centuries-old traditions and modern-day fashion and quality requirements. Training sessions include history and trends from traditional patterns, fabrics, and natural colours, to modern means for promoting cultural products, including the Internet and social media networks.

Promoting cultural diversity across Central Asian countries, the festival provides participants with a wide variety of traditions, styles, patterns, technics, and ideas of the region while providing young people and women with the opportunity to acquire knowledge and skills in traditional crafts.

Moreover, the festival brings people of different countries closer together, thus providing a platform for international cooperation and assistance, for development of sustainable tourism in the region, as well as builds greater awareness, especially among young generations, of the importance of intangible cultural heritage and its safeguarding.

Ms. Bibi Russell, UNESCO Artist for Peace, a former top model and internationally-renown designer from Bangladesh, has been supporting the Festival since 2015.

Since its inception, the festival is supported through a private sector partnership with Ucell, a mobile network and communication provider in Uzbekistan.



MEETING ON INTERNATIONAL STANDARDS FOR JOURNALISM EDUCATION
DUSHANBE, TAJIKISTAN

COMMUNICATION & INFORMATION

PROMOTING QUALITY REPORTING AND ACCESS TO INFORMATION.

In line with Kazakhstan's, the Kyrgyz Republic's, Tajikistan's, and Uzbekistan's national strategies and international standards in the field of freedom of expression and access to information, UNESCO supports policy-makers and governmental institutions in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan with advice on policies and legislation, as well as builds the capacities of media outlets and media professionals in quality reporting.

Freedom of expression and quality reporting

UNESCO promotes freedom of expression by encouraging discussion on topical issues of relevance (e.g. fake news, journalists' safety, role of the media in democracy, development and dialogue) on the occasion of the World Press Freedom Day on 3 May.



JOURNALISM TRAINING IN TASHKENT, UZBEKISTAN.

Projects supported by UNESCO's International Programme for the Development of Communication (IPDC)

Kazakhstan	Kyrgyz Republic	Uzbekistan	Regional
2018 Strengthening Curriculum on Gender Journalism for 15 Journalism Universities by UNESCO Chair on Journalism, KazNU	2018 Strengthening Sustainability of Community Media for 24 community media outlets by Community Media Association	2018 Countering Hate Speech in the Media of Uzbekistan: gender aspects.	
2017 Legal security and access to information by North Kazakhstan Media Center	2017 Innovations in Community Broadcasting	2017 Promoting quality journalism through capacity-building of media professionals in Uzbekistan	2017 Improvement of Print and Electronic Media Capacities on Citizens Right to Information by Media NGO Adil soz



PARTICIPANTS OF YOUTHMOBILE SCHOOL FOR GIRLS
TAJIKISTAN

UNESCO raises awareness about international standards of quality reporting and self-regularization mechanisms based on solid professional and ethical standards. UNESCO builds the capacity of journalism faculties to ensure that the curriculum, educational materials, and trained teachers support a quality education of current and future journalists.

Gender equality in media and media pluralism

As part of UNESCO's International Programme for the Development of Communication (IPDC), UNESCO has strengthened the Gender Journalism Education curriculum in partnership with 37 Journalism Universities in Central Asia, as well as has strengthened the sustainability of 48 community media in Kyrgyz Republic and Kazakhstan.

Access to Information

UNESCO promotes universal access to information through awareness-raising, stakeholder convening, dialogue fora, and through policy advice and support.

Media and Information Literacy

To advance Media and Information Literacy (MIL), UNESCO supports Governments in the development of long-term MIL strategies and policies, translates MIL tools and educational resources into state languages, as well as raises awareness about MIL through online and offline media channels.

Open solutions

UNESCO supports Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan in developing long-term strategies to scale up access to state-of-the-art technical skills and respective free and open-source tools and technologies. UNESCO conducts youth-centered activities and interventions, such as the YouthMobile Programme, empowering youth to develop mobile apps that address sustainable development issues, as well as promote citizen engagement and global citizenship. UNESCO promotes open and inclusive solutions and the innovative use of Information and Communications Technologies (ICT) for teachers with a focus on young women.

Communication and Information Implementing Partners:

UNESCO leverages its long-established collaboration with relevant authorities and stakeholders in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan, as well as draws on the expertise available within the UNESCO family to implement its communication and information activities.

Communication & Information Implementing Partners

Kazakhstan	The Kyrgyz Republic	Tajikistan	Uzbekistan
· Kazakhstan Ministry of Information and Communication · Kazakhstan National Commission for UNESCO · UNESCO Chair in Journalism and Communication · Kazakhstan Media Center · Media NGOs	· Kyrgyz Republic Ministry of Information and Culture · Kyrgyz Republic National Commission for UNESCO · Community Media Association · Public Service Broadcasting · Media Support Foundation	· Tajikistan Parliament · Tajikistan National Commission for UNESCO · UNESCO Clubs · Media NGOs	· National Association of Electronic Mass Media · National TV and Radio Company · In-Service Training Centre for Journalists



PARTICIPANTS OF WORKSHOP ON STRENGTHENING SUSTAINABILITY OF COMMUNITY MEDIA
KYRGYZ REPUBLIC

Case Study: 48 Operating Community Multimedia Centers (CMCs) and Community Radio (CR) in Central Asia

With the assistance of the UNESCO Office in Almaty, the Tajibaev Public Library, and the Association of Librarians of the Kyzylorda Region, 10 new Community Multimedia Centers (CMC) have been established in the Kyzylorda region over the course of 2018, increasing the number of CMCs in Kazakhstan to 24.

In Kazakhstan, UNESCO, and its partners, train volunteers from CMCs on the basics of media and information literacy and information production for community members, as well as provides trained centers with mobile reporting equipment.

Further, UNESCO provides CMCs in Central Asia with a mobile Android platform "Voice of Kyzylorda" to publish news articles and other resources that are reflecting the voices of communities, including the voices of rural women, youth, and children. The "Voice of Kyzylorda" application allows users to publish rural news and provides access to digital libraries and legal acts. The application is available in the Kazakh and Russian languages and can be used online and offline.

In the Kyrgyz Republic, UNESCO, with help of the UNESCO Community Media Sustainability Policy Series, builds the capacity of 24 community media outlets in the fields of information pluralism and recognition by authorities. A free mobile Android application “Voice of Aiyl” allows the user to access and read articles, listen to audio news, and watch videos published by CMCs in in the Kyrgyz Republic.

In the Kyrgyz Republic, UNESCO, with the support of the International Programme for the Development of Communication Community Media (IPDC) and the Association of Community Media, engages with and builds the capacity of 3 Government- recognized community radio stations and 21 CMCs.

Part IV

MONITORING & EVALUATION

Ongoing monitoring and evaluation are critical for UNESCO in Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan to assess its progress towards the achievement of defined outcomes and to be accountable to stakeholders including Governments, civil society, Donors, and Development Partners.

UNESCO demonstrates measurable impact and results through its ongoing monitoring and reporting of programmatic activities vis-à-vis strategic objectives and expected results stated in results frameworks, as well as through targeted impact evaluations. UNESCO continuously monitors and frequently evaluates its programmes in the four cluster countries to assess its overall efficiency, effectiveness, impact, and sustainability, as well as to inform future planning and programming. Important to the Organization, the M&E process contributes to ensuring UNESCO's transparency and accountability.

Reporting on activities is carried out through UNESCO's internal project planning and management platform (SISTER), which is accessible to the Governments of Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan, as well as to the public. UNESCO reports on activities and achievements in multiple ways, including through:

- Six-months activity reporting through SISTER
- Annual UNDAF/PFD implementation monitoring in each cluster country
- For extra-budgetary projects, UNESCO issues certified financial statements issued by UNESCO Headquarters

UNESCO applies Results-Based Management (RBM) and Results-Based Budgeting (RBB) principles to all activities in the Almaty Cluster countries – whether funded by Regular Programme budget or from extra-budgetary resources – at various stages of the programme cycle. During the programme planning phase, indicators, baselines, targets, as well as a comprehensive M&E framework are established. During the implementation phase, regular monitoring and reporting including the analysis of performance data based on reporting from national partners and consultants, feedback from beneficiaries, and monitoring missions of UNESCO programme staff allow to intervene or initiate corrective action, if needed. Upon programme completion, UNESCO reports on outcomes and evaluates outcomes and impact of the programme, including to inform future programming.

All four cluster countries – Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan – have Government Statistical Committees, which collect, analyze, and share data, including with the UNESCO Institute of Statistics (UIS) in the fields of education, literacy, science, technology, innovation, and culture.[16] Following the global adoption of the Agenda 2030 for Sustainable Development, including its 17 Sustainable Development Goals (SDGs) in 2015, the Governments of Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan have committed to defining nationally-relevant targets that are achievable, yet ambitious. For the successful implementation of the SDGs, including the monitoring of defined targets, their inclusion and mainstreaming into national policies, plans and strategies are crucial.

In Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan, the process of identifying national targets and baselines have improved data collection, availability, and quality, which in turn benefits UNESCO in the monitoring of its programmes and impact.



16 Kazakhstan: Ministry of Economy, Statistics Committee: http://stat.gov.kz/
Kyrgyz Republic: National Statistical Committee of the Kyrgyz Republic: http://stat.kg/en/statistics/
Tajikistan: Agency for Statistics under the President of the Republic of Tajikistan: http://www.stat.tj/
Uzbekistan: The State Committee of the Republic of Uzbekistan on Statistics: https://stat.uz/en/



ANNEX A- COOPERATION AND PARTNERSHIPS MATRIX

UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan 2018-2021

THEMATIC AREA 1: STRENGTHENING THE QUALITY OF EDUCATION AND COMPETENCY-BASED LEARNING OF YOUTH AND ADULTS	
UNESCO C/5 EXPECTED RESULTS (ER):	**ER 1:** Improved national education policies and plans **ER 2:** Equitable and responsive TVET systems established **ER 6:** National capacities strengthened to equip learners with knowledge, skills, values and attitudes
RELATED SDGs:	**SDG 4**
NATIONAL PRIORITIES:	**Kazakhstan:** Strategy 2050, Partnership Framework, Education Programme (sector management, TVET and HE, citizenship and human rights, digitalization and OER), National Security Strategy (PVE), National policy on youth development **The Kyrgyz Republic:** Education strategy, UNDAF (sector management, TVET and HE, citizenship and multicultural understanding, ICT in education competences, MIL), National policy on youth development **Tajikistan:** Strategy for education development 2012 – 2020 UNDAF (sector management, 3. TVET and entrepreneurship, knowledge acquisition to build competences), National policy on youth development **Uzbekistan:** National Action Plan 2017-2021 (4.4. Skills and competencies for decent employment), UNDAF (expanding private sector engagement to lifelong learning, promoting MIL and building media capacities and quality of non-news programming), National policy on youth development.

PROPOSED OUTCOMES AND RELATED PROJECTS		PARTNERSHIPS (incl. UNESCO Family)		INDICATIVE RESOURCES ($)		
		Partners:	Type of cooperation:	Total amount needed	Available (RP/XB)	To be mobilized
OUTCOME 1: Education policy, planning, management and M&E Strengthened						
Project 1	Strengthen institutional capacity to inform sector decision-making and monitoring SDG4 achievement.	UNESCO HQ, UNESCO Bangkok, UIS, UIL, IIEP, UNICEF, OECD, EU, MOES	National, Sub-regional, South-South Cooperation	127,700	62,000 (RP) 40,000 (XB)	25,700
Project 2	Develop policy reviews on ESD and LLL					
Project 3	Provide technical advice and capacity building to develop policies in specific education areas, including OER, ESD, TVET and lifelong learning			3M	2.5M (WB or self-benefitting fund)	500,000
Project 4	Assist Governments in reviewing their legislation to enforce the right to education ; Introduce a holistic OpenEMIS in Uzbekistan (pipeline)					
OUTCOME 2: 21st Century Competences Mainstreamed						
Project 1	Support national stakeholders to mainstream cognitive, non-cognitive and entrepreneurship skills in courses, reviewing teacher education curriculum/ learning materials and strengthening capacities of teachers at formal and non-formal education levels	UNESCO HQ, UNESCO Bangkok, UNESCO Tashkent; APCEIU, UNESCO Clubs, UNESCO Chairs, UNESCO ASP schools; EU, UN, OSCE, OECD, ADB, World Bank, GTZ; MOES, universities, NGOs, private sector, youth organizations	National, Sub-regional, South-South Cooperation	1,400,000	129,000 (RP) 27,000 (RP) 150,000 (XB)	1,094,000
Project 2	Engage young people in skill building exercises, advocacy and community development initiatives	IITE, UNESCO Clubs, UNESCO ASP schools; UNAIDS, UNODC; universities, youth organizations			15,094 (XB)	

ANNEX A- COOPERATION AND PARTNERSHIPS MATRIX

UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan 2018-2021

THEMATIC AREA 2: PROMOTING KNOWLEDGE AND CAPACITIES FOR SUSTAINABLE MANAGEMENT OF NATURAL RESOURCES AND DISASTER RISK REDUCTION	
UNESCO C/5 EXPECTED RESULTS (ER):	**ER 7:** Member States have strengthened their response to water security challenges **ER 4:** Member States have strengthened management of both geological resources and geohazards risk **ER 6:** Member States have developed UNESCO-designated sites as learning sites for inclusive and comprehensive approaches to environmental, economic and social aspects of sustainable development
RELATED SDGs:	**SDG 6, 9, 11, 13, and 15**
NATIONAL PRIORITIES:	**Kazakhstan:** Strategy 2025; Strategy 2050; Concept on Green Economies; National Communications to the UNFCCC (III-VI and VII) **The Kyrgyz Republic:** National Sustainable Development Strategy of the Kyrgyz Republic for 2013-2017; Program of the Kyrgyz Republic on Transition to Sustainable Development for 2013-2017; Priorities for Adaptation to Climate Change in the Kyrgyz Republic till 2017 **Tajikistan:** National Development Strategy 2030; National Action Plan for Climate Change Mitigation; National Communication of the Republic of Tajikistan under the UN Framework Convention on Climate Change **Uzbekistan:** National Strategy of Sustainable Development of Uzbekistan 2017-2021

PROPOSED OUTCOMES AND RELATED PROJECTS		PARTNERSHIPS (incl. UNESCO Family)		INDICATIVE RESOURCES ($)		
		Partners:	Type of cooperation:	Total amount needed	Available (RP/XB)	To be mobilized
OUTCOME 1: Enhanced Water Security in Central Asia						
Project 1	Capacities of CA countries in water management and risk reduction strengthened, incl. from CC and at TB level	UNESCO IHP, Category 2 water centres and chairs, IHP National committees, IHE Delft Institute, CA donors group, Ministries of Water and Agriculture/Energy in CA, Hydromet agencies, IFAS	National, Sub-regional, South-South Cooperation	3,000,000	30,000 (RP) 40,000 (XB)	2,930,000
Project 2	Tools and policy briefs developed to support CA countries in raising awareness and policy formulations on water					
OUTCOME 2: DRR from Geohazards Promote and Capacities in Geosciences Enhanced in CA						
Project 1	Capacities of CA countries enhanced in DRR from geohazards, incl at TB level, as well as on geosciences	UNESCO IGCP, Geoparks national committees, Universities and Institutes, DRR and Emergency Ministries in CA, UNESCO JAK office and DRR unit in Paris, UNDP, WB, private sector	National, Sub-regional, South-South Cooperation	2,000,000	54,800 (RP) 77,200 (XB)	1,868,000
Project 2	Tools and policy briefs developed to support CA countries in risk reduction initiatives from geohazards and enhancing knowledge on geosciences					
OUTCOME 3: Sustainable Development Addressed through UNESCO-designated Sites						
Project 1	Capacities of BR managers enhanced, including on tourism development	UNESCO MAB Secretariat, MAB national committees, Geoparks national committees, IUCN, Heritage committees, Tourism departments and associations, scientific institutes, UNESCO Chairs, UNESCO JAK office	National, Sub-regional, South-South Cooperation	1,500,000	5,000 (RP) 80,000 (XB)	1,421,000
Project 2	Awareness on natural resources management, through UNESCO-designated sites raised, incl. among local communities					

ANNEX A- COOPERATION AND PARTNERSHIPS MATRIX

UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan 2018-2021

THEMATIC AREA 3: SUPPORTING INCLUSIVE SOCIAL DEVELOPMENT, FOSTERING INTERCULTURAL DIALOGUE FOR THE RAPPROCHEMENT OF CULTURES	
UNESCO C/5 EXPECTED RESULTS (ER):	**ER 2:** National institutional and human capacities strengthened at all levels to generate, manage and apply knowledge for inclusive, equitable development **ER 3:** Youth-led action enabled, from local to global level, to address societal challenges and consolidate peace **ER4:** Member States' commitments to the global agendas in favor of inclusive, sustainable and peaceful societies demonstrated
RELATED SDGs:	**SDGs 4.7, 5, 8.5, 8.9, 10.2, 11.4, 11.5, 16, and 17**
NATIONAL PRIORITIES:	**Kazakhstan:** Kazakhstan Strategy 2050: Priority 7; National policy of Republic of Kazakhstan – Rukhani Zhangyru; **The Kyrgyz Republic:** the Kyrgyz Republic National Development Strategy 2018-2022: Priority 6.6 – Culture and Values; **Tajikistan:** Tajikistan National Development Strategy 2016-2020: Priorities 4.6 and 4.8; **Uzbekistan:** Uzbekistan National Action Plan 2017-2021: Priority 5 – National security, inter-ethnic harmony and religious tolerance

PROPOSED OUTCOMES AND RELATED PROJECTS		PARTNERSHIPS (incl. UNESCO Family)		INDICATIVE RESOURCES ($)		
		Partners:	Type of cooperation:	Total amount needed	Available (RP/XB)	To be mobilized
OUTCOME 1: Supporting inclusive social development, fostering intercultural dialogue for the rapprochement of cultures						
Project 1	Ensure inclusive and equitable societies through the youth engagement and promotion of sports	Ministries of Culture and Sports, Departments of Youth Policy in Almaty, Bishkek, Dushanbe and Tashkent, Centre for the Rapprochement of Cultures in Almaty, UNESCO Chairs, UNESCO Clubs, UNESCO Bangkok UNESCO HQ, Kazakh-Indian Foundation, Turkic Council		50,000	20,000 (RP)	30,000
Project 2	Role of young women and men in prevention of violent extremism and building peaceful and inclusive societies			50,000	20,000 (RP)	30,000
Project 3	Intercultural dialogue and migrant inclusion			40,000	20,000 (RP)	20,000

ANNEX A- COOPERATION AND PARTNERSHIPS MATRIX

UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan 2018-2021

THEMATIC AREA 4: SAFEGUARDING, PRESERVING AND PROMOTING CULTURAL HERITAGE, AND DEVELOPING CULTURAL AND CREATIVE INDUSTRIES	
UNESCO C/5 EXPECTED RESULTS (ER):	**ER1:** Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention **ER6:** Intangible cultural heritage identified and safeguarded by Member States and communities, in particular through the effective implementation of the 2003 Convention **ER7:** Policies and measures to promote the diversity of cultural expressions designed and implemented by Member States, in particular through the effective implementation of the 2005 Convention **ER8:** Culture integrated into policies and measures at the national and local levels by Member States for their effective implementation of the 2030 Agenda for Sustainable Development
RELATED SDGs:	**SDGs 4.7, 5, 8.9, 11.4, 16, and 17**
NATIONAL PRIORITIES:	**Kazakhstan:** Strategical Development Plan Kazakhstan-2020, Concept of the Republic of Kazakhstan for Tourism Development 2023, National Programme – Rukhani Zhangyru **The Kyrgyz Republic:** the Kyrgyz Republic National Development Strategy 2018-2022 (Priority 5.2: Tourism and service industry, Priority 6.6: Culture and Values) **Tajikistan:** National Development Strategy 2030, Priority- Human capital development, Priority 4 -Increasing cultural values and behavior, 4.4. Culture **Uzbekistan:** National Action Plan 2017-2021 Priority 4.3

PROPOSED OUTCOMES AND RELATED PROJECTS		PARTNERSHIPS (incl. UNESCO Family)		INDICATIVE RESOURCES ($)		
		Partners:	Type of cooperation:	Total amount needed	Available (RP/XB)	To be mobilized
OUTCOME 1: Safeguarding, preservation and promotion of cultural heritage						
Project 1	Improve the state of conservation and management at World Heritage properties in Central Asia	Ministry of Culture of Kazakhstan, Ministry of Culture of the Kyrgyz Republic, Ministry of Culture of Tajikistan, Ministry of Culture of Uzbekistan, Principal Department for the Preservation and Utilization of Cultural Properties – Ministry of Culture of Uzbekistan, National Commissions for UNESCO, Tourism Committees and Associations, World Heritage Centre		185,800	22,000 (RP) 113,800 (XB)	50,000
Project 2	Initiatives to safeguard intangible cultural heritage through formal and non-formal education for education quality improvement in Central Asia			242,065	137,065 (RP)	0
Project 3	Silk Roads Heritage Corridors in Afghanistan, Central Asia and Iran – International Dimension of the European Year of Cultural Heritage			1,517,000	1,517,000 (XB)	0
Project 4	Museums and prevention of Illicit trafficking in Central Asia			100,000		100,000
Project 5	Building the Resilience of Communities affected by the Aral Sea Disaster through a Multi-Partner Human Security Fund for the Aral Sea in Uzbekistan			300,000	180,000 (XB)	120,000
Project 6	Preservation and safeguarding of cultural heritage in Bukhara, Uzbekistan			500,000	300,000 (XB)	200,000
OUTCOME 2: Development of cultural and creative industries						
Project 1	Capacity development initiatives for the promotion and implementation of the 2005 Convention in Central Asia			54,000	29,000 (RP)	25,000
Project 2	Strengthening the development of creative and cultural industries, including film industry in Uzbekistan			200,000	130,000 (XB)	70,000

ANNEX A- COOPERATION AND PARTNERSHIPS MATRIX

UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan 2018-2021

THEMATIC AREA 5: PROMOTING QUALITY REPORTING AND ACCESS TO INFORMATION	
UNESCO C/5 EXPECTED RESULTS (ER):	**ER 1:** Member States are enhancing norms and policies related to freedom of expression, including press freedom and the right to access information, online and offline, and are reinforcing the safety of journalists **ER 2:** Member States have benefited from enhanced media contributions to diversity, gender equality and youth empowerment in and through media; and societies are empowered through media and information literacy programmes and effective media response to emergency and disaster **ER 3:** Media development is strengthened, and Member States have improved monitoring and reporting systems, and these results are reinforced by external grassroots projects supported by the IPDC **ER 5:** Member States have taken measures to promote universal access to information through open and inclusive
RELATED SDGs:	**SDGs 4, 9, and 16**
NATIONAL PRIORITIES:	**Kazakhstan:** Strategy 2050 ; National Development strategy; Rukhani Zhangyry strategy **The Kyrgyz Republic:** the Kyrgyz Republic National strategy 2018-2022 **Tajikistan:** National Development Strategy 2030; **Uzbekistan:** National Strategy of Sustainable Development of Uzbekistan 2017-2021

PROPOSED OUTCOMES AND RELATED PROJECTS		PARTNERSHIPS (incl. UNESCO Family)		INDICATIVE RESOURCES ($)		
		Partners:	Type of cooperation:	Total amount needed	Available (RP/XB)	To be mobilized
OUTCOME 1: Supporting inclusive social development, fostering intercultural dialogue for the rapprochement of cultures						
Project 1	▪ Awareness-raising, including on WPFD, IDUAI, IDEI ▪ Promote gender-sensitive policies and norms and gender-sensitive capacity-building activities.	UNESCO HQ, UNESCO Bangkok, Media, NGOs, Parliaments, Journalism Faculties	National, Sub-regional, South-South Cooperation	100,000	20,000 (RP)	80,000
OUTCOME 2: Media diversity, Gender equality in media; youth empowerment in and through media and information literacy in Central Asia						
Projects	▪ Strengthening practices and policies for media diversity and pluralism, including community media, and observe World Radio Day (WRD) ▪ Organizing joint campaign / trainings at sub-regional level organized for WRD facilitators, combatting gender stereotypes in the media content. ▪ Promoting policies on youth and gender-equality in media, and the Gender Sensitive Indicators for Media (GSIM). ▪ Capacity-building of journalism faculties. ▪ Promoting Media and Information Literacy (MIL) and/or celebrating MIL Week ▪ Enhancing the Capacity of Uzbek Media to Serve the Public Interest	UNESCO HQ, UNESCO Bangkok, Media NGOs, Universities; UNDP, OSCE; youth organizations	National, Sub-regional, South-South Cooperation	257,000	57,000 (EXB)	180,000
OUTCOME 3: Quality Journalism and Media Development						
Projects	▪ Promote quality journalism education based on UNESCO's Model Curriculum on Journalism Education and new syllabi with focus on gender mainstreaming ▪ Journalist safety and Countering Impunity in the Media of Uzbekistan	UNESCO HQ, UNESCO Bangkok, Media NGOs, Universities, UNDP, UNFPA,	National, Sub-regional, South-South Cooperation	927,000	32,316 (RP) 127,000 (RP/AA)	767,684
OUTCOME 4: Open solutions and ICTs for sustainable development in Central Asia						
Projects	▪ Support the formulation of policy frameworks promoting universal access to information and knowledge, including to mainstream Open Solutions through OER, OA and ICT's for Education. ▪ Support Teacher Education Institutions to access information and knowledge through ICTs based on UNESCO's ICT Competency Framework for Teachers.	UNESCO HQ; UNESCO Bangkok; AKDN; Federation of UNESCO Clubs in Tajikistan; UNV Tajikistan; Youth organizations; ISPs	National, Sub-regional, South-South Cooperation	100,000	20,000 (RP)	80,000

ANNEX B- REGIONAL SDG MAPPING

UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan 2018-2021

	1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION	7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS
EDUCATION	1.1 1.2 1.a		3.3 3.5 3.7	All 4.4	5.1, 5.2 5.3, 5.5 5.6, 5.b 5.c			8.3 8.6		10.2 10.3 10.4 10.7	11.3 11.a	12.8	13.3 13.b			16.3 16.a 16.b	17.3 17.9 17.16 17.18
NATURAL SCIENCES	1.4 1.5	2.4		4.3 4.5 4.7	5.5	6.3 6.b (all)	7.a	8.3 8.9	9.1 9.5 9.a		11.4 11.5 11.b	12.2 12.8 12.b	13.1 13.2 13.3 13.b		15.1 15.3 15.4 15.b 15.9		17.6 17.9 17.16 17.17 17.18
SOCIAL AND HUMAM SCIENCES			3.d 3.5 3.6	4.7	5.1 5.5 5.c			8.5 8.9		10.3 10.7	11.3		13.3 13.b			16.6 16.7	17.9 17.16 17.17
CULTURE				4.7				8.9			11.4						
COMMUNI-CATION AND INFORMA-TION	1.4			4.7	5.2 5.3 5.5 5.b			8.3	9.c	10.2	11.4		13.3			16.1 16.7	17.8 17.9

ANNEX C- UNESCO's action in and contributions to UNDAFs/PFDs

UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan 2018-2021

UN Partnership Framework for Development Kazakhstan, 2016-2020

PILLAR 1: REDUCING DISPARITIES AND IMPROVING HUMAN DEVELOPMENT	UNESCO CONTRIBUTION
Outcome 1.1: Improved equitable access to integrated quality social services (health, education, social protection, legal, et al.) for the population, including for socially vulnerable and disadvantaged individuals and groups.	Foster quality lifelong learning opportunities for all. Promote peacebuilding and global citizenship through education, enabling children, young people and adults to understand the major issues facing the world. Promote health through education.
Outcome 1.2: Diversification of the economy provides decent work opportunities for the underemployed, youth and socially vulnerable women and men.	Support cultural diversity as a driving force for sustainable dialogue, social cohesion and development.
Outcome 1.3: Ecosystems and natural resources protected and sustainably used, and human settlements resilient to natural and manmade disasters and climate change.	Mobilize science for the sustainable use of natural resources and for disaster mitigation.
PILLAR 2: STRENGTHENED AND INNOVATIVE PUBLIC INSTITUTIONS	**UNESCO CONTRIBUTION**
Outcome 2.1: Right holders benefit from improved Government policy-making and implementation through enhanced participation at sub-national and national levels.	Promote universal access to information through relevant public information outreach (seminars, round tables, etc.) as well as through relevant cooperation with local, national, and regional media. Enhance quality reporting on and media contribution to the promotion of diversity, gender equality and youth empowerment in and through media. Empower communities through media and information literacy programmes. Promote universal access to information and knowledge through open and inclusive solutions and innovative use of ICTs for sustainable development.
PILLAR 3: ENHANCED INTERNATIONAL AND REGIONAL CO-OPERATION	**UNESCO CONTRIBUTION**
Outcome 3.1: The Government, together with partners, promotes the achievement of Sustainable Development Goals (SDGs) in the region, and leads in promoting and implementing United Nations principles, standards and Conventions.	Improve scientific knowledge and promote policies for the sustainable management of water resources and transboundary aquifer systems.

ANNEX C- UNESCO's action in and contributions to UNDAFs/PFDs

UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan 2018-2021

UN Development Assistance Framework (UNDAF) for the Kyrgyz Republic 2018-2022

PRIORITY I. SUSTAINABLE AND INCLUSIVE ECONOMIC GROWTH, INDUSTRIAL, RURAL AND AGRICULTURAL DEVELOPMENT, FOOD SECURITY AND NUTRITION	UNESCO CONTRIBUTION
By 2022, inclusive and sustainable economic growth is increased through agricultural, industrial and rural development, decent work, improved livelihoods, food security and nutrition.	Capacity development on specialized knowledge to protect, promote and transmit heritage and foster creativity and the diversity of cultural expressions.

PRIORITY II. GOOD GOVERNANCE, RULE OF LAW, HUMAN RIGHTS AND GENDER EQUALITY	UNESCO CONTRIBUTION
By 2022, institutions at all levels are more accountable and inclusive ensuring justice, human rights, gender equality and sustainable peace for all.	Promotion of a comprehensive policy environment for inclusive youth development and participation. Community Media Organizations recognized in the national policies for the following topic areas: Legal recognition, Legal definition, Access to spectrum/ frequency, Licensing regulations, Private/commercial sources of funding, Public sources of funding, Community media during digital transitions.

PRIORITY III. ENVIRONMENT, CLIMATE CHANGE, AND DISASTER RISK MANAGEMENT	UNESCO CONTRIBUTION
By 2022, communities are more resilient to climate and disaster risks and are engaged in sustainable and inclusive natural resource management and risk-informed development.	Strengthening science-policy interface for disaster risk reduction (DRR) and scientific advice related to geohazards mitigation and climate change adaptation. Building capacities of national entities to conserve biodiversity and manage geological natural resources and support local sustainable development through UNESCO Man and a Biosphere (MAB) and the International Geosciences and Geoparks Programme (IGGP). Enhancing response to local and national water management challenges through enhanced water education, scientific research and awareness raising.

PRIORITY IV. SOCIAL PROTECTION, HEALTH AND EDUCATION	UNESCO CONTRIBUTION
By 2022, social protection, health and education systems are more effective and inclusive, and provide quality services.	Improve access and quality of primary and secondary education: Strengthen decision-making and budgeting through capacity development to operationalize a national Education Management Information System (EMIS) to provide useful and timely information on service coverage and bottlenecks. Introduce education for sustainable development and support integration of peace, tolerance, and global citizenship education into the formal and non-formal curriculum. Empowerment of young people: Promote youth leadership and empowerment through formal and non-formal education, which will lead to involvement of young people as agents for change in their communities. Ensure young victims of human trafficking have systemized access to vocational education and training to prevent re-victimization. Enhance non-formal education to support young people in difficult life circumstances to connect to education and employment opportunities.

ANNEX C- UNESCO's action in and contributions to UNDAFs/PFDs

UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan 2018-2021

UN Development Assistance Framework (UNDAF) for Tajikistan 2016-2020

PRIORITY AREA 1. DEMOCRATIC GOVERNANCE, RULE OF LAW AND HUMAN RIGHTS	UNESCO CONTRIBUTION
People in Tajikistan have their rights protected and benefit from improved access to justice and quality services delivered by accountable, transparent, and gender responsive legislative, executive and judicial institutions at all levels.	Promotion of a comprehensive policy environment for inclusive youth development and participation. Promoting norms and policies related to freedom of expression, including quality reporting and the right to access information. Enhancing media contribution to the promotion of diversity, gender equality and youth empowerment in and through media; empower communities through media and information literacy programmes and effective media response to emergency and disaster. Promotion universal access to information and knowledge through open and inclusive solutions and innovative use of ICTs for sustainable development.
PRIORITY AREA 2. SUSTAINABLE AND EQUITABLE ECONOMIC DEVELOPMENT	**UNESCO CONTRIBUTION**
People in Tajikistan benefit from equitable and sustainable economic growth through decent and productive employment; stable energy supply; improved access to specialized knowledge and innovation and a more favorable business environment, especially for entrepreneurs and farmers.	Capacity development on specialized knowledge to protect, promote and transmit heritage and foster creativity and the diversity of cultural expressions.
PRIORITY AREA 3. HEALTH, EDUCATION AND SOCIAL PROTECTION	**UNESCO CONTRIBUTION**
People in Tajikistan benefit from quality, equitable and inclusive health, education and social protection systems.	Mainstreaming competency-based learning by mainstreaming education for sustainable development and global citizenship, prevention of violence and conflict and healthy lifestyles in teacher education, curriculum, courses, materials, and capacity development. Technical support on SDG4 monitoring, preparing the education sector analysis, and the education sector plan. Conducting policy dialogue and capacity development in specific education policy areas, including lifelong learning, higher education, education for sustainable development, and ICT in education.
PRIORITY AREA 6. RESILIENCE AND ENVIRONMENTAL SUSTAINABILITY	**UNESCO CONTRIBUTION**
People in Tajikistan are more resilient to natural and man-made disasters and benefit from improved policy and operational frameworks for environmental protection and management of natural resources.	Strengthening science-policy interface for disaster risk reduction and scientific advice related to geohazards mitigation and climate change adaptation. Building capacities of national entities to conserve biodiversity and manage natural resources, and support local sustainable development through UNESCO's Man and the Biosphere programme (MAB) and the International Geosciences and Geoparks Programme (IGGP). Enhancing responses to local and national water management challenges through enhanced water education, scientific research and awareness raising.

ANNEX C- UNESCO's action in and contributions to UNDAFs/PFDs

UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan 2018-2021

UN Development Assistance Framework for the Republic of Uzbekistan 2016 –2020

THEMATIC AREA 1: INCLUSIVE ECONOMIC DEVELOPMENT WITH A FOCUS ON EMPLOYMENT AND SOCIAL PROTECTION, OUTCOME 1	UNESCO CONTRIBUTION
By 2020, equitable and sustainable economic growth through productive employment, improvement of environment for business, entrepreneurship and innovations expanded for all.	Strengthen development of sustainable tourism in Uzbekistan, including in Karakalpakstan through building capacity in tourism and the crafts industries, promoting and awareness-raising about diversity of countries' cultural and natural heritage.
THEMATIC AREA 2: HEALTH AND EDUCATION TO FULLY REALIZE HUMAN POTENTIAL, OUTCOME 5	**UNESCO CONTRIBUTION**
By 2020, continuous quality education and lifelong learning for all are improved.	Supporting Government in enhancing teacher policies based on ILO/UNESCO recommendations. Preparing education sector plan for the next five years and enhancing capacities for its implementation. Promoting use of ICTs in education administration, teaching and learning by making use of past experience on OpenEMIS, OERs and ICT competency framework for teachers. Promoting gender equality in education by focusing on teacher preparation, school leadership, and teaching and learning resources.
THEMATIC AREA 3: ENVIRONMENTAL PROTECTION TO ENSURE SUSTAINABLE DEVELOPMENT, OUTCOME 6	**UNESCO CONTRIBUTION**
By 2020, rural population benefit from sustainable management of natural resources and resilience to disasters and climate change.	Strengthening science-policy interface for disaster risk reduction and provide scientific advice on geohazards mitigation and climate change adaptation. Building capacities of national entities to conserve biodiversity and manage natural resources through UNESCO's Man and the Biosphere programme (MAB) and the International Geosciences and Geoparks Programme (IGGP). Enhancing responses to local and national water management challenges through enhanced water education, scientific research and awareness raising. Development of national capacities to protect, promote, and transmit tangible and intangible heritage and strengthening the development of creative industries.
THEMATIC AREA 4: EFFECTIVE GOVERNANCE TO ENHANCE PUBLIC SERVICE DELIVERY AND THE PROTECTION OF RIGHTS, OUTCOME 7:	**UNESCO CONTRIBUTION**
By 2020, the quality of public administration is improved for equitable access to quality public services for all.	Promotion of a comprehensive policy environment for inclusive youth development and participation. Develop in-service and pre-service journalists and media workers' capacities. Improve quality of reporting in selected areas, including those concerning women, youth, children and disabled persons – at national and sub-national levels.

ANNEX D- World Heritage Sites and Intangible Cultural Heritage Elements

UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan 2018-2021

KAZAKHSTAN	KYRGYZ REPUBLIC	TAJIKISTAN	UZBEKISTAN
PROPERTIES INSCRIBED ON THE WORLD HERITAGE LIST			
» Mausoleum of Khoja Ahmed Yasawi (2003) » Petroglyphs within the Archeological landscape of Tamgaly (2004) » Silk Roads: the Routes Network of Chang'an-Tianshan Corridor (China, Kazakhstan, Kyrgyzstan 2014) » Saryarka – Steppe and Lakes of Northern Kazakhstan (2008) » Western Tien-Shan (2016)	» Sulaiman-Too Sacred Mountain (2009) » Silk Roads: the Routes Network of Chang'an-Tianshan Corridor (China, Kazakhstan, Kyrgyzstan 2014) » Western Tien-Shan, 2016	» Proto-urban Site of Sarazm (2010) » Tajik National Park (Mountains of the Pamirs) (2013)	» Itchan Kala (1990) » Historic Centre of Bukhara (1993) » Samarkand – Crossroad of Cultures (2001) » Western Tien-Shan (2016)
PROPERTIES INSCRIBED ON THE LIST OF WORLD HERITAGE IN DANGER			
			» Historic Centre of Shakhrisyabz (2000)
ELEMENTS INSCRIBED ON THE REPRESENTATIVE LIST OF THE INTANGIBLE CULTURAL HERITAGE OF HUMANITY AND THE LIST OF INTANGIBLE CULTURAL HERITAGE IN NEED OF URGENT SAFEGUARDING			
» Traditional knowledge and skills in making Kyrgyz and Kazakh yurts (2014) » Kazakh traditional art of Dombra Kuy (2014) » Aitysh/Aitys, art of improvisation (2015) » Novruz, Nowrouz, Nowrouz, Nawrouz, Nauryz, Nooruz, Nowruz, Navruz, Nevruz, Nowruz, Navruz (2016) » Kuresi in Kazakhstan (2016) » Flatbread making and sharing culture: Lavash, Katyrma, Jupka, Yufka (2016) » Falconry, a living human heritage (2016) » Kazakh traditional Assyk games (2017) » Dede Qorqud/Korkyt Ata/Dede Korkut, epic culture, folk tales and music (2018) » Traditional spring festive rites of the Kazakh horse breeders (2018)	» Art of Akyns, Kyrgyz epic tellers (2008) » Kyrgyz epic trilogy: Manas, Semetey, Seytek (2013) » Traditional knowledge and skills in making Kyrgyz and Kazakh yurts (Turkic nomadic dwellings) (2014) » Aitysh/Aitys, art of improvisation (2015) » Novruz, Nowrouz, Nowrouz, Nawrouz, Nauryz, Nooruz, Nowruz, Navruz, Nevruz, Nowruz, Navruz (2016) » Flatbread making and sharing culture: Lavash, Katyrma, Jupka, Yufka (2016) » Kok boru, traditional horse game (2017)	» Shashmaqom music (2008) » Oshi Palav, a traditional meal and its social and cultural contexts in Tajikistan (2016) » Novruz, Nowrouz, Nowrouz, Nawrouz, Nauryz, Nooruz, Nowruz, Navruz, Nevruz, Nowruz, Navruz (2016) » Chakan, embroidery art in the Republic of Tajikistan (2018)	» Shashmaqom music (2008) » Cultural space of Boysun District (2008) » Katta Ashula (2009) » Askiya, the art of wit (2014) » Palov culture and tradition (2016) » Novruz, Nowrouz, Nowrouz, Nawrouz, Nauryz, Nooruz, Nowruz, Navruz, Nevruz, Nowruz, Navruz (2016)
ELEMENTS INSCRIBED ON THE LIST OF INTANGIBLE CULTURAL HERITAGE IN NEED OF URGENT SAFEGUARDING			
	» Ala-kiyiz and Shyrdak, art of Kyrgyz traditional felt carpets (2012)		
ITEMS INSCRIBED ON THE REGISTER OF GOOD SAFEGUARDING PRACTICES			
			» Margilan Crafts Development Centre, safeguarding of the atlas and adras making traditional technologies (2017)
ITEMS INSCRIBED ON THE MEMORY OF THE WORLD REGISTER			
» Collection of Manuscripts of Khoja Ahmed Yasawi (2003) » Audiovisual documents of the International and anti-nuclear movement "Nevada-Semipalatinsk" (2005) » Aral Sea Archival Founds (2011)		» The manuscript of Ubayd Zakoni's "Kulliyat" and Hafez Sherozi's "Gazalliyt" (14th century) (2003)	» The Collection of the Al-Biruni Institute of Oriental Studies (1997) » Holy Koran Mushaf of Othman (1997) » Archives of the Chancellery of Khiva Khans (2017)

ANNEX E- UNESCO CONVENTIONS

UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan 2018-2021

The Governments of Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan have ratified the following UNESCO conventions

UNESCO CONVENTION	Kazakhstan	Kyrgyz Republic	Tajikistan	Uzbekistan
Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A to E and Protocol annexed. Florence, 17 June 1950.	x	x		
Universal Copyright Convention, with Appendix Declaration relating to Article XVII and Resolution concerning Article XI. Geneva, 6 September 1952	x		x	
Convention for the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention. The Hague, 14 May 1954.	x	x	x	x
Protocol to the Convention for the Protection of Cultural Property in the Event of Armed Conflict. The Hague, 14 May 1954	x		x	
Convention concerning the Exchange of Official Publications and Government Documents between States. Paris, 3 December 1958			x	
Convention against Discrimination in Education. Paris, 14 December 1960	x	x	x	x
International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations. Rome, 26 October 1961	x	x		
Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Paris, 14 November 1970.	x	x	x	x
Convention for the Protection of Producers of Phonograms against Unauthorized Duplication of their Phonograms. Geneva, 29 October 1971	x	x	x	
Convention on Wetlands of International Importance especially as Waterfowl Habitat. Ramsar, 2 February 1971	x	x	x	x
Convention concerning the Protection of the World Cultural and Natural Heritage. Paris, 16 November 1972.	x	x	x	x
Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region. Paris, 21 December 1979	x		x	
Regional Convention on the Recognition of Studies, Diplomas, and Degrees in Higher Education in Asia and the Pacific. Bangkok, 16 December 1983	x		x	
Convention on Technical and Vocational Education. Paris, 10 November 1989.		x		x
Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Lisbon, 11 April 1997	x	x	x	
Second Protocol to the Hague Convention of 1954 for the Protection of Cultural Property in the Event of Armed Conflict. The Hague, 26 March 1999			x	
Convention for the Safeguarding of the Intangible Cultural Heritage. Paris, 17 October 2003.	x	x	x	x
Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Paris, 20 October 2005.				
International Convention against Doping in Sport. Paris, 19 October 2005	x	x	x	x

ANNEX F- UNESCO TEAMS AT ALMATY AND TASHKENT OFFICES

UNESCO Sub-regional strategy for Kazakhstan, the Kyrgyz Republic, Tajikistan, and Uzbekistan 2018-2021



UNESCO OFFICE IN ALMATY, KAZAKHSTAN



UNESCO OFFICE IN TASHKENT, UZBEKISTAN

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