



United Nations
Educational, Scientific and
Cultural Organization

New Year's Letter

UNESCO Cluster Office in Almaty

2006 - 2007

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Dear Partners,

Greetings from the UNESCO Cluster Office in Almaty!

With this short overview of UNESCO's activities in 2006-7, we would like to thank you all for your wonderful co-operation during the past two years and wish you a peaceful and prosperous New Year 2008.

Our work over the past two years has focused on a few strategic areas in our five sectors of competence:

The *Education* unit has continued working to ensure that Education for All (EFA) is anchored as an integral part of the development agenda for governments in our member countries.

Our *Natural Sciences* programme focused on facilitating networking among scientists and policy-makers; on improved research in the field of environment, notably water sciences; and on increased awareness of new and renewable sources of energy.

In the *Social and Human Sciences*, we have focused efforts in three main areas: international migration, human rights and ethics of science and technology.

The Almaty Office *Culture* programme has covered broad ground in promoting cultural diversity through safe-guarding of both tangible and intangible heritage, enhancing cultural industries and expressions and the dialogue of cultures.

The focus of the *Communication and Information* unit has been promoting the free flow of and universal access to information, bearing in mind its crucial importance for sustainable development.

Many of our actions have benefited from the interdisciplinary competences of the office; for example, HIV and AIDS prevention education has taken a step beyond formal education to include training for media practitioners in reporting HIV and AIDS issues in a well-informed and non-biased manner.

The past two years have also been marked by heightened coordination and cooperation among the United Nations agencies, following the worldwide efforts to improve the coherence of development efforts at the country level. The Almaty Office has participated in the work of *United Nations Country Teams* in all countries of the cluster - including Kyrgyzstan and Tajikistan where UNESCO is not resident.

Bearing in mind that none of our work would be possible without the active and effective support of our partners, we would like to express our sincere thanks to our Government partners, their National Commissions for UNESCO, our UN partners as well as our partners from the NGOs and civil society.

Last but not least, we are very grateful to our donors. Thank you for your contribution towards the implementation of UNESCO's valuable ideals.

Yours Sincerely,

Tarja Virtanen

Head and Representative

UNESCO Cluster Office in Almaty

Strengthening Education for All Coordination and Planning

In 2006-7, the UNESCO Cluster Office in Almaty continued working to ensure that Education for All (EFA) is anchored as an integral part of the development agenda of governments in its member countries. Its work was also guided by the on-going UN decades, notably the United Nations Literacy Decade (2003-2012), the UN Decade on Education for Sustainable Development (2005-2014), and the International Decade for the Culture of Peace and Non-Violence for the Children of the World (2001-2010); as well as by the Millennium Development Goals.

Please see the relevant publications in Annex II, pg 13.

Governments Agree to Accelerate Work on Education For All



Sixth Central Asian Education Forum

As a “score-keeper” for EFA, UNESCO supported policy-relevant monitoring through the EFA Mid-Decade Assessment (MDA). The aim of the MDA was to take stock on the progress towards the six EFA goals, and of the remaining challenges.

After initial training in data collection and analysis in February 2007, the national MDA Task Forces started their work to complete their assessment reports by the end of 2007.

In June 2007, the Sixth Vice-Ministerial Central Asian Education Forum approved a resolution to accelerate progress towards the EFA goals; the Forum stressed how important it is to integrate

the results of the EFA MDA into national education policies and development strategies.

The Forum resolution also stressed the need to make the work of the Forum itself more efficient in terms of technical capacity building and regional partnerships.

The MDA and the sub-regional education forum are collaborative ventures between the Ministries of Education of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan; as well as UNESCO and UNICEF.

Below and on the next page are examples of UNESCO’s operational activities related to selected EFA goals.

EFA Goal 1: Expanding Early Childhood Care and Education (ECCE)

“Expanding and improving early childhood care and education, especially for the most vulnerable and disadvantaged” has been set as the first of six goals in the Dakar Framework of Action on EFA.

In May 2007, the Ministry of Education of Kazakhstan and National Centre for Pre-school Education, supported by UNESCO and UNICEF, hosted an international conference for three hundred preschool specialists and experts from all over Kazakhstan, Kyrgyzstan, and Tajikistan. The conference exchanged views on best methods for successful ECCE at the national level.

Special training on ECCE standards development and implementation was conducted with UNICEF for policy makers

and education professionals.

Early childhood is the foundation on which children build their lives. But it is not just preparation for adolescence and adulthood; it is important in and of itself. Therefore EFA Goal 1 is given special importance in Kazakhstan, Kyrgyzstan and Tajikistan.

EFA Goal 3: Promoting Life-Skills and Life-Long Learning

To promote life-skills and life-long learning opportunities in a rapidly changing world, UNESCO has helped seven communities in Kazakhstan and five communities in Kyrgyzstan start Community Learning Centers (CLCs).

The CLCs in Kazakhstan organize training in computer skills, sewing, hair-dressing, tourism, sports and other vocational skills. The Kyrgyz CLCs help community members to improve their skills and knowledge in agriculture. The centres also conduct training courses in problem-solving, decision-making and effective communication.

The Kazakhstani Association "Education for All" and the Kyrgyz NGO "Forum for Educational Initiatives" served as national coordinators for the CLC networks.

Training was provided to the CLCs, their governmental and non-governmental partners to build partnerships and networks to support community development, and to mainstream gender into non-formal education. The training workshops took place in Almaty in July 2007, and in Bishkek in November 2007.

The 1990 Jomtien Declaration (on Education For All) defined life-skills as "essential learning tools and basic learning content required by human beings to be able to survive, to develop their full capacities... to improve the quality of their lives..." A decade later, the 2000 Dakar Declaration defined "life-skills approach" to include the acquisition of knowledge, values, attitudes and skills through Four Pillars of Learning: learning to know, learning to do, learning to live together, and learning to be.

HIV Preventive Activities

HIV prevention education is a specific aspect of life-skills education.

UNESCO's efforts to respond to HIV and AIDS have benefited from interdisciplinary cooperation, notably between the education and communication (media development) sectors.

In Kyrgyzstan and Tajikistan national Working Groups of the Ministries of Education adapted and published in Tajik / Kyrgyz and in Russian an advocacy toolkit on "HIV/AIDS and Education" for education planners. The Ministry of Education of Kazakhstan adapted the manual on "HIV prevention" for Teacher Training Colleges and ran a series of trainings on how to apply the manual in training. A series of training workshops – in Astana, Shymkent, Uralsk, (Kazakhstan), Bishkek (Kyrgyzstan) and Dushanbe (Tajikistan)

- were conducted also for education planners, heads of education departments, teacher training institutes, and for teachers, to improve the means and tools for HIV preventive education for young people.

A team of Kazakhstani, Kyrgyz and Tajik media trainers were trained in well-informed reporting on HIV and AIDS related issues. Since then, these trainers have trained a number of their peers in reporting HIV and AIDS in an accurate, balanced and non-biased manner.

On behalf of the UNAIDS sponsoring agencies, UNESCO coordinated the Jonathan Mann Awards, presented annually to organizations or individuals in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan who have responded constructively to the HIV epidemic.



Teacher Training in Shymkent, Southern Kazakhstan, 2006

EFA Goal 5: Achieving Gender Parity and Equality

Gender mainstreaming was a cross-cutting theme in all UNESCO's Education for All work, including attention to issues such as gender-responsiveness in the curriculum, gender parity for teaching staff and management, the need to integrate gender training into regular teacher training, etc.

Under EFA Goal 5, the international community has committed to "eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality".

“The concept of quality education has been introduced through EFA and the Millennium Development Goals to country specific goals and international development targets. Providing any education regardless of quality, is not the goal. A myth exists that access must come before quality; however both must occur simultaneously.” (EFA : Reaching the Unreached. Meeting report. UNESCO 2006.)

EFA Goal 6: Enhancing Educational Quality

As a cross-cutting theme, UNESCO Cluster Office in Almaty supported a rights-based approach to all education. Its action was also based on the premise that quality education upholds and conveys the ideals of sustainable world – a world that is just, equitable, and peaceful, in which individuals care for the environment to contribute to intergenerational equity.

Regarding the particular aspects of *Education for Sustainable Development*

(ESD), UNESCO, in July 2007, conducted a sub-regional workshop on ESD with the Kazakhstan In-service Teacher Training Institute. The aim was to identify innovative approaches to ESD and environmental education. A book containing good teacher training practices was published as result. The more than 70 participants came from in-service teacher training institutes, ASP schools, and the Ministries of Education of Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan.

Science, Environment and Sustainable Development

In 2006-7, UNESCO’s natural science programme of the Cluster Office in Almaty focused on strengthening capacities through establishing networks for scientists and policy-makers; improved research in the field of environment, notably water sciences; and increased awareness of new and renewable sources of energy. Some key are activities described below.

Please see the relevant publications in Annex II, pg 13.

Assessment of Snow-glacier and Water Resources of Central Asia

On 28-30 November 2006, UNESCO organized in Almaty an international workshop on “Assessment of Snow, Glacier and Water Resources in Asia”, involving 60 scientists and policy-makers from Asia, Europe and North America.

The workshop aimed to enhance systematic observation of climate change on national, sub-regional, and regional levels; and to improve planning for climate-driven changes in water resources. The participating experts called for a review of research on the hydrological impact of glaciers, snow and permafrost and the associated socio-economic systems of the region.

They also called for creation of a regional center for glacier research in Central Asia, an initiative that has been supported by the government of Kazakhstan.

One of the anticipated outcomes of global warming is the reduction of snow, glaciation and permafrost in the mountains. Changes in snow cover and glaciers in the world’s largest and highest mountain system have potentially an impact on nearly half the world’s population. Glacier and water resources assessment makes it easier to detect climate change and plan for climate extremes.

Trans-boundary Ground Waters Important in the Region

Together with the United Nations Economic Commission for Europe (UNECE) and the Organization for Security and Co-operation in Europe (OSCE), UNESCO

organized a **Workshop on Trans-boundary Ground Waters in the Caucasus and Central Asia** on 31 May-1 June 2007 in Almaty, Kazakhstan.

The workshop contributed to scientific networking and sharing of information and experiences on trans-boundary aquifers. Scientists from the Caucasus and Central Asia reviewed a preliminary assessment of trans-boundary groundwater aquifers provided by experts from Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

Information on each shared aquifer was compared by experts in bordering countries, who then concluded a common assessment.

Renewable Energy

The international ministerial conference on “The strategic role of renewable energy for the sustainable development of Central Asia” was held in May 2006, in Almaty, Kazakhstan. Its purpose was to draw international attention on energy problems facing the rural population in Central Asia. It targeted the use and application of renewable energy as an alternative energy.

The conference was the first international forum on renewable energy hosted in Central Asia. It was an opportunity to define the renewable energy potential in the region, identify national

Science Education and Youth

In 2006-7, a series of training activities were organized to promote science, education and youth interest in sciences:

- National training courses on “Microscience experiments in biology” were held in Almaty in May 2006 and in Bishkek in May 2007, based on training kits developed by UNESCO.
- In May 2007 in Dushanbe, Tajikistan, UNESCO supported specific national sessions to promote youth interest in science.
- A sub-regional seminar, “National and Regional Aspects of Science

and Education development” was held in Bishkek, Kyrgyzstan on 9-10 November 2007 on the occasion of UNESCO World Day of Science; and

Transboundary aquifers are an important component of the global water resource system. Approximately 40 per cent of the world’s population lives in river basins that cross the political boundaries of two or more countries.

and regional priorities, elaborate an action plan and define pilot projects. Conference organizers were the Ministry of Environmental Protection of Kazakhstan, Kazhydromet and UNESCO.

Increased use of renewable energy sources is motivated by important factors such as poverty elimination, climate change, localized pollution, increased energy demand, and eventual fossil-fuel depletion. The Plan of Implementation of the World Summit on Sustainable Development (WSSD) calls for a substantial increase in the global share of energy from renewable sources.

and Education development” was held in Bishkek, Kyrgyzstan on 9-10 November 2007 on the occasion of UNESCO World Day of Science; and

- An international seminar on “Science, technology and innovation indicators: Trends and challenges” was held in Almaty on 27-29 November 2006, involving also the UNESCO Institute for Statistics, UIS, based in Canada. Important issues for participating countries were analyzed, particularly concerning incremental innovation processes and the need to link S&T data and policy to major economic policies.



Participants of the Regional Workshop on “Assessment of Snow-Glacier and Water Resources in Asia”. Almaty, 28-30 November 2006



Introducing the microscience kits.

Social and Human Sciences

The UNESCO Almaty Social and Human Sciences unit works to advance ethical norms for development, improve human security by better management of social change, promoting human rights, peace and democratic principles. In 2006-7 UNESCO Almaty focused its efforts in three main areas: international migration, human rights and ethics of science and technology. *See also the relevant UNESCO publications in the Annex II, p. 13.*

International Migration



Labour Migrants in Almaty
©UNESCO Almaty

UNESCO Almaty contributed to establishing a regional dialogue on labour migration, harmonization of policy and awareness-raising on migrants' rights. UNESCO Almaty partnered with OSCE's ODIHR office to conduct the first countrywide research project, "Kazakhstan as a destination country for labour migrants from Central Asian nations." The project sheds light on the human rights of migrants, working and living conditions; it will provide policy recommendations at the state and regional levels. The report will be available in early 2008.

Institutional capacity on labour migration at the intergovernmental level was

supported through UNESCO participation in the Expert Council for Labour Migration in Central Asia and the Russian Federation, a body focusing on the development of coordinated regional migration policy, including draft model legislation regulating migration. The group was launched under the auspices of the parliament of the Kyrgyz Republic, the Eurasia Foundation Central Asia and the Soros Foundation, Kyrgyzstan. Starting in 2008 the group will operate under the guidance of the Eurasian Economic Community. Funds for this activity were provided in part by the Kyrgyz-Swiss Funds-in-Trust to promote democracy in multi-ethnic states.

Human Rights

In December 2007, UNESCO celebrated the 60th anniversary of signing the Universal Declaration of Human Rights by partnering with UNDP the UN Department of Public Information, the Government of Kazakhstan and other partners on a workshop, "Human Rights Policy Dialogue: Access to Information in Central Asia." The workshop featured

Dr. Toby Mendel, an internationally renowned expert on freedom of information issues. Participants from the governments and civil society of Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan discussed the importance of access to information to the realization of human rights, reduction of poverty and to human development.

Ethics



Sub-regional Workshop on Ethics
in Health Research,
Almaty Kazakhstan, May 2007

UNESCO launched its activities in the area of ethics education and bioethics in Central Asia in 2006. During the biennium, UNESCO supported two international seminars on ethics in health research; these resulted in the creation the first working group for bioethics in Central Asia. By the end of the biennium and with UNESCO's support, a National Bioethics Committee for Tajiki-

stan was established through that country's Academy of Sciences. A regional workshop, "Women's Role in Ethical Development of Science and Technology" was held in Dushanbe. In Kyrgyzstan, a Center for Bioethics and Law received official accreditation within the Law Faculty at the Kyrgyz-Slavic University in Bishkek.

Promoting and Safeguarding Cultural Diversity

In 2006-7, the Culture Programme of the Almaty Cluster Office covered wide ground in promoting cultural diversity in Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan, through safeguarding heritage in all its forms, enhancing cultural expression and the dialogue of cultures. *Please see the relevant publications in Annex II, pg 13.*

Protecting and Safeguarding Cultural Heritage of Silk Roads

In 2006-07 work to protect and safeguard the Central Asian Silk Roads heritage continued, through *the Preservation of the Buddhist Monastery of Ajina Tepa, Tajikistan; and the Preservation of Silk Roads Sites in the Upper Chuy Valley in Kyrgyzstan: Navikat (Krasnaya Rechka), Suyab (Ak Beshim) and Bala-sagyn (Burana)*. Both were funded by the Japanese Government.

In Kazakhstan, heritage projects on the *Management, Conservation and Preservation of the Tamgaly Petroglyph Site*

(funded by Norway), and the Preservation and Restoration of the Ancient City of Otrar Tobe (funded by Japan) were completed in 2007.

All projects had a significant local training component in conservation and heritage management.

UNESCO also supported the preparation for the future nomination of Silk Roads sites on the UNESCO World Heritage List by providing technical assistance, coordination and policy advice to partner countries.



Ajina Tepa, Tajikistan.
©E. Fodde/Unesco

Safeguarding Intangible Cultural Heritage

In Kyrgyzstan and Tajikistan, UNESCO worked also to safeguard and revitalize the transmission of oral traditions. In Tajikistan, specialists were trained and institutions equipped for the documentation, revitalization and transmission of Shashmaqom, an ancient but living form of Central Asian classical music. All activities involved students and senior specialists to ensure the sustainability of results. Promotional activities such as public performances, were organized to

raise awareness on the significance of protecting intangible heritage.

Another living tradition, the art of Akyns, Kyrgyz Epic tellers, received support as a Masterpiece of Oral and Intangible Heritage of Humanity. The art of Akyns combines singing, performance, improvisation and musical composition.

Both projects were funded by the Japanese government.

Safeguarding Natural Heritage

Despite its unique and very rich resources, the natural heritage of Central Asia is under-represented on the World Heritage List. Over the past years, a number of sites have been considered for World Heritage nomination, for example Saryarka – Steppes and Lakes of Northern Kazakhstan.

UNESCO is now also supporting preparation of the nomination of West Tien-Shan as a transboundary natural heritage site involving Kazakhstan, Kyrgyzstan, and Uzbekistan.



The West Tien-Shan

Invigorating Cultural Industries and Artistic Expression

UNESCO also has been active in supporting cultural industries and artistic expressions, encouraging the development of traditional crafts through promotional and capacity-building projects implemented in partnership with civil society.

The activities ultimately are aimed at preserving traditional cultural expression while contributing towards poverty reduction among vulnerable populations. They focus on improving the quality of the craft production, encouraging the use of traditional techniques and materi-

als and promoting innovation to increase the competitiveness of the Central Asian craft market. Annual regional craft fairs are a further catalyst for the craft programme, exposing Central Asian craft workers to the broader national, regional and global craft markets.

A UNESCO Seal of Excellence was granted to 65 handicraft products in 2006-7. These prize-winning submissions are now on permanent exhibition at the Central Asian Crafts Support Association, CACSA exhibition room in Bishkek.

Support to Eco-tourism



Traditional yurt, Kazakhstan.
© UNESCO

Tourism is growing rapidly in Central Asia. Taking into account its potential socio-economic benefits as well as the multiple challenges it can generate, the UNESCO Almaty Office provided assistance to the development of sustainable cultural and ecotourism in Kazakhstan, Kyrgyzstan and Tajikistan.

The projects developed high-quality and competitive tourism services through training tourism professionals and the development of community-based

home-stay accommodation and the sales of high-quality crafts.

Vulnerable populations, such as youth and women, were the primary beneficiary targets in this initiative. Through increasing the income of rural households, these activities contribute to reducing rural-urban migration. Cultural and ecotourism provide important educational opportunities to raise awareness on the need to protect resources offered by cultural and natural heritage; as such, every effort is made in the project activities to advocate for the protection of cultural diversity and biodiversity.

Revitalizing Museums



Museum training, Kyrgyzstan.
Kupina/UNESCO

Museums play an essential role in providing educational opportunities to understand past and current social transformations. They also can positively impact tourism development. With this in mind, the UNESCO Almaty Office assists key museums that host ethnographic collections in Kyrgyzstan and Tajikistan. UNESCO

organizes training on collection management and provides modern museum equipment and materials to increase the skills of museum professionals for the long-term conservation of cultural objects.

Setting Standards

In parallel with its activities in the area of culture, UNESCO continued its standard-setting efforts, encouraging the ratification and implementation of key cultural conventions and declarations, linking this solid normative foundation to operational projects. During 2006-7, the Convention for the Safeguarding of In-

tangible Cultural Heritage was ratified by Kyrgyzstan and Uzbekistan, and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions was ratified by Tajikistan.

See also Annex II, p.13.

Promoting Intercultural Dialogue

In September 2006 UNESCO Director-General, Mr Koichiro Matsuura participated as guest of honor in the *Second Congress of World Religious Leaders* in Astana. The Congress, hosted by President Nursultan Nazerbaev, emphasized how dialogue among different faiths is necessary – and can be successful.

The context of the Director-General's 2006 visit to Kazakhstan reflects the significance of cultural pluralism and intercultural dialogue, including spiritual and religious expression.

UNESCO's 2006-07 Culture programme in Central Asia was partly dedicated to enhancing and diffusing good practices conducive to respect for cultural, ethnic and religious pluralism, in line with the recommendations of the United Nations Global Agenda for Dialogue among Civilizations.



The Director-General of UNESCO, Mr Koichiro Matsuura

The productive economic potential of culture is tremendous, and its position in the global economy is strengthening.

By providing income-generating and employment opportunities, culture is a strategic outlet for sustainable socio-economic development; moreover, it possesses intrinsic value as a source of identity and social cohesion.

The adoption by the UN General Assembly of the Millennium Summit Outcome Document in November 2005 gave recognition to the positive role culture can play in fostering dialogue, peace and cohesion.

Taking into account this vital role, the importance of cultural diversity was explicitly acknowledged in paragraph 14 of this key document:

“Acknowledging the diversity of the world, we recognize that all cultures and civilizations contribute to the enrichment of humankind. We acknowledge the importance of respect and understanding for religious and cultural diversity throughout the world. In order to promote international peace and security, we commit ourselves to advancing human welfare, freedom and progress everywhere, as well as to encouraging tolerance, respect, dialogue and cooperation among different cultures, civilizations and peoples.”

The above projects illustrate the UNESCO Almaty Office's efforts in the field of culture. For a complete list of projects implemented in the field of culture, please refer to **Annex I A**. For a complete list of UNESCO Conventions, please refer to **Annex I B**.

Promoting Access to Information and Knowledge

In 2006-7, UNESCO's Communication and Information programme focused on empowering people through access to information and knowledge, promoting communication development and ICTs for education.

Promoting Freedom of Expression and Universal Access

In 2006-7, UNESCO continued to mark 3 May as World Press Freedom Day. The main theme of the celebration in 2006 was the link between media and poverty eradication, aimed to develop entry points for press-freedom-focused approaches to poverty eradication. In 2007, the entire UN country team in Kazakhstan celebrated World Press Freedom Day under theme 'communication for development'. Celebrations were organized in Kyrgyzstan and Tajikistan – among others - by the UN and media NGOs.

UNESCO also pursued efforts to encourage professional self-regulation, independent journalism and high ethical standards to provide the general public with fair, accurate and non-partisan information.

Key activities included sub-regional training projects for strengthening Central Asian freedom of expression networks and enhancing the legal rights of the media. Both projects were sponsored by UNESCO's International Programme for the Development of Communication (IPDC) and implemented by the NGO, Adil Soz.

Fostering Community Access and Diversity of Content

Focus in this field was on training of trainers and networking. Priority was given to access to information and quality content on major development and societal issues.

Training was provided to media trainers, among others, for HIV and AIDS-related reporting. Workshops included participants from Kazakhstan, Kyrgyzstan and Tajikistan. Trainers have continued training their peers in reporting HIV and AIDS issues in well-informed and non-biased manner.

Supported by UNESCO's IPDC, the Central Asian Network of Environmental Journalists created resource materials on environmental information

for media practitioners, journalists and educators that are available online.

The development of "infostructures" including digital libraries and community information service providers formed another focus of UNESCO's action to address the issue of community access and participation.

Two highlights were the launch of the Kazakhstan Digital Library on Human Rights of the national Human Rights Commission, supported by the National Academic Library, UNDP and UNESCO; and the launch of the first ever community radio in Central Asia "Radiomost" in Talas Kyrgyzstan, supported by UNESCO and IPDC.



Talas, Kyrgyzstan, Community Radio Training

© 2006, Kalibek Djakinbekov, Association of TV and Radio Broadcasters Kyrgyzstan

A new generation of free and open source information processing tools were developed and translated into Russian, such as Greenstone and Museolog.

Translations into Russian were also made on basic training in video and documentary productions.

UNESCO Almaty has produced 'plug and play' platforms on flash servers including: *Museolog* for museum records management; *Digital library collections* in Russian; *Software in Your Pocket* including PocketWord, Anti-virus, and other FOSS; *E-Bilim / E-Knowledge* distance learning for secondary schools.



Fostering Media Development

Many of UNESCO's activities in the field of media development have been made possible by the International Programme for the Development of Communication (IPDC).

Apart from the above-mentioned projects, in 2006-7 IPDC supported a series of training workshops for media managers, directors of sales and advertising departments to improve

the economic viability of small print media outlets in Central Asia. It also supported ICT training for small newspapers in Central Asia; capacity building for young journalists on political reporting in Kyrgyzstan; and training in reporting the implementation of human rights in the daily lives of citizens in Tajikistan.

Advancing the Use of ICTs in Education

In this field, UNESCO's action focused on harnessing the power of ICT for education, including the use of ICT to improve teacher training, especially through distance training. Efforts were made to make high quality open education resources available online.

A key action was the expansion of open and distance education delivery in Kazakhstan, where more than 30 trainers were trained to train 360 teachers in open distance learning

techniques and development of open education resources to improve the quality of education.

"The Development of Free and Open Source Solutions (FOSS) in Central Asia" conference (Dushanbe, October 2007) Asia initiated the formulation of national strategies for the use of FOSS applications.

Annex I A - Main projects implemented in the field of culture in Kazakhstan, Kyrgyzstan and Tajikistan, 2006–2007 (in addition to regular programme activities).

- Preservation and Restoration of the Ancient City of Otrar (Japan FIT)
- Management, Conservation and Presentation of the Tamgaly Petroglyph Site (Norway FIT)
- Preservation of Silk Roads Sites in the Upper Chuy Valley in Kyrgyzstan: Navikat (Krasnaya Rechka), Suyab (Ak Beshim) and Balasagyn (Burana) (Japan FIT)
- Development of Cultural and Eco-tourism in Eastern Pamir (Norway and Andorra FIT)
- Cultural and Eco-tourism in the mountainous areas of Kyrgyzstan (Norway and Andorra FIT)
- Development of Cultural and Eco-tourism in Kazakhstan (Norway and Andorra FIT)
- Safeguarding the Classical Music of Central Asia – Shashmaqom (Japan FIT)
- Safeguarding the Art of Akyns, Kyrgyz Epic Tellers – a UNESCO Masterpiece of Oral and Intangible Heritage of Humanity (Japan FIT)
- Preservation of the Buddhist Monastery of Ajina Tapa, Tajikistan: Heritage of the Ancient Silk Roads (Japan FIT)
- Preservation of the Endangered Ethnographic Assets of Kyrgyz People (UNESCO RP)
- Preservation and Management of Endangered Collections in the Museums of Tajikistan (UNESCO RP)
- World Heritage Serial Nominations: “Central Asian Petroglyph Sites” and “Central Asian Silk Roads” (Norway FIT)
- UNESCO Seal of Excellence for Handicrafts (UNESCO RP)

Annex I B - UNESCO Conventions in the field of Culture ratified by the Almaty Cluster Countries

KAZAKHSTAN

- *Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954)*
- *Convention concerning the Protection of the World Cultural and National Heritage (1972)*

KYRGYZSTAN

- *Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954)*
- *Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970)*
- *Convention concerning the Protection of the World Cultural and National Heritage (1972)*
- *Convention for the Safeguarding of the Intangible Cultural Heritage (2003)*

TAJIKISTAN

- *Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954)*
- *Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970)*
- *Convention concerning the Protection of the World Cultural and National Heritage (1972)*
- *Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)*

UZBEKISTAN

- *Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954)*
- *Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970)*
- *Convention concerning the Protection of the World Cultural and National Heritage (1972)*
- *Convention for the Safeguarding of the Intangible Cultural Heritage (2003)*

Annex II - Publications and Resource Materials 2006 - 2007

Education

- *Literacy for Life, EFA Global Monitoring Report*, UNESCO, France, 2006, available in Russian and English, www.efareport.unesco.org
- *Strong Foundation, EFA Global Monitoring Report*, UNESCO, France, 2007, available in Russian and English, www.efareport.unesco.org
- *Collection of ESD Good Practices from In-Service Teacher Training Institutes*, Almaty, National In-Service Teacher Training Institute, 2007, available in Russian.
- *Central Asian Education Forum Report 2007*, Ministry of Education of the Republic of Kazakhstan, available in Russian and English.
- *Guidelines for the Asia and Pacific Education For All Mid Decade Assessment: Identifying and Reaching the Unreached*, UNESCO, 2006, available in Russian and English, www.unescobkk.org/efamda , www.unesco.kz
- *Kazakhstan National EFA Mid Decade Assessment Report*, 2007, Kazakhstan, Ministry of Education and Science, available in Russian and English, (will be posted on the web site of the Ministry)
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- *Greenstone Digital Library software.* Russian edition
<http://www.greenstone.org>
- *Museolog* – digital cataloguing software ver. 4.7 (includes ObjectID standard).
<http://www.museolog.unesco.kz>

N.B. all resources are available on unesco.kz website or on demand from almaty@unesco.org



United Nations
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The UNESCO Cluster Office in Almaty

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