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UNESCO Beijing Office

Cluster Office to the Democratic People's Republic of Korea, Japan, Mongolia, the People's Republic of China, and the Republic of Korea

UNESCO Beijing Office
Annual Report 2021

ENHANCING RESILIENCE FOR SDGs

Cover Photo: Women embroiderers in Shilin South China Karst World Heritage site.
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Enhancing Resilience for SDGs
UNESCO Beijing Office Annual Report 2021

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The year 2021 marks the 75th anniversary of UNESCO. This year also witnesses the continued fight against many global crises. As we endeavour to end the ongoing pandemic, the decisions we make will reshape human, economic, and environmental wellbeing for future generations. We need more urgent and ambitious actions in our society to end the pandemic, to secure an equitable and green recovery, and to speed up the implementation of the Sustainable Development Goals (SDGs). In this regard, we'd like to highlight some of UNESCO Beijing's programmes and initiatives around SDGs for enhancing the resilience of cluster countries in the face of current global challenges with targeted actions on Education, Culture, Natural Sciences, Social and Human Sciences, Communication and Information.

The extended 44th session of the World Heritage Committee (44COM) took place in July 2021 in Fuzhou, Fujian Province, and online. After a one-year hiatus due to the COVID-19 pandemic worldwide, the successful organization of this important meeting testified China's resilience and commitment to the World Heritage Convention and international cooperation.

During the 44COM, UNESCO Beijing Office co-organized a side event with the Ministry of Education on "World Heritage Education Towards a Sustainable Future", and also participated in another side event on "From Fuzhou to Kazan - The Echo of 'World Heritage Leadership'", which served to promote World Heritage conservation and management through partnership between two hosting cities. Both themes: quality education and partnership, are where our mandate lies.

We also organized the 2021 Nanjing Peace Forum in October in collaboration with the Chinese National Commission for UNESCO, the Information Office of Jiangsu Provincial Government, and the Nanjing Municipal Government. Under the overarching theme "Living in Harmony with Nature for Peace", experts around the globe addressed important issues like Natural Environment and Human Destiny, Environmental Challenges, Youth Action, Sustainable Green Production and Consumption, Positive Peace and Sustainable Development, etc. The 2021 Nanjing Peace Consensus was adopted as an outcome.

As guided by the Education 2030 Framework for Action (FFA), UNESCO Beijing had been working in the 5 cluster countries in the localization of SDG 4 at country level and had provided leadership in education, and responded to contemporary sub-regional educational challenges. In the Culture sector, our focus in 2021 was on ResiliArt Movement,



capacity-building and awareness-raising of UNESCO's Key Culture Conventions, and World Heritage for Sustainable Development particularly in China, aiming to strengthen the resilience of cultural heritage, the cultural and creative sector and also the whole society.

In 2021, the partnership in the Science sector was enhanced by contributing to the 15th Conference of Parties (COP15), and hosting the East Asian Biosphere Reserves Network (EABRN) Webinars. We also continued to foster Media and Information Literacy (MIL) and media development, peace education, bioethics and ethics of science and technology in the cluster. Promoting disability equality and inclusion in China and beyond was another priority for us as the secretariat of the UN Theme Group on Disability in China.

Meanwhile, we have been consistently supporting the UN Reform and the UN Sustainable Development Cooperation Framework (UNSDCF) formulation and implementation process, to better assist cluster countries' development priorities and contribute to global SDGs attainment. For this goal, we UNESCO Beijing will place more emphasis on SDG 4, 5, 11, and 17, where UNESCO as a whole has a strategic contribution to make and our unique comparative advantages are recognized.

Thank you to all the partners, experts, cooperating institutions and donors for your commitment, collaboration, and inspiration in implementing the UNESCO mandate for the 2030 Agenda in the cluster countries and regions. Together through solidarity, dialogue and resilience, we will build back better and rise up stronger as we march closer to a sustainable future.

Shahbaz KHAN

Director and UNESCO Representative to the People's Republic of China, The Democratic People's Republic of Korea, Japan, Mongolia and the Republic of Korea



Established in 1984, UNESCO Beijing Office is a regional focal point connecting five Northeast Asian countries: the Democratic People's Republic of Korea (DPRK), Japan, Mongolia, the People's Republic of China and the Republic of Korea (ROK). Altogether, these countries encompass about 1/5 of the world's population, around 25% of global economic output, and over 5,000 years of rich history and culture.

In addition, UNESCO Beijing Office also serves as the Secretariat of the East Asia Biosphere Reserves Network (EABRN) and the Secretariat of the UN Theme Group on Disability in China.

Together with other UNESCO units, the entire United Nations family and other various partners, UNESCO Beijing Office works to find and implement innovative solutions in social, cultural, environmental and economic dimensions, assisting countries to achieve their national development priorities and commitments on the 2030 Agenda for Sustainable Development. As a Cluster Office, UNESCO Beijing is dedicated to UNESCO's universal mandates in all its fields of competence: Education, Culture, Social and Human Sciences, Natural Sciences, and Communication & Information.

In the five countries it serves, UNESCO Beijing Office has helped:

- ◆ Build capacities of key decision-making institutions;
- ◆ Strengthen policies, standards, and practices in UNESCO's areas of work;
- ◆ Promote cooperation between countries within and outside the region;
- ◆ Make a lasting impact on people's lives.



About SDGs

The United Nations **2030 Agenda for Sustainable Development** – adopted by the UN General Assembly in 2015, with its **17 Sustainable Development Goals (SDGs)** at its heart, sets forth a bold new framework for development cooperation over the next 15 years. This

agenda aspires to ensure prosperity and well-being for all women and men, while protecting our planet and strengthening the foundations for peace. The Sustainable Development Goals represent the most universal, ambitious and comprehensive agenda ever seen, to leave no one behind.

The 2030 Agenda gives new impetus to UNESCO's actions at the global, regional and national levels. Meanwhile, UNESCO also actively contributes to the shaping of the 2030 Agenda, drawing on its humanist mandate, and mobilizing all of its partners and stakeholders.



UNESCO Beijing Office's direct contribution to nine SDGs (at the cluster countries level)

While the 17 SDGs are indivisible and interdependent, UNESCO Beijing Office will place emphasis on those where the Organization as a whole has a strategic contribution to make, and in fields where its unique comparative advantages are recognized:

- ◆ SDG 4-quality education,
- ◆ SDG 5-gender equality,
- ◆ SDG 6-clean water and sanitation,
- ◆ SDG 11-sustainable cities and communities,
- ◆ SDG 13-action to combat climate change,
- ◆ SDG 14-life below water,
- ◆ SDG 15-life on land,
- ◆ SDG 16-peace, justice and strong institutions,
- ◆ SDG 17-partnerships for the goals.

For successful implementation of programmes and activities, UNESCO Beijing Office places national ownership and support at the country level as a cornerstone. The chart to the right shows vividly the levels of contribution to the above 9 SDGs that UNESCO Beijing Office has made during 2021, based on the number of relevant events organized in the cluster region.

SDG 17: Strengthen the institutional coherence, multi-stakeholder partnership, South-south Cooperation within and beyond cluster region through robust project implementation, resource mobilization, and cooperation with National Commissions.

SDG 4: Foster quality inclusive education through policy dialogue, capacity development, knowledge sharing, standards setting and catalyst for international cooperation. Other endeavors in media and information literacy (MIL), heritage education, ethics teachers' training, etc are also conducive.

Recognizing the interrelated nature of the SDGs, UNESCO's action will also contribute to a number of other SDGs.

SDG 16: Foster intercultural dialogue, culture of peace and non-violence through global citizenship education, peace education into classrooms, peace forum; support free, independent and pluralistic media; protect cultural and natural heritage.

SDG 15: Support the protection and sustainable use of biodiversity and management of natural resources through UNESCO designated sites, with flagship activities like “bamboo for carbon neutrality” decent employment workshop, “panda ambassador” heritage education.

SDG 14: Promote ocean science through biodiversity conservation in the World Biosphere Reserves through UNESCO MAB Programme and EABRN.

SDG 13: Raise the public awareness of climate change through nature education and campaign, such as EABRN training, youth forum, Nanjing Peace Forum, with audience well beyond the cluster region.

SDG 5: Support girls' and women's education, and their participation in science, the media, and cultural activities, conduct Gender Studies Researches and combat violence against women in all its forms.

SDG 6: Improve the awareness of water security through youth forum, campaign and training.

SDG 11: Promote inclusive sustainable cities through quality education, safeguarding cultural heritage, and championing youth leadership. Enhance community radio sustainability and promote disability equality and inclusion in China and beyond.



Alleviate poverty by developing human capacity and productivity through quality education, access to ICTs and the media, protection and promotion of cultural heritage and related sustainable livelihoods.



Strengthen science technology and innovation capacity, systems and policies by evaluating STI Master Plan to increase innovation system effectiveness and create foundation for knowledge-based economy.



Promote inclusiveness of public policies and awareness, especially for persons with disabilities; emphasize the participation of women and youth in education, science and technology, heritage and biodiversity conservation.



Overview

The right to education is one of the key principles underpinning the Education 2030 Agenda and Sustainable Development Goal 4 (SDG 4) adopted by the international community. **SDG 4** is rights-based and seeks to ensure the full enjoyment of the right to education as fundamental to achieving sustainable development. Education in itself is an empowering right and one of the most powerful tools by which economically and socially marginalized children and adults can lift themselves out of poverty and participate fully in society.

UNESCO's **Futures of Education initiative** aims to rethink education and shape the future. The initiative is catalyzing a global debate on how knowledge, education and learning need to be reimagined in a world of increasing complexity, uncertainty, and precarity.

Sustainable Development Goal 4 on Education and the Education 2030 Framework for Action emphasize inclusion and equity as laying the foundations for quality education. Reaching excluded and marginalized groups and providing them with quality education requires the development and implementation of inclusive policies and programmes.

In this context, UNESCO promotes inclusive education systems that remove the barriers limiting the participation and achievement of all learners, respect diverse needs, abilities and characteristics and that eliminate all forms of discrimination in the learning environment.

Our Experience and Innovative Programme Actions in the Cluster Countries

In the Cluster Countries, UNESCO had promoted the access to quality education through the normative instruments of the United Nations. UNESCO lays down international legal obligations which recognize and develop the right of every person to enjoy access to education of good quality. This legal framework is considered of great importance by Member States and the international community in implementing the right to education.

Quality Education is key to building peace, eradicate poverty and drive sustainable development. UNESCO Beijing's core functions in the execution of education activities constituted of policy dialogue, capacity development, knowledge sharing, setting standards and catalyst for international cooperation. UNESCO Beijing's work in the cluster covered all aspects of education. As guided by the Education 2030 Framework for Action (FFA), UNESCO Beijing had been working in the 5 Northeast Asian countries in the localization of SDG4 at country level since 2016 and had provided the leadership in education, and responded to contemporary sub-regional educational challenges. Its work encompasses policy dialogue, capacity development, knowledge sharing of best practices, standard settings and advocates for South-South Cooperation, educational development from pre-school to higher education and beyond. Themes include global citizenship education, education for sustainable development, human rights and gender equality, health education, Information and Communications Technology (ICTs) in Education, as well as technical and vocational skills development. The UNESCO knowledge networks such as UNESCO



Mongolian kids having heritage education together

Chairs/UNITWIN, International Centre for Technical and Vocational Education and Training (UNEVOC), Associated Schools Project Network (ASPnet) have contributed to advancing UNESCO strategic priorities in education in the cluster.



4.1 Universal primary and secondary education

SDG 4 Localization, Education Sector-Wide Planning and Policy Analysis: The aggressive SDG 4 localization advocacy resulted in SDG 4 targets and priorities fully aligned with national policies and plans in the 5 cluster countries. The enhanced national capacity of Ministries of Education led to the design and implementation of revised education policies and plans that fit countries' needs and conditions. The enhanced policy dialogue and analysis led to aligned national education strategies and plans. For instance, the Education Policy Review of the Education Sector in Mongolia contributed to the preparation of the 10-year Education Sector Medium Development Plan. Among others, some highlights of UNESCO Beijing's work in this regard:

- SDG 4 Advocacy and Awareness was conducted in all Cluster Countries. The Global Education Monitoring Report (GEMRs) was used as a strategic tool to track progress for SDG 4. The Mongolia SDG 4 Indicator Benchmarks have been set supported by UNESCO Institute for Statistics (UIS);
- Enhanced institutional capacity in sector-wide planning, monitoring and evaluation. The technical assistance and policy advice led to the comprehensive Education Policy Review in Mongolia. The major achievement was the completion of the Education Sector Master Plan (2021 -2030), UNDAF and long-term education strategic plan - 2050 Education Vision. The enhanced capacity and advocacy led to the revision of the Education Law for Mongolia.
- China integrated the SDG 4 targets in its 14th Five-year Plan (2021-2025) and 2035 Education Modernization Plan, aligned with UNSDCF for China 2021-2025. SDG 4 progress reports preparation for Mongolia and China is progressing well, and to be completed by mid-2022. It also facilitated Mongolia to submit SDG 4 national SDG Benchmarks, aligned with SDG 4 Regional Benchmarks set by UNESCO Institute of Statistics.
- The major policy impact in China and Mongolia reflected the Governments' strong commitment to SDG 4 framework for action and reforming the quality of education systems. The visibility of UNESCO leadership and technical competence was evident in building the capacity in education policy and sector-wide planning was aligned with national priorities and engaged all development partners, e.g. ADB, World Bank,



Students in Hangzhou joining a promotional campaign for SDGs

GPE, bi-lateral donors, UN MPTF and stakeholders.

- UNESCO has launched the annual Global Education Monitoring Report (GEMR) for advocacy and policy dialogue in thematic educational areas toward achievements of SDG 4. The annual global reports were translated in the languages of the cluster countries of UNESCO Beijing Office and were well disseminated.

4.3 Equal access to quality technical/vocational and higher education

Higher Education for Sustainable Development: Higher education is a strategic priority and very critical to socio-economic development of cluster countries and UNESCO with a mandate in higher education. UNESCO Beijing's technical support and policy dialogue in the five cluster countries contributed to enhanced institutional capacity in quality assured higher education provision in favour of equity and the equal distribution of opportunities for all learners, through the ratification and implementation of the regional and global Conventions on the Recognition of Qualifications concerning Higher Education.

The UNESCO-Korea Funds-in-trust (UNESCO KFIT) project in Mongolia has laid the foundation by establishing the National Information Centre for enhanced institutional capacity in accreditation, quality assurance and recognition of qualifications in higher education. UNESCO promoted knowledge sharing of best practices in higher education through its Category II Centres in Higher Education and Innovation in Shenzhen in China. UNESCO Beijing Office also partnered with higher education institutes in promoting policy dialogue, researches, south-south cooperation, capacity development and knowledge sharing in latest trends in higher education in many

themes in ESD, Science and Technology and Innovation and Entrepreneurship Education. The UNESCO Chair in Entrepreneurship Education organized a national consultation in the higher education in China and contributed to the key issues in the forthcoming Third World Higher Education Conference in 2022. The Office signed MOUs with the Open University of China and the Korea National Open University. A global on-line forum of over 50 universities was organized with Tsinghua University in China and shared best practices and models to strengthen higher education sector's role in COVID-19 response.

TVET and Skills Development: Technical and Vocational Education and Training (TVET) remained a strategic priority of UNESCO Beijing and laid the platform for policy dialogue, knowledge sharing, capacity building and played a catalytic role through global platforms such as world skills and Belt and Road Initiative. UNESCO Beijing supported Cluster Countries in TVET systems that contributed to address economic, social and environmental demands by helping youth and adults develop the skills they need for employment, decent work and entrepreneurship.

The TVET Sector Policy Review in Mongolia was critical to advancing the TVET Sector to align with needs of labour market. UNESCO facilitated knowledge sharing of TVET best practices through the UNEVOC Centres in the 5 Cluster Countries. Aligned with UNESCO global TVET strategy, UNESCO Beijing promoted skills development as key to equitable, inclusive and sustainable economic growth and supported transitions to green and digital economies in several international and regional forums on TVET held in China, Mongolia and Republic of Korea and promoted ESD as key



2021 East and Southeast Asia UNEVOC Network Workshop for regional exchanges in promotion of TVET

enabler in TVET systems in several policy dialogue organized with Okayama University in Japan.

UNESCO Beijing also strengthened institutional capacities in TVET in Cluster Countries. In partnership with Open University of China, UNESCO Beijing facilitated the capacity building in online learning, policy dialogues, conducted surveys and contributed to the strengthened capacity of Mongolian UNEVOC Centres in on-line teaching. UNESCO Beijing also promoted the dialogue on revised TVET Law and TVET qualifications framework in Mongolia.

The global UNEVOC Network is the key driver for mutual learning, capacity-building and advancing international cooperation in TVET. UNESCO fostered youth employment and entrepreneurship, promoted equity and gender equality, facilitated policy dialogue at the UNEVOC Regional Meeting in transition to green economies and sustainable societies organized with the Korea Research Institute for Vocational Education and Training (KRIVET).

SDG 4.5 Gender equality and inclusion; SDG 4.a Effective learning environment



A Mongolian girl having an online class during the school closure due to COVID-19

ICTs in Education: Information and Communication Technology (ICT) can complement, enrich and transform education for a quality education system. UNESCO guided international efforts to help countries understand the role such technology can play to accelerate progress.

UNESCO Beijing has undertaken the ICTs in Education Policy Review in Mongolia. It led to the completion of the Mongolia's first ICT Master Plan, which is a solid framework for ICT mainstreaming at all levels of the education system.

We also continued to engage in advocacy and capacity-building activities, technical advice, publications, fieldworks, and international conferences such as the

International Conference on Artificial Intelligence and Education, Open Education Resources (OER), and Mobile Learning Week. UNESCO helps governments and other stakeholders leverage technology for learning and mainstreaming ICTs at all levels.



SDG 4.6 Universal youth and adult literacy



International Seminar on Culture and Education Inter-sectoral collaboration for CLCs

Literacy and Adult Education: A joint UNESCO Beijing/Institute for Lifelong Learning (UIL) sub-regional consultation in Literacy, adult education and Lifelong learning for the 5 Cluster Countries was hosted to prepare for the forthcoming 2022 International Conference on Adult Education (CONFINTEA VII conference) in Rabat, Morocco. The participants reviewed the major challenges in Adult Education and Learning. The key points were then summarized and presented at the Asia-Pacific regional consultation.

Community Learning Centres (CLCs): In China, UNESCO Beijing partnered with the China Adult Education Association (CAEA) and UNESCO Category II Center International Research and Training Centre for Rural Education (INRULED) in promoting policy dialogue, strengthening institutional capacity and sharing good practice in CLCs. The Inter-sectoral collaboration between Culture and Education activities in the CLCs was promoted in various seminars and workshops. UNESCO Beijing also strengthened local capacity to implement ESD programmes in the CLCs in Okayama and other parts of Japan.

Lifelong learning: Lifelong learning policy dialogue, capacity development, knowledge sharing and best lifelong learning policy models were promoted in the five cluster countries. In China, UIL hosted two major workshops in lifelong learning policy models and best practices. UNESCO Beijing promoted lifelong

learning in many seminars and workshops. Japan, China and Republic of Korea have included lifelong learning in education policies.

SDG 4.7 Education for Sustainable Development (ESD) and Global Citizenship Education (GCED)



Education for Sustainable Development (ESD): Advocacy and awareness scaled up in all 5 Cluster Countries. ESDfor2030 Roadmap is the blueprint for mainstreaming ESD at all levels of the Education system. UNESCO Beijing, with institutional partners, promoted ESDfor2030 policy dialogue, capacity development and sharing best practices in the Cluster Countries, addressing the interconnected global challenges we are facing, including climate change, environmental degradation, loss of biodiversity, poverty and inequality.

In Mongolia a pilot project on ESDfor2030 country initiative was implemented to assess the current status and strengthen ESD at all levels. In Japan the government approved ESD as a national Policy for implementation at all levels of the education.

UNESCO partnered with Okayama University and its UNESCO Chair in ESD in organizing workshops in ESD delivery. UNESCO partnered with Asia-Pacific Culture Center for UNESCO (ACCU) in Japan in strengthening institutional capacity ESD at the community level.



A successful case shared at the regional workshop in promotion of community-based initiatives in ESD

In China, UNESCO partnered with the ESD National Committee and strengthened institutional capacity in ESDfor2030 roadmap through policy dialogue, capacity building and knowledge sharing. The ESDfor2030 agenda is being aligned with the UNSDCF (2021-25) as well as the rural revitalization and eco-civilization policy agenda of the Chinese Government.

A sub-regional consultation on GCED was organized for the National Commissions to share best practices and progress in GCED at country level. It will be a platform for the sub-regional dialogue and exchanges in GCED.

All the five Cluster Countries have recognized ESD as an integral element of SDG 4 on quality education and a key enabler of all other SDGs.

Building national capacity in delivering comprehensive sexuality education (CSE)

Comprehensive sexuality education (CSE) is one of the two priorities of its global strategy on education for health and wellbeing (2014-2021). The 2021 global Political Declaration on HIV/AIDS highlighted CSE as one of key strategies for ending the HIV pandemic. UNESCO Beijing Office continued its support to China and Mongolia in terms of promoting policy dialogue, building national capacity in CSE, providing technical assistance and sharing best practices and using resources such as the International Technical Guidance on Sexuality Education as the major technical tool to strengthen institutional capacity of various stakeholders at country level.



CSE related activities in China

The UN Sustainable Development Cooperation Framework (2021-2025) in China specifies that the UN system in China will work together to "build national capacity in delivering comprehensive sexuality education (CSE) to equip young people with knowledge, skills and attitudes for a healthy and productive life free from HIV and sexually transmitted infections, unintended pregnancies and gender-based violence". In China, the national law and education policy as well as the national programme of actions on child development all require the provision of sexuality education to students. In 2021, UNESCO supported a series of capacity building and awareness raising activities in China, aligned to SDG 4.7.

◆ Multi-stakeholder Conference on School-based CSE

UNESCO and UNAIDS jointly supported a multi-stakeholder Conference on School-based Comprehensive Sexuality Education (CSE) in July 2021, organized through efforts by NGO partners. The conference had contributed to better understanding, enhanced skills and knowledge, and mobilized multi-stakeholder support for school-based CSE and shared of evidence, policy frameworks, curriculum and resource materials as well as programme models. Over 220 participants from 22 different provinces attended the conference, including school teachers and local education officers, health workers, NGOs, researchers and policy-advisers, from diverse fields of education, health and child protection. Nearly 100,000 people watched the conference through on-line live streaming. The event also received media attention.

[Read more](#)



School-based CSE conference in Xi'an on 27-28 June 2021

◆ CSE teacher training and curriculum support

In partnership with sub-national government partners and social service organizations, UNESCO Beijing Office supported a series of participatory training workshops on CSE, trained 204 school teachers (162 female) and 82 principals (27 female) in Chongqing, and 378 volunteers and social workers (324 female) in seven different provinces. The trained teachers and volunteers delivered 1,880 CSE lessons, a total of 128,824 participated and benefited a minimum of 25,000 students. This project was initiated by AMAZE Global Impact Award, and implemented by UNESCO Beijing Office in partnership with Xi'an Guangyuan Sex Education Support Charity Center that hosted the You&Me online sexuality education platform and the CSE teaching resources that teachers used. UNESCO Beijing Office provided technical assistance to develop new lesson

plans that integrate AMAZE short videos that were adapted into Chinese language by UNESCO Beijing Office.



Students enjoying a CSE lesson delivered by a trained volunteer

◆ CSE-related awareness raising and knowledge sharing

UNESCO provided technical advice and guidance in the form of lectures or presentations to multiple events at the invitation of government and NGO partners, and raised awareness and knowledge sharing about CSE. For example, this initiative impacted 13,100 school teachers and over 100 college teachers in the Guangdong province to understand basic concepts and contents framework of CSE, and over 90 HIV-related community organizations to understand the situation of sexuality education-related best practices, policy frameworks and resources. In addition, the 62 CSE short videos have been widely disseminated to spread scientific knowledge about sexual and reproductive health, reaching 264,000 and 1.11 million viewers on Bilibili and Baidu respectively in 2021. The videos have also been disseminated through Weibo account of UNAIDS and have received 240,000 views with ten videos shared so far.

CSE capacity building project in Mongolia

In Mongolia, UNESCO supported the adaptation of 28 AMAZE videos, which became new health education resources accessible at the national e-learning platform (<https://econtent.edu.mn/>) that UNESCO, UNFPA and UNICEF had supported through the MPTF joint project. A guidance was also developed to guide teachers and parents on how to make use of these resources.

COVID-19 Response

Supporting distance learning during COVID-19: UNESCO Beijing has been working to mitigate the impact of education disruption and school closures. Effective distance learning solutions have allowed teachers and policy-makers to continue with the lesson plans using the digital and technological resources at hand. In this regard, UNESCO has developed guidelines and resources under the global coalition platform. They were translated in Mongolian and Chinese for dissemination.

UNESCO/UNICEF led the regional survey/situational analysis on impact of COVID-19 in the Education sector, which summarized key recommendations that were disseminated to the 5 Cluster Countries. Case studies were also conducted in China, Japan and the Republic of Korea focusing on COVID-19 impact in the Education sector.

In Mongolia, the highlight was the emergency UN joint project to strengthen the Education sector's response to COVID-19. UNESCO Beijing supported the Government of Mongolia to scale up on-line learning through the ICT in Education Policy comprehensive review, and the production of online education resources for primary and middle schools.

In China, a significant number of webinars and conferences were organized jointly with universities, institutions and Ministry of Education in discussion of the major challenges in the COVID-19 impact in the education sector, including: facilitated global dialogue of Universities on COVID-19 response with Tsinghua University in China; mobilized Zhejiang University on regional and national education dialogues; mobilized Open University of China to provide skills training for distance learning in Mongolia and African countries aligned with the South-South Cooperation Framework; UNESCO Category II Centre International Centre for Higher Education Innovation (ICHEI) supplied Smart-Classroom equipment to several countries. ■



Extended 44th session of the World Heritage Committee

Extended 44th session of the World Heritage Committee took place from 16 to 31 July 2021 in Fuzhou, China

The extended 44th session of the World Heritage Committee (44COM) took place from 16 to 31 July 2021 in Fuzhou, Fujian Province, and online. After a one-year hiatus due to the COVID-19 pandemic worldwide, the successful organization of this important meeting was a true testimony of China's resilience and commitment to the World Heritage Convention and international cooperation. This year's session combined the work of 2020 and 2021, and covered **key agendas including** examining the state of conservation of 255 sites already inscribed on the World Heritage List - 53 of which also figure on the List of World Heritage in Danger, updating the Policy Document on the impacts of Climate Change on World Heritage, and the completion of periodic reporting, a core conservation monitoring mechanism, in countries in the Africa and Arab regions.

UNESCO Beijing Office participated in two side events. On 17 July, UNESCO Beijing Office and the Ministry of Education co-organized a side event on **"World Heritage Education Towards a Sustainable Future"**, which provided an important platform for policy dialogue and experience sharing in World Heritage education for around 200 representatives, including UNESCO officials, ministers, officials of Fujian Province and experts around the world. On 28 July, Prof. Shahbaz Khan attended and delivered remarks at **"From Fuzhou to Kazan - The Echo of 'World Heritage Leadership'"**, which served to promote the exchange of knowledge and good practices of World Heritage conservation and management between Fuzhou and Kazan, Russia - hosting city of the 45COM, as well as the experience of hosting the World Heritage Committee.

ResiliArt Movement in East Asia

ResiliArt is a global movement initiated by UNESCO that aims to strengthen the resilience of artists and cultural professionals in the face of the enormous challenges posed by the COVID-19 crisis.

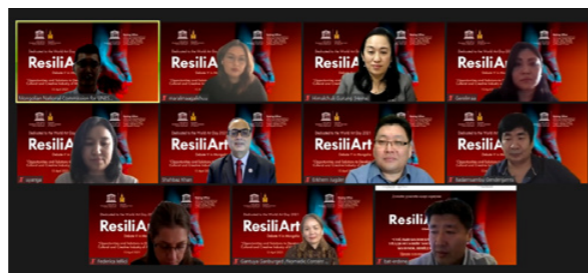
In line with the ResiliArt movement and celebration of the International Year of Creative Economy for Sustainable Development, a series of online debates were held in East Asia -- a dynamic space in terms of the creative economy.



Five ResiliArt Debates in Mongolia

Between October 2020 and April 2021, 5 debates were co-organized with the Mongolian National Commission for UNESCO. Mongolian artists and culture professionals shared their experiences and insights on topics related to the impact of the pandemic in the arts and culture sector, as well as solutions and opportunities to overcome the crisis. Special thematic debates focused on the issues faced by female artists, opportunities and challenges of the Fourth Industrial Revolution, and the impact of the crisis on the museum sector.

Building on the conclusions of these debates, a list of recommendations was elaborated to facilitate the future development of suitable policies and mechanisms to assist artists to recover from the effect of the pandemic and enhance the resilience of creative expressions in the sector. The recommendations were presented at the 2021 International Cultural and Creative Conference in Mongolia and were submitted to the Ministry of Culture.



Group photo taken during the online debates

Exchanging Experience in East Asian Creative Economy for the SDGs: the UNESCO Online Debate on Creative Economy for Sustainable Development in East Asia



Prof. Shahbaz Khan, speaking at the opening of the online debate

On 23 May, the debate gathered five prominent panelists in Japan, Mongolia, the People's Republic of China, and the Republic of Korea, from the fields of cultural trade, cultural and creative industries (CCI) policy research, film and art industries to discuss challenges and approaches for the sustainable development of CCI, the power of arts and culture and the resilience of creativity beyond COVID-19. Recognizing culture and creativity's crucial contribution to the achievement of the 2030 Agenda, they emphasized the importance of culture and creative industries in regional cooperation.

Capacity-building and awareness-raising of UNESCO's Key Culture Conventions in East Asia

From cultural heritage to cultural and creative industries, culture is both an enabler and a driver of the economic, social, and environmental dimensions of sustainable development. Over the years, UNESCO has adopted many international standard-setting instruments in the field of culture. Promoting UNESCO's Culture Conventions is key to the implementation of the 2030 Agenda for Sustainable Development.



Webinar on the 2005 Convention on the Protection and Promotion of the Diversity of Culture Expressions in Japan

Held on 31 August, the webinar introduced the 2005 Convention with the background, its impact, and global trends, to raise awareness and deepen understanding of the Convention in Japan. Speaking at the webinar, experts urged Japan to ratify the convention. The Japanese version of the UNESCO information kit "Investing in Creativity" was introduced to over 70 participants as comprehensive information material covering all the essential aspects of the 2005 Convention.



Group photo taken during the webinar


Online Conference on Exploring and Safeguarding Shared Intangible Cultural Heritage (ICH) in East Asia



Group photo taken during the online conference


The conference was co-organized with the Mongolian National Commission for UNESCO and the International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region (ICHCAP) on 10 September. Bringing together culture experts and academics from China, Japan, Mongolia, and ROK, it created an opportunity for East Asian countries to promote their ICHs, exchange safeguarding practices, and strengthen the collaboration in the sub-region. Case studies on shared heritage and current situation/challenges in its safeguarding, and the significance of shared ICH to enhance cooperation were presented and discussed. A publication collecting these case studies was prepared.

Online Workshops on UNESCO's 3 key Culture Conventions in Mongolia

 **Capacity-building Workshops on the UNESCO 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict & 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property** were co-organized with the Ministry of Culture from 19-21 October, in celebration of the 50th anniversary of the 1970 Convention. Gathering more than 120 participants from over 40 organizations, the workshops enhanced the capacities of Mongolian authorities and experts/stakeholders in protecting cultural heritage through the implementation of the two conventions. The Mongolian Government showed their keen interest in the ratification of the two Protocols of the 1954 Hague Convention and is ready to ratify the 1995 UNIDROIT Convention. At the sideline of the workshops, the Ministry of Culture launched UNESCO campaign #Unite4Heritage on 22 October to raise public awareness on the protection of cultural heritage.



Zoom background of the workshops

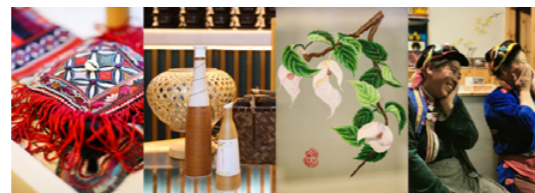
 **A Workshop on the UNESCO 2001 Convention on the Protection of the Underwater Cultural Heritage** was jointly organized with the Ministry of Culture from 22-23 September in celebration of the 20th anniversary of the 2001 Convention. The workshop brought together experts from China, Guam, Italy, Japan, Mongolia, and Spain to exchange knowledge on the importance of Underwater Cultural Heritage and its management. A set of recommendations and action plans towards the ratification of the convention and capacity-building for the protection of underwater cultural heritage in Mongolia was put forward.

World Heritage for Sustainable Development in China

2021 marks the opening of the 14th Five-Year Plan of China, and the global society is also approaching the mid-point of the 2030 Agenda. To cope with new challenges and to achieve the goals envisioned in the 2030 Agenda, culture and heritage are more than ever needed to inspire solidarity and inclusion among society.



UNESCO – China Youth Development Foundation Mercedes-Benz Star Fund “Conservation and Management of World Heritage Sites in China” Project Phase IV (2021-2024)



Picture showing Sani embroidery in Shilin, Bamboo handicraft in Chishui, Miao embroidery in Songtao, and Beekeeping in Sichuan Giant Panda Sanctuaries

Building upon three past project phases since 2007, Phase IV commenced on 1 July 2021. Its overall purpose is to provide solid evidence in elaborating culture's enabling role in promoting sustainable economic, social and environmental development in China, and to consolidate good practices and case studies that could be shared and adapted on an international scale. Specifically, Phase IV firmly aligns with the three priorities - People and Prosperity, Planet, Partnerships - in the 2021-2025 United Nations Sustainable Development Cooperation Framework (UNSDCF) for China, China's strategic focus on rural revitalization in the 14th Five-Year Plan and relevant targets in the 2030 Agenda.

Phase IV focuses on World Heritage sustainable livelihood pilot activities in four World Heritage sites – Shilin of South China Karst, Songtao of Fanjingshan, Chishui of China Danxia, Wolong of Sichuan Giant Panda Sanctuaries – to explore culture-driven modes of rural revitalization. It emphasizes the participation of women and youth in conserving and communicating heritage and promoting green development. Meanwhile, it

also leverages international exchange platforms of United Nations to foster multi-stakeholder partnerships, promote good practices in culture-driven sustainable development, and contribute to sustainable development cooperation around the world.

During 2021, under Project Phase IV, a total of 12 project activities and workshops were organized, directly benefiting **295 people (68% women)**, indirectly sensitising **3950 people**. **As a particular highlight**, UNESCO's work on **culture and heritage** and **collaboration with CYDF Mercedes-Benz Star Fund** were presented by the UN working group on global partnerships at the Briefing Session concerning the progress on implementing the **UNSDCF China** in 2021 as an exemplary contribution towards the global SDGs.

Activities

- ◆ **Phase III achievement release and Phase IV launching meeting in Songtao, Guizhou Province** on 15 October
- ◆ **Shilin Yi (Sani) embroidery sustainable livelihood pilot activity in Yunnan Province**

Thematic Indicators for Culture in the 2030 Agenda (Culture|2030 Indicators) piloted in Shilin, Yunnan Province of South China Karst World Heritage site



- **Online workshop on piloting the Culture|2030 Indicators in Shilin** on 10 November is the first endeavor on piloting the Culture|2030 Indicators at the county- and heritage site-level in China and shall contribute to the adaptation and application of this important globally framework.

- **Workshop on Shilin Yi (Sani) Embroidery Brand-building** from 28-29 November enhanced the capacity of local stakeholders in creative design and integrating living heritage with modern life,

“World Heritage Education Towards a Sustainable Future” in Fuzhou, Fujian Province



Prof. Shahbaz Khan, co-hosting at the press conference of the World Heritage Committee's 44th session in Fuzhou

As an integral part of the extended 44th session of the World Heritage Committee, this side event was co-organized with the Chinese National Commission for UNESCO, Ministry of Education on 17 July. Encouraging all parties to reach a new consensus on World Heritage education towards a sustainable future, it provided an important platform for policy dialogue and experience sharing in World Heritage education for around 200 representatives, including UNESCO officials, ministers, officials of Fujian Province, and experts around the world.

- ◆ **Chishui bamboo handicraft sustainable livelihood pilot activity in Guizhou Province** - The first community-based workshop in the “**Bamboo for Carbon Neutrality in Rural Areas**” **Decent Employment Workshop Series** was organized from 1-30 December to build the capacity of local stakeholders in bamboo weaving skills, creative design, digital marketing, and cooperative governance.
- ◆ **Songtao Miao embroidery sustainable livelihood pilot activity in Guizhou Province** - “**Miao embroidery for a Vibrant Homeland**” **sustainable livelihood workshop**, from 6-20 December, enhanced local capacity in creative design integrating living heritage elements and also raised awareness on relevant policy frameworks.
- ◆ **“Panda Ambassador” nature education initiative in Wolong, Sichuan Province** - **Workshop on heritage education in Sichuan Giant Pandas Sanctuaries** from 2-6 October produced recommendations for heritage interpretation, heritage education modules, creative cultural industry development, honey marketing strategies, and online promotion for the World Heritage site and local communities.
- ◆ **“Heritage So Young” communication initiative** - Following its launch on 12 June, 2 **online capacity-building workshops on heritage communication** were organized on 19 & 23 July for 45 living heritage bearers and community leaders from pilot World Heritage sites. The workshops enhanced their capacity in social media promotion and living heritage content creation. From 1-8 August, students embarked on **field excursions to Shilin and Chishui pilot sites**. They produced a series of mini-documentaries, vlogs, and promotional videos, and formed pairs with local communities to facilitate innovative heritage storytelling.

The "Beauty of Life on Earth" Exhibition



Together with ANSO, the Chinese MAB National Committee and other partners, UNESCO Beijing Office successfully held "the Beauty of Life on Earth Exhibition" in Beijing and Kunming, which aimed to promote and strengthen the best practices, knowledge and experience of achieving SDG 14 (life below water) and SDG 15 (life on land), as well as to celebrate the 50th anniversary of the UNESCO MAB Programme. It was a collective work by colleagues from the UNESCO World Network of Biosphere Reserves.

This exhibition was also organized as a warm-up to the fifteenth Conference of the Parties of the Convention on Biological Diversity (COP 15), of which the Part I took place in China in 2021. It was expected to adopt the post-2020 Global Biodiversity Framework – a "New Deal for Nature" to which UNESCO intends to give a strong contribution. The debates that took place and the decisions taken in Kunming are of great importance to all of us and are of relevance to the UNESCO MAB Programme.

This exhibition focused on the individuals deeply involved in biodiversity conservation in the World Biosphere Reserves, such as scientists and experts with a lifelong commitment to biodiversity research, practitioners and activists working closely with local communities, indigenous people, science popularizers and knowledge disseminators, photographers and travel enthusiasts. Those individuals were invited to tell their stories through pictures, videos, reviews and lectures to illustrate the significance of biodiversity conservation and to promote harmony between nature and humankind.

The panels presented in Beijing represent a selection of 16 biosphere reserves among over 40 cases that make up the "It's About Life" exhibition. Countries involved include Austria, China, Germany, Indonesia, Maldives, Morocco, Spain, the United Republic of Tanzania and Uruguay. The global official opening of the exhibition took place in Barcelona, Spain, in December 2021, and it has travelled to different cities around the world.

Consecutive worldwide lockdowns due to the COVID-19 pandemic contributed to global awareness of the importance and the impact of nature on human physical and mental health. The multimedia exhibition provided a perfect opportunity for the online and offline visitors especially urban residents, to reflect on the relationship between humans and the biosphere, which will definitely help in the progress towards SDG 14 and SDG 15.



Panels in the "Beauty of Life on Earth" Exhibition in Beijing © ANSO

The East Asian Biosphere Reserves Network (EABRN) Webinars



On the occasion of the EABRN online meeting held on 26 April 2021, all representatives attending that day stressed the importance of keeping the network active in 2021, and of giving continuity to our efforts to support a growing network of biosphere reserves in East Asia with training activities as well as the publication of guidelines.

In order to share the outstanding research and governance experiences in the network, facilitate the capacity building of member countries and enhance the influence of EABRN, from 22 September to 27 October 2021, the East Asia Biosphere Reserves Network (EABRN) Secretariat organized a series of online training workshops and invited experts and academics in relevant fields to act as trainers for the training webinars, focusing on a range of topics in the field of ecology and designated sites management.

The topics covered various aspects of biodiversity conservation and reserve management, which include Innovation in monitoring activities in Biosphere Reserves, Ecotourism in Biosphere Reserves, Co-management of multi-designated sites, the post-2020 Global Biodiversity Framework, Panel discussion on Kunming declaration, and Education for Sustainable Development in Biosphere Reserves.

The Training Webinars were organized and managed by the Secretariat on the ZOOM platform. Each webinar had a maximum duration of 2 hours and was held in English. After 2-3 presentations/lessons by trainers of a maximum duration of 30 minutes each, about 20-mins was left for Questions and Answers sessions between the trainers and the audience, which was moderated by the Secretariat. The webinars were also recorded and will be made available on the EABRN webpage as online materials for BRs capacity building. 12 trainers and more than 800 attendees contributed to the success of EABRN webinars.

This series of webinars was the first major activity under the pandemic organized within EABRN, which played a key role in revitalizing the network communication and exploring new approaches to intra-network cooperation given the global travel limitations. Moreover, the webinars created a platform for exchanging knowledge, experience and ideas among the EABRN members. Thus, EABRN member countries' capacity to achieve SDG 14 and SDG 15 has been significantly enhanced.

[Read more about EABRN](#)



Training Session "Ecotourism in Biosphere Reserves" on 29th Sep

Contribution to Convention on Biological Diversity, 15th Conference of Parties (COP15)

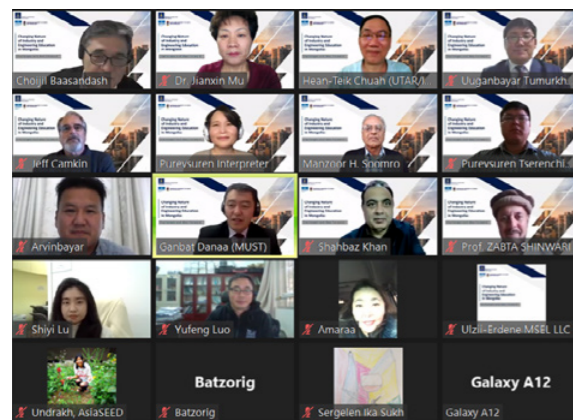


As invited by the Ministry of Ecology and Environment of the People's Republic of China, UNESCO attended the COP 15 in Kunming from 10 to 15 Oct 2021.

The Convention on Biological Diversity (CBD) entered into force on 29 December 1993. With the participation of almost 2918 delegates in Kunming, and 2478 connecting online, phase one of COP 15 was held in Kunming, setting the stage for the adoption of an effective post-2020 global biodiversity framework at the resumption of the meeting in spring 2022.

During COP15, Prof. Khan was interviewed by CGTN and People's Daily as to the COP 15 and ecological civilization, and by Xinhua News Agency and CCTV respectively upon President Xi's keynote speech and biodiversity conservation. Together with the "Beauty of Life on Earth" Exhibition, UNESCO contributed eminently to the success of COP15 and the dissemination of the results, and thus to the progress of SDG 14 and SDG 15.

Evaluation of STI Master Plan for Mongolia



Meeting on Changing Nature of Industry and Engineering Education in Mongolia: Challenges and Way Forward on 25th Nov



Interviewed by People's Daily on the occasion of the COP 15

The Science and Technology Master plan of Mongolia, 2007-2020, was developed by the Ministry of Education and Science of Mongolia in cooperation with related national scholars and with the kind support and assistance of UNESCO Beijing and Jakarta offices and the Science and Technology Policy Asian Network (STEPAN). The Master Plan was an essential and integral part of the broader national development strategies and policies to enhance the science and technology capacity, to increase the innovation system effectiveness, promote the industry-academia collaboration, and to create the foundation for the knowledge-based economy. The Master plan was regularly implemented, and the Ministry of Education and Science of Mongolia wrote reports for every 3 phases of its implementation and delivered them to the Government. From this perspective, it is the right time to evaluate the implementation of the Master plan, which would provide precious indications on the results attained in order to better steer the continuous implementation of important goals of this past master plan and to elaborate recommendations for the development and adoption of a new (post-2020) STI Master Plan for Mongolia.

The Department of Scientific and Technological Policy of the Ministry of Education, Culture, Science and Sports (MECS) of Mongolia invited UNESCO Beijing Office to provide Technical Assistance on the evaluation of the "Science and Technology Development Master Plan 2007-2020 of Mongolia" and to develop a new master plan. Accordingly, the Ministry of Education and Science has established a national review team. And the national project team has started preparing the

required documents for evaluating the master plan. In addition, a task force composed of foreign STI experts was established to assist the national team in reviewing the master plan. Meetings between stakeholders were arranged on the 25 and 29 of November 2021 to synchronize work progress and collaborate on evaluation report content. The final evaluation report is expected to be finished before the end of December 2021.

Science, technology and innovation are now considered pivotal drivers for a nation's prosperity. Mongolia is a landlocked region sharing borders with technologically advanced countries like China and Russia. The Mongolian government has already endorsed nine critical goals, including improving life quality and greener growth, in its vision 2050. Within this vision, which was consistent with SDGs especially SDG 9, science and technology innovation will play an integral role, in accelerating the progress through green technologies and sustainable development. Therefore, a thorough review of the STI Master plan would be of great benefit to the achievement of SDG 9 in Mongolia.

Enhancing partnerships for sustainable development



Participants in the meeting between UNESCO Beijing Office and the China Institute of Water Resources and Hydropower Research (IWHR) © IWHR

On 26 July 2021, Prof. Shahbaz Khan met with **Prof. WANG Ding, Secretary-General of the Chinese MAB National Committee (UNESCO MAB China)** and his team. During the meeting, Prof. Shahbaz Khan expressed appreciation for MAB China in supporting, implementing, and contributing to the development of the UNESCO

Man and the Biosphere Programme in China. UNESCO Beijing Office always takes MAB China as one of our most important partners. Together, UNESCO Beijing Office and MAB China implemented important cooperation, which had great impacts within China and globally. Our cooperation made firm contributions in achieving SDGs, especially SDG 15. UNESCO Beijing Office would like to continue to work closely with MAB China, focusing on areas of common interests and developing more cooperation with greater impacts.

On 5 August 2021, Prof. Shahbaz Khan visited the **China Institute of Water Resources and Hydropower Research (IWHR)** and met with **Mr. KUANG Shangfu, President of IWHR** as well as his team, to discuss future cooperation between UNESCO and IWHR. Prof. Khan appreciated the contribution of IWHR in the field of water development in China and the world. He emphasized that UNESCO Beijing Office, as a cluster office with five programmes, will strengthen the cross-disciplinary cooperation and popularization of water science and education with IWHR, enrich and improve the international sediment research platform, enhance the impact of IWHR's affiliated Category II Centre's influence, and explore opportunities of international water culture exchange.

On 9 July 2021, Prof. Shahbaz Khan, Director of UNESCO Beijing Office visited the **Alliance of International Science Organizations (ANSO) Secretariat** and met with **Prof. CAO Jinghua, Executive Director of ANSO Secretariat** and his team. During the meeting, both parties discussed potential future cooperation on Women in Science, Scholarship, Open Science and specifically appreciated the cooperation on the "Beauty of Life on Earth" Exhibition.

Through the above series of strategic meetings, UNESCO has strengthened its relationship with its partners, identified a series of directions and priorities for future cooperation, and proposed many new consensuses for programmatic cooperation in the context of the pandemic, which greatly contribute to the achievement of SDG 17 given the post-2020 context. ■

The Gender Studies Research Network (GSRN)



The Gender Studies Research Network (GSRN) was launched as a community of practice working to promote an inclusive society for women, elderly women and women with disabilities. GSRN aims at building a community of research and policy know-how in the field of gender equality, as well as facilitating dialogue and exchanges in this area.

COVID-19 has exposed endemic gender inequality and in particular for girls and women. Therefore, with the support from UNESCO Beijing office, GSRN in 2021 has prepared a series of case studies in the Republic of Korea, Japan, Mongolia and the People's Republic of China to analyze impacts and challenges arising from COVID-19 for women and identify new obstacles that hamper gender equality during the pandemic.

These case studies will lay the foundation for proposing policy recommendations with a gender lens and pave the way for dialogue among academia, policy makers, and practitioners.

The research carried out by GSRN provides insights on gender equality in particular societies so as to reduce barriers and advance gender equality while enhancing the capacity of women researchers to promote the objectives of SDG 5.

By focusing on women and girls, GSRN highlights their real difficulties and needs so that these issues that are usually ignored can receive wider attention from the society.

Peace Education into Classrooms



UNESCO Beijing Office supported the Peace Education into Classrooms project which was implemented by the UNESCO Chair on Peace Studies at Nanjing University. This project introduces Peace Education through pilot classes in different junior and senior high schools in China.

Several courses with different focuses were developed. For example, the courses "Growing up in Peace" and "International Understanding and Peace Education" were designed around the concept of culture of peace and positive peace; the course "Theory and Methods in Peace Studies" adopted the seminar format to encourage students of different disciplinary backgrounds to carry out research on peace issues according to their own majors.

These courses aimed to pass on peace values and skills, including freedom, justice, civic duty, respect for diversity, non-violence, sustainable development, etc., to promote an immersive culture of peace education. The project also reiterated the significance of sustaining peace through comprehensive methodologies, including but not limited to developing quality peace education curricula with hands-on guidelines, revising and adapting textbooks and learning materials, etc.

The Peace Education into Classrooms project promoted SDG 16 through developing constructive capacities of targeted beneficiaries in responding to conflict and violent situations, particularly in times of the COVID-19 pandemic.

Ethics Teachers Training Course

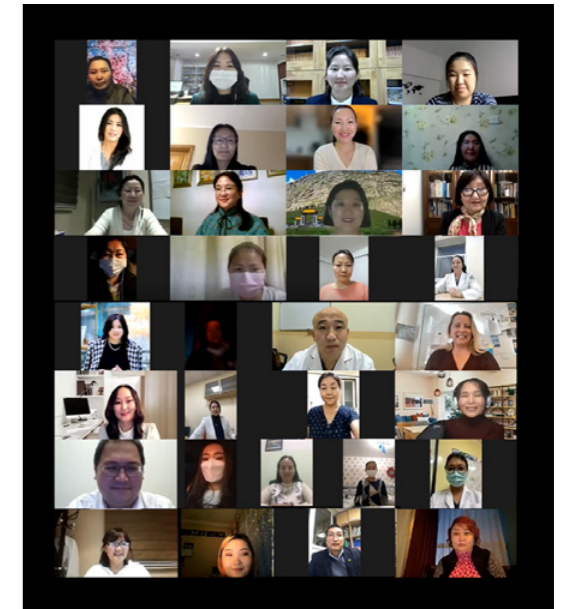


On 17 June 2021, UNESCO Beijing Office, in collaboration with the Mongolian National Commission for UNESCO and the Mongolian Academy of Science, organized an online workshop on bioethics and ethics of science and technology as an introductory background for the Ethics Teachers Training Course (ETTC) that was held in Mongolia later in October 2021. Over 140 participants, including Mongolian scholars, educators, teachers, medical professionals, and policy makers attended this event.

From 12 to 15 October 2021, an online Ethics Teachers Training Course was successfully held in Ulaanbaatar, Mongolia. 37 participants from Mongolian universities, research institutions, and government entities attended the course.

The four-day ETTC training was facilitated by international and national facilitators, covering latest developments in bioethics and ethics from global and national perspectives, practices in ethically and socially responsible governance for the post-pandemic era, as well as reflection on gender disparities in response to the COVID-19 pandemic. During the training, participants also learnt pedagogical approaches and skills, particularly for enhancing their e-teaching abilities in the context of the pandemic. All participants were also required to put into practice the knowledge and skills they acquired through the training by delivering interactive presentations based on cases during the course.

Participants expressed their appreciation for the



All participants of the Ethics Teachers' Training Course (ETTC)

ETTC as a multidimensional knowledge sharing and learning process. They shared concrete follow-up action plans, like integrating ethics into teaching curriculums, sharing all newly gained knowledge with their peers and students, etc.

The ETTC is designed to reinforce the capacity of teachers who serve as change agents for expanding and improving ethics teaching in their own countries. The ETTC supports quality ethics education, which contributes to SDG 4.



The 2021 Nanjing Peace Forum



UNESCO Beijing Office collaborated with the Chinese National Commission for UNESCO, the Information Office of Jiangsu Provincial Government, and the Nanjing Municipal Government to organize the 2021 Nanjing Peace Forum from 24 to 26 October 2021 in Nanjing, China. In order to enhance the notion and importance of eco-civilization for peace, the overarching theme for the 2021 Nanjing Peace Forum was “Living in Harmony with Nature for Peace”.

During the main forum from 25 to 26 October 2021, experts from different fields were invited to give keynote speeches on several themes. A roundtable focused on the theme of Peace Education and Defenses of Peace Constructed in the Minds was also held. The special focus on climate change and highlight on the peaceful relation between nature and human beings created public awareness on these issues and promoted SDG 13.

Furthermore, a “Dialogue with Generation Z” Youth Sharing Party was organized during the Forum to provide a platform for young people to engage in the peace movement. Moreover, keynote speeches and future action sharing on the topic of Positive Peace and Sustainable Development also enriched the whole Forum.

In addition, a series of regional/sub-regional dialogues and capacity building trainings were also held, which benefited hundreds of people from diverse backgrounds.

At the closing ceremony, the 2021 Nanjing Peace Consensus was adopted. The consensus calls on peace-loving people from all countries to abide by the concepts of openness and tolerance; to adhere to common values of peace, development, fairness, justice, democracy and freedom for all mankind; and to work together to build a Shared Future for All Life on Earth.



2021 Nanjing Peace Forum © Information Office of Nanjing Municipal Government

The 2021 Nanjing Peace Forum provided a dynamic platform for ideas and actions on how to build peace and reshape the world towards one marked by intercultural understanding, tolerance, solidarity, social justice, and inclusion to promote the SDGs, especially SDG 16.

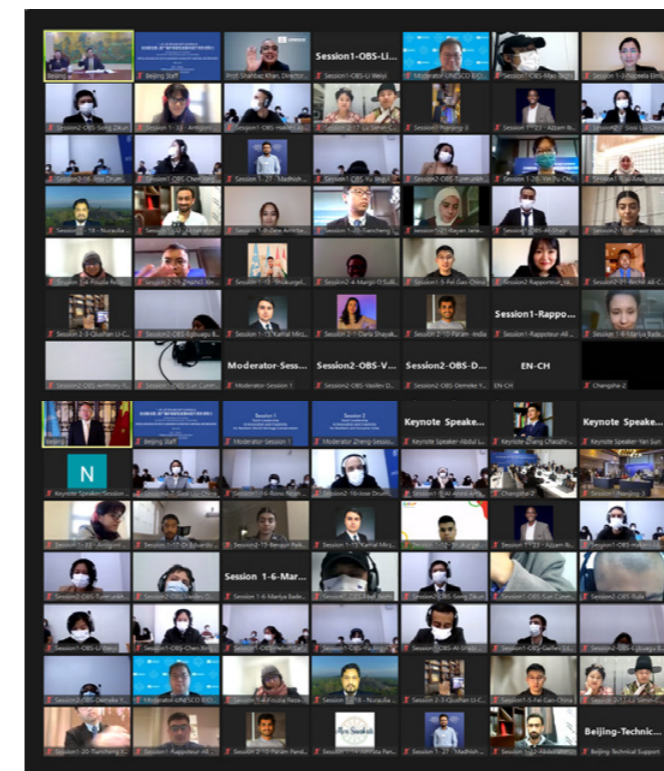
The 2021 International Youth Forum on Creativity and Heritage along the Silk Roads: Special Dialogue on Youth Leadership in Creativity, Heritage, and Resilience



The International Youth Forum on Creativity and Heritage along the Silk Roads: Special Dialogue on Youth Leadership in Creativity, Heritage, and Resilience (2021 IYFSD) was organized jointly by UNESCO, the National Commission of China for UNESCO, as well as the Changsha and Nanjing Municipal Governments online in Beijing, Changsha and Nanjing simultaneously on 17 December 2021. More than 80 youth from 46 countries participated in the Special Dialogue to share and exchange their thoughts, stories and actions.

The 2021 IYFSD consisted of a plenary session and two parallel sessions that respectively focused on “Youth leadership in innovation and creativity for resilient World Heritage conservation” and “Youth leadership in innovation and creativity for resilient and inclusive cities”. During the session, youth participants had a dynamic discussion on the topics. The usage of modern technologies in World Heritage conservation and its drawbacks were deeply emphasized; Cultural heritage preservation in different countries and regions like Sudan, Turkey and Latin America were also discussed. Young people also shared their insights on inclusiveness.

The 2021 IYFSD provided a platform of exchange, mutual learning, and mutual inspiring for youth people all around the world. Through the forum, youth have shown their efforts and demonstrated their future leadership in World Heritage conservation and development of sustainable, resilient and inclusive cities, which contributed to SDG 11.



All participants of the 2021 International Youth Forum on Creativity and Heritage along the Silk Roads: Special Dialogue on Youth Leadership in Creativity, Heritage, and Resilience (2021 IYFSD)

Support for Mongolia to strengthen capacities for inclusive and equitable development



UNESCO Beijing Office provided support for the revision of the Charter of the Commission of Health, Education and Social Protection for Children with Disabilities of Mongolia in order to improve the efficiency of its rules and regulations, promoting SDG 4 and SDG 10. The revised Charter, which was submitted to the Mongolian Government for approval, will lay a foundation for fostering the inclusion and inclusive environment and protecting the rights of children with disabilities in Mongolia.

Moreover, with support of UNESCO Beijing Office, Mongolian policymakers and implementers developed policy recommendations to reduce gender-based violence and ensure equal distribution of social care and service in the post-COVID-19 pandemic period, providing potential solutions to promote SDG 5 Gender Equality.

For reducing inequalities during pre and post COVID-19 period, UNESCO Beijing Office supported the Mongolian National Commission for the UNESCO and Mongolia’s National Committee for Management of Social Transformations programme (MOST) to organize a MOST School. This activity aimed to help Mongolian researchers and decision-makers to improve skills and capacities to transform knowledge into actions in inequalities reduction.

In addition, UNESCO Beijing Office also provided support for catalyzing Mongolian youth participation and actions in responding to social-economic impact of the COVID-19 pandemic. ■

Empowering Society with Increased Media and Information Literacy Competencies in China

Media and Information Literacy (MIL) competencies are foundational for all members of the society, especially during a pandemic when access to reliable information can become a matter of life or death. Following the past years' efforts, echoing the increasing concerns around misinformation and disinformation during the COVID-19 crisis, in 2021, UNESCO Beijing Office continued to increase MIL knowledge and skills among key stakeholders in China.



- With support of a private sector partner from China, UNESCO has developed a **set of MIL resources**, including picture books and animated videos, which has been officially launched in October during the Global MIL Week 2021. As a timely response to the COVID-19 “infodemic”, the resources cover MIL-related topics including social media do’s and don’ts, online safety and security, disinformation and misinformation, among others, with the aim of empowering children, parents, and teachers to access, evaluate, engage with, and contribute to all aspects of the current digital and non-digital media and information landscape. As of December 2021, the resources have reached out to over 17,000 people from China via online and offline channels.
- Under the Project **“Toward Inclusion: Strengthening the Capacity of Chinese Civil Society Organizations (CSOs) to Advocate for Marginalized Groups through Increased MIL and Skills”**, UNESCO introduced another

practical resource in 2021, seeking to promote a better understanding of the media agenda among CSOs and for them to present more effective advocacy strategies. The publication titled **“Making Yourself Heard/Getting Your Message Across: A Handbook for Civil Society Organizations”** encompasses practical guidance accompanied with globally and locally relevant case studies concerning the situations CSOs may encounter when dealing with the media. The draft Handbook was used and piloted as the main reference material in various media training workshops held under the project in 2019. In 2021, the same project also supported 10 Chinese CSOs to implement ten mini-campaigns that respond towards news stories that are considered misrepresenting a certain marginalized group, covering topics related to women, persons with disabilities, LGBTI, mental health, among others.



Launch poster of the UNESCO MIL picture books and animation videos



Cover of Making Yourself Heard/Getting Your Message Across: A Handbook for Civil Society Organizations

Fostering Media and Information Literacy and Media Development in Mongolia

Since 2019, as part of the UNESCO Multi-Donor Programme (MDP) on Freedom of Expression and Safety of Journalists, UNESCO has been working towards strengthening the media and information environment in Mongolia, with special focus areas on MIL and the Community Radio (CR) sector. Over the course of 2021, UNESCO continued its efforts to reinforce the capacities of duty bearers for favorable legislative frameworks and policy, and empower rights holders and local media stakeholders with increased awareness and knowledge of concerned issues, while giving due attention to the impact of the pandemic.



Advancing MIL in Mongolia

A series of progressive training activities and incentive efforts were carried out in 2021, bringing further the idea of MIL harmonization, with over 130 hours of pilot classes involving 3,000 school students, and 4 media houses integrating regular production of MIL content into their editorial policies in Mongolia.

The annual National Stakeholder Forum on MIL continues to serve as a platform for multi-stakeholder engagement in promulgating MIL in the country. The third edition of the Forum held in 2021 focused on how MIL can contribute to addressing misinformation and hate speech especially in times of crisis, and to bridging the digital divide for inclusiveness. The localized version of the second UNESCO Model MIL curriculum for Educators and Learners was introduced and discussed at the forum, laying solid foundations for further integration of MIL into formal and informal education in Mongolia.

Promoting Community Radio Sustainability

In response to the Government of Mongolia's commitment to building a Digital Nation, UNESCO Beijing Office in collaboration with the UNESCO Chair on Community Media, organized a five-day online Master Class Training Workshop on Social Media Broadcasting (SMB) on 4-9 May 2021. A total of 23 Community Radio (CR) professionals from 9 CR stations and



Group photo of the Third Mongolian National Stakeholder Forum on MIL



Participants of the UNESCO Regional CR Policy Dialogue

the Community Radio Association of Mongolia enhanced their knowledge about SMB, and received professional mentoring from the Chair.

Building upon past success stories from 3 pilot countries of the MDP, i.e., Mongolia, Bangladesh and Nepal, a Regional CR Policy Dialogue was held online on 25-26 August 2021, jointly organized by UNESCO Beijing, Dhaka, and Kathmandu Offices, in partnership with the UNESCO Chair on Community Media. Over 60 key stakeholders from the three countries contributed to substantive discussions around ways forward to ensure CR sustainability, especially given the COVID-19 situation. The Policy Recommendations emanating from the project activities were officially submitted to the Government of Mongolia, requesting further support in creating an enabling environment for CR.

Strengthening the Preservation of and Access to Documentary Heritage in the Cluster

Documentary heritage is an essential part of humanity's collective memory, which helps us learn from the past, and contributes to building more equitable, inclusive, and sustainable societies. In 2021, UNESCO's work on protecting, preserving and promoting access to documentary heritage in Northeast Asia has been highlighted by the following:



- ◆ UNESCO Beijing Office organized a Stakeholder Meeting on Accessible Documentary Heritage in Mongolia on 30 June 2021, gathering a total of 22 people including representatives from the Ministry of Culture, librarians, archivists, museum workers, curators and disability stakeholders to discuss ways forward on planning digital platforms and contents, with a view to incorporating disability and accessibility aspects. All participants unanimously agreed upon the significance and necessity of promoting accessibility for people with disabilities in both virtual and physical arena, and ensuring participation of persons with disabilities throughout the process.



Portraits of the five Mongolian female leaders featured in the "HERstories"

- ◆ UNESCO Beijing Office supported the Mongolian Culture and Art Research Institute to identify and collect five "HERstories" featuring five female leaders who have made great contributions to the intellectual and creative sectors of the Mongolian society in the 21st century. This collection was originally inspired by the "Women in History – Telling HERstory through Memory of the World (MoW)" project initiated by UNESCO Bangkok Office, which is an attempt to raise awareness on gender-sensitive documentary heritage in the Asia-Pacific region. The collection from Mongolia will later contribute to the "Women in History – Telling HERstory through Memory of the World" online exhibition.



A facilitator from GSPH delivering a presentation during the online lectures

- ◆ Upon the request from the DPRK National Commission for UNESCO and the Grand People's Study House (GPSH), with the objective of increasing the number of nominations to the international and regional MoW registers and enhancing collaboration and exchanges of good practices among concerned units, UNESCO

Beijing Office supported the organization of a five-day online training on preservation of and access to documentary heritages on 2-9 December 2021. A total of 174 officials representing the Ministry of Culture, National Bureau of Archive, Academy of Social Sciences, Kim Il Sung University and libraries in the provinces, cities and counties participated in the online lectures via the local intranet website of the GPSH. The lectures also led to the submission of the nomination of "Hon Chon Jon Do (Complete illustration of the astronomical chart)."

Promoting Disability Equality and Inclusion in China and Beyond

UNESCO is one of the UN agencies actively involved in implementing the UN Convention on the Rights of Persons with Disabilities. UNESCO Beijing Office works towards promoting disability awareness in society, changing negative attitudes, and creating an enabling environment of trust and respect. To this end, over the years, UNESCO Beijing Office has been devoted to building the capacity of journalists, media professionals, as well as CSOs and organizations of persons with disabilities (OPDs) in reporting and advocating for persons with disabilities in a manner consistent with respect for human rights.



Cover photo of the Handbook on Media Reporting on Promoting Disability Equality in China



A selection of photos collected during the International Day of Persons with Disabilities 2021 social media campaign

- ◆ In 2021, UNESCO completed developing the updated version of the ***Handbook on Media Reporting for Promoting Disability Equality in China***, which has been launched on the 2021 International Day of Persons with Disabilities (IDPD). Compared with the previous version, the new Handbook incorporates contents on barrier-free access to information and communication and disability-related media reporting during public emergency, in response to the most pressing issues that have come along with the COVID-19 pandemic. On the basis of the Handbook, UNESCO Beijing Office has also developed a series of short videos on the basics of disability-related media reporting, which are expected to be used as important reference materials in future training activities.
- ◆ In its capacity as Secretariat of the UN Theme Group on Disability (UNTGD), in 2021, UNESCO Beijing Office also coordinated the implementation of the Disability Inclusion

Action Plan (2021-2025) of the UN Country Team (UNCT) in China, and the exercise of the annual UNCT Disability Inclusion Scorecard Assessment. The UNTGD Position Paper on Enhancing Disability Inclusion has been developed and shared with all members, with the objective of strengthening engagement with stakeholders and promoting constructive dialogues between the UNTGD and the Chinese governments at all levels. Besides, UNESCO through the UNTGD, also worked to increase public awareness on disability inclusion. A social media campaign was carried out with support of the UN Communications Group in China, calling on individual citizens with and without disabilities to contribute disability-inclusive photos on Chinese social media, which led to a successful **collection of photos** featuring persons with disabilities participating in work, study, and social activities including during the pandemic, with over 5 million reads within one week. ■

Sport, the media, and social inclusion of persons with disabilities



Prof. Shahbaz Khan is the Director of the UNESCO Beijing Office in and UNESCO Representative to the Democratic People's Republic of Korea, Japan, Mongolia, People's Republic of China, and the Republic of Korea, and Chair of the UN Theme Group on Disability in China.

While the Tokyo 2020 Paralympics was underway, we invited Prof. Khan to share with us his insights on sport, the media and their power to promote diversity, equality and social inclusion of persons with disabilities.

Question 1: What role does sport play in our society? How can sport contribute to the empowerment and inclusion of persons with disabilities?

Prof. Khan: Sport has historically played an important role in all societies, be it in the form of competitive sports, physical activity or play. The values acquired in and through sport, such as respect, excellence, friendship, determination, courage, equality and inspiration, are invaluable to the whole of society. This is especially relevant during this challenging period while sport has remained a symbol of solidarity and hope.

The unique ability of sport to transcend linguistic, cultural and social barriers makes it an excellent platform for strategies of wellbeing and inclusion of persons with disabilities. Sport can help reduce the stigma and discrimination associated with disability



Girls playing football on the field. © Sharfaa Nuthoo

by highlighting the skills of persons with disabilities and reducing the tendency to see the disability instead of the person. Through sport, persons with disabilities acquire vital social skills, develop independence, and become empowered to act as agents of change. The power of sport as a transformative tool is of particular importance for women with disabilities. By providing them with the opportunity to compete and demonstrate their physical ability, sport can help to reduce gender stereotypes and negative perceptions associated with women with disabilities.

With the aspiration of leaving no one behind and maximizing the contribution of sport for a better and peaceful world, sport will continue advancing development as a powerful enabler of the UN Sustainable Development Goals.

Question 2: During the Paralympics, we have seen a significantly increasing number of articles about disability on mainstream media and social media, especially those featuring athletes with disabilities. What is the role of media outlets in promoting social inclusion of persons with disabilities? What does UNESCO do in this regard?

Prof. Khan: Indeed, we are extremely delighted to see and welcome the increasing amount of exposure of persons with disabilities in the media. This is a prime example of media functioning as a vital instrument in raising awareness among the public.

Article 8 of the UN Convention on the Rights of Persons with Disabilities calls for awareness-raising at all levels of society and in all areas of life to foster changes in the lives of persons with disabilities. Awareness-raising should promote positive perceptions of disability instead of focusing on a “preventive” or “deficit model”. However, today, it is still not uncommon to see persons with disabilities in the media being treated as objects of pity, charity or medical treatment that have to overcome a tragic and disabling condition or conversely, presented as superheroes who have accomplished great feats, so as to inspire people without disabilities. Instead of deepening the established negative stereotypes associated with persons with disabilities, with due attention and awareness, the media can actively contribute to an effective and successful inclusion of persons with disabilities in society.



Brazil's Terezinha Guilhermina is famous for her spectacular performances and outfits. She is one of the 2015 IPC Athletics Ones to Watch athletes. © Getty Images

In order to support the media in their efforts to portray persons with disabilities in a manner that respects human rights and promotes disability equality, over the past years, UNESCO has been working with Organizations of Persons with Disabilities in China, as well as media communications and disability experts, and have developed a handy instrument for media on covering stories involving persons with disabilities. The UNESCO publication entitled *Handbook on Media Reporting for Promoting Disability Equality* aims to provide useful reference for media organiza-

Read more:

◆ [Disability-Inclusive Language Guidelines](#) (developed by the UN Office at Geneva)

tions and individual practitioners, as well as journalism educators in guiding their work to contribute towards equality and inclusion of persons with disabilities in China and all over the world.

Question 3: What can everyone do to contribute to promoting the equality and inclusion for persons with disabilities? Do you have any recommendations for the general public?



Celebration of International Day of Persons with Disabilities.

Prof. Khan: Words matter. One important and easy thing that we can do is to use respectful languages. We may seldom realize that some of the expressions we use in relation to disability may convey a sense of belittling and disrespect for persons with disabilities, thus amounting to discrimination and impinge on the enjoyment of the human rights.

As part of the United Nations Strategy on Disability Inclusion launched by the UN Secretary General in 2019, we at the UN have been actively promoting the use of disability-inclusive language both within the system and among the public. The guidelines on disability-inclusive language is one of the tools, which provides a non-exhaustive list of recommended terms and terms to be avoided when talking about persons with disabilities or any topic associated with disability.

I invite everyone to consult this document in oral and written communications about persons with disabilities. By using language that celebrates diversity, we will contribute to strengthening the human rights model of disability and to creating a more inclusive world. ■

Efforts Supporting and Awareness Raising to Protect Heritage

Published on Xinhuanet, 31 October 2021
Moderator: Wang Zihang

Question 1: There are a lot of places here in China that are quite well known to the Chinese general public because of their unique historical and cultural value. But sometimes we find that they are completely lost on foreigners, people coming from abroad due to their unfamiliarity with China's past. For example, how do you think, in this day and age, what cities can do to sort of help themselves go global, to sort of make them better known to people from overseas?

Prof. Khan: There is a lot to be done nationally, but they must tell their stories. I think they should use more social media. The local government should have more festivals for all the people around China to come. So we need to continue to work, to understand what standards can be set. That's the role of UNESCO to the promotion using ICTs, using social media, also looking into the standards from conservation, from the point of view of education, and making sure every member of society is fully engaged.

Question 2: In order to better protect our shared cultural and natural heritage, this collective global effort must be in place to do that. From your perspective, what do we still need to do to achieve this, what we might call a global consensus on the conservation of our cultural heritage?

Prof. Khan: We need to continue to promote multilateralism. Multilateralism means we are working together, we are part of the same world. Nobody should come and impose their ideas on anybody. But through multilateralism, through consensus, working together. Working on issues which are common to all of us, we need to support our efforts for protecting our heritage around the world and creating new opportunities and awareness. Heritage in China is heritage for all the young people around the world. We need to protect our planet Earth by working on the right sustainable practices where heritage should be at the heart of our understanding. ■



[Click here to watch the video](#)

Aijing Zhuang, one of the winners of the 2018 UNESCO Asia-Pacific Awards for Cultural Heritage Conservation. © Fuzhou Municipal People's Government

MESSAGES FROM NATIONAL COMMISSIONS

In August 2021, UNESCO Beijing Office conducted a staff retreat with the theme "Reconnect, Rediscover, Rejuvenate", in answer to a pressing call to advance the strategic development of the office while adapting to the new normal. During this retreat, we are glad to have invited Secretary-Generals of National Commissions for UNESCO from all 5 cluster countries and also the UN Resident Coordinator in China to share their thoughts and insights. They all highly commended the achievement UNESCO Beijing Office had made, including in the 5 countries, UN reform, and UN Sustainable Development Cooperation Framework (UNSDCF) in China. Meanwhile they also expressed their expectations in the office's future actions to connect the cluster countries closer and further support global SDGs attainment, among others.

Details are as follows.



Dear Colleagues,

UNESCO Field Offices are important in coordinating the work of the Organization at the regional level. UNESCO Beijing Office is expected to be familiar with the situation and priorities of the five Member States and develop programmes in close consultation with the National Commissions. It is also expected to foster cooperation and exchanges within and beyond the region. In this connection, I am pleased to share some of our preliminary thoughts and suggestions as follows.

First, we suggest that UNESCO Beijing Office raise the voices of our region in UNESCO's the strategic planning. Northeast Asia is a region with robust economic development. It is also a region actively engaged in and have made great progress in varieties of UNESCO activities. Although UNESCO convenes varieties of consultation meetings in preparing its new Medium Term Strategy and the new biennium Programme and Budget, UNESCO Beijing Office is a special channel to make our voice heard. I hope that Beijing Office will enhance its exchanges with the five Member States to better understand our priorities/needs/experiences/ideas and share them to the Organization, so as to promote more active participation of the region in the programmes and activities of UNESCO to make greater contributions to the achievement of SDGs.

Second, we suggest that UNESCO Beijing Office develop innovative projects and organize creative activities that will facilitate cooperation among the five Member States within the region. Education, World Heritage both tangible and intangible, creative cultural industry have been the focus of the region, where there's great potential for us to collaborate. I hope that Beijing Office will further identify the common interests of us and explore new ways and activities that will bring us closer.

Mr QIN Changwei
Secretary-General of the Chinese National Commission for UNESCO



[Full speech here](#)

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In my opinion, the most important task for UNESCO Beijing Office is to develop dialogue, liaison and contact with the Member States and its National Commissions so as to make an active contribution to the development of relevant countries within its fields of mandate.

Under the circumstances of the prolonged public health crisis, I reckon that the provision of a mechanism and opportunities for the Member States to regularly inform and share their success stories, experiences and lessons learnt can be a way to enhance the position and role of the Office.

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UNESCO Beijing Office, as in cases with other offices, has assumed an important task for implementation of the UNESCO's strategy. For proper implementation of the UNESCO's strategy by reflecting the requirements of its Member States, the Office has to direct due attention to the establishment and implementation of detailed action plans that go along with the conditions of individual countries and the region.

In particular, a lesson should be drawn from the big impact of today's pandemic on education sector and priority given to the completion of e-education system and strengthening of ICT education in Member States for the next 5 years.

Mr JO Chol Su
Secretary-General of DPRK National Commission for UNESCO

[Full speech here](#)

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This year, Japan celebrated the 70th anniversary of its membership in UNESCO. Taking this opportunity, the Japanese National Commission for UNESCO intends to further revitalize our UNESCO activities, such as developing young people who will be responsible for future UNESCO activities and collaborating with various stakeholders such as private companies and NGOs. In addition, Japan is implementing various activities and projects in the Asia-Pacific region through the Japanese funds-in-trust (JFIT).

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It is my understanding that the Beijing office is also engaged in various sub-regional activities, and we hope that, in collaboration with the UNESCO headquarters and the regional bureaus in the Asia-Pacific region which have the joint aim of working to realize the UNESCO missions, support will be provided to the countries that are in real need of technical advice so that the UNESCO activities in the member states of the region will be further developed.

It is our sincere hope that we will be able to work with the Beijing Office in order to build better relations between the member states in the region.

Mr TAGUCHI Yasushi
Secretary-General of Japanese National Commission for UNESCO

[Full speech here](#)

(Delivered on 13 August, 2021)

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In culture sector, we are grateful for your efforts in supporting the implementation of UNESCO's cultural conventions in Mongolia. In the next five years, we would need more support in implementing Article 16 of UNESCO 2005 Convention, 1980 Recommendation Concerning the Status of Artists, as well as further strengthening national capacity of government agencies, particularly newly established Ministry of Culture about the Conventions.

In the field of Natural Science, we are requesting UNESCO Beijing Office to support the development of the new Science and Technology Innovation Master plan of Mongolia and the effective implementation of GO-SPIN online platform in the coming years. In addition, International, regional and sub-regional networking and capacity building activities concerning the MAB, IHP and Global Geoparks programme should be included in the strategic plan of the Beijing Office.

Ms Uyanga Sukhbaatar
Former Secretary-General of Mongolian National Commission for UNESCO

[Full speech here](#)

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First of all, I would like to suggest that we restart the annual meeting of Secretaries-General of National Commissions in Northeast Asia that were arranged by the UNESCO Beijing Office between 1998 and 2012. We hope the Beijing Office can and will play a key role in restarting and facilitating the meeting. In particular, as sustainable peace on the Korean Peninsula is one of the key elements of the peace in Northeast Asia and beyond, North Korean National Commission's participation in the meeting will be an important factor in the success of this regional cooperation process. In view of the difficulties in communication, we expect the UNESCO Beijing Office to play the role of facilitator and coordinator in resuming the annual meeting. I am confident that the meeting will greatly contribute to advancing UNESCO's mission of forging a culture of peace in our region.

Secondly, in the Education sector, the diverse webinars held by UNESCO during the COVID-19 education crisis have been important for information sharing. However, I'm afraid that too many similar online meetings simply for information sharing are being held separately by different sectors, institutes/centers and field offices. It is our hope that the Beijing Office will play a role beyond promoting information exchange among Member States. We hope the Beijing Office can function further as a laboratory of ideas for promoting SDG 4 implementation within our region.

Mr Kyung-Koo Han
Secretary-General of Korean National Commission for UNESCO

[Full speech here](#)

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MESSAGES FROM UN RESIDENT COORDINATOR IN CHINA

In the staff retreat for strategic planning, we are also honored to have invited **Mr. Siddharth Chatterjee, the UN Resident Coordinator in China** to provide guidance on ways to better contribute to development and SDGs achievement both in and outside China. He shared major highlights of UN reform, UN Sustainable Development Cooperation Framework (UNSDCF), and South-South Cooperation in China, following which **Mr. Joe Colombano, Head of Resident Coordinator's Office in China**, provided more details of the context and process of UNSDCF development, as well as the main outcomes of UNSDCF for China.

Speech by Mr. Siddharth Chatterjee, UN Resident Coordinator (Excerpts)

Dear Shahbaz,
Dear UNESCO colleagues,

I would like to take this opportunity to express my profound gratitude to UNESCO for your significant contributions to the implementation of the **UN Sustainable Development Cooperation Framework (UNSDCF)**.

The UNSDCF 2021-2025, agreed between the Government and the UN in China, represents the most important strategic and programmatic framework for the UN to support China in the implementation of the 2030 Agenda. In response to the new development paradigm of China, **three Strategic Priorities with six outcome areas** were identified, including **People and Prosperity, Planet, and Partnerships**.

UNESCO is one of the few UN originations **contributing towards all 6 outcomes of the Cooperation Framework**, covering a wide range of development areas. I commend your significant contributions to SDGs achievement both in and outside China under the three priority areas.

On **poverty alleviation**, you supported to develop sustainable means of livelihood in the World Heritage Sites, such as bamboo weaving in Chishui and embroidery in Shilin, with a particular focus on women and ethnic minorities.

On **education**, you promoted integrated health education curriculum framework and comprehensive sexuality education at schools, and provided people with lifelong learning opportunities through the establishment of community centers.

On **environment**, you promoted nature education in protected areas, and strengthened the community ownership of environmental protection and youth awareness on biodiversity safeguarding and sustainable development.

UNESCO always **puts vulnerable groups at the center of your work**. You pay close attention to gender inequality and GBV issues, and put genuine efforts in addressing the issues faced by the people living with HIV.

I would particularly thank UNESCO and Dr. Shahbaz for **chairing the Theme Group on Disability**. Under your leadership, our country team is better able to advance disability inclusion and promote the rights of the persons with disabilities in China.

UNESCO also plays an important role in **convening and promoting the development cooperation** between China and other countries, for example in Africa, including on Technical and Vocational Education and Training. And now you are working to promote barrier-free internet information service environment and distance learning in Mongolia through improving its internet accessibility.

3 Strategic Priorities	6 Outcome Results	UNESCO's Contribution
Priority 1 - People and Prosperity: Achieving Innovation-driven, Coordinated and Shared Development	Outcome 1: Relative poverty and multi-dimensional poverty are reduced, and more coordinated development leads to reduction in gaps between rural and urban areas and among regions, as more people in China, including left-behind groups, benefit from sustainable, innovation-driven and shared high-quality economic development, with enhanced access to economic opportunities arising through innovation, entrepreneurship and rural revitalization, enjoying decent work, sustainable livelihoods, and the right to development equally for both women and men.	Piloted culture-oriented high-quality development with the innovative concept of "World Heritage Sustainable Livelihoods"
	Outcome 2: People's lives in China are improved further as headway is made in ensuring access to childcare, education, healthcare services, elderly care, housing and social assistance, and more people in China, including left-behind groups, benefit from equitable and high-quality public services and social protection systems as well as accelerated efforts to reduce gender inequality and other forms of social inequality throughout the life-course.	Enhanced institutional capacity for SDG 4, Community Learning Centres (CLCs), Lifelong Learning, Technical, Vocational Education and Training (TVET), Comprehensive Sexuality Education (CSE) Promoted Media and information literacy (MIL) and advocated for the rights and social inclusion of vulnerable groups
Priority 2 - Planet: Achieving Green Development	Outcome 3: People in China and the region benefit from a healthier and more resilient environment.	Encouraged youth participation in heritage and biodiversity conservation and communication in the region
	Outcome 4: China accelerates its transition to a people-centred, inclusive, low carbon, and circular economy.	
Priority 3 - Partnerships: Achieving Open Development	Outcome 5: China's international financing, investments and business engagements, including through connectivity initiatives, programmes and projects, contribute to SDG attainment in partner countries.	Enhanced the triangular cooperation among China, Germany and UNESCO in multi-stakeholder partnership and sharing of good practice in heritage conservation for sustainable development
	Outcome 6: Through South-South cooperation and humanitarian cooperation, China makes greater contributions to SDG attainment and the principles of the 2030 Agenda, including leaving no one behind.	Strengthened mutual communication and understanding among people through fostering an intercultural dialogue platform, especially within cluster countries in northeastern Asia

Working in and with China for other developing countries, this is one of the specialties to work for the UN in this country. Our work not only supports China in achieving its national development goals, but also helps other countries in realizing the SDGs through the work of international and south-south cooperation.

I thank UNESCO for consistently playing such a supportive and indispensable role in our UN reform and UNSDCF implementation process. With your firm support and active participation, and through our focus on people and prosperity, planet, and partnerships, I will lead a UN system in China that is wholly committed to playing its part in assisting China's development priorities and supporting global SDGs attainment.

Let us continue to forge together with compassion in this Decade of Action, achieve the SDGs, for a peaceful and prosperous future. ■

Read more:

- ◆ [Introduction of UNSDCF](#)
- ◆ [How UN is supporting the Sustainable Development Goals in China](#)

Related resources:

- ◆ [United Nations Sustainable Development Cooperation Framework Guidance](#)
- ◆ [UN Sustainable Development Cooperation Framework for People's Republic of China \(2021-2025\)](#)



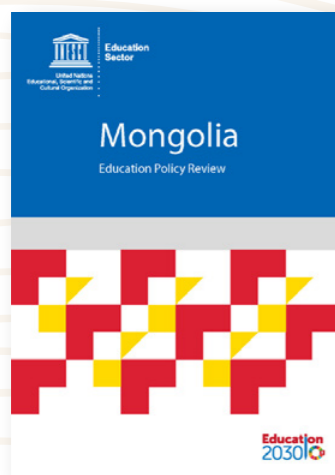
UNESCO Beijing Office Newsletter in 2021

- ◆ March to August
- ◆ September to December



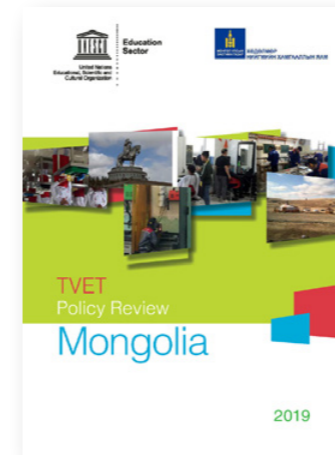
ICT in Education Policy Review Report: Mongolia

This Policy Review converges all discussion on ICT in Mongolia's education policies, programmes and activities. It aims to prepare inputs and recommendations in the perspective of government's purposes to develop an ICT in education master plan and strengthen education system to help them tackle the emerging domestic and global education challenges, such as the COVID-19 pandemic. This report assesses the existing policy environment, identifies challenges and gaps, and makes key policy recommendations for the Ministry of Education and Science to practise mainstream ICT at all levels.



Mongolia, Education policy review: towards a lifelong learning system

The comprehensive Education Policy Review was conducted by UNESCO in Mongolia in 2019, at formal request by the Ministry of Education and Science. It assesses the country's strengths and weaknesses of education systems and practices, as well as purposes the recommendations corresponding to the identified policy issues. It emphasized education's role as a driver of sustainable development and calls for more efforts in promoting Green Economy, protecting herder livelihoods, equity and public goods. The Education Policy Review has led to the preparation of the Mongolia 10-Year Education Sector Master Plan (2021-2030).



TVET Policy Review: Mongolia

This TVET sector policy review analyzes the status, the social, economic and labour market context of Mongolia, as well as makes recommendations for actions to enhance the existing system further. It illustrates the reform efforts to equip young people and adults with necessary skills for employment, decent work, entrepreneurship and lifelong learning, and to make contribution to the sustainable development in Mongolia. It had impact on the Government to increase budget on TVET in Mongolia and supported the reform of the TVET Sector aligned with the skills demand in the country.



Heritage in a Box - Learning about heritage in an integrated manner

This flyer introduces the "Heritage in a Box" toolkit developed by UNESCO and its partners in Mongolia. Launched in 2016, the toolkit serves as an interactive and practical instrument to educate children on heritage protection and safeguarding, and has reached more than 8000 students in and around World Heritage sites.



Leaflet on the key activities and achievements of the EABRN

An illustrated brochure/leaflet on the key activities and achievements of the EABRN has been prepared and printed beginning of 2020 in order to be ready to distribute among EABRN members at the 16th EABRN Meeting in Mongolia.

China World Heritage Capacity Building Manuals

Launched in October, this six-volume series is developed under the UNESCO - China Youth Development Foundation Mercedes-Benz Star Fund "Conservation and Management of World Heritage Sites in China" Project Phase III. This series shares knowledge and good practices in the context of China on effective management of heritage for sustainable development.



World Heritage Overview

This volume reviews the World Heritage system and key concepts, achievements and challenges, gives context to the 2030 Agenda and the synergies between the World Heritage Convention and UNESCO's other culture Conventions, and highlights China's endeavours from "high-quantity inscription" to "high-quality conservation" since ratification of the Convention in 1985.



World Heritage Value Research and Nomination

This volume highlights the importance of value research on top of systematic review of the procedures and methods of heritage nomination, introduces methodologies of Outstanding Universal Value research through detailed case studies in China, and provides practical analytical tools for Tentative List site managers alike in preparing for heritage nomination.



Conservation, Management and Monitoring of Cultural World Heritage Sites in China

This volume introduces China's laws, regulations, systems and procedures for cultural World Heritage management, planning, monitoring, pre-warning and disaster risk mitigation, and highlights the importance of monitoring as a way of reflecting the state of conservation of World Heritage sites, and accumulating data for timely risk management and precaution.



Conservation, Management and Monitoring of Natural World Heritage Sites in China

This volume provides practical guidance for natural and mixed World Heritage site managers on natural heritage value identification and integrity conservation, conservation assessment, planning and management, and monitoring. It highlights through case studies situation and characteristics of natural heritage management in China, and provides solutions to typical issues for site managers.



Sustainable Tourism Management at World Heritage Sites in China

This volume addresses the need of effectively managing World Heritage tourism, so that it propels sustainable development on the ground, and provides practical guidance on responsible tourism development and fair revenue distribution, effective dissemination of heritage values, tourism stakeholder management, heritage interpretation, operation and environment protection.



Heritage Conservation for Sustainable Development in China

This volume presents case studies of World Heritage sustainable livelihood pilot activities and the China-Germany cultural exchange on heritage conservation for sustainable development as part of the "Conservation and Management of World Heritage Sites in China" Project Phase III, showcases international and domestic policies on heritage conservation and sustainable development, and elaborates culture's potential in reducing poverty, promoting gender equality, economic growth and employment, resilience, and rural revitalization.



Handbook on Media Reporting for Promoting Disability Equality in China (Chinese version)

With the aim to increase understanding of disability issues among media professionals and the public, the Handbook provides theoretical and practical guidance on promoting disability inclusion in and through media, information accessibility, reporting on public emergency and disability equality.



Media and information literacy resources: ten picture books for children, parents, and teachers in China to enhance media and information literacy (MIL) competencies

Through vivid animation styles, the set of picture books, as a timely reflection of the current media and information landscape, covers a wide range of topics related to MIL and provides practical guidance for children and parents in China.



Making Yourself Heard/Getting Your Message Across: A Handbook for Civil Society Organizations (Chinese version)

Aiming to promote a better understanding of the media agenda among CSOs and present effective advocacy strategies, the handbook encompasses practical guidance accompanied by globally- and locally-relevant case studies concerning the situations and problems CSO may encounter when dealing with the media.

Translation



UNESCO COVID-19 Education issue notes

The issue notes are written collectively by UNESCO education colleagues worldwide to provide evidence of good practices, practical tips and links to important reference to mitigate the impact of school closures during the COVID-19 pandemic. It includes several topics under various educational thematic areas: Most of the issue notes are translated into Chinese and Mongolian and are accessible for the public.



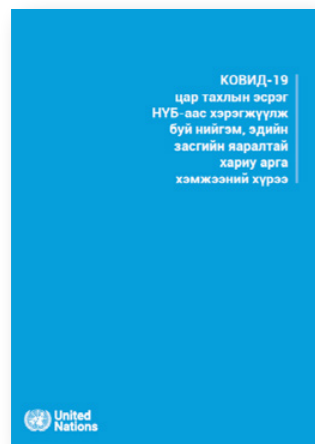
Safe Back to School: A Practitioner's Guide

This guide helps coordination and program teams plan an integrated, participatory process for safe school reopening. It aims to be a user-friendly, practitioner-focused tool that outlines the key steps needed for a coordinated, inclusive, all-hazards approach to school reopening and links to further guidance where appropriate. This Guide was able to reach to many education officials and relevant stakeholders in Mongolia with UNESCO Beijing's support in translation and dissemination.



Supporting teachers in back-to-school efforts

This Toolkit was designed for school leaders to support and protect teachers and education support staff in the return to school following COVID-19 related closures. It contains relevant background information, guiding questions, practical tips and suggestions about practical, operational and pedagogical questions about school reopening, as well as links to protocols and other online resources. This Guide was able to reach to many education officials and school managers in Mongolia with UNESCO Beijing's support in its translation.



A UN framework for the immediate socio-economic response to COVID-19

This report sets out the framework for the United Nations' urgent socio-economic support to countries and societies in the face of COVID-19, putting in practice the UN Secretary-General's Shared Responsibility, Global Solidarity report on the same subject. This document was well informed to the Mongolian relevant officials and stakeholders with UNESCO Beijing's support in its translation.



Accessible Digital Documentary Heritage: Guidelines for the Preparation of Documentary Heritage in Accessible Formats for Persons with Disabilities (Mongolian and Chinese version)

Contributing to ensure no one is left behind in access to information, the publication, researched and authored by persons with disabilities, provides practical guidelines for how documentary heritage can be digitalized and made accessible for persons with disabilities, government, and other stakeholders.



Gender Equality Baseline Study of Memory of the World in Asia-Pacific (Mongolian version)

This brochure presents key findings and analysis of the review of 165 Memory of the World inscriptions from Asia and the Pacific using UNESCO's Gender Equality Marker with assessments on the degree of gender sensitivity, and provides relevant recommendations.



Let's Explore the Memory of the World with Tia, Jik and Pokpok (Mongolian version)

Targeting children at primary school level as well as parents and educators, the book takes readers on a journey to explore a diverse collection of documentary heritage around Asia and the Pacific and make their own memory through written and illustrated descriptions and narratives.



Letting the Sun Shine In Transparency and Accountability in the Digital Age

As part of UNESCO's World Trends in Freedom of Expression and Media Development series, this publication explores a framework for greater transparency of internet companies as part of a multi-stakeholder effort to promote and protect human rights in the digital ecosystem.

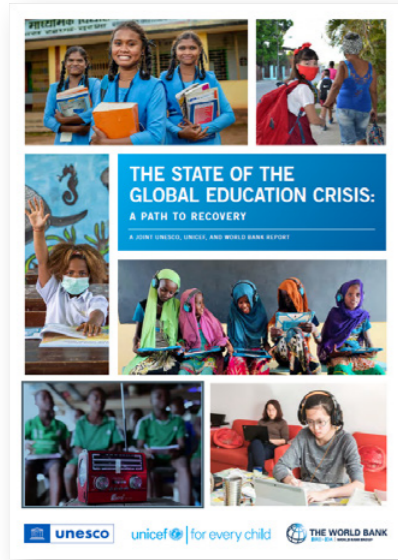


Guidelines for Prosecutors on Cases of Crimes Against Journalists

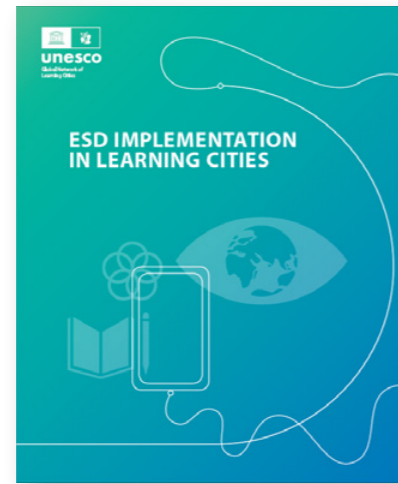
Aiming to enhance the knowledge and capacities of prosecutors, this publication provides guidelines for prosecutors in supervising criminal investigations, reinforcing "Prevention, Protection, and Prosecution" principles, and ensuring just, rule of law, and fundamental freedom in regard to the safety of journalists.

[Read more of our publications](#)

UNESCO Headquarters



The State of the Global Education Crisis: A Path to Recovery



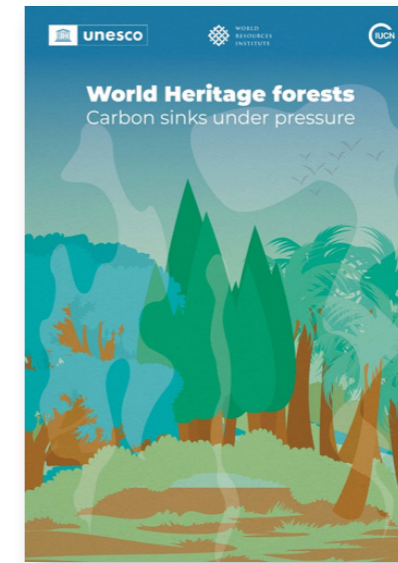
ESD Implementation in Learning Cities



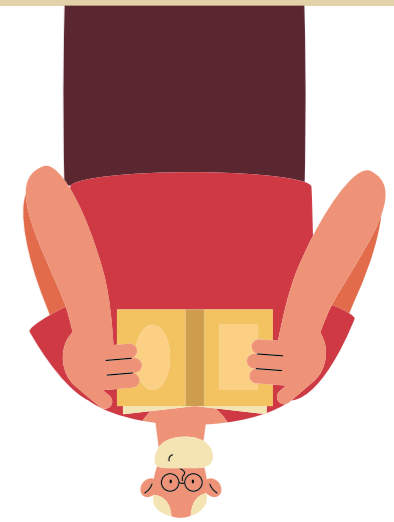
Education for sustainable development: a roadmap



Cities, Culture, Creativity: Leveraging Culture & Creativity for Sustainable Urban Development & Inclusive Growth



World Heritage forests: carbon sinks under pressure



Reimagining Our Futures Together: a new social contract for education



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Re|shaping policies for creativity: addressing culture as a global public good



UNESCO Science Report 2021



UN World Water Development Report 2021



LIST OF DONORS AND PARTNERS IN 2021

◆ National Commissions

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◆ UNESCO Category 2 Centres

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International Centre for Higher Education Innovation	China
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International Centre on Global-Scale Geochemistry (ICGG)	China
International Centre on Space Technologies for Cultural and Natural Heritage (HIST)	China
International Knowledge Centre for Engineering Sciences and Technology (IKCEST)	China
International Research and Training Centre for Rural Education (INRULED)	China
International Research and Training Centre for Science and Technology Strategy (CISTRAT)	China
International Research and Training Centre on Erosion and Sedimentation (IRTCES)	China
International Research Centre on Karst (IRCK)	China
International Training Centre for the Intangible Cultural Heritage in the Asia-Pacific Region (CRIHAP), Beijing	China
Teacher Education Centre in Shanghai	China
World Heritage Institute of Training and Research for the Asia and the Pacific Region (WHITR-AP)	China
International Centre for Water Hazard and Risk Management (ICHARM)	Japan
International Research Centre for Intangible Cultural Heritage in the Asia-Pacific Region (IRCI)	Japan
International Institute for the Study of Nomadic Civilizations (IISNC)	Mongolia
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International Centre of Martial Arts for Youth Development and Engagement (ICMAYDE)	ROK
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International Centre for Documentary Heritage in the Republic of Korea	ROK

◆ UNESCO Chairs Programme/UNITWIN

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UNESCO Chair on Capacity-Building for the Preservation and Restoration of the Asia-Pacific Cultural Heritage, The Korea National University of Cultural Heritage	ROK
UNESCO Chair on Community Media, University of Hyderabad	India

◆ Education

UN Organizations/Programmes

United Nations Resident Coordinator (UNRC)
 United Nations Children's Fund (UNICEF)
 United Nations Development Programme (UNDP)
 United Nations Industrial Development Organization (UNIDO)
 UN Women
 The Joint United Nations Programme on HIV/AIDS (UNAIDS)
 United Nations Population Fund (UNFPA)
 World Health Organization (WHO)
 International Labour Organization (ILO)
 World Bank
 German Agency for International Cooperation (GIZ)
 International Maritime Organization (IMO)

Government Entities

Ministry of Education	China
Shenzhen Government	China
Henan Provincial Education Department	China
Chongqing Municipal Education Commission	China
Guangdong Provincial Education Department	China
Ministry of Education	China
Shenzhen Government	China
Henan Provincial Education Department	China
Chongqing Municipal Education Commission	China
Guangdong Provincial Education Department	China
National Education Commission	DPRK
Ministry of Education, Culture, Sports, Science and Technology (MEXT)	Japan
Mongolian Ministry of Education and Science	Mongolia
Ministry of Labour and Social Protection	Mongolia
Ministry of Education	ROK

Academic and Research Institutes

Tsinghua University	China
Peking University	China
Zhejiang University	China
Beijing Normal University	China
Shanghai Normal University	China
China Agricultural University	China
Communication University of Zhejiang	China
Shanghai Open University	China
Ningbo Adult School	China
Zhejiang Technical Institute of Economics	China
Southern University of Science and Technology	China
Shenzhen Polytechnics	China
Zhejiang Technical Institute of Economics	China
Hongkong University of Education	China

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Asia-Pacific Cultural Centre for UNESCO	Japan
Okayama University	Japan

UNU Institute for the Advanced Study of Sustainability	Mongolia
Vocational Education Training Partnership	Mongolia
National University of Mongolia	Mongolia
Mongolian University of Science and Technology	Mongolia

Korea National Open University	ROK
Korea Research Institute for Vocational Education and Training	ROK
Korea Institute of Curriculum and Evaluation	ROK
Sookmyung Women's University	ROK
Handong Global University	ROK

Private Sectors

Huawei	China
Tencent	China
TAL Group	China
Weidong Group	China
International Computer Driving License (ICDL)	Mongolia

LIST OF DONORS AND PARTNERS IN 2021

Civil Society Organizations

China Education Association for International Exchange	China
China Adult Education Association	China
National ESD Working Committee	China
Save the Children	China
Xi'an Guangyuan Sex Education Support Charity Centre	China
Advocates for Youth	China
Hongkong Family Planning Association	China
China Family Planning Association	China
China Sexology Association	China
JICA office in Mongolia	Mongolia
Korea International Cooperation Agency Monoglian Office	Mongolia
Mongolian National Council for Education Accreditation	Mongolia
Mongolian National Institute for Education Research	Mongolia
Asia Pacific Women's Information Network Center	ROK

Private Sectors

China Youth Development Foundation Mercedes-Benz Star Fund	China
Beijing Dequan Management and Consulting Co., Ltd.	China
Youth Development Foundation	China
Tencent	China
Phoenix TV	China
Creative Industry Innovation Center (NGO) implementing an IFCD-funded project	Mongolia
Foundation for the Protection of Natural and Cultural Heritage of Mongolia	Mongolia

International and Local Organizations

International Bamboo and Rattan Organization

Media

Xinhua News Agency	China
CGTN (China Global Television Network)	China

Individual Partners

Ms Hiroko Tsuboi-Freidman, Expert Facility Member for the 2005 Convention	Japan
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Natural Sciences

UN Organizations/Programmes

World Bank	
Man and Biosphere Programme (MAB), UNESCO	
The Intergovernmental Hydrological Programme (IHP), UNESCO	

Government Entities

Changjiang Civilization Museum	China
Ministry of Education and Science of Mongolia	Mongolia
Ministry of Environment	ROK

Academic and Research Institutes

Chinese Academy of Sciences (CAS)	China
Chinese Association of Science and Technology (CAST)	China
Alliance of International Science Organizations (ANSO)	China
China Institute of Water Resources and Hydropower Research (IWHR)	China
University of Natural Resources and Life Sciences, Vienna (BOKU)	Austria

Private Sectors

ByteDance Ltd.	China
Shanghai Shimao Construction Co., Ltd	China

Non-governmental Organizations (NGOs)

Global Youth Biodiversity Network (GYBN)	
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Culture

UN Organizations/Programmes

World Bank

Government Entities

Shilin Yi Autonomous County Scenic and Historic Area Management Bureau	China
Ministry of Culture and Tourism	China
National Cultural Heritage Administration	China
National Forestry and Grassland Administration	China
Fuzhou Municipal Government	China
Shunde Municipal Government	China
Meizhou Municipal Government	China
Baoding Municipal Government	China
Dunhuang Municipal Government	China
Gansu Provincial Government	China
Jingdezhen Municipal Government	China

National Authority for the Protection of Cultural Heritage (NAPCH)	DPRK
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National Research Institute for Cultural Properties	Japan
Academic Committee of Urban Planning History and Theory	Japan

National Center for Cultural Heritage	Mongolia
Ministry of Culture	Mongolia

Academic and Research Institutes

Peking University	China
Communication University of China	China
Suzhou Art and Design Technology Institute	China
Chinese Academy of Social Science (CASS)	China
Sun Yat-sen University	China

National Research Institute of Cultural Heritage	ROK
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Social and Human Sciences

UN Organizations/Programmes

United Nations Population Fund (UNFPA)	Mongolia
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Government Entities

Nanjing Municipal Government, Changsha Municipal Government	China
Ministry of Labour and Social Protection, Mongolia's National Committee for the Management of Social Transformations Programme	Mongolia

Academic and Research Institutes

Chinese Academy of Social Sciences (CASS), Nanjing University, Shandong Women's University	China
Mongolian Academy of Sciences	Mongolia
Research and Business Development Foundation, Sookmyung Women's University	ROK

Private Sectors

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Non-governmental Organizations (NGOs)

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Individual Partners

Gender Specialists from China, Mongolia, Japan and ROK (Dr. Yang Juhua, Ms. Wang Hui, Ms. Enkhtsetseg Byambaa, Ms. Jackie Steel, Dr. Gawon Chung)

Communication and Information

Academic and Research Institutes

Communication University of China	China
Suzhou Deep-time Digital Earth Research Centre	China
Grand People's Study House	DPRK
Mongolian Culture and Art Research Institute	Mongolia

Private Sectors

ByteDance Ltd.	China
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Non-governmental Organizations (NGOs)

Internet Society of China	China
Common Language	China
Youren Foundation	China
Press Institute of Mongolia	Mongolia
Community Radio Association of Mongolia (CRAMO)	Mongolia
Media Diversity Institute	UK

Intersectoral Partnership

Private Sectors

China Railway Real Estate Group	China
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Media

China Media Group	China
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People's Republic of Korea, Japan,
Mongolia, the People's Republic of
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Floor 15, Building 5 Jianguomenwai
Diplomatic Residence Compound
Beijing, 100600 China
beijing@unesco.org

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