Summary Report

2017 TRAINING WORKSHOP FOR OFFICIALS OF NATIONAL COMMISSIONS FOR UNESCO IN ASIA AND THE PACIFIC

Date: June 20th-23rd, 2017
Venue: Bangkok, Thailand

DAY 1 – JUNE 20TH

OPENING REMARKS

Dr. Woojin Cho, the Director of the Division of International Relations at the Korean National Commission for UNESCO, started the proceedings with a thank you to the co-organizers, the UNESCO Bangkok Office and the Thai National Commission for UNESCO, as well as all the participants from UNESCO Headquarters and National Commissions (Natcoms). Dr. Cho then invited Mr. Kwangho Kim, the Secretary-General of the Korean National Commission for UNESCO, to deliver some opening remarks.

Mr. Kim extended a warm welcome to all participants, thanking them for taking the time to join the training workshop. He also expressed his gratitude to the co-organizers, the UNESCO Bangkok Office, and the Thai Natcom. He explained that three important missions of Natcoms had brought the participants together for the training: creation of cooperative networks, dissemination of the values and ideas of UNESCO, and contribution to achievement of the UN’s Sustainable Development Goals (SDGs) within each Member State. He stated his hope that the workshop would contribute to building the capacities of the Natcoms in the Asia-Pacific region, and that it would strengthen the channels for constructive exchange of ideas among the participating Natcoms in the future.

WELCOMING REMARKS

Dr. Cho then invited Ms. Nongsilinee Mosika, the Deputy Secretary-General of the Thai National Commission for UNESCO, and Dr. Gwang-Jo Kim, the Director of the UNESCO Bangkok Office to deliver some welcoming remarks.

Ms. Mosika extended her warm welcome to the participants. She pointed out that the workshop has been organized at an opportune time, given Natcoms current key role in ensuring the shared global commitment to the Education 2030 Agenda. She noted that
Thailand, in line with the Education 2030 Agenda, was strongly committed to realizing the right to education for all children in the country and had introduced a new national education policy plan (2017-2036) which focuses on giving students lifelong learning opportunities based on skills for the 21st century. Lastly, she expressed her hope that the outcome of the workshop would promote the roles of Natcoms and UNESCO’s programmes.

Dr. Kim extended his greetings and gratitude to all participants. He noted that UNESCO had a key role to play in achievement of the SDGs and that this topic would be discussed during the workshop. He stated that UNESCO was the sole agency with a cooperative network of Natcoms, and that this network made a vital contribution to the Organization’s work. He emphasized the importance of inter-regional and sub-regional cooperation in achievement of the SDGs and the Education 2030 Agenda. He ended by expressing his hope that the workshop would provide a platform for active discussion between Natcoms in the Asia-Pacific region.

Dr. Cho, as Moderator, then opened the floor for self-introductions. All the participants introduced themselves, giving details of their names, their affiliation, their roles within their offices, and their expectations for the training workshop.

SESSION 1 – UNESCO’s Structure and Functions, and Its Current Reform Efforts

Presenter: Mr. Mohamed Djelid, Deputy Director, Bureau of Strategic Planning, UNESCO HQ

Mr. Djelid began his presentation by noting that UNESCO was a specialized agency of the UN with the goal of promoting peace, sustainable development, and intercultural dialogue. He explained the roles of the Organization’s various bodies – the General Conference, the Executive Board, the Secretariat, and the National Commissions. He then introduced the five agreed Strategic Directions for UNESCO’s reform: 1) increasing its focus; 2) positioning it closer to the field; 3) strengthening its participation in the UN system; 4) strengthening its governance; and 5) developing its partnership strategy. In addition, he discussed the challenges and current reform efforts of the Organization, noting that UNESCO covers a wide range of topics, which raised the challenge of a potential lack of focus.

Mr. Djelid continued by explaining the Medium-Term Strategy for 2014-2021 including its mission statement, functions, overarching objectives, global priorities, and nine strategic objectives. He also introduced the process for preparing the 39 C/5 programme and budget (2018-2021) by sharing the “Preliminary Proposal by the Director-General concerning the Draft Programme and Budget for 39 C/5.” He ended his presentation by asking the participants for their opinions on the strategy.

Comments and Questions from the Floor

Ms. Lindsay Barrientos from the Philippines Natcom stated that her commission made efforts within all five sectors, but that education and culture were emphasized, as a result of the
national context. She explained that one of the Philippines Natcom’s key functions was to insure inclusion of key agencies as well as the private sector, NGOs, and academia. Dr. Lutz Möller, from the German Natcom, noted that his commission tried not to focus on the whole spectrum and that there needed to be a selective approach as to which programmes should be up-streamed or down-streamed. Mr. Djelid agreed that the recommended approach would be not to focus on everything, but rather to have a strategic approach to ensure an impact.

Mr. Kwangho Kim mentioned that, based on the experience of the Korean National Commission, cooperation in all sectors was crucial, and that central and local government and civil society are willing to work with UNESCO. He added that the Korean Natcom disseminates information to fill in gaps. He suggested that strong Natcoms and centres are best able to contribute to the work of UNESCO. He provided the example of Natcoms from developed countries and category I and II centres serving to provide support as clearing houses.

Ms. Nongsilinee Mosika suggested that UNESCO HQ organize a series of meetings for the Natcoms and the Secretariat to actively engage in discussions on the role of the Natcoms in UNESCO’s reform. She also emphasized the need to recognize the role of UNESCO Field Offices in providing technical assistance for Natcoms to work effectively with UNESCO HQ. She noted that the Thai Natcom can work in close cooperation with the Bangkok Office to handle programmes in light of UNESCO HQ’s priorities.

Ms. Lucy Kum Kee Moala-Mafi from the Tonga Natcom shared her experience and lessons learned as someone working at a small Natcom. She pointed out the importance of utilizing the Natcom’s network, such as the UN agencies and government ministries. She noted that the Tonga Natcom requests Tonga’s government ministries to focus on one or two days to celebrate International Days, which she said had turned out to be effective. She also said that the Tonga Natcom focused on the culture sector for greater impact, rather than prioritizing all sectors.

SESSION 2 – Where We Stand with the Sustainable Goals (SDGs) at the Regional Level

Presenter: Dr. Gwang-Jo Kim, Director of the UNESCO Bangkok Office

Dr. Kim opened the second session by pointing out that the SDGs were unique in their universality. He noted that the goals relate closely to the concerns of the UN’s specialized agencies and that they had revitalized global partnership for sustainable development. He then introduced the main areas of the SDGs that were relevant to UNESCO, which included goal 4 for education, goal 17 for science, technology and innovation, and goal 16 for culture and ICT. In addition, he gave an overview of the regional cooperation being undertaken in Asia and the Pacific to achieve the SDGs, including the regional coordination mechanisms under UNESCAP, UNDG Asia Pacific, and ASEAN – UN Cooperation.

Dr. Kim explained how SDG 4 is fundamental to all the other goals and said that the goal had universal relevance, and was a rights-based and inclusive goal. He introduced Education 2030 as a framework for action for implementing SDG 4, and said that it covered some of the
unfinished parts of the Education For All agenda. He emphasized that, in order to effectively implement the goal, system-wide change was needed, including the embedding of concepts such as inclusion, quality, equity and gender equality, as well as development of relevant measurements for monitoring and evaluation (M&E).

Dr. Kim then shared the progress achieved through the Asia-Pacific Meeting on Education 2030 (APMED 2030). He introduced the pre-meeting survey for the 2nd APMED 2030 and briefly shared the results, which pointed out two main challenges in localizing and implementing SDG 4 – difficulty in developing robust assessment systems and difficulty in assessing skills outcomes of education. He also introduced three regional coordination mechanisms for the region: the Regional Thematic Working Group on Education 2030, the Regional Network of National Coordinators of SDG 4, and the APMED 2030.

Lastly, Dr. Kim shared the global and regional roadmap for the period between 2017 and 2030. He mentioned that the Bangkok Office would remain a platform for the region, and that Natcoms should play the following roles in the process: advocating for the SDGs in the region, coordination across sectors, and participation in national level coordination in relation to the SDGs.

**Comments and Questions from the Floor**

Ms. Kanittha Hanirattisai, from the Thai Natcom, emphasized that education is integrated with other goals, such as SDGs 5 and 13. She then asked how much effort UNESCO is making to cooperate with other agencies within the UN system. Dr. Kim replied that UNESCO should not, and was not, monopolizing the topic as the leading agency, and that the Organization was fully devoted to cooperating with other agencies with the UN system for effective implementation.

Ms. Susan Vize, from the UNESCO Bangkok Office, shared some examples of cooperation between her office and other UN agencies, such as UNFPA, IOM, UNV, and UN Habitat, on youth programmes and migrant issues. Dr. Kim pointed out that all regions are doing the same thing, but in different ways. He shared the case of regional consultation in Eastern and Southern Africa, which had been initiated by Natcoms there.

Ms. Lucy Kum Kee Moala-Mafi, from the Tonga Natcom, asked what had been done in the sub-regional offices. Dr. Kim noted that the Southeast Asia region had been most proactive so far. Ms. Gail Townsend, from the Cook Islands Natcom, pointed out that the relevant meetings were not regular, but there had been a discussion two years ago on the priorities for the sub-region. Ms. Jihon Kim, from the Korean Natcom, shared her experience of disseminating information as a Natcom, introducing KNCU’s plan to publish a booklet on studies of some of the SDGs, which would be a collaborative work with experts and NGOs to share their experiences and advice. Dr. Kim pointed out that this could be a good example for others and inquired if the publication could be provided in different languages. Ms. Kim explained that an English summary would be shared through the Korean Natcom’s website. Mr. Djelid expressed his hope that the resource would be shared with other Natcoms.

Dr. Lutz Möller noted that the German Natcom was using the SDGs as an advocacy tool and
was trying to sensitize various partners with them. He mentioned 2 books – “Educating for sustainable development goals” and “SDGs Global Campaign.”

The moderator concluded the morning session by noting that the concept of the SDGs was still seen as an environmental issue by the majority, and that, therefore, there needed to be more discussions to define the concept of Sustainable Development and the SDGs.

SESSION 3 – Overview of the Status of Implementation of the SDGs by Member States: ongoing efforts at the country level and remaining challenges

Presenters:

- **Ms. Jun Morohashi**, Head of the Executive Office & Regional Coordinator, UNESCO Bangkok Office

- **Ms. Aurelie Acoca**, Assistant Programme Specialist, UNESCO Institute for Statistics – Assessment, Information systems, Monitoring and Statistics (UIS-AIMS), UNESCO Bangkok Office

Ms. Morohashi opened the third session of the workshop by introducing the two objectives of the session: 1) to present UIS-AIMS’ work on the global monitoring of the SDGs in UNESCO’s areas of competency, and to 2) to engage in a collective reflection on what Natcoms and UNESCO could do to support the national implementation of the SDGs. She continued by noting how Member States, UNESCO, and Natcoms could contribute to Agenda 2030. Regarding the roles of the Natcoms, she suggested coordination, and mobilization of national partners such as ASPnet, UNITWIN, and UNESCO chairs in localization of the SDGs.

The following part of the session was presented by Ms. Acoca, who explained the monitoring and evaluation system for the SDGs. She started with a general explanation of changes following from the switch from the Millennium Development Goals to the SDGs, specifically discussing the rapid increase of targets and indicators (17 goals, 169 targets, and 231 indicators for the SDGs), and how it would make M&E more complicated. She noted that there were four different levels in the monitoring for the SDGs: national, regional, thematic, and global. She added that among the UN agencies, UNESCO had the mandate to monitor SDGs 4, 9, and 11, relating respectively to education, science, and culture. She explained that the role of the UNESCO Institute for Statistics (UIS) in the 2030 Framework for Action was to produce international monitoring indicators based on its annual education survey.

Ms. Acoca pointed out some of the challenges in monitoring the SDGs, such as lack of data collection systems in place, the need for a methodology to be developed through a multi-stakeholder effort, the need for survey development, and the need for national training on monitoring. She then introduced the UIS’s plan to develop a global metadata and pilot data survey for indicator 11.4.1 and to develop thematic indicators within 2017.
Comments and Questions

Ms. Jihon Kim from the Korean Natcom inquired about the period of data collection for the survey. Ms. Acoca explained that most of the surveys would be conducted annually, but that some of them would be done biannually.

Mr. Djelid from UNESCO HQ asked about the consequences for Member States if they did not submit the survey on time. Ms. Acoca answered that, in order to avoid this, the UIS was collaborating with Natcoms in collecting the survey data. She also explained that UIS organized training of statisticians on data collection.

SESSION 4 – UNESCO’s Programme Priorities for 2017: Education, Culture, Natural Sciences, Social & Human Sciences, and Communication & Information

Presenters (representatives from each section of the UNESCO Bangkok Office):

- Dr. Susan Vize, Regional Adviser for the Social and Human Science Section (SHS)
- Ms. Misako Ito, Advisor for Communication and Information
- Ms. Eunhee Lee, Associate Programme Specialist for Natural Sciences
- Ms. Wenxi Zhu, Programme Specialist for IOC/WESTPAC
- Ms. Duong Bich Hanh, Chief & Programme Specialist for Culture
- Mr. Ichiro Miyazawa, Programme Specialist for Educational Innovation and Skills Development (EISD)

The fourth session consisted of six separate presentations by the representatives of various sections from the UNESCO Bangkok Office, each providing brief summaries of their work.

Dr. Susan Vize gave the first presentation, providing an overview of the key mission of SHS in Asia and the Pacific, which she said focused mainly on social inclusion, to enable people to create and use knowledge for just and inclusive societies. She explained the role of SHS in sustainable and inclusive development and pointed out that 50% of the activities aimed to contribute to achievement of SDG 16. In addition, she summarized the work being done in the areas of youth development and empowerment, intercultural dialogue and peace building, ethics of science and technology, sports for development, and fostering Social Sciences.

Second, Ms. Misako Ito presented the activities being conducted in the field of Communications and Information. She began with a brief history of the CI Sector and its vision, and spoke about the New World Information and Communication Order (1980), how information spread from the North to the South, and the unbalanced information flow. She noted that the CI Sector aimed to find balance in information flows throughout the world. She then introduced the following five thematic areas within the sector and the main activities within each area: promoting freedom of expression and safety of journalists, developing an independent and pluralistic media landscape, gender equality as a priority in the media, enhancing people’s media and information literacy skills, and lastly, safeguarding
documentary heritage.

Third, Ms. Eun Hee Lee introduced the activities in the Natural Sciences Sector, including some of the inter-governmental science programmes, two strategic objectives of the sector (from 37 C/4), and six main lines of action (MLAs). She explained that the Bangkok Office was putting a lot of effort into MLA 6, strengthening freshwater security, through formation of a regional cooperation for transboundary aquifer management and an Asian Global Network on Water and Development Information for Arid Lands. She also noted the regional coordination on science policy implementation, which aims to strengthen science policy (MLA 1), as well as capacity-building programmes and the production of micro-science experiment kits in Asia for the purposes of capacity building (MLA 2). Finally, she mentioned work to facilitate the nomination of a Geopark in the Mekong Sub-region and publication of work to map vulnerability to climate-related natural disasters in the region.

Fourth, Ms. Wenxi Zhu presented on the IOC Sub-commission for UNESCO’s Western Pacific (WESTPAC) Inter-governmental Oceanographic Commission. She explained that the commission strategically links global and national objectives. She said that its priorities were exploration, innovation, and inspiration in the areas of marine biodiversity, seafood safety and security, which she noted were emerging ocean science issues. She said that its activities included science and policy interface, knowledge dissemination, research collaboration, and outreach activities to educate students on ocean and marine science. Lastly, she noted that WESTPAC aimed to contribute to achievement of SDG 14, in particular, its targets 14.1, 14.2, 14.3, and 14.A.

Fifth, Ms. Duong Bich Hanh briefed participants on the main activities in the Culture Sector, presenting the draft of 39 C/5 for Major Programme IV. She noted that Culture was integrated into SDGs 9 and 11. She then informed participants of the priorities under all the UNESCO cultural conventions as well as the transversal approach across the conventions. She then spoke about present projects and proposed future activities. She noted that most of the proposed activities were related to capacity development and technical assistance at the regional and national level in respect of implementation of the relevant conventions.

Lastly, Mr. Ichiro Miyazawa presented on the programme priorities for 2017 in the Education Sector. He began by sharing a short video on out-of-school children in ASEAN, produced in collaboration with the Thai Natcom. He continued by introducing the ASEAN Declaration, which he said had been agreed to strengthen education for out-of-school children and youth in the region. He then explained the relation between the SDG 4 targets and the general structure within the ministries in charge of education. He went on to introduce the two sections in UNESCO Bangkok Office that were in charge of educational programmes – Inclusive Quality Education (IQE) and Educational Innovation Skills Development (EISD) – and provided details of each section’s activities.

Comments and Questions

Ms. Jihon Kim from the Korean Natcom inquired how Natcoms could contribute to SHS. Dr. Vize replied that the Natcoms had been helpful in selecting the priorities among various SHS programmes, as well as provision of local knowledge.
DAY 2 – JUNE 21st

SESSION 5 – The Way Forward: cooperation with National Commissions towards the achievement of the SDGs in Asia and the Pacific

Presenter: Ms. Akané Nozaki, Public Information Officer and Liaison Officer, UNESCO Bangkok Office

Ms. Nozaki began by revisiting the Charter of National Commissions for UNESCO on dissemination of information. She went on to share details of the new website launched by the Bangkok Office recently (bangkok.unesco.org). She explained that the new website was easy to share on social media and to use on various devices. She emphasized the importance of IT in expanding the audience to include the general public, development of reader-friendly publications based on human stories, and outreach through International Days. She explained that a quarter of the publications of the Bangkok Office were produced by people working in the field and that the office was planning to produce a promotional video featuring the main activities that it conducted.

Comments and Questions

Mr. Tsetsenbileg Magsarjav from the Mongolian Natcom said that his commission used SNS such as Twitter and Facebook. He added that the current trend was for people to want to read less and instead view things that were easy to watch, such as animations. He suggested that more photos and less text be used in publications. He noted that, due to restriction of funds, the Mongolian Natcom utilized online sources rather than publication, and that the commission was working with some NGOs and government bodies to make short videos, especially in the Culture Sector on tangible and intangible cultural heritage. He also inquired about the Korean Natcom’s small brochure on the SDGs and expressed his hope that the Mongolian Natcom could do the same. He also asked the Bangkok Office about the possibility of funding such a publication.

Ms. Jihon Kim shared details of the Korean Natcom’s plan to produce small brochures on the SDGs, stating that, in designing the document, the Korean Natcom was bearing in mind the importance of using easily-understood vocabulary to help people understand the SDGs and helping people to see the relevance of the SDGs to their daily lives. She noted that experts had advised her to publish the brochure online in the format of ‘flashcard news’, and said that the brochure would be published by the end of 2017. She stated that the Korean Natcom would circulate the result to other Natcoms. She also noted that the team producing the booklet was focusing on SDGs 7 and 11 for the year 2017 and that other goals would be covered in future years. She noted that the publication would be in Korean, but an executive summary would be uploaded on the English website of the Korean Natcom.

Ms. Nokazi asked Mr. Magsarjav how people without access to the internet were reached if few physical publications were produced. Mr. Magsarjav responded that there was a main publication about UNESCO’s work and the Mongolian Natcom’s work that was published once a year and disseminated at various events, especially to teachers and other partners from...
rural areas. He noted, however, that the internet access rate was quite high in Mongolia even in rural areas.

Mr. Nikmohmmad Nikzad from the Afghanistan Natcom asked the Korean and Thai Natcom to share their experiences on how to improve websites. Ms. Kanitta Hanirattisai explained that the Thai Natcom linked materials from other websites to its website to maximize the dissemination of information. She emphasized partnership with other agencies and between Natcoms. She suggested that the Afghanistan Natcom add links on its website to articles from other Natcoms. Ms. Jihon Kim said that the Korean Natcom referred to UNESCO’s website. She also suggested that the new website of the Bangkok Office would be a good model for Natcoms.

Mr. Djelid advised Natcoms to produce publications with a clear purpose and audience. He also suggested handing out publications during various events. Moreover, he advised the Natcoms to utilize materials published by others, by adopting or translating them, as this would be cost-efficient. Lastly, he suggested setting aside a certain percentage of the budget in all projects for communication and to consider it as an investment.

Ms. Zhanar Shaimenova from the Khazakhstan Natcom enquired if the publications from the Bangkok Office on the SDGs were in English. Ms. Nokazi explained that they were mainly in English, but that there were a few for which the executive summary had been translated into local languages.

Ms. Gail Townsend from the Cook Islands expressed her gratitude to the Korean Natcom for helping her Natcom to develop a website. She added that the Natcom’s Facebook page had been helpful in allowing people to get instant access to information. She then requested the Bangkok Office to provide a format or a draft of a publication for the Natcoms to utilize. She stated her hope of being able share Facebook content from other Natcoms with the population of the Cook Islands and to explain what it meant for the Cook Islands. She also introduced a short video on Global Citizenship Education that had been produced to capture a programme that her Natcom was piloting.

Mr. Kenji Tamura from the Japanese Natcom noted that the Facebook page operated by his commission focused on domestic issues and that it had more than 5,000 likes. He stated that the content developed by the Bangkok Office would be useful. He also mentioned two Ambassadors who promote the Japanese Natcom’s work. Lastly, he noted that that over 500 children and parents gathered every year in Japan to share information and discuss issues related to Education for Sustainable Development (ESD).

Mr. Vinh Quang Phan from the Vietnam Natcom emphasized the role of advocacy, suggesting that Natcoms should collaborate with local agencies. He explained that in the case of Vietnam, the task of implementing the SDGs lies within the Ministry in charge of planning and investment, and that for the Natcom, there is a sub-committee on information and communication which advocates the work of the commission. He added that as Vietnamese culture considers festivals important, the Vietnam Natcom tries to participate in such festivals to promote the visibility of the Natcom, and that UNESCO’s visibility is very high in the country.

Ms. Lavina Akken shared the experience of Nauru, noting that her Natcom cooperates with
line ministries. She mentioned that it would be useful for the Natcom to have a website, as Facebook is banned in Nauru, and said that she hoped to receive some assistance for setting up a website.

Ms. Lucy Kum Kee Moala-Mafi explained that the Tonga Natcom had utilized the Participation Programme (PP) to host a workshop, and emphasized the importance of the Natcom’s relationship with the media. She noted that her Natcom also worked with schools, hosting workshops for head teachers and other teachers so that they could then host workshops back in their schools to disseminate the content of the workshops. She also shared an example of collaborating with a telecommunication company to send text messages to celebrate certain international days and utilizing networks with the media so that they would cover UNESCO-related issues in their publications.

Mr. Chandra Bhusal from Nepal noted that his Natcom had developed a website and organized a workshop giving an orientation about the SDGs. He added that the Nepal Natcom was making efforts to promote UNESCO, as it was often confused with UNICEF in Nepal.

Ms. Morohashi commented that UNESCO Bangkok would continue to explore the possibility of cooperation with the Natcoms in the region to develop information for the public and outreach materials on the SDGs and UNESCO's contribution towards their achievement (e.g. video, posters, and banners). She added that the office had taken note that several Natcoms were interested in organizing not only conferences but also cultural events. She also explained that involvement of ASPnet schools and UNESCO clubs should be further encouraged at the national level.

Mr. Djelid, in the session’s final comment, suggested that the Bangkok Office develop guidelines on how to work together on communication and enhancing visibility.

SESSION 6 – Thematic Discussion: ways to improve cooperation between National Commissions for UNESCO and UNESCO’s Secretariat

Presenters:

- 1st Presentation: UNESCO Secretariat perspective, presented by Mr. Mohamed Djelid, Deputy Director, Bureau of Strategic Planning, UNESCO HQ

- 2nd Presentation: National Commission perspective, presented by Dr. Lutz Möller, Deputy Secretary-General, German Commission for UNESCO

Mr. Djelid delivered the first presentation giving the perspective of the UNESCO Secretariat. He began by presenting the Action Plan for Enhancing the Cooperation of UNESCO’s Secretariat with National Commission for UNESCO and the Guidelines for Interface and Cooperation between UNESCO Field Offices and National Commissions for UNESCO. He then introduced the biennial regional meetings, to which members from the Secretariat and the Natcoms were invited. Next, he briefly introduced the Participation Programme, which he noted was an extension of the regular programmes and a linkage between the Secretariat, the Field Offices, and the Natcoms. He continued by providing some examples of information
exchange and explaining the preparation process for the C/4 and C/5 documents. For the latter, he noted that Natcoms must make efforts to align themselves with UNESCO HQ and to get involved in the planning of such strategies. Lastly, he emphasized the importance of partnerships by stating that the HQ could not work with the private sector or NGOs without the help of Natcoms. He added that exchange of information was critical in this sense and that having networks with NGOs was critical as they were active in the field.

Dr. Möller then presented a National Commission perspective for the second part of the session, introducing the mandate, structure, history, and strategies of the German Commission. He spoke about the national priorities in respect of the SDGs, which included a number of social issues, including increasing numbers of refugees, unemployment, climate change, wealth inequality, tax evasion, and terrorism, and emphasized that education was at the centre of these issues and was the entry point for the German Commission in planning its programmes. He mentioned that UNESCO publications, especially the Global Education Monitoring (GEM) Report, were excellent tools to increase the visibility of UNESCO, and said that the German Commission attempted to translate and publish the report, or at least the Executive Summary, on the same day that HQ launched it. He also noted that the German Commission sat under the Ministry of Foreign Affairs and the Foreign Office, but there was no political involvement of the Natcom and no conflict caused due to differences of opinion between the line Ministries and the Ministry of Foreign Affairs. Concerning cooperation with the private sector, he noted that such cooperation was not only for the purpose of obtaining financial resources, but also helped to channel corporate social responsibility. He provided examples of such partnership with Danone Waters and Kärcher. On the other hand, he noted that the German Commission focused on professional associations in respect of partnership with civil society.

Comments and questions

Mr. Rante Sapan from the Indonesian Natcom emphasized the need for communication between the Secretariat and the Natcoms prior to planning strategies. He noted that the Indonesian Ministry of Foreign Affairs had signed a Memorandum of Understanding with UNESCO HQ and that the Natcom worked closely with the Secretariat in setting policies and direction within the Ministry. He added that a number of events had been hosted in collaboration with the UNESCO Jakarta Office. Moreover, he noted that the Indonesian Natcom had piloted a green school programme, which had developed into a national programme. Mr. Mohamed Djelid commented that this was a good example of a joint project and noted that Natcoms tended to open the doors to government, which was difficult for other agencies to access.

Mr. Tsetsenbileg Magsarjav of the Mongolian NatCom raised the issue of the difficulty of collaborating with the private sector and NGOs, as their proposals often do not meet the standard UNESCO expects. He suggested making a Q&A page on Natcom websites to explain the major issues. Mr. Djelid suggested exchanging information with these organizations through information sessions, as well as utilization of UNESCO’s International Days for sensitization.
Ms. Jihon Kim from the Korean Natcom stressed the importance of partnership with the private sector, sharing the Korean Natcom’s experience of using cultural heritage to attract the private sector. In addition, she called for improvement in the exchange of information between the Secretariat and the Natcoms in relation to cooperation with the private sector. She added that cooperation between the Secretariat and Permanent Delegations has increased in this respect, but that cooperation with the Natcoms seems to have decreased. She noted that the lack of a focal point in collection of information about such cooperation leads to gaps in information.

Ms. Kanittha Hanirattisai from the Thai Natcom emphasized the importance of synergy in terms of cooperation with the private sector and suggested that it would take some time and the development of some principles for the Natcoms to be able to mend the information gap. Mr. Djelid mentioned that one of the recommendations from the workshop to the Secretariat could be development of a manual to cover this.

**SESSION 7 - Understanding the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage**

**Presenters:**

- **1st Presentation:** Latest developments in the life of the 2003 Convention, Ms. Duong Bich Hanh, Chief & Programme Specialist for Culture, UNESCO Bangkok

- **2nd Presentation:** Implementation of the 2003 Convention in Thailand, Ms. Savitri Suwansathit, Advisor to the Minister of Culture and Member of the Thai National Commission Committee

Ms. Hanh’s presentation covered some of the concepts and principles of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (ICH) and some of the latest developments concerning the convention. She began by introducing three related UNESCO conventions on culture and heritage – the Convention concerning the Protection of the World Cultural and Natural Heritage (1972), the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), and the Convention on the Protection and Promotion of the Diversity of Cultural Expression (2005). She then drew some comparisons between the conventions.

Ms. Hanh moved on to discuss the content, history and objectives of the ICH Convention and the organs established pursuant to it. She noted that the convention was adopted on 17 October 2003 and became fully operational in 2009 with the adoption of its Operational Directives (ODs). She explained that there were 174 States Parties as of June 2017, including Malta and Tuvalu, who had recently ratified the convention. She noted that, among the 21 states that remained non-party, seven were from the Asia-Pacific region.

Ms. Hanh then introduced some of the important topics in Chapter 6 of the ODs, which she
said followed the structure of the 2030 Agenda for Sustainable Development. The topics she covered including inclusive economic and social development, environmental sustainability, and ICH and peace. She then noted some of the significant elements of the convention, including the periodic reports, overall results framework, and ICH in emergencies and its challenges, as well as noting the inscriptions on the list in 2016. She also spoke about other relevant topics, such as Intangible Cultural Heritage Funds, International Assistance, Emergency Assistance, and Preparatory Assistance. She concluded the presentation by introducing the online website for forms relating to ICH and instructions for completing them, and the contact details for the person in charge of ICH within the Secretariat.

In the second part of the session, Ms. Suwansathit delivered a presentation on the implementation of the 2003 Convention in the Kingdom of Thailand. She began by providing some useful information about the standard legal instruments of UNESCO, including conventions, recommendations, and declarations. She noted that UNESCO had adopted 37 conventions and agreements, 32 recommendations, and 13 declarations and charters since its foundation in 1946. She explained that the member states had legal obligations to submit periodic reports, and introduced some of the rights and responsibilities that member states have.

Ms. Suwansathit went on to share the experiences of Thailand in ratifying UNESCO Conventions. She noted that Thailand had become a member of UNESCO in 1949 and that it had ratified four early conventions between 1950 and 1972. She then spoke about the experiences of Thailand in considering the text of the 2003 Convention for the Safeguarding of the ICH, as well as the country’s process for becoming a party to the Convention over the period from 2003 to 2016. She then added her analysis regarding the procedural rules for becoming a party to international Conventions. She concluded her presentation by advising the Natcoms to review the list of all the instruments of UNESCO, as well as their national laws, to make suggestions for the consideration of their governments.

**Comments and Questions**

Ms. Lucy Kum Kee Moala-Mafi from Tonga inquired about the process for ratifying the convention. Ms. Suwansathit replied that, in the case of Thailand, signing must be done by the Ministry of Foreign Affairs. She noted that the entire process for signing was outlined in Article 190 of the Thai Constitution. She emphasized the importance of allocating responsibility to those involved rather than the Natcom taking all the responsibility, even if the process is time consuming.

Mr. Vinh Quang Pham from Vietnam noted that, in the case of his country, the convention was ratified prior to the making of relevant law as international law was superior to national law. Ms. Suwansathit confirmed that this was sometimes possible, but in the case of Thailand, it was impossible due to the effect of Article 190 of the Thai Constitution. Ms. Hanh added that some countries ratify the convention first and then consider changing the law, but she was impressed that Thailand went through the process thoroughly before ratification. She mentioned that the country’s expertise and experience would be very helpful for other countries.
Dr. Möller from the German Natcom also shared that it had also taken a long time to ratify the conventions in Germany, as the country’s intellectuals were against pursuing national glory and promoting nationalism. He added that his commission had helped change the national discourse on intangible heritage in the past few years.

SESSION 8 - Cooperation among National Commissions: sharing the German Commission for UNESCO’s experience

Presenter: Dr. Lutz Möller, Deputy Secretary-General, German Commission for UNESCO

Dr. Möller noted that the rationale and background for cooperation among National Commissions was contained in the Charter of National Commissions for UNESCO (1978), the SDGs (targets 17.9 and 17.16), and the 2013 Action Plan for enhancing UNESCO’s cooperation with National Commissions (recommendations 8 and 9). He said that, in the case of the German Natcom, it worked in close cooperation with the German federal government and had been part of the European Network of Natcoms since 2015.

Dr. Möller also shared some of the programmes the German Commission has been implementing. First, he mentioned the Entrepreneurship Trainings STEP, which he said had been implemented in five Natcoms in Africa and Latin America, aiming to help the partner Natcoms to position themselves as strong and effective implementers of education reform. Second, he introduced the Natcom’s cooperation with African Natcoms, which he said had begun in 2008 with the endorsement of the Bonn Roadmap with a focus on Eastern Africa and Southern Africa. He noted that the programmes included capacity development workshops for new Secretary-Generals and staff, workshops on effective implementation of the Education 2030 Agenda, and various seminars.

Lastly, he introduced the European Network of Natcoms, launched in 2015. He explained that it was not a formal network, having no Chairperson nor secretariat, and that its purpose was to better integrate EU and UNESCO policies at the national level. He also mentioned that there were no binding decisions among members, and that the focus was on informal exchange of information. He noted that the network operated a website (European-natcoms.org), which was used to exchange ideas, plan projects collaboratively, and find answers to programmatic questions. He also said that the website served as a platform to resolve questions and inquire about others’ opinions on practical issues.

Comments and Questions

Ms. Gail Townsend from the Cook Islands Natcom noted that the website for the European Natcoms was an excellent example of practical usage of the Natcom network. Mr. Rante Sapan from the Indonesian Natcom also commented on the website and asked the participants about the possibility of making such a platform for Natcoms in Asia-Pacific.

Ms. Lindsay Barrientos from the Philippines Natcom noted the value of the efforts made by the German Natcom, and said that similar collaboration amongst the Asia-Pacific Natcoms
would also be valuable. She suggested hosting a sensitization workshop for new Secretary-Generals and staff of the region’s Natcoms. Dr. Möller noted that the Korean Natcom was a leader in this field.

Ms. Jihon Kim from the Korean Natcom complimented the German Natcom for its impressive work and stated that it was an inspiration to the Asia-Pacific region. She noted that regional cooperation in Asia-Pacific was currently weaker than that in Europe, and echoed Mr Sapan’s suggestion of establishing a website like that of the European Natcoms.

SESSION 9 - Implementing global citizenship education - sharing APCEIU’s experience

Presenter: Ms. Jihong Lee, Chief of the Training Cooperation Team, Asia-Pacific Centre of Education for International Understanding (APCEIU)

Ms. Lee began her interactive session by asking the participants if they considered themselves to be global citizens. She then asked everyone in the room to express what being a global citizen meant, in their unique way. Afterwards, she asked the participants to discuss in pairs whether they considered themselves global citizens or not. She also guided the group to share opinions on some of the perceptions of what a global citizen should be or do. Following this, the presenter showed a short video titled Web of Life, which portrayed the interconnectedness of all elements of life.

Ms. Lee then introduced some background and references to Global Citizenship Education (GCED) including the Global Education First Initiative (2012), SDG target 4.7, and the Education 2030 Incheon Declaration. She went on to explain the key concept of GCED as a transformative education framework that could help learners develop the knowledge, skills, values, and attitudes they need to create a world that is more just, peaceful, tolerant, inclusive, secure, and sustainable. She noted that UNESCO’s approach to GCED was holistic, transformative, and value-based. She also shared various ways in which GCED could be tackled, such as through thematic issues, pedagogical tools, and political advocacy.

Ms. Lee then moved on to introduce APCEIU’s work with UNESCO Member States globally, to promote a culture of peace through GCED. First she introduced its capacity-building programmes for educators, which included the UNESCO-Korea Joint Fellowship Programme, the Global Capacity-Building Workshop on GCED, the Customized GCED Workshop for Educators, and the International Teacher Exchange. Second, she presented some of APCEIU’s research and policy development programmes, such as its GCED Curriculum Development and Integration programme, and development of the Korean Curriculum Guide on GCED. Third, she shared some of the materials and websites developed by APCEIU, such as its Online GCED Training Course and UNESCO GCED Clearinghouse. Lastly, she introduced the GCED Global Network established by APCEIU.

Session 10 - Use of UNESCO’s name and logo
Presenter: Mr. Stoyan Bantchev, Chief of the Participation Programme and Fellowships, UNESCO HQ

Mr. Bantchev began his session by stating that the objective of controlling use of the UNESCO name and logo was to promote visibility, while also protecting the Organization’s intellectual property by preventing incorrect or un-authorized use. He noted that the official graphical part of the logo was composed of three elements - the temple, the name of UNESCO, and the vertical dotted line. He also provided some variations of the logo used by the UNESCO Secretariat. He explained the context in which the Secretariat authorizes the use of the UNESCO logo and introduced the authorized logo for use by partners and those who are UNESCO ASPnet schools or who receive support for activities relating to UNESCO International Days. Regarding logo use by the Natcoms, he suggested two graphical possibilities for a UNESCO logo for the Natcoms: 1) the UNESCO logo together with the name of the Natcom, or 2) the UNESCO logo together with the emblem and name of the Natcom. He emphasized that the Natcoms must be aware of logo usage rules and provided some examples of contexts in which Natcoms could authorize the use of their Natcom logo.

Comments and Questions

Mr. Vinh Quang Pham from the Vietnam Natcom inquired if the logo could be used without the vertical dots. Mr. Bantchev, the presenter clarified that all three elements, including the vertical dots, must be in the UNESCO logo. Mr. Chandra Bhusal from the Nepal Natcom inquired about the possibility of putting the logo of a partner agency on the right side of the UNESCO logo. Mr. Bantchev answered that in such case, the phrase “supported by the Nepal National Commission for UNESCO” should be included and that the agency and activities needed to be in line with UNESCO.

Mr. Kenji Tamura from the Japanese Natcom asked if there was an official procedure for the Natcom to follow in order be able to use the UNESCO logo for the Natcom’s activities. Mr. Bantchev responded that there was no need to inform or consult the Secretariat, but the Natcom should confirm for itself that the proposed activities were in line with the guidelines.

Mr. Vongvilay Sounthavong from the Lao Natcom inquired how Natcom’s could confirm whether or not a school was an ASPnet school. Mr. Bantchev advised him to first consult Ms. Sabine Detzel, the International Coordinator for ASPnet at UNESCO HQ, to confirm the list of officially recognized ASPnet schools.

Upon the request of Ms. Shamima Sultana from the Bangladesh Natcom, Mr. Bantchev checked the logos used in the business cards of the participants. He pointed out that, on most cards, the vertical dots were missing.

Mr. Rante Sapan from the Indonesian Natcom asked if there was a penalty for misuse of the logo, and Mr. Bantchev responded that there could be a legal problem. Mr. Bhusal from the Nepal Natcom noted that the UNESCO logo was protected by an international convention, allowing UNESCO to sue the user if the logo was misused. Dr. Möller mentioned that there had been such a case in Germany.

Ms. Lucy Kum Kee Moala-Mafi from the Tonga Natcom asked if the UNESCO logo could
be printed or engraved on the stationary purchased for workshops funded by UNESCO. Mr. Bantchev advised her to make sure to put the phrase “with the support of” or “with the support of the UNESCO Participation Programme” in the case of such usage.

Ms. Jihon Kim from the Korean Natcom explained that her Natcom disseminated guidelines for the usage of the UNESCO logo to new partners and that such partners were obligated to inform the commission prior to using the logo. She also noted that there had been a case where a commercial company working in an area in Korea that was involved in the Man and the Biosphere Programme, had made use of the UNESCO logo to promote their salt, but that they were told to remove the logo from their products and advertising materials. She added that when companies refused to take the logo off their product, her commission emailed UNESCO HQ about the issue.

Ms. Zhanar Shaimenova from the Kazakhstan Natcom inquired how the logo for national committees under Natcoms should appear. Mr. Bantchev responded that the Natcom logo should appear on the right side of the UNESCO logo, and the logo for the committee should come below it.

Ms. Kim from the Korean Natcom then wrapped up the session by reaffirming that Natcoms should be responsible for logo usage within each country.

DAY 3 – June 22nd

A Minute of Silence for Ms. Lavina J. Akken

Ms. Jihon Kim moderated the morning session. She began by delivering news of a tragic incident that had taken place the night before, when Ms. Lavina Akken from the Nauru Natcom had passed away suddenly and unexpectedly. She expressed her shock and sadness, and her condolences, echoing those of the other participants, and invited all participants to observe a minute of silence for Ms. Akken.

Mr. Gwang-jo Kim, the Director of the UNESCO Bangkok Office then delivered a short speech mourning Ms. Akken’s sudden passing. He noted that Ms. Akken had been one of four dozen government officials in Nauru, and that her death was a great loss to the country, as well as to UNESCO. He then asked the participants their opinions as to whether to proceed with, or to cancel, the rest of the training workshop. The participants agreed verbally to proceed with the workshop as scheduled. The Director recommended participants to take a break if they felt they needed to at any time. Finally, he prayed that Ms. Akken would rest in eternal peace.

SESSION 11 - Writing effective project proposals and reports in English
Ms. Kim began her presentation by noting some of the reasons project proposals are rejected, and stressed that a good project proposal started with a well–designed project. She recommended using the logical framework (log-frame) approach when designing a project and to involve all stakeholders. She introduced some of the basic components of a log-frame such as objectives, outcomes, outputs, and assumptions, and how these could be recorded in a logical framework matrix. She pointed out that if there were too many risks to a project, the funding source would consider it unfeasible.

Ms. Kim then outlined a suggested structure for an effective project proposal, while noting that the first priority should be to follow any instructions given by the funding source as to the format to be used. She said that, in general, a proposal should cover the following main components: a background section, goals and objectives, expected outcomes, activities, evaluation indicators, and a budget. She suggested that outputs and outcomes should be “SMART”: Specific/sustainable, Measurable, Attainable, Realistic/relevant, and Time-bound. Concerning the budget, Ms. Kim emphasized that it should be realistic and detailed, and that it should include a breakdown and information about future years’ activities if the project would be implemented for longer than one year.

Ms. Kim went on to give the participants some suggestions for how to draft an effective project report. She noted that the structure of a project report was similar to that of the proposal, but should include an executive summary, actual data from implementation, and a discussion of the impact of the project’s results, together with evidence, and any difficulties. She noted that the background, aims and objectives, activities and budget sections in the project proposal should be basically the same as in the proposal, though with actual data rather than proposed, and mentioned that if there were any changes to the components that had been included in the project proposal, these should have been discussed and agreed with the funding source first. She emphasized that the core of a project report is the evaluation of the project results. She introduced some of the pitfalls in drafting project reports, which included merely describing activities without measuring impact and stating an impact without giving any evidence.

Finally, Ms. Kim advised participants to make their documents as simple, clear, and consistent as possible. She also provided some general tips to follow when drafting documents, such as using the structure of “who–does–what–how–where–when” when writing sentences, as well using the active voice, and avoiding phrasing things as negatives and exceptions.

Mr. Rante Sapan from the Indonesian Natcom inquired whether there should be a cover for a project proposal and if there should be attachments. The presenter responded that most of the time there would be a format for the cover. She added that any attachments should be specifically tailored to the proposal and should not be overwhelming.

Comments and Questions
Lucy Kum Kee Moala-Mafi from Tonga asked how to best describe the beneficiaries. The presenter responded that the description of the beneficiaries should generally be specific rather than being too general.

Mr. Tsetsenbileg Magsarjav from the Mongolian Natcom thanked the presenter for the simple, clear, and understandable presentation. He asked if Ms. Kim could recommend any books on the logical framework. Ms. Kim responded that, as this approach had been used for more than 40 years in the international development sector, there were a number of useful articles about it freely available online. She also recommended reviewing proposals and reports that the participants had submitted in the past to see what could be improved and learn from them.

Session 12 - Development of regional cooperation through the use of the UNESCO Participation Programme (PP)

Presenter: Mr. Stoyan Bantchev, Chief of the Participation Programme and Fellowships Section, UNESCO Participation Programme

Mr. Bantchev noted that the PP was the only direct financial assistance available to the Natcoms from the Secretariat. He said that in many cases, governments are unable to provide funding for Natcoms, and therefore, the PP contributes substantially to the successful functioning and viability of Natcoms, as well as to UNESCO’s visibility. He explained that for Africa, one of UNESCO’s global priorities, $3.7 million worth of project funds had been approved for 2016/17.

Mr. Bantchev then shared some of the recent changes to the Resolution on the PP. He noted that the number of requests allowed from each Natcom had been reduced to seven from ten, and that no financing would be provided for supplies and equipment that were not directly linked to operational activities within the framework of these projects. He said that there were two phases for submission, with submission deadlines being February 28th for Africa, SIDS and LDCs, and August 31st for all other eligible countries. He also mentioned that online submission of applications was available and had been proven to be effective.

Mr. Bantchev explained that, in respect of the PP allocation for 2016/17, the Director-General had approved 530 requests for a total amount of $10.9 million, including emergency assistance. By region, he said, $3.7 million had been distributed to Africa, $2.2 million to Asia-Pacific, $2.2 million to Latin America, $1.1 million to Europe, and $905,000 to the Arab region.

Mr. Bantchev noted that PP requests needed to demonstrate the proposed project’s relevance to UNESCO’s priorities and programmes. He also explained that the information provided on the project must clearly show the project’s aim and main objectives and that the request should refer to the paragraph of 38 C/5 corresponding to the proposed activity. He recommended that participants discuss the proposal with the regional office and ask for their feedback prior to submission as their expertise would strengthen the proposal a great deal. He added that Mr. Eric Falt at UNESCO HQ looked for evidence of advice from the field offices when reviewing proposals.
Mr. Bantchev stressed that a one-page budget needed to be included, so that the evaluator could see the overall costs of the project, and said that the proposal would not be considered without the budget. He also provided examples of the criteria that the Director-General considered while screening the proposals, including the global credit reserved for the PP, the evaluation of the project given by Programme Sectors, the recommendations made by the PP Intersectoral Committee, and the need to reach an equitable balance in PP funds distribution in giving priority to certain groups.

Mr. Bantchev noted that financial reports for PP projects should be expressed in USD and must contain an annex in the currency used for the implementation of activities. He stated that a bank statement showing the receipt of funds in local currency should also always be included. He stressed the importance of the signature and stamp of a financial officer, and suggested that Natcoms find a line Ministry’s financial officer to sign if there is no financial officer within the relevant national commission. He added that the financial report should be no more than 2 pages. As for the evaluation report, he reminded the Natcoms to describe the main achievements and results of the project, as HQ would publish the results. He also asked the Natcoms to include 3-4 good photographs to demonstrate the activities and achievements of the project. He added that any entity which did not provide a financial report for 2017 projects by 30 March 2018 would not be eligible for any other project funds from UNESCO.

In respect of Emergency Assistance, Mr. Bantchev noted that no administrative support or personnel costs would be financed. He added that such assistance would be provided in coordination with the other UN agencies such as UNHCR, UNICEF, and WFP.

Finally, Mr. Bantchev provided some details about Regional Projects. He noted that the maximum funding for a regional project was USD 46,000 and that the application for the project could be submitted at any stage of the biennium, but that, since funds were limited, earlier applications were advised. He added that regional projects were not included in the quota of national priorities submitted by Natcoms. He noted that 3% of the PP budget was reserved for regional projects.

Comments and Questions

Ms. Joa Lee from the Korean Natcom suggested that Natcoms involve financial officers and M&E officers, as well as other implementing partners, from the planning stage, in order to ensure effective and timely implementation and reporting.

Ms. Lucy Kum Kee Moala-Mafi from the Tonga Natcom asked how many months should be specified for project implementation in the proposal. Mr. Banchev responded that it was better to put an extensive period (e.g. July of the first year to November of the second year), in case changes need to be made in the implementation schedule.

Ms. Wangchuk Bidha from the Bhutan Natcom mentioned the difficulties her commission had met in finding out when funds for projects had been received from HQ and asked if HQ could provide an invoice or proof of remittance upon transmission of funds. The presenter noted that the application form included a special box for details of the officer to be informed, so he/she should have been informed. He suggested that Natcoms pay particular attention to
the person whose details were written down in the box. Ms. Gail Townsend from the Cook Islands Natcom raised a similar issue and asked if HQ could put a code in the reference for the funds transfer to allow the financial officer to recognize that the funds are for the PP when they are transmitted. Ms. Bidha also mentioned that, in the case of Bhutan the funds transfer is a long and complex process and must go through about 3-4 government departments before it reaches the Natcom.

Ms. Than Than Win from the Myanmar Natcom asked what percentage of the budget for a project could be used for specialists, consultants, and publications. Mr. Bantchev responded that there were guidelines for these percentages, and the balance between the categories needed to be considered.

Mr. Hilaire Sese from the Vanuatu Natcom noted that his commission was struggling with a similar challenge to that faced by the Bhutan and Cook Islands Natcoms and asked HQ to indicate the specific usage of the funds on the transfer. The presenter replied that he would speak to the finance office at HQ about this issue.

Ms. Senetima Samau from the Samoa Natcom noted that they had experienced a similar challenge, with funds sitting in their bank account without the financial officer being told whether the funds had arrived. She added that, out of seven proposals her commission had submitted to HQ, only one had been accepted while there had been no response in respect of the other six. She inquired if this implied that the proposals needed to be re-drafted. Mr. Bantchev responded that there must be some issue and that he and his team would speak separately with the Samoa Natcom. Ms. Samau requested the reviewing committee to reconsider some of the proposals. Mr. Bantchev responded that he would discuss the issue once he returned to HQ, but also reminded Ms. Samau that it was difficult for the Audit Team to permit exceptions. He mentioned the possibility of the Samoa Natcom having a certain amount of funds to return to HQ, and said that the delay in payment may be affecting the other proposals. Ms. Samau from Samoa responded that transferring funds back to HQ was a long process. The presenter acknowledged that differences between the banks mean it may take up to 3-4 weeks for funds to be transferred.

Ms. Danielle Tungane Cochrane from the Cook Islands Natcom requested HQ to inform Natcoms about the proposals still in consideration after announcing the 1st round of approved projects. The presenter noted that Ms. Sabine Detzel would be able to inform Natcoms about which stage of evaluation each proposal was in at a given time.

Ms. Lindsay Barrientos from the Philippines Natcom asked which template should be used for travel statements when planning regional projects. Mr. Bantchev informed her there was a one-page template and that it could be modified.

Mr. Fahmi Andi from the Indonesian Natcom noted that project implementation by Natcoms and their supervision of NGO projects must go together as they constitute institutional activities. The presenter mentioned that some Natcoms implement projects in coordination with NGOs or other agencies. He added that some NGOs and agencies may have more human resources and infrastructure than those available within government or the Natcom. He emphasized that in the case of such partnerships, there must be a documented agreement with the partners, and that the document must be kept for 5 years in case the financial officer
SESSION 13 – Workshop: preparing a regional Participation Programme project proposal

- Group 1: Afghanistan, Bangladesh, Bhutan, Tonga
- Group 2: Indonesia, Kazakhstan, Lao PDR, Myanmar, Mongolia, Vanuatu
- Group 3: Malaysia, Nepal, Samoa, Thailand, Vietnam
- Group 4: Cook Islands, Fiji, the Philippines

During this session participants worked in groups to draft a proposal for a regional PP project. Each team then presented their proposal and received feedback from Mr. Bantchev.

Ms. Bidha from the Bhutan Natcom presented the proposal drafted by Group 1. The title of the proposal was “Regional Seminar on Integration of the SDGs into National Plans and Policies” and was proposed to be implemented in Bangkok. The period of project implementation was from 2018 to 2019. The expected outcomes were to increase awareness about the SDGs among 25 planning officers and Natcom officials from five countries, to develop guidelines, and to integrate the SDGs into national plans and policies. The timeline was to organize a seminar in January 2018, hold a consultation meeting at national level in February 2018 as a follow-up to the seminar, form a task force for the implementation of guidelines in May 2018, implement the guidelines at country level from April to August of 2018, prepare a final report by September 2018, and submit the evaluation report to HQ by the end of 2018. The estimated budget was $46,000 in total, and was composed of costs of the conference, seminars, specialists and consultants, and publication. The proposal also included contributions from participating member states to cover allowances, visa fees, and incidental expenses.

Mr. Bantchev recommended changing the number of participants from each country to three instead of five. He noted that including funding for publications in the budget was important. Finally, he commented that the proposal was excellent overall.

Ms. Than Than Win from the Myanmar Natcom presented the proposal drafted by Group 2. The title of the project was “Promoting Women’s Lives in Rural Areas,” and the project targeted five villages in the Magway Region of Myanmar from 2018 to 2019. The expected result was 150 women from the five villages becoming literate, obtaining knowledge, and generating income from sewing skills. The total budget requested was $26,000, composed of costs of transportation and meals for the trainer and volunteers who would facilitate the workshops, and the costs of 150 sewing machines and materials for sewing classes.

Mr. Bantchev commented that the project was imaginative. He suggested that the group could
request the Permanent Delegation to contact a designer in France to create a manual for the training which would enhance the visibility of the project. In addition, he commented that the number of the villages and the budget was wisely planned and that, overall, it was a very well-balanced proposal.

Ms. Senetima Samau from the Samoa Natcom presented the proposal drafted by Group 3. The title of the proposal was “Developing an SDG 4 Action Plan for National Level.” The goal of the project was to develop a national action plan for SDG 4 and the expected outcome was development of the baseline for an action plan and to give visibility to the significance of education. The plan was for 100 law makers, UNESCO experts and policy makers to participate in a 2-day conference in Pan-Asia City Centre. The expected budget was $25,255, which included conference fees, and the costs of supplies and equipment, specialists and consultants, and publications.

Mr. Bantchev commented that the proposal was well-designed and recommended that the group attract more people from the private sector and NGOs. He also suggested inviting someone from the nearby UNESCO Secretariat such as the Jakarta Office.

Ms. Danielle Tungane Cochrane from the Cook Islands Natcom presented the proposal from Group 4. The title of the proposal was “Integration of GCED into Teaching Practice in the Primary Schools of South East Asia and the Pacific”. The proposal was to hold regional and national workshops to build teacher awareness and capacity in promoting GCED strategies for the classroom. The proposal included the background and rationale for the proposed workshops. The target was 30 primary school teachers in the region. The moderators included PETA, APCEIU, and the Natcoms of Fiji, the Philippines, and Cook Islands. The expected results were that teachers who participated in the regional workshop would have the confidence to support other teachers at national level, and would develop new ideas and activities for classrooms in their own context. The estimated budget was $46,000 including airfares, allowances, and accommodation for facilitators and participants, conference facilities, workshop materials, and publications.

Mr. Bantchev commented that the proposal was very well-balanced. Commenting generally, he said that he believed the opportunity to cooperate together to review proposals during this session had been beneficial for everyone, including himself.

**CLOSING REMARKS**

Dr. Woojin Cho expressed his gratitude to the two co-hosts, the UNESCO Bangkok Office and the Thai Natcom for UNESCO. He thanked all the participants for attending, especially those who had travelled a long way to do so. He stated his hope that the training workshop had enhanced the cooperation between members of the UNESCO family, which he said was essential in resolving some of the key challenges the world was facing. Lastly, expressed his deepest condolences on the passing of Ms. Akken.

Dr. Gwang-Jo Kim, the Director of UNESCO Bangkok Office, reiterated the challenges that Dr. Cho had mentioned and emphasized the necessity of collaboration in tackling such
problems. He thanked all participants for being present and for their partnership. He went on to express his gratitude in particular to Ms. Jihon Kim and Ms. Jun Morohashi for all their hard work done to host the workshop. Finally, he expressed his sorrow at the untimely passing of Ms. Akken, quoting from a Korean poem titled “The Silence of Love” about how love overcomes sorrow.

Ms. Jihon KIM closed the main part of the workshop by thanking the participants again for their positive and active participation throughout the workshop. She ended by wishing all participants a safe journey back home.
DAY 4 – June 23rd

Field Trip to an ASPnet School in Bangkok

For the last official event of the workshop, the Thai National Commission arranged a field trip to Samsenwittayalai School, a UNESCO Associated School in Bangkok that provides both lower secondary education and higher secondary education. The participants received a warm welcome from the students and staff of the school, who had arranged a school campus tour, a small fair consisting of various booths, where students introduced the school’s programmes, and a performance by students. After the principal’s welcoming remarks, the participants were given a school tour led by different student groups who explained the school’s education system and its various programmes. The participants learned that the school had 5 programmes at lower secondary level and 11 programmes at upper secondary level, and that it was particularly known for the following: (1) the Center of Computer and Astronomy Teaching and Learning in the Education Service Area Office 1; (2) the Astronomy Program, called the Promotion of Academic Olympiads and Development of Science Education Foundation, which was part of the Development and Promotion of Science and Technology Talents Project, and (3) the Regional STEM Education Center.

The visit to Samsenwittayalai School ended with a farewell luncheon hosted by Thai National Commission for UNESCO. Ms. Nongsilinee Mosika, the Deputy Secretary-General of the Thai National Commission for UNESCO, expressed her sincere gratitude to the school for organizing this meaningful visit to the school. At the end of the visit, the principal gave the participants souvenirs and thanked them for visiting.