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From UNESCO New Delhi

This is the last issue of the newsletter of an eventful year for UNESCO. As we bid adieu to 2011, and welcome 2012, we reflect on the successful events conducted in the last quarter, which generated positive impact in the field of Education, Science, Social Sciences, Culture, Communication and Information.

This quarter was a active part of the year for the Office. Various workshops, talks and photo contest for the children were organized in effort to raise awareness about our rich cultural heritage and museums. A teacher's workshop to acknowledge cultural diversity in schools was conducted in October. Then two workshops in association with Archaeological Survey of India (ASI) were conducted on the theme of "Heritage in Young Hands". The quarter ended with a successful photo contest, Photonama, which had a high attendance of school children from all over India on the topic, "My Country's World Heritage".

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December had two important UN International days which were observed by UNESCO. The eve of Human Rights Day celebrated every year on December 10th saw the launch of UNESCO-CSH publication titled *Urban Policies and the Right to the City in India: Rights, Responsibilities and Citizenship*. A national workshop on 'Internal Migration and Human Development in India' was organized, earlier in December, where various national and international bodies shared knowledge on the issue of internal migration and ways to carefully acknowledge the needs of the migrants.

Apart from this, UNESCO observed the World AIDS Day by saluting the backbone of HIV programming intervention, the outreach workers. An event named, "Sitaare Zameen Par" was organized in Delhi where outreach workers showed their talented side to the audience members though dance, drama and music. In addition to these, there were other events organized also in cluster countries like Nepal by the communication and information sector.



FEATURE ARTICLE

Internal Migrants: India's Neglected Priority

On 6-7 December 2011, national and international experts, as well as representatives from civil society and UN organizations, had the opportunity to discuss, debate and share their findings during a National Workshop on 'Internal Migration and Human Development in India' organised by UNESCO and UNICEF, in order to advance knowledge on the crucial issue of internal migration. The event was supported by Sir Dorabji Tata Trust and Indian Council of Social Science Research.

In India, as per Census 2001, internal migration accounts for a large population of 309 million or nearly 30 percent of the total population. "This is the one data which should act as a catalytic data, and provoke a paradigm shift on how we comprehend and analyze migration on one hand, and on how we perceive migrants on the other hand", stated Iskra Panevska, Director and UNESCO Representative a.i. to Bhutan, India, Maldives and Sri Lanka.



This figure is indeed staggering when it is compared to international migration which accounts for a population of only 5 million in India. Still, internal migration has been accorded very low priority by the government in policy and practice, partly due to a serious knowledge gap on its extent, nature and magnitude.

Migration should be acknowledged "as an integral part of development", pleaded Ram B. Bhagat, Professor and Head, Department of Migration and Urban Studies, International Institute of Population Sciences (IIPS). He noted that "cities are important destinations for migrants and the rising contribution of cities to India's GDP would not be possible without migration and migrant workers."

However, internal migrants, of which 70.7 percent are women, continually face difficulties in becoming a full part of the economic, cultural, social and political lives of society. The constraints faced by migrants are many: lack of formal residency rights; lack of political representation; inadequate housing; low-paid, insecure or hazardous work; limited access to state-provided services such as health or education; religious intolerance; discrimination based on race or gender; and social exclusion.

"Being vulnerable, weak and dispersed, migrants are not able to exercise pressure on policy making, and India does not have a coherent policy framework for migrants", summed Ravi S. Srivastava, Professor of Economics, Centre for Study of Regional Development, Jawaharlal Nehru University. Rajiv Khandelwal, Director of Aajee-

vika Bureau, an organisation working with migrant workers in India, added that "there is a serious lack of development initiatives focused on migration."

To counter this trend, Ram B. Bhagat stressed that "government policies should not hinder but seek to facilitate migration. It should form the central concern in city planning, and the city development agenda should seek to include and integrate migrants politically, economically, socially, culturally and spatially."

There is indeed a pressing need to ensure that all migrants have access to services and entitlements as enshrined in policies and law, and to ensure that urban settlements become inclusive spaces as they expand in size and diversity.

On the occasion of International Migrants Day, when three out of every ten Indians are internal migrants, UNESCO seeks to draw the attention of policy makers towards the urgency to protect and promote migrants' rights and ensure their social inclusion in the cities.

Contact: Ms Marina Faetanini (m.faetanini@unesco.org)

FEATURE ARTICLE

Information, Education, Outreach and Communication (IEOC) on Cultural Heritage

The culture unit works through numerous initiatives to create awareness, information and education about the cultural heritage. In 2011, a number of such activities were organized and partnered with including outreach activities with the community. Work was undertaken with school children, educators and the community on the themes of heritage education, cultural diversity, culture of peace, museum education, heritage interpretation, art education and intercultural dialogue.

On 12th October a teacher's workshop was conducted in Delhi on the theme of cultural diversity in partnership with the Amity Institute of Education to train about 25 educators in 'acknowledging and addressing cultural diversity in school'.

Two workshops on heritage education were organized for school teachers. The first workshop on the theme of 'Heritage in Young Hands' was organized in partnership with the Association of UNESCO Clubs and Archaeological Survey of India (ASI) at the Red Fort on 2nd November 2011 for about 50 teachers from Delhi and NCR. The second workshop on heritage education was organized in partnership with the Centre for Cultural Resources and Training and ASI at the Red Fort on 27th November for about 100 government school teachers from different parts of India.

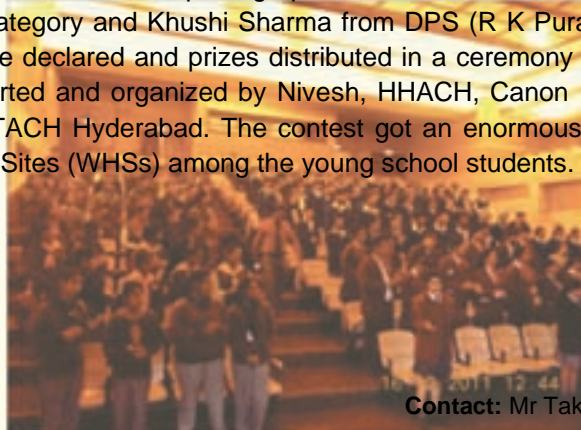
A talk by author Ashok Banker was organized in partnership with the Bahai House of Worship and Harper Collins on intercultural dialogue for schools students. The talk held on 16th December was attended by over 250 students and teachers.

To promote Art in Education a workshop on the use of puppetry as a medium for teaching was conducted on 20th December at the Lotus Temple.

As a follow-up of the Peace Workshop for students from south-Asia, a workshop on the culture of peace was organized for teachers on 21st December in partnership with the UNESCO clubs and the Archaeological Survey of India, Red Fort to 'address the issues of peace and conflict arising in the class, neighborhood and the region'.

As a follow-up of the April workshop on Museum Education, a second workshop for school educators was organized on 27th December in partnership with the Nehru Memorial Museum and Library to train teachers to conduct informative museum tours and to use museums as a resource. This was followed by a half day Seminar with museum professionals on the importance of museum education and the involvement of youth in Museums. The Seminar was organized on 28th December in partnership with the Nehru Memorial Museum and Library and the National Museum Institute.

Photo contest, Photonama 2011 on 'My Country's World Heritage' concluded in December with workshops conducted in Delhi, Hyderabad, Bangalore and Mumbai in the months of November and December to raise awareness about the World Heritage Sites of India. Amol Kamath from Mumbai studying at the Manipal Institute of Technology won the 18 to 20 years category award for best photograph, Vishesh Noniwal from Delhi Police Public School won the prize in the 15 to 17 years category and Khushi Sharma from DPS (R K Puram) won the prize in the 12 to 14 years category. The winners were declared and prizes distributed in a ceremony held at the Canon Lounge in December; the program was supported and organized by Nivesh, HHACH, Canon India, ASI Delhi, NIRLAC, Rotary Mulund (South Mumbai) and INTACH Hyderabad. The contest got an enormous response and managed to raise awareness about World Heritage Sites (WHSs) among the young school students.



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FEATURE ARTICLE

South and Central Asian MAB (SACAM) Network Meeting

The 4th South and Central Asian MAB (SACAM) Network meeting on the theme “**Mainstreaming Biodiversity Conservation in Development under Emerging Global Changes**” was held at Qeshm Island, Iran from 14-11 November 2011. Around 60 participants including delegates from Afghanistan, Bangladesh, Bhutan, India, Iran, Kazakhstan, Kyrgyzstan, Maldives, Pakistan and Sri Lanka participated in the meeting. The meeting was jointly organized by UNESCO Offices in New Delhi, and Tehran and the Iranian MAB National Committee.

The meeting reviewed the progress of Madrid Action Plan and also observed the 40th Anniversary of MAB and 10th anniversary of the SACAM Network. The participants had scholarly presentations and discussion including country reports and case studies related to the theme of climate change and green economy in the context of SACAM countries and biosphere reserves. The meeting also noted the decision at the 36th Session of General Conference of UNESCO to further strengthen MAB and Biosphere Reserves and support the notion of Biosphere Reserves envisaged as model regions for sustainable development.



The meeting took note of a number of potential trans-boundary biosphere reserves in SACAM, including between Russia and Kazakhstan; Kazakhstan, Uzbekistan and Kyrgyzstan; Iran, Turkmenistan and Afghanistan, India and Bangladesh; India and Sri Lanka; Iraq and Iran; Iran and Turkey; Iran and Pakistan; Afghanistan and China. It also discussed the challenges encountered in Lake Urmia which is also a Biosphere Reserve since 1977 and welcomed the new programme and plans for the restoration of Lake Urmia. In this regard, the meeting encouraged Iranian MAB to draw upon the lessons learnt from the region, particularly the case of Aral Sea, as was reported by Kazakhstan at this meeting.

The SACAM Meeting discussed the need to develop regional cooperation projects along with the three main subjects of the meeting - Biosphere reserve management in the context of development; climate change impact mitigation and adaptation and biodiversity conservation; and development of green economies. The meeting appreciated the offer of Iran for developing such project in cooperation with other possible donor agencies and regional organizations, such as ECO. It was also agreed to identify mechanisms to recognize, support and encourage young researchers, media and conservation workers and community members for their significant contributions toward biosphere reserves and MAB Programme. The meeting also requested UNESCO DG to explore the possibility of declaring an International Year of Biosphere Reserves within the International Decade of Biodiversity.

The SACAM network was launched during the Regional Meeting of MAB representatives from Bangladesh, Bhutan, India, Iran, Mongolia, Nepal, Pakistan and Sri Lanka in Dehra Dun (India) in February 2001 where the participating MAB National Committee coordinators and Biosphere Reserve managers agreed to form the network for closer cooperation at the sub-regional level.

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Education

Compendium on South Asian Conference containing selected Best Practices of work with Out of School Adolescents'



UNESCO New Delhi along with Plan India had organized a conference in New Delhi from March 1-3 2011 on the learning and development needs of Out of School adolescents' with the overall objective to contribute to the thinking on Goal 3 (Promote learning and life skills for young people and adults) of the Education For All (EFA) Goals using the experiences of existing governmental/non governmental efforts in the South Asian Region. The conference took place amidst increased understanding around the world that the education of adolescents and young adults has received less than required attention over the years since the Dakar framework of Action.

A compendium of the conference is now available in print containing the selected best practices around work with Out of School adolescents' as also assessable through UNESCO website <http://unesdoc.unesco.org/images/0021/002144/214434E.pdf>

The last few Global Monitoring Reports clearly revealed that insufficient attention has been given in Member Countries as well as EFA Coordination Offices to this Goal. This could possibly be because of all the EFA goals this is one of the most difficult to measure. It involves measuring the individual and collective progress in the process of learning, assessing how far human potential is being realized, or estimating how well people cope with change or the extent to which they are able to adhere to basic human values at the time of crisis. Measuring these affective variables is not an easy task. It is easier to measure the development of practical skills as well as literacy per se, but not the skills which are generic and are largely visible in changed behavior.

In the countries of South Asia adolescents bear a double burden - at one level, they are considered as adults and deemed fit to earn for the family. At another level they are looked upon as children requiring control, scrutiny and guidance for their actions. Girls are particularly disadvantaged. At the onset of puberty, they face the pressure of early marriage leading to early pregnancy. Restrictions on their mobility, low chances of schooling and receiving other needed development opportunities places them in a vicious circle of marginalization which is hard to break.

However, across the world there are ample examples which demonstrate that with appropriate care, not only can the barriers to adolescents' development be removed but they can be supported to become active agents in the process of social transformation. The purpose of the conference was to bring forth some of the experiences which could be a motivating factor for future work with this age group especially for those who are out of school. The deliberations that took place at the conference provided a platform for practitioners as well as policy makers from in the South Asian region, who are working with out of school adolescents, to share their experiences and ideas with each other.

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40 partners converge to support MCD schools

In order to realize the right to Education in Delhi, UNESCO made a presentation on the need for convergence at a high level meeting convened by the Chairperson, Education Committee, Municipal Corporation of Delhi. Society for All Round Development is being supported by a network of development partners to establish 12 lead MCD schools in Delhi and to work with 300 Primary MCD schools.

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Education

World AIDS Day- Celebrating Outreach Workers

Be it the hottest summer or the coldest winter, day or night, the outreach workers are with the communities, on the streets, listening, informing and counselling. Often undervalued and underpaid, outreach work is the backbone of HIV programming intervention.



This is why UNESCO, SPACE (NGO) and Delhi AIDS Control Society decided to celebrate outreach workers. The event, “Sitaare Zameen Par” which translates as “Stars on Earth” aimed to give a platform to peer outreach workers to showcase their talent and share their invaluable experience.

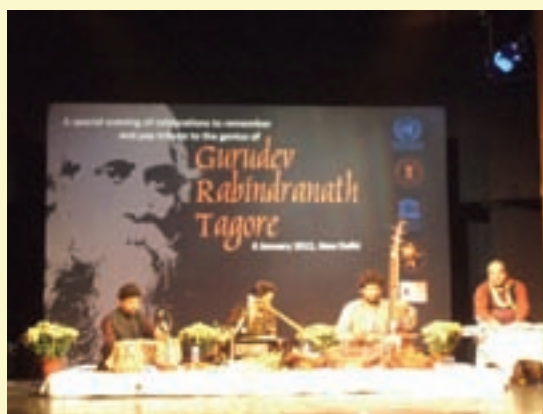
The evening marked the culmination of the UNESCO’s pilot project “Delhi Dost - empowerment of gender and sexual minority communities through vocational skills and non-formal education”.

A poster celebrating outreach work was released. A *Swayamvar* ceremony (‘Pledging commitment to life partner’), song and dance and other fun activities was held with gusto. It was a

delight to see the decked-up transgender community having a ball without inhibitions. In order to give them a secure space no media or public were allowed.

A beautiful dance performance with full costume, based on the love story of Mughal Prince Salim and Anarkali from the film *Mughal-E- Azam* was performed by Chahat, the winner of the UNESCO supported Miss Delhi Super Queen Beauty Contest--a transgender beauty pageant, held in 2011 in Delhi.

Contact: Ms Raphaële Ng Tock Mine (r.ng-tock-mine@unesco.org)



Celebrating Tagore

It was a very emotional moment when the audience stood up to sing with Ms Shama Rahman, noted Rabindra Sangeet singer from Bangladesh. This was the scene at the celebration of the 150th Birth Anniversary of Rabindranath Tagore and the 100th Anniversary of the publication of *Geetanjali*. UNESCO New Delhi Office, in collaboration with UN Information Centre, Ministry of Culture and Media Access released in India a set of 9 albums of songs by Rabindranath Tagore.

ICCR President Dr. Karan Singh and Mr. Jawhar Sircar, Secretary, Culture, Government of India, released a collection of songs and poems penned by the celebrated writer and poet. Launched under the UNESCO’s programme 'Tagore, Neruda and Césaire: Universal Reconciled', the collection is composed of five albums of *Rabindra Sangeet*: one each on Puja (Prayers), Prem (Love), Bichitra (Various), Swadesh (Patriotism) and Prokriti (Nature), and four albums of poems from *Geetanjali*.

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Education

South Asian Initiative for Regional Assessment of Learning Outcomes



The quality of education provided in every country is considered to be an area of prime focus in the agenda for national development. In most of the South Asian countries, current learning assessment studies show a poor performance of students at the elementary level. However, there are important questions on learning assessment that need to be addressed, such as whether assessment should just measure the skill and competency of the student, or should it also consider social values that the curriculum frameworks have indicated. The curriculum frameworks of South Asian countries illustrate a common set of social values and principles which indicates the possibility of conducting regional assessment.

To provide a suitable platform, the UNESCO New Delhi Office and the UNESCO Institute for Statistics (UIS), in collaboration with the National University of Education Planning and Administration (NUEPA), organised a *Consultative Workshop on Education Outcomes in South Asia*, on the 7th and 8th December 2011, in New Delhi, India. The objectives of the workshop were to:

- provide a forum to share and learn the objectives of Elementary Education in the region;
- identify common objectives and guiding documents for assessment of Elementary Education in South Asian countries, and;
- discuss possibilities of a regional initiative on measuring learning outcomes. The workshop was attended by distinguished government participants and experts from each of the SAARC countries -- Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka.

The workshop resulted in an agreement to discuss further upon, and to suggest to the respective governments, to coordinate and work on a mechanism to launch a regional learning assessment for South Asian countries in the near future. In order to proceed with this initiative, the workshop concluded that the SAARC countries would be recommended to identify a national working group to form a national committee in order to achieve the goal of launching a regional assessment.

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GMR 2012- Art Contest : Youth, skills and work—What skills do you need to create a better future?

Education for All (EFA) Global Monitoring Report (GMR) is organizing an art contest for people aged 18 to 24 years. The first prize includes a trip to Paris and a published art work in the 2012 EFA Global Monitoring Report. The artwork should illustrate ideas linked to youth, education, skills and the world of work and must be submitted by April 1, 2012.. For more details on the theme and how to submit your entry please visit: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2012-skills/contest/> .

Education

Is There a need for Sexuality Education for Young People in India? States and National consultations on Comprehensive Sexuality Education



In a national study, only 15% of the young people surveyed had access to information from their parents or teachers on any kind of sexuality education. By the age of 18, 28% of Indian women will have given birth to a child and 49% will be married. Of 2.5 million people in India who are HIV+, 50% of all new infections take place amongst young people between 15-24 years of age (Youth in India: Situation and Needs 2006-2007, Population Council)

“When a girl’s breasts start developing, the female elders tell her: ‘Don’t eat lemons, or else your breasts will grow like them.’”

Adolescent girl, Uttarakhand

This is why UNESCO, in partnership with the YP Foundation, organized a series of consultations on the need of Comprehensive Sexuality Education (CSE).

The National consultations were organized on November, 2011 at USO House, New Delhi with the participation of 70 young people from 19 states across India.

Earlier in 2011, two state consultations took place in Uttar Pradesh and Maharashtra, engaging over 130 young people from 20 and 13 districts in each state respectively, to challenge the political climate and ground realities of lack of access to CSE.

“It is important to get full information on health otherwise one will not be able to prevent oneself from diseases”.

Adolescent boy, Barabanki

The consultations aimed to provide a platform for young people between the ages of 13 and 25 years semi urban and rural communities to share successful strategies, best practices and key challenges to sexuality

education.

The outcomes of the consultation are being compiled into an Outcomes Report that will be disseminated to government and civil society partners.

A youth-led CSE programme based on the recommendations from the report will be implemented at district and local levels in Uttar Pradesh and Maharashtra in 2012.



Know Your Body, Know Your Rights, Shareer Apna, Adhikaar Apne: A National Campaign on CSE: <http://knowyourbodyknowyourrights.com/>

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Natural Sciences

Education for Sustainable Development Capacity Building Programme

Towards the world-wide efforts to meet the objectives of the UN Decade of Education for Sustainable Development (2005-2014), UNESCO in partnership with WWF- India and WWF- Sweden organized a capacity building workshop for teachers in Education for Sustainable Development (ESD). The Swedish International Development Agency (SIDA) supported the project. Under the aegis of this project, a series of workshops are planned to be organized in Delhi, Kolkata, Bhopal and Raipur to orient the master trainers of NCERT, CBSE, SCERT and DIETS in ESD. The first of these workshops was organized on 28-29 November 2011 at the WWF-India Auditorium, New Delhi. These will be followed up by a series of two-day follow up workshops in 2012

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Social and Human Sciences

Launch of the UNESCO-CSH publication on the Right to the City in India

On the occasion of the Human Rights Day, celebrated every year on the 10th December, Mr. Miloon Kothari, former Special Rapporteur on Adequate Housing, United Nations Human Rights Council and Executive Director, Housing and Land Rights Network, launched the UNESCO-CSH publication titled *Urban Policies and the Right to the City in India: Rights, Responsibilities and Citizenship*. The launch took place on the Eve of Human Rights Day, Friday, 9 December 2011, at the UN Conference Hall.



The panellists included several authors, namely, Miloon Kothari; Ram B. Bhagat (Professor and Head of the Department of Migration and Urban Studies, International Institute for Population Sciences, Mumbai); Basudeb Chaudhuri (Director, Centre de Sciences Humaines, New Delhi); Marie-Helene Zerah (Research Fellow and Head of Urban Studies, Centre de Sciences Humaines); Ravi Duggal (Senior Trainer and Health Analyst, Center on Budget and Policy Priorities, Washington DC); and also Brigitte Colin (UNESCO/UN-HABITAT Expert for Architecture and Cities); and Marina Faetanini (Social and Human Sciences, UNESCO New Delhi Office).

The publication, prepared in collaboration with Centre de Sciences Humaines, New Delhi and supported by Sir Dorabji Tata Trust, is a compendium of 16 research policy-papers written by 14 eminent researchers covering several angles of the right to the city approach in India, such as, among others:

- Right to the City and Urban Citizenship
- Women's Right to the City: from Safety to Citizenship?
- Migrants' (Denied) Rights to the City
- The Challenges of Slums and Forced Evictions
- Water and Sanitation: Barriers to Universalization
- A Human Rights' Perspective for the Right to the City

"By publishing the richness of sixteen original research papers, this publication focuses on the multiplicity of entry points of the right to the city as a vehicle for social inclusion and sustainable social development for Indian cities", said Ms. Marina Faetanini, Programme Specialist in Social and Human Sciences, UNESCO New Delhi. "The right to the city concept encompasses a bundle of human rights – right to housing, the right to security of the person and the right to health, food, water and livelihood", said Mr Miloon Kothari and further added "it can become a powerful organizing principle for state legislative policy formulation."

The publication is intended as an advocacy tool to promote a rights-based approach to urbanization in India. A rights-based approach in the context of Indian cities has not yet been extensively documented and researched.

The publication aims to close this gap by providing policy makers with a set of good practices for social inclusion in Indian cities, and initiatives in law and urban planning that strengthen rights and responsibilities, interfaith tolerance, and ensures the inclusion of the most vulnerable (urban poor, women, migrants) in urban management. UNESCO hopes it will serve as a solid reference point for policy makers at a local level, as well as a basis for the exchange of knowledge between researchers, city professionals and local authorities on building inclusive cities.

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Communication and Information

Establishment of a Public Software Centre, IT for Change

UNESCO supported the creation of Public Software Centre (PSC) with IT for Change, (an NGO that works on the use of Information and Communication Technology (ICTs) for social change), to work pro-actively with public education system at the policy and program level; guiding ICT Projects in their design, development and implementation and work with governments to formalize these experiences through public education software policies.

The use of public software (software, which by virtue of its public ownership is freely shareable and customizable), especially public educational tools are an important feature of the work of PSC. During 2011, Karnataka was the primary focus state with similar activity being initiated in a second state.

PSC conceptualized and designed the Subject Teacher Forum (STF) programme-1 of the Rashtriya Madhyamik Shiksha Abhiyaan (RMSA), Karnataka, and provided training and support in the use of public software to empower teachers to become digitally literate, use public software educational tools to advance their own subject understanding, engage in discussions about the discipline (Mathematics, Science and Social Science), participate in an online community of learning and create and share digital resources. The work spanned high schools that had ICT facilities provided by the government across 15 districts in Karnataka. There have been 15 workshops conducted by PSC and the high school teachers resulting in 240 resource persons, who will train around 2,500 teachers in more than 800 schools in the 15 districts.

The larger goal of the Subject Teacher Forum is to strengthen subject matter expertise amongst teachers, increase the range of curricular resources available to teachers for use in their classroom transactions and to support new models of teacher professional development based on creating 'teachers learning communities'. In this new model, in-service teacher development is continuous, as the teachers are in touch via email groups and web portal virtually, apart from the workshops. This enables their learning to be self-directed, self paced, peer based and mentored. PSC also conducted capacity building workshops for the DIETs (District Institutes of Education and Training) that support schools as well as NGOs that are supporting RMSA in this programme such as the American India Foundation.



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Communication and Information

Community Multimedia Centres: Empowering Marginalized Communities in Nepal



The Communication and Information sector's recently concluded International Programme for the Development of Communication (IPDC) project in Nepal, 'Building Bridges: Communication for Empowerment in Nepal', saw the establishment of two community multimedia centres (CMCs) at the community radio stations *Radio Kapilabastu* and *Radio Today*. The CMCs aim to develop the communication and learning capacities of certain marginalized communities (such as Janajatis, Dalits, Muslims and women) in selected districts of Nepal, and increase their access to community media, thus allowing them to express themselves and participate in democratic processes more effectively.

The project was implemented in three phases – (a) setting up the CMCs; (b) conducting six capacity building workshops; and (c) conducting three networking meetings. The UNESCO Office in Kathmandu, the Community Radio Support Centre (CRSC), the Nepal Forum of Environmental Journalists (NFEJ), and experts from the two radio stations jointly addressed the CMCs' technical and infrastructural requirements. The CMCs at *Radio Kapilabastu* and *Radio Today* became fully operational in January 2011 and August 2011 respectively.

Three capacity building training workshops were then conducted at each of the centers training approximately 90 participants. These included sessions to develop the communication capacity of radio program producers, journalists and social workers from disadvantaged communities; and a more technical ICT training session that introduced participants to computer skills and the use of the Internet. In the project's third and final phase, three networking meetings were held to share information about the operation and benefits of CMCs with members of local communities, and to share experiences and best practices among the CMC personnel themselves.

Although the project was completed as recently as November 2011, its impact is already being felt. Members of local communities and the target communities in particular have begun to use desktop and Internet services from the CMCs. The Radio Kapilabastu CMC now conducts computer training classes for community members, teaching them to use basic application packages. Both CMCs have begun to collect books and other information to create real and virtual libraries. The quality of the radio programs, news and personnel output at the two community radio stations have improved considerably after the capacity building workshops. However, the project's most significant outcome is perhaps the *strong sense of ownership* that local communities and stakeholders have felt towards the two CMCs.



Contact: Ms Iskra Panevska (i.panevska@unesco.org)

CALENDER OF EVENTS

Upcoming Events

Participation in the 20th New Delhi World Book Fair

Pragati Maidan, New Delhi, INDIA

25-02-2012 to 04-03-2012

Contact: Rekha Beri (r.beri@unesco.org)

Neoteric Views on Biosphere Reserves

Nilgiri Biosphere Reserve

27-02-2012 to 29-02-2012

Contact: Ram Boojh (r.boojh@unesco.org)

Past Events

Workshop on Cultural Diversity in Schools and the Role of Teachers in Preserving and Promoting Culture with Teacher Educators

Amity Institute of Education

New Delhi, INDIA

12-10-2011

Contact: Takahiko Makino (t.makino@unesco.org)

Celebration of International Day for Eradication of Poverty

UNDP, New Delhi, INDIA

17-10-2011

Contact: Marina Faetanini (m.faetanini@unesco.org)

Heritage in Young Hands-I

Red Fort, New Delhi, INDIA

02-11-2011

Contact: Takahiko Makino (t.makino@unesco.org)

Workshop on Guidelines For Public Broadcasters during the ABU General Assembly

Hotel Lalit, New Delhi, INDIA

02-11-2011 to 08-11-2011

Contact: Iskra Panevska (i.panevska@unesco.org)

Heritage in Young Hands-II

Red Fort, New Delhi, INDIA

27-11-2011

Contact: Takahiko Makino (t.makino@unesco.org)

World AIDS Day

New Delhi, INDIA

01-12-2011

Contact: Shankar Chowdhury (s.chowdhury@unesco.org)

UNESCO-UNICEF National Workshop on Internal Migration and Human Development in India

Indian Council of Social Science Research (ICSSR)

New Delhi, INDIA

06-12-2011 to 07-12-2011

Contact: Marina Faetanini (m.faetanini@unesco.org)

Launching event of UNESCO-CSH Publication on Urban Policies and the Right to the City in India: Rights, Responsibilities and Citizenship

UN Conference Hall, New Delhi, INDIA

09-12-2011

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Intercultural Dialogue for School Students

New Delhi, INDIA

16-12-2011

Contact: Takahiko Makino (t.makino@unesco.org)

International Migrants Day

Media Release on 18-12-2011

Contact: Marina Faetanini (m.faetanini@unesco.org)

Workshop on Art in Education

Lotus Temple, New Delhi, INDIA

20-12-2011

Contact: Takahiko Makino (t.makino@unesco.org)

CALENDER OF EVENTS

Past Events

Workshop on the Culture of Peace

Red Fort, New Delhi, INDIA

21-12-2011

Contact: Takahiko Makino (t.makino@unesco.org)

Museum Education

Nehru memorial Museum and Library, INDIA

27-12-2011

Contact: Takahiko Makino (t.makino@unesco.org)

Importance of Museum Education and the Involvement of Youth in Museums

Nehru memorial Museum and Library, INDIA

28-12-2011

Contact: Takahiko Makino (t.makino@unesco.org)

Forthcoming UN International Days

5 October - World Teachers' Day

27 October - World Day for Audiovisual Heritage

10 November - World Science Day for Peace and Development

3rd Thursday of November - World Philosophy Day

16 November - International Day of Tolerance

1 December - World AIDS Day

10 December - Human Rights Day

STAFF NEWS

Arrivals

Anirban Sarma (October 2011)
National Programme Officer, Communication and Information

Varshika Munjal (October 2011)
Program Assistant, Education

Archana Chatterjee (October 2011)
Project Coordinator, World Heritage Biodiversity Programme India, Ecological and Earth Science

Departures

Smriti Pant (September 2011)
Project Officer, Culture

Angès Gresset (November 2011)
Intern, Culture

Fraz Mallik (December 2011)
Intern, Culture

Shaguna Gahilote (December 2011)
Project Officer, Culture

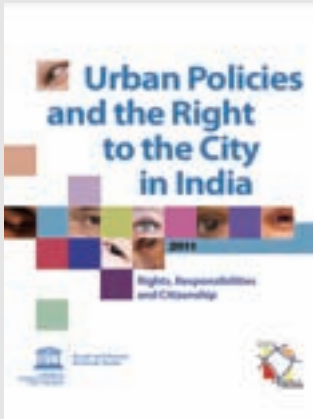
PUBLICATIONS and e-RESOURCES



Migrants: Voices of Delhi's Silent Majority (by UNESCO, UNICEF and First City)

For about 15 years now, First City magazine has been giving a voice to migrants through two features titled "Minute-Old Migrant" and "Interview: An insight into the minds of Delhi's silent majority". The content and pictures from these features caught

UNESCO's attention and the organization saw an opportunity to share them during the UNESCO-UNICEF National Workshop on 'Internal Migration and Human Development in India' scheduled on 6-7 December 2011. UNESCO and UNICEF soon partnered up with First City to release *Migrants: Voices of Delhi's Silent Majority*, a brochure compiling 30 features from the magazine spanning from 2003 to 2011, as well as fundamental information about the extent and magnitude of the phenomenon of internal migration in India.



Urban Policies and the Right to the City in India: Rights, Responsibilities and Citizenship

The publication, prepared in collaboration with Centre de Sciences Humaines, New Delhi and supported by Sir Dorabji Tata Trust, is a compendium of 16 research policy-papers written by 14 eminent researchers covering several angles of the right to

the city approach in India, such as, among others: right to the city and urban citizenship; women's right to the city: from safety to citizenship? migrants' (denied) rights to the city; the challenges of slums and forced evictions; water and sanitation: barriers to universalization; a human rights' perspective for the right to the city.



South Asian Regional Conference: Responding to the needs of Out Of School Adolescents Experiences of South Asian Countries (by UNESCO New Delhi and Plan India)

Adolescents in South Asian countries require a lot more attention than granted in the past. Apart from failing to exercise their basic rights, they are subject to poverty,

hunger and disease, low quality education, social exclusion and the highest rates of HIV/AIDS infections. This compendium has key recommendations, discussed in a three day conference organized by UNESCO, New Delhi and Plan India, for different member states, UN agencies, International organizations and civil bodies about learning and development of our Out of School adolescents' and is one step forward in ensuring proper development opportunities for our adolescent boys and girls.

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