

Activity Report 2016 – 2017



United Nations
Educational, Scientific and
Cultural Organization

Kathmandu Office



UNESCO Office in Kathmandu
Sanepa-2, Lalitpur
P.O. Box 14391, Kathmandu, Nepal

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Cover images, clockwise from top left:

A Lakhe dancer, who represents a demon in Newar folklore. © UNESCO

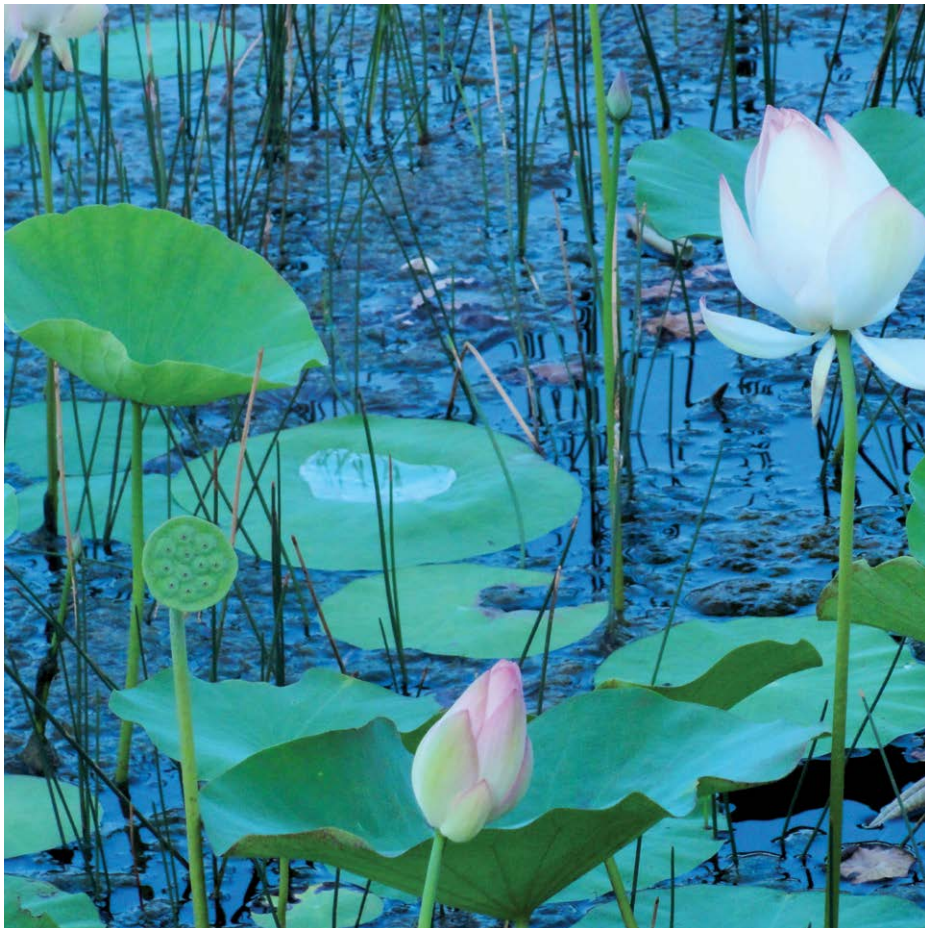
Tashi Gomang Stupa (Mangal Bahaudwar Caitya) under reconstruction, Swayambhu. © UNESCO/T. Schrom

UNESCO Female Champions participating in a flash mob on the occasion of Youth Day. © UNESCO

A *sarus* crane in the sanctuary near the World Peace Pagoda, Lumbini. © UNESCO / M. Lama

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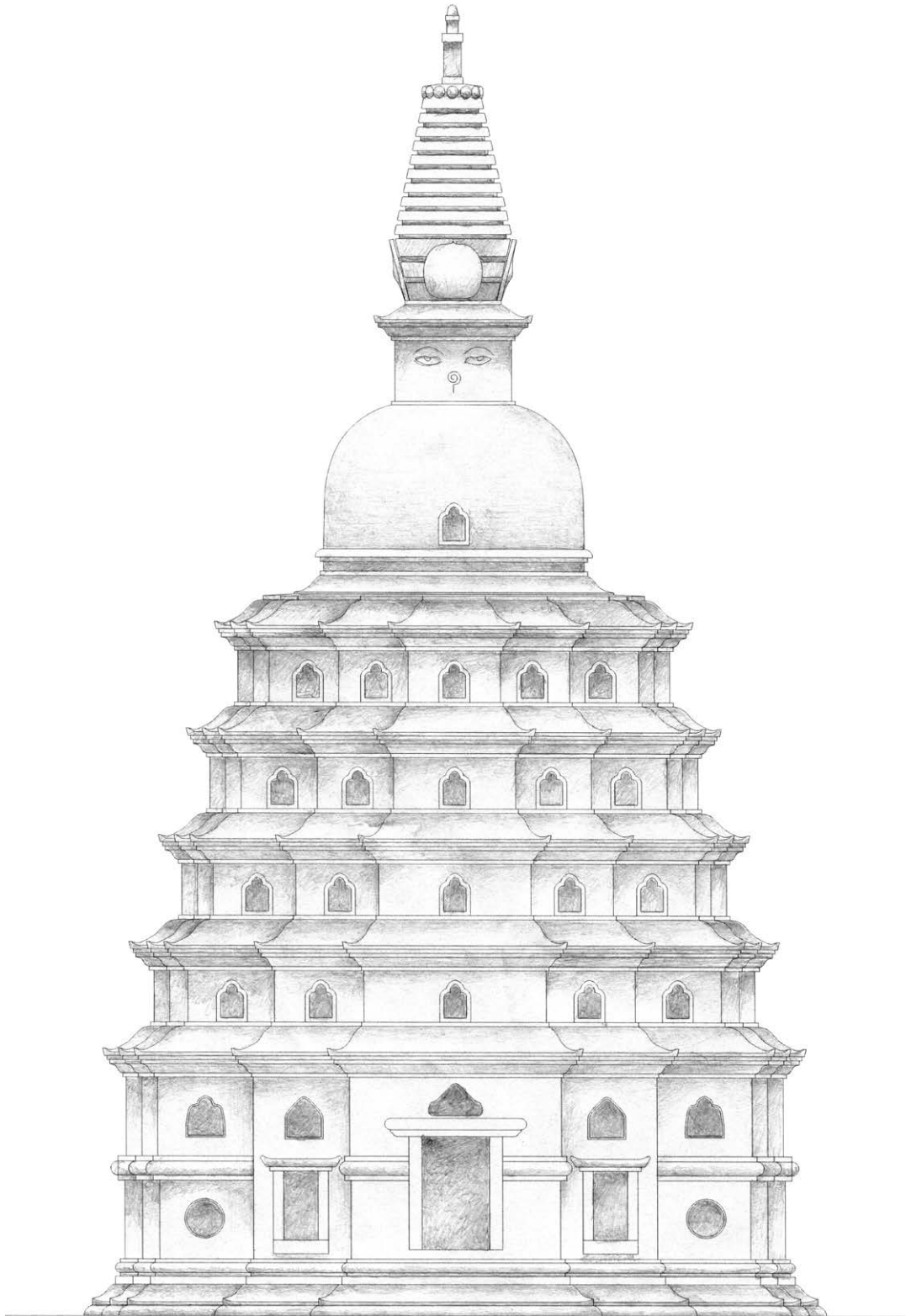
Lotuses in the circular pond around the Sacred Garden in Lumbini
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Mission

In Nepal, UNESCO contributes to building peace, alleviating poverty, and fostering sustainable development and intercultural dialogue, through education, the sciences, culture, communication and information.

UNESCO works to attain inclusive and quality lifelong learning for all, focusing on gender equality and adult literacy. Following the proclamation of Nepal as a Federal State in September 2015, UNESCO is committed to helping the government to transition the education system from a centralised to a decentralised one.

A priority is to assist the government in the restoration of cultural heritage, which was severely damaged by the 2015 earthquakes, particularly the Kathmandu Valley World Heritage property. UNESCO strives to preserve the cultural and natural heritage of Nepal, promote cultural diversity and intercultural dialogue, and empower people through the free flow of ideas and access to information and knowledge. To achieve these objectives, UNESCO works closely with the Government of Nepal, actively participates in the work of the UN Country Team, and cooperates with other development partners in the country.



Tashi Gomang Stupa (Mangal Bahudwar Caitya), proposed restoration drawing
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Introduction

This report summarises the work and achievements accomplished in the fields of education, culture, natural sciences and communication and information by the Office in 2016 and 2017, in response to the main development issues and challenges facing Nepal. Activities have been undertaken in support of the implementation of the national priorities and strategies outlined in the United Nations Development Assistance Framework (UNDAF) 2013-2017 for Nepal, and the Sustainable Development Goals (SDGs). The activities were implemented in accordance with the strategies and timeframe of the UNESCO Approved 38 C/5 Programme and Budget.

In the area of Education, the Office continued its work with the government, development partners, non-government organisations, civil society organisations and youth representatives to support national efforts towards achieving the Education 2030 agenda (Sustainable Development Goal 4 on Quality Education) through more efficient strategic planning and management, including technical support for preparing Nepal's Education 2030 Vision Document and the School Sector Development Plan.

In the area of Culture, the Office's strategy focused on restoration of Nepal's cultural heritage, damaged by the 2015 earthquakes, and building the capacity of national and local stakeholders to protect and safeguard both, tangible and intangible cultural heritage. A key focus has also been strengthening the conservation and management of Lumbini, the birthplace of Lord Buddha, and coordinating efforts for the protection of the Greater Lumbini Area. The Natural Sciences unit has been working on projects related to reducing pollution levels in coordination with the Government of Nepal.

The work of Communication and Information included promoting freedom of expression, media development and advocating for the rights and safety of journalists. The Office provides advice and capacity building to stakeholders on these issues, paying special attention to the challenges and aspirations of women journalists. Communication, information and knowledge are the driving forces of sustainable development and the Office is committed to the Sustainable Development Agenda 2030, adopted by the international community in 2015.

The Office was actively involved in the preparation of the forthcoming UNDAF, and was able to ensure that education, culture and media were duly reflected in the document.



Members of Community Learning Centre (CLC) participating in a non-formal education class in Dhanusha district.

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Education

“ TRANSFORMING LIVES THROUGH EDUCATION ”

Enhancing policy, planning and monitoring to achieve the targets of Education 2030

UNESCO supported the Government of Nepal (GoN) to develop its national capacity to mainstream SDG4, to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” into national policies and planning. The Office provided technical assistance, capacity building and coordination to stakeholders for the creation of the School Sector Development Plan (2016-2022), to ensure that it aligned with the targets of the SDG4.

As part of a sector-wide review of policies and plans to ensure the integration of SDG4 into national plans and policies, 45 stakeholders from different sectors and government agencies, including a team of international experts from UNESCO, identified links between education and other SDGs from the 2030 Agenda. The goal was to pinpoint overlapping issues and develop connections between the targets to define priorities for an integrated policy to achieve the targets of the SDGs in general, and Goal 4 in particular.

Thirty education stakeholders and teachers’ leaders from the Confederation of Nepalese Teachers developed implementation strategies for SDG4 and the new Education Act (8th Amendment).

In an effort to support the systematic monitoring of Nepal’s progress towards SDG4, UNESCO supported the Ministry of Education (MoE) in strengthening the Non-Formal Education Management Information System (NFE-MIS). Government officials from 26 districts learned about the concept of NFE-MIS and its data collection modalities, and received training on data entry and analysis.

Furthermore, 40 representatives from the different planning, supporting and implementing agencies concerned with literacy programmes were trained to develop and adapt non-formal education (NFE) programmes in line with the lifelong learning approach.

Enhancing Education service delivery in the Federal System

UNESCO produced a 16-episode radio series on “Education in Federal States of Nepal”, focusing on how the current education system needs to be reorganised under the new federal set up. The programmes were broadcast in all seven provinces through community radio stations. They incorporated policy-level debates and voices from different stakeholders and target groups. Issues including lifelong learning, gender equality, health concerns and student-teacher relations were highlighted in the radio programmes.

One hundred and thirty representatives from District Education Offices (DEOs), members of School Management Committees, Parent Teacher Associations and Teachers' Unions from Province 2 developed concrete action plans and local mechanisms to solve, monitor and raise awareness of educational issues at the provincial level.

In association with the MoE and other national and international agencies, UNESCO hosted the dialogue “Understanding Education, Exploring Federalism” which brought together representatives from the government, development partners, and the civil society to deepen their understanding about opportunities of providing education to all under the new federal structure. The dialogue built on UNESCO’s 2015-2017 research project, which was designed to enhance the capacity of education stakeholders to deliver education service effectively in the federal system.

Furthermore, UNESCO organised an interaction programme, in which parliamentarians and senior policy officials from the MoE and the Ministry of Federal Affairs and Local Development (MoFALD), were given the opportunity to discuss the roles and responsibilities of local governments in the education service delivery within the new federal governance structure.

UNESCO trained 35 infrastructure and policy experts, educationists, Mayors and Deputy Mayors from the Kathmandu Valley in the roles and responsibilities of the newly elected representatives for the education service delivery.



CLC facilitators and managers working on their action plans during the national workshop.
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Capacity Development for Education (CapED) Programme “Strengthening Literacy and Lifelong Learning Opportunities in Nepal”

Building on past efforts under Capacity Development for Education For All (CapEFA), the CapED programme continued to build the capacity of country stakeholders to strengthening literacy and lifelong learning opportunities for all, in the context of Nepal’s commitment to achieving SDG4.

During her visit to Nepal, the former UNESCO Director-General Irina Bokova inaugurated the Lifelong Learning Resource Centre at the Shikharapur CLC as part of the Office’s efforts to develop CLCs as Lifelong Learning Resource Centres. This centre contains a library, smart classrooms with computers, projectors and other digital learning equipment and offers family literacy classes.

The Office conducted a study with the objective of documenting local knowledge, skills and practices. As a follow-up, UNESCO organised a national seminar for 35 members of CLCs, to sensitize the participants to the importance of indigenous knowledge and the best ways to promote lifelong learning through it. The participants were trained in methodologies to document indigenous knowledge.

In collaboration with the MoE, a number of workshops were organised in 2016 and 2017, to familiarise CLC facilitators with the concepts of lifelong learning, and the means to develop CLCs into Lifelong Learning Resource Centres. Over 80 participants from 15 CLCs, representatives from the Non-Formal Education Center (NFEC) and the Regional Education Directorates from the Far Western, Western and Mid-Western Regions, as well as experts in the field of lifelong learning, learned about interactive and innovative methods to be replicated in their respective CLCs for the promotion of lifelong learning.

A workshop was organised to enhance the understanding of national stakeholders on Target 4.7 of SDG4, which introduces education for global citizenship and sustainable development, explicitly linking it with other SDGs. Seventy stakeholders participated including policy makers, curriculum writers, education professionals, teachers, and officials from UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) and Nepal National Commission for UNESCO (NNCU). The workshop also analysed the national baseline report, conducted by a national expert contracted by MGIEP, on the state of education for peace, sustainable development and global citizenship.

In order to increase the capacity of CLCs through a mechanism of knowledge sharing and replication of good practices, UNESCO published a 16-week long series of articles in collaboration with a national education weekly, and established and is currently facilitating a CLC network through the means of social media. The articles consisted of good practices that had been conducted in 15 model CLCs, which participated in the national CLC workshop in 2017. Besides that, UNESCO published articles by national and international education experts on transforming CLCs into Lifelong Learning Resource Centres in leading newspapers.

Empowering Adolescent Girls and Young Women through the Provision of Comprehensive Sexuality Education and a Safe Learning Environment in Nepal

Implemented in the remote districts of Achham, Bajura, Sunsari, Rautahat, and Sarlahi since 2016, this project has the objective of enhancing access to quality and relevant education for adolescent girls and young women in Nepal. Capacity building workshops, awareness raising seminars, and various other programmes



Girls and women in the REFLECT Circle Sanitary Pad Making Training in Baitadi, Far West Nepal.
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were organised as part of this initiative. Provincial and national workshops with 100 parliamentarians, secretaries, and officials from ministries and locally elected representatives developed strategies on Gender Responsive Budgeting and Gender Sensitive Policy Development. Advocacy workshops were held for a total of 50 journalists on Adolescents' Reproductive and Sexual Health and Comprehensive Sexuality Education (CSE). Awareness on female literacy was raised among 900 teachers, parents, and community members and 117 girls were trained in Adolescent Girls' Health. Surveys were carried out on needs and availability of food, safe drinking water and basic sanitation facilities at schools and local communities, as well as surveys on out-of-school children. Vocational skills curricula and training materials were developed and vocational skills training given to 320 out-of-school girls and young women from vulnerable families.

Besides capacity building workshops, UNESCO developed guidelines for mainstreaming CSE and Gender Based Violence (GBV) into formal and non-formal education curricula. This was done to support the members of the project's National Steering Committee to develop recommendations for the National Curriculum Council to endorse CSE and GBV in curricula of formal and non-formal education.

In addition, UNESCO developed three-month, one-month and 16-day vocational skills training materials based on job market demands, incorporating entrepreneurship development, gender equality, social inclusion and psychosocial support.

Malala Fund for Girls' Right to Education

With the support of the Malala Fund for Girls' Right to Education, UNESCO improved the quality and relevance of education for adolescent girls and young women across the country. From 2016 to 2017, more than 400 community members, with a specific focus on women, were supported through different interventions in rebuilding a resilient community in post disaster situations, leadership, income-generating skills, health awareness and psychosocial support.

UNESCO collaborated with the NNCU, the Education Training Centre (ETC) Kavre and numerous CLCs, to organise training workshops at different levels to motivate and build capacities of over 800 school stakeholders including school supervisors, teachers, parents and locally elected leaders, to ensure quality education and gender-responsive teaching in schools.

In strategic partnership with different agencies of the MoE, guidelines and resource materials for Gender Focal Points (GFPs) in schools were developed to achieve gender-sensitive approaches to teaching and learning environments. In different workshops across Nepal, GFPs were trained to use the guidelines and resource materials.

Following the 2017 monsoon floods, teachers' resource materials such as the 'Post-Disaster Teaching Aid Material' were disseminated to over 1500 teachers from schools in flood-affected areas in the Southern plain region of Terai, to help them continue school education in a post-disaster situation.

In addition, UNESCO is currently developing an encyclopedia for children and manuals for CLC facilitators, to strengthen the capacity of CLCs in providing life-skills based education and livelihood support in a gender-sensitive manner.

Enhancing the Quality and Relevance of Education for Adolescent Girls in Africa and Asia through Gender Responsive Teaching and Learning

This project addressed the multiple factors in Nepal preventing adolescent girls from accessing and achieving education, especially at the post-primary level. Two separate studies were carried out and distributed, to identify the barriers to girls' quality education. Three different school leadership training programmes were conducted for female teachers and 378 adolescent girls, who previously served as Kamlahari, benefitted from literacy classes as well as vocational and livelihood skills training.

In addition, course materials to improve students' (especially girls) access to education were developed and widely disseminated. Capacity building activities of over 22,000 education stakeholders and 55 CLCs on effective delivery of lifelong learning, with a focus on adolescent girls and young women were conducted. UNESCO furthermore executed 17 advocacy projects at CLCs, involving 160 neo-literate women, 500 local community members, 30 representatives from the government and more than 5000 additional stakeholders in promoting girls' and women's education.



UNESCO Female Champions participating in a flash mob on the occasion of Youth Day to generate awareness on SDGs.
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Women share their experiences in a REFLECT Circle as part of capacity building in Baitadi district.
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Gender Assessment of Teacher Education Curriculum, School Textbooks and Teacher Support Materials

In collaboration with UNESCO Bangkok, the overall policy and institutional context of Nepal was assessed to ascertain if education policies, and in particular teacher education, promoted gender equality. It was examined if teacher education and curriculum materials are gender sensitive and responsive, promote fairness and inclusion, and embrace diversity. As an outcome of the assessment concrete policy-based entry points and opportunities for actions to mainstream gender in teacher education were identified.

Supporting Competency-Based Teacher Training Reforms to facilitate Effective Information and Communications Technology (ICT)-Pedagogy Integration

In 2016, in collaboration with the National Center for Education Development (NCED), a three-day workshop on incorporating “Information and Communication Technology Competency Standards” into teacher training was held. Participants included 30 teachers and teacher trainers as well as representatives from the MoE, Tribhuvan University, and Kathmandu University. The event primarily aimed at enhancing the draft modules of ICT related to in-service training courses in order to produce an ICT-integrated teacher development programme. Immediate next steps and implementation plans for the modules were planned.

The Female Champion Fellowship

UNESCO launched and implemented the “Female Champion Fellowship Programme”, which targets adolescent girls across Nepal who are actively involved in the development of their communities. In the first phase, participants of the fellowship programme were selected and received training in leadership skills. In the second phase, these champions designed and implemented girl-empowering projects within their communities, such as web series on GBV, a futsal competition for young women and girls, a campaign against taboos related to menstruation, a self-defense training and other campaigns aimed at addressing girls’ and young women’s day-to-day problems. UNESCO mentored and funded these projects for the 50 Female Champions.

Promoting Mother Tongue based Education and assisting the Government of Nepal towards an Inclusive Language Policy

UNESCO worked with the GoN and other stakeholders to support and strengthen the case of incorporating mother tongue instruction in the upcoming language policy. One hundred forty national stakeholders contributed to the future road map and to the definition of roles and responsibilities of the newly formed Language Commission. Thirty two newly elected mayors and deputy mayors of the Kathmandu Valley were informed on their responsibilities in regards to language and related policies.

In collaboration with the Nepal Academy, a nationwide seminar of over 200 language experts and senior officials from the MoE was organised to develop a strategy on how to promote mother tongue based multilingual education.

FEEDBACK FROM THE BENEFICIARIES

REFLECT Circles Help Women Share Experiences and Build Capacities (Far West Nepal)

Puja Chand never knew that other women around her were facing similar – or even worse – barriers in their lives. Participating in UNESCO’s CapED supported programme ‘Empowering Out-Of-School Adolescent Girls and Young Women Through REFLECT Approach’ organised by Shreekot CLC in Baitadi district, in the Far West of Nepal, has opened new avenues for women like Puja to go beyond their small circle of friends and interact with other women – discussing problems and brainstorming potential solutions.

Through the programme, women and girls from diverse walks of life came together once a week to share and find solutions to their most personal and intimate problems including domestic violence and gender inequality in their communities. At first, Puja said that participants were hesitant, however, things began to change when three of the 20 members from each of the 15 REFLECT circle groups were engaged in health training programmes organised by Shreekot CLC. When these selected participants went back to their circles, they started sharing learned lessons on sexual and reproductive health. The learning and sharing process was further enriched when health practitioners from nearby health centres were invited to present during sessions. The women now discuss social problems, taboos and prevailing issues such as menstrual hygiene and gender equality.

Puja shares in her story that although these women discuss varied topics, they still often disagree on taboos related to menstruation such as staying away from male family members or the specific needs of women for nutritious food. But Puja, like many of her new friends from the circle, is hopeful about building the capacities of women and discussing issues of significance. Such objectives are in line with the fulfillment of SDG Goal 4 and are expected to have manifold effects in strengthening women and girls’ capacities, and eventually entire communities.

A girl forced into bonded labour in the past, gains a second chance at education in Nepal

Bipana, a 17 year old girl from Kailali district, Nepal, was forced to serve as a Kamlahari in the past. In Kailali, the traditional Kamaiya and Kamlahari (bonded labor) practice has left many families in poverty and forced children to drop out-of-school and go to work.

After the practice was forbidden by law, Bipana had to work with her mother in a nearby market during the holidays to earn a living. Although she was unable to concentrate on her studies, she successfully passed yearly school examinations up to class 5. Despite that, friends and her brother, who were in the same situation, persuaded her to leave school and work full time.

Since September 2016, Bipana has recommenced her education thanks to a literacy programme supported by the UNESCO-Hainan Partnership for Girls’ and Women’s Education, which promotes quality and relevant learning for adolescent girls in Nepal. The literacy classes incorporated modules covering social norms and behaviour, gender-based violence, adolescence, sexual and reproductive health, nutrition and access to education. Bipana’s favorite module was ‘Dreaming of the future and planning the future’, during which the facilitator, Sujita Chaudhary, narrated a story that inspired Bipana to continue her education. As a result, she asked the school

principal of Karnali Secondary School for a scholarship and fee reduction which she obtained on the condition that she would attend all classes regularly. The facilitator supported her by talking to her parents about the value of her continuing education. She explained how Bipana would be able to find better work if she completed her education, and that it would benefit the whole family. Her father stated: “I am ready to support buying everything she needs to send her to school. If she is ready, I am also ready for her education”. Bipana is now regularly attending school. She said: “I am confident that I will be able to pass the examinations and that I will achieve my dreams for the future”.

PUBLICATIONS AND REPORTS

Education Beyond 2015, Kathmandu, 2016

This report assesses Nepal’s experience in achieving Education for All (EFA) Goals and makes recommendations in achieving targets of Education 2030.

Global Education Monitoring Report 2016 (Nepali Summary), Kathmandu, 2016

Education for People and Planet, Creating Sustainable Futures for All

A summary of the 2016 Global Education Monitoring Report published in Nepali.

Report on “out of school adolescent girls”, Kathmandu, 2016

A team of researchers conducted a study on out of school adolescent girls in four selected districts of Nepal. The study assessed the girls’ domestic situation, explored the reasons for the girls being out of school, and identified possible ways of mainstreaming the girls within formal education.

Reading the past, and Writing the future, Kathmandu, 2017

The Office commissioned a series of studies to assess the outcomes of the Nepal Government Literacy Campaigns in 12 selected “literate” districts. The report presents lessons learned and recommendations for future literacy and lifelong learning campaigns.

Post Disaster Education Status, Kathmandu, 2017

This study assessed the situation of schools in the 14 districts that were most affected by the earthquake of 2015. The study compared and analysed students’ enrollment, attendance, dropout, achievements and other relevant performance indicators, before and after the earthquake.



Restoration of Tashi Gomang Stupa (Mangal Bahudwar Caitya) at Swayambhu.
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Culture

“ SAFEGUARDING HERITAGE FOR FUTURE GENERATIONS ”

PROTECTING THE WORLD HERITAGE PROPERTY OF KATHMANDU VALLEY AND RESTORING DAMAGED CULTURAL HERITAGE

In line with the decisions of the 41st session of the World Heritage Committee, the Office continued supporting the Department of Archaeology (DoA) in post-earthquake rehabilitation of cultural heritage, by capacity building, developing a cultural heritage inventory, drafting the ‘Basic Guidelines for Conservation and Reconstruction of Earthquake-Damaged Heritage’ and advocating at high-level to enact special provisions for cultural heritage in the existing procurement procedure, rather than selecting the lowest bidder.

The Office is currently implementing, or has completed, several restoration pilot projects under extra-budgetary funding from the Japanese Government, Nepal Investment Bank Limited and Hainan Province Cihang Foundation, China. Additional fundraising is underway, project documents have been developed and negotiations are ongoing for multi million USD funding in particular from the EU for the rehabilitation of Kathmandu Valley heritage sites, the World Bank for Lumbini, and the British Arcadia Foundation for the cultural heritage inventory.

Hanumandhoka Durbar Square

More than 1,565 carved timber artefacts from ten historic buildings, damaged by the earthquake, were safeguarded, catalogued, and sorted by national iconography experts. Doors and window parts were reassembled, and a detailed scientific inventory prepared.

The restoration of Gopinath and Jagannath Temples

In cooperation with a team from Durham University and national experts, excavations at both temples were undertaken and the conditions of the foundations were investigated which led to a better understanding of the temples’ original construction. Very little damage to the foundations was identified which confirms the strength and resilience of traditional foundation designs.

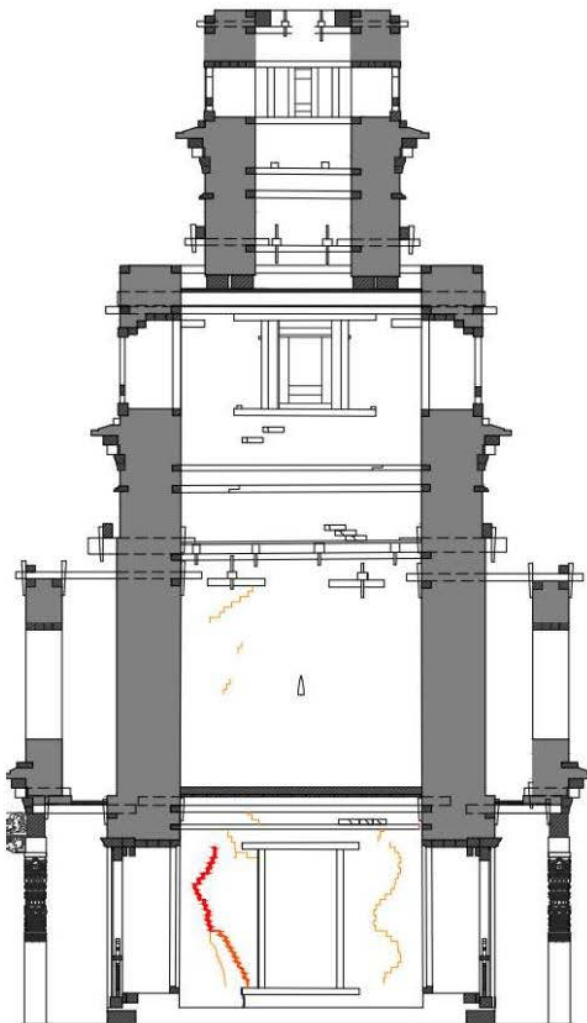


Figure 42 Crack pattern as observed in 2017 inspection

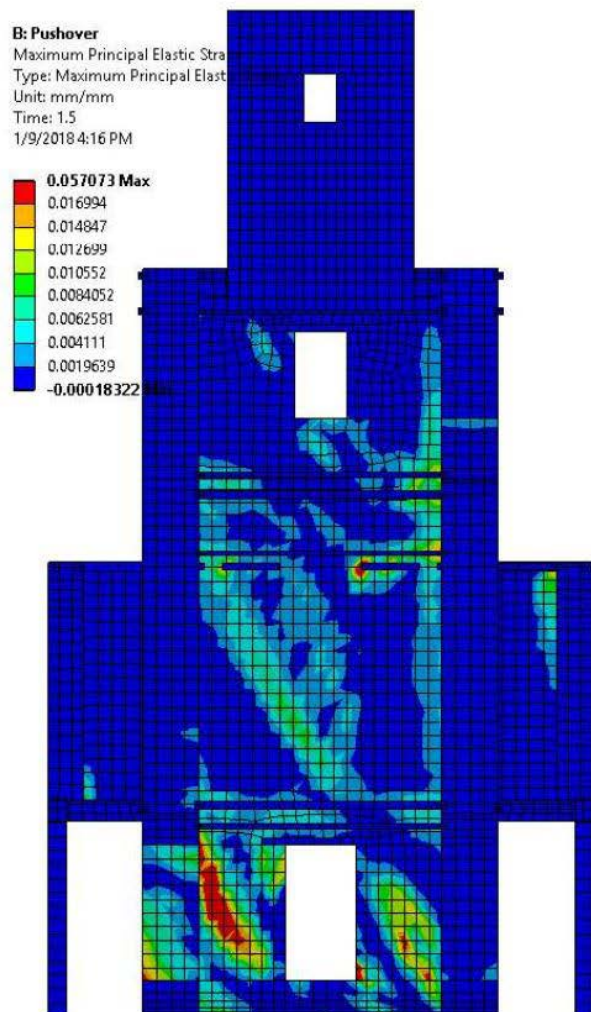


Figure 43 Total strain as a measure of crack propagation

Restoration of Gopinath Temple at Hanumandhoka

left: Damage assessment showing cracks on site.

right: Output from the numerical analysis showing predicted cracking zones which closely correlate with the damage assessment.

From: "Structural Analysis and strengthening proposals for the Gopinath Temple in Hanumandhoka Durbar Square"

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An in-house team from UNESCO carried out a site survey, recording the buildings' dimensions and any damage to the structure and from this information detailed architectural and damage assessment drawings including a comprehensive study of previous restoration activities were completed. The structural engineering and development of retrofitting concepts is currently underway. The capacity of the existing building has been determined using a Pushover Analysis, a method frequently used to determine retrofitting requirements for buildings of historical significance all over the world. The analysis of historic buildings, especially those constructed from unreinforced masonry, is much more challenging than designing new buildings, as complex material models are required which take into account cracking and crushing of the walls. This approach requires specialised software which is not widely available in Nepal.

The analysis of Gopinath temple allowed for the crack pattern associated with seismic action to be accurately predicted. The computer-predicted damage correlated well with the damage observed on site. The specialised numerical analysis also helped identify the cause of other structural problems in the temples such as the crushing of bricks in contact with timber pegs.

The structural analysis described above allowed for the design of strengthening works which follow the concept of minimum intervention and primarily used traditional materials and technologies such as retrofitting using timber bands and wall plates.

A pre-selection of qualified building contractors was carried out and necessary materials such as traditional bricks and locally sourced timber have been purchased. Restoration work in earnest is expected to start in spring 2018.

The analysis of Jagannath Temple is currently in progress with the aim of completing detailed architectural and damage assessment drawings by April 2018.

Swayambhu

Thousands of priceless mural fragments which had fallen from the severely damaged Shantipur Temple walls were salvaged and taken to the National Museum in Chhauni for safekeeping. Under the guidance of a senior mural expert from Italy, remaining fragments still adhering to the damaged walls were carefully detached, properly treated, stabilised, documented and also brought to the National Museum where they are awaiting future restoration.

The restoration of Tashi Gomang Stupa (Mangal Bahaudwar Caitya)

Under the technical leadership and funding of the Office and in collaboration with the Department of Archaeology and the Federation of Swayambhū Management Committee (FSMC) rescue archaeological work was commenced immediately following the earthquakes of 2015. More than 100,000 small votive stupas, over 250 rare and valuable artifacts from within the stupa, and 124 stone sculptures originally housed in the many niches around the stupa were unearthed from the rubble, systematically inventoried and cleaned.

This was followed by detailed architectural documentation and the production of working drawings. Reconstruction from the ground-up was carried out in close collaboration with FSMC and the local community. A hands-on workshop on lime and surkhi (brick dust) mortar best practices in heritage restoration was conducted in order to improve the quality of the reconstruction. This included compressive strength testing of mortar samples. A handbook on best practice of lime mortar work will be specifically prepared for use in the Kathmandu Valley and will be published in English, Nepali and Newari for dissemination among professionals, site managers and practitioners.

The rebuilding of the Tashi Gomang Stupa (Mangal Bahudwar Caitya), was completed in December 2017.



Training and workshops form a key part of the rebuilding process
© UNESCO

FEEDBACK FROM THE BENEFICIARIES

Rebuilding Tashi Gomang Stupa (Mangal Bahaudwar Caitya)

An interview with Amrit Man Buddhacharya

This is the story of how Tashi Gomang Stupa was rebuilt, told in the words of Amrit Man Buddhacharya who belongs to a priest family that has lived in Swayambhu for centuries.

“I belong to one of Swayambhu’s families of priests. We have been following the rules and examples of our ancestors for generations,” Amrit explains. When the earthquake struck, Amrit saw centuries of spirituality and devotion collapsing, crumbling before his eyes. Directly after the earthquake struck, Amrit and several members from the local community worked closely with experts from UNESCO and the Department of Archeology, joining hands to safeguard precious statues and relics exposed by the force of the earthquake.

“The earthquake caused major damage to the structure with statues, artifacts, stones and coins scattered outside the stupa.” Amrit explains. “What followed the earthquake was like a nightmare that you couldn’t wake up from. Being part of the restoration and rebuilding process helped me moving on and finding inner peace. My mind was devoted to a good thing. UNESCO supported us with advice, knowledge, and financial contributions so that the community could come together and successfully rebuild the stupa,” Amrit explains. “The best thing UNESCO has done is understanding the needs of the community, at our most urgent time.”

Rebuilding the stupa helped locals reconnect with the history of Tashi Gomang.

“The final puja will happen soon on an auspicious day, and with that, the stupa will be officially completed. I will be attending the puja, and I will be blessed”.

Changu Narayan

Site investigations, condition assessments and documentation work of the Pujari Sattal, a priest house in Changu Narayan which suffered heavy damage from the earthquake, were carried out.

A set of drawings with seismic strengthening interventions for rebuilding have been prepared. The scattered building elements and decorative doors and windows were safeguarded and properly stored and some carved windows have been repaired.

Pashupati

The restoration of Pancha Dewal and Vishwarup Temples

This UNESCO-supported project encompasses the architectural documentation, damage assessments and preparation of retrofitting and structural strengthening designs. Laser scanning using top-of-the-line equipment brought from the US was carried out by members of Prairie View University, Texas.

NUWAKOT (ON THE TENTATIVE WORLD HERITAGE LIST)

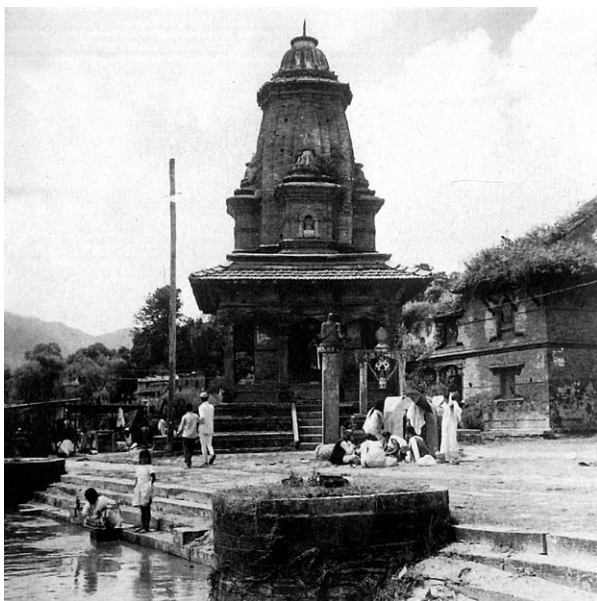
Fact-finding missions to Nuwakot assessed the state of conservation of the site following the severe damage suffered during the 2015 earthquakes. This included meetings with local DoA representatives and detailed site inspections. A state of complete neglect and lack of protection of the damaged monuments was observed.

During a four-day workshop, local DoA staff and volunteers were sensitized on the urgent need for the protection and shoring of historic structures, and received training on heritage-object conservation. Ninety two carved wooden elements from temples and monuments were inventoried and safely stored under a newly built shed.

THE TOWN OF SANKHU (ON THE TENTATIVE WORLD HERITAGE LIST)

The restoration of Chaughera Sattal.

Chaughera Sattal, adjacent to the 17th century Khadgayogini Temple, was heavily damaged in the 2015 earthquakes. As a first step towards the repair of the sattal a detailed inspection and preliminary documentation of the structure was carried out. This will inform in-situ repairs and other restoration work to be carried out in Sankhu.



Radha Krishna Temple in 1975
From: Inventory of the Kathmandu Valley
© C. Pruscha



Radha Krishna Temple in 2017
© UNESCO/Andolfatto

ADDITIONAL PROJECTS AND INITIATIVES

The Restoration of Radha Krishna Temple, Teku

The restoration of Radha Krishna Temple and two sattals (rest houses) located at the confluence of the Baghmata and Bisnumati rivers, were taken on as new projects. The three monuments suffered serious damage in the 2015 earthquakes and are threatened by collapse. The necessary research and documentation such as damage assessments, architectural drawings, 3D modeling and structural investigations were carried out in close collaboration with the University of Venice, Italy.

Extensive material tests on bricks and mortars complemented the understanding of damage mechanisms suffered from seismic movement.

The project is being carried out in cooperation with the Department of Archaeology, Kathmandu Municipality and its ward office, the Guthi Corporation and the priest community.

The Restoration of Lampati, Lalitpur

The Office is providing financial support for the rebuilding of Lampati, a traditional public rest-house that was completely destroyed by the 2015 earthquakes. This project is being completed with full involvement from the local Chyasal community and will serve as a pilot project and model for other community based heritage reconstruction projects.

Landslide Risk Assessments

Following assessments by geotechnical experts at Swayambhu and Changu Narayan hill sites, comprehensive maps were made regarding the analysis and mitigation of landslide risks.

Training on Traditional Building Architecture and Bylaws

With UN-Habitat, the Office supported the training of 63 architects and engineers on building bylaws and structural aspects of heritage building restoration.

Coordination

The first Project Steering Committee meeting of the UNESCO/Hainan Province Cihang Foundation, China project in 2017, discussed the progress made in the recovery and rehabilitation of cultural heritage. It also led to the launch of new restoration projects within the Kathmandu Valley, in particular the Radha Krishna Temple in Teku, Pancha Dewal and Vishwarup Temples at Pashupati, Pujari Sattal in Changu Narayan and the use of the ARCHES platform for the Cultural Heritage Information Management System.

Creation of a Cultural Heritage Inventory

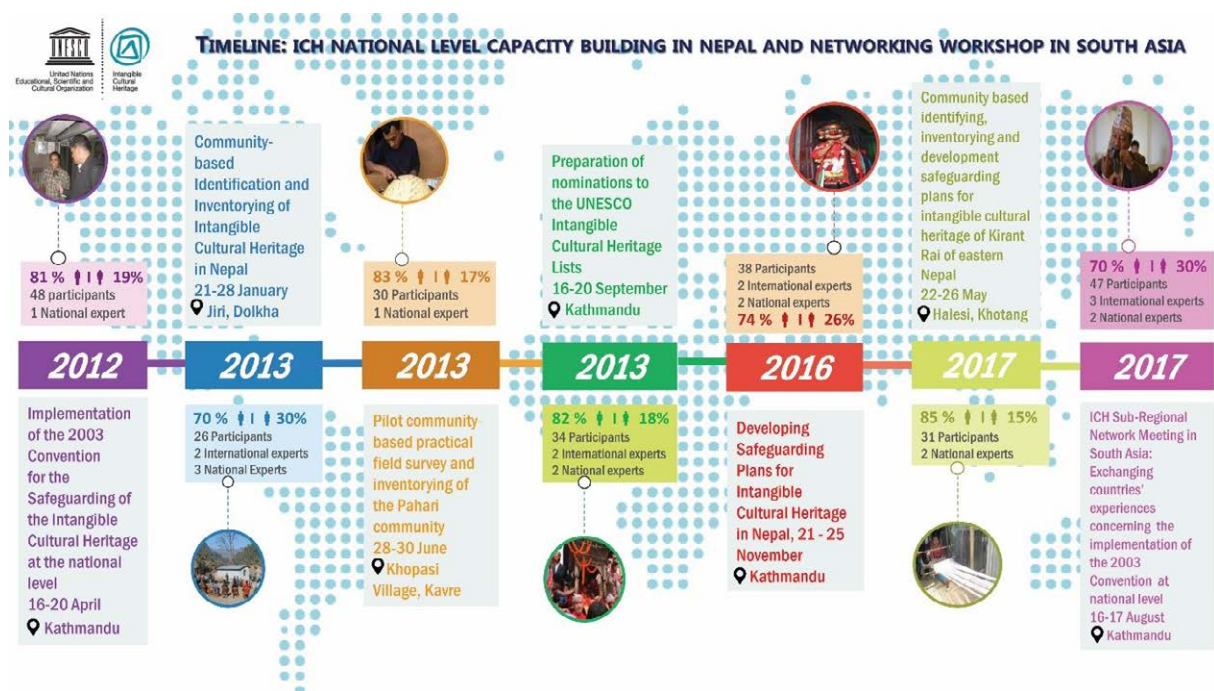
Jointly with DoA, the ARCHES based Cultural Heritage Information Management System is being set up to create a digitised inventory and ensure that information on interventions, assessment and research are catalogued and made freely accessible online. The database is currently being hosted at the National Information Technology Centre under the domain name <www.heritage.gov.np>. A team of trained IT professionals is customising the system and developing a tutorial to support capacity building of DoA professionals in order to allow for more efficient heritage management and protection. To this end, data on more than 800 monuments, 40 archaeological artefacts and 80 museum objects have already been uploaded. Getty Conservation Institute, the creator of ARCHES undertook a mission to Kathmandu in December 2017, to train the local team in the adaptation of ARCHES to the Nepali context.

Conservation of Museum Objects at the National Museum

Within the framework of the grant support from the French Ministry of Culture, the Office has joined with the National Museum of Nepal and is preparing for the conservation of Nepali art objects.

Combatting Illicit Traffic of Cultural Property

No recorded theft or looting occurred in the aftermath of the 2015 earthquakes due to the attention raised by UNESCO within the general public through mass media. UNESCO also encouraged vigilance by the police and customs officials, especially at the art market, to prevent the theft and traffic of historic Nepali artefacts. Nepal's bibliography in the INTERPOL database of stolen artwork was updated with 166 objects,



stolen in the 1980s. The Office communicated with national and international stakeholders on four stolen artwork cases in the country and four online international web-auctions to prevent their sale.

Promoting the role of Regional Museums as actors for Heritage Conservation and Social Cohesion

The Office supported the re-launch of the International Council of Museums (ICOM) Nepal chapter and, in January 2017 the organisation of a workshop on Regional Museums' role in assisting to rebuild their local communities after an earthquake. Disaster relief programmes were analysed from Italy, China and Japan using the ICOM Network Museums' experience.

SAFEGUARDING INTANGIBLE CULTURAL HERITAGE (ICH)

Building on the previous capacity building activities, the Office's efforts focused on strengthening the existing network of key participants that resulted in two ICH meetings; one held with government stakeholders and another with non-government stakeholders. The Ministry of Culture, Tourism and Civil Aviation (MoCTCA) also formed a committee involving key ICH experts and communities, to implement activities related to effectively safeguarding ICH.

A needs assessment for the implementation of the 2003 Convention in Nepal was conducted to identify gaps and develop a multi-year action plan for capacity building. The Office together with International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region (ICHCAP) (Category 2 Centre) and Nepal's MoCTCA hosted the Sub-Regional Intangible Cultural Heritage Network Meeting in South Asia. The meeting allowed delegates and experts from Nepal, Bhutan, India, the Maldives, Pakistan, Sri Lanka and Korea, together with various local stakeholders to discuss ICH safeguarding policies and challenges, and share experiences, with concrete recommendations.

A five-day capacity-building workshop was organised in Khotang district with 31 community members including youth, practitioners and social leaders from the Kirant Rai community from the four Eastern districts of Khotang, Udayapur, Okhaldhunga and Solukhumbu. This was followed by 10 days of field inventorying with selected participants preparing an inventory of their ICH.

With funding support from the International Training Centre for Intangible Cultural Heritage in the Asia Pacific Region (CRIHAP) (Category 2 Centre), the Office, alongside the MoCTCA, organised a capacity building workshop for 38 participants (10 women and 28 men) representing key ICH stakeholders and community practitioners, providing knowledge for the development of safeguarding plans through review of the Convention's key concepts. Participants engaged in an interactive role-playing game and discussion. A field exercise was performed with the Newar community at Tokha, to improve competencies needed for developing safeguarding plans.

A three-day international symposium on 'Healing Practices in the Himalaya: Challenges and Opportunities' was supported by the Office, which brought together renowned medical anthropologists and traditional healing practitioners from Himalayan regions in Nepal (Mustang, Tsum, Kathmandu, and Khotang), to discuss the current situation of place-based healing techniques and challenges certain medical lineages are facing in Himalayan communities. The meeting concluded with concrete recommendations for preserving knowledge for future generations.



Aerial view of the Mayadevi Temple, Lumbini
© Durham University/UNESCO



Ceramic vessel discovered at the Village Mound in Lumbini.
© Durham University/UNESCO



3rd century BCE silver punch-marked coins discovered at the monastic complex east of Tilaurakot.
© Durham University/UNESCO

PROTECTING THE WORLD HERITAGE PROPERTY OF LUMBINI AND THE GREATER LUMBINI AREA

In collaboration with the DoA and the Lumbini Development Trust (LDT), the Office is implementing a Japanese-funded project for the conservation and management of Lumbini, the birthplace of Lord Buddha, the ancient city of Tilaurakot, included in the Tentative World Heritage List, and other Buddhist sites in the Greater Lumbini Area, which has involved the following activities.

Archaeological risk maps of Lumbini and Tilaurakot were prepared in cooperation with Durham University, which highlighted both surface and subsurface archaeological vestiges and will assist in planning for physical infrastructure and development. One hundred and thirty six heritage sites in Kapilvastu District and 99 heritage sites in Rupandehi District were identified and mapped, and specific site catalogues were prepared.

A spectacular hoard of 500 silver punch-marked coins from the 3rd century BCE was recovered from a monastery, and the remains of a 1,800 year old palatial complex at the centre of Tilaurakot was discovered. Excavations revealed a timber palisade dating to the 6th century BCE, and 8th century BCE timber postholes. The excavated brick structures within the central walkway at Tilaurakot were conserved and a cast of the palisade on the Northern Rampart was prepared to present to visitors.

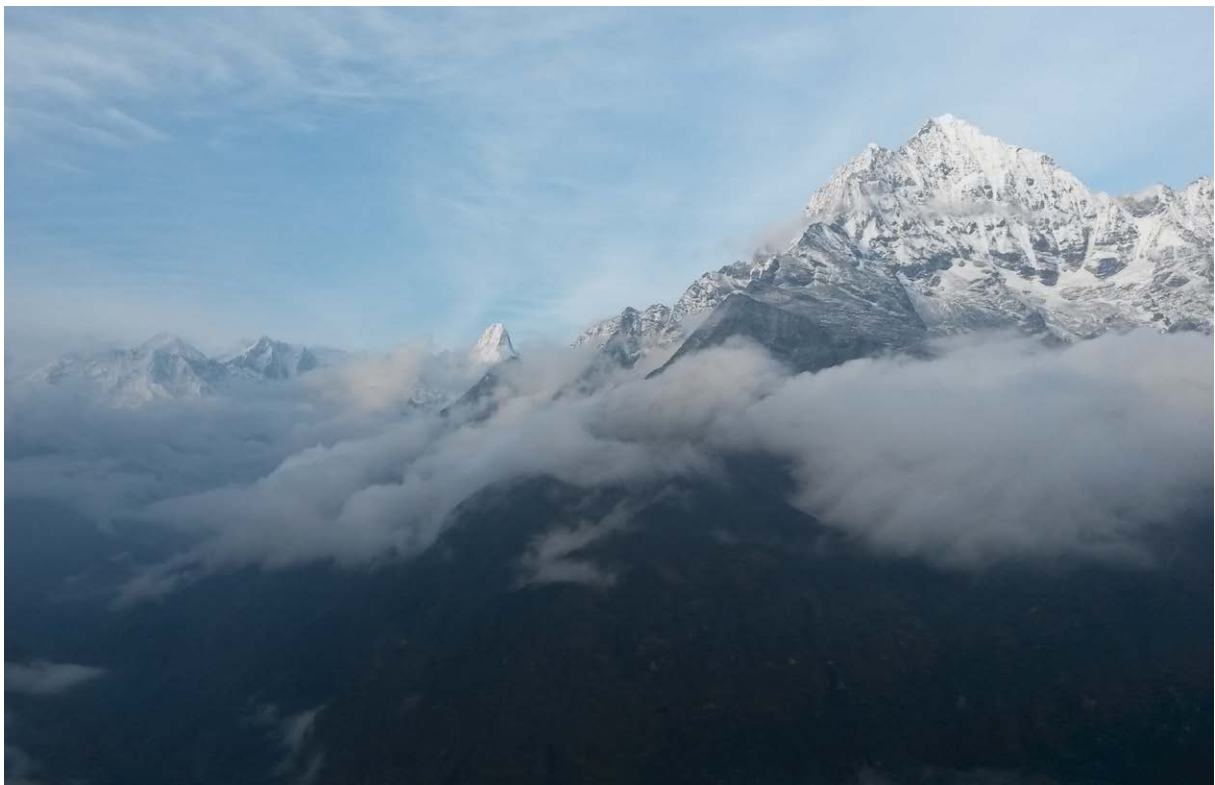
Twenty one national archaeologists from the DoA and LDT, and 82 students and teachers from Tribhuvan University and Lumbini Buddhist University were trained in archaeological investigations.

The role UNESCO played as a facilitator and coordinator led to notable outcomes, and the range of organisations who met together and shared ideas was unprecedented during International Scientific Committee meetings. This ensured that the major interests of the site, the conservation of historical remains, the development of Lumbini and the needs of the Buddhist pilgrims, are not in conflict but develop in harmony.

Improving the presentation of the Greater Lumbini Area has involved the publication of the second edition of the book 'The Sacred Garden of Lumbini - Perceptions of Buddha's birthplace', producing brochures and signboards at key archeological sites, and completing local guide refresher training. This was made possible thanks to the financial support of the French – Chinese Heritage Alliance.



Chitwan National Park
© UNESCO



Mt. Everest in the Sagarmatha National Park
© UNESCO/ C. Manhart

PROTECTING NATURAL WORLD HERITAGE SITES

Chitwan National Park

A reactive monitoring mission to the Chitwan National Park was conducted from 15 to 22 March 2016 with key stakeholders. The state of conservation of the property remains good thanks to effective management and anti-poaching operations however, the property's Outstanding Universal Value is threatened by issues and threats from new development proposals. The mission concluded that if any proposed infrastructure developments were to proceed, they would form a clear basis for the inscription of the property on the List of World Heritage in Danger, in accordance with Paragraph 180 of the Operational Guidelines.

The park suffered a rhino poaching case, with one rhino specimen killed. The State Party reported appropriately to the World Heritage Centre (WHC) and the case is still under investigation. The EIA has been submitted to the government for approval. However, there is a lack of response by the government regarding a minor boundary modification to leave an encroached temple out of the Park, and construction of a bridge.

Sagarmatha National Park

A reactive monitoring mission visited the World Heritage property of Sagarmatha National Park. The International Union for Conservation of Nature (IUCN) expert delivered recommendations to improve the situation of the park regarding the Kongde View Resort and access trail, assessment of waste management provisions, tourism infrastructure, visitor capacity and limits, management planning, community-based flood and glacial lake outburst risk reduction projects and buffer zone management.

At its 36th session, the World Heritage Committee recommended to the State Party of Nepal to consult the Mountains Biome Specialist Group of the IUCN World Commission on Protected Areas for technical advice on the overall state of conservation of the property, with particular attention to the impact of tourism on the Outstanding Universal Value of the property, and the proposed buffer zone.

OUTREACH EVENTS SUPPORTED BY UNESCO KATHMANDU

- Photo Kathmandu for a photo exhibition with the UN
- Heritage bicycle ride on earthquake recovery
- The Tour de Lumbini - Pedal for Peace
- Kathmandu Jazz Conservatory for the celebration of International Jazz Days 2016 and 2017
- Jazzmandu Festival
- Siddhartha Art Foundation for Kathmandu International Art Triennale 2017
- Nepal Museum Association for the celebration of International Museum Day 2016
- Gandharba Art Cultural Organisation for the celebration of Annual Sarangi Day 2016 and 2017



Heritage ride from Hanumandhoka Durbar Square
© UNESCO

PUBLICATIONS AND VIDEOS

Endangered Heritage: Emergency Evacuation of Heritage Collection

Translation into Nepali language, Kathmandu, 2016

Intangible Cultural Heritage Information Kit

Translation into Nepali language, Kathmandu, 2017

Operational Directives for the Implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage

Bilingual edition (English/Nepali), Kathmandu, 2017

The Greater Lumbini Area: An Introduction to the Archeological Sites

Kathmandu, 2017

The Sacred Garden of Lumbini. Perceptions of Buddha's birthplace

Kathmandu, 2017

The Conservation and Restoration of Mural Paintings in the Shantipur Temple, Swayambhu

Video documentary available at: www.youtube.com/watch?v=rFwAtTU6Sk

The Chhema Puja conducted for the foundation laying ceremony of Tashi Gomang Stupa

Video documentary available at: <https://youtu.be/PstfEuTJmUA>



Heavy industry in Western Nepal
© UNESCO/Grismayer

Natural Sciences

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PROTECTING NEPAL'S NATURAL HERITAGE

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Air Pollution Consultation Meetings

The Office worked to raise awareness and address the increasingly critical situation of air pollution in the Kathmandu Valley. Ten consultation meetings brought together government officials, WHO, ICIMOD, the Potsdam Institute for Climate Impact Research, experts and activists from the region. The goal was to provide a platform to facilitate exchange of knowledge and experiences, enhance awareness among government stakeholders and decision makers, and to develop plans to address the situation.

Disaster Risk Reduction Workshop

A regional consultative workshop: “Strengthening Capacity for Disaster Risk Reduction” was jointly organised in Kathmandu by the UNESCO New Delhi and Kathmandu Offices, and the World Association of Community Radio Broadcasters (AMARC) Asia-Pacific to mark the International Day for Disaster Risk Reduction. The sessions focused on raising awareness about the “Live to Tell” campaign, the need of a multi-hazard approach on disaster risk reduction and empowerment and capacity building through the development of systems, tools and guidelines for disaster risk reduction as the key to successful disaster risk management.

Advocacy for the nomination of a Biosphere Reserve

Building on efforts that established a Man and Biosphere (MAB) National Committee in previous years, the Office strategy has been to advocate and support the government counterparts in reinforcing the plan of nomination of its first Biosphere Reserve in order to benefit from the UNESCO MAB programme.



A member of Dhapakhel Community Learning Center shares about her expectations from local government bodies during local elections.
© UNESCO

Communication and Information

“ FOSTERING FREEDOM OF EXPRESSION ”

Access to Information: Educating voters through Community Learning Centers

Nepal held three levels of elections – local, provincial and parliamentary in different phases in 2017. The local elections were held for the first time in nearly two decades. With the new Constitution of Nepal being in effect since 2015, the new structural setup was confusing to voters, with an increased risk of ballots being considered invalid. In remote areas without access to electricity for television and internet, the dissemination of information is one of the greatest challenges and the knowledge of local people on the election, electoral reform, nomination rules, and the process of selecting candidates and casting of votes was minimal.

UNESCO therefore initiated a radio programme, broadcast from 300 community radio stations across the country, to educate people in remote areas on how the voting process works. The radio programmes were broadcast in six major local languages: Nepali, Maithili, Bhojpuri, Tharu, Tamang and Newari, and reached out to 14 million voters in a short time across the country.

Gender and the Media

In 2016, the Office carried out a six-month analysis of media content, showing strong gender disparity in Nepali Mainstream Media. Therefore, UNESCO has collaborated with the South Asia Women’s Network (SWAN) to create a regional advocacy platform for the empowerment of women journalists. Advocacy materials, training manuals and research publications were prepared and disseminated in efforts to make Nepali media more gender sensitive.

Empowering People to enjoy their Rights to Information for Greater Accountability of Nepal’s Power Holders

This three-year project, supported by the European Union, aimed at encouraging and empowering citizens to hold those in power accountable. The project empowered journalists, local mediators and government

WOMEN IN NEPALI MEDIA

April-October 2016 Newspaper/online content analysis

News: 83.8%

Opinion: 14.3%

Editorials: 1.9%

What make the Headline?

Violence: 26%

Women's Health: 15%

Politics: 13%

News placement:

Page 1: 11%

Page 2: 12%

Page 5: 17%



Who write women's news?



Editorials

Annapurna Post: 26%

The Kathmandu Post: 13%

Kantipur: 11%

Women in political news

Rajdhani: 17.4%

Kantipur: 17%

Kathmandu Post: 14%

Total contents: 2415

Newspaper: 96.9%

Online: 3.1%



Empowering People to Enjoy their Right to Information for Greater Accountability of Nepal's Power-holders



Budget

€365,606

Training of Trainers for Journalists
20 participants

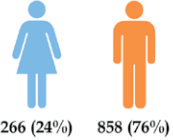
Training of Trainers for Mediators
20 participants

Nine Local level Training for Investigative Journalism
297 participants

Ten local level Training for Mediators
239 participants

Training on RTI and Reconstruction
25 participants

Total participants 1124 (100%)



Target Areas

- Eastern Hills
- Central Terai
- Kathmandu Valley



- Aware and motivated citizens to exercise their democratic rights realizing that RTI is open to all
- Increased public interest about accountability and transparency of the activities of Government and public institutions
- National Information Commission received 470 complaints from different information seekers



Kathmandu Office



Supported by



Federation of Nepali Journalists

officials to comply with the legal provisions related to facilitating public information access for citizens. It proved instrumental in creating awareness among local citizens on their right to information and its importance in their daily lives. The main activities included preparation and publication of handbooks for mediators and journalists and the design and organisation of training for 297 journalists and 239 local mediators.

UNESCO Kathmandu, a regional actor for promoting press freedom and marginalised voices in the media

This two-day conference, organised in October 2017 jointly with FNJ and International Alert, concluded with the commitment of FNJ and the participating stakeholders to further accelerate plural media.

Over 200 journalists from Nepal, India, Bangladesh, Sri Lanka and Pakistan discussed subjects such as reporting in difficult environments, alternative media and new technologies, women in the media, business interest versus editorial independence, media and disaster and inclusive media. The stakeholders have agreed that the final declaration would be taken up by the FNJ to advocate for strengthened media, capacity for free, fair, accountable, responsible and inclusive media in Nepal.

FEEDBACK FROM THE BENEFICIARIES

Mahendra Bista, former Chairperson, Federation of Nepali Journalists

“Constitutionally, press freedom is well guaranteed in Nepal. Attempts have been made to guarantee the safety of journalists and protect press freedom but many of these laws are vague rather than specific. Because of this many guaranteed laws haven’t been applied meaningfully. This is seen in news rooms and affects the physical safety and professional safety of journalists.

Talking about the current situation, the number of press violation incidents has decreased. Last year we recorded 140 such incidents which significantly reduced to 56 this year, however we see that impunity continues with culprits still walking free. Along with this, there is self-censorship among journalists with the pressure affecting their flow of writing. For instance, during protests, journalists are more insecure, they are targeted by government officials, rebels and protestors.

FNJ and UNESCO are advocating together for the safety of journalists and freedom of expression in Nepal and much has been done to guarantee the safety of journalist and the public’s right to information. We have conducted training sessions and discussions in many places and produced manuals and booklets regarding the physical safety of journalists. This has played a remarkable and appreciable role and contributed to the physical and professional safety and skill enhancement of Nepali journalists.



Addressing the International Conference on Promoting Freedom of Expression and Marginalized Voices in the Media, Speaker of Parliament, Onsari Gharti expressed her solidarity.

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From left to right: International Alert's Deputy Country Director Rabindra Gurung, UNESCO Representative Christian Manhart, FNJ Chairperson Mahendra Bista, and NHRC Member Sudip Pathak at the release of the IFJ report on Press Freedom in South Asia 2016-2017 on the occasion of World Press Freedom Day 2017.

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Deepak Acharya, Station Manager, CIN Radio

“UNESCO has been in partnership with the Association of Community Radio Broadcasters (ACORAB) since its inception. Only six community radio stations existed when UNESCO extended support for training journalists. With support from UNESCO, we conducted interactions and lobbied for safety of journalists. Training on reporting during conflict was conducted for radio journalists, which was very useful for them. UNESCO has always been with us in the advocacy of the right to information and freedom of expression. We have worked together in making radio the voice of the voiceless, mainly in the rural parts of the country where it is hard to find newspapers or watch television. People from marginalised communities have been deprived of their rights and benefits due to the lack of information.”



Shovita Risal and Deepak Acharya presenting a radio programme in Kathmandu.
© UNESCO

PUBLICATIONS

Supporting Safety of Journalists in Nepal

Kathmandu, 2016

The handbook “Supporting Safety of Journalists in Nepal” was launched during International Day on Ending Impunity for Crimes against Journalists. Its data drew attention to the high number of unsolved crimes against journalists, which results in diminished public trust in security and justice institutions, and contributes to an atmosphere of insecurity and self-censorship.

Acronyms

ACORAB	Association of Community Radio Broadcasters	ICT	Information and Communication Technology
ALE	Adult Learning and Education	IFJ	International Federation of Journalists
AMARC	World Association of Community Radio Broadcasters	IUCN	International Union for Conservation of Nature
ARSH	Adolescents' Reproductive and Sexual Health	INTERPOL	International Criminal Police Organization
BASE	Backward Society Education	ISPRA	Istituto Superiore per la Conservazione ed il Restauro
CapED	Capacity Development for Education	KMC	Kathmandu Metropolitan City
CapEFA	Capacity Development for Education for All	KV	Kathmandu Valley
CCLH	Central Conservation Laboratory for Cultural Heritage	LDT	Lumbini Development Trust
CCRI	Citizen's Campaign for Right to Information	MAB	Man and Biosphere
CHIMS	Cultural Heritage Inventory Management System	MoCTCA	Ministry of Culture, Tourism and Civil Aviation
CI	Communication and Information	MoE	Ministry of Education
CIN	Community Information Network	MoFALD	Ministry of Federal Affairs and Local Development
CLC	Community Learning Center	MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
CNT	Confederation of Nepalese Teachers	NCC	National Curriculum Council
CSE	Comprehensive Sexuality Education	NCED	National Center for Education Development
CRIHAP	International Training Centre for Intangible Cultural Heritage in the Asia-Pacific Region	NEP	National Education Policy
DEO	District Education Office	NFE	Non-Formal Education
DoA	Department of Archeology	NFEC	Non-Formal Education Center
EC	Election Commission	NFE-MIS	Non-Formal Education-Management Information System
EFA	Education For All	NNCU	Nepal National Commission for UNESCO
EIA	Environmental Impact Assessment	NIC	National Information Commission
ETC	Education Training Center	PDNA	Post-Disaster Needs Assessment
FNJ	Federation of Nepali Journalists	PTA	Parent Teacher Association
FSMC	Federation of Swayambhu Management and Conservation	RED	Regional Education Directorate
GBV	Gender Based Violence	RTI	Right to Information
GEMR	Global Education Monitoring Report	SACAM	South and Central Asia Man and Biosphere Network
GESI	Gender Equality and Social Inclusion	SDG	Sustainable Development Goal
GoN	Government of Nepal	SMC	School Management Committee
HECFN	Heritage and Environment Conservation Foundation Nepal	SSDP	School Sector Development Plan
ICH	Intangible Cultural Heritage	SWAN	South Asia Women's Network
ICHCAP	International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region	ToT	Training of Trainers
ICL/LACUNEN	International Consortium on Landslides, network on landslides and cultural and natural heritages	UNDAF	The United Nations Development Assistance Framework
ICOM	International Council of Museums	WHC	World Heritage Centre
ICOMOS	International Council on Monuments and Sites		



Chitwan National Park
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