



United Nations  
Educational, Scientific and  
Cultural Organization

**Executive Board**  
Hundred and ninety-second session

**192 EX/4**  
**Part I (A)**

PARIS, 23 August 2013  
Original: English/French

Item 4 of the provisional agenda

**REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION  
OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE**

**PART I (A)**

**SUMMARY**

This report is intended to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference.

Part I of this document provides a comprehensive and analytical account of programme implementation in terms of the main results achieved during the first eighteen months of the 2012-2013 biennium, corresponding to document 36 C/5.

Part I contains two sections:

**Part I (A)** of the report provides a strategic assessment with a focus on targeted impact of programme execution by the five Major Programmes, the UIS and in relation to the Intersectoral Platforms and the two global priorities Africa and Gender Equality, covering the period January to June 2013.

**Part I (B)** of the document provides detailed information on progress made, towards the achievement of the expected result under each of the five Major Programmes and the UIS, including expected results pertaining to the two global priorities Africa and Gender Equality and the intersectoral platforms, covering the first 18 months of the biennium. Part I (B) is available online

By its very nature, this document does not entail administrative or financial implications.

**Action expected of the Executive Board:** Proposed decision in paragraph 142.

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## EXECUTIVE SUMMARY

The present report summarizes the status of programme implementation for the 18-month period ending at the end of June 2013. It is divided in two parts: Part (A) focuses on strategic assessment of programme execution with a particular focus on the last six months, including major achievements, measures taken to face the financial situation, and challenges and lessons learned; Part (B) focuses on the results registered under each of the 36 C/5 expected results.

The current report confirms the trends already identified in previous EX/4 reports. In the past 18 months, the Organization continued to make **significant efforts to ensure programme delivery in a very challenging financial context**:

- (1) Continued efforts were made to **rationalize the use of limited resources and to reduce costs** whenever possible, especially administrative costs. In the past six months, in particular, the optimization of office spaces at the Fontenoy site and the subsequent transfer of the CLT and CI sectors from Bonvin have been completed, and a leaner AO platform for the Central Services has been established and is operational within the Bureau of Financial Management (BFM). Overall:
  - As of 30 June 2013, 291 posts are vacant under the Regular Budget. Of these vacant posts, 88 posts are or will be under recruitment as the result of the Director-General's approval as mission critical posts, but a total of 203 vacant posts (125 posts at Headquarters and 78 in the Field) are suspended for recruitment (frozen).
  - Compared with the same period of the previous biennium, the following expenditures have been notably reduced: staff travel (-73%), consultants (-70%), furniture and equipment (-64%), participants' travel (-60%), contractual services (-60%) and temporary assistance (-45%).

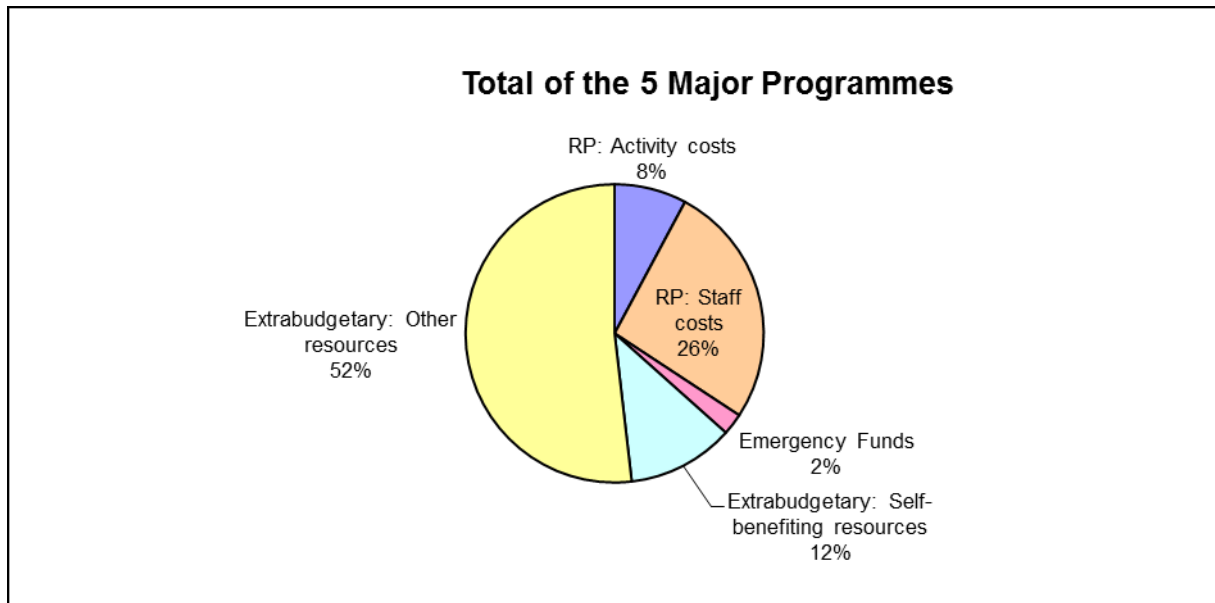
In addition, the Organization compensated to a degree for budget reductions through the **internal reorganization and redistribution of tasks and functions** carried out in all sectors and services. In the past six months, this included increasing the efficiency of programme support through the reorganization of the Sector for the Management of Support Services (MSS), and a restructuring of the Sector for External Relations and Public Information (ERI).

- (2) The sharp budget restrictions have weighed heavily in many areas, preventing the Organization in the past 18 months from delivering as much as it could have under normal circumstances, in particular at the national level. As evidenced in the individual reports provided by Major Programmes (below), **the scope of UNESCO's activities under each expected result of document 36 C/5 has been reduced compared with the range of activities originally foreseen**. Across the Organization, at and away from Headquarters, many activities have had to be delayed, postponed, or even cancelled. By way of illustration, as also reported below:
  - The reduction in regional programme funding in education has in particular impacted the Organization's capacity at country level to respond to emerging Member States' requests for support and to participate fully in the implementation of UNDAFs. This is particularly the case in those field offices where fund raising has not been successful.
  - In the Natural Sciences, the staffing situation remains extremely preoccupying in UNESCO-IOC and the Sector overall, including in the Field.
  - In Culture, programme implementation has focused on the normative MLAs 1 to 4, while the activities under MLA 5 and 6 have been implemented exclusively when extrabudgetary funds have been available.

- (3) In spite of the financial situation, significant efforts were made to ensure that UNESCO is able to **assert its leadership in core programme areas**. By way of illustration, and as reported below:
- UNESCO has launched an initiative to assist African countries to engage in an acceleration process until 2015, and support them in the design, monitoring of the implementation of **EFA and MDG acceleration frameworks** and in developing modalities for exchange among countries. At a first meeting (Dakar, 20-23 March 2013), the representatives of 10 countries designed their EFA acceleration frameworks.
  - On 17 May 2013, the **International Congress “Culture: Key to Sustainable Development”** was held in **Hangzhou** with the support of the Government of China and the Chinese private sector. The Congress concluded with the adoption of the Hangzhou Declaration, supporting the inclusion of culture as an enabler and driver of sustainable development within future policies, strategies, practices and goals to be defined in the framework of the post-2015 development agenda.
  - The international conference entitled **“Safe to Speak: Securing Freedom of Expression in All Media”**, jointly hosted by the Government of Costa Rica and UNESCO, the resulting San Jose Declaration, and the awarding of the 2013 UNESCO/Guillermo Cano World Press Freedom Prize to Ethiopian journalist Reeyot Alemu have reinforced UNESCO’s lead role as an advocate in this domain, recognized last year with the endorsement of the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity by the United Nations Chief Executives Board on 12 April 2012.
  - In parallel, UNESCO contributed pro-actively to the **discussions on post-2015** (see document 192 EX/8 for details), producing for the June 2013 session of the UN Open-Ended Working Group an Issues Brief on ‘Education and Culture’ developed under the co-lead of UNESCO and UNICEF, calling for the Sustainable Development Goals to include education as a cross-cutting issue in all goals, and also for a specific overarching goal to achieve “equitable, quality, lifelong education for all”. The **ECOSOC Annual Ministerial Review (AMR)** in its meeting from 1 to 4 July 2013 in Geneva discussed ‘Science, technology and innovation (STI) and culture for sustainable development and the MDGs’. UNESCO contributed substantially to the report of the UN Secretary-General for the AMR, and UNESCO’s Director-General addressed the High-level Segment of the AMR with a key-note speech and chaired a Ministerial **round table on “Culture and innovation in the post-2015 development agenda”**. All of UNESCO’s concerns are included in the draft declaration, the adoption of which has been delayed due to political constraints.
  - Finally, significant efforts continued to concentrate and focus the programme, in compliance with the relevant Roadmap targets.<sup>1</sup>
- (4) As already reported in previous EX/4 documents, much of the progress towards the expected results described in this report was made possible through **extrabudgetary resources**. All sectors, services and field units have worked to mobilize extrabudgetary resources and to develop partnerships, including with the private sector, in favor of UNESCO’s programme. As indicated in the pie chart below (Figure 1), extrabudgetary resources implemented since the beginning of the biennium under the five Major Programmes account for two thirds of funding to UNESCO’s activity (66%), more or less at the same level as at end December 2012.

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<sup>1</sup> Roadmap targets 1, 2 and 3 have now been met (20% reduction by the end of 2012 in the total number of work plans; reduction of the number of work plans with minimal operational costs with the exception of those benefitting from extrabudgetary funds by 30% by end-2012; increase of the minimum budget level for a work plan to \$25,000 to the extent practicable).

**Figure 1: Sources of funding for programme execution (January 2012-June 2013)**

- (5) For the 2012-2013 biennium, the Organization-wide expenditure rate under the Regular Budget stands at 73% (\$377.9 million against the total requirement of \$517.6M). **For the five major programmes, the expenditure rate for the Regular Programme activity funds stands at 71.2%**, slightly lower than the theoretical time-elapsed rate of 75%.

## PART A – Strategic assessment of programme execution

### MAJOR PROGRAMME I: EDUCATION

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#### Key achievements (with focus on January to June 2013)

1. UNESCO has been actively advocating for education in the post-2015 development agenda and contributed to defining the future of education. Within the broader framework of the United Nations-led MDG consultation, UNESCO and UNICEF co-lead a Global Education Consultation. Discussions on the future education agenda have taken place in four regional education for all (EFA) meetings, through online platforms, preparations of issue briefs and at a global consultation meeting (Dakar, 18-19 March 2013). As an outcome of the meeting in Dakar, the over 100 representatives from United Nations agencies, donors, youth, academia and civil society organizations, agreed to propose “Equitable quality lifelong education and learning for all” as an overarching education goal post-2015. The key recommendations defined during the consultation process fed into the report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda which was released in May 2013 and proposed the following: “provide quality education and lifelong learning” as a universal goal on education. This is fully in line with UNESCO’s vision of education, which has long advocated for a holistic lifelong perspective on education and the need for increased attention to the quality of education. UNESCO’s advocacy work has made a significant contribution to the current proposals for a post 2015 education goal.
2. Following the discussions held at the 36th session of the General Conference and the commitment made by the participants at the Global EFA Meeting (GEM) (Paris, 21-23 November 2012), UNESCO has prepared guidelines to assist Member States to conduct a thorough **review of EFA achievements and experiences since 2000**, to identify emerging issues and challenges, and to draw the salient lessons learnt and prospects for education in the future. The EFA Steering Committee (17 May 2013) endorsed the process of the EFA 2015 reviews. Regional and national implementation processes of the national EFA 2015 reviews have been discussed at EFA regional consultative meetings in Africa, Arab States, Latin America and the Caribbean and Asia. The national reviews will contribute to the regional EFA meetings to be held in 2014, and at the Global Conference on Education to be hosted by the Republic of Korea in 2015.
3. Since taking on the role of Secretariat of the United Nations **Secretary-General’s Global Education First Initiative (GEFI)** at the start of 2013, UNESCO has developed an action framework of advocacy opportunities to support the Initiative’s priorities. The Organization has also liaised closely with Champion Countries to define actions they can undertake to promote GEFI. The second meeting of the GEFI High-Level Steering Committee (Washington DC, 18 April 2013), which UNESCO’s Director-General facilitated, focused on how to reinforce, through high-level advocacy, acceleration efforts within countries to reach the 2015 EFA and MDG goals. The Learning for All ministerial dialogues, which over the past six months have strengthened collaboration between UNESCO and other partners to address bottlenecks to access and quality education in countries with a large population of out-of-school children, is flagship example of this approach. This process is currently being rolled out to include more Member States. Other priorities for the Secretariat include developing an advocacy strategy to extend G-20 support to education; preparing guidelines for private sector engagement in the education sector; and planning a high-visibility GEFI anniversary event in New York in September to galvanize stronger commitment to education among global leaders.
4. UNESCO is supporting a “**big push**” to accelerate progress and achieve EFA goals. In Africa, UNESCO has launched an initiative to assist African countries to engage in an acceleration process until 2015, and support them in the design, monitoring of the implementation of EFA acceleration frameworks and in developing modalities for exchange among countries. At a first meeting (Dakar, 20-23 March 2013), the representatives of 10 countries designed their EFA acceleration frameworks. Furthermore, building on the outcome of the high-level round table on **literacy**, (Paris, September 2012) which mobilized education ministers and high-level

representatives from over 40 countries with severe literacy challenges, UNESCO is supporting countries to revise their existing plans and programmes to scale-up and accelerate progress.

5. UNESCO has initiated a process of rethinking education in light of global societal transformations under way and is working towards producing a document by the beginning of 2014 to propose global orientations for further dialogue, action, and research on learning in a changing world. As part of this process, a Senior Expert Group was established by the Director-General. Based on the vision of education in two landmark UNESCO publications, *Learning to Be* (1972), and *Learning: The treasure within* (1996), the review will also contribute to shaping UNESCO's input to the debate on the post-2015 global education agenda. The first volume of the "**Education on the move**" series entitled "Rankings and Accountability in Higher Education: Uses and Misuses" was published. It provides a comprehensive overview of current thinking on the subject, and sets out alternative approaches and complementary tools for a new era of transparent and informed use of higher-education ranking tables.

6. The Education Sector has also sought to expand cooperation, create synergies and develop new **partnerships** with key education stakeholders both at global and national levels. This is for example illustrated through increased cooperation with the Global Partnerships for Education (GPE). UNESCO is a member of its Board of Directors and contributes to its processes. UNESCO has recently received several grants from GPE (amounting to some US \$7.8 million for education activities), and is also engaged in a new form of cooperation as supervising or managing entity for other grants – for example, UNESCO has recently become the supervising entity for a \$14.5 million project on strengthening civil society participation in education policy dialogue and monitoring in over 50 countries.

7. Another example is the increased cooperation with the OECD. A joint information session for UNESCO Delegations was held in Paris on 7 June 2013 with the objective of sharing the past experiences of both organizations in conducting education policy reviews. It was also an opportunity to present the results of the UNESCO **policy review** in Malaysia, which contributed to the country's blueprint for education, and to launch a series of joint OECD-UNESCO policy reviews. A second joint activity was an international expert meeting on the governance of complex education systems (Paris, 17-18 June 2013). This conference convened international delegates who explored effective multilevel governance in the education sector and hosted a productive conversation between academia, government and professionals to help come up with collaborative solutions to challenges.

8. **At country level**, UNESCO has engaged in numerous activities and projects providing policy guidance and strengthening national capacities in different sub-sectors of education.<sup>2</sup> Despite the financial constraints on the regular programme, UNESCO has been able to make important **progress in delivering on all 13 results** largely due to mobilization of important extrabudgetary resources. In the area of Technical and Vocational Education and Training (**TVET**) for example, UNESCO has provided upstream policy advice in 17 countries in this biennium. One example is the recent presentation of the Lao People Democratic Republic's Technical and Vocational Education and Training (TVET) Policy Review report which discusses the Lao education and TVET systems and provides important policy recommendations. The policy review triggered national policy dialogue which formulated recommendations to help prepare Lao People Democratic Republic for the ASEAN Economic Community in 2015. In Africa, capitalizing on partnerships at the national and subregional levels, UNESCO interventions targeted solutions to enhance the quality of TVET systems including in Benin, Côte d'Ivoire, and Malawi. In addition, UNESCO has paid special attention to the inclusion of girls in national Technical Vocational Education and Training (TVET) programmes and their transition from school to work, and provided upstream policy advice and capacity-building for mainstreaming gender in TVET policies and practices.

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<sup>2</sup> Details are presented in 192 EX/4 Annex report, with information on progress towards each of the 36 C/5 13 expected results.

Regional and country thematic studies on gender mainstreaming in TVET were undertaken in the United Republic of Tanzania and in the Arab Gulf countries.<sup>3</sup>

9. Similarly, in the area of **teachers**, UNESCO has provided technical assistance to some 40 countries, more than half in sub-Saharan Africa, in this biennium. One important milestone in the last six months was the launching – within the framework of the Initiative for sub-Saharan Africa – of the project “Enhancing teacher education for bridging the education quality gap in Africa”, funded by the People’s Republic of China. The activities, aiming at strengthening the capacity of key teacher education and training institutions, including an important ICT component, have been launched in three countries (Cote d’Ivoire, Ethiopia and Namibia) and the needs assessment studies have already been completed. To develop and reinforce national teacher policies and strategies, UNESCO provided technical support and capacity development to some 20 countries in sub-Saharan Africa. Examples of support for teacher development include: capacity development in teaching of math and sciences (Angola); design and implementation of curriculum framework for teacher education (Lesotho and Angola); and teaching of cross-cutting issues, such as ESD, HIV/AIDS (Angola, Burkina Faso). Over 15 countries from West and Central Africa have been trained with specific modules on gender sensitive teaching approaches by the International Institute for Capacity Building in Africa (IICBA). Furthermore, the **International Task Force on Teachers for EFA** is supporting some 15 countries in conducting situational analysis leading to the development of national teacher policies, or reviewing existing national policies and practices on teachers, while raising awareness and disseminating knowledge through international policy dialogue forums and networks of technical experts.

10. In the area of literacy, action towards gender equality was given high priority. For example, as part of the “Mobile Phone Literacy project<sup>2</sup> for women and girls’ empowerment, implemented under the framework of the UNLD and the Global Partnership for Girls’ and Women’s Education, UNESCO organized three regional workshops in Asia and the Pacific, Africa, and Latin and North America and the Caribbean in late 2012 and early 2013. In Ethiopia, Malawi and United Republic of Tanzania, capacities have been strengthened to develop functional skills in the context of girls’ education.

### **Funds mobilized and partnerships established**

11. A total of **\$186 million** was mobilized in the first 18 months of the biennium in support of education of which \$44 million were mobilized in the first six months of 2013.

12. Within the framework of **UNESCO’s Global Partnership for Girls’ and Women’s education**, and following the high-level advocacy event “Stand-up for Malala- Girls’ Education is a right” (Paris, 10 December 2012). UNESCO received the generous contribution of \$9.6 million to UNESCO’s **Malala Fund** for Girls’ Right to Education from the Government of Pakistan in early March. The Education Sector is currently preparing the project proposals to launch these activities. Two private foundations have also pledged contributions to the Fund, and UNESCO will continue to mobilize support to the Malala Fund to advance girls’ right to education.

### **Impact of the financial situation on programme delivery**

13. The current financial situation, which resulted in a 57% reduction in the approved activity budget, continues to have a serious impact on the delivery of programme activities. Currently, some 60 education posts are frozen, further affecting the implementation capacity of both field offices and Headquarters. The reduction in regional programme funding has in particular impacted the Organization’s capacity at country level to respond to emerging Member States’ requests for support and to participate fully in the implementation of UNDAFs. This is particularly the case in those field offices where fundraising has not been successful. Even when additional extrabudgetary funding is available, the delivery capacity is hampered by the shortage of staff with

<sup>3</sup> See also dedicated section concerning gender equality in education under “Coordination and monitoring of action to benefit Gender Equality”.



the workload of existing staff increasing, and further impacting in some cases negatively on the quality of work delivered.

### **Challenges encountered other than those induced by the financial situation**

14. Defining the post-2015 development agenda is an undisputed top priority, the outcome of which will have far reaching consequences for the coming decades for the Organization. The current processes are very complex, with all partners trying to position themselves. One of the most difficult challenges is to ensure the coherence between the different processes, so that a post-2015 education and the broader development agenda is well articulated and clearly reflects a humanistic and holistic vision of education, in line with UNESCO's long term priorities. It is therefore crucial for UNESCO to work closely with key partners such as UNICEF and the World Bank in this process, as well as to consolidate its partnerships with other partners such as OECD, ILO and other new and/or potential partners.

## **MAJOR PROGRAMME II: NATURAL SCIENCES**

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15. Despite financial constraints, MP II has achieved some important breakthroughs during the biennium, in particular in the areas of freshwater and the ocean, and through the UNESCO Biodiversity and Engineering Initiatives, as well as in relation to promoting UNESCO's science mandate in the post-2015 development agenda (see 192 EX/8). Global Priorities Gender Equality and Africa, as well as SIDS, were given special emphasis. The majority of the 26 expected results are on track to be achieved against planned targets.

### **Key achievements (with focus on January to June 2013)**

16. In the field of **freshwater**, UNESCO is successfully ensuring the implementation, on behalf of UN-Water, of the 2013 International Year of Water Cooperation (IYWC): a total of over 700 people from all regions participated in the launch event of the IYWC at UNESCO Headquarters, in February, and in the celebrations for World Water Day 2013, in The Hague, in March; 918 associated parallel celebrations on water cooperation took place or are in preparation worldwide, including a Workshop on "Water Sciences for Peace and Sustainable Development in the Eastern Nile" (Khartoum, Soudan, 6-8 May). The 49th session of the IHP Bureau was held in June thus advancing the preparations for the implementation of IHP-VIII. Extensive progress made on the implementation of IHP-VII included strategic and training events and the strengthening of research activities across all IHP themes. In particular, the regional consultations on groundwater governance tapped almost 500 participants from 100 countries in all regions. Capacity-building and collaboration among water-related category 2 centres and UNESCO Chairs were reinforced, including through advanced training courses on integrated flood analysis systems in Asia in collaboration with ICHARM; on water assessment and monitoring in Africa with HidroEX; and on negotiation skills on water management issues for over 30 senior officials of the Lake Chad Basin Commission. Publications include a new volume of the book series on *Floods in a Changing Climate* with Cambridge University Press and the new *Journal on Ecohydrology and Hydrobiology* launched by the European Regional Centre for Ecohydrology. Since its launch in March 2012, over 55,000 copies of the fourth *World Water Development Report* have been distributed in multiple formats, and its Key Messages are available in all six United Nations languages plus Portuguese.

17. UNESCO's expertise on **disaster risk reduction** was mobilized to inform the United Nations Report on Partnership for Environment and Disaster Risk Reduction, while the United Nations International Strategy for Disaster Reduction (ISDR) thematic platform is co-chaired by UNESCO. Furthermore, UNESCO now serves as chair and secretariat for the Global Alliance for Disaster Risk Reduction and Resilience Education, a United Nations ISDR thematic platform. UNESCO's work on the Science and Technology thematic area of United Nations ISDR demonstrates the leading role of the Organization in this field. UNESCO continued its efforts to combat drought in the Horn of Africa, implemented by the Nairobi and Addis Ababa Offices. A number of field offices,

including Jakarta, San José, Santiago and Hanoi, led efforts to enhance the resilience of Member States in their efforts to mitigate the effects of natural hazards.

18. **Science education** at all levels, in particular in Africa, was promoted through the mobilization of a wider range of public and private partners including IEEE, and ICASE as well as the Abdus Salam International Centre for Theoretical Physics (ICTP). Technical assistance was provided to Malawi in the development of academic programmes for two science and technology universities. The World Library of Science was developed.

19. Through new partnerships, **engineering education** was further promoted and led to engaging more young men and women to pursue engineering careers. The first regional Intel International Science and Engineering Fairs (ISEF) took place last December for the Arab region, and the first African ISEF is planned for later this year. One thousand six hundred school pupils – approximately half girls – and 120 engineering students and 85 teachers were trained on the occasion of the first UNESCO-University of Nigeria, Nsukka Science and Engineering Fair. Six hundred university student teams from around the world submitted their ideas for sustainable aviation during the first UNESCO and Airbus “Fly Your Ideas” competition. Youth in Engineering was also promoted in Kuwait, through a UNESCO-WFEO Conference organized in February under the patronage of His Highness the Amir of Kuwait. Two proposed category 2 centres for engineering in Aalborg, Denmark and Beijing, China were endorsed by the Executive Board at its 191st session, and will strengthen North-South cooperation, training and continuing professional development in engineering education.

20. ICTs for sustainable development were the subject of “Unwired”, a documentary highlighting ICTP’s efforts to help remote villages in Africa and elsewhere to join the wireless technology revolution. The ICTP training encourages the use of recycled materials, and relies on renewable energy to power the instruments. The first International Workshop on Low-Cost 3D Printing for Science, Education and Sustainable Development was organized by ICTP in May. Three Algerian universities participated in the 2013 Physics without Frontiers master class, run by ICTP scientists in the ATLAS research team at CERN’s Large Hadron Collider.

21. The UNESCO **Biodiversity** Initiative mobilized in-house expertise in support of the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES) which has resulted in an invitation by the IPBES Plenary to UNESCO to enter into an institutional link with the Platform and to reaffirm UNESCO’s lead in relation to the Aichi Targets of the Convention on Biological Diversity (CBD): 11 (Protected Areas), 18 (Traditional and Indigenous Knowledge), 19 (STI) and 10 (in relation to ocean acidification). UNESCO continued to lead IPBES work on indigenous and local knowledge: the International Expert and Stakeholder Workshop on the ‘Contribution of Indigenous and Local Knowledge Systems’ co-organized by UNESCO and UNU with support from the Ministry of Environment of Japan in June, produced recommendations for the IPBES Multidisciplinary Expert Panel. Future Earth, led by the Alliance for Global Sustainability of which UNESCO is a member, has now entered its operational phase with an Interim Director and a Scientific Committee appointed. Future Earth will contribute to filling the research gaps identified by IPBES.

22. Twelve new **biosphere reserves** and one extension in 12 countries were designated under the Man and the Biosphere (MAB) Programme in 2013, thus increasing the World Network of Biosphere Reserves (WNBR) to 621 sites, including 12 transboundary sites, in 117 countries. The examination of periodic review reports by MAB’s governing bodies led to 31 recommendations for site management improvements to 14 countries. An Exit Strategy was adopted by the MAB Council in June to ensure that the WNBR is recognized as an international reference, with sites demonstrating sustainable development in practice at local and national levels, as well as contributing to key international and regional conventions and initiatives such as the CBD, Future Earth and IPBES. In Africa, UNESCO launched an important project to establish a transboundary biosphere reserve straddling Cameroon, Congo and Gabon, a region of intense mining and logging activities.

23. More than 100 officials learned to improve monitoring of STI and craft stronger **science policy** instruments in workshops held in Dakar, Senegal, in March, for six West and Central African countries and in Maputo, Mozambique, in June, for three lusophone countries in Africa. In compliance with AMCOST V ministerial recommendations, these workshops were organized in close collaboration with the African Observatory for Science Technology and Innovation and the African Science and Technology Innovation Indicators Initiative. Fifty policy-makers from 11 countries in the SADC region benefitted from capacity-building in STI policy through the final workshops and training courses held in February and May in South Africa, in cooperation with the South African Department of Science and Technology, Manchester University and the University of Zimbabwe. Over 150 managers of science parks were trained in Bogota, Colombia; Banjul, Gambia; and Darkhan, Mongolia and the three countries also received technical advice for the development of science parks and technology business incubators. UNESCO also supported events to foster innovation in Iran, Croatia and Malaysia.

24. The Sandwatch global database was launched in Mauritius, systematizing global data collection covering beaches and coastal areas often not monitored by other means. The Spanish and Portuguese second editions of the Sandwatch manual were widely distributed globally, substantially extending the reach of the programme in particular to lusophone countries.

25. The need to promote the involvement of female scientists and female indigenous and local knowledge holders was demonstrated and supported through a wide range of specific actions including awareness-raising, capacity-building, research, and regional networking in specific scientific fields. Gender equality in science continued to be promoted also through the L'Oréal-UNESCO "For Women in Science" awards and major international events.

26. UNESCO's **Intergovernmental Oceanographic Commission** (IOC) continued to raise awareness on ocean acidification by compiling existing time series in fixed stations around the world. IOC is actively engaged in the United Nations Regular Process through the provision of scientific and technical support to the United Nations Group of Experts, the organization of Regular Process Regional Workshops, and the development of a clearing house mechanism, together with UNEP, to fulfill the information and communication needs of the Process. In March IOC obtained a project grant to measure globally a number of key marine ecological, socio-economic and governance indicators. The inputs will provide a key contribution to the World Ocean Assessment (WOA) under preparation, by providing an indicator baseline for the on-going and future WOA reports.

27. The Intergovernmental Coordination Group for the Indian Ocean Tsunami Warning System Regional Tsunami Service Providers of Australia, India and Indonesia assumed full operational provision of regional tsunami services for the Indian Ocean Area of Responsibility on 31 March, marking a new era of regional cooperation for tsunami warning systems. Tsunami Wave Exercises and system communication test exercises were also carried out in all four regional tsunami warning regions (Caribbean, Pacific, Indian Ocean and North East Atlantic and Mediterranean).

28. The IOC Draft Strategic Plan for Africa and the Adjacent Island States was reviewed on the occasion of the second session of the IOC Sub Commission hosted by South Africa in Cape Town in April with a focus on priority issues such as climate change adaptation, water quality degradation, coastal erosion, and coastal and marine hazards. It was attended by over 60 participants representing 19 Member States and representatives of United Nations agencies, LME projects and NGOs. Similarly, 37 participants from twelve countries, United Nations agencies and regional organizations attended the twelfth Session of the IOC Sub-Commission for the Caribbean and Adjacent Regions (IOCARIBE), held in Panama in April. An IOCARIBE GOOS Working Group of Experts was established to recommend priorities and actions required for the full establishment of an ocean and coastal observing system in the IOCARIBE region. For additional details on this and other achievements, refer to Part B.

## **Funds mobilized and partnerships established**

29 A total of \$72.8 million was mobilized in the first 18 months of the biennium and \$1.9 million within the framework of Additional Appropriations. IOC and IHP, as well as IAP and the InterAcademy Council developed fundraising plans. New funding for renewable energy projects has been awarded by ISESCO and the OPEC Fund for International Development as part of the United Nations Decade of Sustainable Energy for All 2014-2024. New partnership agreements signed in 2013 include Intel, L. Hofmann-La Roche Ltd., Procter & Gamble, Nature Publishing, PhosAgro, the International Mathematical Union and the International Union of Crystallography.

## **Impact of the financial situation on programme delivery**

30. All UNESCO-IOC programmes and many other ongoing programmes in the Sector were heavily affected by the reductions in the regular budget and the loss of United States voluntary contributions. This has led to retrenchment and inability to engage as strongly as before in new initiatives for the international science community. Some solutions have been found to distribute activities previously funded by United States extrabudgetary sources to partner organizations – maintaining continuity but weakening the influence and role of UNESCO-IOC in sustained ocean observations and services. The staffing situation remains extremely preoccupying in UNESCO-IOC and the Sector overall, including in the field. To the extent possible, MP II has adopted a set of integrated measures such as: focusing on priorities and areas where UNESCO has clear lead roles; ensuring the delivery of services for statutory commitments with a reduced budget; mobilizing additional resources and partnerships in a more comprehensive approach; using staff expertise more actively; and exploring delivery via UNESCO-affiliated institutes and centres (category 1 and 2) and networks. Despite these measures, three expected results, 7, 10 and 23, are below expectations against planned targets.

## **Challenges encountered other than those induced by the financial situation**

31. Resource mobilization can be difficult both at Headquarters and at the country level, without minimal seed funding. An important challenge for the Organization is to establish, in a very competitive fundraising environment among United Nations agencies, funding baselines in order to design programmes that address Member States needs and at the same time attract extrabudgetary donors. In science policy, main challenges are related to the need for long-term, continuous engagement as well to difficult political situations in some countries and the rotation of senior officials in governments. Moreover, renewed efforts should be dedicated to strengthen the capacity of affiliated institutions (Chairs, category 2 centres) to enhance their contribution to programme delivery.

## **MAJOR PROGRAMME III: SOCIAL AND HUMAN SCIENCES**

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### **Key achievements (with focus on January to June 2013)**

32. In **bioethics**, two International Bioethics Committee (IBC) policy reports were issued: “Human Vulnerability and Personal Integrity which was published as a booklet in April 2013”; and “Traditional Medicine Systems and their Ethical implications”, published online in February 2013. These reports were rapidly disseminated through capacity building activities and are being translated into Spanish and Turkish or being featured in academic journals such as the Institut für Wissenschaft und Ethik’s *Annual Journal for Science and Ethics*. Promotion of reflection on the ethical and legal issues raised by research in the life sciences and their applications was pursued at the twentieth session of the International Bioethics Committee (IBC) held in Seoul, Republic of Korea in June 2013. The IBC would focus its work on elaborating the principle of benefit sharing (Article 15 of the Universal Declaration on Bioethics and Human Rights) and on the contemporary bioethical challenges concerning the human genome and human rights. UNESCO co-organized with the Mexican Supreme Court of Justice and the Federal Judicial Council a workshop on promoting the Universal Declaration on Bioethics and Human Rights (UDBH). The most important

outcome was not only to introduce bioethics and the UDBH to the judiciary, but also the launch of a discussion on how the Declaration could be included in the national legislation. Capacity-building activities included a training session for the Malaysian National Bioethics Committee and a Bioethics & Professional Responsibility Course for Judges co-organized in May 2013 at the University of Naples (Italy), involving partners such as the UNESCO Chair in Bioethics at Haifa University, American National Center of State Courts, the International Organization for Judicial Training (IOJT), and the President of the IBC. SHS and CI finalized a module on bioethics that has been included in the UNESCO Model Curricula for Journalism Education which was published in April 2013. The UNESCO Bioethics Core Curriculum is being tested in Gangneung-Wonju National University, Republic of Korea. In April 2013, UNESCO published online, the collected works of the Conference on Gender and Bioethics held in Kazan, Republic of Tatarstan (21-22 November 2011).

33. In **anti-doping in sport**, the number of States Parties to the International Convention against Doping in Sport (2005) reached 174. While the monitoring of the Convention showed an increased rate of compliance by States Parties, cooperation between government authorities and sport bodies at national and international levels needs continuous improvement. Capacity-building in Member States was enhanced by the 13 new projects totaling \$270,000 approved under the Fund for the Elimination of Doping. The fifth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V), held in Berlin from 28 to 30 May 2013 brought together sports ministers and other government representatives from over 121 countries. The “Declaration of Berlin” adopted recommendations to curb corruption in sport, share the socio-economic benefits of sport more equitably and ensure access to sport for all, including women and people living with disabilities.

34. With regard to **youth**, in line with the UNESCO Strategy on African Youth, the policy review processes were completed in Liberia and Burundi. The policy review in Zambia will be finalized with UNESCO’s leadership, by August 2013, whereas in Ghana a roadmap leading to the establishment of a National Youth Parliament, in the context of the implementation of the national policy, was developed, with UNESCO’s support, and adopted at a national consultative forum. In Morocco, UNESCO organized a youth consultation (“Youth University”) feeding in the ongoing process for an Integrated National Strategy on Youth, whereas in Egypt UNESCO conducted a preliminary study of the main concerns of youth, which will feed into the policy development process, currently under discussion with the national authorities. UNESCO partnered with UNESCO Chairs and category 2 institutes, to build youth capacities in the fields of social entrepreneurship, leadership and a culture of peace and to engage them in related community development action. In Burkina Faso and Malawi, UNESCO launched a pilot training programme on social entrepreneurship and a culture of peace engaging 60 young women and men. In Zambia and Kenya, through a North-South-South approach, UNESCO rolled out a leadership programme providing training for a total of 32 youth facilitators and 150 highly vulnerable young women and men from three rural communities, who are now developing follow-up community projects. Youth-led training, youth consultations and focus groups discussions to promote non-violent youth participation in electoral processes were completed in Ghana and Sierra Leone. In Tunisia, training on youth citizenship based on the UNESCO gender-sensitive training manual for democracy, was completed in Kairouan (May 2013). In the context of the United Nations Task force on Civic Education, which UNESCO is leading, support was provided to the Tunisian Ministry of Education for the elaboration of a national strategy for civic education.

35. UNESCO has also been providing support for the formulation of public policies on youth in Myanmar, Mongolia, and Tokelau. In Indonesia, UNESCO has worked to empower youth groups, and people living with disabilities particularly in disadvantaged regions, to participate in community decision making.

36. With regard to the **social inclusion** and the Management of Social Transformation (MOST) programme, the methodology on the assessment of the level of inclusiveness of public policies is being developed and peer-reviewed by the Scientific Advisory Committee (SAC) of the MOST programme and other experts. The outcomes of the UNESCO-MOST international workshop on

“measuring social public policies: inclusiveness and impact” (March 2013) also made a significant contribution on state-of-the art and indicators data gathering, including gender-sensitive. It is reflected in the methodology which is currently being pilot-tested in three regions and nine countries (Burkina Faso, Niger, and Senegal in the Africa region; Lebanon, Morocco, and Jordan in the Arab region; Guatemala, Honduras, and El Salvador in the Latin America and the Caribbean region). UNESCO is conducting a study on the social inclusion of women which would support the government of Haiti in developing a specific gender-equality policy. Finally, seven new MOST National Committees were established in Member States.

37. UNESCO actively participated in the elaboration of the GMG thematic report on youth and **migration** which will be issued in the summer of 2013 and in the upcoming publication targeting the High-level Dialogue on International Migration and Development to be hosted by the United Nations General Assembly in October 2013. The Internal Migration in India Initiative (IMII), supported by the United Nations Country Team, was launched in order to support the social inclusion of migrants in the economic, social, political and cultural life of the country using a three-legged approach, combining research, policy and advocacy. This initiative became an informal network of 200 researchers, NGO's, policy-makers, United Nations agencies and key partners. In China, in close collaboration with the Yunnan University in Beijing, UNESCO's Office has initiated a project which raise awareness among all concerned stakeholders and aims at promoting the rights and empowerment of migrant women and their access to decent work, education and housing with a view to improve social inclusion of female migrants and to develop policies that prevent violence and discrimination against women.

38. UNESCO contributed to the “Universal Periodic Review” (UPR) of the United Nations **Human Rights** Council for the 28 countries to be reviewed during the 17th and 18th sessions of the UPR Working Group to be held in October-November 2013 and January-February 2014.

39. The International Centre for the Advancement of Human Rights (Buenos Aires), a UNESCO category 2 centre, was launched and held its first Governing Board meeting in March 2013. Furthermore, the Uruguayan Government signed the formal agreement to establish the Network of national authorities against Discrimination, Racism, Xenophobia and other related forms of intolerance in Latin America and the Caribbean.

40. The European Coalition of **Cities** against Racism (ECCAR) launched on the occasion of the celebration of the International Day for the Elimination of Racial Discrimination on 21 March 2013 a sensitization video campaign against racism and xenophobia in Europe. The video was viewed and played by several national and international television networks, through the internet as well as the UNESCO Youtube channel.

41. The *World Social Science Report* on “**Changing Global Environments**”, in partnership with the International Social Science Council (ISSC), is on track for publication in November 2013. Progress has been made in drawing on the contributions of the social and human sciences, including environmental ethics, to enhance national policy responses through a series of targeted projects to work on adaptation with governments and civil societies in areas of particular vulnerability in the Caribbean, the Sahel and Central Asia. Work is under way in West Africa, through the Intersectoral Platform on Climate Change, to enhance the subregional interdisciplinary knowledge base on climate change in order to support informed policy responses. At its 8<sup>th</sup> ordinary session held in Bratislava (27-31 May 2013), the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) adopted its reports on a “Background for a Framework of Ethical Principles and Responsibilities for Climate Change Adaptation” and on “Ethical Issues in Science Governance and the Science-Society Relationship”. Furthermore, the Ad Hoc Expert Group established to consider technical and legal issues in relation with the possible revision of the 1974 Recommendation on the Status of Scientific Researchers produced its report (see document 192 EX/10).

### **Funds mobilized and partnerships established**

42. The Sector pursued its efforts to mobilize resources from sources outside the regular budget for the delivery of the programme securing in-kind contributions from a number of partners and Member States such as Azerbaijan, Nigeria, Germany, the Republic of Korea and Malaysia. Furthermore, the anti-doping programme has benefited from a one-year loan of an expert from the World Anti-Doping Agency. The 8th Youth Forum has benefitted, up to July 2013, from the financial support of Finland and ISESCO.

43. Using the networks and partnerships developed by the bioethics programme with external agencies, a number of activities in 2013 has been accrued out relying on in-kind contributions.

44. Extrabudgetary fund mobilized over the period of 18 months amounted to \$35,330,938, including self-benefiting projects amounting to \$ 29,152,263 at the Brasilia Office.

### **Impact of the financial situation on programme delivery**

45. The 31% reduction in the work plan budget of MP III affected the overall effectiveness of the programme. While focusing on the four programme priority areas (bioethics, social inclusion, youth, and the social dimensions of global environmental change), MP III work plans ensured the execution of statutory activities. Other priorities aligned with Governing Bodies decisions and capacity-building activities at the country level were principally funded from the Emergency Fund. The Sector will not be able to fully meet the expected results approved for document 36 C/5 approved prior to the cash shortfall. In particular:

- The growing demand for capacity-building and training of national bioethics committees will not be fully met; this will affect the reach and depth of UNESCO's actions in bioethics, especially its effectiveness in needy constituencies. With regard to the Assisting Bioethics Committees project, the fulfillment of UNESCO's existing three-year commitments to accompany certain new National Bioethics Committees, and the reception of new interested Member States is on hold, until a new funding is identified.
- MP III put on hold the development of specific UNESCO indicators for the assessment of social inclusiveness of public policies but the framework for them is work-in-progress.
- The national reviews of social science research systems have been put on hold.
- To ensure focus on key deliverables in global environmental change, a number of activities in environmental ethics and ethics of emerging technologies have been frozen.
- The RP budget of the 8th Youth Forum has been reduced: the duration has been shortened to three days, the number of plenaries and the simultaneous interpretation in the workshops have been reduced. Partnerships and extrabudgetary funds are being mobilized and innovative solutions have been implemented.

### **Challenges encountered other than those induced by the financial situation**

- While information obtained through the monitoring of the International Convention against Doping in Sport shows an increased rate of compliance, cooperation between government authorities, including the judiciary, customs, police, and sport bodies at national and international levels, needs continuous improvement.
- Complexity of youth issues and of responses to them at national level. There is some lack of awareness that youth issues at national policy level should not be addressed in silos (by line ministries) but in a comprehensive and coordinated manner engaging all ministries around an integrated policy framework on youth. In many cases, youth issues are addressed independently by different ministries in the same country.

## MAJOR PROGRAMME IV: CULTURE

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### Key achievements (with focus on January to June 2013)

46. During the period under consideration, two important milestones were passed in UNESCO's global advocacy to ensure that culture is taken into account in the post-2015 development agenda. On 17 May 2013, the **International Congress "Culture: Key to Sustainable Development"** was held in **Hangzhou** with the support of the Government of China and the Chinese private sector. The Congress concluded with the adoption of the Hangzhou Declaration, supporting the inclusion of culture as an enabler and driver of development within future policies, strategies, practices and goals to be defined in the framework of the post-2015 development agenda. The Congress was the most high-profile international event on that topic since the Stockholm Conference in 1998. A few weeks later, on 12 June, the President of the United Nations General Assembly convened a **Thematic Debate on the impact of culture on sustainable development**, during which the United Nations Secretary-General as well as Ministers and decision-makers called for the explicit inclusion of culture in the post-2015 agenda. Both events enjoyed a very large participation at the highest levels and generated new political support of importance for the future discussions at the United Nations General Assembly starting in September 2013.

47. With regard to its normative action, the Culture Sector continued to implement its **capacity-building programmes** at the national level through its field offices, with a particular focus on Africa and while seeking to ensure a **higher percentage of women participants, experts and beneficiaries**. The World Heritage Committee, which met in Phnom Penh, Cambodia, from 17 to 27 June, inscribed 19 sites on the World Heritage List – including **the first transnational site in Africa** – and reviewed 167 conservation reports. It decided to place the six World Heritage sites of the Syrian Arab Republic on the List of World Heritage in Danger, thus drawing attention to the risks they are facing. A Special Account to support the protection of **Syrian cultural heritage** was also established. A fundraising campaign for the International Fund for Cultural Diversity under the 2005 Convention was launched on the margins of the fourth Conference of the Parties, meeting from 11 to 14 June. The **tenth anniversary of the 2003 Convention** was celebrated with a number of activities, such as the International Conference hosted by China in Chengdu on 14 and 15 June, which provided an opportunity to reflect on achievements and identify priorities and challenges for the future. The Operational Guidelines of the 2001 Convention were approved by the State Parties during their meeting on 28 and 29 May. Draft Operational Guidelines were prepared for the 1970 Convention and reviewed at the first meeting of the newly established Subsidiary Committee on 2-3 July.

48. With regard to action in **post-conflict situations**, an **international assessment mission** was dispatched to **Mali** from 28 May to 8 June to prepare priority measures for the rehabilitation of cultural heritage following the Action Plan adopted during the International Day of Solidarity with Mali on 18 February, for which the Secretariat is currently fund-raising. The importance of heritage protection in Mali was acknowledged by the United Nations Security Council through the adoption, in April 2013, of **Resolution 2100**, which explicitly included "**support for cultural preservation**" in the mandate of the United Nations Mission to Mali (**MINUSMA**), thereby establishing an encouraging precedent. UNESCO is cooperating with its United Nations partners to prepare joint action under this umbrella. With regard to the Syrian Arab Republic, and pending the possibility to be operational in the country, UNESCO organized a regional training seminar in Amman, Jordan, from 10 to 13 February, to mitigate the risks and consequences of **illicit trafficking of cultural property**. In both cases, the Culture Sector has continued to mobilize its partners and neighbouring countries to help prevent cultural property trafficking.

49. As regards the thematic programmes, the **International Fund for the Promotion of Culture (IFPC)** is now fully operational. Subsequent to the first call for project proposals, the requests for funding are currently being processed. From a total of over 1,500 requests, **40% are from Africa** or focus on activities to be implemented in Africa. Moreover, the evaluation of pending applications under the **Creative Cities Network Programme** has been reinitiated further to the identification of extrabudgetary funds. For the first time, the applications include **five African candidate cities**,



which have received technical assistance, also with a view to improving Africa's representation in the Network.

### **Funds mobilized and partnerships established**

50. An amount of **\$62,053,609**<sup>4</sup> was mobilized over the last 18 months to reinforce the implementation of Major Programme IV. In line with Target 9 of the Roadmap for the implementation of document 36 C/5, innovative resource-generating partnerships were concluded with the private sector over the last six months (Beijing Zhongkun Investment Group to support World Heritage sustainable tourism; Panasonic for World Heritage education) and with Chinese municipalities (the cities of Shaoxing for the Hangzhou International Congress, Beijing and Shenzhen for the Creative Cities Network).

### **Impact of the financial situation on programme delivery**

51. Programme implementation has focused on the normative MLAs 1 to 4, while the activities under MLA 5 and 6 have been implemented exclusively when extrabudgetary funds have been available. This was notably the case of the Hangzhou International Congress on culture and development. All statutory meetings were held with support from the **Emergency Fund** and with a maximum reduction of associated costs in line with Target 16 of the Roadmap. However, **uncertainty prevails with regard to the other statutory meetings scheduled for the end of the biennium**, and in particular the next session of the 2005 Committee, for which funds have not yet been identified. The organization of the extraordinary meeting of States Parties to the 1970 Convention, and of the first meeting of its Subsidiary Committee from 1 to 3 July, proved particularly difficult as no funds had been foreseen for the creation of this additional intergovernmental body under document 36 C/5, which was further aggravated by the overall financial constraints, that left very little margin at the Sector level. However, financial support provided by Switzerland, China, Turkey as well as the Emergency Fund ultimately enabled the Secretariat to ensure these meetings.

### **Challenges encountered other than those induced by the financial situation**

52. The **emphasis placed on the Conventions** in response to the State Parties' expectations in the normative area has made it difficult for the Culture Sector to attract support for other programme areas, despite the importance they retain among certain Member States. The pedagogical utilization of the *General History of Africa* is a case in point, to which the Secretariat has devoted particular attention in view of the Organization's responsibilities with regard to the forthcoming International Decade for People of African Descent (2013-22), and as part of action foreseen under Global Priority Africa. Other domains such as **multilingualism, museums, arts and creativity are also negatively impacted** by this situation, despite their relevance for UNESCO's mandate and the continuing effort to mobilize funds.

53. Ensuring the effective implementation of **the normative framework** is a critical challenge. The enthusiasm of States Parties for inscriptions on the lists under the 1972 and 2003 Conventions is an indicator of the success of those instruments. Yet, these registration systems, if not integrated into safeguarding strategies at the national level and supported by the full participation in other key mechanisms of the Conventions, can have a detrimental effect in diverging attention away from addressing the core objectives of the Conventions. The Secretariat continues to address this issue through the Conventions' Governing Bodies as well as through open dialogues with States Parties and advisory bodies.

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<sup>4</sup> Figures provided by BSP/CFS, as of 24 June 2013. This amount includes Funds-in-Trusts projects, contributions to the Funds established under the cultural conventions, Special Accounts and assistance received from the Multi-Donor Emergency Fund.

## MAJOR PROGRAMME V: COMMUNICATION AND INFORMATION

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### Key achievements (with focus on January to June 2013)

54. In the last six months of the biennium and while operating under budgetary constraints, the Sector actively sought to build partnerships and raise extrabudgetary funds which could be partially used to attain the expected results of the Regular Programme.

55. An enabling environment for **freedom of expression** as a necessary prerequisite for social transformation, democracy, economic development, and dialogue for a culture of peace and non-violence was promoted through the twentieth anniversary celebrations of World Press Freedom Day in San Jose, Costa Rica. The international conference entitled “Safe to Speak: Securing Freedom of Expression in All Media,” the resulting San Jose Declaration, and the awarding of the 2013 UNESCO/Guillermo Cano World Press Freedom Prize to Ethiopian journalist Reeyot Alemu have reinforced UNESCO’s lead role as an advocate in this domain. Following the decisions of the Second United Nations Inter-Agency Meeting on the Safety of Journalists and the Issue of Impunity (2012, Vienna), the roll-out of the United Nations Plan was launched in the beginning of 2013 at the national level in four countries as part of the first phase of implementation. Work in this regard continues to be scaled up, and UNESCO’s International Programme for the Development of Communication (IPDC) has made an allocation for the development of indicators on the safety of journalists to support the United Nations Plan of Action. Specifically in Africa, UNESCO supported a Pan-African conference on safety of journalists and questions of impunity in November 2012. UNESCO has also continued its commitment towards protecting women journalists, specifically through the United Nations Plan of Action. In order to continue capacity-building in the domain of journalism education and in close collaboration with ORBICOM and the UNESCO Network of Chairs for communication, UNESCO expanded the Model Curricula for Journalism Education with 10 new specialized syllabi. The additional content provides pedagogical support to training development in 10 new areas and reinforces UNESCO’s leading role in the field of standard-setting for journalism education.

56. UNESCO has continued to support Member States in empowering citizens through **universal access to knowledge and the preservation of information**, including documentary heritage. UNESCO hosted the first WSIS+10 review event “Towards Knowledge Societies, for peace and sustainable development”, co-organized with ITU, UNDP and UNCTAD (Paris, 25-27 February 2013). WSIS+10 offered some 1450 participants from 130 countries 83 high-quality sessions on diverse Knowledge Societies’ topics. The Final Statement emanating from this event will provide a basis for UNESCO’s participation in the upcoming WSIS review events as well as guide the strategic approach to the post 2015 United Nations development agenda. The Memory of the World Programme has received particular attention on its twentieth anniversary with the publication of the book *Memory of the World: The Treasures that Record Our History From 1700 BC to the Present Day*. The visibility of the programme has significantly increased following the “Memory of the World in the Digital Age: Digitization and Preservation” Conference (Vancouver, 26-28 September 2012). The overall number of inscriptions in the MOW register has now increased to 300. To support the preservation of documentary heritage in Mali, an experts’ mission was undertaken to ensure the preservation of manuscripts in the Timbuktu region that were damaged or vulnerable to illicit trafficking. The implementation of the Open Access (OA) strategy adopted by the 36th session of the General Conference gathered momentum with the hosting of a regional policy forum organized in the LAC region and involving 24 countries. The number of OA journals has increased to 9,200, an indication of the growth of OA world-wide. Repositories have grown to 2,290. Both recorded a 7% increase, which is above the expected outcome for the current biennium. The “World Map of UNESCO Points of Interest” project, operating in five countries (Namibia, Kenya, Indonesia, India and El Salvador) seeks to harness the potential of participatory mapping (crowdsourcing) using Free and Open Source Software (FOSS) tools in different UNESCO’s domains, through adequate capacity-building, especially targeting adolescent girls and boys from developing countries.

57. The World Open Educational Resources (OER) Congress confirmed UNESCO's important position in the field of OERs. The resulting adoption of the Paris OER Declaration calling on Member States to embrace OERs in their educational policies and therefore enhance universal access to information and knowledge has resulted in the development of national-level OER policies and teacher-training OER materials in five countries. In addition, UNESCO developed a toolkit for implementing the ICT-CFT harnessing OERs for training material development in partnership with the Commonwealth of Learning (COL), Microsoft and others. UNESCO and COL have also developed national-level OER policies for Grenada and Saint Vincent and the Grenadines. The OER Platform has been re-developed in partnership with Infosys (India) with more than 150 openly-licensed UNESCO publications. As part of its efforts to strengthen its work in the area of persons with disabilities, a UNESCO Global Report entitled "Opening New Avenues for Empowerment: ICTs to Access Information and Knowledge for Persons with Disabilities" was launched in February 2013. The Information for All Programme (IFAP) has delivered a number of programmes and initiatives, including capacity building and training on foundations of government information leadership in Africa, Latin America and the Caribbean.

### **Funds mobilized and partnerships established**

58. From 1 January 2013, \$6,451,999 was mobilized by the Sector. The development and further strengthening of partnerships with the public and private sector has remained a priority. Joint delivery with the private sector, National Commissions, NGOs, United Nations agencies, and networks including UNESCO Chairs and category 2 centres was undertaken, and has facilitated reaching programmed benchmarks. For the celebration of World Press Freedom Day, UNESCO mobilized more than 30 partner organizations (public and private) to organize the main event in Costa Rica. Regarding the United Nations Plan of Action on Safety of Journalists, a tripartite partnership between UNESCO, the International Media Support and the Open Society has been established to enhance implementation of the plan at the global and local levels. The Sector is working with SciELO, Brazil to promote SciELO-type Open Access methodology in various parts of the world, and is also collaborating with AJOL, CLACSO, FLACSO-PKP, REDALYC and SciELO<sup>5</sup> to develop Open Access Indicators for Latin America and Africa. In the area of ICT and Science, the Sector is collaborating with the Indian Institute of Science, IIT-Roorkee, IIT-Kanpur, Imperial College, and British Geological Societies. UNESCO Member States have considerably benefitted from strong partnerships between UNESCO and international organizations working to advance Open Educational Resources including the Commonwealth of Learning, Creative Commons, and the Organization for Economic Cooperation and Development (OECD). The success and strength of the OER programmes has resulted in the mobilization of funds from the Hewlett Foundation and the European Commission. The Sector's work on media and information literacy, cost effectiveness and sustainability of related activities has been ensured through the creation of partnerships with established institutions and networks such as UNAOC, the MILID Network.

### **Impact of the financial situation on programme delivery**

59. Expected results in some areas could not be achieved due to a limited financial and human resources (mainly due to frozen vacant posts). The stronger presence of CI staff in the field, originally foreseen by the end of 2013, remains essential for implementation of key activities such as the co-ordination of the United Nations Plan of Action on Safety of Journalists and the Issue of Impunity, which is a challenging exercise to be delivered across the United Nations system and at country level, given the complexity of actors and missions. Where broadcasting laws exist, community media is often not included or unrecognized. Where it is recognized, there is often a need for operational policies to be developed. UNESCO needs resources to ensure capacity-building in support of these issues which contribute towards a pluralistic media landscape.

<sup>5</sup> AJOL - African Journal Online; CLACSO-Latin American Council on Social Sciences (Consejo Latino Americano de Ciencias Sociales); FLACSO-Facultad Latino Americana de Ciencias Sociales (Latin America Faculty of Social Sciences) PKP-Public Knowledge Project; REDALYC-Red de Revistas Científicas de América Latina y el Caribe, España y Portugal (Latin America, the Caribbean, Spain and Portugal Scientific Journals Network and Information System); SciELO - Scientific Electronic Library Online).

## Challenges encountered other than those induced by the financial situation

60. Normative work needs to be underpinned by activities at a programmatic level. The challenge remains to deepen synergies between programme activities and normative work. Linking freedom of expression and press freedom online to all other aspects of the Internet is an equally complex challenge, given the range of issues and the many arenas that are involved.

## UNESCO Institute for Statistics (UIS)

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61. The UIS is actively seeking new sources of funding to compensate for a considerable reduction (24% as of June 2013) in its total general income over the past 18 months, primarily due to reduced allocation from Regular Programme budget (32%) and decreased contributions from the Federal Government of Canada (26%). During this period, the UIS has signed agreements with two new donors – AusAID and Hewlett Foundation – and is in negotiations with other potential partners, such as the Global Partnership for Education (GPE), while seeking to strengthen and renew agreements with traditional donors, such as CIDA.

62. As of 25 June 2013, the estimated overall execution rate of the UIS approved budget for 2013 stands at 57.6%. The Institute has reduced its expected expenditure for 2013 by implementing a series of cost-cutting measures. First, the UIS has decided to basically freeze recruitment of nearly all vacant fixed-term positions with exceptions made only for those that would severely affect critical services and activities. Cost efficiency measures include also reduction of staff travel and reviewing and adapting the timing and location of UIS regional training workshops. In addition, the UIS has been forced to suspend certain activities, such as its media survey and its Observatory of Learning Outcomes, in order to preserve resources for core services.

63. Despite the financial troubles, the Institute continues to deliver its core statistical services. A major highlight is the work arising from the Learning Metrics Task Force, which is co-convened by the UIS and the Center for Universal Learning at the Brookings Institution.

64. The first report, entitled [\*Toward Universal Learning: What Every Child Should Learn\*](#), presents a broad framework for learning that will be further explored in another two reports on measurement and implementation issues. The results will be used in ongoing discussions concerning the need to include quality of education and learning in the post-2015 development agenda.

65. The Institute continues to develop new electronic products designed to “show and tell” the stories and messages behind UIS data. For International Women’s Day, the UIS launched an interactive data [game](#) allowing users to create their own personas as they explore gender gaps in different levels of education in countries around the world. In addition, the UIS produced a short video highlighting new data on [out-of-school children](#) through a partnership established with a local production company.

66. Education data were released as scheduled in January and May and provided to partners (e.g. *EFA Global Monitoring Report*, World Bank, Human Development Report Office, UNICEF and others). The UIS continues to produce regional indicators on schooling conditions in Africa as well as literacy and adult education in Latin America and the Caribbean.

67. The UIS is preparing to conduct the first education data collection based on the newly revised International Standard Classification of Education (ISCED 2011) by training national statisticians around the world. In addition, the UIS is working with other statistical agencies to develop relevant user guides and operation manuals to ensure the cross-national comparability of its global education database. In addition, the UIS is preparing to submit a revised version of the ISCED 1997 fields of education to the 37th session of the General Conference.

68. The UIS is also preparing to release results from the following data collections: global research and development survey; ICT in education survey for Asian countries; global survey on

feature film statistics. In addition, development work continues for two new global surveys on innovation and cultural employment.

69. **In Africa**, [UIS field staff](#) work directly with national statisticians to improve education data quality through a range of initiatives, including: training workshops, diagnostic studies of data quality, individual assistance concerning UIS survey instruments and the implementation of new standards. Main activities and results achieved during the period January-June 2013 include:

70. *In education:*

- UIS produced a series of indicators specifically focusing on schooling conditions in sub-Saharan African. The data are critical for discussions concerning the improvement of education quality across the region and include indicators on class size, availability of textbooks and school access to basic services such as potable water, sanitation and electricity;
- The region also has the world's largest population of [out-of-school children](#). To improve policy-making in this area, the UIS, in partnership with UNICEF, is working with nine countries across the region to better identify and reach these children. This [initiative](#) involves close consultation with national authorities to improve the quality of statistical information about these children based on household and administrative data;
- A regional training workshop on education statistics for West and Central Africa (May, Senegal) involved 34 participants from 23 countries.<sup>6</sup> Technical assistance was provided to national statisticians from 15 countries.<sup>7</sup> In addition, several countries<sup>8</sup> received support to improve their national statistical information systems in collaboration with other international organizations and donors;
- Support was also provided to several important regional and national projects, such the finalization of the Economic Community for Central Africa strategy for improvement of education data quality; preparation of education sector plan in Cameroon; validation of Guinea's diagnostic report on teachers and is helping to develop an action plan for the larger initiative; review of national and regional reports for Global Initiative on Out-of-School Children; support to United Republic of Tanzania in the preparation of the EFA end-decade assessments;
- Concerning the post-2015 development agenda, the UIS contributed to the: (i) Thematic Consultation on Education in the post-2015 development agenda (Senegal); (ii) African Group on Development of Indicators (South Africa);

71. In the area of Science, technology and innovation (STI), the UIS contributed to several workshops organized and financed by the Science Sector to roll out the [GO-SPIN](#)<sup>9</sup> and present STIGAP<sup>10</sup>: in Harare with participants from Botswana, Malawi, Zambia, and Zimbabwe; in Dakar with participants from Burkina Faso, Burundi, Côte d'Ivoire, Gabon, Niger and Senegal; and in Maputo with participants from Angola, Cape Verde, Guinea Bissau, Mozambique, and Sao Tome and Principe.

72. The UIS continues to promote gender equality in all its areas of work. UIS statistics are disaggregated according to sex, to the extent possible, and gender-based indicators (such as parity indices) are systematically calculated based on the results of the Institute's international data

<sup>6</sup>. Angola, Benin, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Gabon, Guinea, Guinea Bissau, Equatorial Guinea, Madagascar, Mali, Niger, Rwanda, Sao Tomé and Príncipe, Senegal and Togo.

<sup>7</sup>. Angola, Burkina Faso, Cameroon, Central African Republic, Chad, Côte d'Ivoire, Gambia, Guinea, Madagascar, Malawi, Mali, Niger, Seychelles, South Africa, and Togo.

<sup>8</sup>. Burundi, Chad, Côte d'Ivoire, Gabon, Liberia, Madagascar, Namibia, Senegal, Tanzania and Togo.

<sup>9</sup>. Global Observatory on Science, Technology and Innovation Policy Instruments (GO-SPIN).

<sup>10</sup>. Science, Technology and Innovation Global Assessment Programme (STIGAP).

collections in the fields of education, science and technology, culture, and communication. Examples of major achievements during the period January to June 2013:

- Launch of a data tool/game entitled [Mind the Gap – Gender & Education](#), which is specifically designed to reach broader audiences, especially students and teachers. Users create their own personas as they explore the different education trajectories of girls and boys in about 200 countries raising awareness about gender gaps;
- Data on girls' education for the production of the film *Girl Rising* provided and several screenings organized in the Institute's premises in Montreal for students, researchers, NGOs and the general public. These events facilitated networking amongst local organizations, focused on gender equality and women's rights, such as the Status of Women, Oxfam Canada and CARE.
- UIS' "Education and Gender Between promise and progress" was distributed during the side event "Gender Equality in Education: from Commitments to Action", at the Learning for All Ministerial Meeting in the World Bank (March 2013).

## **Intersectoral Platforms**

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### ***Intersectoral Platform on UNESCO's contribution the fight against HIV and AIDS***

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73. The platform aims to (1) improve the quality and impact of Member States' responses to HIV and AIDS through strengthened technical support, and (2) improve HIV knowledge among young people as a key component of effective national responses to the epidemic. Training modules on programming with adolescent and young key populations (AYKP) have been developed and capacity building workshops have taken place in Asia-Pacific (February 2013) and Eastern and Southern Africa (Johannesburg, June 2013). The workshops for the Latin America (October 2013) and West and Central Africa (November 2013) regions are being prepared. UNESCO supported Member States in the use of a Virtual Classroom – a web-based resource and learning space, with components of social media and mobile telephony that focus on improving HIV and sexuality education related knowledge, skills and values. In Jamaica, connections have been developed between the Virtual Classroom project and a similar UNICEF project using social media for health education. Technical resources and experiences are being shared. In Zimbabwe, preparations are underway in developing a new approach for using SMS to reach university students. In China, a partnership with the Baidu search engine was launched and an advisory group is established involving the key partners.

### ***Intersectoral Platform on UNESCO's contribution to climate change mitigation and adaptation***

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74. With special priority given to Africa, SIDS and gender equality, key achievements in the period include the continued strengthening of the interdisciplinary climate change knowledge base, support for climate change education, training and public awareness, expansion of the Global Climate Change Field Observatory of UNESCO sites on renewable energy issues, and the consolidation of the Climate Change Resilience and Adaptation Forum concept. These achievements were primarily delivered through the 10 projects funded through the Climate Change Platform, the execution rate of which increased significantly during the reporting period, as well as through the mobilization of intersectoral cooperation among relevant UNESCO Programmes at Headquarters and in the field (e.g. IHP, MAB and MOST) and through UNESCO-IOC.

75. Challenges facing the Climate Change Platform other than those induced by the financial situation have included questions related to the non-continuation of the Intersectoral Platforms in the next biennium. It is proposed that *ad hoc* working group arrangements be made to enable the continuation of the successful intersectoral cooperation started under the Platform.

***Intersectoral Platform on UNESCO's Contribution to the Mauritius Strategy for the further implementation of the 1994 Barbados Programme of Action for the Sustainable Development of Small Island Developing States (SIDS)***

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76. The SIDS Platform coordinated delivery of follow-up priorities to the Mauritius Strategy. Since the allocation of funds for seven intersectoral projects in September 2012, several projects are in the final stages of completion, while others are under full implementation. The seven projects span all SIDS regions. Of particular note is the Apia Office-led project "Islands of the Future", an inter-regional effort at mobilizing the voice of SIDS youth in the lead-up to the Third International Conference on SIDS and 20-year Review of the Barbados Programme of Action to be held in Samoa in 2014. The project has enabled UNESCO to lead an interagency effort, "My World My SIDS", which aims to secure a strong voice for youth at the Samoa meeting. A major achievement under the project "Strengthening island cultural and biological diversity through UNESCO sites" was the organization in Saint Kitts and Nevis in March 2013 of an Inter-Ministerial and Experts Conference on Biosphere Reserves in the Caribbean subregion, which adopted a subregional action plan for new biosphere reserve nominations, as well as created a network in the Caribbean SIDS to promote biosphere reserves as tools for innovative projects bringing added value to local socio-economic activities. The project "Supporting Traditional Medicinal Knowledge in the Indian Ocean SIDS" established a network of traditional female and male medicinal practitioners at a regional meeting held in February 2013, issuing a statement of recommendations for ensuring safe and effective traditional medical practice in the Indian Ocean SIDS. Two projects focusing on advancing the use of Open Education Resources and associated technologies, one in the Pacific and one in the Caribbean, both made considerable advances. In Timor-Leste, community-level training events were organized to enhance community resilience through the promotion and safeguarding of local heritage. Finally, through a partnership with the University of Ghent, Belgium, and the Belgian Federal Science Policy Office the project "Using the 'magic' of satellite images" leveraged external financial support for the implementation of the project. Agreements were made with further space partners to provide imagery, and three case study sites selected.

77. Continuous dialogue with UNDESA and the wider United Nations system was maintained, ensuring visibility and recognition of UNESCO's SIDS activities within the United Nations system and the high profile role of UNESCO in the lead-up to the Samoa 2014 Third Conference on SIDS.

***Intersectoral Platform on Priority Africa and its implementation by UNESCO***

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**Key achievements (with focus on January to June 2013)**

78. The Intersectoral Platform Priority Africa is coordinating 11 approved projects whose implementation started from January 2013. The summary on project implementation and execution rate is as follows:

Drought Monitoring at the Country Level – Towards Regional and National Drought Mitigation and Risk Management and Planning Strategies in Africa; (17 %)

79. A concept note, draft agenda and list of participants of the scientific/technical workshop on drought monitoring, as well as of a multi-stakeholder workshop on gender mainstreaming has been developed for these workshops to be organised in AGRHYMET, Niamey, Niger. It will include United Nations organizations, water centres, universities, governmental agencies and NGOs from different parts from Africa.

Scientific and cultural diplomacy: "Policy Brief" on transboundary resources in Africa and the Lake Chad case study; (73%)

80. The first draft of the baseline study, which focuses on knowledge of Lake Chad through the bibliography, has been finalized. A negotiation training course was held for professionals from the Lake Chad Basic Commission (CBLT) and from countries that are CBLT focal points from 19 to

21 June 2013 in Douala; it was based on the PCCP approach, for which textbooks are now available in English and French.

Promoting, updating and developing specialized engineering software through UNESCO Hydro Open-source software Platform of Experts (HOPE) for tertiary education; (80%)

81. In February 2013, both the Institute of Electrical and Electronics Engineers (IEEE) and UNESCO signed an agreement to support engineering education outreach for students and teachers in Africa. This project is a first step to creating a platform for open source software in specialized engineering. The launching of the HOPE initiative, the first Steering Committee meeting and the first HOPE Consultative Expert Working Group meeting took place at UNESCO Headquarters in June 2013.

Resource guide on climate change reporting: a multidisciplinary perspective; (44%)

82. A contract has been secured with a reputable global player in media and climate change. Although the publication/resource guide is still being developed which seeks to highlight the basic science of climate change and its interconnection to social, political and cultural aspects of human development, enabling media professionals to recognise and assess the multifaceted impacts of climate change, and to apply this skill in their professional practice.

Africa Water Resources Capacity-Building Programme (AWaCaB); (88%)

83. Under the coordination of the UNESCO Nairobi Office, terms of reference for the preparation of national and regional component of the project have been prepared. Countries selected and an agreement been signed with the National Water Institute of Nigeria hosting the UNESCO IRBM (Integrated River Basin Management) centre to lead and coordinate the preparation of the programme.

Promoting a culture of peace and non-violence in Africa through education for peace and conflict prevention; (31%)

84. Work on phase one has been initiated with a Terms of Reference developed and agreed for phase one and recruitment of consultant in January 2013. This phase focuses on mapping and identifying existing resources and identify good practices on education for peace and conflict prevention and establishment of database of materials.

Strengthening culture in education systems in Africa through the use of cross border languages; (11%)

85. Innovative solutions based on an integrated approach to cultural and educational policies were found by setting new lines of emphasis for the project in a number of African countries.

Strengthening capacities for youth-led social entrepreneurship and promotion of a culture of peace in Africa; (92%)

86. In February 2013, SHS and AFR and the Directors of the implementing category 2 centres on youth namely CIEFFA and Guidance, Counseling and Youth Development Centre for Africa mapped the way forward on the project implementation. The two centres produced needs assessment and mapping of existing training modules in the field of culture of peace and social entrepreneurship. Training modules currently used during the training sessions in the pilot countries, namely Malawi and Burkina Faso were also developed by the centres. Since June 2013 a total of 60 young people undertook the training.

The Role of Women in African History: An E-Learning Tool; (44%)

87. With regards to the development of the content for the e-learning tool, 25 e-biographies of 25 historical women figures that played an important role in the social, economic, and political



development of Africa were elaborated. From the 25 figures, 10 figures are currently being completed as the first part of the pilot of the e-learning tool, in English and French.

Engaging Youth in post-conflict reconstruction in Côte d'Ivoire; (0%)

88. The project has not yet been implemented due to challenges such as the changes in the Ministry of youth. Following the allocation of funds, efforts are being made with Ministry responsible for youth as well as the recently created UNESCO office in Abidjan to implement the project as soon as possible.

**Funds mobilized and partnerships established**

89. So far no additional funds were mobilized. Efforts are being made to establish new partnerships to enable effective implementation of the project.

**Impact of the financial situation on programme delivery:**

90. The funds were released in December 2012, and as a result most of the projects were implemented shortly after the allocation of funds in January 2013.

**Challenges encountered other than those induced by the financial situation**

91. There is a challenge of having large intersectoral project teams for coordination and implementation of some projects.

***Intersectoral Platform on UNESCO's support to countries in post-conflict and post disaster (PCPD) situations***

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92. The intersectoral platform on UNESCO's support to countries in post-conflict and post-disaster situations – comprising all programme sectors, central services and concerned field offices – convenes on a regular basis in order to address the immediate coordination of post-crisis responses, as well as to ensure strategic coherence in crisis preparedness, conflict prevention, disaster risk reduction and peace building.

93. During the reporting period, despite the financial difficulties, the PCPD Platform succeeded in coordinating coherent and effective operational assistance to a number of crisis-affected Member States.

**Key achievements (with focus on January to June 2013)**

94. Key achievements over the reporting period include:

- Setting up, providing support to, and securing the sustainability through cost-sharing with the Government of Libya of the project office in Tripoli, Libya. The Office implements projects in the fields of cultural heritage protection, educational planning and management, technical and vocational education, as well as press freedom.
- Providing support to UNESCO operations in Yangon project office to better address Myanmar's transition towards democracy and development, including through UNESCO's core mandates in the fields of education, communication, disaster risk reduction, culture and heritage and peace-building.
- Supporting operations in Somalia and strengthening PCPD coordination in East Africa, enabling effective contributions to relevant United Nations post-crisis coordination mechanisms, and joint needs assessments.
- Enabling the scaling up of UNESCO operations in Gaza, in response to the increased violence in November 2012. Activities included rapid assessment of damage caused to

higher education institutions, elaboration of school-based contingency plans, psycho-social support activities, and the provision of an integrated community mobilization and capacity development package.

- Supporting the technical evaluation mission to Timbuktu in June 2013, to determine the extent of damage caused to the cultural heritage of Mali, and to refine the related plan of action.
- Coordinating post-crisis projects with eight field units (Accra, Hanoi, Islamabad, Juba, Nairobi, New Delhi, Tunis and Windhoek).
- Providing support to UNESCO Office in Juba (South Sudan), to successfully participate in the Demobilization, Disarmament and Reintegration (DDR) process. Within this process, UNESCO is addressing the needs of former combatants and providing them with technical and vocational education and training.
- Setting up and providing support to the project office in Tunis, Tunisia. This office is implementing projects in the areas of freedom of expression, quality education, and cultural heritage protection.
- Participating in United Nations-wide post-crisis needs assessments.

### **Execution rate, funds mobilized and partnerships established**

95. The expenditure rate, as of 4 July, stands at 88%.

96. In terms of extrabudgetary funding, the amount of \$2 million was raised directly thanks to projects financed and coordinated by the PCPD Platform (\$1 million from Samsung in Viet Nam, and \$1 million from Japan in Pakistan). \$550,000 was raised for education projects in favour of Syrian refugees in Iraq. The total amount of current extrabudgetary projects in crisis-affected countries is close to \$200 million.

### **Impact of the financial situation on programme delivery**

97. Whereas most PCPD Platform objectives and results are successfully being implemented, or have already been achieved, the financial situation impacted negatively on the result related to the training of UNESCO staff on the PCPD strategy and response mechanism. During the previous biennia, some 120 UNESCO staff received a 3.5-day training course in PCPD. By contrast, as a cost-savings measure, no new training could be organized during this reporting period. As a mitigating measure, BFC is strengthening its on-line intranet knowledge resource with 370 registered members and around 1000 PCPD-related documents and material, which can be used to guide colleagues involved in post-crisis responses.

### **Global Priorities**

98. The PCPD Intersectoral Platform is geared to contribute to the two global priorities of the Organization.

99. In terms of global priority Africa, in close cooperation with the Priority Africa Platform and AFR. Dept., the PCPD platform is financing and overseeing a number of projects benefiting Member States and African citizens, including in Côte d'Ivoire, Kenya, Liberia, Namibia, Sierra Leone, Somalia, South Sudan and Uganda.

100. All projects in the above countries, just like the 40 projects submitted to the PCPD Platform, were evaluated based on their contribution to the global priority – Gender equality. The PCPD Platform peer review team included a gender equality specialist, who ensured that all selected projects contained clearly formulated plans for promoting gender equality.

***Intersectoral Platform for a culture of peace and non-violence***

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101. The *Programme of Action for a Culture of Peace and Non-Violence*, approved by the General Conference in November 2011, has provided a framework for designing and testing innovating approaches and working methods with a view to strengthening UNESCO's capacity to "build peace in the minds of men" in a more tangible and holistic manner. Its dedicated Intersectoral Platform within the Bureau for Strategic Planning (BSP) succeeded in synergizing all Sectors and relevant field offices, as well as other IPs, for focused actions. The challenge was to conduct specific activities illustrating how the principles of the culture of peace can inform policy design and implementation, while maintaining regular collaboration with all sectors and field offices so as to foster lasting ownership of these principles throughout the Organization. In this regard, the Platform has had a specific role of ensuring coordination, coherence, consistency, advocacy and visibility. It has taken the lead as a visible entity within UNESCO in the global call for reinforcing peace messages in the contemporary world, including by associating a number of governmental and non-governmental voices to this important cause.

102. The strategy applied to mainstream values, attitudes and behaviour imbued by a culture of peace and non-violence in daily contexts, as well as in policy frameworks, was as follows: a call for projects was launched both at the global level from the Headquarters, and at local level through UNESCO field offices, in close cooperation with various partners, including National Commissions. Forty-eight project proposals were received, of which nine were re-directed to other Intersectoral Platforms. The 38 proposals were distributed as follows: 31 from field offices (Africa (9), Arab States (6), Asia and the Pacific (7), Latin America and the Caribbean (9) and 8 from Headquarters). Selection was undertaken by an intersectoral steering committee. Seventeen approved projects were organized into five thematic clusters in alignment with UNESCO's strategic directions: (i) strengthening peace and non-violence through formal and non-formal education to achieve intercultural skills such as empathy, spontaneous solidarity and hospitality reflecting the diversity of contemporary societies in an active, honest and lasting dialogue; (ii) fostering social cohesion and inclusion, pluralist and democratic participation and human rights, notably through the empowerment of women and youth; (iii) harnessing the media and ICTs to promote peace, non-violence, tolerance and intercultural dialogue; (iv) promoting heritage and contemporary creativity as resilience tools for building harmonious interactions through dialogue; and v) reinforcing the role as transformative forces of education, the sciences, culture, communication and information to create sustainable and inclusive knowledge societies in all the regions of the world.

103. Among the key achievements under Regular Programme and Emergency Funds, including from Kazakhstan, support was extended to Member States with a view to assessing national policies and resources and strengthening the integration and promotion of principles and values of peace and non-violence in formal and non-formal education. Mapping exercises were started or completed at different levels in Africa, the Arab States, Asia and the Pacific, Latin America and the Caribbean. Regional consultations and campaigns for fighting violence in schools were launched, notably through the *Open School Programme* in Nicaragua, Costa Rica and Guatemala. Studies were undertaken and policy recommendations formulated on the situation of violence in schools in Costa Rica, Nicaragua and El Salvador, followed by Honduras and Panama. Youth remained the main target as key actors for peace, empowered in this role through capacity-building focusing on civic engagement and participation, notably in the context of the Arab Spring. In Tunisia, the national youth strategy was strengthened through the creation of Citizenship and Human Rights Clubs, active in youth-led initiatives on participation in the democratic process. In Egypt, focus was on the promotion of democracy and fight gender-based violence. In sub-Saharan Africa, the maintenance of peace before, during and after elections was a key activity. Capacity-building was undertaken in Burundi, in preparation of 2015 presidential elections, and in Liberia and Sierra Leone as follow-up to pools held in 2012. This also included strengthening of the role of media and ICTs as levers for intercultural dialogue, training of media professionals in conflict-sensitive reporting, and of community leaders in South Sudan and Northern Uganda in the context of developing community radio programmes with contents for reconciliation and peaceful settlement of disputes. In South-East Europe, focus was on the promotion of heritage and contemporary

creativity, including cultural diplomacy for reconciliation and peace, resulting in the exhibit “Imagining the Balkans. Identities and Memory in the long nineteenth century” was developed in this framework (Leaflet:

[http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Venice/pdf/news/leaflet\\_Imagining\\_the\\_Balkans.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Venice/pdf/news/leaflet_Imagining_the_Balkans.pdf)).

104. New dialogue-based operational modalities and tools were developed with **extrabudgetary resources**, such as the “Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue” and its 10 projects funded by Saudi Arabia. Experts, youth and civil society activists as well as academia were mobilized through the holding of conferences, capacity-building workshops, awareness raising campaigns, and other activities geared towards “learning to live together”. Achievements include the production of the “*Writing Peace*” touring exhibition that stimulated debates on the contribution of different civilizations to peace (Catalogue: <http://unesdoc.unesco.org/images/0021/002176/217691m.pdf>); the global contest for mutual understanding “Pathways to peace” that mobilized more than 1,300 youth from 55 countries; the launch in the Arab States of the “*Learning to live together media campaign*” to spread messages of peace and dialogue; as well as the elaboration of tools and guidelines to assist Member States in the revision of textbooks and curricula free from gender, cultural or religious stereotypes. Dialogue and e-training platforms were also created to advance media information literacy and intercultural dialogue and to nurture South/South philosophical dialogue. To improve certified resources for promoting intercultural dialogue in selected universities in the Arab States, resources on intercultural dialogue were inventoried with diploma programmes currently being developed in collaboration with the Agence Universitaire de la Francophonie. To further strengthen the role and contribution of youth as actors and volunteers for dialogue and peace, an international “*Youth Volunteering and Dialogue*” conference will be held from 3 to 5 December 2013, in Jeddah, Saudi Arabia.

105. The development of human rights-based intercultural dialogue has taken off under a project funded by Denmark. Experts meetings have been held to define tools with which to effectively assist Member States in building the necessary competences for living together peacefully in a globalized world. The ensuing publication *Intercultural Competences. Conceptual and Operational Framework* has received highly positive feedback from peers, experts and the academia at large (<http://unesdoc.unesco.org/images/0021/002197/219768e.pdf>). Work is in progress for designing specific guidelines and training modules. Furthermore, the *United Nations Countering Terrorism Integrated Task Force initiative* funded a UNESCO project in Nigeria which provides support in the areas of conflict prevention, peace education and the de-radicalization of youth through the acquisition of relevant skills for socio-economic development, self-reliance and confidence. Sensitization meetings, contextual studies, training modules and a manual on “Promoting a culture of peace in Nigeria through intercultural dialogue and education” form part of this endeavour.

106. **UNESCO’s lead role** during the International Decade for the Culture of Peace and Non-Violence for the Children of the World (2001-2010), was reaffirmed in the follow-up action set out in UNESCO Resolution 36C/40 (November 2011), and further endorsed by United Nations General Assembly resolution 67/104 (December 2012). UNESCO is now the lead of the inter-agency implementation of the International Decade for the Rapprochement of Cultures (2013-2022). An international consultation has been launched with Member States, IGOs, NGOs and other relevant United Nations agencies and partners with a view to developing an appropriate framework for this endeavour and soliciting contributions to the Action Plan. The objective is to reaffirm the ideals of a plural humanity where cultural diversity and intercultural and interreligious dialogue are mutually reinforcing, and where international cooperation can be enhanced through education, the sciences, culture and communication and information, bringing about a deeper rapprochement of cultures and societies.

107. Due to the **financial constraints of the Organization** funds allocated to the IPs in document 36 C/5 were reduced. Consequently, the scope of planned activities was also reduced. However, new partnerships were mobilized by project teams to secure in-kind as well as additional

financial resources. While maintaining UNESCO's proactivity was also difficult, seed money received under Emergency Funds and Regular Programme enabled certain relevant activities to be implemented under "Delivery as One". The implementation rate of the Intersectoral Platform is currently 78%. (Additional information is provided in the booklet available in English at <http://unesdoc.unesco.org/images/0021/002177/217786e.pdf> and in French at <http://unesdoc.unesco.org/images/0021/002177/217786f.pdf>). At the same time, cooperation was reinforced with partners such as the Alliance of Civilizations (AoC), to advance UNESCO's agenda on Media and Information Literacy and Intercultural Dialogue under the UNESCO-UNAOC MILID University Network. Collaboration was also initiated with other governmental and non-governmental organizations such as ISESCO, Anna Lindh Foundation, the World Public Forum "Dialogue of Civilization", Baku Forum. Moreover, UNESCO's comparative advantage was highlighted through the organization of joint events with relevant stakeholders and partners, with no cost to the Organization. Other collaborative frameworks, such as the Participation Programme, further synergized Member States' participation and contributions, as more than 25 requests were approved. UNESCO Chairs on intercultural and interreligious dialogue were reinforced with two new chairs in India and Kazakhstan approved this year. Institutes, and category 1 and 2 centres are actively involved, for example in South Sudan with the International Institute for Peace and the UNESCO Goodwill Ambassador for Peace and Reconciliation, Forest Whitaker, or the Mahatma Gandhi Institute for Education for Peace and Development in New Delhi.

108. The *Programme of Action for a Culture of Peace and Non-violence* has confirmed **UNESCO's leadership and relevance within the United Nations system** and beyond. It has demonstrated and explored great opportunities for enhancing intersectorality and mobilizing additional resources and partnerships, with a clear potential for being replicable and hence for further scaling up of a similar experience at reduced cost. It will be important to capitalize on these achievements in the Organization's future contributions to intercultural and interreligious dialogue and culture of peace and non-violence, which figures every year under the United Nations General Assembly's Agenda Items as: "Follow-up to the Declaration and Programme of Action for a Culture of Peace" and "Promotion of Interreligious and Intercultural, Understanding and Cooperation for Peace". The International Decade for the Rapprochement of Cultures (2013-2022) is a timely and highly relevant framework for follow-up actions, for which extrabudgetary resources will need to be mobilized.

109. For more detailed information on specific results obtained through projects and activities implemented under the Intersectoral platform for a Culture of Peace and Non-Violence, progress reports are available in SISTER.

## **Coordination and Monitoring of Action to Benefit Africa**

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### **Key achievements (with focus on January to June 2013)**

110. Within the 36 C/5 framework, the programme sectors, institutes and offices continued to achieve their "Global Priority Africa" expected results. The overall assessment of activities carried out in the last six months shows that, while remaining consistent with C/5 strategic objectives, those activities reflected greater alignment with and acknowledgement of the concerns and objectives of African decision-making and expert bodies.

111. This held true primarily in the field of education in which, owing to the imminence of the post-2015 agenda in respect of EFA and the Second Decade for African Education, very special attention was paid to distance education in order to broaden and accelerate the provision of education, in particular to specific categories including girls.

112. Another outstanding feature of those activities was the cross-cutting action taken to build individual and institutional capacities, as a guiding thread, in all sectors.

113. This was true, for example, of the 26 IPDC projects approved for Africa, support for the establishment of the African Observatory for Science, Technology and Innovation, the establishment of new virtual campuses, training in heritage and convention management and educational and scientific statistical data collection and analysis.

114. Gender and youth issues, too, have been mainstreamed in line with relevant African Union decisions and frameworks for action.

115. Accordingly, several activities, including those conducted mainly in the fields of science and engineering education, environmental management, water, renewable energy and conflict prevention, were deliberately aimed at women as key stakeholders and partners.

116. Youth empowerment activities and the promotion of youth employability have been similarly mainstreamed, in all sectors.

117. Another significant consideration is the increasingly great recourse to local institutional and individual expertise and partnerships. Accordingly, during the period under review, several organizations/institutions, including the Association for the Development of Education in Africa (ADEA), the International Centre for Girls' and Women's Education in Africa (CIEFFA) and the Lilongwe Youth Centre, were involved in the conduct of operational activities on account of their knowledge of the local situation.

118. Furthermore, emphasis should be laid on Member States' ever greater involvement in providing support for the conduct of activities, through financial, material and technical contributions.

119. Lastly, attention is drawn to the involvement of the African diaspora as a stakeholder in the achievement of various expected results, which is consistent with its status as the sixth region of Africa.

120. As in earlier periods, financial difficulties continued to be the major constraint encountered in achieving the "Global Priority Africa" expected results during the period under review.

121. Owing to those financial constraints, rather drastic programme selectivity was often required, which has not been without detriment to some priorities. It was at that cost, and as a result of greater efforts to raise extrabudgetary funds, that significant results have been achieved.

#### **Funds mobilized and partnerships established**

122. The Angolan Government provided support to UNESCO, for the organization of the Luanda Forum which was held in Angola in March 2013. A partnership agreement was signed.

#### **Impact of the financial situation on programme delivery**

123. The major constraint encountered in the achievement of "Global Priority Africa" expected results continued to be financial difficulties. Furthermore, it was because of the extrabudgetary resources raised that those "Global Priority Africa" results have been achieved.

#### **Challenges encountered other than those induced by the financial situation**

124. There is a challenge of systematic sharing of information between the UNESCO sectors, field offices, African Member States and Africa Department with regard to Priority Africa.

## **Coordination and Monitoring of Action to Benefit Gender Equality**

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### **Overall strategic assessment (with focus on January to June 2013)**

125. In this reporting period, UNESCO has continued to implement its Priority Gender Equality through policy advice and dialogue; high-level advocacy; capacity development; coordination and networking; new or reinforced partnerships as well through the implementation of gender-specific and gender mainstreamed initiatives at the field level.<sup>11</sup> In these efforts, the Organization continuously draws lessons from its mechanisms and modalities and adapts and adopts a range of new initiatives and strategies, which are replicated by other United Nations agencies.

126. One of the key Organization-wide activities of this reporting period has been the drafting of the Priority Gender Equality Action Plan for 2014-2021. This second Action Plan builds on the lessons learnt from the first Gender Equality Action Plan (2008-2013) as well as recommendations stemming from the findings of the Internal Oversight Service (IOS) review of Priority Gender Equality, and the International Labour Office's (ILO) Participatory Gender Audit Report. GEAP II is much more closely aligned with the C/4 and C/5 documents to enable clear and consistent implementation and monitoring of actions to promote gender equality (hereinafter GE), and it contains clear and realistic targets and plans for implementation, as well as structures and chains of responsibility/accountability for achieving the expected results. Coordinated by ODG/GE, the Plan was developed through wide-ranging consultations and with the involvement of UNESCO staff from Headquarters, field offices and institutes. Consultations with Member States and external partners, including United Nations agencies, are planned in preparation for the submission of the Action Plan to the 192nd session of the Executive Board.

127. UNESCO actions in support of women's empowerment and gender equality at the field level are multi-faceted and produce positive results. In line with 179 EX/Decision 42 (Part II) by which the Executive Board requests the Director-General to present a stand-alone report on the actions of the Organization to promote women's empowerment and gender equality at the field level, the third stand-alone report covering the period June 2011-June 2013 has been prepared for the 37th session of the General Conference. This report (i) describes specific initiatives and results achieved; (ii) highlights capacity building and advocacy initiatives; (iii) identifies key challenges and lessons learned; and (iv) provides recommendations for the way forward.

128. Effective management by results requires systematic and purposive monitoring and recording. To this end, ODG/GE has developed a framework for building knowledge base on gender equality that aims to: (i) provide a tool for comprehensive assessment and recording of UNESCO's gender-specific and, at a later stage, gender mainstreamed projects/initiatives at field level; (ii) serve as a platform for purposive collection of monitoring findings in UNESCO programme areas; (iii) foster exchange on Priority GE among staff at Headquarters, field offices and institutes; (iv) generate policy recommendations in the area of gender equality; (v) develop a culture of results orientation for gender mainstreaming; (vi) strengthen and broaden monitoring capacities of participating staff; (vii) develop a collection of visual recording of testimonials from beneficiaries of UNESCO's GE initiatives at the field level.

129. Externally, UNESCO has continued to engage proactively and effectively with the United Nations system, and in particular with UN Women. UNESCO participated in the UN Women-led process of developing a United Nations system-wide basic on-line training course on GE for all United Nations staff. This course as well as a special handbook for Gender Focal Points in the United Nations system is based on UNESCO's pioneering work in these areas. UNESCO is also leading – with funding from UN Women – the development of an online interactive eLearning module on “gender equality and education” to be integrated into the United Nations system-wide basic e-course on GE.

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<sup>11</sup> Part I (A) focuses on the reporting period from 1 January to 30 June 2013. See also highlights of programme delivery and achievements for the last 18 months in 192 EX/4 Part I (B) [\[click here\]](#).

130. In this reporting period, UNESCO presented its first report against the United Nations system-wide Action Plan (UN-SWAP) for implementation of the CEB Policy on Gender Equality and the Empowerment of Women (CEB/2006/2). A comparative analysis of UNESCO's performance by UN Women highlights the following: (i) UNESCO is acknowledged for its comprehensive reporting on the UN-SWAP and its remedial action plan that included detailed reasoning for ratings, identification of individuals and offices responsible for follow-up, and realistic timelines and resources needed for improvement; (ii) UNESCO's ongoing work on integrating a gender marker in its project monitoring software is considered a most significant step forward and this development is particularly celebrated as resource tracking is an area of weakness across the United Nations system; (iii) UNESCO's mandatory training on gender equality for all staff, including senior management, makes it a leader in the area of capacity development. UN Women declares UNESCO the lead in the latter area in the United Nations system. Overall, against UN-SWAP's 15 performance indicators, UNESCO exceeds requirements for four Performance Indicators (26%), meets requirements for one Performance Indicator (7% of all indicators), and approaches requirements in another nine (60% of all indicators).

131. **Education:** Significant progress has been made in addressing gender equality across all UNESCO programmes and policies related to education: (i) UNESCO continues to be actively engaged in two major global partnership initiatives for girls' education and gender equality, namely, the United Nations Girls' Education Initiative (UNGEI) and the United Nations Task Force on Adolescent Girls. In Latin America, UNESCO is engaged in a regional inter-agency activity with UN Women, UNICEF and UNFPA on gender violence in school. In partnership with the Korean Women's Development Institute, UNESCO is examining gender and different facets of quality of education in the Asia-Pacific region; (ii) as part of the "Mobile Phone Literacy project" for women and girls' empowerment, UNESCO organized three regional workshops in Asia and the Pacific, Africa, and Latin and North America and the Caribbean in late 2012 and early 2013. Initiatives from eight different countries have been selected to be part of a report as knowledge base for policy recommendations; (iii) a paper on Positive Teachers Policies, with a focus on gender equality is being developed with ILO to be validated by countries in June 2013. Over 15 countries from West and Central Africa have been trained with specific modules on gender sensitive teaching approaches by the International Institute for Capacity-Building in Africa (IICBA). In Bangladesh, gender-responsive curricula and training materials were developed and some 450 curriculum and textbook developers, teacher trainers and teachers were trained in their use; (iv) UNESCO has paid special attention to the inclusion of girls in national Technical Vocational Education and Training (TVET) programmes and their transition from school to work, and provided upstream policy advice and capacity-building for mainstreaming gender in TVET policies and practices. Regional and country thematic studies on gender mainstreaming in TVET were undertaken in Tanzania and in Arab Gulf countries; (v) UNESCO supported seven countries – Gambia, Guinea Bissau, United Republic of Tanzania, Ethiopia, Mali, Niger, Burkina Faso – to develop an inclusive uninterrupted curriculum framework, focusing on the transition from primary to secondary education; (vi) best practices and case studies on girls' retention in secondary education in Gambia and Senegal were produced and a programme to develop a gender-transformative and leadership curriculum was implemented in Anglophone West African countries focusing on increasing and sustaining girls' access to secondary education.

132. **Natural Sciences:** The promotion of women's empowerment and gender equality has been systematically pursued through gender-specific programming and mainstreaming gender equality considerations in all natural science programmes and initiatives. The annual award "L'Oréal-UNESCO For Women in Science" together with the celebration of important events on women in engineering and sciences, continue to be the most prominent initiatives aimed at empowering women in science. UNESCO provided support to the networks of women in science and engineering by (i) including gender equality items on the agenda of international scientific conferences, (ii) organizing side events during these conferences (e.g. on women in science for sustainable development, on the role of women and girls in reducing disasters risks, etc.); and (iii) mainstreaming gender equality considerations in publications, thus encouraging discussions on the prominent role women play in the respective areas, promoting the involvement of female scientists in science and technology, and adopting, on a systematic basis, gender balance as a



criterion for the selection of members of various scientific panels and decision-making bodies at all levels.

133. **Social and Human Sciences:** Gender mainstreaming has been systematically pursued in bioethics, youth, social inclusion, migration and sports, including in capacity-building activities. In bioethics, due regard was paid to appropriate human-rights and gender equality frameworks, and specific gender-sensitive elements were introduced, such as ensuring gender balance in the composition of national bioethics committees. Particular attention was also paid to the civic participation of young women through investments in youth-focused research, engagement to cultivate a culture of peace and help mitigate conflict for the promotion of reconciliation, especially in democratic and transition processes. In the area of social inclusion, a programme to assess the level of inclusiveness of public policies was developed which contains a detailed and gender-sensitive indicators framework at four levels: constitution, legislation, policy content and formulation, and institutional mechanisms. In cooperation with various United Nations partners and NGOs, UNESCO continued its efforts to contribute to the promotion of thematic gender-specific programming, mainly in the areas of security of women migrants, gender-sensitive reporting on migration, and social inclusion of women migrants. UNESCO continued its support to promote the access to sport for women and girls and to empower them through physical education as a means to develop personal qualities instrumental to democracy such as tolerance, solidarity, respect and leadership, providing ways of inclusion for the most marginalized and vulnerable women and girls.

134. **Culture:** Progress has been made in mainstreaming gender equality considerations in the work of the sector. The involvement of women in the conservation and management of tangible and intangible cultural heritage increased (i) with the overall participation of women in World Heritage training workshops as trainers/experts currently standing at 41%; (ii) gender equality principles being introduced in operational guidelines, for example, in the Draft Policy Guidelines of the 1972 World Heritage Convention examined by the 37th session of its Committee (June 2013); the Committee of the 2003 Intangible Heritage Convention (2012) recommended that State Parties give greater attention to gender in intangible heritage safeguarding; (ii) the 2003 Convention has integrated gender-responsive components into their capacity-building programme. Culturally appropriate and gender-responsive policies and actions at country level were designed and implemented. For example, the 18 MDG-F Culture and Development joint programmes had a strong gender equality focus. In partnership with United Nations agencies, including UN Women, UNESCO supported cultural employment opportunities for women, gender mainstreaming in policymaking and project planning, women's involvement in decision-making and inclusion of gender equality in national cultural policies. Moreover, a special "learning unit" on gender equality issues aimed to give due recognition to the contributions of African women to Africa's history and development has been created in collaboration with CI. Finally, as part of its commitment to strengthen the evidence base on gender equality in the field of culture, UNESCO is preparing a "Report on Gender Equality and Culture", which aims to provide the first global evidence base to ensure that women and men enjoy equal access and opportunities to participate in and contribute to cultural life.

135. **Communication and Information:** UNESCO's support to Member States in the application of gender-sensitive indicators for media is among the highest priorities of the sector. In cooperation with several partners, UNESCO has undertaken a series of activities to sensitize media professionals and reinforce their capacities for the production of gender-sensitive audiovisual content, to support the development of internal policies towards the institutionalization of gender equality considerations, as well as to carry-out general self-assessments on gender mainstreaming in media organizations policies and practices. As a result, more than twenty public broadcasters have now adopted the gender sensitive indicators for media. Furthermore, support to Member States has been ensured in formulating and implementing national information policies in a gender-inclusive manner, thus empowering women through access to information and knowledge and the use and development of ICTs. A series of messages and declarations have been developed with the aim of raising awareness of the under-representation of girls and women in accessing, using and developing ICTs and the need and ways to increase their participation. Through training programmes UNESCO continues to be engaged in gender mainstreaming in national and

institutional policy frameworks and curricular standards, safety of journalists, developing gender related content for community radio stations, gender-sensitivity in mainstream media, and media and information literacy and intercultural dialogue.

136. **UNESCO Institute of Statistics (UIS):** UNESCO continues to generate sex-disaggregated data and statistics in all its domains of competence and to systematically calculate gender-based indicators (such as parity indices) in the fields of education, science and technology, culture, and communication, as well as to publish and disseminate data publications specifically designed to reach broader audiences, especially students and teachers, with the aim of raising awareness about gender gaps in the areas within UNESCO mandate.

### **Responding to the financial situation**

137. ***Mobilization of funds and partnerships*** – UNESCO has responded to the challenges posed by the current financial situation of the organization by seeking external funding from wider sources. While efforts to raise funds for gender-specific programmes such as the Global Partnership for Girls' and Women's Education, l'Oreal-UNESCO Women in Science Programme, and Gender Sensitive Media Indicators have continued with successful results, funds have also been secured from the Japanese Funds In Trust (JFIT), and the European Commission's European Instrument on Democracy and Human Rights (EIDHR) mechanism for initiatives at the country level. New partnerships have been concluded with Koc University in Turkey to adapt UNESCO's GE training programmes to the private sector and with INTEL to develop programs for girls in STEM.

138. ***Impact of the financial situation on programme delivery*** – In the current financial situation of the Organization, progress on implementing Priority Gender Equality has largely been achieved through the mobilization of extrabudgetary funds for gender-specific initiatives. Efforts are made to ensure that resources in programme sectors – regular budget and extrabudgetary – are focused on achieving maximum impact, and, in the Secretariat, on creating sustainable structures and capacity for advancing gender equality.

139. For **ODG/GE**, the central unit responsible for coordination and monitoring of this priority in the Secretariat, the impact of the financial situation has been significant with an 80% reduction in its regular budget. This budgetary shortfall has been partially mitigated by the provision of limited funds from the Emergency Fund along with the fact that the work of the Division is based mainly on the expertise of its staff. In this reporting period, ODG/GE has functioned with reduced staff<sup>12</sup> due to the transfer of a P-4-level staff to SHS in February. Currently, ODG/GE is able to function due to the presence of an Associate Expert whose term will come to end in October 2013 and the assistance of long- and short-term interns. As cost-saving mechanisms, as in previous reporting periods, ODG/GE has continued to use virtual participation in meetings, has kept travel to the basic minimum and has stopped all publications until further notice.

### **Challenges and lessons learned**

140. The gap between strong commitments to gender equality in strategic documents and the optimal translation of this commitment into effective action in programming – in design, budgetary allocation, monitoring/reporting and evaluation – continue to present the main challenge for UNESCO as is the case for governments and organizations around the globe in general. Exacerbating this gap is the limited Organization-wide capacity and resources – human and financial – for the implementation of the two prongs of UNESCO's approach to gender equality, namely gender-specific programming and gender mainstreaming. Gender-specific programming – intended to address significant gender gaps in specific areas by focusing on girls/women or boys/men and on transforming norms of masculinity and femininity – is more easily understood and used. This tendency creates a situation where staff and managers consider gender-specific initiatives as sufficient means to implement Priority Gender Equality. Gender mainstreaming,

<sup>12</sup> Currently, ODG/GE has one D-level, three P-level (P-5, P-4 and P-3) and one GS-level (G-5) staff. ODG/GE is one of the smallest dedicated GE units in the United Nations system.

accepted as the most promising strategy for promoting gender equality by the United Nations system, remains misunderstood and underutilized.

141. To effectively address these challenges, UNESCO is (i) revising its Capacity Development for GE for implementation in the new biennium; (ii) introducing the “gender marker” in SISTER to track budget allocation in a more reliable and systematic manner; (iii) developing accountability and responsibility frameworks under GEAP II.

### **Proposed decision**

142. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling recommendation 13 of 33 C/Resolution 92, and 33 C/Resolution 78, in which the General Conference requested the Executive Board to report to it at each session on the implementation of the current Programme and Budget (C/5), together with the results achieved in the previous biennium (C/3),
2. Also recalling 34 C/Resolution 89 inviting the Executive Board to have a wider and more strategic assessment of the performance of the programmes, including the EX/4 document, by expressing its views progressively during the biennium through explicit decisions on the performance of individual programmes at the main line of action (MLA) level,
3. Recalling 191 EX/Decision 4,
4. Having examined document 192 EX/4 Part I,
5. Expresses its satisfaction with the improved structure of the report, the analytical approach and the quality of information and evidence presented in it
6. Notes with satisfaction the progress made towards the achievements of results, and the measures taken to ensure programme delivery despite significant budgetary cuts;
7. Invites the Director-General to continue her efforts to ensure the efficient implementation of the programme;
8. Requests the Director-General to report to it at its 194th session on the achievements realized with respect to the 36 C/5 expected results.



United Nations  
Educational, Scientific and  
Cultural Organization

**Executive Board**  
Hundred and ninety-second session

**192 EX/4**  
**Part I (B)**

PARIS, 27 August 2013  
Original: English/French

Item 4 of the provisional agenda

**REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION  
OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE**

**PART I (B)**

**SUMMARY**

This report is intended to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference.

Part I of this document provides a comprehensive and analytical account of programme implementation in terms of the main results achieved during the first eighteen months of the 2012-2013 biennium, corresponding to document 36 C/5.

Part I contains two sections:

**Part I (A)** of the report provides a strategic assessment with a focus on targeted impact of programme execution by the five Major Programmes, the UIS and in relation to the Intersectoral Platforms and the two global priorities Africa and Gender Equality, covering the period January to June 2013.

**Part I (B)** of the document provides detailed information on progress made towards the achievement of the expected result under each of the five Major Programmes and the UIS, including expected results pertaining to the two global priorities Africa and Gender Equality and the intersectoral platforms, covering the first eighteen months of the biennium. Part I (B) is available online only.

By its very nature, this document does not entail administrative or financial implications.

**Action expected of the Executive Board:** Proposed decision in paragraph 133 in Part I (A).

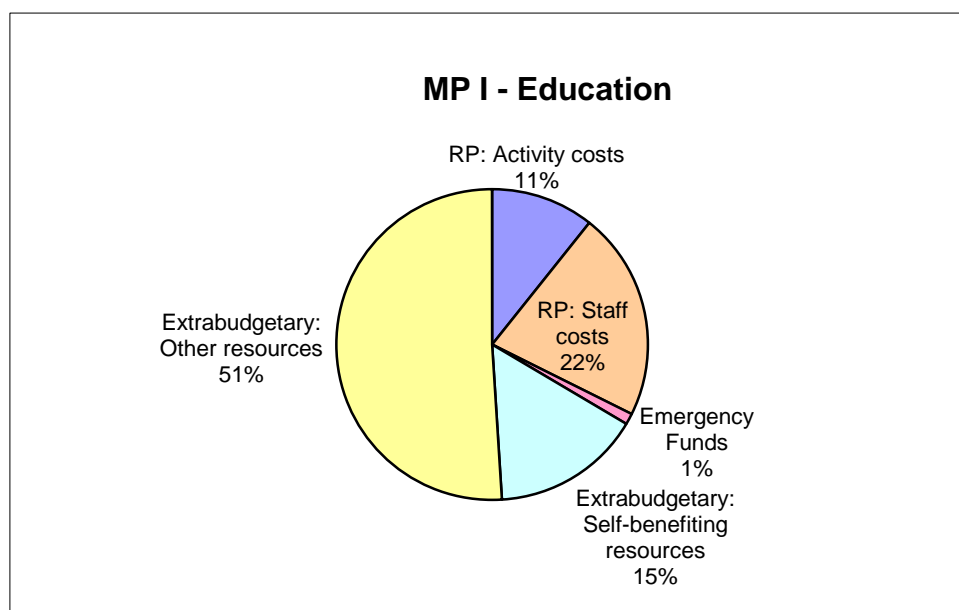
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## PART B: Progress achieved by expected result

### MAJOR PROGRAMME I: EDUCATION

#### Breakdown of the expenditure incurred over the 18 months by category of funds



#### MLA 1: Accelerating progress towards Education for All (EFA), in particular at the country level

***Expected result 1: National capacities strengthened for policy formulation and planning focusing on promoting the right to quality education and gender equality, and drawing on information and communication technologies***

*Evidence-based policies and educational planning supported at country level:*

- UNESCO reinforced the capacities of national education policy-makers in Education Information Management Systems (EMIS). A dedicated website to host open-sourced EMIS<sup>1</sup> was set up to facilitate countries to easily customize the collection and reporting of education data according to the specific needs of their respective educational systems. Technical support on EMIS was provided to Bolivia, Haiti, Jordan, Mongolia, Myanmar, Tunisia and Uzbekistan.
- Support was provided to Member States education policy formulation and monitoring, through the development of training materials and guidelines. Examples include: “The Guidelines for Capacity Development in Educational Policy Planning and Resource Management<sup>2</sup> jointly developed with IIEP and OECD; Education Policy and Strategy Simulation model (EPSSim) guide; training modules on systematic monitoring of EFA; Education Micro-planning Toolkit and a Handbook on Education Policy Analysis and Programming. These training materials were used as a basis to strengthen national capacities including in various regional training workshops (e.g. training of participants from 15 countries in the Arab region and 20 countries in the Caribbean). Support was also

<sup>1</sup> <http://www.openemis.org/>

<sup>2</sup> <http://unesdoc.unesco.org/images/0022/002202/220274e.pdf>

provided at national level (e.g. in Jordan, six training modules on education policy and management developed).

- Technical assistance and capacity development activities related to Monitoring & Evaluation (M&E), education planning and management were provided to Bolivia, Democratic Republic of Congo, Egypt, Ethiopia, Iraq, Lebanese, Malaysia, Mauritania, Myanmar, Saudi Arabia, Sudan and Timor-Leste. Some of the country highlights include:
  - Support to the Ministry of Education of Myanmar in undertaking a Comprehensive Education Sector Review, including on components of policy, legislation, management and financing of education. It is also developing the capacities of the national authorities on quantitative data analysis, planning for decentralization and EMIS development;
  - Based on the Interim Education Plan (IEP), for which UNESCO provided technical support, the Democratic Republic of the Congo received funding from the Global Partnership for Education (US \$100 million). UNESCO continues to be engaged in the implementation of the IEP, especially on teacher training and capacity-building for EMIS and M&E. It supports the formulation of a sector-wide strategy and education plans of three ministries. In Egypt, UNESCO provided technical assistance in the development of the country's education plan for 2014-2024;
  - UNESCO supported Malaysia in their national education policy review, which contributed to the country's blueprint for education.

*Innovative education programmes promoted through the use of Information Communication Technologies (ICTs):*

- The UNESCO Policy Guidelines for Mobile Learning,<sup>3</sup> developed in consultation with UNESCO's network of global experts, facilitate policy-makers' understanding of the use and benefits of mobile technologies to advance progress towards EFA.
- Support was provided to Antigua and Barbuda, Jamaica, Trinidad and Tobago, India and Maldives to develop their national policies and implement innovative programmes on ICTs in education. Support was also provided to Mexico, Nigeria, Pakistan and Senegal to develop and implement programmes on the use of mobile technologies for teacher development. In Angola and Indonesia, UNESCO strengthened capacities to develop national ICTs competency standards for teachers.
- IITE is coordinating the UNITWIN/UNESCO Chairs Network in the field of ICTs use in education and pedagogy. The Network currently unites 15 UNITWIN/UNESCO Chairs and 24 Universities from 18 countries and fosters international cooperation and collaboration and promotes innovative ideas and approaches on the integration of ICTs and pedagogy, teachers' ICTs competency, and the use of Open Educational Resources (OERs).

*Capacities of conflict- and disaster-affected countries strengthened in needs assessment and planning for reconstruction:*

- UNESCO provided technical backstopping to mobilize resources for nine conflict- and disaster-affected countries.
- UNESCO contributed to the development of the Regional Response Plan for Syrian refugees by providing training to partners, school headmasters, and teachers based on the International Network on Education in Emergencies (INEE) Minimum Standards,

developing accelerated learning modules to assist out-of-school children and providing support to integrate refugee children in schools.

***Expected result 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes***

*National capacities strengthened to develop and implement literacy policies and plans:*

- Capacities were raised to improve effective assessments of literacy programmes. Examples include: a technical workshop with participants from Kenya, United Republic of Tanzania and Uganda; action research for the measurement of learning literacy (Raama) involving Burkina Faso, Mali, Niger and Senegal; the publication of results of UIS's Literacy Assessment and Monitoring Programme (LAMP) for Jordan, Mongolia, Palestine and Paraguay.
- In the Arab States (Lebanon, Iraq, Morocco and Sudan) and in the Latin America region (Bolivia, Colombia, Ecuador and Venezuela) training workshops and conferences were organized with the aim to strengthen national capacities to better plan and manage literacy and NFE programmes.

*Literacy programmes scaled-up, particularly in countries at risk of not achieving EFA Goal 4:*

- Building on the outcome of the high-level round table (September 2012), a Literacy Accelerated Programme (LAP) has been developed to assist 35 countries to revise their existing national literacy action plans and programmes and to scale up and accelerate progress. In Africa, Benin, Burkina Faso, Côte d'Ivoire, Guinea-Bissau, Eritrea, Mali, Nigeria, Senegal, Sierra Leone and Togo have demonstrated political will and commitment to scale up literacy efforts and to plan actions beyond 2015. Nigeria, through a self-benefiting fund, is implementing "The Revitalizing Adult and Youth Literacy". Chad is scaling up literacy and NFE. Sixteen countries<sup>4</sup> are in the process of finalizing their Literacy Acceleration Programme documents with the support of UNESCO.
- Specific attention is provided to creating literacy opportunities for girls and women and linking these to vocational training (e.g. in United Republic of Tanzania, a project is targeting learning opportunities for teenage mothers; and in Senegal, more than 3,000 girls and women have acquired skills in reading, writing and math, including through the use of information and communication technologies).
- In Asia and the Pacific, national literacy action plans have been developed in Afghanistan, Bangladesh, Cambodia, India, Indonesia, Iran, Pakistan, Papua New Guinea and Timor-Leste that respond to current literacy challenges and which are implementable, time-bound and results-oriented.
- Seven Arab States<sup>5</sup> are developing literacy and NFE policies and national strategies to enhance the planning and management of literacy and post-literacy work at different levels.

*The importance of literacy advocated:*

- Literacy was mainstreamed into national development agendas through policy dialogues. The high-level round table (Paris, September 2012) mobilized education ministers and high-level representatives from 40 countries with severe literacy challenges, partners, NGOs and experts. The "Paris Communiqué on Scaling up Literacy" was adopted demonstrating political will to scale up literacy programmes aligned to national

<sup>4</sup> Benin, Burkina Faso, CAR, Eritrea, Gambia, Guinea, Guinea-Bissau, Madagascar, Mali, Mozambique, Niger, Rwanda, Senegal, Sierra Leone, South Sudan and Togo.

<sup>5</sup> Egypt, Lebanon, Iraq, Mauritania, Morocco, Sudan and Yemen.



development goals. Consultations were continued in 2013 to follow up on the recommendations as a means to accelerate progress up to 2015.

- Promotional events, including the International Literacy Day 8 September, were celebrated and key messages disseminated and promotional activities at global, regional and national levels. National literacy campaigns were supported in Egypt, Iraq and Lebanon.
- UNESCO 2012 Literacy Prizes gave visibility to prize-winning programmes and highlighted the need for expanding the outreach of such effective practices.
- A wide range of advocacy materials and publications were produced and informed experts and the public at large: e.g. In Asia Pacific: End of Decade Note on EFA Goal 4 (literacy); Community Learning Centres Conference Report 2012 and global advocacy report on literacy for girls and women – “From access to equality”.
- The Literacy Enhancement Arab Program (LEAP) was developed in 2012 as a platform for Arab States to share experiences and to develop joint programmes.
- Member States in Africa were mobilized by UIL for the follow-up of CONFINTEA to produce progress reports on the implementation of the Belém recommendations. Representatives from 18 countries participated in the finalization of the report.

***Expected result 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues***

***Evidence-based teacher’s policies and strategies supported:***

- UNESCO provided technical support and capacity development to some 40 countries, half of which are in sub-Saharan Africa, including through extrabudgetary funds such as the CapEFA programme and Chinese Funds in trust. Examples of support include: capacity development in teaching of math and sciences (Angola and the Pacific islands); design and implementation of curriculum framework for teacher education (Angola and Lesotho); teaching of cross-cutting issues, such as ESD, HIV and AIDS (Angola, Burkina Faso); training programme for secondary teachers (Burundi); development of teachers’ code of conduct (Burundi and Lao People’s Democratic Republic); and development of teacher’s management information system (Laos).
- In view of bridging knowledge gaps in the area of teachers in the LAC region, policy documents have been produced under the framework of the Regional Strategy on Teachers in LAC on: challenges in pre-service teacher training; standards for pre-service teacher training; teachers’ professional development; collaborative learning; performance assessment; public policies for the teaching sector and economic aspects of public policies for the teaching sector.
- “Enhancing Teacher Policy and Practice in the Arab States” initiative was launched through a workshop (December 2012), bringing together participants from 16 Arab States. An agreement was made between countries to further work towards developing a common Teacher Policy Framework for the region.
- In sub-Saharan Africa, ten countries have been supported for teacher diagnostic studies and policy dialogues in view of elaborating or revising their teacher’s policies and strategies.
- The International Task Force on Teachers for EFA has supported five countries in Africa to undertake comprehensive situational analyses for the development of national teacher policies. The International Task Force on Teachers for EFA is coordinating a group of

African Union partners in implementing the regional roadmap on teacher development. It is supporting ten Arab countries in reviewing their policies and practices on TVET teachers and instructors, and the regional teacher strategy in LAC. Through international policy dialogue forums, the Task Force continues to raise awareness on key policy dimensions of teachers and teaching.

Capacities of teacher training institutions reinforced:

- As part of a newly launched project on “Enhancing teacher education for bridging the education quality gap in Africa”, financed by China Funds in Trust, the needs assessments of three countries (Côte d’Ivoire, Ethiopia and Namibia) have been completed. ICT is an important component of the project and depending on the countries’ needs, the project will focus on: enhancing in-service teacher training (Côte d’Ivoire); quality of pre- and lower primary teacher education (Namibia); and teacher education for bridging the education quality gap (Ethiopia). IICBA supports the project implementation.

Standards of professional practices promoted:

- The creation and promotion of internationally agreed teachers standards and qualification frameworks is of interest in many countries. In sub-Saharan Africa, 12 countries from three Regional Economic Communities of West, East and Central Africa attended an induction workshop with the aim to enhance their capacity to develop teacher regional and national qualifications frameworks.

***Expected result 4: Capacities in Member States strengthened and comprehensive and evidence-based policies for technical and vocational education and training developed, and assistance provided for their implementation***

Upstream TVET policy advice supported and national capacities reinforced:

- Comprehensive support was provided to TVET national policy reviews in Lao PDR, Benin, Cambodia and El Salvador, whereas Malaysia and Myanmar received support within a broader education sector wide review. In some countries, such as in Cambodia and Malawi, other development partners, such as the Asian Development Bank and African Development Bank, are using the review recommendations as a basis for funding.
- Some 17 countries received upstream policy advice. For example, through UNESCO’s CapEFA programme support was provided to Cote d’Ivoire to improve data collection, the publication of statistical yearbooks 2011-2012 to inform the evidence base of policy making and targeted TVET investments; and to Madagascar on strategic planning to address the training needs of out of school youth in rural areas.
- In Asia and the Pacific, capacity-building workshops have been organized to inform reforms which aim to vocationalize secondary education and national qualifications frameworks in ASEAN countries. Other activities addressed key issues such as the strengthening of Community Learning Centres in the People’s Republic of China and Timor-Leste.
- In Latin America and the Caribbean, a regional TVET strategy paper was produced highlighting the importance of good TVET policies to address the region’s high youth unemployment rates.

TVET concepts clarified and monitoring improved:

- The sharing of policy review methodologies between members of the Inter-Agency Group on TVET, and other stakeholders contributes to a policy consensus on the scope and purposes of TVET in relation to broad sustainable development objectives.

- The Inter-Agency Group on TVET's work on key indicators for monitoring and evaluation of TVET systems is now ready for online publication and is planned to be tested in Malawi and Benin.

*Increased attention to TVET through clearinghouse function and policy dialogue:*

- The Third International Congress (May 2012, Shanghai) made a significant contribution to the global re-conceptualization and transformation of TVET, and has in turn influenced its positioning in debates on education and development agendas post-2015. The main messages of the Congress were summarized in the Shanghai Consensus and the General Report which are available online in six languages. Key messages from the Congress were transmitted to the Rio+20 United Nations Conference on Sustainable Development (June 2012).
- The UNESCO-UNEVOC International Centre has revitalized its Network of Centres with the development of a new strategic plan, clustering and partnerships strategy. The profiles of 186 UNEVOC Centres have been updated.
- Together with the subregional coordinating centre for Latin America (INA, Costa Rica), UNESCO organized a regional workshop on greening TVET, bringing together TVET experts from nine countries and several UNEVOC Centres.
- UNESCO's work at global, regional and subregional level has contributed towards a heightened level of policy interest in TVET which has for example led to adoption of the "Abuja Process" which has improved knowledge development and sharing of TVET practices, and enhanced the quality of TVET systems and its linkages with the world of work.

**MLA 2: Building quality inclusive education systems**

***Expected result 5: Basic education, including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality***

*The quality and monitoring of early childhood care and education (ECCE) improved:*

- The work on the preparation of a Holistic Early Childhood Development Index (HECDI) has progressed with the preparation of a technical guide, presenting the set of potential indicators for HECDI jointly identified with partner agencies.
- The draft guide on ECCE quality, an ECCE Handbook and guidelines on inclusive ECCE for Roma children, have advanced. UNESCO's development of knowledge resources has provided more opportunities for UNESCO to form partnerships in ECCE, including the Learning Matrix Task Force.
- Capacities of Member States have been strengthened in ECCE policy and provision, e.g.: a community-based parenting education implemented in seven Asia-Pacific countries; in Africa, under the ADEA Working Group on ECD, UNESCO produced ECCE policy support guide and indicators; in the LAC region, capacities of national administrations were enhanced to promote ECCE as poverty reduction and social inclusion strategy; and in the Arab region, policy-makers were sensitized on the importance of ECCE and a regional working group has been set up.

*Education for inclusion and equity widely promoted and progress made in the implementation of inclusive educational policies at country level:*

- Particular attention given to supporting countries in the development of evidence-based policies, through for example, the wide dissemination of a guide to assessing education systems to address exclusion, the launch of the Regional Observatory of Inclusive Education in Latin America, the publication of a set of five guides on inclusive education for teachers in Asia Pacific, and efforts focused on reaching refugees and the marginalized in Africa.
- The right to education for persons with disabilities was promoted through global and regional advocacy events; such as the UNESCO/Emir of Kuwait prize; regional conferences in India and Colombia; the dissemination of eight country case studies on inclusion of children with disabilities in Asia-Pacific; the promotion of informed policy orientations through the Regional Education Information System on Disabled Students (SIRIED) in Latin America; and an online community “Building inclusive societies for persons with disabilities” using the WSIS platform was launched as part of UNESCO’s work as co-lead of the Education Group of the Global Partnership for Children with Disabilities (GPD).

*Quality of education improved through curriculum, pedagogy, assessments and capacity development:*

- Curriculum reforms were supported at different levels. Focus has been given to promoting and introducing mother tongue-based multilingual education (MLE) within the curriculum. Significant work has been undertaken in Africa and in Asia to promote MLE through the development of teacher guidebooks, training materials, revision of school language policy (Mozambique), advocacy articles in national newspapers and through collaboration with the Asia-Pacific MLE working group and hosting of the MLE database.
- The second edition of the Postgraduate Diploma in Curriculum Design and Development was launched (November 2012) with 47 students from 11 African countries.
- The General Education Quality Diagnosis/Analysis and Monitoring Framework (GEQAF) was further revised and used to analyse constraints hampering the delivery of quality education in Egypt, Gabon, India, Oman and South Africa. Results from the application of the framework in India was shared at the ninth E-9 Ministerial review (November 2012) and the framework was discussed at a regional meeting (Moscow, January 2013) with five CIS countries.

***Expected result 6: Capacities in Member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision***

*Recognition of higher education qualifications strengthened through normative instruments:*

- UNESCO developed a toolkit to support the ratification of Member States to the recently revised Asian Convention. This toolkit was approved during the twelfth session of the Regional Committee on the Recognition of Qualifications in higher education (Bangkok, May 2013). To date, two States have confirmed their intention to ratify.
- UNESCO continues to support the European Convention. It co-chaired the twentieth Joint Meeting of the ENIC/NARIC Networks and the Lisbon Convention Committee (Croatia, June 2013).
- In view of complementing and reinforcing the existing six regional Conventions, UNESCO conducted a feasibility study for a new global standard-setting instrument on the

recognition of higher education qualifications to be discussed at the 37th session of the General Conference.

Higher education policies developed and quality assurance capacities supported:

- In support of higher education quality assurance in the Arab region, a regional workshop was held (May 2013) to develop a regional higher education framework on quality assurance. HED reform cases in the Arab region and Eastern Europe were shared to provide an international comparative dimension.
- Building on the positive experience in Eastern Africa, UNESCO is building capacity for governance and quality assurance in West and Central Africa, supported by the German DAAD. Four regional higher education institutions are part of this joint effort.
- UNESCO supported a high-level policy dialogue on the higher education sector reform of Myanmar (June 2013). A vision for higher education within the framework of the country's education reform was agreed on.

Knowledge shared through policy debates and strengthened UNESCO networks:

- Further to a UNESCO global forum held on the topic in 2011, UNESCO published *Rankings and Accountability in Higher Education: Uses and Misuses*, the first volume of "Education on the move" series. It provides an overview of current thinking on the subject and sets out alternative approaches and complementary tools for informed use of higher education ranking tables.
- In Chile, UNESCO worked with the UNESCO Chair on inclusion in higher education to organize debates on exclusion in education.
- The UNITWIN/UNESCO Chairs Programme brings together 763 Chairs and 69 Networks from 134 countries. Since January 2012, 50 Chairs and one Network have been created. UNESCO Chairs continue to active partners in regional and national events in line with UNESCO's priorities (e.g. the Global Network of UNESCO Chairs on Gender published its first e-Book).
- IESALC is creating a virtual space to facilitate cooperation and knowledge sharing with UNESCO Chairs in Latin America and the Caribbean.

**MLA 3: Supporting education system response to contemporary challenges for sustainable development and a culture of peace and non-violence**

***Expected result 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development (ESD), including climate change education and education for disaster preparedness and risk reduction, into educational policies, and development plans and programmes***

Increased prominence of ESD on the international agenda:

- UNESCO's advocacy work contributed to the specific references made to ESD in the outcome document of the United Nations Conference on Sustainable Development, and renewed Member States' commitments to strengthen efforts on ESD beyond the end of the Decade.
- UNESCO's report on the DESD "Shaping the Education of Tomorrow" highlighted different stakeholders' recognition of ESD as a key component of quality education.
- ESD's role as an important element for sustainable development continued to be championed during the discussions on the global post-2015 agenda. During the UN-

coordinated thematic consultations on the post-2015 agenda, a separate strand of the consultation on environmental sustainability was dedicated to ESD.

- Increased demand for UNESCO's ESD publications and materials revealed the growth of interest of ESD at the national and international levels. The new ESD Sourcebook for policy-makers and teacher educations has been downloaded 15,000 times, and multiple requests received to translate the 2012 DESD report, which has been downloaded 8,000 times.
- UNESCO has substantially advanced its preparatory work for the World Conference on ESD (November 2014, Japan), notably through the meetings of the Conference Taskforce and the International Steering Group. In preparation of the post-DESD framework, six regional consultations were organized to identify priority action areas, key initiatives that could be scaled-up and major partners to involve in future ESD work. On the basis of these consultations, UNESCO developed a draft Global Action Programme on ESD for the United Nation General Assembly's consideration.
- UNESCO has improved its position as a key player in Disaster Risk Reduction (DRR) and education through productive collaboration with United Nations partners. Examples include: partnership with UNICEF to produce a report of the joint global mapping study of DRR in curricula; cooperation with United Nations partners to integrate education in climate change mitigation activities as follow-up to COP 18; and membership in the United Nations Alliance on Education, Training and Public Awareness of Climate Change. In Latin America and the Caribbean, UNESCO is coordinating its activities with other United Nations agencies and international NGOs through the regional inter-agency cluster on DRR in the education sector.

*National capacity strengthened on Climate Change Education for Sustainable Development (CCESD), Disaster Risk Reduction (DRR) and Biodiversity:*

- UNESCO enhanced its support to Member States on CCESD and DRR as a way to mitigate the challenges raised by climate change. Significant progress has been made at the regional and country-level to integrate ESD into teacher education and curricula, provide support to media professionals to enhance ESD and mobilize ASPnet schools.
- In collaboration with Samsung, UNESCO launched a new two-year project in Viet Nam to develop and pilot open-licensed teacher training materials on ESD that focuses on climate change, DRR and biodiversity.
- CCESD materials produced by UNESCO continued to generate positive feedback and requests for translation and adaptation. Examples include: materials on CCESD developed within the framework of the Sandwatch project and disseminated to most of the 17 countries of the Caribbean Cluster; the UNESCO CCESD teacher education course which has been translated into Spanish; and an educational video animation clip on biodiversity produced as a teaching resource in three languages.
- The ASPnet in Action web platform on biodiversity was launched in 2013. Various biodiversity ESD materials and reference documents, as well as four "120 minutes for Biodiversity" webinars have been developed as part of the platform.
- UNESCO continued to address issues of biodiversity as part of an on-going collaboration with the Secretariat of the Convention on Biological Diversity (CBD). During the eleventh Convention on Biological Diversity Conference of Parties (COP 11) in India, UNESCO

collaborated with other agencies to produce an outcome document which provided pathways for achieving the first Aichi target on Biodiversity.<sup>6</sup>

***Expected result 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights***

***National capacities strengthened for effective and sustainable education responses to HIV:***

- In the context of the UNAIDS Interagency Task Team, UNESCO led a Global Progress Survey (GPS) on the HIV response within the Education Sector, resulting in 39 country reports and a global report.
- In East and southern Africa, a global monitoring and evaluation framework was developed and a new indicator to measure knowledge levels of learners was tested in four countries. The indicator is recommended for inclusion in annual data collection processes.
- A large number of publications informed policy-makers. Examples include: a guidance document on meeting the needs of young people living with HIV in the Education Sector, a policy brief on Cost-Effectiveness of Comprehensive Sexuality Education Programmes, and a publication on Good Policy and Practices on Gender Equality, HIV and Education.
- Attention was given to developing capacities for effective education responses to HIV in countries affected by conflict or post-conflict. (e.g. Iraq, Syrian crisis)
- UNESCO's engagement with partners enabled joint support to strategic planning, (e.g. development of the next strategic framework on HIV response for Cambodia; national strategic plan on AIDS in Thailand; National Strategic Programme for Uzbekistan.
- A regional document on "practical recommendations on HIV Policy in Education" was presented to ministries of Education in Eastern Europe and Central Asia. Five countries developed national policies on the basis of this document. Through a regional initiative, 114 education institutions were equipped with an interactive e-course on HIV prevention.

***Comprehensive HIV and sexuality education (CSE) reinforced:***

- UNESCO is spearheading the East and southern Africa (ESA) commitment on young people's and adolescents needs and rights which aims to increase and improve comprehensive sexuality education that is gender-responsive in 21 countries in ESA.
- UNESCO, with UNFPA and UNICEF, commissioned a curriculum scan to assess the content, quality and delivery methods of sexuality education and HIV prevention curricula in ten countries. The results have been published and a trainers manual on comprehensive sexuality education in the ESA region is being finalized.
- The Sexuality Education Review and Assessment Tool (SERAT) was applied in nine West Central African (WCA) countries. Based on the results, DRC developed a new curriculum for primary and secondary school and Senegal consolidated existing curricula.
- The UNESCO HIV and AIDS education clearing house continues to garner interest with a total of 82,069 visitors in the past six months.

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<sup>6</sup> First Aichi target on Biodiversity: to ensure that "by 2020 at the latest, people [be] aware of the values of biodiversity and the steps they can take to conserve and use it sustainably.

*Gender equality advanced and human rights protected, with special focus on youth and people living with HIV:*

- In order to develop capacities for the formulation of policies supporting teachers living with HIV (TLHIV), a HIV workplace policy was adapted to the needs of West and Central African countries and good practices shared with networks in Guinea-Bissau, Mali and Senegal.
- Specific initiatives targeting the needs of women and girls are underway, including a new project supported by Proctor and Gamble seeking to provide quality menstruation education to girls in an effort to reduce barriers to their access to education. Training to strengthen women's knowledge to discuss sexual and reproductive health issues was also provided in Myanmar and Cambodia.
- Financial and technical contributions were provided for the production of guidelines on programming for adolescents and young people from key populations, in collaboration with WHO, UNAIDS, UNICEF, UNFPA, UNDP, UNODC and UNICEF.
- UNESCO is working to end stigma and discrimination against people living with HIV and to provide accurate health information through culture and the media. (e.g. in Cambodia, Nigeria, Ukraine, Uzbekistan and Viet Nam).
- UNESCO has been working to raise awareness of young women and men on HIV, sexual and reproductive health and drug use prevention through innovative internet, social media, and peer initiatives. For example, 56 youth organizations from EECA participated in the "ONLINE-prevention" project and improved their capacities to use internet and social media for HIV prevention. Other examples include theatre performances in Kazakhstan and a radio soap opera reaching some 700,000 people in Uzbekistan.

***Expected result 9: Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity, integrated into education policies, plan and programmes***

*Education for global citizenship, peace and human rights integrated in national education policies and curriculum:*

- As of June 2013, 54 countries have reported on their national implementation of the 1974 Recommendation<sup>7</sup> covering the period of 2009-2012. Through this monitoring exercise, good practices and lessons learnt on promotion of values and principles of human rights in and through education were gathered and will be shared between countries.
- Ministers of 15 African countries agreed on a call to action to promote peace through education at a workshop held under the auspices of Inter-Country Quality Node on Peace Education (Kenya, 4-6 December 2012). It brought together African countries to promote dialogue and collaborative action on education for peace and to identify joint regional actions.

*Concepts clarified and awareness raised for global citizenship and peace:*

- UNESCO is preparing to co-host an international consultation on global citizenship education meeting (Republic of Korea, September 2013) to address issues related to concepts, definitions and measurements of education for global citizenship at the global level.

<sup>7</sup> 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms.



- Further to the first regional consultation on holocaust education and genocide prevention in sub-Saharan Africa (South Africa, September 2012), a second regional conference in Latin America (Argentina, May 2013) was held to raise awareness of curriculum developers and education policy-makers on the importance of understanding the history of genocide for peace-building.
- The Teaching Respect for All toolbox with policy guidelines and teaching support materials is being pilot tested. Through the pilot, UNESCO will document the process of integration of teaching of respect based on a human-rights approach with the aim of developing necessary competencies of learners in different education systems and socio-cultural contexts.
- In China, UNESCO advocated for the importance of formulating and implementing codes of conduct for teachers to prevent gender-based violence in schools.

*Increased visibility and involvement in ASPnet:*

- Since the beginning of the biennium, 736 new member schools have been registered to the ASP network. An international forum “UNESCO ASPnet for Global Citizenship: Peace Education and ESD” is under preparation in celebration of the 60th Anniversary of ASPnet (Republic of Korea, 7-9 September 2013). Key achievements of the network at school, national, regional and international level will be assessed during the forum.
- Teachers and students are engaged in discussions on sustainable development issues through the first online collaborative platform dedicated to biodiversity “ASPnet in Action”, with the aim of learning and exchanging on experiences and initiatives at schools’ level.

***MLA 4: Reinforcing leadership for education for all (EFA) through advocacy, partnerships and monitoring***

***Expected result 10: Political and financial commitment mobilized at the global, regional and national levels towards the achievement of EFA and monitoring mechanisms of EFA strengthened***

*Efficiency of EFA coordination improved:*

- New structures and working modalities were introduced to improve the efficiency of coordination and stronger engagement of Member States from all regions through a selection process of representatives for the EFA Steering Committee (EFA-SC) and the Global EFA Meeting (GEM), (e.g. Ukraine has decided to host the first-ever EFA regional meeting for Central and Eastern Europe in 2014). Further efforts to engage other stakeholders will be made to ensure that the 2014 GEM be even more inclusive. In particular, UNESCO in its role as coordinating agency is engaged in close dialogue with the other EFA convening agencies (UNICEF, World Bank, UNFPA and UNDP) on how to better cooperate and harmonize activities in line with the mandate and resources of the organizations. In addition to contributing to the EFA Steering Committee, all agencies are actively involved in the preparations of the post-2015 education agenda and in coordinating the Global Education First Initiative (GEFI). At the country level, the Global Partnership for Education (GPE) has had a positive impact in terms of involving and defining the roles of the different agencies in the preparation and implementation of GPE supported programs.
- At the global level, UNESCO’s hosted the annual GEM in November 2012, with some 240 participants who reviewed progress towards EFA and actions to accelerate progress. It resulted in the adoption of a GEM Statement calling for a last big push to achieve EFA by 2015, outlining a process to prepare the national EFA 2015 reviews, and urging UNESCO to take leadership in global consultations on the post-2015 education agenda.

- At the regional level, EFA coordination meetings took place in the Arab States and in sub-Saharan Africa (October 2012), Latin America and the Caribbean (January 2013), and in Asia and the Pacific (February 2013) regions. They also contributed to the “Thematic Consultation on Education in the Post–2015 Development Agenda” co-led by UNESCO and UNICEF. All four meetings led to important decisions concerning the acceleration of EFA progress until 2015 – the “last big push”, and the process for National and Regional EFA reviews. Other results include:
  - o In Africa: establishment of a sub-Saharan EFA Coordination Steering Committee (SSA EFA SC), launched in February 2013 and the launch of the EFA Acceleration Initiative (Big Push) in March 2013. Currently ten countries are engaged in the first of two phases;
  - o In the Arab States: Participants at the Inter-Agency Coordination Meeting on the EFA 2015 Review (March 2013) agreed on preparing a regional report by mid-2014, jointly organizing and funding a regional EFA conference in 2014 and the development of thematic studies in 2013. The EFA 2015 national reviews were launched at a workshop for the Gulf States and Yemen (June, Sharjah, UAE);
  - o In Asia and the Pacific: five country case studies on successful EFA initiatives are under preparation;
  - o In LAC: the publication *The State of Education in Latin America and the Caribbean: Towards Education for All by 2015 and beyond* guided discussions on the post-2015 agenda.
- The New Delhi Commitment adopted during the ninth E-9 Ministerial Meeting in November 2012 identified key areas for education cooperation among E-9 countries during the period 2012-2014. As a follow-up, concrete action plans for improving education quality were agreed upon during Technical Meeting (New Delhi, 27-28 June 2013).
- UNESCO’s Collective Consultation of NGOs on EFA (CCNGO/EFA) held its sixth meeting in October 2012. The CCNGO/EFA members reflected on the achievements, challenges and future of EFA, and produced a final statement which calls for a last “big push” to achieve EFA by 2015.
- As part of the roadmap towards the global EFA meeting in 2015, UNESCO has finalized and disseminated the guidelines for the national EFA 2015 reviews.

UNESCO has facilitated the consultation process and largely contributed to the discussions on the post-2015 education agenda:

- UNESCO and UNICEF, two of the EFA convening agencies, co-lead the Global Education Consultation in the broader framework of UN-led consultations on the post-2015 development agenda. So far this included: discussions on the future education agenda at the CCNGO/EFA and the regional EFA meetings, and during a GEM a side event; public e-discussions on four specific education areas through the UN-facilitated platform “The World We Want”;<sup>8</sup> a global consultation meeting (Dakar, March 2013) which agreed to propose “Equitable quality lifelong education and learning for all” as an overarching education goal post-2015. The key recommendations defined during the consultation process fed into the May 2013 report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda, which in turn proposes an education-related goal “provide quality education and lifelong learning”.

UNESCO has intensified its advocacy work for education on the global agenda in synergy with other initiatives:

- Since it was designated as secretariat of the United Nations Secretary-General's Global Education First Initiative (GEFI), UNESCO has developed an action framework of advocacy opportunities to support the initiative's priorities; liaised closely with Member State Champion Countries to define actions to promote GEFI; and facilitated the second meeting of the GEFI High-Level Steering Committee, which focused on how to reinforce, through advocacy, acceleration efforts within countries to reach the 2015 EFA goals and MDGs. A flagship example of this approach are the Learning for All ministerial dialogues, which over the past six months have strengthened collaboration between UNESCO and other partners to address bottlenecks to education access and quality for out-of-school children.
- The Global Action Week (GAW) is a worldwide annual campaign organized by the Global Campaign for Education (GCE). Under the slogan "Every Child Needs a Teacher", the 2013 GAW (21-27 April 2013) focused the crucial role of teachers in reaching the EFA goals. GAW-related activities, including those organized by UNESCO's field offices and ASPnet schools in collaboration with EFA partners, were organized in over 100 countries.
- UNESCO has continued its active support to the Global Partnership for Education (GPE) both through being a member of the Board of Directors and by contributing to different processes. UNESCO has recently received several GPE grants and engaged in a new form of cooperation as supervising or managing entity for other grants. UNESCO is for example supervising entity for a \$14.5 million project on strengthening civil society participation in education policy dialogue and monitoring in over 50 countries.

***Expected result 11: Global and national commitment to education for girls and women strengthened through advocacy and appropriate multi-stakeholder partnerships which are in conformity with the objectives of the Organization***

Partnerships enhanced and funds mobilized for girls' and women's education:

- Partnerships both with private and government partners have enabled UNESCO to mobilize extrabudgetary funds (approximately \$17 million since 2011) under the framework of UNESCO's Global Partnership for Girls' and Women's Education. These partnerships have enabled the implementation of alternative learning approaches for the hardest to reach girls and women in remote rural areas with literacy classes, and projects to promote girls' access to and retention in secondary education in Ethiopia, Senegal and United Republic of Tanzania. The partnership with Procter & Gamble was extended for another three years for an additional \$2.4 million. A MoU was signed with the Government of Pakistan and some \$10 million has been received (project proposals are being prepared).
- In the context of global advocacy, UNESCO participates in global initiatives and partnerships such as UNGEI, the United Nations Adolescent Girls Task Force, the Coalition of Adolescent Girls and others. UNESCO also collaborates with numerous partners at the regional or national level. Examples include collaboration with UN Women and the Islamic Development Bank in Africa; with the office of the Italian Cooperation for Development and the Centre for Educational Research and Development in Lebanon; in Asia-Pacific with UNGEI, GENIA; and UNESCO is the chair of the Interagency Working Group HIV/Gender/Human Rights in Chile.

*National capacities strengthened to improve gender mainstreaming and increased gender-specific programming:*

- UNESCO initiated activities aimed at mainstreaming gender in priority areas. Examples include: preparation of Education law and policy review guidelines, teacher training kits, policy briefs, production of easy to use sex-disaggregated statistics, research on key issues to highlight gender equality concerns and to guide and inform gender-sensitive and gender-transformative policy-making.
- In Africa, focus was given to capacity-building for institutionalizing gender training in teacher training institutes, awareness-raising among policy-makers on gender equality issues in the teacher professional development, and production of training materials for mainstreaming gender in teacher training. Over 15 countries in Africa benefited from training seminars organized by IICBA, which includes specific modules on gender sensitive teaching approaches.
- UNESCO also supported the development or review of regional policy frameworks and strategies on teacher development, with particular emphasis on gender equality. In Asia-Pacific, in collaboration with UNGEI, a capacity-building workshop was organized in Lao PDR on “Using Evidence to Promote Gender Equality in Education”. The GENIA toolkit on promoting gender equality in education was presented to 40 participants. Online interactive training modules on gender equality in education were developed both for teachers and decision-makers.

*Intensified efforts to raise public awareness about the importance of gender equality in education:*

- Advocacy events stimulated policy dialogue, facilitated information and experience sharing on issues regarding girls’ and women’s education and have contributed to strengthening commitment to education for girls and women. Reports and statistics were produced to support UNESCO’s advocacy efforts based on evidence (e.g. UNESCO Atlas on Gender Equality in Education and the report “From Access to Equality: Empowering Girls and Women through Literacy and Secondary Education”).
- Advocacy briefs have been a powerful means of advocating gender issues in education at regional and national levels. In Asia-Pacific, UNESCO published two new issues of the gender advocacy briefs, highlighting how gaps in achieving literacy reflect broader patterns of marginalization and how to overcome inequalities in physical education.
- Several global events attracted attention to the importance of girls and women’s education including: A high-level advocacy event entitled 'Stand up for Malala – Girls’ Education is a right' (Paris, 10 December 2012). It attracted significant international media coverage and presence in social media – about 500 articles were issued in 35 countries. The Malala Fund for Girls’ Right to Education was established with a pledged contribution of \$10 million from Pakistan. Under the UNGEI partnership, a side-event panel on accelerating progress towards EFA Goal 5 was organized jointly with UNICEF, during the EFA Global Education Meeting (GEM, November 2012); the first anniversary of the UNESCO Global Partnership for Girls’ and Women’s Education (UNESCO Headquarters, 25 May 2012). UNESCO side events at the fifty-sixth and fifty-seventh sessions of the Commission on the Status of Women; UNESCO hosted the Paris premier (17 April 2013) of the film “Girl Rising”, produced by Intel Corporation and CNN Films with the support of UNESCO as part of an international campaign for girls’ education.

***Expected result 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education***

***Rethinking education in a changing world:***

- By revisiting UNESCO's landmark publications *Learning to Be* (1972, known as the Faure report) and the *Learning: The Treasure Within* (1996, known as the Delors report), UNESCO calls for dialogue and action for a humanistic approach to knowledge, learning and education. Further to the first meeting of the Senior Expert Group (Paris, Feb 2013), the Group's draft report explores emerging patterns of knowledge in today's increasingly complex and uncertain world, sets out a framework of aspirational principles for the future of education and makes a set of recommendations for UNESCO. The draft report is being reviewed by the co-chairs, Ms Amina Mohammed (Special Advisor to the United Nations Secretary-General on Post-2015 Development Planning) and Professor John Morgan (Chairman of the United Kingdom National Commission for UNESCO) and is expected to be finalized by end of 2013. A second round of consultations will be extended including through the network of UNESCO Chairs, as well as through exchange with experts at a special panel at the World Council of Comparative Education Societies (WCCES, Buenos Aires, 24-28 June 2013).
- Since January 2012, UNESCO has published eight papers which have contributed to rethinking education and learning within the broad framework of the global debate on the post-2015 education agenda. These papers have also been published in academic journals.
- UNESCO's participation in international education fora such as World Innovation Summit for Education (WISE), Comparative and International Education Society, and World Council of Comparative Education Societies, have enhanced UNESCO's visibility within the international education community and its position in the post-2015 agenda.
- UNESCO, with the support of the Korean National Commission for UNESCO and UNICEF, co-organized a regional high-level expert meeting on "Towards EFA 2015 and Beyond – Shaping a new vision of education". (Bangkok, 9-11 May 2012), bringing together 50 regional experts in education policy and research. The meeting initiated the process of developing a new vision for education development and cooperation in Asia and the Pacific region. It identified areas of research to be undertaken and developed recommendations on the way forward in developing a regional post-2015 education agenda.

**Intersectoral Platform on HIV and AIDS**

***Capacities of Member States enhanced to design and implement HIV education:***

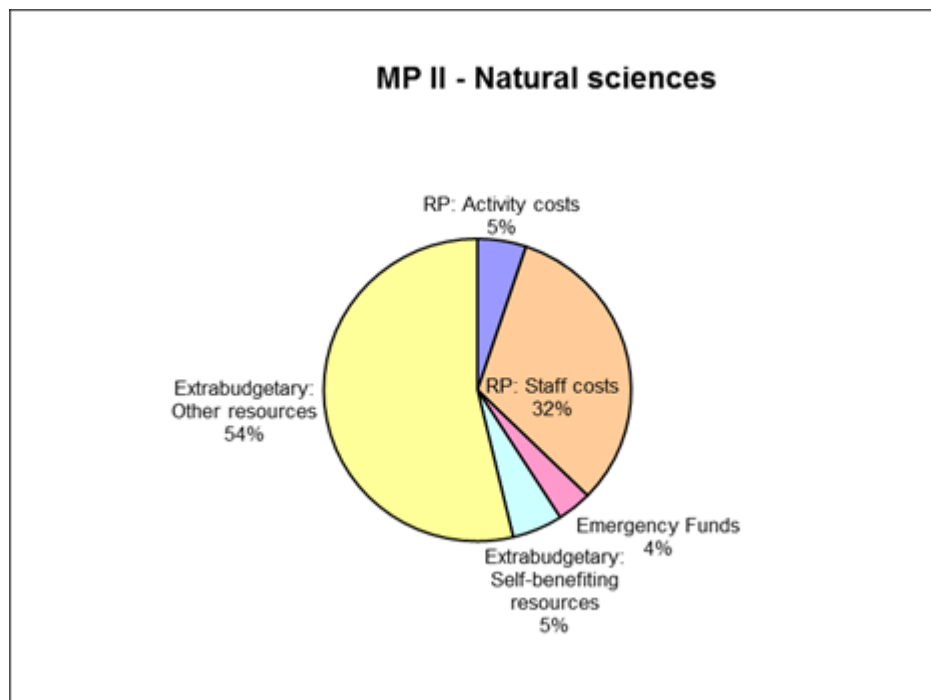
Training modules on programming with adolescent and young key populations (AYKP) were developed by the UNESCO Bangkok Office, based on a short course titled "Understanding the focus on young key affected populations in concentrated and low prevalence HIV epidemics" and with inputs provided by a working group (UNESCO Headquarters, November 2012). The first capacity-building workshop was held in Asia-Pacific (February 2013) using the draft modules and served as pilot. The second capacity-building workshop (Johannesburg, June 2013) was held in Eastern and southern Africa. For each workshop, documents are adapted to the socio-cultural context and the specific needs of Member States in the region. Initial feedback from participants has confirmed that a significant interest in and need for these specialized trainings and high potential for applying the training in country-level programmes.

*Promoted multidisciplinary and intersectoral responses of Member States to HIV/AIDS:*

UNESCO supported Member States in the use of a Virtual Classroom – a web-based resource and learning space, with components of social media and mobile telephony, that focus on improving HIV and sexuality education related knowledge, skills and values. In Jamaica, collaboration with new partners including UNICEF was strengthened and connections have been developed between the Virtual Classroom project and a similar UNICEF project using social media for health education. Technical resources and experience is being shared. In Zimbabwe, progress in developing a new approach for using SMS to reach university students has been made and the release of funds will allow immediate implementation of this innovative project. In China, a partnership with the Baidu search engine was launched and an advisory group is established involving the key partners.

## MAJOR PROGRAMME II: NATURAL SCIENCES

### Breakdown of the expenditure incurred over the 18 months by category of funds



#### MLA 1: Promoting STI policies and access to knowledge

##### ***Expected result 1: Strengthened and self-driven national STI systems and policies developed***

At country level 13 African countries received support for the development of STI policies and strategies following UNESCO's guidelines and recommendations. Project proposals on Togo and Western Balkan countries have received confirmation for extrabudgetary funding. An STI policy Chair (Romania) and new STI policy research groups have been created in the University of Zimbabwe and the Nelson Mandela African Institute of S&T in the United Republic of Tanzania. Capacity-building was the main focus of the activities, including a series of training workshops on tools to design and analyse the impact of science, engineering, technology and innovation policies and policy instruments, within the framework of GO-SPIN and STIGAP.

At (sub-)regional level, STI policy development and implementation, as well as initiatives in STI indicators, were promoted at high-level conferences including the first Africa Forum on Science, Technology and Innovation (STI) Nairobi, Kenya (1-4 April 2012) AMCOST V, and the South-East European Ministerial Round Table for STI. An STI policy training course on the concepts of design, implementation and evaluation of policies in the Southern African Development Community (SADC) countries, in collaboration with the Department of Science and Technology of South Africa and the SADC Secretariat (October 2012, Pretoria, South Africa) was attended by representatives from ministries in charge of STI from 11 countries in the region. The programme was completed with workshops and training courses held in February and May 2013 in South Africa in cooperation with the South African Department of Science and Technology, Manchester University and the University of Zimbabwe.

The "Kuala Lumpur Statement" was adopted by the participants in the International Workshop on Sustainability Science "A Science Based Approach to Realize the Future We Want for All" (April 2013, Kuala Lumpur, Malaysia), co-organized by the Jakarta Office, local partners, Japan government and ISTIC. The Statement emphasizes that decision-makers require scientifically

credible and evidence-based independent information to implement sustainable development goals.

***Expected result 2: Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators***

Significant capacity-building results in innovation governance were achieved in particular through new partnerships, such as with the World Technopolis Association, the International Network of Small and Medium Enterprises, ISTIC and the Honey Bee Foundation. At national and regional levels, capacities were built through a series of training workshops on science parks and technology business incubators governance including: the East and South-East Europe regional training workshop (Gliwice, Poland, September 2012); national training workshops in Jakarta, Indonesia (November 2012); Bogota, Colombia (February 2013); Banjul, Gambia (April 2013); and Darkhan, Mongolia (June 2013).

International conferences and training workshops were held in: Daejeon, Republic of Korea, in May and November 2012; Kuala Lumpur and Penang, Malaysia (2012); Tianjin, China (3-5 December 2012) and; Ahmadabad, India (7-8 December 2012). UNESCO also supported Sheikh Bahai Innovation Festival in Isfahan (May 2013) and participated in the organization of the International Conference on Entrepreneurship and Innovation, Dubrovnik, Croatia (May 2013). STI policy, technopreneurship development, engineering and inquiry-based science education were addressed on the occasion of the international conference “A role model for South-South cooperation through science, technology and innovation” which celebrated also celebrate ISTIC’s fifth anniversary.

UNESCO provided technical advice to Colombia, Gambia and Mongolia on the development of science parks and technology business incubators. In Congo, support is being provided for the creation of a technopole and advisory missions for the development of science parks are under discussion with authorities in Gambia and Niger.

***Expected result 3: Global STI monitoring strengthened through improved monitoring, assessments and information sharing***

Despite the difficulties of mobilizing resources for the implementation of these two main initiatives, STIGAP and Go-SPIN, activities have been implemented to meet the planned targets, notably related to capacity-building. New proposals were developed and submitted to potential donors and partnerships are under negotiation with organizations working in the field of monitoring, assessments and indicators (ERAWATCH, AIISTI, ASTI etc.). Evidence-based STI policy-making, particularly through the dissemination of STI policy data and information, was promoted through a series of actions including: (a) support provided to the establishment of the International Research and Training Centre for S&T Strategy (CISTRAT) in Beijing, China, as a category 2 centre under the auspices of UNESCO, which organized its first international training workshop on S&T strategy formulation in Beijing (11-29 September 2012); (b) a workshop in Harare, Zimbabwe (6-8 November 2012) to introduce countries in the region to a new survey to be used for the development of GO-SPIN; (c) two workshops held in Dakar (March 2013) for six West and Central African countries and in Maputo (June 2013) for three lusophone countries in Africa, which empowered more than one hundred officials to improve monitoring of STI and craft stronger science policy instruments. In compliance with AMCOST V ministerial recommendations, these workshops were organized in close collaboration with the African Observatory for Science Technology and Innovation and the African Science and Technology Innovation Indicators Initiative.



**MLA 2: Building capacities in the basic sciences, including through the International Basic Sciences Programme (IBSP), in engineering and for the use of renewable energy**

***Expected result 4: Innovative interdisciplinary science and engineering curricula developed, including in such fields as renewable energy***

The UNESCO Engineering Initiative gave emphasis to higher education systems and restructuring engineering curricula, among universities of six countries in Africa. UNESCO worked with IEEE, WFEO, ASME, ICE, Engineers Without Borders, Airbus and other industry partners to start the implementation of international accreditation standards for engineering education. The institutional capacity-building initiative has been reinforced by efforts towards the establishment of two UNESCO Chairs (in Republic of Korea and Uruguay) and two UNESCO category 2 centres (in Denmark and China). Human capacity-building has been undertaken successfully, through UNESCO's collaboration with ICTP, the University of Nigeria, the International Mathematical Union and the European and African Physical Sciences Societies. The Opening Week of the Mathematics of Planet Earth 2013 at UNESCO Headquarters (March 2013) provided cutting-edge advocacy of interdisciplinary basic sciences to schools, decision-makers and the general public through the Open Mathematics Laboratory.

Capacity-building, promotion of scientific exchange and best practices in renewable energy and energy efficiency were furthered through the organization of UNESCO's Regional Summer Schools and related training activities. The African Solar School, the Asian School on Renewable Energy as well as the training activities, annual fellowships and collaborative activities with ISESCO went as planned. Science education was reinforced through revision of teaching curricula, including sections of the curriculum framework and science textbooks of grades 4 to 6, which were analysed and reviewed in the Maldives. The science curriculum of grades 6 to 11 was reviewed to identify areas for effective use of science kits in Sri Lanka. Building regional linkages through academic consortia was successful in five countries in the Asia and Pacific region involving 21 institutions to handle the on-site operation of the UNESCO Biotechnology School in Asia.

***Expected result 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances***

Networking provided the basis for knowledge sharing and strengthening of regional capacity. The yearly Capacity and Networking Project Workshop in Mathematics and Didactics (Costa Rica, August 2012) built up the Mathematics Education Network of Central America and the Caribbean. More than 70 African mathematicians, among these 40 women, attended the African Women in Mathematics workshop organized in collaboration with CIMPA and the African Mathematical Union (Ouagadougou, Burkina Faso, October 2012). Partnerships for regional capacity-building and research in mathematics and physics, and promotion of female participation were enhanced through IBSP's collaboration with the UNESCO Chair in Mathematical-Physics in Benin. In collaboration with the Montevideo Office, support was given to the International Mathematical Olympiads, with 600 participants from 100 countries, held in Colombia (July 2013). The eighth meeting of the IBSP Scientific Board was held at UNESCO (November 2012) providing inputs and recommendations on the future IBSP strategy and actions, including support for the organization Human Variome Project. The International Centre for Biotechnology as a category 2 centre in Nsukka, Nigeria, and the International Centre for Advanced Training and Research in Physics in Magurele-Bucharest were approved in 2012.

A significant part of the outstanding capital funding needed to complete construction of SESAME has been obtained. The network of countries and science institutions cooperating with SESAME has been enlarged. The role and use of ICTs and mobile technology in promoting and teaching science was enhanced through activities developed jointly between the Science Education CCTU, ICTP, IBSP and the Education Sector. Tools such as Facebook have been effectively used including through the Montevideo Office. Promotion of microscience teaching methodologies was strengthened in Sudan and Gabon. In the context of post-disaster and/or post-conflict situations, training workshops were organized in Haiti, Congo Brazzaville and Côte d'Ivoire.

***Expected result 6: Member States' capacities strengthened to develop models for enhancing student research leadership and career mentoring for young researchers, through university networks and professional societies, in particular for developing countries***

Popularization of science among youth and critical thinking were promoted through the organization of science competitions such as the UNESCO Intel Science Competition – Arab World 2012, a pan-Arab science competition which gathered 120 participants from ten Arab countries. The Director-General nominated Dr Hayat Sindi, from Saudi Arabia as UNESCO Goodwill Ambassador for Sciences (October 2012) to inspire girls to consider science careers. A new partnership developed with Airbus will stimulate innovative thinking among young students in aeronautical engineering on ways to promote sustainable flight in the future, through the “Fly Your Ideas” Competition run closely by Airbus and the UNESCO Engineering Initiative. Within the Regional Centre for Biotechnology in India under UNESCO’s auspices, a programme of Young Investigator Awards for outstanding young Ph.D. scientists in the region was launched to promote innovative research in topical areas of biotechnology.

A global project on water engineering for students around the world is under way. Projects for rural areas in Africa and other developing countries to work on infrastructure development are being designed jointly with Engineers Without Borders. The International Year “Mathematics of Planet Earth 2013” was launched in March 2013 at UNESCO Headquarters. This included a week-long Mathematics of Planet Earth Open Lab and Exhibition. Participation of 250 attendees each day (among them decision-makers) learned from new models of teaching and learning in mathematical sciences. UNESCO’s “Active Learning in Optics and Photonics” physics teacher training programme was implemented in Africa (2012 and 2013), Arab states (2012 and 2013), Eastern Europe (2012) and in South-East Asia (2013).

**MLA 3: Mobilizing broad-based participation in STI**

***Expected result 7: Public awareness of science, technology and engineering raised and STI policy agendas developed with civil society, including women and youth***

This expected result was affected by the lack of funds, but partnerships were very important to achieve some sound results. That is particularly true for science communication-related activities. In 2012, to upgrade the knowledge of the employees working on science centres and science museums, UNESCO supported the organization of the national training workshop on science centre and science museum governance in the Islamic Republic of Iran. Within this framework, UNESCO also celebrated the 2012 World Science Day for Peace and Development with the theme “Science for global sustainability: interconnectedness, collaboration, transformation”. Applications for the Kalinga Prize for the Popularization of Science are being reviewed by jury members for the 2013 Prize. Due to UNESCO’s participation in the scientific committee for the Journées Hubert Curien 2012, “Science Communication: International Perspectives, Issues and Strategies”, its scope was expanded to international level and it was a strong success. This was cost-effective given that the only inputs were staff time and UNESCO patronage, yet the event reached a large influential audience in science communication and achieved good press coverage. Contacts were made that will enable future work by the sector in this area, and a new topic, “how to evaluate and assess communication tool successes”, was found to be a gap that could be filled by UNESCO once funding permits. Gender and youth mainstreaming in science policy design, implementation and evaluation was promoted. In order to promote women in science, the L’Oréal-UNESCO For Women in Science Prize was awarded in 2012 and 2013.

***Expected result 8: Local and indigenous knowledge-driven sustainable development policies and actions developed, and appropriate support provided for implementation at global, regional and local levels***

UNESCO’s Local and Indigenous Knowledge Systems (LINKS) programme made breakthroughs in international recognition of indigenous knowledge: (i) UNESCO-LINKS is assigned the lead role

for Intergovernmental Platform on Biodiversity and Ecosystems Services (IPBES) work on indigenous knowledge. UNESCO produced the Information Document ([IPBES/1/INF/5](#)) on “Recognizing indigenous and local knowledge and building synergies with science” for the first IPBES Plenary, and co-organized with UNU, an expert workshop on Indigenous and Local Knowledge in IPBES, supported by Japan (June 2013, Tokyo), with recommendations to the IPBES Multidisciplinary Expert Panel; (ii) UNESCO-LINKS leads inter-agency work on indigenous knowledge in the IPCC’s Fifth Assessment Report (AR5). Supported by Denmark, “Weathering Uncertainty: traditional knowledge for climate change assessment and adaptation” was co-published in 2012 by UNESCO and UNU. IPCC authors drew extensively from the book to reinforce indigenous knowledge in the AR5; (iii) UNESCO-LINKS organized the plenary thematic session entitled “Indigenous Knowledge and Science: From Recognition to Knowledge Co-production” (June 2012) as part of the UNESCO-ICSU Science Forum (Rio de Janeiro). To advance work on a UNESCO house-wide policy on engaging with indigenous peoples, workshops were held in LAC (Santiago), Africa (Luanda) and Asia (Chiang Mai), as well as at the WSIS event in Paris and on world heritage (Copenhagen). These all made use of scheduled meetings to greatly reduce costs.

The Climate Frontlines network of community-based projects was reinforced by a workshop supported by Denmark on Traditional Calendars for informing Climate Change Policies (June 2013). The book *Echoes at Fishermen’s Rock: Traditional Tokelau Fishing*, was translated from Tokelauan to English with support from the New Zealand National Commission. A workshop with networks of traditional medicinal practitioners in Indian Ocean SIDS was held in Seychelles (April 2013), and reports on “Local and Indigenous Knowledge related to Hydro-meteorological Hazard Risk Reduction and Climate Change Adaptation” were developed in Indonesia, the Philippines and Timor-Leste. With the Mayangna of the BOSAWAS Biosphere Reserve, Nicaragua, a pilot of pedagogical materials on “People, Nature and Culture” and “Mother-tongue Education” was conducted with support from Norway. The “Learner’s Resource Pack” to guide classroom use of the UNESCO resource “The Canoe is the People” was revised by the Cook Islands Ministry of Education and finalized.

***Expected result 9: Vulnerabilities of Small Island Developing States (SIDS) addressed through science policy, practice and education***

UNESCO continued its active engagement with the preparatory process for the Third International Conference on SIDS and 20-year review of the Barbados Programme of Action to be held in Samoa in 2014. Regular contributions towards the United Nations-wide coordination of the process were made through the UNDESA-based SIDS Inter-Agency Consultative Group; and through contributions to preparatory expert meetings in areas such as transfer of technology, environmental and socio-economic challenges.

A broad Pacific Island subregional partnership was established, linking institutions, individuals and projects that share an interest in promoting the development of appropriate policy and planning frameworks for STI in the Pacific. The partnership organized the first major subregional Pacific STI policy discussion in decades, resulting in the establishment of the Pacific Island Universities Research Network, linking ten universities in the Pacific as well as partners in the Caribbean and Africa. In the Caribbean, the activity “Addressing vulnerabilities of Small Island Developing States (SIDS) in the Caribbean through science policy” oversaw the organization of a March 2013 Caribbean Subregional Consultation Forum: 30 recommendations were proposed and are currently being reworked to be included in the draft regional strategic action plan.

In March 2013, UNESCO hosted in Mauritius the launch of the Sandwatch global database, which systematizes Sandwatch data collection and will build up a significant data set covering beaches and coastal areas often not monitored by other means – thereby making a contribution to global climate change monitoring. The Spanish- and Portuguese-language second editions of the *Sandwatch manual* were widely distributed globally, substantially extending the reach of the Sandwatch programme in particular to lusophone countries with new programmes established and expanding in Mozambique and Cape Verde. Sandwatch also expanded into Timor-Leste, with the

organization by the Timor-Leste National Commission for UNESCO of the country's first-ever Sandwatch training in Liquica district in June 2013. Under Climate Frontlines, eight SIDS field-based research projects were concluded, and a Pacific research network was formed focusing on the role of traditional calendars in understanding climate and environmental change. In the context of the "Youth Visioning for Island Living" programme, a new round of youth-led and implemented projects on HIV and AIDS awareness are under implementation, with three further projects in Papua New Guinea, Haiti and Guinea-Bissau, while projects in Jamaica and Mauritius came to completion.

***Expected result 10: Peace-building enhanced through diplomacy and cooperation in the field of science***

Science diplomacy is becoming a very important part of UNESCO's work at international level. Good examples of that capacity are the dedicated events organized prior to and during Rio+20 Conference; the Ministerial Breakfast organized during the ECOSOC 2013 that discussed the role of STI in global sustainability and the importance of science diplomacy in this context. Partnership with TWAS and ISSC on this theme was established. An important lesson is partnerships and also the importance of using existing international meetings, such as ECOSOC, to organize events that bring the topic to the debate. The main challenge is financial constraints.

**MLA 4: UNESCO Intergovernmental Oceanographic Commission (IOC): strengthening IOC with a view to improving governance and fostering intergovernmental cooperation to manage and protect oceans and coastal zones for the benefit of its Member States**

***Expected result 11: Effective end-to-end early warning systems for tsunamis and other sea-level-related hazards, established by Member States at national and regional levels, including disaster preparedness and mitigation measures***

The Intergovernmental Coordination Group for the Indian Ocean Tsunami Warning System Regional Tsunami Service Providers of Australia, India and Indonesia assumed full operational provision of regional tsunami services for the Indian Ocean Area of Responsibility on 31 March 2013. Simultaneously, the interim service that the Pacific Tsunami Warning Center (Hawaii, USA) and the Japan Meteorological Agency have provided for the Indian Ocean since 2005 ceased. This marks a new era of regional cooperation for tsunami warnings following seven years of development and preparation. For the Tsunami Early Warning and Mitigation System in the North-eastern Atlantic, the Mediterranean and connected seas, France, Greece and Turkey formally confirmed and announced the operational status of their national tsunami watch centres and their ability to act as Candidate Tsunami Watch Providers, pending their accreditation. The eighth session of the ICG/CARIBE-EWS was held in Port of Spain, Trinidad and Tobago (29 April-1 May 2013). Steady progress continues: (i) 94% of National Contacts and Warning Focal Points have been designated; (ii) 85% implementation of the seismic network and 44% of the sea level network has been established.

Tsunami preparedness was promoted in Dominican Republic, Ecuador, Colombia, Chile, Peru, Nicaragua, Haiti, Indonesia and the Philippines through more than ten training courses for local communities and school teachers. Anguilla (UK) became the first international TsunamiReady® non-USA recognized community, through a pilot initiative lead by IOC and NOAA. The Pacific Tsunami Warning and Mitigation System is focusing on the development of new experimental tsunami forecast products, which were introduced as part of the exercise PacWave11, which included maps indicating the level(s) of threat for each country. Tsunami Wave Exercises and system communication test exercises were also carried out in all four regional tsunami warning regions. More than 20 brochures and school manuals have been produced by the DIPECHO projects, the International Tsunami Information Center and the Jakarta Tsunami Information Centre in several languages. More than ten training sessions involving teachers were delivered in Ecuador, Colombia, Chile, Peru, Nicaragua, Haiti, Indonesia and the Philippines. IOC co-organized with Japan and UNU the international symposium on "The Great East Japan Tsunami on 11 March

2011 and “Tsunami Warning Systems: Policy Perspectives” (Tokyo, Japan, 16-17 February 2012), to examine the lessons learned from the disaster.

***Expected result 12: Member States’ understanding of ocean environment, and related processes in the global climate improved, and skills and national capacities developed for adaptation to climate change impacts***

IOC continues to raise awareness on ocean acidification. IOCCP organized and co-sponsored the “International Workshop to Develop an Ocean Acidification Observing Network of Ship Surveys, Moorings, Floats and Gliders” in Washington in June 2012 and the “Time series, moving toward Global inter-comparability in a Changing Ocean” in Bermuda in November 2012. IOC has compiled existing time series in fixed stations around the world and a dedicated webpage can be found at: <http://www.ioccp.org/time-series-efforts>. The IOC was also a co-convenor of the second International Symposium on the Effects of Climate Change in the World's Ocean (Yeosu, Republic of Korea, 15-19 May 2012). The third International Symposium Oceans in a High CO<sub>2</sub> World (Monterey, USA, 24-28 September 2012), co-organized by the IOC, SCOR and IGBP was attended by 528 scientists from 34 countries.

Benefiting from Emergency Funds, the Global Ocean Observing System (GOOS) has been able to maintain progress through two Steering Committee meetings, regional activities, and the development of an ongoing work plan for approval by the IOC Assembly in July 2013. Solutions have been found to distribute activities funded by United States extrabudgetary sources to partner organizations – maintaining continuity but weakening the influence and role of IOC in sustained ocean observations and services.

IOC had adopted the project IndiSeas as part of its core activities in climate change and hosted in 2012 its annual meeting. IndiSeas is aimed at using ecosystem indicators to evaluate the status of the world's exploited marine ecosystems in support of an ecosystem approach to fisheries, and global policy drivers such as the Aichi Targets of the Convention on Biological Diversity.

***Expected result 13: Capacities of Member States in ocean sciences and services improved in order to monitor, assess and manage marine resources***

IOC is actively engaged in the United Nations Regular Process through the provision of scientific and technical support to the United Nations Group of Experts, the organization of Regular Process Regional Workshops, and the development of a clearing house mechanism, together with UNEP, to fulfil the information and communication needs of the Regular Process. IOC has obtained a project grant to measure globally a number of key marine ecological, socio-economic and governance indicators. The project was initiated in March 2013 and the scientific inputs will provide a key contribution to the World Ocean Assessment (WOA) currently under preparation, by providing an indicator baseline for the ongoing and future WOA reports.

GEOHAB has been productive leading up to a synthesis conference held in April 2013. The conference led to the formulation of a new global approach to Harmful Algal Blooms research to meet societal needs in a changing world. Extrabudgetary funding enabled IODE to maintain its expert meetings and training programmes. The Regional Ocean Data and Information Networks in Africa, Caribbean, Indian Ocean, Western Pacific, Pacific Small Islands and Eastern Europe were able to generate human networking and, in combination with the IODE OceanTeacher project, substantial human capacity was developed. The proposed establishment of an IOC support centre for the ocean data portal in Moscow in 2013 is expected to provide a mechanism for advancing this component of the IODE programme.

***Expected result 14: Capacities of Member States to protect and sustainably use oceans and coastal zones developed***

The inaugural session of the IOC Sub-Commission for Africa and the Adjacent Island States (IOCAFRICA) was held in May 2012 in Nairobi with the support of the Republic of Korea. The second session was hosted by South Africa in Cape Town on 3 and 4 April 2013. The session

reviewed the Draft Strategic Plan which outlines how the Sub-Commission intends to achieve IOC's objectives, focusing on the priority issues such as climate change adaptation, water quality degradation, coastal erosion, and coastal and marine hazards. The ninth Session of IOC Sub-Commission for the Western Pacific (WESTPAC) took place in Busan, Republic of Korea, 9-12 May 2012. Twelve regional workshops and strategic planning meetings, four regional trainings and summer schools and two joint cruises were conducted during the period June 2012-June 2013 across three key thematic areas of ocean processes in the Indo-Pacific region, namely biodiversity, food safety and ecosystem health. The WMO-IOC Regional Marine Instrument Center for the Asia-Pacific Region (RMIC/AP) was established by the World Meteorological Organization (WMO) and IOC. The twelfth session of the IOC Sub-Commission for the Caribbean and Adjacent Regions (IOCARIBE) was held in Panama (9-12 April 2013). An IOCARIBE GOOS Working Group of Experts was established to recommend priorities and actions required for the full establishment of an ocean and coastal observing system in the IOCARIBE region. Actions were taken to promote and develop OceanDocs in ODINCARSA region, with the development of a Spanish version of the OceanDocs Policy Document, the promotion of OceanDocs within the Latin American IAMSLIC Group as well as the promotion of the inclusion of grey literature in OceanDocs to increase input.

IOC has provided guidance and training to several Marine Spatial Planning (MSP) initiatives and has published the Guide "Marine Spatial Planning: a step-by-step approach toward ecosystem-based management". Over 5,000 copies have been distributed and downloaded from the IOC MSP website. The first phase of the South Pacific Information and Data Management (SPINCAM) was completed in June 2012. It has supported the development of a coastal indicator framework in each country of the Southeast Pacific region, focused on environmental and socio-economic conditions. In October 2012, the Government of Flanders agreed to fund the SPINCAM Phase II project which will run from 2013 to 2015. The aim of People for Ecosystem-Based Governance in Assessing Sustainable Development of Ocean and Coast (PEGASO) is to build on existing capacities and develop common novel approaches to support integrated policies for the coastal, marine and maritime realms of the Mediterranean and Black Sea Basins in ways that are consistent with and relevant to the implementation of the Integrated Coastal Zone Management (ICZM) Protocol for the Mediterranean. For the Protocol, IOC has led the development of a set of indicators which are also widely applicable in the context of the implementation of ICZM elsewhere. In June 2012, IOC completed the implementation of the Project on Adaptation to Climate Change on the Coasts of West Africa. Through this four-year project funded by GEF, five countries received financial and technical assistance to develop coastal and coastal community adaptation measures. A technical working group of natural and social scientists, coastal engineers and coastal zone managers is working on a guide identifying the best practices related to the identification and formulation of adaptation/mitigations strategies and plans that lower the risk and actual losses from marine related hazards, including climate change impacts.

**MLA 5: Freshwater systems under stress and societal responses, incorporating the work of the International Hydrological Programme (IHP) and the World Water Assessment Programme (WWAP)**

***Expected result 15: Member States supported in building technical and institutional capacities, and policies and mechanisms improved for adaptation to global changes to river basins at the national, regional and global levels, on the basis of scientific knowledge***

Several teleconference sessions were organized to discuss ISI (International Sedimentation Initiative) activities. An interim synthesis report was revised. Programme linkages were developed. An inception workshop was organized in May 2012 to discuss glacier retreat and impacts on water resources in the Andes. It gathered over 40 experts from IHP and MAB networks as well as social scientists, and decision-makers from governments of the region. The EU Drought Dialogue Forum (pan-EU DDF) will be linked up with the International Drought Initiative and the High Level Meeting on National Drought Policy (HMNDP) of WMO and UNCCD and other United Nations organizations. Other results include the modified Nile Forecast System as the main tool of converting the climate change scenarios to water budget scenarios. A seminar on Ecosystem

Management for Lakes and Wetlands was organized on 5 and 6 February 2013 in Putrajaya, Malaysia.

The financial constraints have impacted the ability to deliver some of the activities planned. However, active collaboration with National IHP Committees and category 2 water centres has helped to mitigate this. The success of some programmes depends entirely on the commitment of the partners. Several cost efficiency measures were introduced. While extrabudgetary resources were successfully raised, remaining challenges include the reduced level of seed funds to raise additional resources and the feasibility of continuing such external support to operate activities under some IHP programmes.

***Expected result 16: The World's freshwater resources assessed, notably through the United Nations World Water Development Report, and Member States supported in strengthening policies for water governance, including of shared waters***

Overall, main impact include: strengthened governance and coordination on water; improved knowledge on water resources at the global level; and improved cooperation between IHP (both at Headquarters and at Regional Offices), WWAP, UNESCO-IHE and category 2 centres and UNESCO Chairs.

IHP leads the International Year of Water Cooperation 2013 and the World Water Day 2013. The launch event for the Year took place in Paris in February 2013, with an associated event for Youth. The celebrations for the World Water Day 2013 took place in The Hague, with several related events worldwide. The fourth World Water Development Report was published, launched and disseminated. The twentieth session of the IHP Council and respective Bureau approved a total of eight resolutions on the future of IHP, including the IHP-VIII strategic plan. IHP organized over 40 official sessions, side events and regional events at the sixth World Water Forum (Marseille, France, March 2012), UNCSD (Brazil, June 2012), and Stockholm World Water Week (August 2012). In the context of water cooperation, IHP brought its broad target audiences together and allowed them to: (a) increase and exchange their knowledge and experiences in the field of transboundary water management; (b) learn lessons from past practices and disseminate successful methodologies for the management of shared water resources; (c) exchange data and information related to shared water resources bodies (groundwater bodies more specifically); and (d) build networks of experts and decision-makers who will work together in following real-life scenarios. IHP coordinated at the World Water Forum 2012 the Priority for Action 1.5. "Contribute to Cooperation and Peace through Water". The Conference on "Traditional Knowledge for Water Resources Management" held in Iran, February 2012, contributed to enhance Member State capacities and made progress regarding institutional arrangements of the International Qanats Club.

Several cost-effective and efficiency measures were introduced, including a reduced duration of the IHP Council; reduced number and length of IHP Council and Bureau documents, including final report; the temporary cancellation of the Kovacs Colloquium, a scientifically important event which normally precedes the Council; collaboration with category 2 centres and international associations to reduce costs. Some of these measures present challenges, such as a very condensed agenda.

***Expected result 17: Effective water and sediment management strengthened through improved knowledge base and scientifically sound policy guidance for urban areas, arid and semi-arid zones and groundwater resources and aquifer systems***

Results achieved include: increased capacity-building of engineers and scientists in water resources management; improved knowledge on sedimentation and erosion on large river basins around the world under the ISI (International Sediment Initiative); increased capacity on water management in arid and semi-arid regions under the Asian G-WADI Network; improved knowledge via publication of a special issue for G-WADI in the *Journal Sciences in Cold and Arid Regions*, Asian Hydro-geological Maps and the Transboundary Aquifer map for Asia. Similar progress was achieved in Latin America and in Arab States in the first half of 2013. The G-WADI website

continued to disseminate web-based information and was supported by a category 2 centre. The G-WADI geoserver, which provides near real time satellite precipitation estimations, is updated and supported by partners. The Africa G-WADI group discussed water resources needs in the region. Two GRAPHIC expert group meetings were organized in October 2012 and in May 2013 aiming at the preparation of new case studies and defining the work plan for GRAPHIC activities within IHP-VIII. After the regional consultations for Latin America and sub-Saharan Africa, three regional consultations on groundwater governance were organized in Jordan in October 2012 for the Arab States, in China in December 2012 for Asia and the Pacific, and in the Netherlands in March 2013 for the UNECE region; the five regional consultations gathered almost 500 participants from 100 countries.

The financial situation led to the increased reliance on partners and preference for the execution of low or no cost activities. Cooperation with partners at regional and international levels have been initiated or strengthened. Synergies with ongoing extrabudgetary project activities are being evaluated, as well as possibilities to leverage additional extrabudgetary funds.

***Expected result 18: Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues***

Best practices in water education at all levels to deliver sustainable development objectives have been developed. A global synthesis of water education was developed by experts from all regions. Capacities of water technicians improved through an international water education workshop held in association with the new Regional Centre for Integrated River Basin Management (RC-IRBM) and a course on water assessment and monitoring conducted from 28 January to 8 February 2013 by HidroEx (in collaboration with UNESCO-IHE and the support of IHP).

The curricula tools were successfully piloted by UNESCO field offices in several Member States and served as a basis for the workshop in Cape Verde. IHP has co-organized with Project WET Foundation an official session at the sixth World Water Forum and side events with ED for the launching of the ESD Multiperspective Tool, with the 2012 International Year of Chemistry for the closing of the Global Water Experiment, and with IOC and the MultiOne Attitude Foundation for the Race for Water. In addition, IHP has worked with the Pan-African Parliament of the African Union to foster the status of water education in the African region by working with the parliamentary commissions in charge of education, water and gender.

Two training workshops on IWRM were organized in Africa. In other regions, training courses on Integrated Flood Analysis Systems in collaboration with ICHARM (Japan), IMHEN (Viet Nam) and APCE (Indonesia) were held in June 2012 and in January 2013. Events organized within “Volga Day-2012” were attended by local authorities. The seminar in Nizhny Novgorod, held within the International Great Rivers Forum, was attended by the representative of the Ministry of Natural Resources and Ecology of the Russian Federation. Information was disseminated on IHP's involvement in major and high-visibility events, particularly the sixth World Water Forum, the twentieth session of the IHP Intergovernmental Council and UNCSD. Various news items and highlights on other events organized with partner organizations as well as just-released IHP publications were posted online. More than 1,300 movies/videos are now available online on thewaterchannel.tv. A new project to promote collaboration by twining water education in schools was launched.

Lack of seed funds for the preparations of teaching materials for K-12 water education may delay the process related to the expected result. Due to the on-going financial situation, the UNESCO Water e-Newsletter was suspended in January 2012.



**MLA 6: Enabling the application of ecological and earth sciences to sustainability, including through the Man and the Biosphere (MAB) Programme and the International Geoscience Programme (IGCP)**

***Expected result 19: Use of biosphere reserves as research and learning platforms for sustainable development broadened, and implementation of the MAB Programme strengthened, including through enhanced exchange of best practices with regional and global networks***

Significant progress was made in creating and consolidating UNESCO MAB learning sites for sustainable development. The MAB Council in 2013 examined 16 new biosphere reserve (BR) nominations and designated 12 new BR and one extension from 12 Member States. These additions, together with the 20 BR designated in 2012, increasing the World Network of Biosphere Reserves (WNBR) to 621 sites, including 12 transboundary sites, in 117 countries. In 2013, 58 periodic review reports from 20 Member States were examined by the Advisory Committee for Biosphere Reserves and the MAB Council, resulting in 31 concrete recommendations for improving site management in 14 countries. An “Exit Strategy” has been adopted by the MAB Council in June 2013 to ensure that the WNBR is recognized as an international reference, with sites demonstrating sustainable development in practice at local and national levels, as well as contributing to key international and regional conventions and initiatives such as the CBD, the Future Earth Initiative and IPBES. Eighteen MAB Young Scientists Research Grant Awards (four of them funded by the Austrian MAB National Committee) were provided to young researchers, 11 going to young women (61%). The 2013 and 2012 Michel Batisse Awards for Biosphere Reserve Management was attributed to Marisa Coetzee and Harry Biggs (South Africa) and to Elizabeth Ines Taylor Jay (Colombia) respectively. Regional and thematic networking, such as AfriMAB, IberoMAB, and Island Biosphere Reserves, gained new strength through exchange and capacity building projects. The development of a new strategy for MAB and the WNBR for the period 2014-2021 is under elaboration. Several new partnerships have been established, including with the private sector.

***Expected result 20: Earth Sciences research, education and capacity-building for sustainable development enhanced, with a particular focus on Africa***

Thirty projects have been financially supported by the IGCP, including seven funded through the Swedish International Development Cooperation Agency (Sida). Based on its satisfaction with its IGCP involvement, Sida is supporting a one-year project aimed at addressing the environmental and health impacts of abandoned mines in sub-Saharan Africa. There are 400 project participants from 92 countries for the seven IGCP projects supported by Sida. The fortieth anniversary of the IGCP in February 2012 provided a platform not only for celebrating the achievements of the past 40 years but also an opportunity for looking forward to the continuing development of the programme. A structured discussion on the future of the IGCP with a panel of international experts concentrated on how to increase the societal relevance of the IGCP and on how to further increase participation of geoscientists from the developing world, notably Africa. UNESCO and international partners in the Earth Science Education Initiative for Africa have collaborated to prioritize the activities in the short term which will have the most significant impact on the ground, mobilize additional funds and drive further activities. The African Earth Science Education Institutional network was formally launched at the twenty-fourth colloquium of African Geology in Addis Ababa in January 2013, with support of the French Ministry of Foreign Affairs.

To advance the discussion of the formalization of the link between UNESCO and the Global Geoparks Network (GGN), there has been a series of consultations with Member States and with the GGN. These meetings have assisted in the identification of options available for developing the links between the two. Following decisions of the 190th and 191st meetings of the Executive Board, a working group on Geoparks was convened in June 2013 to resolve the outstanding issues ahead of the 192nd Executive Board. At the GGN Bureau Meeting in September 2012, six new members were admitted to the GGN from Austria, China, France, Hungary, Indonesia and Spain.

***Expected result 21: Sustainable and equitable use of biodiversity and ecosystem services strengthened in collaboration with key United Nations institutions and agencies and regional reference centres***

Despite lack of regular programme funding, the UNESCO Biodiversity Initiative was further developed and implemented thanks to successful fund-raising, as well as Emergency Funds. UNESCO's cooperation with the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) has resulted in a formal decision by the IPBES Plenary to UNESCO to enter into an institutional link with IPBES through a collaborative agreement for the work of the Platform and its secretariat. UNESCO and UNU convened jointly with the IPBES Multidisciplinary Expert Panel (MEP) an International Expert and Multi-stakeholder Workshop on the Contribution of Indigenous and Local Knowledge Systems to IPBES. UNESCO has continued to support the development of a conceptual framework for IPBES in the context of preparations for the IPBES MEP expert workshop on the IPBES conceptual framework. The joint UNESCO-Convention on Biological Diversity Biodiversity (CBD) Learning Kit is being finalized, in collaboration with the Education Sector. *Tracking Key Trends in Biodiversity Science and Policy: based on the proceedings of a UNESCO International Conference on Biodiversity Science and Policy* was published in February 2013 as an e-book <http://unesdoc.unesco.org/images/0022/002205/220530E.pdf>. The contribution of MAB BR to assessments of biodiversity and ecosystem services was promoted at sub-national level, and the World Network of Biosphere Reserves is now recognized as a formal partner of the Network of Sub-Global Assessments of Biodiversity and Ecosystem Services. The design of the Future Earth Programme was completed, and UNESCO has been entrusted with playing a central role in the implementation of its capacity building element, with likely significant extrabudgetary resources. UNESCO contributed to the design of the "Inclusive Wealth Report" at a dedicated expert and government representatives meeting, which recommended that UNESCO be fully affiliated with the production of the next (2014) Inclusive Wealth Report, which speaks directly to the Rio+20 recommendation on the need to measure progress towards sustainable development through integrated accounting, beyond the GDP measure. Several studies were carried out for MAB biodiversity and ecosystem services, including studies under "Sustainable Management of Marginal Drylands" in nine countries; information exchange on Global Change Observatories between Sierra Nevada BR (Spain) and Huascarán BR (Peru) under GLOCHAMORE projects. A special session on climate change impacts in mountains at the "Planet under Pressure" conference; and an IHP-MAB joint regional workshop on the impacts of glacial melt in the Andes in Peru (May 2012). On island ecosystems, the Inter-Ministerial and Experts Conference of MAB on Biosphere Reserves in the Caribbean subregion: Tools for Sustainable Development and Growth in Saint Kitts and Nevis in March 2013 and eleventh International Meeting of the East Atlantic Biosphere Reserve Network in May 2013 were held.

***Expected result 22: Biosphere reserves and natural World Heritage sites integrated, in collaboration with UN-REDD, the clean development mechanism (CDM – Art. 12 of the Kyoto Protocol) and similar climate change mitigation and adaptation financing mechanisms***

Ten activities have contributed to this expected result, including through cooperation with and funding through the UNESCO Intersectoral Platform on Climate Change and from extrabudgetary sources. These activities better positioned UNESCO sites (biosphere reserves and World Heritage sites) to contribute to both climate change mitigation and adaptation and to enhance their potential for attracting climate change-related financing for this purpose. The hopes are therefore high that when the uncertainties that presently exists in relation to the functioning and regulation of carbon markets, REDD+ and adaptation finance methodological, operational and procedural issues have eased, that UNESCO sites will occupy an important position in climate change mitigation and adaptation efforts at the local, national and international levels.

***Expected result 23: Management of natural and cultural World Heritage sites, biosphere reserves and priority ecosystems of the MAB Programme enhanced through a network of space science and space technology partners***

The primary activity of the last 18 months has been a SIDS Intersectoral Platform project “Using the “magic” of satellite images as support for an educational package: Understanding Climate Change Effects on Small Island Developing States” financed through the Emergency Fund to bring applicable tools from remote sensing for education, monitoring of environmental change, management, and policy to Caribbean SIDS. The project proposes to start with four initial countries: Barbados, Dominican Republic, Haiti, Jamaica and Saint Lucia. Synergies are being sought to provide benefits to other UNESCO activities such as educational tools for SANDWATCH and management tools for Biosphere Reserves and World Heritage sites as well as high resolution satellite imagery to local partners. The UNESCO category 2 International Centre on Space Technologies for Cultural and Natural Heritage in China is in the process of developing more international projects on this topic and will be increasingly relied on to develop these activities.

***Expected result 24: Knowledge base and policies for renewable energy, in particular solar energy and energy efficiency and sustainable use promoted for the purpose of sustainable development, also targeting resident communities in biosphere reserves as beneficiaries of the solutions found***

In renewable energy, efforts continued to enhance the knowledge base and promote related policies to address sustainable and environmentally sound energy solutions. In its contribution to 2012 International Year of Sustainable Energy for All, UNESCO organized with support from the International Sustainable Energy Development Center under the auspices of UNESCO, a round-table conference held in Moscow. A UNESCO contribution was also made at the High-Level segment of the United Nations Global South-South Development Expo 2012 and the high-level conference on “Energy, Water and Climate Change – Building Bridges”. Concurrently, UNESCO contributed actively to post-2015 thematic consultations on energy to define how energy should be integrated into the global development framework. UNESCO’s contribution was also made for both the United Nations Secretary-General’s report on the Decade 2014-2024 of Sustainable Energy for All as well as for the UN-Energy publication on achievements towards addressing the UNSG’s initiative on “Sustainable Energy for All”. In addressing the exchange of best practices and related energy policies, support was provided to three international events that served as renewable energy platforms for scientific exchange. Two UNESCO regional annual summer schools on renewable energy were continued in Africa and South East Asia to promote the knowledge base and related policies on solar energy conversion, use and application.

Training in solar energy was provided at the Barefoot College to six women who then began work to provide solar electrification to their villages, as the start of a larger, longer-term project. To make progress in the identification of Best Practices in Biosphere Reserves, information on known existing projects and initiatives was uploaded to the Biosphere Smart platform. The best practices of the project «Renewable Energy Futures for UNESCO Sites”, rely on the identification of cases and projects in general. Until now about 80 were included with more in progress.

**MLA 7: Natural disaster risk reduction and mitigation**

***Expected result 25: Natural disaster and climate change resilience, disaster risk assessment, and impact mitigation enhanced, and targeted scientific assistance delivered, including through participation in United Nations common country approaches***

In Disaster Risk Reduction (DRR) support was provided to knowledge sharing among DRR specialists and to capacity-building for disaster mitigation through workshops organized by the Organization and various events held, including in association with major high-level fora, such as IDRC Davos, ASEAN Ministerial Conference, HLCP retreat on the Hyogo Framework for Action 2 discussions, Global Consultation on DRR for Post-2015 Development Agenda and the fourth Session of the UNISDR Global Platform on DRR. Notably, the Organization played a prominent

role within the UNISDR system in encouraging advocacy for the integration of DRR into educational programmes and considering safe educational infrastructures, including through support given to the Global Alliance for Disaster Risk Reduction Education, in which UNESCO is the chair and the secretariat since February 2013.

***Expected result 26: Scientific knowledge base and adaptation capacity of Member States in respect of water hazards at regional and country levels improved***

National capacity on hydro-hazards was enhanced through a training course on flood modelling, inundation mapping, Integrated Water Resources Management (IWRM) and flood forecasting for 50 participants from Namibia, representing regional councils, ministries, the University of Namibia and the Polytechnic Institute of Namibia. Support was provided on flood management through the development of a roadmap for disaster risk management, involving participants of the training course. The roadmap, covering the following topics: education and capacity building, development of a knowledge platform (hydro-meteorological data, GIS mapping and flood modelling) and integrated disaster risk management, will be developed into an action plan through the Deputy Prime Minister's Office of Namibia.

The African Drought Monitor has been successfully implemented in Niger at the Regional Centre in AGRHYMET. Training on the Drought Monitor was organized in cooperation with the UNESCO IHP, Princeton University and the Climate Prediction and Application Centre (ICPAC) from Kenya. In total 24 participants from Burkina Faso, Chad, Kenya, Mali, Niger, Senegal and United Republic of Tanzania including resource persons attended the training course. Princeton University provided the software for the training course and distributed training material to the participants. The training material will be further developed and it is planned to provide translation into local languages. The Drought Monitor will be further developed and it is envisaged to implement the drought monitor in South Africa.

**UNESCO-IHE Institute for Water Education**

***Expected result 1: Sustainable development enhanced through water education and training, primarily in developing countries***

UNESCO-IHE continues to experience great demand for water education from developing countries as demonstrated by the number of applications to its short-term courses and M.Sc. programmes and number of education projects in which the Institute is involved. IHE has started working towards the development and implementation of a quality assurance system for joint M.Sc. and Ph.D. education and increasing its open courseware in order to reach more participants. Forty per cent of all M.Sc. students were enrolled in the M.Sc. programmes given jointly with partner institutes. In 2012 a major achievement for the Institute was the successful completion of the M.Sc. programmes' accreditation. In the class of 2012-2014, UNESCO-IHE has welcomed a record of over 200 M.Sc. students.

***Expected result 2: Research capacity in the water sector increased, focusing on MDG-related topics and primarily aimed at solving problems in developing countries***

The Institute's research activities has focused on and contributed towards the knowledge base focusing on MDG-related topics and is primarily aimed at solving problems in developing countries. Some highlights are: the UNESCO-IHE Partnership Research Fund provided funding for 75 collaborative research projects involving 75 partner institutes from 37 countries; and the Delft Urban Water research platform was set up by researchers from the Delft University of Technology, UNESCO-IHE, Deltares and the KWR Water Cycle Research Institute. Eight post-docs were involved in the Post-Doctoral Research programme on Adaptation to Climate Change in the Mekong River Basin, South-East Asia; the EC-funded SWITCH action research programme was successfully completed in 2012, and involved 33 partners from 15 countries working together for five years to create innovative, scientific, technological and socio-economic solutions that can be replicated around the world; the EU-funded project KULTURisk, a collaborative project,

coordinated by UNESCO-IHE, aims to develop a culture of risk prevention through a knowledge-based approach that assesses the socio-economic benefits of risk prevention techniques. Scientific publications overall continued to grow, in particular the increase of articles in peer-reviewed journals was notable. The paper “Modelling storm impacts on beaches, dunes and barrier islands” became the most cited article in Elsevier’s leading *Coastal Engineering* journal since 2008.

***Expected result 3: Capacity to support local water-related organizations increased***

In 2012, UNESCO-IHE continued to be heavily involved in the capacity development of water institutions in developing countries, including universities, research centres, and in-house centres of ministries and other government institutions. After a thorough analysis of the organization, including needs assessments for human and other resources, the Institute implements activities such as staff development, curriculum design, research and development (R&D) support, upgrading facilities, educational training, and enhancing managerial systems and skills. The Institute continues to be highly successful in project acquisition through a variety of different donors worldwide.

A number of training courses were launched in 2012 as part of the programme to develop the capacity of the recently established UNESCO category 2 centre, HidroEx International Centre for Education, Capacity Building and Applied Research in Water, which was established in Frut, Brazil. Seven new NICHE projects were included in the UNESCO-IHE portfolio: two in Bangladesh, two in Vietnam, one in Rwanda, and one in Egypt. Work on the training and capacity-building component of UN-HABITAT’s Lake Victoria Water and Sanitation Initiative continued throughout 2012 and was completed in December. The capacity development project for the Netherlands and Western Balkans Environmental Network, aimed at improving the environmental situation in the Western Balkan, was successfully completed in 2012.

UNESCO-IHE successfully delivered 22 courses within the H2020 Capacity-Building/Mediterranean Environment Programme and aims to enhance capacity to address pollution problems in the Mediterranean Sea at technical, institutional and societal levels. The programmatic cooperation with the Asian Development Bank (ADB) started its full operation, to support water operations in ADB’s developing member countries and ADB staff. Currently there are 18 running projects, with 13 new proposals being developed.

**Abdus Salam International Centre for Theoretical Physics (ICTP)**

***Expected result 1: Science, technology and innovation (STI) policies implemented, related capacities built, excellence promoted and regional collaboration in developing countries supported***

The new agreement with the Technological University of Panama paves the way for scientific exchange programmes for students and faculty and the coordination of joint conferences and workshops, etc. The agreement with the International Astronomical Union is expected to lead to a new diploma programme to train African scientists to work at the SKA. An agreement with the University of Trieste for a Master’s program in medical physics was signed. A collaboration agreement between ICTP and International School for Advanced Studies (SISSA) has been signed, under which an international Master’s in High Performance Computing (HPC) for S&T is foreseen to start in autumn 2013. Under an agreement with the University of Science and Technology in Abuja, Nigeria, ICTP will develop and teach HPC/HPC application-related courses to all graduate students of the five main departments (mathematics, computer science, petroleum engineering, theoretical physics, materials science). With the support from the International Science Programme of the University of Uppsala, Sweden, ICTP is organizing a Ph.D. fellowship at the University of Trieste for a staff member from Addis Ababa University, to enforce the HPC team of the M.Sc. programme at the latter.

The Joint Laurea Magistralis in Physics of the University of Trieste has four students enrolled. The International Master’s in Physics of Complex Systems has two students enrolled via ICTP, and the

Joint Ph.D. in Environmental Fluid Mechanics has 17 students. The efforts to establish partnerships for the creation of new ICTP branch institutes are progressing; ICTP will have cooperation agreements with the branch institutes that formally are created for the purpose by local counterpart institutes. The ICTP branch in São Paulo in Brazil is already organizing scientific training activities. The on-going preparations for ICTP branches in Mexico, Turkey, China and the interest from other countries/regions are indications that the training capacity of ICTP outside Trieste will increase significantly in the years to come. The capacity in Trieste is to a large degree fully expended.

ICTP in partnership with the Office of Astronomy for Development (a project of the International Astronomical Union) has launched a call for proposals for a suite of global activities aimed at using astronomy to stimulate high quality education and research at university level. Ms Chimene Daleu, a 2009 Cameroonian graduate of ICTP's Postgraduate Diploma Programme, has won a prestigious Ph.D. Research of the Year Award from the United Kingdom's top school for meteorology and climate studies, University of Reading, where she has been pursuing doctoral studies in atmospheric physics and meteorology. UNESCO collaborated with ICTP and the University of Nigeria in organizing a Science and Engineering week in Nsukka, Nigeria (June 2013) which included training sessions for teachers on scientific mobile learning, hands-on experimentation using the UNESCO Global Microscience project, commemoration of the 2013 International Year of Water Cooperation and an outreach programme on engineering.

ICTP and the Kuwait Foundation of Sciences (KFAS) have agreed to a new joint programme of support for scientists from Kuwait and the Arab world. KFAS has had a long-term cooperation with ICTP; for more than 30 years it has supported the engagement of Arab scientists in ICTP activities. 2013 marks the thirtieth anniversary of the College on Soil Physics at ICTP which was launched in 1983 with Abdus Salam's full support. Since then, the fields of interests have widened, today including climatology, hydrology and agriculture.

***Expected result 2: Access increased to scientific knowledge for scientists and science educators, especially from developing countries***

A documentary highlighting the ICTP's efforts to help remote villages in Africa and elsewhere to join the wireless technology revolution was recently shown during the Trieste Film Festival: <http://wireless.ictp.it/video.html>. "Unwired" follows a team of ICTP scientists during a mission where they installed low-cost wireless antennas and provided training at several African universities. The ICTP training encourages the use of recycled materials, and relies on renewable energy to power the instruments. The first International Workshop on Low-Cost 3D Printing for Science, Education and Sustainable Development was held in May 2013 and the ICTP 3D Printing Lab was equally initiated 2013. The SDU unit has released an e-book *Low-cost 3D Printing for Science, Education and Sustainable Development*.

In quantitative biology, activities benefitted 54 participants from 18 countries: a school on machine learning with applications to large datasets in biology; a workshop in physical virology, gathering scientists from different disciplines to discuss the recent advances in the understanding of viruses by combining perspectives from structural biology, genomics, epidemiology and evolution; a winter school on quantitative systems biology, designed to respond to the strong need for providing physicists with a broad exposure to quantitative problems in the study of living systems.

In the field of energy, ICTP contributed to the celebration of the 2012 International Year of Sustainable Energy for All. An article "Sustainable Energy: How Quantum Chemistry Can Help" was published in *Europhysics News*. The school on numerical methods for materials science related to renewable energy applications was held. ICTP is a partner in a local initiative on research on renewable energy "Regional Centre for Renewable Energy", together with SISSA, University of Trieste, University of Udine, ELETTRA Synchrotron, CNR-IOM; however, these efforts have not been progressing as expected.

High-performance computing (HPC) is at the basis of various in-house research activities, in particular regarding climate modelling and computational materials science. The programme is going well; the HPC cluster has been expanded several times and now has almost 2,000 cores and more than 25 teraflops. An agreement has been signed with SISSA to start a Master's/Ph.D. in HPC. ICTP has now a specialist team of four full-time experts working on research enabling, hardware accelerators, and parallel programming. Seven advanced schools were organized in 2012, one in 2013. An agreement was signed in Abuja, Nigeria to develop and teach HPC/HPC application related courses to all graduate students of the mathematics, computer science, petroleum engineering, theoretical physics, materials science departments. Weekly lectures on HPC topics started at ICTP.

In its efforts to develop a substantial systematic and coherent programme for on-line access to scientific information and to its library, ICTP has prepared video coverage of the Basic Diploma programme; a portal will be launched in early 2013. ICTP continues to upload videos and recordings to both the iTunes U and the ICTP.TV. ICTP has over 10,000 hours of recordings available on-line, at low cost. ICTP's Free Electronic Journals Delivery System (eJDS) celebrated ten years of existence. ICTP has agreements with some of the world's leading scientific publishers, enabling scientists who live and work in least-developed or low-income countries to receive current scientific literature from 1,033 journals. At mid-2013, eJDS has 4,898 registered users from 133 countries. ICTP supervises the technical interface and gives advice and editorial services for the *African Review of Physics*, a peer-reviewed online international e-Journal: [www.aphysrev.org](http://www.aphysrev.org). Ten students are enrolled in the new Joint ICTP/SISSA Ph.D. programme, against the benchmark of eight. ICTP organized in 2012 a total of 75 activities of which 56 were in Trieste. The first six months of 2013, the figures are 28 and four. Upon ICTP's initiative, the Union of Central American and Caribbean Universities has approved the creation of a Ph.D. in mathematics and physics.

***Expected result 3: Programmes on natural disaster risk reduction and mitigation and the impacts of climate change on water resources, food production and health offered, with the needs of end-user groups identified and addressed***

ICTP's earth system physics and astrobiology research was presented at the European Geophysical Union's (EGU) General Assembly 2013 in Vienna, Austria. For more than a decade, scientists in ICTP's Earth System Physics (ESP) section have been fine-tuning a regional climate modelling system (RegCM), using specific code that simulates the Earth's climatic conditions to produce localized, detailed climate projections that can play a vital role in assessing climate impact in vulnerable regions of the world. They have developed a dynamical disease model (VECTRI), to assess malaria risk, taking into account the role of population dynamics and surface hydrology. At the EGU meeting results regarding the inter-annual variability and longer-term projections of malaria transmission in Africa were presented. A study by the ESP group should contribute to more accurate local rain monitoring in the near future. This ICTP study is the first to focus on the sensitivities of cloud and precipitation sensors at the regional scale. The study, titled "Using CloudSat cloud retrievals to differentiate satellite-derived rainfall products over West Africa", will validate seasonal forecasts over West Africa. Another activity, AfriCARP, has as its focus the improved accessibility to numerical weather prediction and seasonal forecast products in Africa. Initial progress on both has been according to plan.

A series of successful workshops and schools held in Ghana, Ethiopia and Botswana have introduced students and scientists to methods to access global climate models and process the data, hands-on use of the ICTP regional climate model for more advanced scientists and students to conduct their own research in climate change on a regional scale, and advance the research into impact models for agriculture, water and disease vectors and instruct students on their use for regional forecasting and climate change impact studies.

Under AfriHAZARD's Evaluating and Communicating Seismo-Volcanic Hazards within and between Countries in Africa, the North African Group for Earthquake and Tsunami studies Group, an ICTP network of scientists, now is officially located in the Algerian Research Centre in Geophysics. It involves more than a 100 scientists and engineers. A syllabus for a joint Master's

with the University of Rwanda on geo-hazards is under discussion. The planned African Ph.D. programme in geo-hazards is still under negotiation with Addis Ababa University.

A ground-based station devoted to long term climatological observations and environmental monitoring has thus been successfully installed in Accra Tema, Ghana. The station is now functioning and providing high quality information on the total column content of NO<sub>2</sub> and O<sub>3</sub>, which will be used for satellite data validation.

## **Intersectoral Platform on UNESCO's contribution to climate change mitigation and adaptation**

### ***Expected result 1: Interdisciplinary climate change knowledge base strengthened***

The Global Framework for Climate Services (GFCS) is positioned to become an important endeavor for climate change knowledge-based service delivery and for the strengthening of the climate change knowledge-base in general in the coming years. Spearheaded by WMO, UNESCO has successfully mobilized several of its programmes and platform projects with the view of assisting in the design and implementation of the GFCS. The Director-General delivered a message of support to the Extraordinary Session of the World Meteorological Congress, held in Geneva in October 2012, regarding the further implementation of the GFCS. IHP and IOC are particularly involved with the GFCS. IOC leads the implementation of the Global Ocean Observing System, providing marine environmental information for climate forecasts and projections. In research, modelling and prediction IOC continues with partners to sponsor the World Climate Research Programme. It is also addressing issues of scientific uncertainty in the climate system and the impacts of climate change on ecosystems. IOC is also leading a Climate Change Platform project on the establishment of regional UNESCO Climate Change Resilience and Adaptation Forum linked to the GFCS. The first meeting of this Forum was held in conjunction with the GFCS Regional workshop on Climate Services at the national level for the Caribbean held in Trinidad and Tobago, from 29 to 31 May 2013. Through IHP, UNESCO has contributed to the «water exemplar» of the Water User Interface Platform within the framework of the GFCS, and UNESCO has also made a technical contribution to “Operational Climate Services: A dialogue on practical action”.

Outputs include regional and global cooperation on Climate Change Impacts in Major Mountainous Regions of the World: Multidisciplinary Network for Adaptation Strategies (Africa, Asia, Latin America, and Europe), that will help position as a key international player on climate change in mountains and that will result in recommendations for policy advisers and decision makers of Member States of the major mountainous regions of the world. Valuable information is gathered through the project, “A Networked System of Open Indigenous Knowledge Resources for Climate Change Mitigation and Adaptation in Polar Regions”, in one of the regions of the world that is experiencing among the most rapid and profound climate changes, the Arctic.

### ***Expected result 2: Information for and resilience to the impacts of climate change of vulnerable Member States, their environment and local communities enhanced through the Climate Change Adaptation Forum***

The development of the Climate Change Resilience and Adaptation Forum made progress through the first regional Forum that was held in conjunction with a GFCS workshop on Climate Services at the National Level for the Caribbean, Trinidad and Tobago, from 29 to 31 May 2013. A regional workshop for Africa is being prepared. It is anticipated that the benchmark of assisting ten countries in their fundraising efforts for adaptation will be met through the regional workshops and that 25 countries, primarily SIDS and in Africa, will be engaged in the UNESCO Climate Change Resilience and Adaptation Forum.

While primarily contributing to expected result 1, the project on “Climate Change Impacts in Major Mountainous Regions of the World: Multidisciplinary Network for Adaptation Strategies (Africa, Asia, Latin America, and Europe)” will also contribute to the establishment of an Adaptation Forum focusing on key mountain areas of the world.



***Expected result 3: Climate change education and public awareness for sustainable development strengthened in Member States***

The results already reached together with those anticipated to be achieved shortly, are well above the programmed benchmark. So far the Subregional Centre for Training on Climate Change Leadership for the MERCOSUR region has been established, with an initial focus on Argentina, Brazil, Chile, Paraguay and Uruguay. Initiated in November 2012 and based on UNESCO's newly published teacher education climate change materials as well as the new, second edition of the Sandwatch manual, the project marks the first formal effort at merging Sandwatch's field-based approach with UNESCO's teacher education materials. In May 2013, two expert consultants completed the development of a short, fully integrated course merging core elements of these two resources. This set of materials will form the core of the course material contents, while participants from at least 15 countries (male and female) will be drawn from existing TEI and Sandwatch networks. A training session on the Sandwatch database will be integrated into both events.

***Expected result 4: Global climate change field observatory of UNESCO sites expanded***

There are currently 621 biosphere reserves in 117 countries, including 12 transboundary sites and the World Heritage List includes 962 properties forming part of the cultural and natural heritage which the World Heritage Committee considers as having outstanding universal value. The majority of these sites are engaged in climate change knowledge, mitigation and adaptation initiatives, including in Africa and in SIDS. Over half of these UNESCO sites are assessed to be active in climate change knowledge, mitigation and adaptation initiatives; more than 25 UNESCO sites used for UN-wide climate change activities; demonstration projects about to be launched in UNESCO sites related to renewable energy; and more than five thematic and regional UNESCO site networks established or reinforced on climate change.

Through the Climate Change Platform funded initiative on "Renewable Energy Futures for UNESCO Sites", 90 UNESCO sites were identified for their interest and potential good practices related to climate change mitigation and adaptation, notably in the context of the sustainable use and applications of renewable energy. See: <http://www.renforus.net/>. Successful collaboration with the Global Sustainable Electricity Partnership was initiated for reasons of cost-efficiency and outreach. Concurrently, an information brochure on the project objectives and expected outcome have been finalized for broad distribution including to UNESCO sites focal points.

UN-REDD and UN-REDD+ activities have proven to be more challenging than anticipated due to uncertainty in the development of UNFCCC methodologies and lengthy preparation modalities with potential donors. MAB and WHC have engaged in a partnership with Terra Global to prepare a comprehensive report on the potential of UNESCO sites in relation to REDD+. The report presents the results of a global scale spatial analysis which evaluated 216 of 610 BRs for their Reduced Emissions from Deforestation and Degradation (REDD+) and Afforestation, Reforestation and Revegetation (ARR) carbon potential. The spatial analysis for REDD+ potential was designed to quantify forest carbon density, estimate deforestation rates and assess governance capacity for all sites for which boundary information was available. The results of the analysis were then used to estimate the quantity of potential emission reductions in order to propose two potential global REDD+ portfolios: Portfolio A presents the top ten potential global REDD+ project sites selected according to their potential emission reductions potential on a per hectare basis. Portfolio B presents the top ten potential global REDD+ project sites that contain the highest summed potential emission reduction values selected according to their absolute carbon values across their entire landscapes. This report will help UNESCO to leverage significant international public and private funding.

**Intersectoral Platform on UNESCO’s Contribution to the Mauritius Strategy for the further implementation of the 1994 Barbados Programme of Action for the Sustainable Development of Small Island Developing States (SIDS)**

***Expected result 1: Resilience of communities reinforced in SIDS, with particular reference to climate change adaptation and natural disaster preparedness, through evidence-based policies, education and capacity development and the mobilization of civil society***

Through a partnership with the University of Ghent and the Belgian Federal Science Policy Office the project “Using the ‘magic’ of satellite images” leveraged external financial support. Agreements were made with further space partners to provide imagery, and three case study sites selected. In addition to the seven projects approved under the SIDS Platform, other implemented activities with specific focus on SIDS included the launch of the Global Sandwatch database, wide distribution of the Spanish and Portuguese versions of the Sandwatch manual, and the expansion of SIDS engagement with UNESCO’s cultural conventions and with the UNESCO-IOC. Continuous dialogue with UNDESA and the wider United Nations system was maintained, ensuring visibility and recognition of UNESCO’s SIDS activities within the United Nations system and the high profile role of UNESCO in the lead-up to the Samoa 2014 Third Conference on SIDS.

Through a Denmark Funds-in-Trust project and support from a Climate Change intersectoral platform project, the Sandwatch manual, already available in English and French, was published in Spanish (May 2012) and Portuguese (November 2012) and widely distributed. Trials of the global Sandwatch database were carried out in at least eight SIDS in the Indian Ocean and the Caribbean during 2012, and a full-scale global launch of the database was organized in Mauritius on 20 March 2013 in conjunction with a UNESCO Climate Change Education in Africa conference.

The UNESCO-UNU publication “Weathering Uncertainty” was made available to lead/coordinating authors of the IPCC’s fifth assessment report (AR5). “Weathering Uncertainty”, which is quoted nine times in the second draft of AR5, contains a dedicated small islands section and a comprehensive small islands/SIDS climate change bibliography.

In the Caribbean, two dedicated training sessions were provided to tsunami warning centres in Haiti and the Dominican Republic in 2012. The most recent Caribbean tsunami exercise, on 20 March 2013 had a participation rate of 94% of the Member States and Territories, with broad media coverage and almost 50,000 people participating at different levels. Almost all tsunami warning focal points have activation and response processes and more than half of the members have tsunami emergency response plans.

***Expected result 2: SIDS efforts towards sustainable development supported through the safeguarding and reinforcement of island cultural and natural heritage, including local and indigenous knowledge and practices***

In the Caribbean, a major achievement was made under “Strengthening island cultural and biological diversity through UNESCO sites” with the organization in Saint Kitts and Nevis in March 2013 of an Inter-Ministerial and Experts Conference on Biosphere Reserves in the Caribbean Subregion, which adopted the Saint Kitts and Nevis Declaration and a subregional action plan for the formation of a network in Caribbean SIDS through which to promote biosphere reserves as tools for innovative projects bringing added value to local socio-economic activities. Ministers and delegates of 12 Caribbean countries participated.

Under “Supporting Traditional Medicinal Knowledge in the Indian Ocean SIDS”, a meeting was held in Seychelles in February 2013 to facilitate traditional medical practitioners in three Indian Ocean SIDS exchanging best practice and developing policy-positions and best-practice guidelines, including the ethical dimension. A position statement was developed. To assist communication across the region, a region-wide web-based practitioners’ network is currently under development, while the book *Savoirs des Femmes* is being translated into English.

Under “Sustainable development, poverty eradication and empowerment of vulnerable communities in Timor-Leste through Safeguarding the Cultural and Natural Heritage”, two workshops were held in Dair and Maubara in May-June 2013. Over 50% of attendees were women. The Centre of Studies for Peace and Development produced the paper “Assessment of laws and policies affecting women and youth in Timor-Leste”. Action research on marine ecological knowledge was conducted in Biqueli and Maqueli villages, Atauro Island, Timor-Leste in April 2013. A total of 27 local community members from each village participated in the survey and focus group discussions.

***Expected result 3: Capacity built in SIDS for the development and implementation of policies and practices that reinforce educational, economic and livelihood opportunities for island youth, both women and men, with particular reference to ESD, TVET, STI, media and information, and cultural industries***

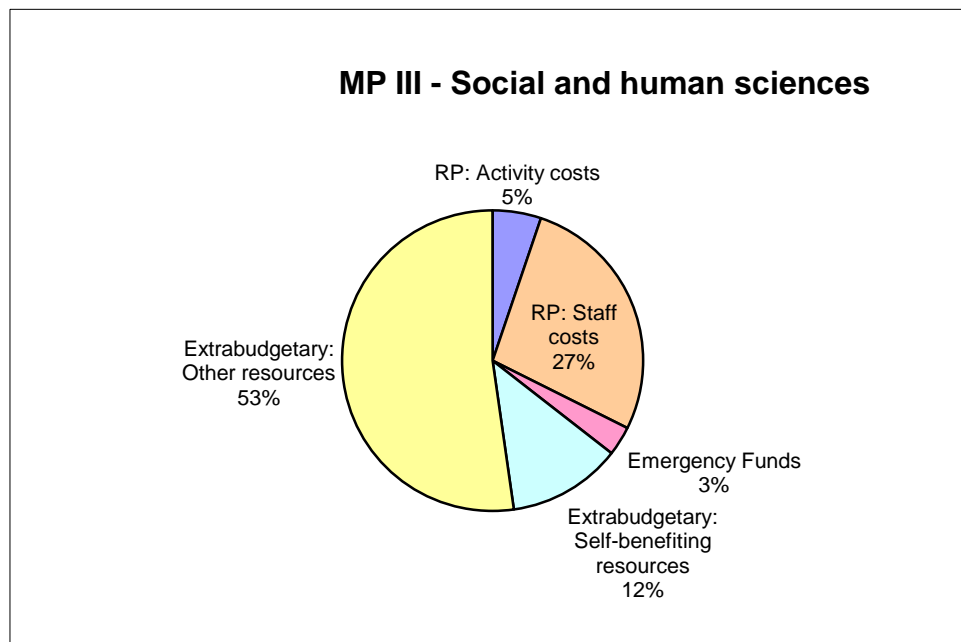
The Apia Office-led project “Islands of the Future”, an inter-regional effort at mobilizing the voice of SIDS youth in the lead-up to the Third International Conference on SIDS and 20-year review of the Barbados Programme of Action to be held in September 2014, leveraged support from across the United Nations system. The project enabled UNESCO to lead and coordinate an interagency effort at securing a strong voice for youth at the Samoa meeting under the heading “My World My SIDS”, through the organization of three preparatory youth workshops held in the Pacific, the Caribbean and the Indian Ocean during June-July 2013.

Under the “Enhancing Open Suite Strategies in Caribbean SIDS” project, Open Suite (Open Educational Resources, Open Access to scientific information and Free and Open Source Software) Strategies in the Caribbean milestones included the roll-out of OER policies in three countries as well as the development of a publication report on the state of the art and prospects for integrating FOSS (free and open source software), open strategies and open data in existing national information frameworks and strategies as well as national development programs in 17 Caribbean countries. Under the Youth Visioning for Island Living programme, opportunities for youth to organize and advance their ambitions were granted through the successful completion of two youth-led HIV and AIDS awareness projects in Jamaica and Mauritius.

Representing a significant milestone in the development of SIDS higher education networks, a broad Pacific island subregional partnership was established by UNESCO, linking institutions, individuals and projects that share an interest in promoting the development of appropriate policy and planning frameworks for STI in the Pacific. More than 30 participants took part in the discussions, representing ten Pacific universities (seven at vice-chancellor level) as well as other stakeholders and experts from the Pacific, the Caribbean (representing the University Consortium of Small Island States) and Africa. The meeting concluded with the formal establishment of the Pacific Islands University Research Network, linking ten Pacific higher education and research institutions with organizations and institutions in the Caribbean and Africa.

## MAJOR PROGRAMME III: SOCIAL AND HUMAN SCIENCES

### Breakdown of the expenditure incurred over the 18 months by category of funds



#### **MLA 1: Supporting Member States in the development of policies and advocacy in the ethics of science and technology, especially bioethics**

##### ***Excepted result 1: Capacity of Member States enhanced at the national level to identify and address bioethical challenges, with due regard to appropriate human rights and gender equality frameworks***

All the performance indicators were reached. In terms of capacity-building and impact, 12 countries (Chad, Côte d'Ivoire, Gabon, Ghana, Guinea, Malawi, Namibia, El Salvador, Jamaica, Dominican Republic, Oman and Malaysia), seven of them from Africa, received assistance from UNESCO for their National Bioethics Committees. The improvement of the quality of Ethics Teaching was an objective for the Ethics Teachers Trainings (ETTC) organized in four different countries. Indirectly, many other countries benefited from these trainings by having their nationals as participants and beneficiaries. Priority Africa and Gender Equality Priority were explicitly made prominent in the planning and execution of activities.

##### **Supporting the establishment of national bioethics committees**

- UNESCO supported the establishment of five new National Bioethics Committees (NBCs) in Chad, Dominican Republic, Malaysia, Malawi and Oman. Technical assistance on bioethics and research ethics was provided to five national bodies (NBCs of Colombia, Ecuador, Trinidad and Tobago, and Uruguay; Ministry of Health of Peru; as well as to the National University of Colombia). Training sessions were completed for Chad, Côte d'Ivoire, El Salvador, Gabon, Ghana, Guinea, Jamaica, Malawi, Malaysia and Togo; seven of these were undertaken thanks to the Emergency Fund allocations decentralized to the field. In 2013, there is a relative pause for this project due to lack of funding.

Providing ethics education

- Under the Ethics Education Programme (EEP), four training workshops for ethics teachers (Azerbaijan, Croatia, Lithuania and Namibia) were completed during the second half of 2012, funded through the Emergency Fund decentralized to the field. Pilot testing of the UNESCO Bioethics Core Curriculum is under discussion or already being implemented with universities in Argentina, Costa Rica, Republic of Korea and Uruguay and consultations are ongoing with the Ministry of Education of Argentina to introduce it in every medical school in the country; similar consultation will soon start with the World Medical Association for medical schools worldwide. So far, over 200 students from 20 countries in Latin America and the Caribbean region have been trained under the Ethics Education Programme. A Bioethics Course for Judges was organized at the University of Naples (Italy). UNESCO also co-organized with the Mexican Supreme Court of Justice and the Federal Judicial Council a workshop on promoting the Universal Declaration on Bioethics and Human Rights (UDBH). The most important outcome was not only to introduce bioethics and the UDBH to the judiciary, but also the launch of a discussion on how the Declaration could be included in the national legislation. In April 2013, UNESCO published online, the collected works of the Conference on Gender and Bioethics held in Kazan, Republic of Tatarstan (21-22 November 2011).

Promoting existing instruments in the field of bioethics

- Two International Bioethics Committee (IBC) policy reports were issued: “Human Vulnerability and Personal Integrity”; and “Traditional Medicine Systems and their Ethical implications”. These reports were rapidly disseminated through capacity building activities and are being translated into Spanish and Turkish or being featured in academic journals such as the Institut für Wissenschaft und Ethik’s Annual Journal for Science and Ethics. The Committee has identified a roadmap for finalizing its report on the Principle of Non Discrimination and Non Stigmatization (Article 11 of the Universal declaration on Bioethics and Human rights) before the end of 2013, and after the upcoming eighth session of the IGBC on 5 and 6 September 2013 at UNESCO Headquarters. During its twentieth session held in Seoul from 19 to 21 June 2013, the IBC decided that its work programme for 2014-2015 would focus on the Principle of Sharing of Benefits (Article 15 of the Universal Declaration on Bioethics and Human Rights), as well as on contemporary bioethical challenges concerning the human genome and human rights, while taking into consideration the rapid developments in genetic research. Within the United Nations system, UNESCO maintained its position as the Secretariat of the United Nations Inter-agency Committee on Bioethics (UNIACB). During its twelfth meeting (March 2013), UNIACB suggested that a thematic focus on Ethics and Governance of Converging Techno-sciences for Sustainable Societies be considered by the committee.

***Expected result 2: Promotion and implementation of the International Convention against Doping in Sport ensured***

Promotion of the Convention

- The number of States Parties to the International Convention against Doping in Sport (2005) has reached 174. Preparations for the Conference of Parties to the Convention, on 19 and 20 September 2013 at Headquarters have been completed.

Capacity-building in Member States

- A total of 30 new projects (Aruba, Armenia, Barbados (2 projects), Bhutan, Botswana (2 projects), Bulgaria, Cameroon, Colombia, Costa Rica, Côte d’Ivoire (2 projects), Dominica, Democratic Republic of Congo, Eritrea, Georgia, Guatemala, Malawi, Malta, Morocco, Nicaragua, Paraguay, Saint Lucia, Singapore, Slovenia, Sri Lanka, Sudan, Uruguay, and Venezuela) were approved by the Approval Committee of the Fund for the

Elimination of Doping since the beginning of the biennium. These projects, both national and regional, included preventative education programmes, the development of specific anti-doping legislation, and activities which help build the anti-doping capacity of least developed or low income countries. A total of 93 projects, worth over \$1.5 million, have now received financial support since the establishment of the Fund in 2008.

#### *Lessons learnt and challenges*

- The lack of funds is affecting the reach and depth of UNESCO's actions in bioethics. For example, capacity-building initiatives at the country level were scaled down.
- While information obtained through the monitoring of the Convention shows an increased rate of compliance, cooperation between government authorities, including the judiciary, customs, police, and sport bodies at national and international levels needs continuous improvement.
- Recognizing the importance of consolidating the progress made since the establishment of the Anti-Doping Fund in 2008 and with a view to ever increasing the Fund's implementation rate whilst maintaining a robust application process, an analysis of project quality, legacy and implementation was undertaken. Based on this review, a series of interlinked initiatives, designed to enhance the impact of the Fund, broaden its capacity to practically support States Parties and to increase the sustainability of projects under its remit. These proposals, following the assent of members of the Fund's Approval Committee in the spring 2013 session, will be submitted to the fourth session of the Conference of Parties for adoption and, subsequently, implementation.
- The work on the 2005 Convention was considerably affected by the budget reduction. The post of the dedicated Programme Specialist at P-4 level, who was the Organization's anti-doping expert, was frozen upon his departure from UNESCO in January 2012. A suitable redeployment of staff within MP III became only effective at the end of 2012. Also, the reduction in programme funds did not allow carrying out any significant research, development and public outreach activity beyond the implementation of projects within the Anti-Doping Fund. This situation was mitigated by a one year loan of an expert from the World Anti-Doping Agency who took up his duties in March 2013.

**MLA 2: Promoting a culture of peace and non-violence through action pertaining to human rights, democracy, reconciliation, dialogue and philosophy and including all political and social partners, in particular youth**

***Expected result 3: Understanding improved of the implications of social inclusion for the promotion of a culture of peace, integrating human rights and democratic principles***

#### *Culture of Peace*

- Efforts focused on developing initiatives targeting youth as key actors in promoting democratic interactions and social cohesion, especially through the Intersectoral Platform on the Culture of Peace. The Culture of Peace programme contributed to strengthening the capacity of young women and men through equipping them with knowledge, skills and information necessary to cultivate a culture of peace, including social and technical competencies necessary to help mitigate conflict and promote reconciliation. In the 11 countries (Liberia, Sierra Leone, Burundi, Tunisia, Lebanon, Egypt, Nicaragua, Costa Rica, Guatemala, Honduras, Panama) covered by the programme, youth participation and engagement were strengthened at the local and national levels, especially in democratic and transition processes. The active involvement of all stakeholders (including the civil society) in the project, the mainstreaming of culture of peace initiatives in government plans and the mobilization of the United Nations system, all guarantee the sustainability of the initiative beyond the funding period. Synergies have been developed among field

offices, which contributed to exchange of good practices as well as coherence in the programme.

#### Human Rights Based Approach

- The implementation strategy of all SHS activity work plans in SISTER was revised to further highlight and strengthen the application of key elements of the Human Rights Based Approach particularly the focus on disadvantaged groups and the principle of participation and inclusion.
- UNESCO consolidated contributions to the Universal Periodic Review (UPR) for the 28 countries to be reviewed during the seventeenth and eighteenth sessions of the UPR Working Group to be held in October-November 2013 and January-February 2014.

#### Philosophy and human sciences

- In the area of philosophy and human sciences, the second World Humanities Forum was organized in Busan, Republic of Korea, from 1 to 3 November 2012. Celebration of World Philosophy Day (15 November 2012),<sup>9</sup> was designed to ensure the contribution of philosophy to development of global agendas on global environmental change by the choice of the theme “Future Generations”, reflecting both the fifteenth anniversary of the adoption by UNESCO of the Declaration on the Responsibilities of the Present Generations Towards Future Generations and the ethical and philosophical implications of the June 2012 United Nations Conference on Sustainable Development. At UNESCO Headquarters numerous activities were organized such as round tables, philosophy cafés, workshops, devoted to innovative philosophical practices, master classes of philosophy teaching for children, philosophy books fair, two art exhibitions and music concert. One of the highlights was a special event “UNESCO Capsule for Future Generations” in which a group of primary school children from the Paris region “buried” two metal cylinders to be opened in 2062, containing some 280 messages received from young people around the world and various objects symbolizing today’s communication tools. In connection with the 2012 theme, a headline event took place in University of San Carlos of Guatemala on “Thinking a Sustainable World for All”, in relation with the third Central American Philosophy Congress. The second International Forum on “Philosophy in High School: Teaching training and democratic citizenship” was held in September 2012 in Mexico City. Furthermore, in collaboration with the International Network of Women Philosophers, the second issue of the online *International Women Philosophers Journal*, focusing on the Arab Spring, was published in May 2013 and launched at a high-profile public event organized at the Ecole normale supérieure in Paris.

#### ***Expected result 4: Social change conducive to peace and non-violence promoted through youth-led social innovation and engagement of young women and men in their communities***

##### *Building an enabling policy environment for youth development and engagement, through participatory public policies on youth*

- In line with the UNESCO Strategy on African Youth, the Organization supported policy development and policy revision processes, with the participation of youth, in several countries in close collaboration with national authorities and with the United Nations Country Teams. The policy review process in Liberia and Burundi was concluded. In Zambia, where UNESCO is leading the process, situation analysis, expert group work and provincial youth consultations have been completed and a revised national youth policy and action plan would be validated by August 2013. In Sierra Leone the policy review process is ongoing whereas in Ghana, a roadmap leading to the establishment of a

<sup>9</sup> A detailed online report on activities held in Member States to celebrate the World Philosophy Day 2012 can be found on [http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SHS/pdf/list\\_worldphilosophyday2012.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SHS/pdf/list_worldphilosophyday2012.pdf)

National Youth Parliament was adopted at a national consultative forum. In Morocco, a youth consultation feeding in the development of an Integrated National Strategy on Youth was organized, whereas in Egypt UNESCO supported a study on youth, which will feed into the policy development process. In Lebanon, UNESCO is supporting national consultation with civil society organizations on the monitoring of, and advocacy for, the existing national youth policy, as well as targeted advocacy and social inclusion training for youth activists. In Mongolia, UNESCO concluded the analysis of the situation of children and youth, feeding into the elaboration of the draft policy. In Myanmar, UNESCO has collaborated with the Department of Social Welfare on the consultation framework and terms of reference for the policy development process, whereas in Indonesia, UNESCO conducted targeted training on youth-led advocacy, leadership and civic engagement, as well as a national validation workshop and consultations around youth policies and the United Nations post-2015 agenda. In Tokelau, the final consultations on the draft policy will be validated by December 2013.

*Creating opportunities for youth to engage as partners for development and peace in their communities*

- In Burkina Faso and Malawi, in collaboration with category 2 institutes,<sup>10</sup> UNESCO launched a training programme on social entrepreneurship and a culture of peace, engaging 60 young women and men. In Zambia and Kenya, in collaboration with UNESCO Chairs<sup>11</sup> and local youth development centres and NGOs, UNESCO rolled out a leadership programme engaging vulnerable and marginalized youth, which allowed the training of 32 youth facilitators and 150 young people from the rural communities, who then developed local projects. In Burundi, 40 youth leaders trained on social entrepreneurship are implementing business-plans. Youth-led training, youth consultations and focus groups discussions to promote non-violent youth participation in electoral processes were conducted in Ghana and Sierra Leone. In Tunisia, training courses were organized based on the UNESCO gender-sensitive training manual for democracy, engaging 400 young women and men.
- The Organization pursued its cooperation with the Regional Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region (Kinshasa, Democratic Republic of the Congo) particularly on topics such as women's participation in peace-building and post-conflict reconstruction and prevention of gender-based violence.
- The Fourth Group of the Youth Peace Ambassadors met in Hiroshima, Japan, from 24 to 31 March 2012 and issued 44 action plans in different domains: e.g. peace education, sports. This initiative enabled 44 young women and men to become peace builders in their community.
- In Brazil, UNESCO trained over 100 youth leaders in the cities of Vitoria and Contagem in the scope of the United Nations joint programme "Security with Citizenship: Preventing Violence and Strengthening Citizenship with a Focus on Children, Adolescents and Youths in Vulnerable Conditions in Brazilian Communities". The project, funded by the MDG-F fund, is a joint initiative of UNESCO, UNDP, ILO, UN-Habitat, UNODC and UNICEF to reduce violence, particularly among youth, in three Brazilian municipalities selected in partnership with the Ministry of Justice. UNESCO is responsible for capacity-building initiatives on conflict resolution and youth mobilization. In Vitoria and Contagem, where activities promoted by UNESCO had already been held, young volunteers were mobilized to renovate public spaces (sport courts, public gardens, etc.) and organize local gatherings in order to reinforce the feeling of belonging and care among the inhabitants of particularly deprived neighbourhoods.

<sup>10</sup> The Guidance, Counselling and Youth Development for Africa (Lilongwe, Malawi) and the African Union International Centre for Girls' and Women's education in Africa (AU/CIEFFA).

<sup>11</sup> UNESCO Chair in Children, Youth and Civic Engagement, National University of Ireland, Galway and the UNESCO Chair in Rural Community, Leadership and Youth Development, Pennsylvania State University.



*Lessons learnt and challenges*

- Limited resources to fully apply UNESCO's holistic approach to youth development and civic engagement. Complexity of youth issues and of responses to them at national level. There is some lack of awareness that youth issues at national policy level should not be addressed in silos (by line ministries) but in a comprehensive and coordinated manner engaging all ministries around an integrated policy framework on youth. In many cases, youth issues are addressed independently by different ministries in the same country.

**MLA3: Supporting Member States in responding to social transformations by building and strengthening national research systems and promoting social science knowledge networks and research capacities**

***Expected Result 5: Improved capacities and awareness in Member States and at the international level for developing, implementing and monitoring policies that promote social inclusion of all groups in society, especially youth, women, migrants and people with disabilities***

*Social inclusion – Management of Social Transformations (MOST) programme*

- In the field of social inclusion, the Programme on the assessment of the level of inclusiveness of public policies was developed. It contains a detailed and gender-sensitive indicators framework. It enables the assessment of policies and regulatory frameworks at four levels: constitution, legislation, policy content and formulation, and institutional mechanisms. The Programme and the associated methodology is currently being pilot-tested with a focus on person with disabilities in three regions and nine countries (Burkina Faso, Niger, and Senegal in the Africa region; Lebanon, Morocco, and Jordan in the Arab region; Guatemala, Honduras, and El Salvador in the Latin America and the Caribbean region). The outcomes of the UNESCO-MOST international workshop on “measuring social public policies: inclusiveness and impact” (March 2013) also made a significant contribution on state of the art and indicators data gathering and is reflected in the methodology.
- UNESCO remained an active member of the Global Migration Group (GMG). As interim Chair of the GMG in the first quarter 2012, the Director-General led the Global Migration Group Principals meeting that took place on the side of the CEB meeting in Geneva in April 2012 (the only Principals' meeting attended so far by the Secretary-General). In view of the upcoming High Level Dialogue on International Migration and Development in 2013 and the ongoing discussions on the post-2015 United Nations development agenda, the Global Migration Group's (GMG) Principals undertook a review of the GMG in order to rationalize its work and respond effectively to current developments and challenges. Based on its outcomes, the GMG Principals adopted a set of recommendations which determined the orientations of the working level GMG since then. UNESCO also actively participated in the elaboration of the GMG thematic report on youth and migration which will be issued in the summer of 2013 and in the upcoming publication targeting the high-level dialogue on International Migration and Development to be hosted by the United Nations General Assembly in October 2013.
- Within the framework of the partnership with the Max Planck Institute (Germany) an issue of the e-journal *Diversities on Skilled Migration and the Brain Drain*, was published in December 2012 and the current issue which is dedicated to the subject of *Language and Superdiversities* is due to appear in the summer of 2013.
- UNESCO initiated activities in the area of the promotion of the rights of migrant women both in India and in China. While the activity in India will support the social inclusion of female and male migrants in the economic, social, political and cultural life of the country,

the activity in China will promote the rights and empowerment of migrant women and their access to decent work, education and housing.

- The eleventh session of the Intergovernmental Council (IGC) of the Management of Social Transformations (MOST) Programme was held from 27 to 28 March 2013. It stressed the role of MOST as a bridge between research and policy and recommended that the MOST Programme should concentrate on results-oriented actions and activities aimed at assisting Member States in contributing to policy-making to face challenges relating to social transformations.
- UNESCO launched in June 2012 a publication on “Fighting Racism and Discrimination - Identifying and Sharing Good Practices in the International Coalition of Cities (ICCAR)”. The report features more than 50 good practices of more than 38 cities of the International Coalition of Cities against Racism.<sup>12</sup>
- Following a resolution of its Steering Committee, the European Coalition of Cities against Racism (ECCAR) launched on the occasion of the celebration of the International Day for the Elimination of Racial Discrimination on 21 March 2013 a sensitization video campaign against racism and xenophobia in Europe. The video was viewed and played by several national and international television networks, through the internet as well as the UNESCO Youtube channel.<sup>13</sup>

### Physical education and sport

- The fifth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V), was organized by UNESCO in cooperation with the Government of the Federal Republic of Germany and with the support of the International Council for Sports Sciences and Physical Education (ICSSPE), in Berlin from 28 to 30 May 2013. It brought together sports ministers and other government representatives from over 130 countries. They were joined by law enforcement agencies, experts, researchers and non-governmental organizations involved in sport. Through the Declaration of Berlin, the Conference adopted an extensive list of recommendations to curb corruption in sport, share the socio-economic benefits of sport more equitably and ensure access to sport for all. The Declaration’s many specific recommendations seek to improve and consolidate international cooperation between governments and all other sport stakeholders. The document includes calls for improved sports governance; greater transparency in bidding for and hosting of major sports events, and different approaches to the organization of such events; sharing of research data and good practices on physical education and sport; collaboration in the early detection of manipulation, preventive measures and monitoring in accordance with national and international law. There is also a call to the sport movement to institute a zero-tolerance policy, especially against doping and the manipulation of sports competitions, as well as effective, proportionate disciplinary regulation, and a range of preventive measures.
- A set of indicators for quality physical education and the associated basic needs model was developed on the basis of the worldwide survey on physical education provisions in schools, carried out in 2012. Experts from the United Nations system, NGOs, and academic institutions gathered at Headquarters in June 2013 to validate the indicators and to analyse draft guidelines for governments and a draft toolkit for practitioners with the aim of operationalizing the core principles of these indicators, both at the upstream and grassroots levels. The consultation represented a unique and holistic opportunity to bridge the current gap between physical education policy and practice worldwide. Its outcomes bear significant potential in contributing to the post-2015 development agenda, in terms of inclusive education and global citizenship.

<sup>12</sup> <http://unesdoc.unesco.org/images/0021/002171/217105E.pdf>

<sup>13</sup> [http://www.youtube.com/watch?feature=player\\_embedded&v=yG33qh0siAI#t=0s](http://www.youtube.com/watch?feature=player_embedded&v=yG33qh0siAI#t=0s)

*Lessons learnt and challenges*

- The organization of MINEPS V was fully financed by extra-budgetary resources from Germany. The conference successfully worked on sensitive issues in sports thanks to the year-long inclusive process of consultations and negotiations that involved over ninety experts from research, sport federations and government representatives. This process was spearheaded by the Intergovernmental Committee on Physical Education and Sport (CIGEPS) the work of which was supported by generous extrabudgetary contributions from the International Olympic Committee, Nigeria and Azerbaijan that allowed for holding CIGEPS' ordinary session in 2012 in Lausanne and an extraordinary session in Baku, in March 2013, as well as an African regional expert meeting in Abuja, in March 2013. The role of CIGEPS as UNESCO's advisory body in physical education and sports and as the body that will monitor the follow-up to MINEPS V has been asserted.

***Expected result 6: International agendas on global environmental change informed and national policy responses enhanced by emphasis on its inherently social and human dimensions, drawing on the contributions of the social and human sciences***

- In the area of ethics, the work of COMEST was initially delayed by resource constraints but was relaunched at the Extraordinary Session in July 2012. At the eighth Ordinary Session in May 2013, key deliverables were achieved, including notably adoption of reports on a "Background for a Framework of Ethical Principles and Responsibilities for Climate Change Adaptation" and on "Ethical Issues in Science Governance and the Science-Society Relationship". In science ethics, in response to 190 EX/Decision 24 Part IV, work is in progress to consider issues relevant to possible revision of the 1974 Recommendation on the Status of Scientific Researchers on the basis of a draft report prepared by an ad hoc expert group. Environmental ethics has also benefited from improved synergies with philosophy and the humanities, notably through a series of events focusing on "narratives of change", including a workshop and a round table in the context of the second World Humanities Forum (Busan, Republic of Korea, 1-3 November 2012) and a side event at UNFCCC COP-18 (Doha, Qatar, 6 December 2012).
- Concerning the strengthening of the social sciences knowledge base, preparation of the World Social Science Report, which constitutes the core output, is nearly complete, with a scheduled publication date of 4 November 2013. The Report, which through its open call for proposals and peer-review process has extensively engaged international social science communities during its two-year planning and preparation process, will contribute significantly to enhancing social science capacities to address global environmental change. The ISSC-led Global Change Design Project has also been successfully completed. In addition to feeding in to the WSSR, the Project will lead to an ambitious integrated research programme, set within the Future Earth initiative and expected to start up in late 2013, to strengthen social science on environmental change. UNESCO jointly convened with CLACSO the sixth Latin American and Caribbean Conference on Social Sciences, which took place in Mexico City, from 6 to 9 November 2012, on the theme "The State of the Social Sciences in Latin America and the Caribbean". Under the aegis of the MOST Programme, the conference gave several hundred specialists from Latin America and the Caribbean, as well as participants from other regions, the opportunity to discuss key themes in contemporary social science, with particular emphasis on the political economy of globalization and the development of distinctive regional perspectives to understand contemporary social transformations.
- In the framework of WSIS+10, an event "Towards Knowledge Societies for Peace and Sustainable Development", was organized by UNESCO in cooperation with ITU, UNDP and UNCTAD from 25 to 27 February 2013. A state-of-the-art report entitled "Ethical and Societal Challenges of the Information Society" was produced. UNESCO also organized an event on "Current and emerging ethical and societal challenges of the information

society” and a session on the “Critical social sciences in the digital age”, and how digital technologies can be used to promote access to social science knowledge.

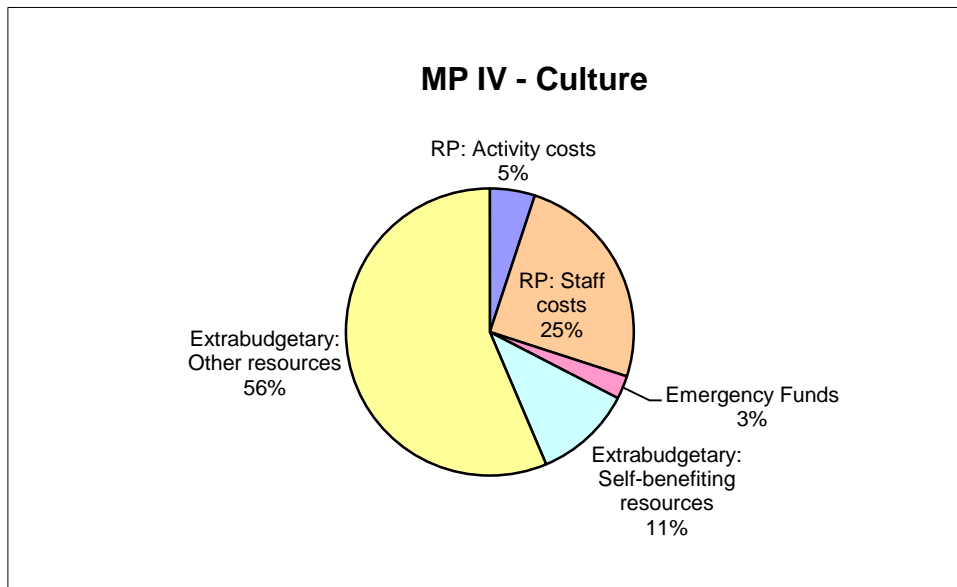
- Significant progress has been made in drawing on the contributions of the social and human sciences, including environmental ethics, to enhance national policy responses through a series of targeted projects to work on adaptation with governments and civil societies in areas of particular vulnerability: the Caribbean, the Sahel and Central Asia. In addition, work is under way in West Africa, through the Intersectoral Platform on Climate Change, to enhance the subregional interdisciplinary knowledge base on climate change in order to support informed policy responses.

#### *Challenges and lessons learnt*

- Despite severe resource constraints, activities on global environmental change have succeeded in producing key outputs, while also maintaining significant activities, especially in the field. Refocusing has proved detrimental to activities in certain areas, particularly environmental ethics, but successful efforts to raise external resources and to build partnerships have retained capacity in ways that show significant promise. Furthermore, activities in ethics of science and technology implemented under global environmental change (such as science ethics, ethical aspects of converging technologies and ethics of information technologies) have been maintained and show significant potential for development. Tangible synergies have been established between philosophy and the humanities and the ethical, social science and policy questions around the social and human dimensions of the environment.

## MAJOR PROGRAMME IV: CULTURE

### Breakdown of the expenditure incurred over the 18 months by category of funds



### MLA 1: Protecting and conserving cultural and nature heritage through the effective implementation of the 1972 Convention

#### *Expected result 1: The 1972 World Heritage Convention effectively implemented*

- The thirty-sixth and thirty-seventh ordinary sessions of the World Heritage Committee were held (St Petersburg, 24 June-6 July 2012 and Phnom Penh, 16-27 June 2013). Since 2012, all documents have been made available to the general public at the time of their distribution to States Parties and the sessions are webcast live, thereby enhancing participation and transparency.
- On 19 June 2012, Singapore ratified the Convention and became its 190th State Party.
- The Evaluation by the External Auditor underlined that the Tentative Lists are critical for the credibility of the World Heritage List: 36 Tentative Lists were revised between January 2012 and June 2013, and eight States Parties submitted their first Tentative List. The first transnational nomination file in Africa was inscribed, as well as another five from the Africa region and two from the Pacific region. Seven States Parties had their first site inscribed (Chad, Lesotho, Fiji, Palau, Palestine and Qatar).
- The Director-General convened a meeting of States Parties and Advisory Bodies (2-3 October 2012, UNESCO Headquarters) to collectively review challenges and opportunities relating to the Convention. This initiative led to follow-up actions on the efficiency of the rules and procedures for implementing the Convention, reinforcement of its credibility and enhancement of a transparent and efficient dialogue and cooperation between States Parties, the Advisory Bodies and the Secretariat. Additional measures will be considered by the General Assembly in November 2013.
- Within the framework of the experimental Upstream Process, seven States Parties are currently receiving new kinds of support and guidance, aiming to reduce problems encountered during the nomination process.

- The number of visitors to the World Heritage Centre website between January 2012 and May 2013 increased by 24% compared to the same period in 2010-2011.
- A comprehensive database on the state of conservation of World Heritage properties since 1979 has been launched to facilitate well-informed and consistent decision-making, analyse threats affecting the properties and identify the best mitigation measures.

***Expected result 2: Contribution of World Heritage properties to sustainable development enhanced***

- Various initiatives in 2012-2013, such have demonstrated that a people-centred approach to World Heritage conservation contributes to sustainable development and is the best way to ensure the long-term protection of the Outstanding Universal Value of World Heritage sites.
- The new World Heritage and Sustainable Tourism programme was adopted by the Committee at its thirty-sixth session. It aims to foster the links between the conservation of each site's Outstanding Universal Value, tourism planning needs and sustainable development, as already experienced in four extrabudgetary projects implemented in 2012-2013, three of which were in the field.
- Activities have been launched to promote the implementation of the Recommendation on the Historic Urban Landscape and demonstrate its potential in developing urban development policies at the local level.
- A draft "Climate Change Adaptation Field Guide for Natural World Heritage Site Managers" has been developed and tested in 2012-2013 in four World Heritage sites (two in Kenya, two in India). A final version will be finalized in cooperation with the MAB Programme.
- Through the three youth fora held in 2012-2013 (Spain, Russian Federation and Cambodia) and the fifth and sixth editions of the "World Heritage Volunteers Project: Patrimonio Voluntary Action" (in partnership with CCIWS and 35 youth organizations), 2,000 young people from 50 countries united to preserve 60 World Heritage sites and raise awareness in local communities about their heritage.
- The participation of women in world heritage training workshops as trainers/experts reached 41% over the course of the reporting period.

***Expected result 3: Cultural and natural heritage protection and promotion strengthened, especially in Africa, in post-conflict***

- Thirteen conservation projects are undertaken through extrabudgetary funding and have progressed in priority countries, Africa and SIDS.
- Three sites were removed from the Danger List (Rice Terraces in Philippines, Shalimar Gardens in Pakistan and Bam in Iran) and another 12 sites were added, among which the six sites of Syria with a view to alerting and mobilizing the international community.
- The World Heritage Centre has been working with the Advisory Bodies, category 2 centres and regional institutions to prepare capacity-building programmes. In 2012-2013, the capacities of more than 600 people have been strengthened in site management (with participation of local communities), risk preparedness or nomination processes, especially in Africa and SIDS. Within the framework of the periodic reporting exercise, more than 400 people were also trained on specific key conservation and management issues.

- The fortieth anniversary celebration year, with more than 120 events organized in 47 countries, demonstrated the commitment not only of States Parties, but also of the general public to the concept of World Heritage. The closure event in Kyoto (November 2012) was a landmark event where all pertinent issues relating to the past, present and future of the Convention were discussed and led to the adoption of the “Kyoto Vision”.
- An Open-Ended Working Group elaborated an implementation plan for the recommendations by the External Auditor on the Partnerships Initiative. The subsequent Partnerships strategy was approved at the thirty-seventh session of the World Heritage Committee (June 2013). Since January 2012, seven partnerships have been extended; six new partnerships have been concluded and others are currently being developed.

## **MLA 2: Enhancing the protection of cultural property and fighting against traffic in cultural property through the effective implementation of the 1954, 1970 and 2001 Conventions**

### ***Expected result 4: Protection of cultural properties through the effective implementation of the 1954 Convention and its two Protocols enhanced***

- Three Member States (Angola, Benin and Palestine) became party to the 1954 Hague Convention, two (Benin and Palestine) to the 1954 (First) Protocol and four (Benin, Mali, Palestine and Poland) to the 1999 Second Protocol.
- The Secretariat provided assistance to the authorities of Mali to facilitate their accession to the Second Protocol and prepare and submit their request for financial assistance from the Fund for the Protection of Cultural Property in the Event of Armed Conflict. This was granted by the seventh meeting of the Committee (UNESCO Headquarters, 20-21 December 2012) to the amount of \$40,500.
- The seventh meeting of this Committee resulted in the adoption of a decision to develop synergies between the Second Protocol to the 1954 Hague Convention and the 1972 World Heritage Convention.
- The Secretariat assisted in the implementation of the Hague Convention in Mali and Syrian Arab Republic through the application of the Standard Plan of Action, which has been developed to protect cultural property in conflict situations.
- Following the adoption of resolution 2100 on Mali by the United Nations Security Council on 25 April 2013, the Secretariat developed training programmes and tools for the protection of cultural property for the United Nations’ Multidimensional Integrated Stabilization Mission in Mali (MINUSMA).
- Two training workshops for the military were held at the International Institute of Humanitarian Law in San Remo, Italy, in May 2013, and in Beirut, Lebanon, in June 2013.

### ***Expected result 5: Effective implementation of the 2001 Convention encouraged and international cooperation for the preservation of the underwater cultural heritage increased***

- Three new countries (Antigua and Barbuda, France and Trinidad and Tobago) have become party to the 2001 Convention since January 2012.
- The fourth session of the Meeting of States Parties (28-29 May 2013) resulted in the adoption of the Operational Guidelines and the accreditation of eleven NGOs. The procedures of the State cooperation system have been clarified, notably with regard to notifications and declarations. The first notification has been received by the Secretariat.

- The fourth meeting of the Scientific and Technical Advisory Body took place on 30 May 2013, and decided to develop a Best Practice List on public access to underwater cultural heritage, to elaborate educational materials and to initiate collaboration with the UNITWIN Network on Underwater Archaeology to assess the state of submerged heritage.
- An Exchange Day on the Protection of the Underwater Cultural Heritage and the Future of the 2001 Convention, on 27 May 2013, stressed the need to reinforce responsible public access to, and awareness of, underwater heritage.
- National capacities were enhanced through two regional training workshops (Cuba, March 2012; Jamaica, November 2012) and two regional awareness-raising meetings (Cambodia, May 2012; Bahrain, October 2012).
- A subregional meeting on Cultural Heritage Protection Laws for the Caribbean Small Island States took place from 18 to 20 June 2013 in Saint Kitts and Nevis. A model law for heritage protection for the participating Caribbean States was adopted.
- The first meeting of the UNITWIN Network on Underwater Archaeology was held in May 2013 in Turkey with 30 institutions specialized in underwater archaeology.
- A manual on the Annex of the Convention (available in English, French and Spanish) has been published and distributed, along with a training manual on how to organize underwater cultural heritage training courses.

***Expected result 6: Implementation of the 1970 Convention made effective and reinforced, and measures enabling the fight against the illicit import, export and transfer of ownership of cultural property strengthened***

- Three Member States became party to the Convention (Kazakhstan, Palestine and Swaziland).
- Eleven regional training programmes on the fight against the illicit traffic of cultural property were conducted in 2012 and 2013 in Western and Southern Africa, the Andean region and South America, the Gulf region and South East Europe.
- An exhibition of stolen and retrieved cultural objects in June 2012 raised awareness of the fight against the illicit traffic in cultural property among the general public.
- The governance of the Convention was improved through the establishment, by the Second Meeting of the Parties (20-21 June 2012), of two institutional mechanisms: a Meeting of States Parties every two years, and an 18-Member Subsidiary Committee to convene annually to render implementation more effective.
- As a reaction to the possible flow of illicit export of cultural objects from Mali and Syrian Arab Republic, the Secretariat mobilized INTERPOL, the World Customs Organization, the French and Italian special police forces, neighbouring countries and the art market.
- A training seminar was held in Amman (Jordan) to mitigate the risks of illicit trafficking of cultural objects from Syria with representatives from neighbouring countries.
- One-hundred-and-forty-eight new national legislations from 19 countries have been added to the UNESCO Database of National Cultural Heritage Laws since January 2012. It currently provides free access to more than 2,450 texts from more than 180 Member States.
- UNESCO has acted as a facilitator and legal and informal advisor to States engaged in claims of restitution of cultural objects (e.g. Cambodia, Egypt, Libya, Mongolia, etc.).



- US \$735,000 has been made available through FIT agreements or Appropriations to the regular programme in 2012-2013 for activities dedicated to the implementation of the 1970 Convention, in addition to \$354,500 provided from the Emergency Fund.

### **MLA 3: Safeguarding the intangible cultural heritage through the effective implementation of the 2003 Convention**

***Expected result 7: Safeguarding of the intangible cultural heritage enhanced through the effective implementation of the 2003 Convention and Expected result 8: The role of the governing bodies of the 2003 Convention strengthened, particularly through the effective organization of the statutory meetings***

- Twelve new States Parties were recorded during the reporting period, exceeding the biennium benchmark by 20%. The first semester of 2012, the fourth session of the General Assembly and fourth extraordinary session of the Committee, a meeting of the seventh intergovernmental Committee Bureau, and a joint meeting of the Subsidiary Body and Consultative Body took place. During the second semester, five category II meetings (meeting of the Subsidiary Body, meeting of the Consultative Body, open-ended working group, seventh session of the Committee and meeting of its Bureau) and two electronic consultations of the Bureau were held. Two category II meetings (joint meeting of the Subsidiary Body and Consultative Body, meeting of the Subsidiary Body) and one electronic consultation of the Bureau have taken place since early 2013.
- The General Assembly decided that an annual ceiling of files will be set during each Committee session for the next two cycles. While striving to examine at least one nomination per submitting State, the Committee will accord priority to countries which have no inscribed elements, as well as to best safeguarding practices or international assistance granted, and to nominations for the Urgent Safeguarding List. The Representative List will not benefit from the recommendations of NGOs and independent experts during evaluation, as is the case for the other mechanisms, since the General Assembly decided to place evaluation with the Subsidiary Body composed of six Committee members.
- With more than 800 participants, including from civil society, the seventh session of the Committee was the largest ever. The Committee focused on governance issues, including revisions to several provisions of the Operational Directives to be examined at its eighth session. Ten of 13 recommendations (77%) made by the Subsidiary Body were reversed by the Committee as compared to none in 2011.
- The current biennium showed a marked increase in States Parties' proactivity with regard to international assistance, with more than 50 such requests currently being processed for examination in 2012, or possible examination in 2013. There has also been a growing interest in the Urgent Safeguarding List, and a rise in the number of States submitting nominations, proposals or requests for the first time. The 2014 cycle continues to show strong African participation and an overall balance among the regions of the world.
- Support has been extended to category 2 centres, and the first global convocation of category 2 centres for intangible cultural heritage has been prepared (Bulgaria, July 2013) with a view to assisting centres in their programme planning for 2014 and beyond.
- The tenth anniversary of the Convention was celebrated through various activities in a number of Member States, such as the Chengdu Conference hosted by China on 14 and 15 June, thereby providing an opportunity to reflect about results achieved in implementing the Convention, as well as future challenges.

***Expected result 9: The national safeguarding capacities of Member States in particular of developing countries, strengthened***

- The comprehensive global strategy for strengthening national capacities for safeguarding intangible heritage continues to bear important fruit around three axes: (i) creation of training curricula and materials, (ii) establishment and training of a network of expert facilitators and (iii) delivery of capacity-building services to beneficiary stakeholders.
- During 2012-2013, capacity-building activities were undertaken in more than 70 States worldwide by UNESCO's field offices with national counterparts. Each beneficiary State received a custom-designed complement of activities, including needs assessments, training workshops, and policy consultations, over the course of 24 to 36 months. Donor interest continues to be strong, with sizable new contributions from several States. An initial stocktaking meeting drawing together selected experts and field Office colleagues was hosted by the category 2 centre in China in November 2012, and offered an important opportunity for mid-course corrections.
- The drawing up and updating of curriculum materials and training resources has been continued. Through effective mobilization of considerable extrabudgetary resources, these materials are being made available in English, French, Spanish, Portuguese, Arabic, Russian and other languages.
- The statutory obligations have also been met with regard to publishing the Urgent Safeguarding List, Representative List and Register of Best Practices for 2010-2011 and the new inscriptions from 2012. The Convention's website has seen a marked increase in the number of pages available and several new tools introduced (online meeting registration and interactive calendar).

**MLA 4: Sustaining and promoting the diversity of cultural expressions through the effective implementation of the 2005 Convention**

***Expected result 10: The 2005 Convention effectively implemented and Expected result 11: Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels***

- Support from the Emergency Fund enabled the implementation of a capacity-building pilot training programme in Africa, the region with the highest ratification rate and largest number of requests for support to the strengthening of cultural and creative industries. Thirty-two specialists from 25 African countries received training in Cape Town and Dakar in partnership with the African Arts Institute (AFAI) and the NGO Culture et développement. To facilitate the training and mentoring, the Secretariat pooled the information in an online information-sharing platform available on the Convention's website.
- Thirteen countries (Barbados, the City of Buenos Aires, Burkina Faso, Cambodia, the Democratic Republic of the Congo, Haiti, Honduras, Kenya, Malawi, Mauritius, Niger, the Seychelles and Viet Nam) received technical assistance in the field of cultural policies and cultural industries through the UNESCO/EU funded project "Expert Facility to Strengthen the System of Governance for Culture in Developing Countries". Support was provided through technical support missions in the area of the establishment of legal/institutional frameworks and policies linked to cultural industries. In 2012, the results of a related impact assessment were presented during a special exchange session organized prior to the sixth ordinary session of the Committee.
- Since early 2012, 11 States have ratified the Convention (Angola, Antigua and Barbuda, Central African Republic, Colombia, El Salvador, Indonesia, Morocco, Rwanda,

Swaziland, United Arab Emirates and Bolivarian Republic of Venezuela), bringing the total number of Parties to 131.

- The pilot phase (2010-2012) of International Fund for Cultural Diversity (IFCD), during which period funds totalling \$4 million were provided to 61 projects in 40 developing countries. The 2012 IOS evaluation of the pilot phase found that the IFCD is a unique mechanism for financing innovative initiatives to foster the emergence of dynamic cultural sectors in developing countries (documents CE/12/6.IGC/7 and IOS/EVS/PI/116). Moreover, a communication and fundraising strategy was adopted by the Intergovernmental Committee in December 2012 and launched by the Conference of Parties in June 2013 (contributions to the IFCD presently amount to \$5.9 million). The Conference of Parties also revised the Guidelines on the Use of the Resources of the Fund based on lessons learnt during the Pilot Phase and the IOS recommendations. A fourth call for applications was launched in March 2013 and closed on 30 June 2013.
- The sixth ordinary session of the Intergovernmental Committee was held in December 2012 and the fourth ordinary session of the Conference of Parties in June 2013. Both meetings were held in a cost-effective manner, which included reducing paper, photocopying and mailing costs. In addition, three Exchange Sessions were organized ahead of these meetings, focusing on the UNESCO/EU Technical Assistance project, the launch of the IFCD fundraising campaign and the periodic reporting. Following the fourth ordinary session of the Conference of Parties, a satisfaction survey was conducted among the Parties and observers to collect feedback to streamline and improve practices.
- The fourth Conference of Parties underscored the need to continue ensuring the statutory meetings, capacity-building, knowledge management and the implementation of the fundraising campaign for the IFCD despite the Organization's financial constraints.

***Expected result 12: Information and best practices on the protection and promotion of the diversity of cultural expressions identified, disseminated and shared with States Parties to the 2005 Convention***

- In 2012, 48 quadrennial periodic reports were prepared and submitted by Parties for the first time. The Secretariat's analytical summary (document CE/12/6.IGC/4) was examined, along with the Parties' reports and good practices selected by international experts, by the Committee at its sixth session and by the Conference of Parties at its fourth session. Fifteen new reports were received in 2013. The periodic reporting allowed the Secretariat and Parties to assess the implementation of the Convention five years after its entry into force. It also yielded insights into the current trends at the regional and global level and permitted the identification of good practices and innovative examples of policies and measures.
- In order to meet this expected result, a system of knowledge management (KMS) is required. In the absence of extrabudgetary funding, the Secretariat undertook a few activities designed to lay the ground work for a future KMS including the development of three new web platforms:
  - IFCD platform that integrates all documents pertaining to the second, third and fourth calls for funding. The platform also contains aggregated statistics, charts and graphs.<sup>14</sup>
  - Quadrennial periodic reports platform that contains the reports received and the transversal analysis by the Secretariat, 47 cases of innovative examples, statistical

annexes, links to a series of 18 online video tutorials illustrating the process of preparing periodic reports with civil society organizations etc.<sup>15</sup>

- Implementation of Article 21 platform providing an inventory of examples and practices related to this article and a submission form to engage users in the information collection and dissemination process.<sup>16</sup>

***Expected result 13: The role of culture in sustainable development fostered through creative and cultural industries and initiatives that encourage joint projects to promote cultural innovation, production and exchange as vectors of growth***

- With support of the Spanish Government, the Secretariat has continued implementing the “Culture for Development Indicator Suite” (CDIS) project, which promotes a more comprehensive approach to the inclusion of culture in development strategies as well as in cultural policies for development. The CDIS project has been tested in seven countries during the reporting period and has received significant media coverage.
- During 2012-2013, the Secretariat has prepared the 2013 special edition of the UNESCO-UNDP Creative Economy Report that will feature the implementation of the culture and development agenda at the local level. The findings of this report are intended, among others, to inform international debates on culture in the context of post 2015 Sustainable Development Agenda. The report will be launched in September 2013 in New York during the United Nations General Assembly.

**MLA 5: Promoting the role of culture in development at global, regional and national levels**

***Expected result 14: Approaches to culture and development clarified in order to guide and assist Member States in devising inclusive development policies***

- Advocacy has been substantially improved with a view to fostering the inclusion of culture into national and international development policies and programmes through the production of position papers, the organization of regional and international events, and the dissemination of results in targeted fora, in particular within the United Nations system.
- In addition to the Think Piece entitled “Culture: a Driver and Enabler of Sustainable Development” prepared in May 2012 as part of the debates on post-2015, and the e-paper on the contribution of culture to the major themes of the Rio+20 Conference on Sustainable Development, ten thematic papers on culture and development were prepared in May 2013 and diffused through the Culture website. These papers address the contribution of culture to the social, environmental and economic pillars of development, as well as to peace and a number of issues of relevance to development. These include public-private partnerships, measurement of progress and wellbeing, cities, the role of heritage and creativity in achieving equitable and inclusive development, and the post-2015 agenda at large.
- The Hangzhou Declaration “Placing Culture at the Heart of Sustainable Development Policies”, adopted at the International Congress held from 15 to 17 May 2013, was published in the six United Nations official languages and widely disseminated.

<sup>15</sup>

<http://www.unesco.org/culture/cultural-diversity/2005convention/en/programme/periodicreport/>

<sup>16</sup>

<http://www.unesco.org/culture/cultural-diversity/2005convention/en/programme/articlexxi/>

***Expected result 15: The role of culture in sustainable development better integrated into international development policies and within United Nations common country programming exercises in order to reinforce social inclusion and community cohesion, human development and economic growth***

- The UNESCO international congress, “Culture: Key to Sustainable Development” was held in Hangzhou (China) on from 15 to 17 May 2013 to discuss the role of culture in sustainable development in the United Nations post-2015 development agenda. The Congress gathered 500 participants from 82 countries (high-level governmental representatives, United Nations entities, development banks and institutions, academia, the private sector and civil society and experts), and led to the adoption of the Hangzhou Declaration.
- UNESCO was designated as lead of the culture chapters of the United Nations Secretary-General’s report to the 2013 ECOSOC Annual Ministerial Review (AMR), dedicated to “Science, technology and innovation, and the potential of culture, for promoting sustainable development and achieving the Millennium Development Goals”. Among others, the AMR presented the progress achieved with regard to obtaining support from Member States and the international community at large for the role of culture in achieving sustainable development.
- The President of the United Nations General Assembly convened with UNESCO a Thematic Debate on “Culture and Development” (United Nations Headquarters, 12 June 2013). The United Nations Secretary-General, the President of the United Nations General Assembly, the UNDP Administrator and 14 government ministers, the G77 plus China, the EU and the Community of Latin American and Caribbean States called for culture to be explicitly recognized as a driver and an enabler of development in the post-2015 global development agenda.
- In November 2012, the United Nations Development Group established a Task Team on Culture and Development chaired by UNESCO. The Task Team has met virtually three times to discuss the implementation of the United Nations General Assembly Resolutions on culture and development, define avenues for a UN-wide reflection on the impact of culture on sustainable development, and assess available resources within the United Nations system to support culture and development programmes and initiatives.
- An analytical overview of culture in UNDAFs indicated that culture entries linked to social and economic development account for 55% of the total number of entries. 18% relate to governance, 17% to sustainable development and to 10% to human rights and the rule of law.
- Analysis of the results of the MDG-F Culture and Development Joint Programmes show that these programmes have had a significant impact on legal and policy frameworks, notably through the elaboration of 11 laws, six bylaws and recommendations.
- China hosted an international conference in Chengdu on 14 and 15 June to celebrate the tenth anniversary of the 2003 Convention, thus providing an opportunity to reflect on the contribution of intangible cultural heritage to sustainable development.

***Expected result 16: Contributions of cities to sustainable development enhanced***

- Extrabudgetary resources were provided by China (municipalities of Beijing and Shenzhen) for the Creative Cities Network, thereby allowing for its operational re-launch in June 2013. Fifty pending applications are currently undergoing an evaluation, to be finalized before the end of 2013. During the transition period, the Secretariat provided guidance to applicant cities, elaborated new nomination procedures and a governance framework to be approved in September 2013.

***Expected result 17: Activities in the fields of books, translation and crafts promoted***

- Eighteen Aschberg fellowships promoting the mobility of young artists worldwide were granted in 2012, and 19 fellowships were provided in 2013 to artists from all regions of the world.
- As part of an exchange programme promoting the mobility of artists, ceramists from Gabon, Tunisia and Morocco participated in training workshops in Jingdezhen, China, and Chinese ceramic masters went to Morocco, Tunisia and Gabon.
- The partnership with the Foundation Culture & Diversité enabled four students (Chili, India, Lebanon, Mali) to obtain fellowships in French institutions, and five French to acquire experience in Argentina, Burkina Faso and Viet Nam.
- Thanks to a financial contribution from the Republic of Korea, 17 training and awareness-raising programmes for young artists and artisans were launched in Kazakhstan, Uzbekistan, Mongolia, Viet Nam and the Lao People's Democratic Republic, creating employment opportunities, such as in the case of Kazakhstan where 50 jobs were created in the field of crafts.
- The first and second meetings of the Administrative Council of the International Fund for the Promotion of Culture (IFPC) took place in July 2012 and in February 2013. The Fund is now fully operational. The first call for proposals was launched (1 March-2 May 2013) attracting 1,551 applications from all over the world, which are currently being evaluated.
- In July 2012, the Selection Committee designated the city of Port Harcourt (Nigeria) as World Book Capital for 2014 as the first African city receiving this distinction. The launch event to celebrate Bangkok as the World Book Capital for 2013 was successfully organized in April 2013.
- The number of countries participating in the Index Translationum has grown to 152 (with data collected from Africa for the first time). During the last 18 months, some 160,000 new records were added to the database. However, unless extrabudgetary resources are identified, the work will not be able to continue.

***Expected result 18: Social, economic and educational roles of museums as vectors of sustainable development and intercultural dialogue promoted and capacity-building in this area strengthened, in particular developing countries***

- Following the conclusions of the high-level international meeting on the role of museums held in Rio de Janeiro in July 2012, the Executive Board decided at its 191st session to inscribe this item on the agenda of the forthcoming General Conference. This decision was taken upon examination of the independent preliminary study made available by the Secretariat on the feasibility of a possible new standard-setting instrument on the subject.
- Five new staff members (three men and two women) have been recruited for the Manuscripts Centre of the Al Aqsa Mosque in Jerusalem. There is now at the Centre a total of ten Palestinian staff, who completed four training modules in 2012/2013.
- Collaboration with the Pergamon Museum in Berlin contributed to the rehabilitation of the Islamic Museum of the Haram al Sharif in Jerusalem and the training of its five staff members. The inventory and reorganization of the storage spaces has also been completed.
- UNESCO contributed to the rehabilitation of the National Museum of Sudan through staff training activities.

- The subregional exhibition “Our Common Heritage: Exploring World Heritage Sites” was inaugurated in eight museums in Cambodia, Lao People’s Democratic Republic and Viet Nam and museum training workshops were conducted in parallel in these countries.
- Two capacity-building workshops on museum management, restoration and documentation were held in Ukraine in 2013.

***Expected result 19: Indigenous and endangered languages promoted and protected***

- Progress towards this result is entirely dependent upon the availability of extrabudgetary funds. Yet, some activities have progressed, as for instance the project on the Documentation of Brazilian Indigenous Languages, or the Atlas of endangered languages, for which updates were made online, despite the absence of funding. However, continuity of this online monitoring tool cannot be ensured without the identification of financial support.
- Information about language-related policies and measures at the national level has been collected through the periodic reports submitted by the State Parties to the 2003 and 2005 Conventions.

**MLA 6: Promoting intercultural dialogue, social cohesion and a culture of peace and non-violence**

***Expected result 20: Heritage promoted as vector of dialogue, cooperation and mutual understanding, especially in post-conflict countries as a specific component of broader initiatives to promote innovative and creative approaches to culture as a bridge to sustainable social, economic and human development***

- The travelling exhibition “Imagining the Balkans. Identities and Memory in the long 19th century”, was inaugurated on 8 April 2013 in Ljubljana on the occasion of the Conference of Culture Ministers of South-East Europe, with the aim of deepening regional integration. By travelling from one museum to the other, this exhibition, part of UNESCO’s global initiative “Culture: a Bridge to Development”, has strengthened cooperation among cultural institutions and professionals and has raised public awareness about the place of national histories in a global context, and hence about shared memories across South East Europe countries and the importance of intercultural dialogue.
- Also in the context of the initiative “Culture: A Bridge to Development”, a subregional “Balkan Bridges Speak” event was organized in Lovech, Bulgaria (10-11 May 2013). This second regional encounter followed on the one organized in Edirne, Turkey, in November 2012, and featured round tables on ways to promote artistic creativity in South-East Europe and the role played by cities in this regard. Exchanges were facilitated among culture professionals, municipalities, artists and civil society on cultural policies, strategies and practices that stimulate the cultural sector as a viable economic and social resource and as an instrument of dialogue.

***Expected result 21: Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes***

- The comparative review of certain volumes of the *History of Humanity*, the *Different Aspects of Islamic Culture*, the *History of Civilizations of Central Asia* and the *General History of Africa* – which was launched in 2012, identified landmark moments of dialogue in history and as well as spaces and disciplines that facilitated these mutual influences. The results of this study will be used to prepare pedagogical materials to promote intercultural dialogue in a contextualized manner.
- The preparation of a ninth volume of the *General History of Africa* was launched in Addis Ababa in May 2013 on the occasion of the fiftieth anniversary of the creation of the

Organization of African Unity. This volume will address the new challenges faced by Africa and the African Diaspora.

- As regards the Pedagogical Use of the *General History of Africa*, the elaboration of the pedagogical contents and teachers guides for different age groups in African schools has been completed for approval by the project's Scientific Committee. The elaboration of a strategy for the use, harmonization and dissemination of the *General History of Africa* in higher education institutions has progressed. Fund-raising efforts in support of this project have continued.

***Expected result 22: Knowledge of the slave trade, slavery and the African diaspora enhanced***

- Within the framework of the new strategy for the Slave Route project, activities were undertaken to enhance the teaching of slave trade and slavery in schools, raise awareness about its consequences in modern societies through audiovisual materials, and promote the creation of itineraries of memory. The new educational film entitled "Slave Route: the Soul of Resistance" produced in 2012 was screened on several occasions. The English version is promoted by jazz musician Marcus Miller, and the French version by footballer Lilian Thuram.
- A new book entitled *The Slave Trade and Slavery: New Directions for Teaching and Learning* was published in January 2013 with the aim of encouraging the integration by Member States of the teaching of the slave trade and slavery in formal primary and secondary education levels.
- UNESCO supported events to commemorate the International Day of Remembrance of Victims of Slavery and the Transatlantic Slave Trade (25 March). On that occasion, a global video conference for primary and secondary educational institutions in five countries – Denmark, France, Senegal, Trinidad and Tobago, the United Kingdom and the United States, was organized by UNESCO's ASPNet programme to sensitize youth.
- UNESCO continued to promote the preservation and promotion of sites and places of memory related to the slave trade and slavery and to encourage the creation of itineraries of memory that can serve as educational and awareness-raising tools. To this end, the preparation of a methodological guide and training modules to reinforce the capacities of professionals involved in the creation and management of itineraries of memory has been initiated.
- The Bureau of the International Scientific Committee for the Slave Route project met in Bridgetown, Barbados, in March 2013, and reviewed the new orientations defined for the project, including the elaboration of a plan of action for the twentieth anniversary of the project and the Decade for People of African Descent (2013-2022) to be adopted in its next meeting planned in Rio de Janeiro, Brazil, in November 2013.

***Expected result 23: Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally, nationally and regionally***

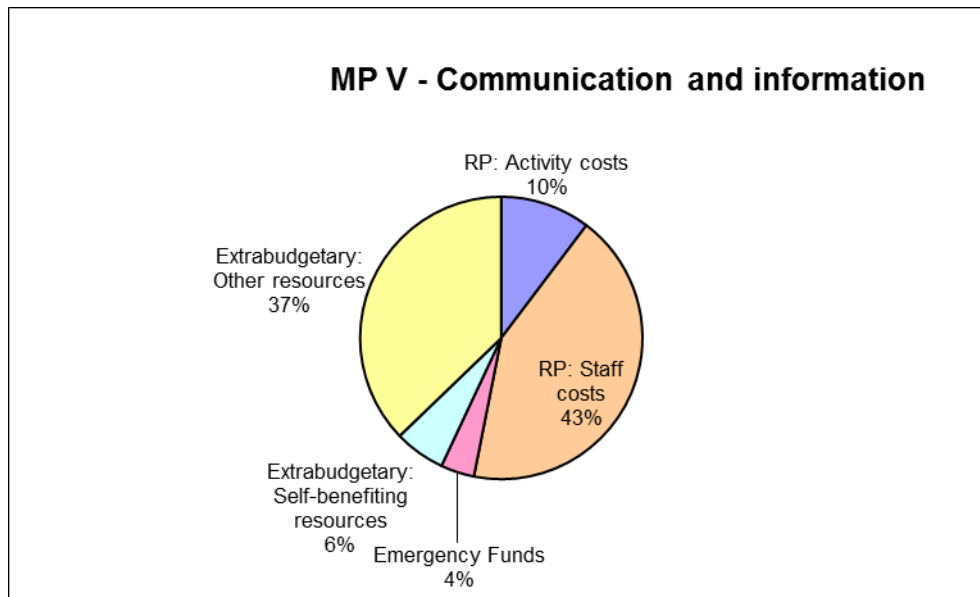
- The Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal project has continued to enjoy wide support as manifested through the numerous requests received by the Secretariat to participate in events commemorating the Centenary of Aimé Césaire.
- The development of the online platform promoting and facilitating access by the general public to the knowledge and data developed by UNESCO and its partners over the course of the Silk Roads landmark project has continued. Its launch is planned for the second half of 2013.



- Aschberg fellowships promoting the mobility of young artists worldwide have been granted in 2012, and 19 fellowships in 2013, to artists from all regions of the world. Two new artistic residencies, in Morocco and in Canada, have been included.
- The first edition of the International Arts Education Week was celebrated in May 2012 at UNESCO Headquarters. No extrabudgetary resources were identified in 2013. UNESCO participated in the World Arts Education Summit held in May 2013 in Germany.
- Funding was made available by the National Federation of UNESCO Associations in Japan (NFUAJ) to support DREAM centre projects in Africa.
- No extrabudgetary resources have been received for the Arabia Plan during the reporting period.

## MAJOR PROGRAMME V: COMMUNICATION AND INFORMATION

### Breakdown of the expenditure incurred over the 18 months by category of funds



#### **MLA 1: Promoting an enabling environment for freedom of expression in order to foster development, democracy, and dialogue for a culture of peace and non-violence**

***Expected result 1: Freedom of expression, freedom of information and press freedom more broadly promoted and integrated into policies in Member States, and related internationally recognized legal, safety, ethical and professional standards respected, the safety of media professionals enhanced, and the combat against impunity strengthened***

The main celebration of the twentieth anniversary of World Press Freedom Day (WPFDF) took place in San Jose, Costa Rica (2-4 May). The event was co-organized by UNESCO, the Government of Costa Rica, and the University for Peace and included an international conference entitled “Safe to Speak: Securing Freedom of Expression in All Media”. WPFDF brought together 350 participants from 86 countries. More than 110 events took place around the world and over 5,000 news articles in multiple languages featured WPFDF and the adoption of the San Jose Declaration. In support of UNESCO’s work on the safety of journalists, a validation workshop was conducted for dedicated Indicators for the Safety of Journalists and the Issue of Impunity. The UNESCO/Guillermo Cano World Press Freedom Prize was awarded to Ethiopian journalist Ms Reeyot Alemu.

Following the worldwide implementation strategy of the United Nations Plan of Action on Safety of Journalists and the Issue of Impunity elaborated by United Nations agencies during the Second United Nations Inter-Agency Meeting on the Safety of Journalists and the Issue of Impunity, the implementation of the United Nations plan was launched in the beginning of 2013 at the national level in Iraq, Nepal, Pakistan, South Sudan as part of the first phase of implementation. Discussions are ongoing with countries in Latin America to begin implementing the plan in the region. UNESCO has actively promoted voluntary media self-regulation mechanisms in seven South-East European States. Furthermore, research about hate speech in online media in South-East Europe and Turkey has been conducted by national researchers in the target countries with the objective of identifying the main trends concerning hate speech in online media in the region and designing measures which could be adopted by media or other authorities/organizations to address the situation. UNESCO continues to play a leading role in promoting freedom of expression, privacy, freedom of information and press freedom on the Internet as basic human rights. A “Global Survey on Internet Privacy and Freedom of Expression” was translated into French and Arabic, while the Arabic version of the publication *Freedom of connection, freedom of*

*expression: the changing legal and regulatory ecology shaping the Internet* was produced and distributed to Arab States countries. Both publications were the basis of discussions during the first WSIS+10 Review Event (Paris, 25-27 February 2013). UNESCO organized several panels relevant to online freedom of expression and privacy protection, media trends in the Arab region and worldwide, digital safety, and citizen journalism, which will serve as a basis for further international debate on the issues addressed by these studies.

***Expected result 2: The role of media enhanced to contribute to a culture of peace and democratic governance***

The impact of communication and media in fostering dialogue, cultural self-expression, mutual understanding, peace and reconciliation has been further strengthened through training in conflict-sensitive reporting. Guidelines on conflict-sensitive reporting have been distributed among ten professional organizations.

UNESCO continued to support professional standards in journalistic coverage of elections in different regions, with a strong focus on Arab States and Africa. Extrabudgetary funding has been raised for training in media coverage during elections in Egypt, Jordan and Tunisia. To ensure the diffusion of best practices on election reporting and investigative journalism, capacity-building activities on election reporting, including training workshops, the reinforcement of independent electoral commissions, and the monitoring of media outputs have been ensured in ten African countries and six Arab countries.

Through the support of the “Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue”, an e-course on communication is being developed as a tool to promote dialogue and exchange. The e-course encourages users, in particular youth, to draft case studies based on their own lived-experience and local characteristics on the issues of freedom of expressions. With funding from Canal France International (CFI) and the IPDC, 42 Palestinian journalists working for at least ten different local media outlets (with 60% female participation, 20 participants from Gaza, 22 participants from the West Bank) attended a four-day training workshop in Jericho and Gaza city, on conflict sensitive reporting, electoral reporting and safety issues.

***Expected result 3: Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction, and provide humanitarian information***

Support to post conflict countries and countries in transition has been provided mainly through extrabudgetary funding. Fundraising to promote media independence in this domain has been successful, underlining recognition of UNESCO’s comparative advantage in fostering pluralistic, free and independent media in post-conflict countries. Special attention has been given to the MENA region. Finland has provided \$2.86 million in support of a project to promote media development in Egypt, Libya, Morocco, Syria, Tunisia and Yemen. The Swedish International Development Cooperation Agency (Sida) has approved \$2.8 million to reinforce media capacity-building in Egypt, Jordan, Lebanon, Libya, Morocco, South Sudan, Syrian Arab Republic, Tunisia, and Yemen. In this framework, UNESCO has launched a radio broadcasting project in Jordan for Syrian refugees and the capacities of community radio and rural multimedia community centres has been reinforced and the quality of training in disaster risk-reduction and humanitarian information dissemination ensured. A grant of 2.3 million euros from the Finnish Government was signed on 31 January 2013. The project is currently in the inception stage and activities have begun in Morocco and Tunisia.

In the framework of a UNESCO MoU, the Danish International Development Agency (DANIDA) has approved a project on strengthening capacity for the development of freedom of expression, free media and the safety of journalists in the Mano River Countries, including Côte d’Ivoire, Liberia and Sierra Leone.

With Canal France International, UNESCO has implemented a series of key activities to foster dialogue and reconciliation and to support media’s role in democracy in Côte d’Ivoire, Libya, Myanmar, Palestine and South Sudan.

**MLA 2: Strengthening free, independent and pluralistic media, civic participation and gender-responsive communication for sustainable development**

***Expected result 4: Member States supported in the development of free, independent and pluralistic media, reflecting the diversity of society***

The fifty-seventh Bureau meeting of the Council of the International Programme for the Development of Communication (IPDC) took place at UNESCO Headquarters in Paris from 20 to 22 March 2013. In order to foster the further development of free, independent, and pluralistic media, the IPDC Bureau approved 63 projects for a total amount of \$890,340 (33 in Africa and the Arab region, 14 in Asia and the Pacific, and 16 in Latin America and the Caribbean). In addition, FIT project support was received from Norway to fund the second phase of a project to develop and design communication and information strategies for the recovery, reconstruction, and democratization of the Tunisian society. A special allocation for the development and application of indicators on the safety of journalists to support the United Nations Plan of Action on the Safety of Journalists was also decided.

World Radio Day (WRD) was celebrated on 13 February 2013, with seven international broadcasters hosting live shows at UNESCO Headquarters and flagship events held in London, Montevideo, and New York. More than 130 registered international events reached a potential audience of 150 million listeners. A successful partnership with the social media platform SoundCloud resulted in over 10,000 plays of UNESCO radio podcasts in all six United Nations languages. Featured messages from radio advocates included UNESCO Artists for Peace Vladimir Spivakov and Danilo Perez, UNESCO Special Envoy to Haiti, Michaëlle Jean, Archbishop Desmond Tutu, United Kingdom rock band Radiohead bassist and children's radio advocate Colin Greenwood. WRD became a top-10 global trending topic on Twitter and UNESCO's website received over 50,000 visits in February.

To further enhance collaboration between United Nations agencies in communication for development, capacity-building workshops have been carried out for 32 local radio stations in sub-Saharan African countries on managing and reporting humanitarian and disaster risk information.

The Sector is finalizing the report "Policy Reflections and International Comparative Survey: A collection of 10 Country Policy Reflections" to further assist countries in recognizing community radio in the regulatory system and encourage community media forums to apply sustainability measures. Work is under way in Ethiopia, India, Mongolia and Uganda, a mapping exercise covering 30 countries is complete and the final report is under review.

The second Media and Information Literacy and Intercultural Dialogue (MILID) week in Cairo (April 2013) further reinforced the Sector's work in Media and Information Literacy (MIL). A Global Forum for Partnerships in MIL (GFPMIL) was launched from 26 to 28 June 2013 in Abuja, Nigeria to further ensure the Sector's work in this domain and leverage partnerships on a global level.

***Expected result 5: Capacities of media training and journalism educational institutions strengthened to reach the established criteria of excellence in training as regards journalists' investigative skills and gender equality perspectives in media***

UNESCO has partnered with top journalism experts to develop specialized syllabi for journalism education. The recent publication "Model Curricula for Journalism Education: A Compendium of New Syllabi" (June 2013) provides pedagogical support to journalists' training in media sustainability, data journalism, intercultural journalism, community radio journalism, global journalism, science journalism incorporating bioethics, gender and journalism, humanitarian journalism, reporting human trafficking, and safety and journalism. This resource will reaffirm UNESCO's leading role in the field of standard-setting for journalism education. It is worth mentioning that the new compendium has been published as a result of strategic partnerships with key journalism education experts who have provided their services free of charge.

The internal review of the UNESCO-designated Potential Centers of Excellence and Reference in Journalism Education in Africa indicated the extent to which the centres have realized their potential for excellence. In the next biennium, work with these centres will now be located within a “Global Initiative for Excellence in Journalism Education” which will further leverage additional partnerships in this domain.

***Expected result 6: Media and information literacy (MIL) enhanced to enable citizens to make full use of their rights to freedom of expression and the right to information, taking into account the access and needs of both women and men***

Citizens’ media groups have been actively advocating for MIL as a way to increase the quality of media. The capacity of at least 12 citizens’ media groups are being strengthened to promote MIL and intercultural dialogue. A network has been established through cooperation with the University of Cairo and the UNESCO/UNAOE MILID Network, IFLA and IFJ. In addition, nine universities within the UNITWIN/Chairs programme have been supported to promote MIL. Adaptation of the MIL curriculum has been completed in seven teacher training institutions in five countries.

Two international online MIL courses are being developed at the Queensland University of Technology and Athabasca University. One course was launched by the MILID Network in February 2013 through a Wiki set-up. A second course targeting girls from all regions is being finalized. Over 80 teachers/policy makers/master trainers have enhanced their MIL and intercultural dialogue competencies through the above MIL course.

**MLA 3: Supporting Member States in empowering citizens through universal access to knowledge and the preservation of information, including documentary heritage**

***Expected result 7: The impact of activities in the fields of education, sciences and culture enhanced through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources (OER) and innovative ICTs***

The World OER Congress confirmed UNESCO’s position in the field of OERs. The adopted Paris OER Declaration calls on Member States to embrace OERs in their educational policies and therefore enhance universal access to information and knowledge. As a follow-up to the OER Congress the Hewlett Foundation (USA) awarded UNESCO a \$400,000 grant to develop national-level OER policies and teacher-training OER materials in five countries. The UNESCO OER Platform has been re-developed in partnership with Infosys (India). The UNESCO OER Policy Guidelines have been translated into, French, Chinese, Portuguese, Russian, Spanish, and Vietnamese. UNESCO has launched a strategy for the roll out of the ICT CFT in three countries covering three regions (Indonesia, Kenya and Oman). This strategy aims to implement the ICT CFT in the target countries, based on the ICT CFT Toolkit which UNESCO developed with partner organizations (Commonwealth of Learning, Microsoft, and Commonwealth Secretariat). This toolkit provides the means to contextualize the ICT CFT to meet national policy objectives and to develop teacher training materials by harnessing OER. A study on ICT in education in five countries in the Arab States has been finalized in close collaboration with UIS. This study is now available online in English, and being translated into Arabic. UNESCO has also worked on the development of a partnership strategy for a study on open and distance learning (ODL, including OER and mobile technologies) with IGO/NGO and academic institutions, entitled the “Global Outlook on Open, Distance and Online Education”. The goal of this study will be to provide greater global visibility and to promote the importance of open, distance, flexible and online (e-learning) learning. This UNESCO initiative (joint CI/ED) will be undertaken in partnership with the International Council on Distance Education (ICDE), the International Association of Universities, Study Portal, the Sloan Consortium, Babson Survey Research Group (BSRG). Funds for a pilot phase have been identified. A consultation meeting with partners took place in June 2013 at UNESCO Headquarters to identify the scope and focus of the pilot phase for this project.

The implementation of the Open Access (OA) to scientific information strategy adopted by the 36th session of the General Conference gathered momentum with the hosting of a regional policy

forum organized in the LAC region and involving 24 countries. A regional capacity-building workshop was organized that included invitees from 31 research institutions from Africa and beyond in Stellenbosch, South Africa. The number of OA journals has increased to 9,200, indicative of the growth of OA world-wide. Repositories have grown to 2,290. Both recorded a 7% increase, above the expected outcome for the biennium.

Within the framework of the Open Access Strategy, UNESCO officially adopted an Open Access Policy at the 191st session of the Executive Board in April 2013. From 1 July 2013, all UNESCO publications including print, audio and video will be released with a new, special creative commons license for intergovernmental organizations allowing any user to freely obtain, use, adapt, and re-distribute the original UNESCO publication. The Open Access Policy will significantly increase the distribution and impact of UNESCO publications which can be translated, localized, and adapted into new, innovative versions. Over 120 existing UNESCO publications will be re-released with the new open-license. The Sector is working with the other Programme Sectors to review these publications and identify those which could be uploaded to the UNESCO OER Platform.

***Expected result 8: World's documentary heritage protected and digitized, capacities of Member States strengthened to that effect, preservation and digitization strategies and principles adopted and archives and libraries reinforced as centres of education and learning***

The number of inscriptions in the Memory of the World Register increased to 300, following the addition of 55 new inscriptions that were included during the eleventh meeting of the International Advisory Committee for the Memory of the World Programme (18-21 June 2013, Republic of Korea). The Memory of the World Programme marked its twentieth anniversary with the publication of the book *Memory of the World: The Treasures that Record Our History From 1700 BC to the Present Day*, co-published by Harper Collins. To support the preservation of documentary heritage in Mali, an experts' mission was undertaken to ensure the preservation of manuscripts in the Timbuktu region that were damaged or vulnerable to illicit trafficking. In cooperation with the University of British Columbia and many other partners, UNESCO organized an international conference "Memory of the World in the Digital Age: Digitization and Preservation" from 26 to 28 September 2012 in Vancouver, Canada. The conference explored the main issues affecting the digitization and preservation of digital documentary heritage. It resulted in the adoption of the UNESCO/UBC Vancouver Declaration which proposes specific recommendations to UNESCO, its Member States, professional stewardship associations and the private sector, and urges the establishment of a roadmap proposing solutions, agreements and policies for implementation by all stakeholders. The roadmap will ensure long-term access and trustworthy preservation of digitized and digitally born heritage.

***Expected result 9: Member States enabled to implement the World Summit on the Information Society (WSIS) outcomes and develop gender-sensitive policy frameworks for universal access to information and for bridging the digital divide***

UNESCO hosted the WSIS+10 review event "Towards Knowledge Societies, for peace and sustainable development", co-organized with ITU, UNDP and UNCTAD (25-27 February 2013). WSIS+10 offered some 1,450 on-site and 800 remote participants from 130 countries, 83 high-quality sessions on diverse Knowledge Societies' topics. A Final Statement was adopted by consensus by the participants, using a multi-stakeholder approach and will provide input to the ongoing WSIS review process by the United Nations General Assembly as well as contribute to the development of the United Nations post-2015 sustainable development agenda.

UNESCO, together with ITU, UNDP and UNCTAD, co-organized the WSIS Forum 2013 (Geneva, 13-17 May 2013). A meeting of 33 ministers and the plenary WSIS+10 visioning session with Kofi Annan provided the Sector with opportunities to discuss the results of the Review. The Forum attracted more than 1,300 stakeholders from more than 140 countries. UNESCO organized Action Lines facilitation meetings covering topics relating to access to knowledge, e-learning, e-science, cultural and linguistic diversity, media and the ethical dimension of the information society.

CI continues to represent UNESCO within the United Nations inter-agency support team on the implementation of the United Nations convention on the rights of persons with disabilities. UNESCO has published and launched the global report *Opening New Avenues for Empowerment – ICTS for Persons with Disabilities*, which includes concrete recommendations for five regions of the world and a general set of recommendations for Member States.

UNESCO hosted the IGF preparatory meeting and contributed to key discussions on topics relating to its mandate, such as freedom of expression and multilingualism which remain high on the IGF's agenda in the lead-up to the annual IGF meeting in November 2013.

The international and national outreach of the Information for All Programme (IFAP) has been further enhanced. IFAP has delivered a number of programmes and initiatives, including capacity building and training on foundations of government information leadership in Africa, Latin America and the Caribbean, through a series of workshops, with an emphasis on the Information Society policy template.

## **UNESCO Institute for Statistics (UIS)**

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### **MLA 1: Development of education indicators and promotion of data use and analysis**

#### ***Expected result 1: More relevant and timely education statistics and indicators produced***

- New indicators about early grade learning and teacher flows in sub-Saharan Africa were prepared and disseminated.
- Regional indicators on school conditions in sub-Saharan Africa, based on 2012 data collection, were analysed and disseminated via several outputs (report, data visualizations, etc.). Preparations are under way to release results from the 2013 data collection.
- Regional indicators on adult education and literacy programmes in Latin America and the Caribbean were analysed and disseminated via several outputs. A conceptual framework for adult learning and survey results in the areas of literacy, primary adult education, and secondary adult education will be released in July 2013.
- The development and design of a regional questionnaire for Asia to measure equity in teacher allocation at the sub-national level was completed in March 2013. Testing has begun in Lao People's Democratic Republic, Malaysia and Viet Nam and will be extended to additional countries as part of preparations to launch the questionnaire across the region in the first quarter of 2014.
- The UIS initiative to improve the production and use of education finance data was extended to Anglophone countries in sub-Saharan Africa and introduced in Latin America (Ecuador, Guatemala and Nicaragua) and Asia (Bangladesh and Nepal).
- The new global questionnaire on instructional time was launched in February 2013. To date, 29 countries have completed and reported the data to the UIS. After collecting and processing the data, the UIS will collaborate with the International Bureau of Education.
- New literacy data from household surveys were added to the UIS database and the coverage of educational attainment indicators was improved to meet established benchmarks.

***Expected result 2: Appropriate methodologies and standards in the field of education statistics developed, maintained and refined***

- Provisional ISCED<sup>17</sup> re-mappings conducted in 2012 during regional training workshops and individual meetings with Member States served as a basis for the final mappings, which are being reported through a survey sent to about 160 countries and territories in May 2013. Information on remaining Member States is being collected by OECD and Eurostat and will be shared with the UIS according to an agreement between these organizations. The UIS expects to have all of the mappings validated before the 2014 round of education surveys which will be based on ISCED 2011.
- Revisions to the ISCED fields of study classification were completed and reviewed through a global consultation of classification and education specialists (in English, French and Spanish) that took place in February/March 2013. In addition, the UIS has consulted the United Nations Expert Group on Classifications and other organizations. A final framework is being prepared for submission to the 37th session of the General Conference.
- The UIS developed a pilot questionnaire to map national provision of technical and vocational education and training (TVET). It will be tested in nine countries.
- The UIS is working with partners, such as the OECD, World Bank and the ILO, to develop an internationally comparable framework (including specific data and indicators) to monitor skills development as a part of the follow-up actions to the Human Resource Development Pillar of the G20 Multi-Year Action Plan on Development (Seoul, 2010).
- Within the first phase of the Global Initiative on Out-of-School Children (OOSCI), the UIS worked closely with Member States to help produce 26 national studies and seven regional reports. Following an evaluation of the initiative (completed in March 2013), the UIS and UNICEF agreed to develop: (1) an OOSCI guide with a description of the conceptual framework and a brief outline of the statistical methodology and policy aspects of the initiative, and (2) an operational manual with detailed instructions to conduct a national study. In parallel, the UIS is developing and documenting new indicators to measure the risk of dropout among children in primary and lower secondary school.
- In May 2013, the UIS signed an agreement with the UNDP Human Development Report Office (HDRO) to fund the UIS production of a database with estimates of mean years of schooling.

***Expected result 3: Capacities of national statisticians strengthened in the production and use of national and comparative education data***

- Six regional training workshops were organized for nearly 170 statisticians and education planners from 90 countries in East Asia, South and West Asia, Arab States, South and East Africa, Central and West Africa and Latin America. The training sessions focused on: ISCED 2011; UIS instruments for education finance data; as well as discussion of regional data needs.
- The UIS is revising its national data quality assessment tools. Two national assessments conducted towards the end of the previous biennium were officially endorsed in 2013 (by Botswana and Malawi) and another two are being validated by the countries (Mauritius and Namibia).
- Statisticians in four African countries (Gambia, Ghana, Malawi and Rwanda) completed their training in the compilation and analysis of national public education finance data in

<sup>17</sup> International Standard Classification of Education (ISCED).



2012. Activities to improve the production and use of education finance data have been extended to a number of additional countries in sub-Saharan Africa, the Arab States, Latin America and Asia. A special tool has been developed to improve the quantity and quality of education finance data produced by national statisticians and submitted to the UIS.

***Expected result 4: Use and analysis of education statistics promoted***

- As planned, the UIS released education data on its website in 2012 (January, May and October) and in 2013 (January and May).
- The UIS programmed a series of new indicators (adjusted net enrolment rate, total net enrolment rate, out-of-school rate for children of primary and lower secondary age) in the UIS database for the measurement of school participation.
- *Global Education Digest 2012* became the last annual print edition of this publication which will be replaced with a combination of electronic/print outputs presenting core data and thematic reports (e.g. out-of-school children) starting in 2013.
- UIS data and metadata are widely used for UNESCO publications and initiatives (*EFA Global Monitoring Report*, reports on gender disparities, TVET, international days, etc.) as well as by external partners (the World Bank's World Development Indicators database and EdStats database; UNICEF's State of the World's Children report; UNDP's Human Development Report), United Nations MDG report, and the final evaluation report of the United Nations Decade for Literacy. The UIS has prepared information bulletins on a range of issues related to gender and education, out-of-school children and the demand for teachers.
- The UIS contributed data to regional agencies for their publications, including the Association for the Development of Education in Africa, the United Nations Economic and Social Commission for Asia and the Pacific, Asian Development Bank and the Summit of the Americas.
- The UIS continued to promote use of UIS education data among wider audiences through improving the Institute's online Data Centre and producing new interactive online [data visualizations](#) and [fact sheets](#).<sup>18</sup>

**MLA 2: Development of international statistics on education outcomes**

***Expected result 5: Data on the distribution of literacy skills produced by more Member States and information used to design and implement education policies and programmes***

- The international report on results of the Literacy Assessment and Monitoring Programme (LAMP) is being prepared for release by the end of 2013. Summaries of the data will be posted on the UIS website.
- Due to resource constraints, it is not possible to expand the programme beyond current commitments to Member States.

***Expected result 6: Methodologies for the assessment and monitoring of literacy developed, refined and implemented***

Activities are on hold due to financial constraints.

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<sup>18</sup> For more details, see information reported under MLA 4.

***Expected result 7: A framework to undertake comparative analysis and international monitoring of progress in learning outcomes established***

- The UIS and the Centre for Universal Education (CUE) of the Brookings Institution are co-convening the international Learning Metrics Task Force to build consensus on learning outcomes within the global education community. Based on recommendations of technical working groups and input from broad global consultations, the task force will make recommendations to help countries and international organizations measure and improve learning outcomes for children and youth worldwide. The aim is to have the final recommendations available by the end of 2013.
- Throughout 2012, the UIS secured agreements with the leading organizations (GPE, IEA, LLECE, PASEC and SACMEQ) involved in international education assessments with the aim of creating a foundation to start to compare the measurement of reading at the end of the primary level. However, this project was postponed in 2013 due to decisions by partners to focus exclusively on their own assessments.
- The work on creating an international catalogue of student assessment initiatives has been discontinued until sufficient resources can be secured. Key inputs are ready but require adaption to meet the specific requirements of surveys.

**MLA 3: Development of international statistics on science and technology (S&T); communication and information; and culture**

***Expected result 8: Timely statistical information and analysis on research and development and innovation statistics made available to Member States***

- R&D survey was launched in June 2012 as scheduled. The results, expected to be released soon, will include data and indicators for 150 countries and territories in the UIS Data Centre, as well as more breakdowns related to R&D expenditure. The UIS is preparing to launch its first global survey of innovation statistics later in 2013.
- In the framework of the African Union/NEPAD African STI Indicators Initiative (ASTII), jointly with UNESCO and AU/NEPAD, the UIS organized a training workshop on STI indicators for about 70 statisticians from more than 30 countries across Africa. Another regional training workshop was organized in Doha (Qatar) for 24 statisticians and policy-makers from six Arab Gulf States. STI indicators were presented at three UNESCO workshops for the Global Observatory of Science, Technology and Innovation Policy Instruments (GO-SPIN) and the Science, Technology and Innovation Global Assessment Programme (STIGAP).
- New eAtlas on R&D data, with a specific focus on the role of women in science, was released in June 2012 and updated in 2013. In addition, fact sheets and analysis of results from the pilot innovation data collection have been released on the UIS website. Work is also under way to produce an analytical report on higher education and STI in Asia.

***Expected result 9: New S&T methodological tools made available to Member States***

- The UIS continues to develop a new set of guidelines to help developing countries conduct R&D surveys. The initial versions have generated very positive and useful feedback, which is being integrated.
- Technical support is being provided to Oman, Qatar and the UAE concerning their national R&D surveys; The UIS continues to work with Viet Nam to undertake an R&D survey; Technical assistance has been provided to Ecuador to undertake an innovation survey. The UIS is currently supporting China to conduct an innovation survey.

***Expected result 10: Data on information and communication technologies (ICT) in education are collected in regional modules and made available in the UIS database***

- A workshop on ICT in education statistics in September 2012 was attended by 26 Asian countries, as well as Kenya, Oman, Colombia and Dominica. The UIS is organizing a second workshop for about 35 French- and Portuguese-speaking African countries, which will be held in September 2013 in partnership with NIC.BR (Brazil) and KERIS (Korea)
- The UIS is processing results from a regional data collection on ICT in education in Asia. Results and analysis will be released on the UIS website.
- The UIS has released results from its regional data collection in Latin America and the Caribbean in a study released on the UIS website and disseminated to partners. Results from the data collection undertaken in five Arab States will be released in July 2013.

***Expected result 11: New statistical information on print, broadcast and online media is made available through the UIS database***

- The global survey of media statistics was launched according to the schedule in 2012. The questionnaire was sent to 62 countries and completed by 56 (90%).
- Due to budgetary constraints, activities planned for 2013 have been suspended.

***Expected result 12: Capacities of national statisticians strengthened in the production of cultural statistics and the use of new methodological tools facilitating application of the 2009 UNESCO Framework for Culture Statistics***

- Two handbooks – on the measurement of cultural participation and the economic contribution of cultural industries – were produced and disseminated to stakeholders. Work is under way on a new handbook concerning cultural festivals.
- The UIS conducted a regional training workshop for 13 countries in South and East Asia and four national workshops (Mongolia, South Africa, Senegal and Serbia). In total, about 200 statisticians and policy-planners have been trained on the production of cross-nationally comparable culture statistics. Planning is under way to conduct a regional training workshop for nine countries in South and West Asia.

***Expected result 13: More data on feature films and another culture topic are available in the UIS database***

- The global survey on feature film statistics was launched as scheduled in July 2012. Work is under way to release the new data and analysis, with however some delay due to staff shortages.
- Methodological work is under way to develop a new survey on cultural employment. The UIS has conducted a global metadata collection in order to develop the pilot questionnaire which will be tested in 2013.

**MLA 4: Reinforcement of cross-cutting statistical activities**

***Expected result 14: Quality of data produced by the UIS improved and constantly monitored***

- In 2012, the UIS introduced several initiatives to improve the timeliness and efficiency of data production while maintaining the same staffing levels. This enabled the Institute to process more than 600 questionnaires while surpassing its benchmarks in terms of timeliness. The average processing time for questionnaires fell from 2.4 months in 2011 to less than 1.4 months in 2012 and 2013.

- As data collections become more complex, the UIS must improve its internal systems and procedures in order to maintain and increase our capacity to deliver high quality data. Work was started in 2012 to define these needs so that new systems can be delivered by 2015.

***Expected result 15: Redesign of online Data Centre to improve the user experience and promote greater dissemination of UIS data***

- The UIS has joined a consortium led by the OECD to update its online data dissemination environment. This allows the Institute to make considerable savings by joining forces with other statistical agencies. The beta version of a new statistical platform, UIS.Stat has been launched as a first step towards improving the functionality and user experience of the entire Data Centre.
- The UIS is developing a series of online data visualizations to reach wider audiences, such as the media and youth, while still engaging its traditional audiences of data users. The recent release of a short film on out-of-school children has shown the benefits of working closely with UNESCO units in Headquarters, including the *EFA Global Monitoring Report* unit, and field offices and a wide range of partners to promote these products on their websites and social media channels. Partners include: UNICEF, WomenWatch, UNGEI, Wikiprogress and Wikigender, linkedin professional groups, among others.
- The number of visits to the UIS website has increased by about 20% since September 2011. The number of subscribers to the UIS email alert service has increased by 35% during the same period.

**Coordination and Monitoring of Action to Benefit Africa**

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**Key Achievements:**

**Africa Department**

***Expected result 1: Impact of UNESCO's programmes in Africa***

The actions, undertaken individually and collectively by the programme sectors and extended on the ground by the field offices and institutes, contributed to the implementation of the action frameworks and decisions of the African authorities in each of UNESCO's fields of competence.

For example,

- in the field of peace and security, the Luanda forum provided a framework for drawing up an Action Plan for a Culture of Peace in Africa, the launch of a Pan-African movement for a culture of peace in support of the campaign "Make Peace Happen", which was initiated by the African Union in 2010, and the prospective national deployment and activation of a wide-ranging system of multi-stakeholder partnerships;
- in terms of education, the progress made in the establishment of the Pan-African University and the "Mwalimu Nyerere" African Union Scholarship Programme, and the importance accorded, in the implementation of the African Youth Charter's Action Plans, to the development of technical education and vocational training;
- regarding science and technology, the continued support for Africa's Science and Technology Consolidated Plan of Action, the development of an African research programme and the African Charter on Statistics;

- in communication and the social and human sciences, the support for the network of the African media plan, established in 2011, and the framework for the promotion of governance, democracy and human rights;
- concerning culture: support for the implementation of the Charter for the Cultural Renaissance of Africa and the Plan of Action on Cultural and Creative Industries;
- regarding gender, support of the implementation of the African Women's Decade (2010-2020) and its plan of action, and the Solemn Declaration on Gender Equality in Africa.

### ***Expected result 2: Intersectoral coordination***

Most of the results achieved, in terms of impact, result from the importance accorded to intersectorality in implementing programmes for Africa. This intersectoral approach was particularly encouraged by the drafting, analysis, evaluation and selection process concerning the 31 projects; all programme sectors, institutes and offices, in Africa and elsewhere, took part in this process.

The same entities continue to take part in the implementation of the 11 projects selected, in intersectoral and interdisciplinary teams.

The intersectoral approach has been strengthened by a series of consultations, meetings and work sessions initiated by the Department, at Headquarters and in the field, with the sectors, offices and institutes, to draw up the Operational Strategy for Priority Africa and the flagship programmes that underlie the strategy.<sup>19</sup>

### ***Expected result 3: Relations with Member States***

Relations with the Member States have been strengthened on several levels:

UNESCO actively participated in the fiftieth anniversary of the African Union (AU) (25 May 2013, Addis-Ababa). The Director-General participated in the Youth Assembly and renewed UNESCO's support of the AU in its efforts on regional integration, in particular through research and the dissemination of the general history of Africa, which forms the basis of the cultural renaissance and pan-Africanism.

In terms of regular consultations with the Africa group, the Africa Department continues to be a key interlocutor of the group, which was renewed for the organization of 2013 Africa Week. Further, the regular consultations with the group guarantee that the African Member States' priorities are taken into account.

In the framework of direct cooperation with Africa, the Director-General made official visits to the United Republic of Tanzania, Senegal and Burkina Faso (February 2013) and Namibia (June 2013). These visits enabled a greater appreciation of the richness of cooperation with those countries and the potential for intra-African development.

UNESCO supported the organization of the nineteenth commemoration of International Day of Reflection on the Genocide in Rwanda (9 April 2013, Headquarters) and the Day of Solidarity with Mali (18 February 2013), which led to the adoption of a short-term, medium-term and long-term plan of action for the reconstruction and preservation of the heritage of northern Mali. This action is part of the special attention given to countries in a post-conflict situation.

The cooperation agreement for establishing formal cooperation relations between CERDOTOLA and UNESCO was signed on 12 April 2013.

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<sup>19</sup> Refer to report on Intersectoral platform on Priority Africa (192 EX/4 Part I A).

#### ***Expected result 4: Visibility of UNESCO’s action in Africa strengthened***

Media coverage of the Department’s activities has increased (TV5 Monde, AFRICA24, Africa1, *Jeune Afrique*, The Africa Report). Events such as the Luanda Forum for a Culture of Peace, Africa Week, the “Ki-Zerbo Conference” on Pan-Africanism, the fiftieth anniversary of the African Union, the Day of Solidarity with Mali, and the International Festival of African Fashion (FIMA) all received a great deal of media attention.

The number of visits to the Africa Department’s portal is constantly increasing. Analysis of the figures shows an increase of 63.48% in visits to the website. The Africa Department’s participation in daily editorial meetings has enabled a regular general increase in the visibility of Priority Africa.

UNESCO, along with the African Union, is currently preparing a publication on “African women and pan-Africanism” and on the Luanda Forum.

#### **Education**

Contributions towards achieving education priorities in Africa in education include:<sup>20</sup>

- In support of the African Union’s Second Decade for Education Plan of Action (2006-2015) and the Africa Decade for Youth Development and Empowerment (2009-2018), technical expertise and effective leadership provided in the areas of education and youth.
- Development of evidence-based teacher policies and strategies through teacher diagnostic studies and policy dialogues in six countries Benin, Burundi, Guinea, Lesotho, Mali and Uganda.
- Support for curriculum design and development through the second edition of the post-graduate training programme in English-speaking countries; and the creation of a francophone diploma on curriculum development.
- Selected secondary and higher learning institutions in Ethiopia, Malawi and United Republic of Tanzania were targeted for girls’ education and affirmative actions, especially through the improvement of activities on gender equality.
- Collaboration with the Association for the Development of Education in Africa (ADEA) in strengthening regional commitment to early childhood care and education. Namibia launched standards for ECCE centres and UNESCO supported the development of learning tools through “Bouba and Zaza” materials.
- UNESCO focused on reaching the unreached through quality and inclusive education and alternative ways of learning. In Mozambique, a planning guide for inclusive education for school administrators was elaborated; and in Cameroon, education programmes to integrate orphaned and street children through alternative education was supported.
- Effective mobilization of partners resulted in the consolidation of sub-regional partnership mechanisms in TVET. Consultations, joint-planning and dialogue have led to the development of action plans and enhanced quality of TVET systems in Senegal.

<sup>20</sup>

For more details, see also information reported earlier in this document under Major programme I.

## **Natural Sciences**

### ***National capacities strengthened to design, implement, reform and evaluate science policy in line with the implementation of the African CPA, including support to the establishment of the African STI Observatory and establishing two new AVC centres***

- The first High level African Ministerial Conference on Science, Technology and Innovation for Youth employment, Human Capital Development and Inclusive Growth, resulted in the “Nairobi Declaration”, a milestone for a renewed commitment of ministers in charge of STI in Africa to strengthen scientific research. UNESCO participated to the fifth ordinary session of the African Ministerial Conference on Science and Technology (AMCOST V) (Brazzaville, November 2012). The meeting discussed the strategies and reports on the implementation of Africa's Science and Technology Consolidated Plan of Action (CPA), implementation of the African Union Summit and AMCOST Decisions.
- Needs assessments at country level have been conducted through consultation processes to set up priorities in STI policies and development of project proposals. With funding from UNESCO and other development partners and national governments, a number of human and institution capacity-building in national innovation system and STI policies for sustainable development activities were conducted in more than twelve African and Arab countries. UNESCO's intervention focused on production of policy briefs and training (including private sector representatives) in management of National STI systems development with the objective to increase their effectiveness in STI policy design implementation, monitoring and evaluation for enhanced socio-economic and sustainable development. UNESCO in partnership with other United Nations agencies through United Nations Delivering as One is providing technical assistance to the Governments of Kenya, Nigeria and Rwanda in reviewing their country's medium-term plans with the objective to leverage funding for cost effectiveness.
- Within UNESCO's framework of promoting access to STI policies and access to knowledge and building capacities in the basic sciences and engineering respectively, a two-day workshop was organized for 29 women and three men scientists, engineers, policy-makers and academics from Cameroon, Ethiopia, Ghana, Kenya, Nigeria, South Africa, United Republic of Tanzania and Zimbabwe in sub-Saharan Africa. The workshop brought together renowned 29 women professors and distinguished women in their mid-careers in science, engineering and technology, policy-makers, and representatives of agencies which are mainstreaming gender programmes who shared their experiences on strategic policies and strategies for promoting women in S&T while those who have supported or benefited from gender-specific programmes, like the L'Oreal Corporate Foundation led the discussion on emerging issues and made recommendations on the way forward. This was followed by honouring ten distinguished women scientists by UNESCO/L'Oreal with a fellowships award of US \$20,000 each towards completion of their Ph.D. programmes.

#### *Challenges/Lessons learnt:*

It is challenging to maintain the high political commitment required and to strengthen further cooperation in STI, in particular South-South cooperation. In the current financial situation, the main challenge faced in a executing a number of these activities was the timely and sufficient funding. This was however mitigated by collaborating with other development partners in the implementation of activities. UNESCO's funds were used in leveraging funding for completion of activities.

***Education capacity development and research in the sciences and engineering strengthened through networking, partnerships, collaborative research and training***

- The results achieved contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks. A number of projects were implemented in Africa to enhance capacity in science and engineering through curricula review and pedagogical assistance in teaching of science and mathematics. Innovative teaching and learning methodologies were developed in enhancing interest in science and promoting career in science at primary, secondary and tertiary levels in a number of African countries. UNESCO also provided technical assistance to Member States in the development of new programmes in science and engineering in universities and research institutions in new and emerging areas such as nanotechnology, petrochemical engineering, solar energy technologies, space science and climate science, in response to the needs of Africa's socio-economic growth and sustainability.
- ICTP held regional training activities in Côte d'Ivoire, Ghana, Kenya, Senegal, South Africa and United Republic of Tanzania, supported five affiliated centres in Benin, Cameroon, Egypt, Ghana and Senegal supported 18 scientific meetings in Africa during 2012. ICTP has received a major contract from the European Commission for "Training and Preliminary Backbone Infrastructure Development" within air transport and satellite service applications in Africa. It aims at training scientists in Africa in Global Navigation Satellite System implementation, management and testing. ICTP continues to play an advisory role with the Nigerian National Assembly to improve the country's science and technology policies. The Centre is collaborating in masters programs in High Performance Computing (HPC) at African universities, supervises the editorial services for the African Review of Physics, a peer-reviewed and online international e-Journal. ICTP co-coordinates with the Johannes Kepler University in Linz, Austria, the scientific network ANSOLE to foster training and research in solar energy in Africa.
- UNESCO in partnership with the Biosciences Eastern and Central Africa (BeCA-ILRI Hub) in Nairobi trained 41 African bioscientists of which ten were women, from ten African countries (Cameroon, Democratic Republic of the Congo, Ethiopia, Kenya, Madagascar, Rwanda, South Sudan, Sudan, United Republic of Tanzania and Uganda) in August 2012. The overall objective of the training was in fulfillment of UNESCO, AU-NEPAD and BeCA-ILRI's mission to harness the potential of the biosciences to contribute to increased agricultural productivity, education and training of the next generation of African agricultural research leaders and scientists and to promote the development and adoption of technologies to address key agricultural productivity constraints.
- The Mathematics of Planet Earth 2013 initiative implemented in 2013 exceeded expectations in terms of providing, schools, decision-makers and the general public with an opportunity to experience and grasp many aspects of mathematics, including its inter-disciplinarily, applications in life and earth sciences, its relevance on societal and environmental issues, the impact of mathematics research on thematic topics specific to Africa, the involvement of women in mathematics and global trends and perspectives on mathematics for sustainable development.
- Scientific capacity of Member States was improved through training or institutional capacity-building. In the framework of the Centre of Excellence in Biodiversity project, Rwanda has been supported through organization of training of trainers in taxonomy and the development of Rwanda's National Research Policy. Capacity-Building for Integrated Lands and Ecosystem Management adapted in Africa is going on in ERAIFT. Twenty-six African specialists coming from 11 African countries have completed their Master's Degree in April 2012 and currently 97 specialists from 21 countries are being trained.
- Presentation and dissemination of research results and networking of scientists and engineers are facilitated through awards of fellows and grants to scientists and engineers.



These are done through partnerships with L’Oreal Corporate foundation, DAAD, the African Development Bank and the African Network of Scientific and Technological Institutions (ANSTI).

*Challenges/Lessons learnt:*

The networks are very active and Member States’ interest has increased. One challenge is to promote more networks of women scientists in different scientific specialties in Africa. However, the need for strengthening capacity in science and engineering in Africa is more urgent now than ever before. The continent has several countries which are among the fastest growing economies in the world, but has limited human and intuitional capacity to harness science technology and innovation for its socio-economic development and environmental sustainability. UNESCO is well placed to assist Member States in developing capacity in science, technology, engineering and innovation through technical assistance and support in education and research but has limited funding. A number of the well-articulated proposed activities to make impact in science and engineering education and research have not found donors. The challenges for those which are funded are also limited due to the amount of funding to make significant impact.

***Policy dialogue enhanced between IOC Secretariat and African national and regional institutions and stakeholders; resources mobilized in support of African institutions and programmes in ocean observation and data and information exchange, sea level monitoring, vulnerability mapping and integrated coastal area management, and climate change adaptation***

- The results achieved contributed to the achievement of the expected result, considering the related performance indicators and benchmarks. During the reporting period, UNESCO-IOC mobilized extrabudgetary resources to complement the regular budget allocations facilitating the establishment of the IOC Sub-Commission for Africa and the Adjacent Island States (IOCAFRICA) as the new IOC governance structure in Africa. The IOC Coordinator in Africa was appointed as the Technical Secretary for the Sub-Commission and is posted at the UNESCO Regional Office in Nairobi since March 2012. The Sub-Commission developed its Strategic Plan and adopted a work plan for the period 2012-2013 focusing on: (i) a survey of available capacities (human resource skills, infrastructure, equipment, availability of decision-support tools) and identification of gaps that need to be addressed; (ii) utilization of existing UNESCO/IOC Chairs in the region for capacity development and, (iii) implementation of ongoing projects/programmes including the Integrated Data and Information Products and Services for the Management of Oceans and Coastal Zones in Africa (ODINAFRICA-IV). The IOC Secretariat reinforced existing international cooperation with WMO, GEF, UNDP, UNEP and FAO.

*Challenges/lessons learnt:*

As the IOCAFRICA was only established in March 2012, and it approved its work plan for 2012-2013 and endorsed elements of its Strategic Plan only in May 2012, there was not much time to develop a working rhythm and implement activities. Despite this, good work was undertaken. However, with the limitation of the current constraints of financial and human resources, the key challenges remain the mobilization of the financial support from the African Member States and their regional institutions for the development and implementation of programmes. The proper staffing of the Secretariat of the newly created Africa Sub-commission remains an issue.

***Freshwater resources assessed, and technical cooperation provided for strengthening water governance, including of shared waters and management***

- Several initiatives and capacity-building activities in support to informed decision-making for sustainable management of water resources, to reinforce flood risks management have been carried out in Africa. They include the Africa Water Cycle Coordination Initiative launched in Libreville in February 2012; training workshop on the UNESCO IWRM

Guidelines at River Basin Level; Second Workshop on ISARM for central Africa countries leading to the improvement of the identification and characterization of transboundary aquifers of the region and to the preparation of an Action Plan for ISARM activities within the region; a series of subregional workshops on water conflict management and cooperation in SADC and IGAD regions within the framework of the International Year of Water Cooperation 2013. Support has been provided for the celebrations of World Water Day focusing on water cooperation in Comoros, Kenya, Madagascar, Namibia, Rwanda, South Sudan and Zimbabwe. The project on Lake Chad approved under the Emergency Fund will contribute to better management of the transboundary resources, including water resources. In this regard, more than 30 senior officials of the Lake Chad Basin Commission have been trained in negotiation skills on water management issues.

- Around 100 people were trained in Benin, Namibia and South Sudan on issues related to flood risk management. A roadmap has been adopted in Kenya and Namibia for the preparation of projects within the framework of national actions on flood risk management. Priorities on capacity-building have been identified in the three countries.
- Several meetings were organized in collaboration with partners including for instance the conference on water science, policy and governance in Africa and the fourth regional meeting of IHP national committees of sub-Saharan Africa, held from 23 to 27 April 2012 in Dar-es-Salaam; the Africa regional consultation on groundwater governance held in Nairobi from 29 to 31 May 2012 organized in partnership with AMCOW and the Government of Kenya; in October, a conference on sustainable management of water resources in Africa with a focus on water quality issues was jointly organized by UNESCO, DAAD and University of Maseno in Kenya. In the current financial situation, for all these activities, partnership has been critical. Support has been provided to the African Ministerial Council on Water (AMCOW) for the operationalizing of the African Groundwater Commission by assisting the preparation of legal status for the Commission and supporting the organization of the meeting in Cairo of the Commissioners to discuss the legal documents of the Commission.
- The implementation of the regional project on the Horn of Africa on drought mitigation is in its final stages with the completion of an advanced survey and mapping of groundwater resources in Northern and Central Turkana, in northwest Kenya. A high resolution groundwater survey has been completed for Jijiga region in Ethiopia leading to the identification of an important aquifer system and for Turkana region in Kenya.
- The water component of school and university curricula has been reinforced especially in Cape Verde, Angola, Mozambique and São Tomé and Príncipe. A water education for schools network has been established following the water education workshop held in Cape Verde from 7 to 9 May 2012.
- Feasibility study for the African centre on global change and water resources research hosted by the University of Kuwa Zulu Natal in South Africa has been conducted and related documents will be submitted to the next Executive Board.
- Support has been provided for holding the validation workshop of the feasibility study on the establishment of a component of FRIEND for the Congo basin. The workshop was organized in Kinshasa (17-18 June 2013) with the support of UNESCO by CICOS, the intergovernmental river basin organization in charge of the Congo basin.

*Challenges/lessons learnt:*

The financial constraints have impacted the ability to deliver some of activities to Member States. However, active collaboration with National IHP Committees and partners has helped to implement a lot of activities.

### **Renewable energy policies and knowledge base promoted**

- In renewable energy efforts continued to enhance the knowledge base and exchange of best practices and promote related energy policies. Training of six women from Rwanda (four) and Benin (two) in Tilonia, India was supported by the Indian Government and in Rwanda, funds have been granted to help the trainees implement in country-activities upon their return under the One UN framework. A network of Barefoot College engineers will be supported and in country training organized in Rwanda. The organization of the fourth session of African Solar School to be held in 2013 was initiated and will benefit from the support of ISESCO, TIKa and other regional institutions. Under ISESCO support, a “Strategy for the development of renewable energy in Togo” was formulated.
- Concurrently, project proposals for the organization of two regional high-level experts meetings as well as a Solar Electrification of Rural Schools initiative in Sub-Saharan African countries that includes a capacity-building component were developed and submitted for funding.
- Somalia’s energy sector has suffered from over two decades of neglect and lack of planned investments. A UNESCO-UNDP Partnership-led Forum on Energy for Somalia’s Future Goals for 2015 in partnership with Government of Turkey, the World Bank, the AfDB, EU and other development partners and academia was organized to accelerate Somalia’s economic development at the Second Istanbul Conference in June 2012 in Istanbul, Turkey. The Forum deliberated and agreed on Programmatic Priorities and a tripartite Partnerships Framework to comprehensively address the energy needs in Somalia in order to overcome the barriers to access to energy and diversifying the energy mix. Recommendations from the four partnership fora including the Energy forum were presented at the Tripartite Plenary meeting on preparing Somalia's Future: Goals for 2015 Chaired by the United Nations Secretary General.

#### *Challenges/lessons learnt:*

Extrabudgetary support is starting to be mobilized to address renewable energy, although there remains a vast need for additional funding to adequately address this topic and in kind support was particularly difficult to obtain, although it was successful in the end. Using unconventional energy sources to support communities that are off the grid is a valuable contribution to national energy planning.

### ***Resilience of communities reinforced, with particular reference to climate change adaptation and natural disaster preparedness***

- Three new biosphere reserves have been approved in Africa (Ethiopia, Senegal and São Tomé and Príncipe) where sustainable development approaches will be implemented addressing climate change issues in many cases. Thanks to efforts of the MAB programme, the biosphere reserve agenda is gaining momentum in many African countries if assessed by the number of Member State showing interest in submitting applications for biosphere reserves nominations (e.g. Angola, Botswana, Kenya, Rwanda, South Africa, United Republic of Tanzania and Zimbabwe). Focus is on training to promote successful applications and creating awareness on how biosphere reserves contribute to strengthen the communities’ capacity to apply sustainable development approaches including responses to climate change. One of the main challenges is the threat due to deforestation and mining activities, particular in the Congo basin.
- The IGCP programme is currently supporting a continental-scale project aiming at gathering knowledge on seismic active zones in Africa in the view of improving the preparedness and mitigation of earthquakes. UNESCO-IOC is also working with other tsunami warning centres, disaster management organizations and academia to set up an Indian Ocean Tsunami Warning and Mitigation System that would be beneficial for

countries like United Republic of Tanzania, Kenya, Mozambique, Madagascar and Comoros. Two others IGCP projects supported by Sida, are evaluating the health and environmental impacts of mining activities in sub-Saharan African countries, with focus on abandoned mines; the objective is to provide science-based advises to governments on mitigation measures. Studies are focusing on understanding the process through which pollutant trace elements contaminate soil, water and food chain by using experimental sites in various African countries (Burkina Faso, Cameroon, Democratic Republic of the Congo, Kenya, Namibia, Nigeria, Senegal, South Africa and Zambia).

- UNESCO efforts to combat drought in the Horn of Africa has made progresses in two directions: through capacity-building studies and training in Kenya, Somalia and Ethiopia on the use of modern technologies for water assessment, the end result be the improvement of the resilience to adverse effects of climate change; and through projects on targeted specific regions to assess groundwater for the use of communities during emergency situations; the use of modern technologies have been very successful in Ethiopia and similar study is now being conducted in Turkana region in Kenya. Continuing efforts have also been focusing on advises to Member States to overcome flooding such as in West Africa and in Namibia.
- Following a recommendation of the third regional meeting of IHP national committees in Africa, UNESCO has embarked on the preparation of an important Pan-African programme RESHSYST-Africa on production of tools for the design of resilient hydraulic infrastructures in Africa within the context of climate change. For its first phase, the programme will concern the countries of West and Central Africa to revisit tools developed since 1960-70 but still used by engineers and managers despite the complete change of ecosystem and observed climate variability. Twelve national baseline studies have been carried out in Benin, Cameroon, Central African Republic, Chad, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Guinea, Niger, Rwanda, Senegal and Togo.

### **Social and Human Sciences**

#### ***Member States in Africa engaged in reviewing or developing their policies and programmes affecting youth***

- In line with the **UNESCO Strategy on African Youth**, the policy review processes in Liberia, Burundi have been completed, the policy review in Zambia will be finalized, with UNESCO's leadership, by August 2013, whereas in Ghana a roadmap leading to the establishment of a National Youth Parliament, in the context of the implementation of the national policy, was developed, with UNESCO's support, and adopted at a national consultative forum.
- In Burkina Faso and Malawi, in collaboration with category 2 institutes,<sup>21</sup> UNESCO has launched a training programme on social entrepreneurship and a culture of peace, engaging 60 young women and men. In Zambia and Kenya, in collaboration with UNESCO Chairs<sup>22</sup> and local youth development centres and NGOs, UNESCO has rolled out a leadership programme engaging vulnerable and marginalized youth, which allowed training of 32 youth facilitators and 150 young people from the rural communities, who have then developed local projects. In Burundi, 40 youth leaders trained on social entrepreneurship are implementing business-plans. Youth-led training, youth consultations and focus groups discussions to promote non-violent youth participation in electoral processes were conducted in Ghana and Sierra Leone. In Liberia UNESCO supported the process led by the country's Governance Commission to elaborate a "new and inclusive" history of Liberia, with the participation of youth.

<sup>21</sup> The Guidance, Counselling and Youth Development for Africa (Lilongwe, Malawi) and the African Union International Centre for Girls' and Women's education in Africa (AU/CIEFFA).

<sup>22</sup> UNESCO Chair in Children, Youth and Civic Engagement, National University of Ireland, Galway and the UNESCO Chair in Rural Community, Leadership and Youth Development, Pennsylvania State University .

***Member States utilize the impact measurement tool to improve policies on social inclusion***

- In the field of social inclusion, the Programme on the assessment of the level of inclusiveness of public policies was developed. It contains a detailed and gender-sensitive indicators framework. It enables the assessment of policies and regulatory frameworks at four levels: constitution, legislation, policy content and formulation, and institutional mechanisms. The Programme and the associated methodology is currently being pilot-tested with a focus on person with disabilities in Burkina Faso, Niger, and Senegal in the Africa region.
- Furthermore, the Culture of Peace programme contributed to strengthening the capacity of young women and men through equipping them with knowledge, skills and information necessary to cultivate a culture of peace, including social and technical competencies necessary to help mitigate conflict and promote reconciliation. In three African countries (Liberia, Sierra Leone and Burundi) youth participation and engagement were strengthened at the local and national levels, especially in democratic and transition processes.

***Ethically informed and regionally relevant agendas elaborated to shape problem definitions and responses in connection with environmental challenges***

- Drawing on the contributions of the social and human sciences, including environmental ethics, progress has been made to enhance national policy responses through a series of targeted projects to work on adaptation with governments and civil societies in areas of particular vulnerability: in the Sahel. In addition, work is under way in West Africa, through the Intersectoral Platform on Climate Change, to enhance the subregional interdisciplinary knowledge base on climate change in order to support informed policy responses.

***National bioethics committees established and function enhanced***

- UNESCO supported the establishment of new National Bioethics Committees (NBCs) in Chad and Malawi. In terms of capacity-building, eight countries in Africa received assistance from UNESCO for their National Bioethics Committees. The improvement of the quality of ethics teaching was an objective for the Ethics Teachers Trainings (ETTC) organized in four different countries. Training workshops for newly-established National Bioethics Committees were organized in Côte d'Ivoire, Gabon, Ghana, Guinea, Malawi, Chad, Togo and in Namibia (ethics teachers training). Indirectly, many other countries benefited from these trainings by having their nationals as participants and beneficiaries. For instance, the ETTC in Windhoek, Namibia, featured participants from Nigeria, Kenya, South Africa and United Republic of Tanzania.

***Capacity-building in anti-doping in sport***

- New projects (Botswana (two projects), Cameroon, Côte d'Ivoire (two projects), Democratic Republic of Congo, Eritrea, Malawi) were approved by the Approval Committee of the Fund for the Elimination of Doping since the beginning of the biennium. These projects include preventative education programmes, the development of specific anti-doping legislation, and activities which help build the anti-doping capacity of least developed or low income countries.

**Culture**

***African heritage and cultural expressions better safeguarded and promoted in Member States***

- 44.8% of the World Heritage Fund International Assistance requests approved in 2012-2013 were from the Africa region. The regional programme for the Africa region approved by the thirty-sixth session of the World Heritage Committee (June 2012) is presently being implemented. Targeted capacity-building workshops, field projects and knowledge-sharing

addressed issues at both cultural (Africa 2020) and natural (Africa Nature) World Heritage sites in order to improve management effectiveness.

- The Intangible Cultural Heritage Convention had capacity-building activities under way in 26 African States, and projects being developed in 14 others. Among the tangible effects were the increased participation of African States Parties in the Convention's international mechanisms, with five States having their periodic reports examined in 2012, six nominations to the Urgent Safeguarding List (of which four were inscribed), two nominations to the Representative List (of which one was inscribed) and seven requests for international assistance (of which two were approved). For the 2013 cycle, seven periodic reports and 14 nominations or requests were submitted and processed during 2012.
- Thirty projects from 17 African countries have been funded by the International Fund for Cultural Diversity (IFCD). These projects carry great potential for structural impact on cultural policies and industries.
- In 2012 and early 2013, support from the Emergency Fund enabled the launch of a pilot training programme in Africa. As one of the first tangible results of this programme, the number of country reports on the implementation of the Convention prepared by African countries increased by 50% in 2013.
- The four MDG-F Joint Programmes implemented in Africa sought to develop knowledge bases on cultural and natural heritage through inclusive and community-driven processes, such as mapping and inventorying exercises, while also promoting traditional and Indigenous knowledge. Priority was given to improving capacities to safeguard and manage cultural and natural heritage by building individual capacities and strengthening the culture sector through new and improved legal and regulatory frameworks, in line with international commitments. In Senegal, for instance, the programme benefited altogether 5,960 national civil servants and enhanced capacities on heritage and natural resources management as well as copyrights. More information is available on [www.unesco.org/new/mdgf/](http://www.unesco.org/new/mdgf/)

### ***Culture mainstreamed across Africa in national development policies inclusive of gender equality***

- The MDG-F Joint Programmes on Culture and Development implemented in Africa addressed gender disparities by mainstreaming gender in the promotion and protection of cultural heritage resources in Namibia, developing an integrated model to mainstream gender in development planning in Mozambique, and fighting gender-based violence in 33 communities in Senegal through mechanisms involving administrative, political and religious authorities along with capacity-building workshops and human rights for 100 local women and 60 women leaders.

### ***Knowledge of Africa and the contribution of its diaspora increased***

- As a result of extrabudgetary funding provided by Brazil, the elaboration of the ninth volume of the *General History of Africa* was launched in Addis Ababa in May 2013 on the occasion of the fiftieth anniversary of the Organization of the African Unity and of the organization of the first experts meeting.
- The pedagogical materials for primary and secondary education have been prepared and will be reviewed by the Scientific Committee before submission to African ministries of education.

- An evaluation of the teaching of the *General History of Africa* in higher education in Africa was undertaken. Efforts to mobilize funding for the *General History of Africa* have been pursued, targeting foundations and the private sector companies.

### **Communication and Information**

#### ***Expected result 1: A free, independent and pluralistic media landscape fostered by Member States to benefit democracy and sustainable development***

- The fifty-seventh meeting of the IPDC Bureau approved 63 projects, including 26 focused on Africa and allocated \$352,000 for their implementation. The projects cut across several thematic areas community media, electoral and human rights reporting, journalism education (including science reporting) and journalists' safety, and building on existing media development efforts in several countries. The IPDC has adopted a new special initiative on Knowledge-Driven Media Development, which includes an emphasis on what UNESCO can learn from its support of activities implemented in Africa.
- In Africa, UNESCO supported a Pan-African conference on safety of journalists and questions of impunity in November 2012. This built upon the adoption of a Resolution on the Safety of Journalists and Media Practitioners in Africa by the African Commission on Human and People's Rights (ACHPR) during its forty-ninth session in Banjul, Gambia on 12 May 2011.
- The project "Empowering Local Radios with ICTs" completed its first year of implementation in March 2013, having carried out activities for 32 local radio stations in seven sub-Saharan African countries. Motivated by gender equality workshops, attendees assisted in launching of new programmes focusing on women's issues encompassing women's empowerment, health, and civil rights. Training was also given to staff outside the newsroom on entrepreneurship, income generation, and financial planning and management. Members of the community such as students, farmers, small traders and teachers acquired reporting and ICT skills to interact and work with radio stations, thus becoming correspondents. This training has reinforced the potential for local radios to be social service providers for a large part of the community, particularly women and youth.
- The recently published "Model Curricula for Journalism Education: A Compendium of New Syllabi" contains a module on community radio journalism which is an important part of promoting community media for development in Africa. More importantly, the syllabus includes clear references to the African situation, making it relevant to schools of journalism on the continent and facilitating the establishment of a stronger link between community media and journalism education in Africa.

#### ***Expected result 2: Learning and teaching processes enhanced through ICT content and applications***

- In partnership with the Commonwealth of Learning (COL) and in the lead-up to the 2012 World OER Congress, an Africa OER Forum was organized in Pretoria, South Africa on 28 and 29 March 2012. A total of 52 OER practitioners and policy-makers including the Vice-Ministers of Education of South Africa and Kenya took part. At the World OER Congress held at UNESCO Headquarters in June 2012, representatives from 16 African Member States were present. The Honorable Lee Ocran, Minister of Education of Ghana, provided the keynote address. The OER Africa NGO, a full UNESCO partner co-organized the open seminar and exhibition. As a follow up, and with funding from the Hewlett Foundation, Kenya and Senegal are among the five pilot countries UNESCO is assisting in developing national-level OER policies and teacher-training. "Women in African History: An E-Learning Tool," developed as a complementary part of Phase II of the Pedagogical Use of the *General History of Africa*, is in the stage of finalization. The project will expand and disseminate knowledge of the role of women in African history to

counter prejudices and stereotypes in the framework of The Pedagogical use of the *General History of Africa* and develop ICT tools for knowledge acquisition and sharing that encourage the general education and ICT capacity of young women in the African region.

- UNESCO participated in the first Africa Forum on Science, Technology and Innovation in Nairobi, Kenya from 1 to 3 April 2012 and presented the UNESCO Open Access (OA) Strategy including the Global Open Access Portal (GOAP) which has the potential to assist in increasing access to scientific information in the region.

***Expected result 3: Media and information literacy enhanced to facilitate civic participation in development processes***

- In order to enhance media and information literacy to facilitate civic participation in development processes, adaptations of the Model Curricula for Journalism Education in Africa are ongoing in the Africa region. In Nigeria alone, 11 training institutions took steps to adapt the Model Curricula. In terms of journalism education, the focus on Africa is evident in the strengthening of the UNESCO-designated potential centres of excellence, including the partnerships that are being forged in their favour, such as with the Open Society Institute for Southern Africa.
- UNESCO is set to publish, by the end of 2013, an interdisciplinary resource guide on reporting climate change in Africa. The publication will be distributed widely, and work to ensure its uptake will continue into the next biennium. Its “specialist” nature builds into the notion of excellence identified in the 2007 study by UNESCO, thus reinforcing the accession to the criteria of excellence set in the study. In this regard, UNESCO undertook an internal review of the UNESCO-designated Potential Centres of Excellence and Reference in Journalism Education in Africa. The Review demonstrated increased provision of Master’s and Ph.D. programmes at 12 such centres. As part of that review, UNESCO is now proposing a second phase of the project that will lead to the elaboration of a “Global Initiative for Excellence in Journalism Education”, to be launched during the next biennium as a second phase of the project.
- Over 20 universities, especially in Africa and the MENA region, have been identified and contacted to participate in the Global Forum for Partnerships on MIL (Abuja, 26-28 June 2013), incorporating the International Conference on MIL and Intercultural Dialogue, which will form another key entry point for introducing MIL as a catalyst for intercultural dialogue and civic participation in the region.

**Coordination and Monitoring of Action to Benefit Gender Equality**

**Key Achievements:**

**Division for Gender Equality, Office of the Director-General**

***Expected result 1***<sup>23</sup> – Gender equality (hereinafter GE) and women’s empowerment promoted in all UNESCO programmes at all stages of the programme design, implementation and monitoring and evaluation through gender mainstreaming and gender-specific programming ensuring compliance with the strategic orientations and the programming frameworks and priorities set by the governing bodies, actions/results identified in GEAP I as well as with the Director-General’s directives.

In this 18-month reporting period, UNESCO has continued to implement its Priority Gender Equality through policy advice and dialogue; high-level advocacy; capacity development; coordination and networking; new or reinforced partnerships as well through the implementation of gender-specific and gender-mainstreamed initiatives at the field level. In these efforts, the

<sup>23</sup> Expected results as in the Approved 36 C/5.



Organization continuously draws lessons from its mechanisms and modalities and adapts and adopts a range of new initiatives and strategies, which are replicated by other United Nations agencies.

Division for Gender Equality in the Office of the Director-General (ODG/GE) focused its efforts on systematic integration of GE considerations in policies and strategic frameworks by providing input into the consultation processes for the development of documents 37 C/4 and 37 C/5. To contribute to reflections on document 37 C/4 within the Secretariat, the Division prepared three think-pieces (i) population dynamics for the next 20 years; (ii) linkages between gender equality and sustainable development; (iii) linkages between gender equality and sustainable peace.

Two review exercises to assess the implementation of the Priority Gender Equality Action Plan for 2008-2013 (GEAP I) were conducted between November 2012 and March 2013 by the Internal Oversight Service (IOS): the IOS/external consultant review of Priority Gender Equality and the International Labour Office's (ILO) Participatory Gender Audit Report. The results of these exercises were presented to the Executive Board at its 191st session. The implementation of the recommendations stemming from the findings of these reviews are being incorporated into the drafting of the Priority Gender Equality Action Plan for 2014-2021 (GEAP II), so that GEAP II is much more closely aligned with C/4 and C/5 documents, which in turn enables clear and consistent implementation and monitoring of actions to promote gender equality, contains clear and realistic targets and plans for implementation, as well as structures and chains of responsibility for achieving the expected results.

One of the key Organization-wide activities of this reporting period has been the drafting of the Priority Gender Equality Action Plan for 2014-2021. The draft GEAP II – to be presented to the 192nd session of the Executive Board – contains information on the strategic actions by programme sectors pertaining to gender equality with corresponding expected results and performance indicators; elaboration of processes for coordination, implementation, monitoring and reporting on action in support of Priority Gender Equality; and institutional mechanisms for the pursuit of gender equality in UNESCO with a focus on capacity development, coordination and accountability. Coordinated by ODG/GE, the Plan was developed through wide-ranging consultations and with the involvement of UNESCO staff from Headquarters, field offices and institutes. Consultations with Member States and external partners, including United Nations agencies, are planned in preparation for the submission of the Action Plan to the 192nd session of the Executive Board.

UNESCO actions in support of women's empowerment and gender equality at the field level are multi-faceted and produce positive results. In line with 179 EX/Decision 42 (Part II) by which the Executive Board requests the Director-General to present a stand-alone report on the actions of the Organization to promote women's empowerment and gender equality at the field level, the third stand-alone report covering the period June 2011-June 2013 has been prepared for the 37th session of the General Conference. This report (i) describes specific initiatives and results achieved; (ii) highlights capacity-building and advocacy initiatives; (iii) identifies key challenges and lessons learned; and (iv) provides recommendations for the way forward.

Within the framework of its monitoring function, ODG/GE analyses all of the work plans in SISTER in the beginning of each biennium to identify trends and progress in order to provide recommendations for improvement. Effective management by results requires systematic and purposive monitoring and recording. To this end, ODG/GE has developed a framework for building knowledge base on gender equality that aims to: (i) provide a tool for comprehensive assessment and recording of UNESCO's gender-specific and, at a later stage, gender mainstreamed projects/initiatives at field level; (ii) serve as a platform for purposive collection of monitoring findings in UNESCO programme areas; (iii) foster exchange on Priority GE among staff at Headquarters, field offices and institutes; (iv) generate policy recommendations in the area of gender equality; (v) develop a culture of results orientation for gender mainstreaming; (vi) strengthen and broaden monitoring capacities of participating staff; (vii) develop a collection of visual recording of testimonials from beneficiaries of UNESCO's GE initiatives at the field level.

ODG/GE is also working on the introduction of a “gender marker” into SISTER which aims to facilitate the measuring of budget allocations to Global Priority GE and in general ensuring more significant and traceable allocation of resources to gender mainstreaming and to gender-specific activities in sectors with a pre-defined minimum.

In this reporting period, ODG/GE participated in and provided guidance for the inclusion of a gender equality perspective in key programmatic areas such as the Global Partnership for Girls’ and Women’s Education, UNESCO strategy for mobile learning, for teacher training, gender sensitive media indicators, and the development of a report on gender and culture, among other. Technical support was also provided for the revision and evaluation of initiatives under all Intersectoral Platforms – including the discussions for the elaboration of UNESCO policy on engaging with indigenous peoples – and for the evaluation of proposals submitted to the Participation Programme. As an *ex officio* member of the UNESCO Publication Board, the Division prepared the Publication Board’s “Gender Guidelines for Publications” intended to help those engaged in preparing/editing/commissioning publications to regularly and systematically take gender equality considerations into account.

Starting in 2011 and continuing through 2012 and 2013, ODG/GE has been working closely with the World Water Assessment Programme (WWAP) and other United Nations agencies to develop gender sensitive indicators and sex-disaggregated data on access to, use of and control over water. GE considerations have been successfully mainstreamed in the 2012 edition of the World Water Development Report (WWDR 4), launched in Marseille in March 2012 with the only side event on water and GE organized by UNESCO. In the same vein, the Division is contributing for the 2013 edition of the Report (WWDR5).

In February 2013, UNESCO presented its first report against the United Nations system-wide Action Plan (UN-SWAP) for implementation of the CEB Policy on Gender Equality and the Empowerment of Women (CEB/2006/2). A comparative analysis of UNESCO’s performance by UN Women highlights the following: (i) UNESCO is acknowledged for its comprehensive reporting on the UN-SWAP and its remedial action plan that included detailed reasoning for ratings, identification of individuals and offices responsible for follow-up, and realistic timelines and resources needed for improvement; (ii) UNESCO’s ongoing work on integrating a gender marker in its project monitoring software is considered a most significant step forward and this development is particularly celebrated as resource tracking is an area of weakness across the United Nations system – ODG/GE is working with BKI and BSP to introduce the gender marker into SISTER in order to facilitate the measuring of budget allocations to Priority Gender Equality and in general to ensure more significant and traceable allocation of resources to gender mainstreaming and to gender-specific activities in sectors with a pre-defined minimum; (iii) UNESCO’s mandatory training on gender equality for all staff, including senior management, makes it a leader in the area of Capacity Development. UN Women declares UNESCO the lead in the latter area in the United Nations system. Overall, against UN-SWAP’s 15 performance indicators, UNESCO exceeds requirements for four Performance Indicators (26%), meets requirements for one Performance Indicator (7% of all indicators), and approaches requirements in another nine (60% of all indicators).

***Expected result 2 – Requisite staff and institutional capacities built for gender mainstreamed and gender specific programming, advocacy and policy advice***

To enhance organizational capacity, the Division has continued to strengthen and reinforce the organization-wide network of Gender Focal Points (GFPs) across Headquarters, field offices and institutes. The training of 75 GFPs in November 2011 has already shown concrete results in the improved implementation strategies, indicators and expected results visible in many work plans across sectors. Coordination and communication between Headquarters, field offices and Institutes have also been improved through the operational gender focal point network.

Following the recommendation of the IOS review of the implementation of Priority Gender Equality for “mapping and better use of available expertise in sectors, and [developing] a capacity-building

plan for staff”, ODG/GE has prepared surveys that will be sent out to all staff and GFPs respectively aiming at mapping the existing capacities in the Organization. The results of these surveys will be used to: (i) identify and locate the existing capacities in programme sectors, central services, field offices and institutes for the implementation of priority GE; and (ii) preparation of a four-year capacity-building plan as a companion document for GEAP II.

UNESCO’s mandatory “Capacity Development and Training for Gender Equality Programme” – developed and implemented with ODG/GE’s in-house expertise since September 2005 – has now been provided to all programme sectors at Headquarters (the last one provided to SHS staff in January 2012), as well as to numerous field offices, institutes, National Commissions, as well as to staff of other United Nations agencies.

In the 18-month reporting period, GE training was also offered to (i) the senior management team; (ii) BREDA office in Dakar; (iii) Disaster Risk Reduction Thematic Unit in the Science Sector, (iv) Senior faculty members and administrators at the UNESCO-IHE Institute for Water. Training for UNESCO partners upon demand also continued, with training provided to the International Bioethics Committee (IBC) in September 2012.

To improve capacity for the implementation of Priority Gender Equality, new mechanisms have been established to offer technical support in gender mainstreaming to UNESCO staff. One such mechanism is the “Gender Equality Clinics”, offering individual and tailored support to staff in mainstreaming gender equality into their programming, implementation, monitoring and evaluation activities. Ten sessions have taken place in 2012-2013, targeting colleagues from Headquarters, field offices and institutes. The support is provided face-to-face, by email or via video conference and telephone in order to adapt to the needs of the concerned colleagues and limit costs to the Organization. Results of these clinics have been very positive with improved planning and implementation of activities for gender equality.

During the second trimester of 2012, the Division also launched a “GE Seminar Series” to replace the former modality entitled “UNESCO Forum for GE”. These informal seminars aim to offer learning opportunities on recent developments linked with gender equality or relevant work from other entities. The sessions are organized with a view to maximize horizontal exchanges and dialogue, and video/teleconference facilities are used to encourage the participation of field office colleagues. Among the sessions organized in this 18-month reporting period, the following are noteworthy: (i) Mainstreaming Gender Equality in Work Plans; (ii) Rio+20: Outcomes from a Gender Equality Perspective; (iii) Social Institutions and Gender Index (SIGI) by the OECD Development Center; (iv) Women’s Empowerment: The Intersection of Power and Agency and Economic Advancement by Sarah Degnan Kambou, President, and Ravi Verma, Regional Director for Asia, of the International CRW Center for Research on Women.

In collaboration with MSS, ODG/GE is involved in the work of the intersectoral working group responsible for fostering the institutionalization of gender equality in the existing administrative texts, such as the Administrative Manual, the Human Resources Manual, document production, official correspondence, etc., by ensuring the use of gender neutral language in official communications of the Organization.

The process of mainstreaming gender equality considerations into publications remains an important vector for the institutionalization of gender mainstreaming in UNESCO processes. To facilitate this process, ODG/GE prepared the Gender Mainstreaming Guidelines for Publications, as well as the Gender Equality Checklist for Publications. ODG/GE monitors the use of these tools through the review of the gender equality assessments of publications by GFPs which are then submitted to ODG/GE and the Publications Board where DIR/ODG/GE is an ex officio member whose representative participates in all meetings of the Board.

Another effort to institutionalize gender mainstreaming involves the *UNESCO Country Programming Documents (UCPD)*. ODG/GE has been closely involved in the process of drafting of UCPDs through the provision of comments and entry points for gender mainstreaming.

***Expected result 3 – UNESCO’s strategic contribution to the United Nations inter-agency cooperation in the area of gender equality and the empowerment of women articulated and integrated at the global, regional and country levels***

In this reporting period, UNESCO has continued to engage proactively and effectively with the United Nations system, and in particular with UN Women, culminating in the signing of a Letter of Cooperation by the Heads of both agencies in May 2012 to outline the specific areas of synergy.

UNESCO participated in the UN Women-led process of developing a United Nations system-wide basic on-line training course on GE for all United Nations staff. UNESCO’s “Capacity Development and Training in Gender Mainstreaming Programme” and its online interactive eLearning tool are used as the basis for the development of the United Nations system-wide basic training in gender equality. This course as well as a special handbook for Gender Focal Points in the United Nations system is based on UNESCO’s pioneering work in these areas. The World Food Programme (WFP) has asked UNESCO to adapt this training programme and implement it for their senior management and field offices with full financial coverage. UNESCO is also collaborating with UN Women to develop an online interactive eLearning module on gender equality and education to thematically integrate the United Nations system-wide basic e-course on gender equality. The module is expected to be completed in the next semester and is intended to be offered to all United Nations staff worldwide, thus ensuring high visibility to UNESCO in its area of expertise.

In collaboration with UN Women, UNESCO has successfully advocated for the integration of gender equality perspectives into Rio+20 and the post-2015 reflections and agenda. UNESCO is actively contributing to the “System-wide Action Plan for implementation of the CEB Policy on gender equality and the empowerment of women” (SWAP) and the work of the United Nations Development Group (UNDG) Task Team on Gender Equality on the preparation of the Gender Equality Marker system that tracks and reports on allocations and expenditures for gender equality and women’s and girls’ empowerment with agreed upon parameters and standards inside the United Nations system. In addition, UNESCO is represented in several United Nations working groups and task forces on women’s empowerment and gender equality, including the Standing Group on Women, Peace and Security, Working Group on Rural Women, and co-chairs, with UNDP, the Inter-Agency Task Force on Gender and Climate Change which follows up on the Rio+20. After positively assessing the work of UNESCO and UNDP as co-chairs for 2012 of the Inter-Agency Task Force on Gender and Climate Change, IANGWE requested UNESCO and UNDP to continue this task for another year, until February 2014. As part of its activities, the Task Force will facilitate mainstreaming gender equality considerations into United Nations side events at COP19 and will reinforce capacities of the United Nations agencies that work under the Global Alliance for Article 6.

During the fifty-sixth session of the Commission on the Status of Women (CSW) in New York in March 2012, UNESCO organized a side event on the education of rural girls and women. At the fifty-seventh session of CSW in March 2013, UNESCO organized two side events. Both side events were related to the priority theme of the CSW, namely *The Elimination and prevention of all forms of violence against women and girls*. Side events in 2012 and 2013 were well attended with over 100 participants drawn from United Nations agencies, government representatives, NGOs and academics. In 2013, the first side event focused on “The Prevention of Gender-Based Violence through Education”. The second side event focused on “The Safety of Women Journalists”. This event provoked interesting debate on the particular forms of violence facing women journalists and the need to increase awareness of this issue and devise new forms of protection.

In this reporting period, ODG/GE continued to draft and submit UNESCO contributions to the Secretary-General’s reports for the General Assembly and ECOSOC on various topics focusing on girls/women and gender equality, including reports to the Committee for the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) on Article 10, i.e., education of girls and women.

***Expected result 4 – Member States support and undertake initiatives in favour of gender equality and the empowerment of women***

In collaboration with relevant sectors and field offices, ODG/GE is focusing its support to Member States on two main issues: prevention of sexual and gender-based violence (SGBV), and women's participation and leadership in UNESCO domains. Activities in these areas are implemented in collaboration with other United Nations agencies and research and civil society networks. Several pilot programmes have been launched, including an innovative programme in the Democratic Republic of the Congo (DRC) to work with universities and engage male students as ambassadors for the prevention of SGBV. This programme has involved the production and validation of new teaching modules on gender equality and violence prevention which are now being taught in universities in the North and South Kivu Regions. Lessons learned from the pilot project in DRC are also used to inform the planning of a project to develop teaching and training courses on women's political participation and prevention of sexual and gender-based violence in Madagascar in cooperation with the higher education sector in that country.

In West Africa, a programme is launched in collaboration with Rutgers University, African university partners and UNESCO's BREDA office to provide training for women's transformative political leadership. This training is also developed for women in the Arab region, especially in countries undergoing democratic transitions, starting with Egypt and Tunisia. Work is under way, to adapt UNESCO gender equality training modules for universities and large private-sector companies in Turkey in collaboration with Koc University in Turkey. This latter initiative is expected to result in an ongoing financial contribution to the Division for other activities.

As a complement to UNESCO's regular activities, the Participation Programme has also been a vital tool for the implementation of the Priority Gender Equality and for advancement of women's empowerment and gender equality through strengthening partnerships with Member States and with international non-governmental organizations. ODG/GE evaluates all requests that focus on women's empowerment and gender equality and provides recommendations for the approval or improvement of proposals.

Throughout this reporting period ODG/GE organized and/or coordinated a number of high-level events in collaboration with Member States, programme sectors and external partners for awareness raising and advocacy. The key among those are:

- Events for International Women's Day 2012 – including two Conferences on (i) women engineers and (ii) trafficking in women as well as artistic exhibitions and concerts;
- Events for the celebration of the International Women's Day 2013, with artistic exhibitions of artists from Armenia, Belarus, Bolivia, Ethiopia, France, India, Morocco and the Netherlands and a classical music concert "Tribute to Women in Music: from Romantic to Electronic" organized in collaboration with Sveriges Radio from Sweden and Radio France, with the participation of the Permanent Delegations of France and Sweden;
- The first anniversary celebration of the Global Partnership on 25 May 2012, with high-level panelists and guests, which led to support for expanding the projects already funded by the private sector (e.g. in Senegal, United Republic of Tanzania, Kenya, Ethiopia and Lesotho) and generated interest from new private sector partners (e.g. Barefoot College). A comprehensive monitoring framework has been developed by the Division to undertake monitoring of the Global Partnership projects with ED.
- On 20 November 2012, UNESCO organized the world premiere screening of the documentary-film "Lily's Journey: Stories of Women's Social and Economic Empowerment in the 21st Century" presenting the intertwined stories of women and men on the subject of women's empowerment and gender equality for the achievement of all of the United Nations Millennium Development Goals (MDGs).

- To mark the International Day for the Elimination of Violence against Women (25 November 2012), a conference entitled “Trafficking of women: exploring effective policies and mechanisms to prevent it through education” was organized by the Delegation of the Kingdom of the Netherlands to UNESCO and ODG/GE in collaboration with all programme sectors.
- Under the auspices of UNESCO and in cooperation with the Institute Destrée, an international conference was organized on 3 and 4 December 2012 at UNESCO Headquarters on “Millennia 2015 – Women Actors of Development for the Global Challenges”. The conference adopted an Action Plan for women’s empowerment.
- High-level event “Stand Up for Malala – Girls’ education is a right” on 10 December 2012 with the participation of the President of Pakistan, Prime Minister of France, UN Women Executive Head and former President of Chile Michelle Bachelet, former President of Finland Tarja Halonen, among others, generated considerable media coverage with over 500 articles published in 35 countries and it was also covered by television channels and social media. A new agreement was signed with Pakistan for a pledged amount of \$10 million for girls’ education.

***Expected result 5 – New partnerships with various stakeholders, including the private sector to promote gender equality and the empowerment of women established and implemented***

Throughout this reporting period, partnerships with academic, policy-making and civil society networks have continued to be developed and reinforced, in particular through the establishment and development of a series of regional and international gender equality research and documentation centres as centres of excellence for research and teaching on gender equality, and as centres for collection and diffusion of documentation and resources through virtual networks and libraries. In this area, UNESCO’s work with the Regional Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region in Kinshasa focused on defining a Plan of Action for the Centre, and to establish budgets for the final six months of 2012 and for all of 2013. UNESCO also supported Member States of the Great Lakes Region in establishing their National Associate Centres through planning meetings with Ministries concerned, and training for the establishment of virtual libraries.

For the Palestinian Women’s Research and Documentation Centre (PWRDC) in Ramallah, UNESCO worked with the Palestinian Authority and the Norwegian Representative Office in Palestine to carry out an evaluation of the Centre. The evaluation report has led to a decision to restructure the Centre, and UNESCO is involved in elaborating a new strategic plan to ensure that PWRDC responds to local needs in terms of research and documentation, and support for gender equality programming within Palestine and in the Arab region. Considerable progress has also been achieved with regard to the establishment of the first regional Centre on the Elimination of Female Genital Mutilation/Cutting in Nairobi, in collaboration with the Government of Kenya, WHO and UNFPA.

UNESCO has established partnerships with universities in the Democratic Republic of the Congo and Madagascar to introduce new courses and modules on gender equality, focusing on the prevention of gender-based violence and women’s political participation. UNESCO also established partnerships with four universities in West Africa: Universities of Ghana, the Gambia, Liberia and Nigeria, to develop transformative leadership training for women.

In June 2013, a Letter of Cooperation was signed with Koc University in Turkey to organize training for gender equality for the private sector across the country. In a second phase, this collaboration will extend to other countries in the region.

Within the World Summit on the Information Society (WSIS)+10 Review meeting co-organised with UN Women, ITU, UNCTAD and UNDP from 25 to 27 February 2013, ODG/GE organized two

special sessions on gender equality. The first session was co-organized with UN Women, Intel, IT for Change, International Chamber of Commerce (ICC)/Business Action to Support the Information Society (BASIS), and Women of Uganda Network (WOUGNET), and focused on the identification of key trends, achievements, barriers and gaps on governance and policy, infrastructure, capacities, content, women in ICT Sector, and gender equality in ICT sectoral application. During the second session co-organized with UNCTAD, United States State Department, Government of Kenya, Association for Progressive Communications (APC), and Research ICT Africa, participants drafted recommendations for post-2015 agenda in the area of gender equality, women's empowerment and ICTs.

### **Education**

During the reporting period significant progress has been made in addressing gender equality across all UNESCO programmes and policies related to education through advocacy, policy dialogue, research and capacity-building through the twofold approach of gender mainstreaming and gender specific programming. Global and national commitment to education for girls and women were strengthened through advocacy and appropriate multi-stakeholder partnerships which are in conformity with the objectives of the Organization. The Sector's capacity to mainstream gender in its activities, events, publications and other work is being reinforced. Work plans and publications were reviewed to address gender equality issues while the number of activities targeting women and girls increased. UNESCO initiated gender-specific initiatives in key areas of the sector, such as teachers, education laws and policies, literacy, TVET and others, through preparation of education law and policy review guidelines, teacher training kits, policy briefs, as well as by enabling policy dialogue.

Accelerating progress in women's literacy and in providing greater access to learning opportunities for girls and women remain among the highest priorities, including innovations such as the application of ICTs specifically targeting women and girls. Strengthening national capacities to plan, manage and scale up gender-sensitive educational policies and programs is also of continuous concern. UNESCO has also focused on awareness-raising and capacity-building among policy-makers on gender equality issues in the teacher professional development and practices. UNESCO has paid special attention to providing upstream policy advice and capacity-building for mainstreaming gender in TVET policies and practices aimed at the inclusion of girls in national TVET programmes and their transition from school to work. Despite significant progress made towards universal primary education, challenges remain in increasing access to, retention and completion of secondary education among girls, which together with literacy for women, remains as one of the main focuses under UNESCO's Global Partnership for Girls' and Women's Education. UNESCO provided support for HIV and AIDS education that is gender-sensitive, for designing climate change education as well as for addressing school-related gender-based violence. UNESCO had been actively working on gender equality by building support for change through alliances/partnerships with other United Nations agencies and external partners, the two major global partnership initiatives being the United Nations Girls' Education Initiative (UNGEI) and the United Nations Task Force on Adolescent Girls.

UNESCO organized high-level events and produced publications aiming at raising awareness and sensitizing decision- and policy-makers and the general public about the importance of gender equality in education. Six global events were organized:

- "Stand up for Malala – Girls' Education is a right" (10 December, UNESCO Headquarters). This high-level advocacy event was co-organized by UNESCO and the Government of Pakistan as a tribute to Malala Yousafzai and in support of girls' right to education. It brought together around 20 eminent personalities (including the President of Pakistan, French Prime Minister, Minister of Foreign Affairs of UAE, former President of Finland, Executive Director of UN Women, religious leaders, United Nations officials, and others) who advocated for girls' right to education. The United Nations Secretary-General, the United States Secretary of State, and the Vice-President of the European Commission sent video messages of support. A message from Malala was delivered and students

gave their messages in support of Malala and girls' right to education. Moderated by Zeinab Badawi from the BBC, the event attracted significant media coverage and presence in social media – about 500 articles were issued in 35 countries.

- The Malala Fund for Girls' Right to Education was established with a pledged contribution of \$10 million from Pakistan. A public forum and numerous other awareness-raising activities were also held in Pakistan.
- Launch of the report "From Access to Equality: Empowering Girls and Women through Literacy and Gender Equality" during the Global EFA Meeting (21 November, UNESCO Headquarters). The report was developed within the framework of the UNESCO Global Partnership for Girls' and Women's Education in order to raise awareness about two neglected policy areas – girls' secondary education and women's literacy.
- Other events included the first anniversary of the UNESCO Global Partnership for Girls' and Women's Education (25 May, UNESCO Headquarters); the third International Congress on TVET with a special session on women and TVET (13-16 May, Shanghai); the launch of the UNESCO World Atlas of Gender Equality in Education (8 March, UNESCO Headquarters). In Asia-Pacific, UNESCO organized the event "Connecting Girls: Inspiring Futures through Physical Education and Sport" and issued an advocacy brief on the topic; and, the monthly e-newsletter "Gender Wire", highlighting current gender trends and issues. In collaboration with UNGEI, UNESCO is co-authoring a discussion paper on gender and disability and is producing a report on the low performance of boys in four Asian countries.

Partnerships were broadened to include the private sector, United Nations agencies, NGOs and others. A new agreement was signed with Pakistan for a pledged amount of \$10 million; the partnership with Procter & Gamble was extended for an additional \$2.4 million while new agreements were also signed with UN Women and the Barefoot College. Partnerships are also ongoing with the Packard Foundation, GEMS Education, Nokia and Microsoft. Partnerships with the private sector have mobilized in total some \$7.4 million since 2011 enabling activities promoting girls' secondary education and women's literacy in Africa. In Senegal, 4,000 girls and women benefitted from literacy classes in about seven out of the 14 regions of the country while 2,300 girls and women are benefitting from online training with the use of CDs, TV, the Web, and the use of mobile phones. Also, more than 250 teachers, facilitators and other education personnel were trained and are academically supporting about 300 young girls to prevent them from dropping out of school. In promoting girls' education globally, UNESCO collaborates with numerous other partners at regional and national level including UNGEI, UNAGTF and CAG and others.

The Sector's capacity to mainstream gender in its activities, events, publications and other work is being reinforced. Work plans and publications were reviewed to address gender equality issues while the number of activities targeting women and girls increased. UNESCO initiated gender-specific initiatives in key areas of the sector (teachers, education laws and policies, literacy, TVET) and others with the preparation of education law and policy review guidelines, teacher training kits, policy briefs and enabling policy dialogue.

***Expected result 1 – National capacities strengthened in designing and managing literacy policies and programmes targeting women and girls***

UNESCO's work on literacy naturally focuses on women and girls who constitute the majority of the world's illiterate population. Literacy is a priority for the Education Sector and is being given high visibility to strengthen commitments and efforts by countries to promote literate environments, especially for women and girls: most notable even was the High-Level International Round Table on Literacy (September 2012) which brought 200 participants, including 14 ministers and vice-ministers of education. The Paris Communiqué issued by this round table made particular note of the need to give highest priority to and accelerate progress in women's literacy.



UNESCO, including through the UNESCO Institute for Lifelong Learning (UIL), continued its support to Member States to strengthen national capacities to plan, manage and scale up gender-sensitive, quality literacy and non-formal policies and programs. UNESCO mobilized 43 countries with critical literacy challenges accounting for almost 85% of the world's 774 million illiterate adults, and 35 of these countries with severe literacy challenges are now working with the support of UNESCO to ensure gender-specific programming.

UNESCO launched in 2011 the Global Partnership for Girls' and Women's Education for promoting secondary education of girls and literacy for women. Within this framework, a project supported by Procter & Gamble in Senegal has increased access of girls and women to literacy classes and income-generating activities, while a project was launched in Ethiopia and United Republic of Tanzania to lower drop-out rates of rural girls in secondary schools, with the support of the Packard Foundation.

UNESCO secured high political support for literacy and NFE resulting in major progress at country level (e.g. Bangladesh took steps to develop an NFE Act and to integrate NFE-MIS in the central EMIS of the Ministry of Education, Lao People's Democratic Republic developed a draft NFE policy). Also, large-scale literacy programmes were initiated and implemented. For example, the Programme for Literacy Enhancement in Afghanistan, provided reading materials and training to neo-literate young girls and boys, while in Morocco, post-literacy programmes for girls and women were scaled up. In Senegal, the literacy project supported by Procter & Gamble within the framework of the Global Partnership for Girls' and Women's Education (which aims at reaching 40,000 young girls and women with literacy classes) has led to three key benefits: First, increased access to literacy with around 4,000 girls and women enrolled in literacy classes and income-generating activities (193 classes opened, 200 trained teachers and facilitators); 900 girls and young women received training in literacy and vocational training, 54% of whom will continue in formal education and with 2,300 profiled girls and women soon to benefit from tailor-made online courses. Evidence-based publications were prepared (e.g. two volumes on "Emerging Trends in Literacy" analysing good policies and practices on literacy in Latin America and emphasizing female literacy, "Removing Gender Barrier to Literacy" in Asia).

Innovation within literacy programmes was not left alone with the application of ICT specifically targeting women and girls. For example, UNESCO organized in Bangkok a "Regional Consultation Workshop on Developing Literacy through Mobile Phones: Empowering Women and Girls" in 2012. The meeting aimed to promote discussion and knowledge-sharing related to successful literacy initiatives in Asia, and raising awareness of the potential for mobile learning to help achieve education for all goals. Nine case studies on using mobile technologies to support literacy for women and girls were produced and two regional expert meetings on mobile learning for the empowerment of women and young girls were organized in Africa and Asia.

### ***Expected result 2 – Teachers better trained in gender-sensitive teaching and learning approaches***

During this reporting period UNESCO has focused on capacity-building for institutionalizing gender training in teacher-training institutes, awareness-raising among policy-makers on gender equality issues in the teacher professional development, and production of training materials for mainstreaming gender in teacher training and practices. For example, a tool for Mainstreaming Gender in Teacher Training Institutions is being developed with support from experts from various regions to ensure relevance and cultural sensitivity. In Africa, gender-sensitive training was provided for teachers of science and mathematics to increase access and advancement of girls and women in these areas. In Asia-Pacific, an e-course is being developed to enable policy planners and teachers to understand and address gender equality issues in education. In the Arab region, gender equality was identified as a major pillar for developing a common regional teacher policy framework.

Over 15 countries from West and Central Africa benefited from training seminars organized by the International Institute for Capacity-Building in Africa (IICBA), which includes specific modules on

gender-sensitive teaching approaches. UNESCO also supported Member States in reviewing and developing gender-sensitive regional policy frameworks and strategies on teacher development, with the contribution from the European Union and the Japanese Funds-In-Trust (JFIT), among others. UNESCO also supported Member States in reviewing and developing regional policy frameworks and strategies on teacher development, with particular emphasis on gender equality. Under the programme “Quality Systems for Quality Teachers” funded by the European Union, UNESCO provided technical assistance to support the implementation of the Teacher Education Strategy (TES) in Palestine. In this connection, the World Teachers’ Day was celebrated on the theme of “Teachers for Gender Equality” with the essential role of teachers, both women and men, in searching and enhancing equal opportunities and roles in the society regardless of gender. With a view to advocating the integration of inclusion and gender equality and women’s empowerment into teacher education, UNESCO is also in the process of finalizing advocacy guides that provide practical tips on how to use advocacy for promoting inclusive teacher education. An advanced draft on Positive Teachers Policies, with a focus on gender in each of the section of the document was developed by UNESCO together with ILO. The document is being updated by ILO and validation/appropriation by countries will be held in the course of 2013.

***Expected result 3 – Quality of secondary education enhanced to expand equal access and retention***

Despite significant progress made towards universal primary education, challenges remain in increasing access to, retention and completion of secondary education among girls. Therefore, secondary education of girls, together with literacy for women, has been identified as one of the main focuses under UNESCO’s Global Partnership for Girls’ and Women’s Education. UNESCO’s activities in the area of basic education (from ECCE to secondary education), especially in Africa, pursued the implementation of the priority by giving particular attention to the use of gender-sensitive language in material and publications, gender balance in meeting participants, as well as proactively linking the activities to gender-specific programming efforts of the organizations. Targeted programmes on increasing and sustaining girls’ access to secondary education were implemented (e.g. a gender-transformative and leadership curriculum outline was developed for ECOWAS English-speaking countries; strategies were developed to reinforce girls’ access to secondary and higher education in Ethiopia). National capacities were developed and awareness was raised on the importance of policies and programmes targeting women and girls (e.g. teacher-training curriculum for Math and Sciences to increase girls’ access to these subjects in Niger was developed in collaboration with the Islamic Development Bank, e-training courses on gender equality in education for policy-makers in Asia were initiated). Gender equality was also promoted through advocacy and policy dialogue (e.g. new research into the gendered dimensions of learning and occupational achievement was initiated in partnership with the Korean Women’s Development Institute).

To better understand the particular challenges around transition of learners from primary to secondary education, UNESCO supported a series of country studies on this issue with particular attention to the gender dimensions of it (Ecuador, Malawi, Nepal, Viet Nam and Yemen). These studies were shared at a technical consultation meeting “From Primary to Secondary Education: Lessons for Equity and Quality Improvement” (November 2011) at UNESCO Headquarters. In Africa, UNESCO supported eight countries (Gambia, Guinea-Bissau, United Republic of Tanzania, Ethiopia, Mali, Niger, Burkina) to develop an inclusive uninterrupted curriculum framework, focusing on the transition from primary to secondary, looking at mode of assessment and gender sensitive pedagogy. Also, best practices and case studies on girls’ retention to secondary education in Gambia and Senegal were produced. Targeted programs on increasing and sustaining girls’ access to secondary education were implemented in Africa, through the development of gender-transformative and leadership curriculum (e.g. in ECOWAS English-speaking countries). In Bangladesh, gender-responsive curricula and training materials were developed and some 450 curriculum and textbook developers, teacher trainers and teachers were trained in their use.

**Expected result 4 – TVET policies to ensure skills acquisition for employment for girls and boys**

UNESCO has paid special attention to the inclusion of girls in national Technical Vocational Education and Training (TVET) programmes and their transition from school to work, and provided upstream policy advice and capacity-building for mainstreaming gender in TVET policies and practices. Three TVET policy review reports (Cambodia, El Salvador and Lao People's Democratic Republic) were reviewed and validated by national stakeholders, and regional and country thematic studies on gender mainstreaming in TVET were undertaken in United Republic of Tanzania and in Arab Gulf countries. UNESCO has also been leading research on gender and TVET so as to inform national policies and strategies. Regional and country thematic studies on gender mainstreaming in TVET were undertaken in United Republic of Tanzania and in Arab Gulf countries. The findings from the Gulf countries were shared during a regional meeting in Oman. A situation analysis of girls' participation in TVET and employment opportunities was conducted in 2012. In Senegal, a group and cooperative of young women were trained under the project "Education qualifiante des jeunes et des adultes". Awareness-raising at the highest policy level has been critical in promoting mainstreaming gender in the areas of TVET. In this regard, a special session on women and TVET during the third International Congress on TVET (May 2012, Shanghai) was organized, to highlight gender equality concerns and promote gender equality and inclusion of girls and women in TVET.

***Expected result 5 – National capacities strengthened to prepare and manage education sector plans and policies that are gender-sensitive and assure equitable access to education***

UNESCO supported Member States to mainstream gender in sector-wide education policy and planning, in policy reviews and thematic studies. For example, a study was undertaken in order to generate knowledge and information about mainstreaming gender policies in education at country level in Andean countries. Further, three subregional thematic groups were established in Central Asia, one of which was on gender-responsive education, in an effort to strengthen national capacities in planning and management. In Ecuador and Colombia, UNESCO supported strengthening of national technical capacities to develop intersectoral policies for education with a focus on gender equality.

Several research papers and case studies have been developed, along with the IIEP, to foster a gender perspective in educational planning and policy globally or in particular countries. The latest one that is much expected is "A matter of right and reason: gender equality in educational planning and management" that investigated the enablers and obstacles to gender equality in educational leadership from two aspects: one that examined internal and external perceptions of women and men in leadership positions, and the other that studied the effect of organizational structures and cultures on gender equality. Within the current Comprehensive Education Sector Review and with the overall aim of identifying and addressing gender gaps in national education laws and policies, draft education law and policy review guidelines, with a focus on human rights provisions for gender equality, were developed and will be pilot-tested in Myanmar.

***Expected result 6 – Education systems responses to HIV and AIDS are gender-sensitive***

Twenty-one Member States received support for HIV and AIDS education that is gender-sensitive. National capacities were developed through training of trainers' workshops, and UNESCO has undertaken relevant work to address school-related gender-based violence (SRGBV) in Lebanon, DRC, South Africa, and a number of countries in Asia-Pacific, as a major human rights issue and a factor that is seriously affecting girls' opportunities to education. In Lebanon, a national study on SRGBV was completed based on which recommendations were presented to education ministry officials; in DRC. Gender has been mainstreamed in all materials produced, for example, the booklet on Good Policy and Practice in HIV and Education and Gender, and a booklet on "Gender Equality, HIV and Education" were finalized. These materials have been used to support UNESCO's advocacy efforts and technical support to Member States.

Activities on raising awareness about homophobia and promoting research and outreach on men who have sex with men (MSM) (e.g. strengthening capacities to respond to homophobic bullying have been undertaken in China, Cambodia, Thailand and Viet Nam. The Beijing Teacher Workshop on Homophobic Bullying was held and a survey undertaken among participants showed that half of the teachers had already made efforts to incorporate the topic in their work). Also, national capacities were developed through training of trainers workshops (e.g. Myanmar and Cambodia), and in Senegal, a workshop on literacy, HIV and gender “Connections: Empowering Women to talk about sexual and reproductive health” was organized. UNESCO also worked on domestic violence against women (e.g. in China) and a handbook on anti-domestic violence for community and social workers was prepared and advocacy was undertaken among policy-makers and legislators. A functioning Domestic Violence Prevention and Response Model was established in three pilot counties in the Asia and the Pacific region and capacities of local governments, key stakeholders and social workers were developed/improved to protect women against domestic violence.

***Education for sustainable development (ESD), including climate change education (CCE) and education for disaster preparedness and risk reduction (EDPRR)***

Gender equality is an important consideration in designing climate change education (CCE) programmes. Gender was mainstreamed in the design and implementation of activities, especially at country level where programs aimed at reaching out to disadvantaged groups, especially girls and women, in order to strengthen their resilience to the negative impacts of climate change (e.g. “Targeting the needs of the vulnerable”, including girls and women, is one of four thematic areas of an experts meeting on climate change education in Africa, under preparation). Gender equality considerations have been mainstreamed in a number of publications on ESD, for instance: the learning and training tool “Exploring Sustainable Development: a Multiple-Perspective Approach”, currently being pilot-tested, which includes a chapter on mainstreaming gender in teaching and learning; the tool “Towards a Learning Culture of Safety and Resilience: Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum”, and others.

***Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity***

Gender equality is an integral part of the education for global citizenship. Within this context, a toolkit on revision/adaptation of curricula, school textbooks and other learning materials to remove cultural, religious and gender biased stereotypes was developed within the framework of the “Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue”. Curriculum developers and textbooks authors in Lebanon and Iraq were trained on mainstreaming gender in school textbooks and curricula.

School-related gender-based violence (SRGBV) was appropriately addressed through UNESCO’s work on prevention the phenomenon in a number of countries. For example, in Lebanon a national study on SRGBV was completed and recommendations based on the findings were presented to education ministry officials; in DRC, a research methodology on sexual violence was developed and students and junior researchers were trained in its use. The results of the study were made available to the Ministry of Gender, Child and Family and key partners. UNESCO also worked on domestic violence against women (e.g. in China, a handbook on anti-domestic violence for community and social workers was prepared and advocacy was undertaken among policy-makers and legislators; a functioning Domestic Violence Prevention and Response Model was established in three pilot counties in the Asia and the Pacific region and capacities of local governments, key stakeholders and social workers were developed/improved to protect women against domestic violence).

**Natural Sciences**

The promotion of women’s empowerment and gender equality in the area of natural sciences has been systematically pursued through gender-specific programming and mainstreaming gender

equality considerations in all natural science programmes and initiatives. The annual award “L’Oréal-UNESCO For Women in Science” together with the celebration of important events on women in engineering and sciences, continue to be the most prominent initiatives aimed at empowering women in science. UNESCO provided support to the networks of women in science and engineering by (i) including gender equality items on the agenda of international scientific conferences, (ii) organizing side events during these conferences (e.g. on women in science for sustainable development, on the role of women and girls in reducing disasters risks, etc.); and (iii) mainstreaming gender equality considerations in publications, thus encouraging discussions on the prominent role women play in the respective areas, promoting the involvement of female scientists in science and technology, and adopting, on a systematic basis, gender balance as a criterion for the selection of members of various scientific panels and decision-making bodies at all levels.

***Expected result 1 – Women included in sciences promoted activities, women scientists promoted as role models and young women scientists supported***

The main results have been the mainstreaming of gender in science policy design, implementation and evaluation. The first indicator was fully met, with several events focused on women in science as role models. In October 2012 the Director-General nominated Dr Hayat Sindi from Saudi Arabia as UNESCO Goodwill Ambassador for Sciences with the aim that she inspires girls to undertake science careers. A special event to honour the fiftieth anniversary of Rachel Carson’s epoch-changing book, *Silent Spring*, was held in December 2012, hosted by IOC. Carson herself was presented as having inspired a generation of girls to study science, particularly oceanography. A capacity-building workshop on strategies for the promotion of women in science and technology in Africa, which included participation in the UNESCO/L’Oreal Fellowships award ceremony for excellence in science, took place in Johannesburg, South Africa, in collaboration with the African Network of Scientific and Technological Institutions and the L’Oreal Foundation. To celebrate the International Year of Water Cooperation, around 1,500 girls from 15 schools in Nigeria conducted a series of experiments to study water quality and water purification in their own environment with a view to raise awareness among students about the importance of water, its rarity and value. They were mentored by Professor Francesca Okeke, the 2013 UNESCO-L’Oreal laureate.

The second indicator met with less success due entirely to the financial situation, but a report on the status of women in R&D institutions in United Republic of Tanzania was completed. The main challenge is to obtain funds to organize a specific conference on women and science at a larger scale. Strong networks of women in science and engineering have been supported. For example, the sixth Conference of the Association of African Women in Geosciences was held in April in Yaoundé, Cameroon to encourage the participation of women in Earth sciences and a UNESCO-supported workshop on African Women in Mathematics was held in Ouagadougou, Burkina Faso, in October 2012. UNESCO also promoted women in science at international events, such as the Pink Cloud Conference, organized by Microsoft in Florence in May 2013, where thousands of international stakeholders were made aware of the reality and challenges of gender issues.

Attention has been put on increasing the number of female professionals participating in UNESCO workshops and training activities through UNESCO water-related category 2 centres. For example, the representation of female professionals in a UNESCO workshop on “Water Pollution Prevention, Abatement and Control Strategies towards Sustainable Water Resources Management”, co-organized by the UNESCO category 2 Regional Centre on Urban Water Management in Iran in December 2011, was above 40%. The participants of the workshop were from Middle Eastern and Asian Islamic countries.

***Expected result 2 – Awareness of the key role of women as holders and transmitters of indigenous and local knowledge raised***

Due to the financial situation, originally planned activities have been delayed. Women’s role in local knowledge concerning water governance will be addressed by the UNESCO Chair on Water, Gender and Governance in Santo Domingo, Dominican Republic, which was endorsed. Once

formally in place, the Chair will enlarge the network of water and gender Chairs in the region and worldwide.

In the context of the Japan-funded extrabudgetary project on IPBES, UNESCO organized an expert workshop on a conceptual framework for IPBES (UNESCO Headquarters, October 2012) and an expert workshop in Tokyo in June 2013 on the recognition of indigenous and local knowledge in assessments of biodiversity and ecosystem services, which *inter alia* aimed at promoting the involvement of female scientists and female indigenous and local knowledge holders in the two above-mentioned activities. The workshop reiterated the need to promote the involvement of female scientists and female indigenous and local knowledge holders in the IPBES programme of work. In addition, the IPBES plenary in January 2013 adopted gender balance as a criterion for the selection of its multidisciplinary expert panel members at the direct suggestion of UNESCO.

***Expected result 3 – Gender equality issues incorporated in the WWDR4***

This expected result was fully accomplished in the first year of the biennium. The discussion on gender indicators has been brought together with on-going planning elsewhere in the Sector so as to strengthen future planned work on gender indicators and policy instruments. The World Water Assessment Programme (WWAP) has positioned itself as a leader in the United Nations system for gender mainstreaming through mainstreaming gender equality considerations into the fourth edition of the World Water Development Report which also contains a chapter dedicated to gender equality. A “policy brief”, based on Chapter 35 of the WWDR4, “Water and Gender”, was published in August 2012. WWAP, in collaboration with the Division for Gender Equality, organized a side event at the sixth World Water Forum in Marseille in March 2012 “Water Resources and Gender Equality: What is the link?” and also participated in the World Water Week activities in Stockholm related to gender equality. Also a Gender Focal Point seminar was held at the University of Turin in May 2012. During Stockholm World Water Week August 2012 a fundraising strategy for sex-disaggregated indicators was proposed to the AMCOW gender representatives. Finally, WWAP presented a lecture to African Department Students, on 27 November 2012 on gender mainstreaming, the role of gender policies, and the importance of sex-disaggregated data for indicators.

***Expected result 4 – Gender-responsive approaches for sustainable development, including renewable energy and biodiversity conservation, fostered***

The number of outputs has met biennium minimum and more events are planned, but due to lack of funding the scope has been scaled back. A UNESCO-supported workshop undertaken in collaboration with the African Mathematical Union and CIMPA on African Women in Mathematics held in Ouagadougou, Burkina Faso, in October 2012 was attended by over 70 African mathematicians, including 40 women. The panel identified factors hindering the promotion of women in mathematics; as well as solutions to overcome them. One suggestion is the creation of a UNESCO Chair on women and mathematics to improve the current situation. UNESCO took advantage of parallel sessions of a planned MENASOL conference to organize a Women and Renewable Energy Seminar to discuss the increased participation of women and youth. Nine women scientists out of 21 participants took part in a workshop on “Enhancing Science and Technology for better development of biosphere reserves” which was organized in Tunis, Tunisia in November 2012. UNESCO’s participation in the interim secretariat for IPBES was directly responsible for gender equality being made one of the requirements for the membership of the Multidisciplinary Expert Panel for IPBES.

During UNCSD in June 2012, a side event on Women in Science for Sustainable Development encouraged discussion on the role of STI in facilitating viable solutions for human well-being, social inclusion and environmental sustainability. It also served to inspire young women to choose scientific careers which contribute to sustainable development.

***Expected result 5 – Gender-responsive approaches to disaster risk reduction promoted***

UNESCO continued to encourage advocacy for the integration of gender equality approaches in disaster risk reduction including through celebration of the International Day for Disaster Reduction, this year focused on the role of women and girls in reducing disaster risks. The participation of women scientists has been promoted by UNESCO in order to give further visibility to women scientists in national, regional and international institutions concerned with disaster risk reduction, such as national geological and seismological institutions, universities, and disaster risk reduction local authorities. IOC set benchmarks for participation by women in one TEWS activity (Caribbean). Approximately 20 women senior scientists from the Extended Mediterranean Region participated in the International workshop on Seismicity and Earthquake Engineering, in the framework of the programme for Reducing Earthquake Losses in the Extended Mediterranean Region (RELEMR). UNESCO promoted active involvement of women-scientists in leading the regional networks on landslide research and risk reduction within the International Consortium on Landslides, notably for the LAC region, Balkan countries, and North Asia subregion. The role of these networks is to promote research and capacity-building, but also to focus on raising awareness of population and especially of vulnerable communities on landslide risks, in which women can play a prominent role.

On 13 October 2012 UNESCO celebrated International Day for Disaster Reduction as a reminder that disaster resilience must be a development priority in all parts of the world. The 2012 celebration focused on the role of women and girls in reducing disasters risks, drawing attention to the fact that their efforts to protect and rebuild their communities before and after disasters are often unrecognized. In order to promote female role models for young women scientists, IOC organized a round of interviews with eminent women marine scientists from the United States of America, Italy, Mauritius, Canada and France, which were placed on the IOC website, and held a day-long tribute to marine biologist and writer Rachel Carson, and her seminal book *Silent Spring*. In an activity in the Arab region, Qatar University's Chair on sustainable development taught female students about the value of natural ecosystems, in this case the ecology of floating mangroves, to disaster resilience along coastlines.

The International Hydrological Programme (IHP) developed a gender component on "Gender Mainstreaming and Drought Management" within the Intersectoral Platform on Priority Africa project "Drought Monitoring at the Country Level – Towards Regional and National Drought Mitigation and Risk Management and Planning Strategies in Africa". The gender component of the project aims to raise awareness of the impact of drought on vulnerable and disadvantaged groups, focusing particularly on women and to enable gender mainstreaming and engagement in drought policies; and to develop gender responsive approaches to biodiversity conservation and sustainable development, particularly on drought mitigation planning. Within the framework of the gender component activities, a multi-stakeholder workshop on gender mainstreaming in drought management will be organized involving technical experts, representatives of governments, representatives of gender and women's organizations, and youth organizations.

***Intersectoral Platform on Climate Change***

The Climate Change Platform is channelling funding to ten projects in the present biennium all of which contribute to the expected result of Global Priority Gender Equality. In addition, the Lead ADG for the Climate Change Platform (ADG/IOC) has effectively engaged with key gender stakeholder representatives, such as the Mary Robinson Foundation – Climate Justice, at the occasion of the UNFCCC Doha Climate Change Conference (November 2012). Many research studies point to the fact that women tend to be more affected by the negative impacts of climate change than men due unequal influence on political and decision-making processes, the unequal access to resources, the gender-based division of work, and gaps in knowledge and practical skills. Notably, when working with representatives of communities dealing with climate adaptation, research centres and other information producers and users, particular care is being taken under all climate change platform projects to ensure a balanced participation of both women and men and to respond to gender equality needs.

In particular, gender equality dimensions have been addressed in relation to: the development of the regional UNESCO Climate Change Adaptation Forum; the promotion of teacher education on climate change education for sustainable development in African SIDS and coastal regions; raising community awareness of climate change in the Pacific; strengthening of climate change mitigation in the Sahel and West Africa; media interventions for enhanced public awareness and action to combat climate change in South Asia; strengthening community action plans for responding to climate change in Viet Nam; establishment of a network for climate change adaptation strategies in major mountainous regions of the world; promoting sustainable use and applications of renewable energy sources in UNESCO sites; developing a networked system of open indigenous knowledge resources for climate change mitigation and adaptation in the Arctic; and in the establishment of the subregional Centre for Training on Climate Change Leadership (Montevideo).

### **Social and Human Sciences**

In the area of social and human sciences, gender mainstreaming has been systematically pursued in bioethics, youth, social inclusion, migration and sports, including in capacity-building activities. In bioethics, due regard was paid to appropriate human rights and gender equality frameworks, and specific gender-sensitive elements were introduced, such as ensuring gender balance in the composition of national bioethics committees. Particular attention was also paid to the civic participation of young women through investments in youth-focused research, engagement to cultivate a culture of peace and help mitigate conflict for the promotion of reconciliation, especially in democratic and transition processes. In the area of social inclusion, a programme to assess the level of inclusiveness of public policies was developed which contains a detailed and gender-sensitive indicators framework at four levels: constitution, legislation, policy content and formulation, and institutional mechanisms. In cooperation with various United Nations partners and NGOs, UNESCO continued its efforts to contribute to the promotion of thematic gender-specific programming, mainly in the areas of security of women migrants, gender-sensitive reporting on migration and social inclusion of women migrants. UNESCO continued its support to promote the access to sport for women and girls and to empower them through physical education as a means to develop personal qualities instrumental to democracy such as tolerance, solidarity, respect and leadership, providing ways of inclusion for the most marginalized and vulnerable women and girls.

In the area of bioethics, due regard was paid to appropriate human-rights and gender equality frameworks and specific gender equality priority elements were introduced, including ensuring gender balance in the composition of national bioethics committees. In 2012, National Bioethics Committees addressed several topics explicitly dealing with gender equality during the training workshops organized by UNESCO.

Particular attention was put on the promotion of the civic participation of young women and their active participation as agents of change in all spheres of society through investment in youth-focused research, inclusive public policies and capacity-building initiatives that create enabling conditions to prosper, exercise rights and engage as responsible and informed social actors. The participation and engagement of young women to cultivate a culture of peace, including social and technical competencies necessary to help mitigate conflict and promote reconciliation, was moreover strengthened at the local and national levels, especially in democratic and transition processes, through capacity-building initiatives.

In the area of social inclusion, the Programme on the assessment of the level of inclusiveness of public policies was developed which contains a detailed and gender-sensitive indicators framework. It enables the assessment of policies and regulatory frameworks at four levels: constitution, legislation, policy content and formulation, and institutional mechanisms. It reinforces a culture where citizens, women and men alike, are heard, engaged and included in all matters that affect their lives, and that their rights are respected. UNESCO contributed to the promotion of gender-specific programming, mainly in the area of eliminating violence against women and improving the security of women migrant. UNESCO and the Yunnan University produced a comparative report containing strategic and practical recommendations on migrant women's access to education and training, decent work and housing in the Yunnan and the Guangdong



provinces to raise awareness of the importance to promote and respect female migrants' rights and combat violence against women. UNESCO and UN Women created the Migration Media Network composed of journalists committed to producing fact-based and non-stigmatizing material on labour migration in former USSR countries. UNESCO and UNICEF launched the Internal Migration in India Initiative to support the social inclusion of female and male migrants in the economic, social, political and cultural life of the country, combining research, policy and advocacy. The initiative has become an informal network of 200 researchers, NGOs, policy-makers and United Nations agencies, such as the International Organization for Migration, UN-HABITAT and UN Women, determined to raise the profile of internal migration in India and to propose policy changes and creative practices. A regional forum "Gender Equality as a Millennium Value" (Moscow, 5-7 December 2012) established a platform for research-policy dialogues on gender equality in the context of the Millennium Development Goals (MDGs) and the post-2015 framework from global and regional perspectives. The forum provided an opportunity to present UNESCO's work on the promotion of gender equality and women's empowerment to the partners from the post-Soviet countries.

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With extrabudgetary funds from UN Women, UNESCO led a joint project with UN Women and CODESRIA on "Women's Movement and Gender-Based Violence in the Sahel Region". The project would result in two publications on gender-based violence and on the assessment of social women/feminist movements in Senegal, Gambia and Guinea-Bissau, and serve as a starting point for a series of studies covering a significant number of African countries.

A regional forum "Gender Equality as a Millennium Value" (Moscow, 5-7 December 2012) established a platform for research-policy dialogue on gender equality in the context of the Millennium Development Goals (MDGs) and the post-2015 framework from global and regional perspectives. The forum provided an opportunity to present UNESCO's work on the promotion of gender equality and women's empowerment to the partners from the Post-Soviet countries.

The Organization pursued its cooperation with the Regional Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region (Kinshasa, Democratic Republic of the Congo) particularly on topics such as women's participation in peace-building and post-conflict reconstruction and prevention of gender-based violence.

### **Culture**

Progress has been made in mainstreaming gender equality considerations in the work in the area of culture. The involvement of women in the conservation and management of tangible and intangible cultural heritage increased (i) with the overall participation of women in World Heritage training workshops as trainers/experts currently standing at 41%; (ii) gender equality principles being introduced in policy guidance, for example, in the Draft Policy Guidelines of the 1972 World Heritage Convention which were examined by the thirty-seventh session of the World Heritage Committee (June 2013); the Committee of the 2003 Intangible Heritage Convention (2012) recommended that State Parties give greater attention to gender in intangible heritage safeguarding; (ii) the 2003 Convention has integrated gender-responsive components into their capacity-building programme. Culturally appropriate and gender-responsive policies and actions at country level were designed and implemented. For example, the 18 MDG-F Culture and Development joint programmes had a strong gender equality focus. In partnership with United Nations agencies, including UN Women, UNESCO supported cultural employment opportunities for women, gender mainstreaming in policymaking and project planning, women's involvement in decision-making and inclusion of gender equality in national cultural policies. Moreover, a special "learning unit" on gender equality issues aimed to give due recognition to the contributions of African women to Africa's history and development has been created in collaboration with CI.

Finally, as part of its commitment to strengthen the evidence base on gender equality in the field of culture, UNESCO is preparing a “Report on Gender Equality and Culture”, which aims to provide the first global evidence base to ensure that women and men enjoy equal access and opportunities to participate in and contribute to cultural life.

A major challenge in this domain remains the general absence of quantitative data on gender-related issues. For this reason, “gender equality” has been selected as one of the seven dimensions of the UNESCO Culture for Development Indicator Suite (CDIS) under elaboration by the Culture Sector as an operational tool of the 2005 Convention. Moreover, all indicators of the CDIS are disaggregated by sex and other key social variables in order to generate a comprehensive picture of the status of women and men in the societies, economies and cultural life of countries.

***Expected result 1 – Involvement of women in the conservation and management of tangible and intangible cultural heritage increased***

The overall participation of women in world heritage training workshops as trainers/experts currently stands at 41%. Effective mainstreaming of gender-equality is demonstrated by the World Heritage Education Programme. Youth fora and capacity-building activities mobilized over 555 participants during the biennium of which 60% were young women. In 2012, there were 743 young volunteers who participated in heritage conservation projects of which 54.5% were women, aged 20-30 years, mostly from Asia and Europe regions and 53.8% were students and 25.8% employed.

In the area of intangible cultural heritage, every effort has been made to achieve gender parity among the beneficiaries of the “human resource strengthening” in Member States within the framework of the global capacity-building strategy. Forty per cent of the 77 trainers are women. Five newly recruited staff members of the Manuscript Center and the Islamic Museum of the Haram al Sharif in Jerusalem, out of a total of 14, are women. Twenty-five per cent of the participants selected to complete a course on museum inventories and documentation in sub-Saharan Africa were women. This represents a significant increase from previous training courses for museum professionals in Africa which have generally been attended almost exclusively by men.

***Expected result 2 – Culturally appropriate and gender-responsive policies and actions at country level designed and implemented***

Significant progress was made in the participation and involvement of women in the capacity-building initiatives in the area of cultural policies and cultural industries. Culturally appropriate and gender-responsive policies and actions at country level were designed and implemented. A pool of experts in the field of cultural policy and governance was established in the framework of the EU-funded technical assistance project, with women representing 50% of the selected experts. In the framework of the 2005 Convention’s pilot training programme in Africa 32 specialists from 25 African countries were selected through a competitive selection process (200 applications received) to receive training on policy approaches to cultural and creative industries development as well as on Convention mechanisms such as quadrennial periodic reporting. Approximately 40% of the selected specialists are women. Further, the 18 MDG-F Culture and Development joint programmes had a strong gender equality focus. In partnership with United Nations agencies, including UN Women, UNESCO supported cultural employment opportunities for women, gender mainstreaming in policy-making and project planning, women’s involvement in decision-making and inclusion of gender equality in national cultural policies. Moreover, a special “learning unit<sup>2</sup> on gender equality issues aimed to give due recognition to the contributions of African women to Africa’s history and development has been created in collaboration with CI.

Following the revision of the application forms for projects submitted to the International Fund for Cultural Diversity (IFCD) to include gender equality-related considerations, the number of gender-sensitive and gender-responsive applications increased from 16% in 2010 to 43% in 2012. A special “learning unit” on gender equality issues that would aim to give due recognition to the

contributions of African women to Africa's history and development has been approved by the Scientific Committee for the Pedagogical Use of the *General History of Africa* project.

***Expected result 3 – Indigenous women's movement and faith-based organizations engaged in reconciliation and peace-building initiatives***

The Culture Sector has contributed substantially to the overall UNESCO report to the eleventh session of the United Nations Permanent Forum on Indigenous Issues (UNPFII) from 7 to 18 May 2012. A special issue of *World Heritage* magazine was devoted entirely to indigenous peoples (No. 62, 2012, available online at <http://whc.unesco.org/en/review/62/>) featuring an insightful interview with Dr Myrna Cunningham from Nicaragua. Several MDG-F Joint Programmes targeted highly-marginalized groups, notably indigenous peoples. The JPs in Ecuador and Nicaragua aimed to strengthen public policies and building capacities for indigenous communities in those countries.

***Expected result 4 – Policy-making informed by a report on gender and culture promoting gender equality in the field of culture***

As part of its commitment to strengthen the evidence base on gender equality in the field of culture, UNESCO is preparing a "Report on Gender Equality and Culture", which aims to provide the first global evidence base to ensure that women and men enjoy equal access and opportunities to participate in and contribute to cultural life. The report will be a flagship publication in a future UNESCO series on gender and the various domains of the Organization's competence, targets decision-makers, civil society organizations and cultural professionals. The report will be the first comprehensive study of policies, measures and activities undertaken by governments, civil society as well as UNESCO and the international development community to ensure that women and men enjoy equal access and opportunities to create, benefit from and take part in cultural life. As such, it will provide a solid research and statistical benchmark and serve as both an advocacy toolkit and a set of guidelines to inform policy-making among Member States and guide future UNESCO policy in this area. A working group has been established within CLT to pilot the project in close collaboration with the Division for Gender Equality. A consultant specialized in gender equality has been contracted to undertake the initial research for a period of two months during 2013. The expected publication date is late 2013, however additional extrabudgetary funds must be secured to meet this deadline.

**Communication and Information**

In the first 18 months of the biennium, the Sector continued to support Global Priority Gender Equality by maintaining a two-pronged approach in mainstreaming gender in all policies and programmes of its work and by implementing gender specific initiatives. UNESCO continues to contribute to the achievement of MDG 3 and other MDGs through interventions addressing three dimensions of gender equality and women's empowerment; capabilities, access to resources and opportunities, and security. UNESCO's support to Member States in the application of gender-sensitive indicators for media is among the highest priorities of the sector. In cooperation with several partners, UNESCO has undertaken a series of activities to sensitize media professionals and reinforce their capacities for the production of gender-sensitive audiovisual content, to support the development of internal policies towards the institutionalization of gender equality considerations, as well as to carry-out general self-assessments on gender mainstreaming in media organizations policies and practices. As a result, more than 20 public broadcasters have now adopted the gender sensitive indicators for media. Furthermore, support to Member States has been ensured in formulating and implementing national information policies in a gender-inclusive manner, thus empowering women through access to information and knowledge and the use and development of ICTs. A series of messages and declarations have been developed with the aim of raising awareness of the under-representation of girls and women in accessing, using and developing ICTs and the need and ways to increase their participation. Through training programmes UNESCO continues to be engaged in gender mainstreaming in national and institutional policy frameworks and curricular standards, safety of journalists, developing gender

related content for community radio stations, gender-sensitivity in mainstream media, and media and information literacy and intercultural dialogue.

Challenges and lessons learned include the continued need to raise awareness about the role, the specific needs and the benefits for women and girls when using, accessing and developing technologies. To the extent possible, strategic partnerships have been secured with stakeholders working on promoting gender equality in the media. Existing networks working to promote gender equality have been further mobilized to partner with UNESCO to ensure strategic and optimal delivery and ownership.

***Expected result 1: Member States supported in the application of gender-sensitive indicators for media***

Member States were supported in the application of gender-sensitive media development indicators (MDIs). National assessments that include gender equality in media operations based on the UNESCO MDIs were launched in 13 countries and steps taken to systematically integrate MDIs at the implementation level with UNESCO recently developed specialized GSIM instrument.

The international debate on gender and media during the twenty-eighth session of the International Programme for the Development of Communication (IPDC) Council on 23 March 2012 mobilized key stakeholders and the GIM Initiative was officially endorsed by the IPDC Council. The meeting brought together speakers from key stakeholder organizations including the International Women's Media Federation, the International Federation of Journalists, the African Media Initiative, and the Asia Pacific Broadcasting Union. Following the endorsement of the GSIM by the IPDC Council in 2012, UNESCO in partnership with the High Authority of the Audiovisual Communication (HACA), the Permanent Conference of the Mediterranean Audiovisual Operators (COPEAM), and the National Society of Radio and Television (SNRT), is undertaking activities to sensitize media professionals and reinforce their capacities for the production of audiovisual content that follows a gender-sensitive approach, as well as supporting the development of internal policies toward the institutionalization of gender equality considerations within participating media outlets. Furthermore, UNESCO has partnered with five major broadcasting unions/associations – the Asia Pacific Broadcasting Union, the Caribbean Broadcasting Union, the Southern Africa Broadcasting Association, COPEAM and the Organizacion de Telecomunicacio iberoamericanas – to carry-out general self-assessments on gender mainstreaming in media organizations policies and practices. Twenty public broadcasters are applying the gender-sensitive indicators for media. Over 30 journalists and media professionals from ten public service broadcasting institutions in ten countries have been trained on reporting gender equality issues in media and how to formulate relevant polices and strategies.

The annual Women Make the News (WMN) online policy advocacy initiative was organized under the theme rural women's access to media and information to stimulate knowledge exchange on the importance of policies in favour of access to media and information in rural communities, particularly for women, as well as highlight good practices in this regard undertaken by public service broadcasters, commercial and community media, and NGOs. Organizations from over 40 countries promoted the WMN 2012 theme and debated the topic leading to greater awareness and action on gender equality in media including use of the UNESCO global online policy debate as leverage to promote their own local activities. This includes nine of the 13 major broadcasting unions and associations and a number of international partners who also mobilized their membership. At least 20 local community radio stations particularly from Africa and Asia contributed stories on the online WMN policy advocacy platform. The 2013 annual Women Make the News online policy advocacy initiative was organized under the theme "Towards a Global Alliance on Media and Gender", and promoted by 14 broadcasting organizations (each of which has a number of affiliates) and 23 international stakeholders.

***Expected result 2: National information policies formulated and implemented in a gender inclusive manner***

During this reporting period UNESCO focussed its efforts to ensure that national information policies were formulated in a gender-inclusive manner both in policy process and content. The Open Educational Resources (OER) Declaration, the major outcome of the 2012 World OER Congress (Paris, 20-22 June), provided recommendations to Member States on a gender equal perspectives in promoting and using OER to widen access to education. Adoption of Open Access (OA) enabling policies through the gender mainstreamed policy guidelines, which is the flagship publication for the Sector's capacity-building activities in the area of OA, was encouraged. Gender balanced participation was ensured at the International Conference "The Memory of the World in the Digital age: Digitization and Preservation" (Vancouver, 26-28 September). The UNESCO/UBC Vancouver Declaration, a main outcome of the conference, encourages the formulation of policies and strategies for digital preservation and digitization and the development of national strategies in the area of digitization and digital preservation with a clear gender sensitive perspective. In this regard, it is expected that women and men will be part of the efforts for preservation of collective memory and knowledge in libraries and archives on an equal basis.

Empowering women through access to information and knowledge by addressing gender specific needs especially through the use and development of ICTs is being continually addressed through the implementation of OER, OA and FOSS programmes and policies. Considering the under-representation of girls and women in technologies the activities, statements and declarations including the Paris OER Declaration and Vancouver Declaration have been developed with the aim to raise awareness on the issue of girls' and women's role and participation in the area of access to information and knowledge and increase the number of women accessing, using and developing ICTs, OERs, OA and FOSS materials. Based on these declarations, it is expected that appropriate national stakeholders will adopt enabling policies with a gender equity perspective.

Gender-balanced participation was ensured at the 2012 International Conference on Digital Preservation and Digitization, at the 2012 World OER Congress, and at the 2013 international conference commemorating inscriptions of 14 institutions holding items on the Memory of the World Register relating to human rights. The Final Statement of the 2013 WSIS+10 Review Event and the 2013 Joint Statement of the UNGIS on the Post-2015 Development Agenda asserted the importance of empowering women through ICTs as critical drivers and essential tools for the creation of jobs and the delivery of basic public services, for improving access to knowledge and education, and enhancing transparency. In addition, a gender-specific session was organized during the 2013 WSIS+10 Review Event on the topic "Reviewing gender equality and women's empowerment in the knowledge society: setting an agenda for WSIS+10". At the Internet Governance Forum in Azerbaijan (November 2012), gender-sensitive participation was ensured in the panels organized. In the field of information and ethics, training workshops in three African countries are being organized with gender-balanced participation.

In the area of gender and free and open source software (FOSS), capacity-building has been ensured through the online community on Gender and FOSS. The online community on Gender and FOSS which is continuously growing, has attracted more than 657 experts and groups working in the field coming from IGOs, NGOs, the private sector, civil society and individuals. A discussion paper on developing indicators for measuring the gender gap in the FOSS world was prepared and will feed further discussions during next biennium's activities. Over ten multidisciplinary OA repositories that contain gender-related information are linked to the GOAP and 34 Open Access journals and reports on Gender Studies and Open Access are accessible through the Global Open Access Portal (GOAP).

***Expected result 3: UNESCO-supported training programmes offered on an equal basis to men and women***

UNESCO continued to be engaged in mainstreaming gender curricular standards and in ensuring UNESCO-supported training programmes are offered on an equal basis to men and women. Over

500 women journalists, community radio practitioners, policy-makers, and teachers have been trained on various topics including safety of journalists online and offline, developing gender-related content for community radio stations and how to mainstream gender in their operations, gender sensitivity in mainstream media, and media and information literacy and intercultural dialogue. A key enabler of capacity development projects promoting gender equality has been the International Programme for Development of Communication (IPDC). The participation of at least 50% women in projects focused on human resource development has been ensured. Moreover, financial support mobilized through the IPDC in the period under review specifically sought to enhance gender mainstreaming in journalism education, expand women's participation in media, and foster gender-sensitive reporting.

Gender Links (GL), in partnership with UNESCO, ran a four-day inception workshop with journalism and media educators from eight southern African institutions on mainstreaming gender in journalism and media education and training curricula. In Dar-es-Salaam, UNESCO assumed a lead role in the application of community media as a vehicle for empowering rural women and enhancing gender equality on local levels for sustainable community development. In collaboration with UN Women, UNESCO pioneered the use of solar and dynamo radio set technology to bridge information access gaps for women in rural areas. UNESCO launched the development and dissemination of a Gender Code of Practice for Community Media, while spearheading programmes to train and empower female media practitioners at all levels.

The extrabudgetary project "Empowering Local Radios with ICTs" is focused on capacity-building of 32 local radio stations in seven sub-Saharan African countries. Issues of local public concern to women and girls are being taken into account in radio programming and broadcasting. For radio staff and correspondents, the opportunity to learn, develop and discuss themes such as gender equality and radio skills is being praised as an unprecedented opportunity to change the way in which media professionals interact with the community, and more specifically on gender-related issues. The planned workshops for 2012 were carried out for a total of 672 participants (279 women) on diverse topics, including gender-sensitive reporting. Baseline surveys identified subjects concerning women and girls, such as teenage pregnancy, child mortality during delivery, domestic violence, child abuse, human trafficking, women's financial empowerment and women's leadership.

Concerning the safety of journalists, and female journalists in particular the IPDC has given particular attention to projects with a gender element. In this regard, six projects have been approved in Member States including Liberia, Zimbabwe, Colombia and Palestine targeting specifically women. In addition, a regional project for a Pan-African Conference on Journalist Safety and Tackling Impunity that will give specific attention to gender dimensions was also approved in the framework of the Programme. The United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity was endorsed by the United Nations Chief Executives Board on 12 April 2012. The strategy specifically foresees the development of common initiatives and projects to combat violence against women journalists. In this regard, the main event to celebrate World Press Freedom Day was held (San Jose, 2-3 May 2013) under the theme "Safe to Speak: Securing Freedom of Expression in All Media". A parallel session at the conference focused on the issue of the safety of women journalists, and preliminary findings of a study on the topic were presented. On World Press Freedom Day, 45% of the participants and 33% of the speakers were women and the opening keynote speaker was Ms Tawakkol Karman, the 2011 Nobel Peace Prize Laureate. In October 2011, the 36th UNESCO General Conference identified the need to provide a systematic analysis of the global trends on the issue of freedom of expression and media development. The Sector is responding to this need through the publication of "World Trends in the State of Freedom of Expression and Media Development". The report is a comprehensive analysis of global trends over the past five years in each region of the world, as well as with respect to gender and global media across four thematic areas: freedom, safety, independence and pluralism. The study's Executive Report will be presented for discussion at the 37th session of the General Conference and widely disseminated.

Extrabudgetary funding has been secured for “The Role of Women in African History”, an e-learning tool in support of ICTs and Culture that will be a complementary part of Phase II of the Pedagogical Use of the *General History of Africa*. The project will expand and disseminate knowledge of the role of women in African history to counter prejudices and stereotypes in the framework of The Pedagogical use of the *General History of Africa* and develop ICT tools for knowledge acquisition and sharing that encourage the general education and ICT capacity of young women in the African region.

### **Intersectoral Platform for a Culture of Peace and Non-Violence**

UNESCO’s Programme of Action for a Culture of Peace and Non-Violence fully integrates Gender Equality, implemented in an interdisciplinary approach through the Intersectoral Platform on a Culture of Peace and Non-Violence, under a dedicated thematic cluster: “Women and youth empowerment for democratic participation, new citizenship/identity, and social cohesion”. While gender equality is effectively mainstreamed in all projects of this platform as a basic requirement, this is particularly operationalized in the following three projects:

- (i) Women’s empowerment and gender mainstreaming for a Culture of Peace and Non-Violence in Asia and the Pacific (\$130,000, Emergency Funds): It is piloted by Beijing Office, and was launched in China and Mongolia in 2012, for “Strengthening capacities of youth and young women for non-violence”. It aims to provide relevant information, including on legislation, to raise awareness and help changing attitudes on gender-based violence, and to promote professional and computer assisted reporting and monitoring of violence in order to, *inter alia*, increase safety and security. It targets youth (15-24 years) and young women (25-45 years). Baseline assessments of Knowledge Attitudes and Practices were conducted in China and Mongolia. A Demo of APP and website available was produced. Final products including APP, website and infographics are under development. In the Pacific, UNESCO Apia supports the Universal Periodic Review of the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) with its “Women’s Empowerment for a Culture of Peace and Non-Violence” project started in 2012. It aims to improve knowledge about the place of culture in relation to gender and gender-based violence in the Pacific, to develop a shared understanding of how culture can support the fight against gender-based violence rather than being used as a justification for it. An active advocacy network to promote a balanced and human rights-based view on “Gender” and “Culture” in the Pacific to achieve a culture of peace was created around this initiative, implemented as “Delivery as One” and supporting MDG 3. A Pacific Workshop on Women’s Empowerment for a Culture of Peace and Non-Violence was held from 13 to 15 June 2013 in Nadi (Fiji), with delegates from all over the region. They agreed on regional and national actions to promote increased dialogue among leaders and policy-makers on the contribution that culture and heritage can make to addressing issues of gender inequality and reducing gender-based violence.
- (ii) Strengthening the empowerment of young women and men and their engagement, particularly in democratic processes, in order to promote intercultural dialogue and social inclusion (\$241,500, Emergency Funds): The promotion of UNESCO youth-led initiatives towards enhancing equal participation of young women and men in building peaceful societies is particularly attended through this project, with specific activities covering Arab States, Africa, as well as Latin America and the Caribbean. In Latin America, in a context where youth women and men are considered among the most vulnerable groups, subject to higher rates of unemployment and victims of all forms of violence, UNESCO San José Office uses the framework of the “Open Spaces for Social Inclusion” and “Open Schools Programme to preventing gender-based violence, through a series of studies/diagnosis and actions to inform adequate recommendations for policies and capacity-building of young women and men at risk. Target countries are Nicaragua, Costa Rica, Guatemala, Honduras, El Salvador and Panama. In Tunisia for example, UNESCO Rabat supports the implementation of the national strategy for

the creation of 24 citizenship and human rights clubs in order to reform and widespread civic education within primary and secondary schools levels and thus enhances equal access of young women and men to knowledge and skill necessary to become good citizens. Building on the “Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie” (2011), UNESCO Cairo is adapting the tool to the context of Egypt, for the development of a gender-sensitive manual for training on democracy.

- (iii) Toolkit on revision/adaptation of curricula, school textbooks and other learning materials to remove cultural, religious and gender biased stereotypes (\$192,000, Fund source, Saudi Arabia): In order to assist Member States in designing teacher policies and to promote quality education free from gender stereotypes, a policy meeting to review existing UNESCO materials such as guidelines/guidebook, strategies on textbooks revision/research and/or development was held within this project on 24 and 25 September 2012. In this same aim, a regional training workshop on textbooks development and/or revision was held from 6 to 9 May 2013 in Rabat (Morocco) and contributed to testing the relevant toolkits developed. This meeting has proved to be particularly relevant within the ongoing textbooks revision process in some countries of the region. Besides, the UNESCO “Promoting gender equality through textbooks” guide was also translated into Arabic to help users of the toolkit to have a better understanding of gender issues. This project is led by the Education Sector at Headquarters.

### **UNESCO Institute for Statistics (UIS)**

Through its Institute for Statistics (UIS) UNESCO continues to generate sex-disaggregated data and statistics in all its domains of competence and to systematically calculate gender-based indicators (such as parity indices) in the fields of education, science and technology, culture, and communication, as well as to publish and disseminate data publications specifically designed to reach broader audiences, especially students and teachers, with the aim of raising awareness about gender gaps in the areas within UNESCO mandate.

Specific examples of the focus of the work of UIS on gender equality include:

- UIS database on education statistics is the leading source of information used to monitor trends in women’s and girls’ education and literacy;
- All UIS statistical publications and papers include gender analysis and specific reports are also produced, such as the World Atlas on Gender Equality in Education and the related eAtlas, which will be updated on an annual basis;
- Expanded use of household survey data in order to examine the correlations in education and literacy between gender, household wealth and location;
- Household survey data are also used to better identify girls out of school through the global initiative launched by the UIS and UNICEF;
- Development of new regional indicators that examine classroom conditions facing girls in sub-Saharan Africa (e.g. access to separate bathrooms, availability of female teachers, etc.);
- Development of new regional indicators that identify women’s participation in adult education and literacy programmes in Latin America and the Caribbean;
- UIS database on science and technology data includes specific indicators on the role of women in research and development and new indicators are being developed to reflect their role in the innovation process in countries at all stages development;



- In March 2013 UIS launched a data tool/game entitled Mind the Gap – Gender & Education, which is specifically designed to reach broader audiences, especially students and teachers. Users create their own personas as they explore the different education trajectories of girls and boys in about 200 countries raising awareness about gender gaps.
- UIS provided data on girls' education for the production of the film "Girl Rising" and organized several screenings in its premises in Montreal for students, researchers, NGOs and the general public. These events facilitated networking amongst local organizations, focused on gender equality and women's rights, such as the Status of Women, Oxfam Canada and CARE.
- UIS participated in the Learning for All Ministerial Meeting in the World Bank in March 2013 with the document "Education and Gender Between promise and progress" distributed during the side event "Gender Equality in Education: from Commitments to Action".



United Nations  
Educational, Scientific and  
Cultural Organization

**Executive Board**  
Hundred and ninety-second session

**192 EX/4**  
**Part II**

PARIS, 28 August 2013  
Original: English

Item 4 of the provisional agenda

**EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE**

**PART II**

**BUDGET ADJUSTMENTS AUTHORIZED  
WITHIN THE APPROPRIATION RESOLUTION FOR 2012-2013**

and

**MANAGEMENT CHART FOR PROGRAMME EXECUTION IN 2012-2013  
(36 C/5 APPROVED)  
STATUS AS AT 30 JUNE 2013 (NON-AUDITED)**

**(NO. 51)**

**SUMMARY**

Part II of document 192 EX/4 contains:

- A. A report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2012-2013.

In accordance with 36 C/Resolution 111, paragraphs (b) and (e), the Director-General presents to the Executive Board:

- (i) a report on the adjustments to the approved appropriation for 2012-2013 arising from donations and special contributions received during the period 1 January to 30 June 2013,
- (ii) a report on the transfers between appropriation lines arising from adjustments in organizational design.

Action expected of the Executive Board: decision in paragraph 9.

- B. The Management Chart for Programme Execution in 2012-2013 as at 30 June 2013.

## PART A

### REPORT BY THE DIRECTOR-GENERAL ON BUDGET ADJUSTMENTS AUTHORIZED WITHIN THE APPROPRIATION RESOLUTION FOR 2012-2013

1. Part A provides a summary of analysis for the decision making of the Executive Board.

#### I. Adjustments to the Appropriation approved for 2012-2013 arising from donations and special contributions received since the beginning of 2013

2. Paragraph (b) of 36 C/Resolution 111, authorizes the Director-General to accept and add to the appropriation approved for 2012-2013 voluntary contributions, donations, gifts, bequests and subventions, and contributions from governments, taking into account the provisions of Article 7.3 of the Financial Regulations. The table below presents a summary of donations and special contributions received during the period 1 January to 30 June 2013 by Sector/Bureau. Details are provided in Annex I of 192 EX/4.INF.2.

Sector/Bureaux	\$	Weight
Direction (IOS)	74,130	2.0%
Education (ED)	1,117,706	29.8%
Natural Sciences (SC)	278,646	7.4%
Social and Human Sciences (SHS)	288,260	7.7%
Culture (CLT)	1,015,025	27.1%
Communication and Information (CI)	309,636	8.3%
Intersectoral Platforms (IPs)	13,870	0.4%
Field office implementation of decentralized programmes (BFC/BFM )	587,414	15.7%
Programme-related services (BSP)	40,000	1.1%
Management of Support Services (MSS)	26,891	0.7%
<b>Total, donations and special contributions</b>	<b>3,751,578</b>	<b>100.0%</b>

3. A list of in-kind contributions towards programme implementation from the period January to June 2013 is provided in Annex II of 192 EX/4.INF.2 with an indicative value of \$3,6M. In-kind contributions of goods and services that directly support approved operations and activities, and can be reliably measured are recognized and valued at fair value. Contributions include the provision of premises and utilities, particularly for field offices. The list of in-kind contributions is not exhaustive as we continue to work towards establishing a system for recording and valuation.

#### II. Statutory increases for staff costs

4. Increase in the post adjustment for Professional and higher categories effective from April 2013: In accordance with the approved methodology, ICSC carries out an annual review of post adjustment to check that international Professional salaries in duty stations away from New York (i.e. the base of the salary system) have the same purchasing power as the salaries received by equivalent staff in New York; and to make adjustments where necessary.

5. ICSC's reviews in April 2013 indicated that staff in Paris required an increase in post adjustment of 2% to re-establish purchasing power parity with equivalent staff in New York, is largely attributed to the significant fluctuations in the euro against the United States dollar. The budgetary impact arising from this increase translates into \$1M for the remaining nine months of the biennium, which has been included in the forecast staff cost budget of \$356M.

6. Increase in the pensionable remuneration scale for Professional staff: In response to a request from the General Assembly, ICSC reviewed the post adjustment methodology during 2012. It reported that the methodology had been operating as intended, but decided to postpone

implementation of the post adjustment increase for New York, in August 2012, pending a decision by the General Assembly. In its resolution, the General Assembly decided that normal operation of the post adjustment system would resume on 1 February 2013 and the updated post adjustment multiplier for New York was implemented from that date. This resulted in an increase of about 2% in the pensionable remuneration scale for Professional staff, as revisions to the New York post adjustment multiplier affect the pensionable remuneration scale. This translates into approximately \$0.3M additional staff costs which have also been included in the forecast staff cost budget.

### III. Transfers between appropriation lines

7. Paragraph (e) of the Appropriation Resolution for 2012-2013 states that “in instances where transfers between appropriation lines entail an amount greater than 1% of the initial appropriation, the Director-General shall obtain the prior approval of the Executive Board”. In this connection, the Director-General has submitted her report of all transfers between appropriations lines since the beginning of this biennium (Ref. 190 EX/Decision 4 and 191 EX/Decision 4). The details of the staff costs transfers by appropriation line relating to the period January-June 2013 (net impact \$0) are indicated in the revised Appropriation Table in Annex III of 192 EX/4.INF.2 and the table below presents the summary of such transfers.

8. The amount of \$1,021,000 (i.e. 8% above the 1% of the initial appropriation) shown under the Bureau of Financial Management (BFM) relates to the transfer of the staff, previously in the administrative units of corporate services and programme-related services, into the new AO platform (BFM) in the context of Roadmap Target 13. Other transfers between programme and programme-related services are below 1% of the initial appropriations.

Appropriation Lines	Staff comparative transfers
	\$
<b>Part I – General Policy and Direction</b>	
B. Direction (ODG and ETH)	(330,500)
<b>Part II – Programme and Programme related services</b>	
A. Programmes	(254,500)
B. Programme-related services	(102,000)
<b>Part III – Corporate Services</b>	
A. Human resources Management	(76,000)
B. Financial Management	1,021,000
C. Management of Support Services	(258,000)
<b>Total Appropriation</b>	-

### IV. Action expected of the Executive Board

9. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Having examined the Director-General's report on donations and special contributions received during the period 1 January to 30 June 2013 and appropriated to the regular budget, and the transfers made between appropriation lines, in accordance with 36 C/Resolution 111 paragraphs (b) and (e), document 192 EX/4 Part II and INF.2 Annex I,

## I

2. Takes note that the Director-General has, as a consequence of these donations and special contributions, increased the appropriations to the regular budget by a total of **\$3,751,578** as follows:

Part I.B – Direction (IOS)	74,130
Part II.A – Major Programme I Education (ED)	1,117,706
Part II.A – Major Programme II Natural Sciences (SC)	278,646
Part II.A – Major Programme III Social and Human Sciences (SHS)	288,260
Part II.A – Major Programme IV Culture (CLT)	1,015,025
Part II.A – Major Programme V Communication and Information (CI)	309,636
Part II.A – Intersectoral Platforms (IPs)	13,870
Part II.A – Field office implementation of decentralized programmes (BFC/BFM)	587,414
Part II.B – Programme-related Services (BSP)	40,000
Part III.C – Management of support services (MSS)	26,891
<b>Total</b>	<b><u>3,751,578</u></b>

3. Expresses its appreciation to the donors listed in Annexes I and II of document 192 EX/4.INF.2,

## II

4. Recalling the provision of the Appropriation Resolution by virtue of which the Director-General may make transfers between appropriation lines up to an amount of 1% of the initial appropriation, and inform Members of the Executive Board in writing at the session following such action, of the details of and reasons for these transfers,
5. Takes note of the transfers between appropriations lines arising from the organizational restructuring in light of the Roadmap Target 13, as listed in paragraphs 7 and 8 of the document;
6. Takes note of the revised Appropriation Table as contained in Annex III of 192 EX/4.INF.2.

## PART B

### REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

#### MANAGEMENT CHART – Programme execution as at 30 June 2013

The Management Chart provides overall budget and expenditure situation for regular budget and extrabudgetary.

#### I. OVERALL BUDGET AS AT 30 JUNE 2013 – STATUS OF RESOURCES BY FUNDING SOURCE – ref: Table 1 of 192 EX/4.INF.2

Total resources available for 2012-2013 of \$1,126.9 million are comprised as follows:

- Regular Programme (RP): \$517.6M based on an expenditure forecast for document 36 C/5 with an expenditure rate of 73.0%;
- Emergency Fund (EF): \$26.2M has been allocated in 2012-2013 with an expenditure rate of 64.1%;
- Extrabudgetary funds (XB): \$251.1M allotments issued to date in 2013 with an expenditure rate of 38.7%. \$332M issued during 2012.

##### (a) 36 C/5 RP forecast:

**Expenditure forecast of \$507.4M** (\$517.6M includes \$10M of donations to the RP) results in a funding gap of \$41.4M compared to the Director-General's expenditure ceiling of \$466M.

The expenditure ceiling was originally set at \$465M, 29% lower than the 36 C/5 Approved, to take account the withholding of 22.4% assessed contributions and to replenish \$42M of the 35 C/5 deficit relating to the non-payment of dues by one Member State for 2011. The expenditure ceiling was increased to \$466M by adjustments of 2010-2011 obligations.

The \$41.4M funding gap relates to the absorption of 2011 deficit and represents a 22.3% reduction compared to the 36 C/5 Approved. The funding gap of \$50.5M reported in 191 EX/4 Part II has been reduced by \$9M to reflect the June 2013 work plan revisions as follows:

- \$3M reduction due to the lower than forecast final invoices for United Nations dues, the deferral of some aspects of the field network reform and downward revisions in the activity work plans following financing for statutory meetings from other sources including the Emergency Fund;
- \$2M reduction in staff costs forecasts following ICSC recommendations on post adjustments for General staff;
- \$4M reduction relating to the suppression of the provision for anticipated cost increases (Part V of the budget) and from delays in recruitment of mission critical posts.

The Secretariat is currently undertaking a review of the structures and staffing requirements for the next biennium based on the programmatic priorities defined at the 5th Special Session of the Executive Board (5 X/EX/Decisions). With this objective in mind, the recruitment of mission critical posts is being reviewed as these have an impact on structures. This review will result in further reductions in the final expenditure forecast and deficit for this biennium.

The expenditure forecast also takes into account efficiency-gain measures stated in document 192 EX/4 Part III, concerning the road map targets. It includes the impact of the re-organization of Management of Support Services (MSS) and External Relations and Public Information (ERI), the establishment of a reduced AO platform for the non-programme sectors/services as well as other measures, such as the restriction of commitments to those fully deliverable by the end of December 2013 and controls on temporary assistance, consultants and travel expenditures.

No cash flow deficit is anticipated for the remainder of 2013 as the funding gap, of \$41.4M will be progressively covered by transfers from the Emergency Fund.

**(b) Budget evolution:**

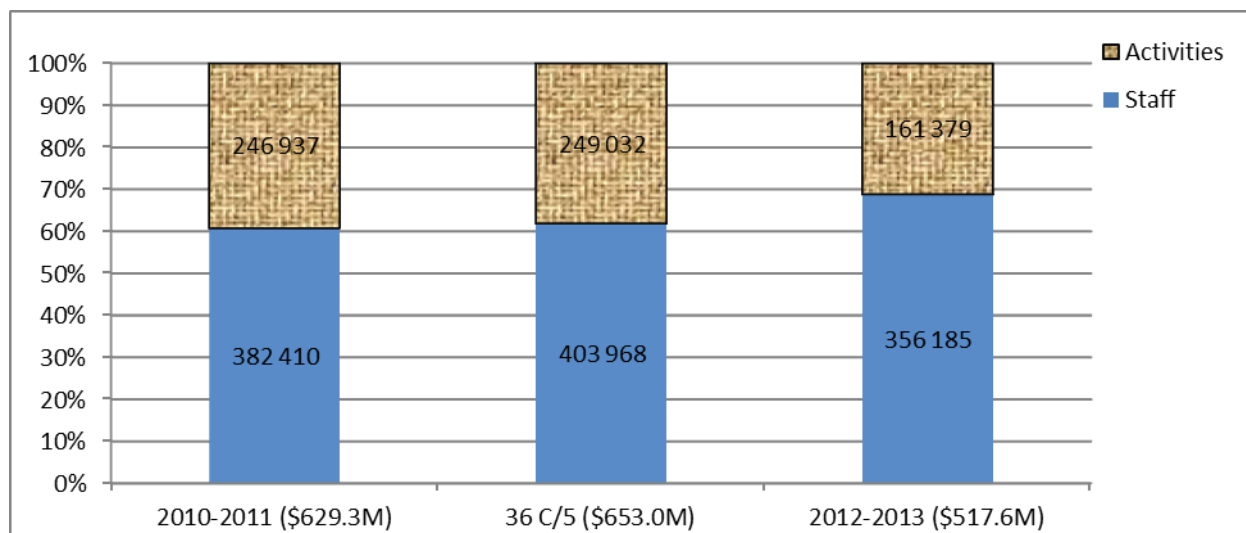
Total forecast expenditure (including donations) is \$135.4M lower than the 36 C/5 Approved.

Activities were reduced by \$87.7M in the Regular Programme but are supplemented by \$26.2M financed under the Emergency Fund, resulting in a reduction of \$61.5M (or 25%).

Despite the integration of two years of salary increases, given the lower flexibility in staff reductions and the high human resource component of UNESCO's programmes, staff costs forecast are \$47.7M or 11.8% lower than the 36 C/5 Approved. This forecast is based on a freeze, since 2012, of almost all vacant and to become vacant posts, resulting in a 20% of the total number of posts in the approved 36 C/5 remaining vacant at the end of June 2013. One-hundred-and-thirty-seven posts were approved for recruitment as mission critical, of which 90 are still vacant: 62 (69%) are earmarked for the field offices' operations (including 16 Directors/Heads of Offices), 21 for the Major Programmes and seven for Corporate Services.

The impact of these reductions is an activity/staff ratio of 31%/69% in the current expenditure forecast (excluding the activities funded from the Emergency Fund) compared to 38%/62% in 36 C/5 Approved.

*(All graphs are in thousands of US Dollars)*



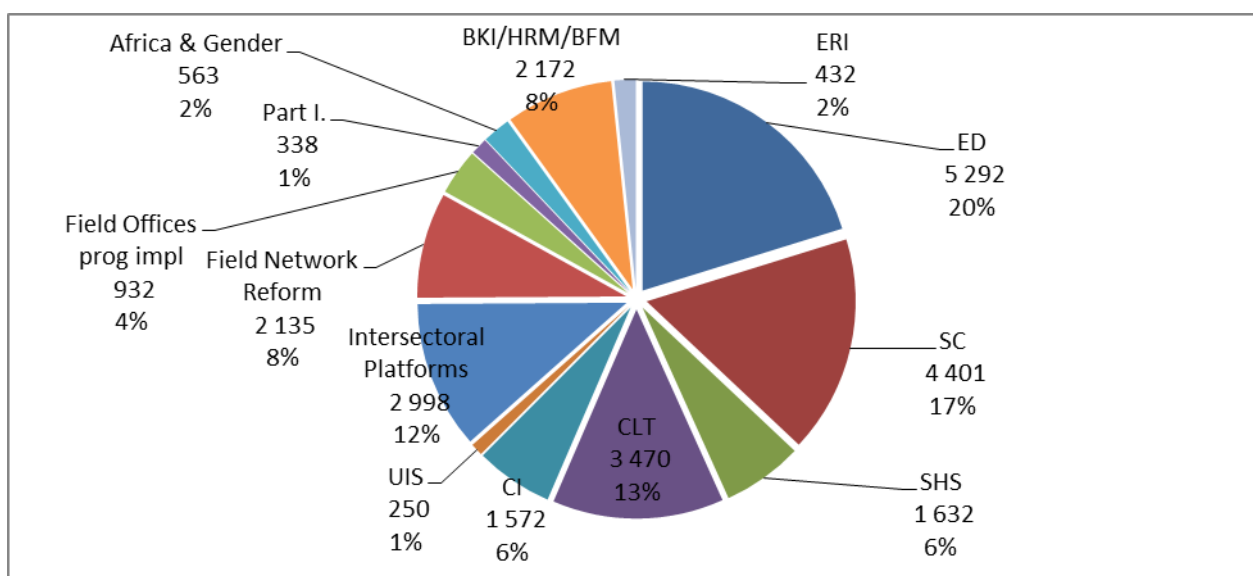
The evolution by parts of the budget (35 C/5 expenditures vs. 36 C/5 forecast)

	2010-2011 (\$629.3M)	2012-2013 (\$517.6M)	% weight in 2010-2011	% weight in 2012-2013	2012-2013 Increase/ (Decrease) vs. 2010-2011
Part I. General Policy & Direction	44 793	40 136	7,1%	7,8%	-10,4%
Part II.A Programmes	374 221	304 164	59,5%	58,8%	-18,7%
Part II. B Programme-related services	49 852	42 550	7,9%	8,2%	-14,6%
Part II.C Participation Prog & Fellowships	21 040	14 420	3,3%	2,8%	-31,5%
Part III. Corporate Services	125 672	102 219	20,0%	19,8%	-18,7%
Part IV and V. Loan repayment & Anticipated cost increases	13 784	14 074	2,2%	2,7%	2,1%
<b>Total</b>	<b>629 362</b>	<b>517 564</b>	<b>100,0%</b>	<b>100,0%</b>	<b>-17,8%</b>
Corporate services excluding AO platform	125 672	101 219	20,0%	19,6%	-19,5%

The table above shows the overall budget decrease of some \$112M (17.8%) in the current forecast vs. last biennium's total expenditures. Whereas the overall budget for 2012-2013 was reduced by 17.8%, the Organization reduced the Corporate Services (Part III) by 19.5% and reduced marginally their weight (0.4%) within the total budget. The ability to make reductions in Part I and Part III are challenging due to the high level of incompressible and fixed costs such as United Nations dues, licenses, overhead and maintenance charges and contributions to MBF for associate participants.

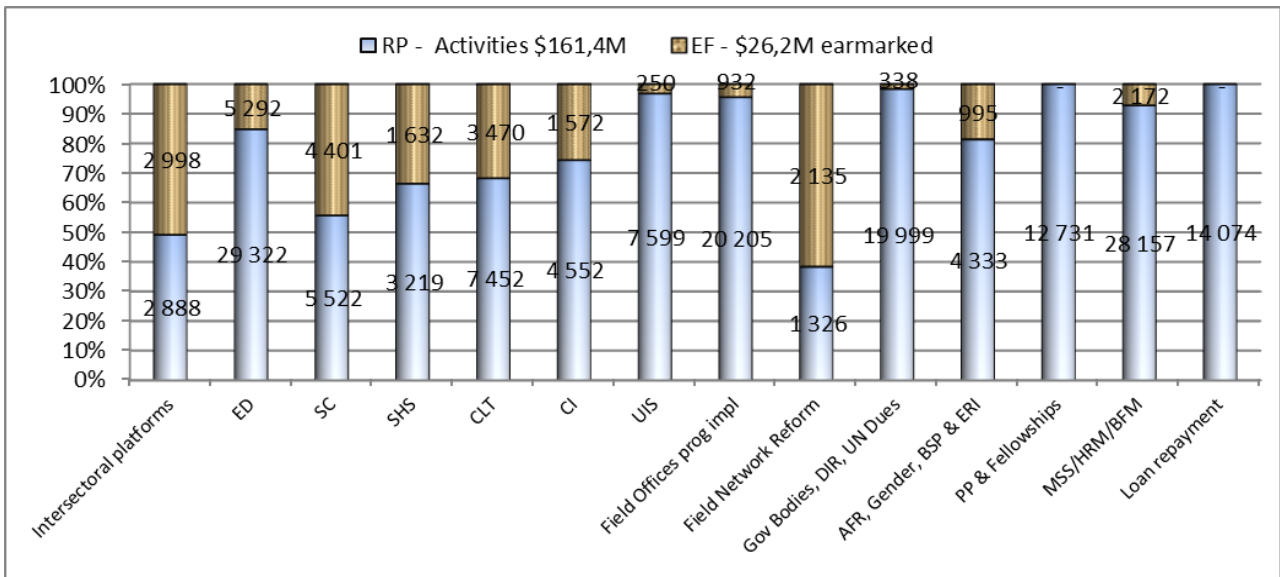
**(c) Emergency Fund (EF) – ref: Table 1 of 192 EX/4.INF.2**

Allocated funds of **\$26.2M** represent 34.8% of the total funds received of \$75.1M. The five major recipients are: Education (ED) \$5.3M, Science (SC) and IOC \$4.4M, Culture \$3.5M, Field costs and reform \$3.1M and Intersectoral Platforms \$3M. The graph below shows the distribution of resources allocated under the EF.

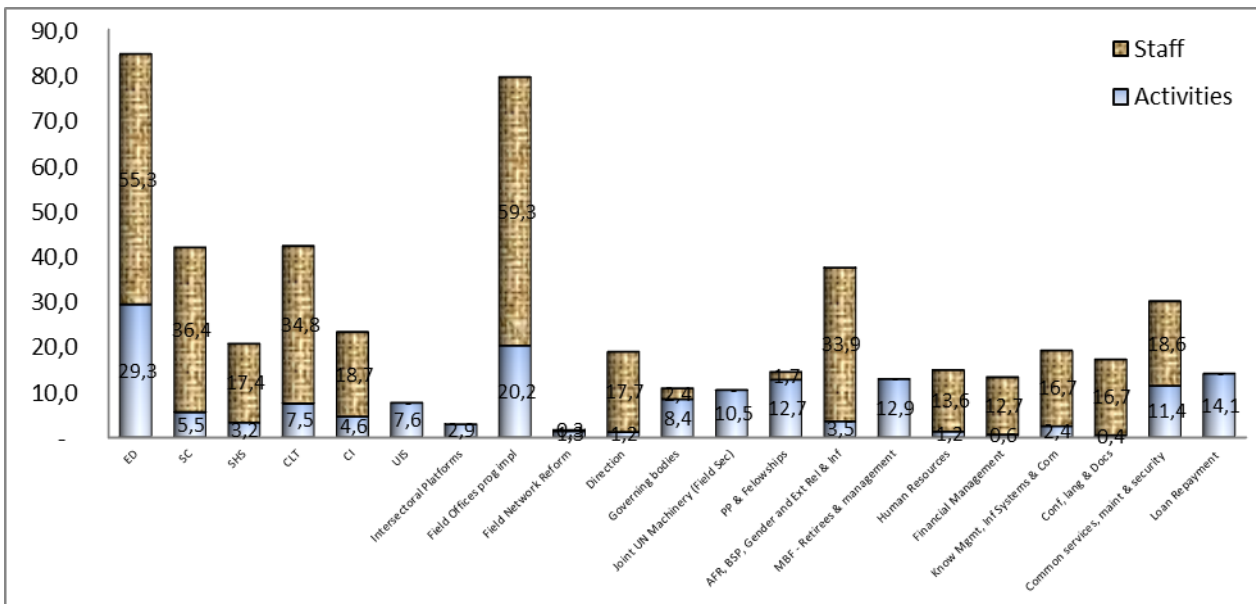


The next graph shows the relationship between the Regular Program (RP) activity budget (\$161.4M), by Sector/Bureau and complementary resources provided through the Emergency Fund (\$26.2M).

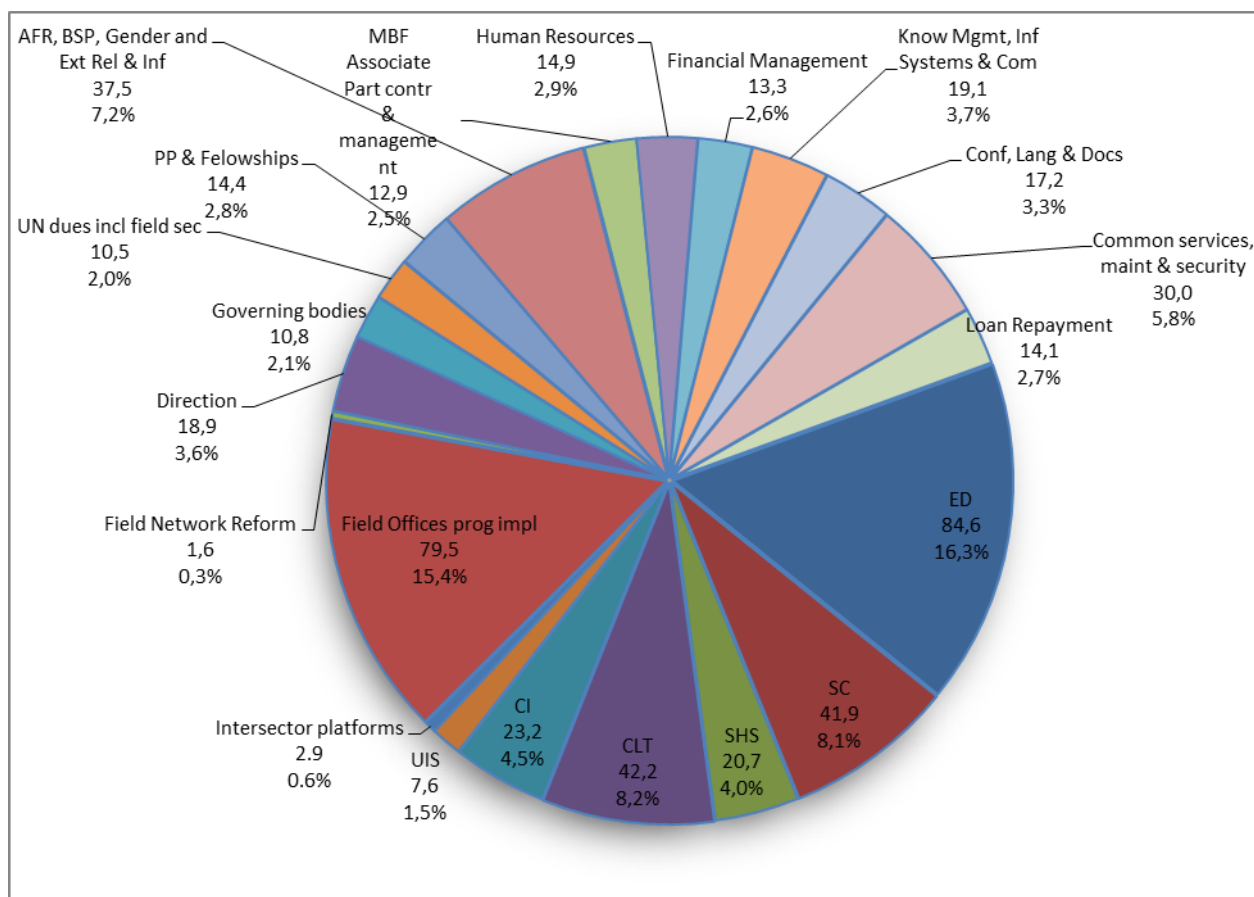




(d) Total RP forecast expenditures (\$517.6M) by Sector/Bureau (in millions of US Dollars):



The major budget recipients are ED (16.3%), BFC/BFM-field offices programme implementation (15.4%), CLT (8.2%) and SC (8.1%). In terms of fixed costs, it should be noted that loan repayments amount to 2.7% of the total budget and a further 2.5% relates to Medical Benefits Fund (MBF) management and contributions for retirees. Support costs relating to maintenance, security and common service charges amount to 5.8%, Knowledge management and Information systems to 3.7%, Human Resources Management to 2.9% and Financial Management (including the corporate AO platform) to 2.6% of the total budget as shown in the graph below:



**(e) Extrabudgetary – ref: Table 1 of 192 EX/4.INF.2**

Total allotment released thus far amounts to \$251.1M of which the highest shares are: ED (42%), CLT (25%), and SC (15%). In terms of funding arrangements, Funds-in-Trusts represent 40.3%, followed by special accounts and voluntary contributions 25.0%, self-benefitting funds 21.4% (of which Brazil accounts for 70%) and United Nations sources (10.1%). Details are provided in Tables 5-8 of 192 EX/4.INF.2.

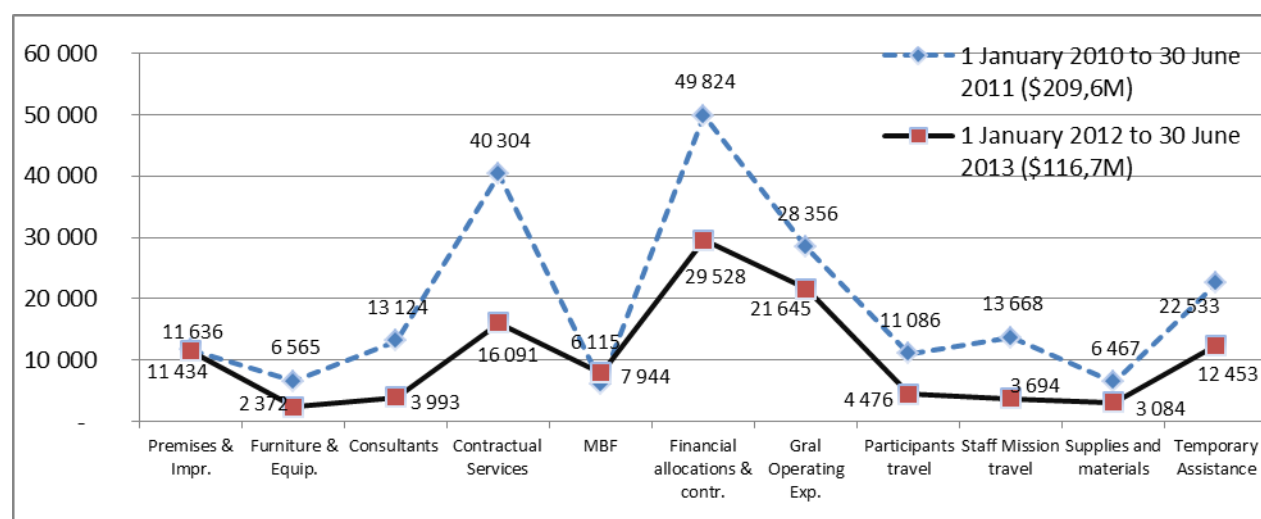
## II. RESULTS OF OPERATIONS AS AT 30 JUNE 2013

**(a) RP expenditure – ref: Table 1 of 192 EX/4.INF.2**

Expenditures of \$377.9M stands at 73% of the total forecast (\$517.6M) compared to a theoretical time-elapsed target rate of 75%. Activity costs of \$116.7M represent 31% of total expenditures with an expenditure rate of 72.3% of the forecast work plan requirements. Staff costs represent 69% of total expenditure with an expenditure rate of 73.3% compared to the forecast requirements.

Most parts of the budgets are in line or slightly below the target expenditure rate, e.g. Part II.A (Programmes) shows 72.5%, Part II. B (Programme-related services) shows 73.3% and Part III (Corporate services) 76.2%. However, Part I.A (Governing Bodies) at 55.3% and Part I.C (Participation in the Joint Machinery of the United Nations system) at 59.3% are significantly below the target as expenses for the General Conference and final United Nations dues take place at the end of the second year of the biennium. Details on the programme execution are provided further below (Table 2).

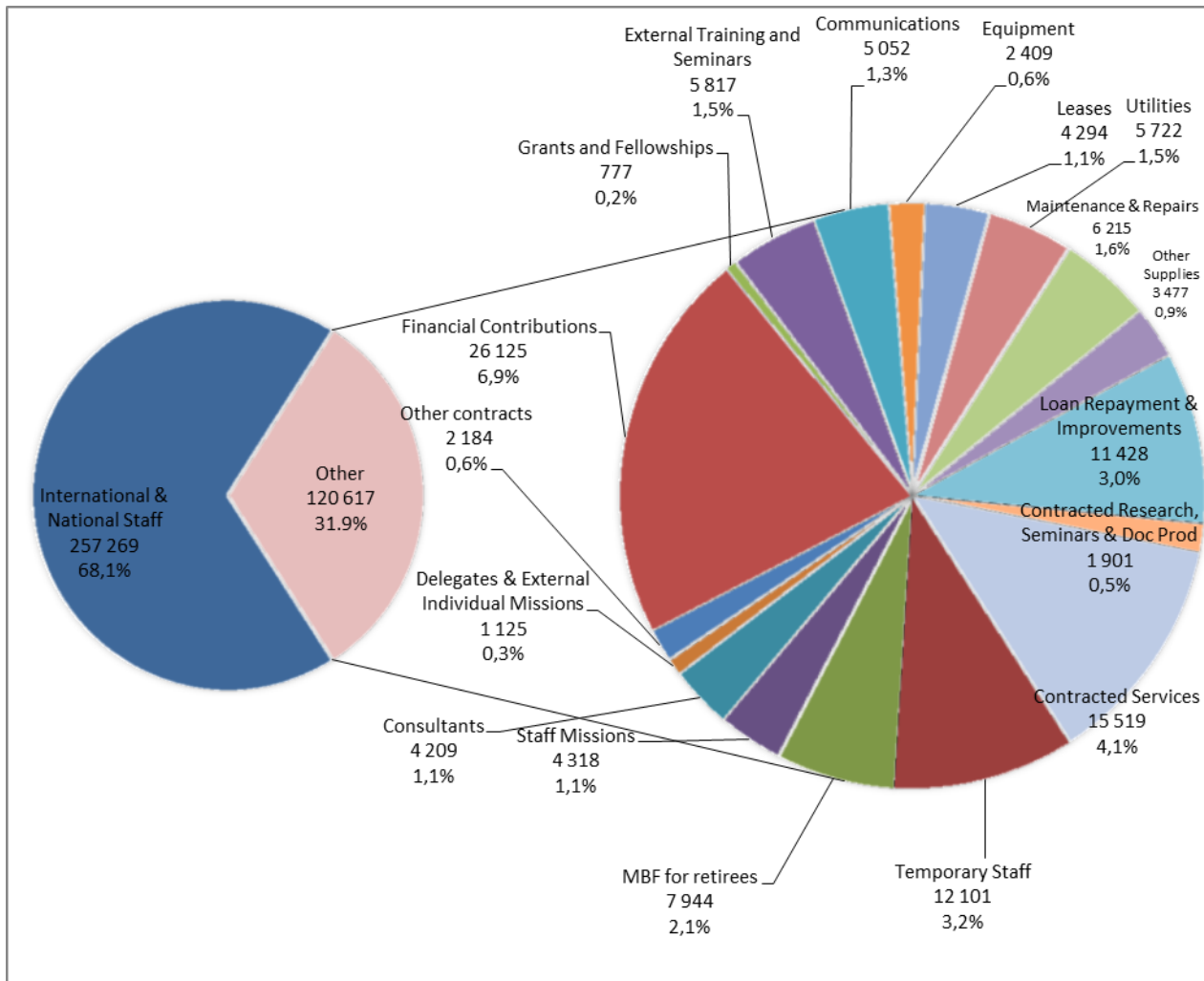
Actual expenditure for the 18 months of this biennium compared to the corresponding period of last biennium shows a 7% reduction in staff (\$19.4M) and 44% in activities (\$92M) with an overall reduction of 22%.

**(b) Reduction in the activity costs**

The overall reduction in activity costs for the 18 months of the 36 C/5 compared to the previous biennium can be explained by a decrease in the level of activities, policy and process changes and measures such as abolition of business class travel, the strengthening of travel planning and management and stricter controls in the use of temporary assistance. Notable reductions in comparison to last biennium include: staff mission travel (-73%), consultants (-70%), furniture and equipment (-64%), participant's travel (-60%), contractual services (-60%) and temporary assistance (-45%).

**(c) Expenditure by object-of-expenditure (staff and activity):**

In line with results-based budgeting (RBB), reporting will shift from input-based cost categories to the full costs of delivering a programme result inclusive of activities and staff. Moreover, as the indicative budgets by object-of-expenditure are based on a \$653M scenario, i.e. a 35% reduction in the activity budget, former Table 4 (information of temporary assistance, contractual services and travel) is no longer provided. However, with a view to aligning the budget reporting with IPSAS cost classification, the information provided below presents a more detailed global expenditure trends at 30 June 2013 (staff and activities), based on main cost classifications using a mix of IPSAS categories reported in the audited financial statements with traditional object-of-expenditures, providing better insight into how the Organization incurs its costs.



As shown in the above graph, salaries and benefits represent the most significant part of total costs (68.1%). This is followed by financial contributions (6.9%) which include mostly financial allocations to the category 1 institutes and contributions to the Participation Programme, conferences, publications and joint United Nations activities. Contracted services (4.1%) include office guards and field security as well as insurance premiums. Travel linked to staff and delegates' missions represents 1.4% while external training and seminars represents 1.5%.

Fixed costs relating to the maintenance of the field network as well as common charges in Headquarters include communications (1.3%), leases (1.1%), maintenance and repairs (1.6%) and utilities (1.5%). Other fixed costs include the contribution to the MBF for associate participants (2.1%) and the loan repayment (3%).

In terms of the source of funding of the total expenditure (\$377.9M), staff costs budget covered some 68% for staff-related items such as salaries and benefits and 1% towards temporary assistance. The remainder 31% of total expenditures was financed by the activity budget.

### III. COMMENTS ON TABLES OF PROGRAMME EXECUTION

Tables 1-8 of the Management Chart now appear in 192 EX/4.INF.2 leaving Part B to focus on the summary and analysis of the financial position of the Organization.

**Table 1 – Overall Expenditure by Principal Appropriation Line (regular budget, Emergency Fund and extrabudgetary resources)**

This table takes into account budgetary transfers made between appropriation lines and donations and special contributions received since the beginning of the biennium. Analyses are provided on the basis of the budget figures of \$653M in 36 C/5 Approved, the Director-General's provisional expenditure envelope of \$465M and the expenditure forecast of \$517.6M (which include donations received of \$10.1M as at 30 June 2013). Lastly, this table provides the expenditures under each line broken down into staff and activity costs.

For the Regular Programme and the Emergency Fund, resources allocations and expenditures are on a biennial basis with a theoretical time-lapsed target rate of 75% at end of June 2013.

For the Regular Programme, the overall expenditure rate as at 30 June 2013 was 73.0% (\$377.9M) vis-à-vis the biennium forecast of \$517.6M.

Of the \$26.2M allocated under the Emergency Fund, \$22.7M has been allocated at the level of Part II.A (ref. Table 1), directly enhancing the Major Programmes and field activity RP budgets of \$82M (ref. Table 2). Total expenditure under the Emergency Fund amounts to some \$16.8M representing 64.1% of the total allotments.

For extrabudgetary resources, allocations and expenditures are on a single-year basis, i.e. only 2013 with a theoretical time lapsed target rate of 50% at June 2013. The expenditure rate of 38.7% (\$97.2M) for extrabudgetary resources is indicative, given that projects are conceived and managed on a multi-year basis and allotments are made at different times throughout the year. The expenditure rate at 30 June 2013 shows a small increase of 3% when compared to the same period in 2012 (35.9%). This is the result of continuous effort for better planning of resources and regular review by Sectors/Bureau of annual work plans.

**Table 2 - Programme Expenditure by Main Line of Action (RP activities)**

This table presents the status of the expenditure for regular programme activities by main line of action. Using the same basis as Table 1, the Forecast of Work Plans Requirements column includes the donations and special contributions. For the regular budget, the overall expenditure rate for activities vis-à-vis \$161.4M (part of the \$517.6M forecast expenditure requirements) stands at 72.3% (\$116.7M). Explanations are provided for the regular budget activities for which expenditure rates are higher than 90% or lower than 60% in conformity with 160 EX/Decision 3.1.1 and 164 EX/Decision 3.1.1, which invited the Director-General "to identify and explain, those activities that vary from expected expenditures by a rate of more than 15%".

- **Governing Bodies (GBS) (49.0%):** This appropriation line is usually below the time-lapsed target rates at this point in the biennium as expenditure for the General Conference takes place in the second half of the second year. The indicated expenditure rate is a cause for concern as it is higher than the rates reported for previous biennia at this point, indicating a risk of over-running the budget allocation. Estimated costs of funding one more session of the Executive Board are around \$1.2M and \$3.3M for the General Conference. Expenditure is being closely monitored to ensure that these biennium's expenses are contained within these requirements.
- **Internal Oversight (IOS) (57.2%):** IOS conserved resources by redesigning several studies so that they were entirely performed by IOS staff without engaging specialized technical assistance. Further reductions were achieved by expanded use of video conferencing, digitalized document sharing and corporate information systems in lieu of travel. These measures can be partially sustained as improved working methods but expenditure rates will accelerate during 2013. IOS expects an implementation rate of 100% at the end of the year.

- **International Standards and Legal Affairs (LA) (46.5%):** LA received additional funds in June 2013 to cover expenditures related to the payment of an outside counsel required to represent the Organization in on-going litigation. The entire sum will be spent by the end of 2013.
- **Ethics Office (ETH) (41.3%):** A large number of activities under Ethics activities including training were undertaken with the funding from the Emergency Fund which made an annual allotment of \$87K for 2013 with an expenditure rate of 58% as at 30 June 2013. The RP budget will be fully used by the end of 2013 with the continuation of planned activities including the implementation of the Declaration of Interest and Financial Disclosure programme.
- **Participation in the Joint Machinery of the United Nations System (JUNM) (59.3%):** Funds for UNESCO 2012-2013 contributions to United Nations system High-Level Committee on Management and Programme and United Nations Joint Inspection Unit (JIU) (\$241K) were allocated following the June 2013 review of work plans and payments issued in July 2013.
- **Education (ED) – MLA 2 (Building quality and inclusive education) and MLA 3 (Supporting education systems responses to contemporary challenges for sustainable development and a culture of peace and non-violence) (58.5% and 58.8%):** ED Sector received a sum of \$1M in donations in the last months, for implementation by December 2013. Excluding this amount from the biennial allocations of these 2 MLAs, implementation rates are equivalent to 72% and 62% respectively, as at 30 June 2013 and are within the expected range.
- **The International Centre for Theoretical Physics (ICTP) (100%):** The rate of 100% is due to the fact that the totality of the financial allocation foreseen in the 36 C/5 work plans (\$700K) has been transferred to its special account at the beginning of 2013.
- **Culture (CLT) – MLA 5 (Promoting the role of culture in development at the global, regional and national levels) (57.0%):** The low expenditure rate reflects the fact that the Sector received \$300K of donations in the last months which lowered the expenditure rate. Excluding this amount, the implementation rate of this main line of action will be equivalent to 66% and within the expected range.
- **Intersectoral Platforms (IPs) (52.1%):** The budgets were allocated in late 2012 after the completion of a process to design and select the intersectoral projects. Projects are on track for full implementation.
- **Field Network Reform (BFC) (1.5%):** The low rate of expenditure is due to the conscious prudent strategy for the implementation of the field reform in Africa so as not to incur expenditures that the Organization may not be able to sustain in 2014-2015 with a reduced expenditure envelope.
- **Fellowships Programme (FEL) (53.4%):** As planned, since the beginning of the second year of the biennium, the announcement letters have been dispatched to the National Commissions of beneficiary Member States, candidatures have been received for some fellowships programmes or will be received for others, lists of selected candidates are either received or expected to be received before September 2013. All these steps do not need spending the allocated budget. Therefore, the implementation of FEL planning activities will be accelerated in the coming months when fellows start travelling to host academic institutions at the beginning of the academic year 2013.
- **Financial Management (BFM) (90.9%):** The funds earmarked under corporate wide insurance premiums budget line were fully spent at the beginning of 2013 upon reception of invoices to cover insurance premium for year 2013.

- **Management of Support Services (CLD) (99.1%):** The high rate of expenditure is due to the drastic cut in CLD budget in comparison with the allocation in 36 C/5 Approved. Certain future incompressible expenditures have been and will be charged to OPF accounts SAD (Special Account for Documents) and SAI (Special Account for Interpretation Services).

### **Table 3 – Implementation of Decentralized Funds (RP Activities)**

The decentralization statistics are calculated based on the amount of programme implemented in field units. However, this does not reflect the decentralization rate for beneficiaries, which would be substantially enhanced given that;

- a significant part of the current allocation of \$26.2M under the Emergency Fund is for the benefit of field offices;
- the overall rate excludes: financial allocations for all Institutes with a global scope and funds under the Participation Programme and fellowships managed at Headquarters.

Taking into account the above factors and excluding the emergency funds under the five Major Programmes (\$16.3M), the decentralized funds for all the five Major Programmes of \$21.8M (excluding global institutes) represent 53.4% of the total work plan allocations and have an expenditure rate of 70.6% against a target rate of 75%. The Africa region implements 19.1% of these funds (\$21.8M), followed by Asia and the Pacific and Latin America and the Caribbean (13% each), Arab States (7.1%) and Europe and North America (1.1%).

### **Table 4 – Post Situation and Staff Costs Expenditure**

Table 4 shows the monthly evolution of occupied and vacant posts from 1 January 2013 through the end of June 2013. There are 372 vacant posts compared to 344 as at December 2012. Thus the number of vacancies has increased from 18% to 20% of the total number of posts in the regular programme (1,893). Of the total vacancies, 203 posts have been suspended, 90 have been approved by the Director-General for recruitment as mission critical and 79 have been abolished. The latter includes: abolitions following the restructurings of MSS and ERI and the reorganization of the AO non programme sector platform.

Actual staff costs expenditure is \$261.2M (73.3%) of the total staff costs allocation of \$356.2M. The decentralization rate of the staff costs allocation is 34.1% and expenditure rate for decentralized staff cost is 70.8%.

## **ANALYSIS OF EXTRABUDGETARY RESOURCES**

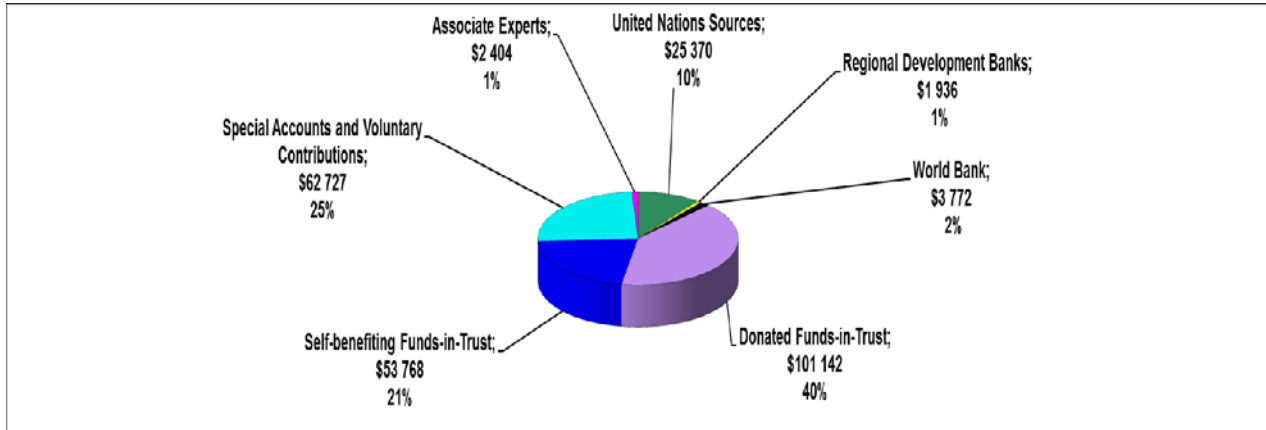
While extrabudgetary resources generally finance multi-year projects, this analysis presents allotments and expenditures on an annual basis in line with the UNESCO management cycle.

(All graphs are in thousands of US dollars)

**CHART 1**  
**Extrabudgetary operational programmes by funding source**

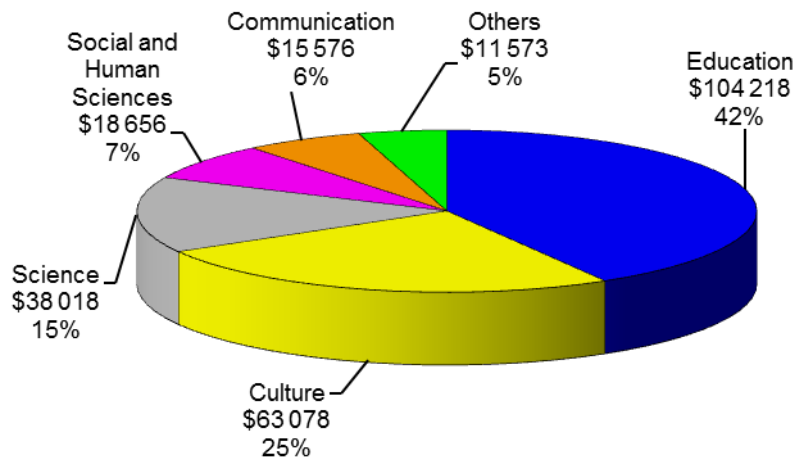
Allotment as at 30 June 2013

Total: \$251.1 million



**Chart 1** above shows the allotments as at 30 June 2013 by funding source. The donated funds-in-trust represents the largest part of the extrabudgetary funds with 40% of total annual allotments (\$101.1 million out of \$251.1 million), followed by Special Accounts and Voluntary Contributions with 25% (\$62.7 million) and self-benefiting funds with 21% (\$53.8 million).

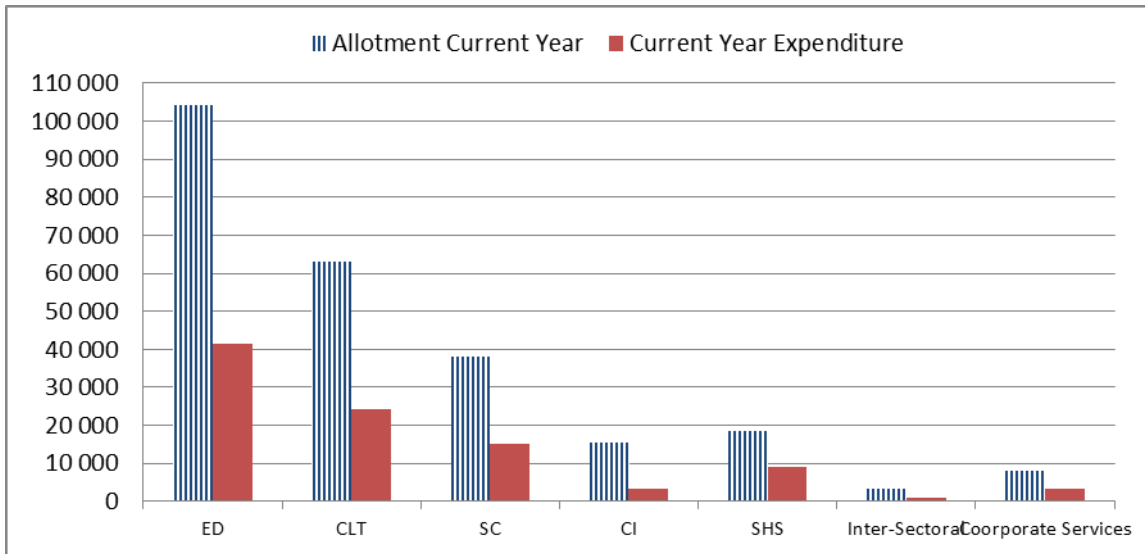
**CHART 2**  
**Extrabudgetary operational programmes by Major Programme**



**Chart 2** shows the level of allotments as at 30 June 2013 by Major Programme. In terms of distribution by Sector, the Education Sector remains the principal beneficiary of extrabudgetary activities, with some 42% (or \$104.2 million), followed by the Culture Sector with 25% (\$63.1 million). These two Sectors together represent and manage almost two thirds of extrabudgetary contributions.



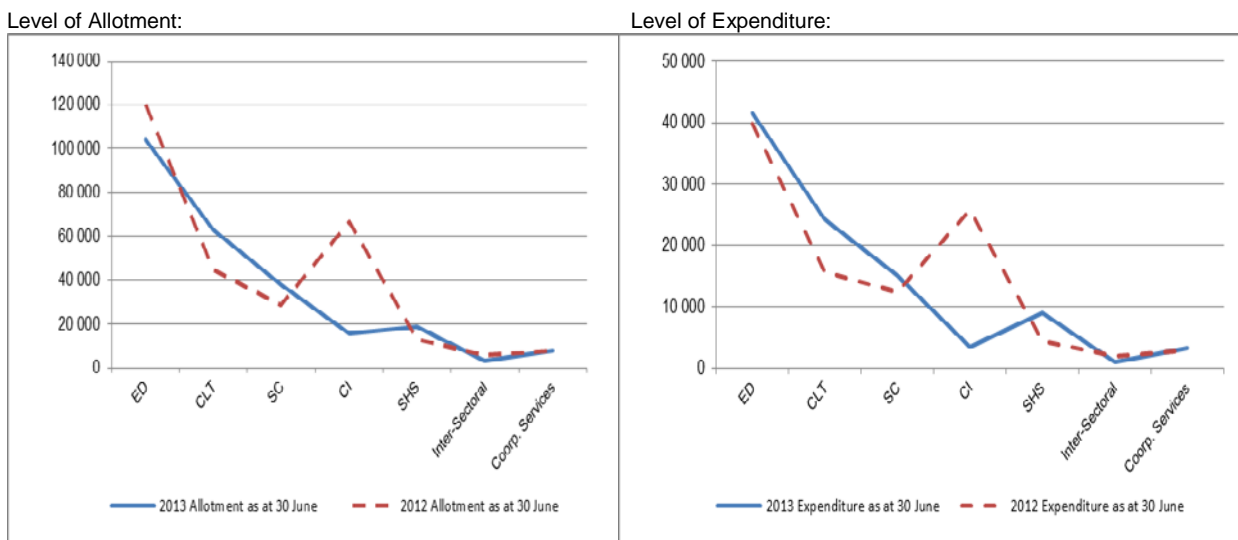
**CHART 3**  
**Allotment and Expenditure by Sector and Corporate Service**



**Chart 3** presents allotment of current year and related expenditure as at 30 June 2013. The overall expenditure rate of extrabudgetary resources is at 38.7% or \$97.2M.

The overall 2013 expenditure rate is 3 percentage points higher when compared to the same period in 2012 where it was standing at 35.9% primarily due to a high execution in XB projects in Brazil.

**CHART 4**  
**Comparison between 2013 and 2012 of Allotment and Expenditure by Sector and Corporate Service**



**Chart 4** above is a comparison between June 2012 and June 2013 of allotments and Expenditures by Sector and for Corporate Service. With the exception of CI and CLT, trends for allotments and expenditures for the periods mentioned above have remained the same.

**Table 5** presents information on the situation of extra budgetary resources by funding source, with specific focus on the current year expenditures as at 30 June 2013. This Table shows that funds-

in-trusts and United Nations sources (including Multi-Partner Trust Fund – United Nations Joint Programming) make up for half of the extrabudgetary allotments and expenditures of 2013 and the same trend was observed in 2012. Under the donated Funds-in-Trust, the listing of top five donors for 2013 (Japan, Sweden, European Commission, Spain and Italy) remain the same as presented at 30 June 2012, except for a change in order (Japan, Spain, Italy, European Commission and Sweden).

**Table 6** shows extrabudgetary current year expenditures as at 30 June 2013 by source of funds and benefiting region. After the interregional and global projects, which represent the largest volume (\$30.8M), the Latin American and the Caribbean region remains, as was the case in 2012, the main beneficiary of extrabudgetary resources due to the large scale of UNESCO's cooperation with Brazil. If self-benefiting operations funded by Brazil (\$15.6M) are not taken into account, the LAC region would represent \$9.6M. The Arab States region shows the second largest current year expenditures thus far (\$17.2M).

**Table 7** presents the status of the current year allotments and expenditures by Programme Sector/Unit and Corporate service as at 30 June 2013. The relative weight of Sectors with regard to the total allotment of current year is in line with Chart 1 presented above. The Education Sector remains the major beneficiary from extrabudgetary resources in terms of both allotment and expenditure as per trend observed in 2012.

**Table 8** presents the funds managed by UNESCO category 1 institutes. This consolidated table provides detailed information on contributions given to each Institute, broken down by donor (United Nations agencies, banks and governments), including financial contributions from UNESCO. As at 30 June 2013, UNESCO category 1 institutes have received a total amount of \$78.4 million. As the same period in 2012, Italy remains the largest contributor with \$26.3 million (for ICTP), followed by the Netherlands with \$11.0 million (attributable to IHE).



United Nations  
Educational, Scientific and  
Cultural Organization

**Executive Board**  
Hundred and ninety-second session

**192 EX/4**  
**Part III**

PARIS, 22 August 2013  
Original: English

Item 4 of the provisional agenda

**FOLLOW-UP TO THE INDEPENDENT EXTERNAL EVALUATION OF UNESCO (IEE),  
THE IMPLEMENTATION OF THE ROADMAP AND THE FINANCIAL SITUATION**

**PART III**

**PROGRESS REPORT**

**SUMMARY**

Pursuant to 36 C/Resolution 104, 191 EX/Decision 16 (I), 189 EX/15 Part I Add.) and 191 EX/Decision 26, the Director-General presents herein a report on the Organization's financial situation, as well as progress on the implementation of the roadmap targets and on the follow-up to the Independent External Evaluation (IEE) of UNESCO.

It contains a summary of the status reports on: (i) the financial situation (see 192 EX/4 Part III Add.); (ii) the progress made towards achieving the roadmap targets set out in 189 EX/15 Part I Addendum, including an update of the additional measures taken to generate further savings or contain costs as outlined in paragraph 5 of document 191 EX/ 26; and (iii) the progress made in regard to the five Strategic Directions for improvement that were identified in the Independent External Evaluation as presented in 185 EX/18.

The detailed status of the individual roadmap targets and of the IEE action items by the end of June 2013 is provided in document 192 EX/4.INF.

Action expected of the Executive Board: proposed decision in paragraph 56.

## I. INTRODUCTION

1. In accordance with 191 EX/Decision 16 (I) and the suggestions for improvement on the reporting format made by Member States<sup>1</sup> at the 191st session of the Executive Board, this paper contains a consolidated view of reform efforts in regard to: (i) measures taken to accommodate the reduced financial resources; (ii) the roadmap; and (iii) the progress on the implementation of the recommendations of the Independent External Evaluation (IEE). Where appropriate, specific cross references are indicated to EX 4 Part I.

## II. THE FINANCIAL SITUATION

2. The Director-General undertook various measures to respond to the ongoing financial situation arising from the non-payment of assessed contributions by a Member State, including: by proactively soliciting funds (which with the help of generous donors generated some \$75 million in the Emergency Fund); and by applying cost reduction and containment measures, while also accelerating reform initiatives as demonstrated by the establishment of the roadmap targets. Details of these efforts were presented in 189 EX/15 Part I Add., 190 EX/34 and 191 EX/26.

3. The summary report on the financial situation is discussed in a separate Addendum (192 EX/4 Part III Add.) because more time was needed to align the detailed status report on the financial situation with the Management Chart in the EX/4 and because of the need to close the accounts at the end of July when this document was being prepared.

4. The impact of the financial situation on programme execution is presented in EX/4 Part I.

## III. PROGRESS MADE TOWARDS THE ACHIEVEMENT OF THE ROADMAP TARGETS

5. At its 191st session, the Executive Board expressed appreciation to the Director-General for her efforts to deal with the difficult financial situation and to implement the 18 roadmap targets. The following section presents an overview on the main progress achieved in the implementation of the 18 roadmap targets as at the end of June 2013 (the detailed status report for each roadmap target is provided in 192 EX/4.INF). In accordance with 191 EX/Decision 26, paragraph 9, an update is also provided of the additional measures taken to generate further savings or contain costs as reported in paragraph 5 of document 191 EX/26.

6. As at the end of June 2013, six of the 18 roadmap targets had been fully completed, i.e. 1, 2, 3, 8, 9 and 12 (see Summary Table 1 below). In addition, the Director-General proposes target 10 for completion as set out in 192 EX/4.INF.

7. The remaining 11 targets (i.e. 4, 5, 6, 7, 11, 13, 14, 15, 16, 17 and 18) are on track and efforts are being made to achieve them by the end of 2013. The most notable achievements are the following.

- The field reform in Africa is in the final phase and is expected to be completed by end 2013 (target 4).
- After the establishment of a leaner AO platform for central services within the Bureau of Financial Management (BFM), reviews of programme sector Administrative Offices (AO) and Executive Offices (EO) are under way and are expected to be completed by September 2013 (target 13).

<sup>1</sup> Oral Report by the Chair of the Financial and Administrative Commission on the work of the joint meeting of the Programme and External Relations Commission (PX) and the Finance and Administrative Commission (FA) to the plenary of the 191st session of the Executive Board.

- The optimization of office spaces at the Fontenoy site and the subsequent transfer of the CLT and CI sectors from Bonvin have been completed; optimization of office spaces for the SC and SHS Sectors in the Bonvin building is under way.
- Various renting options of the freed premises in Building VII are currently being considered (target 15).

8. In accordance with 191 EX/Decision 26, paragraph 9, additional measures have been taken to deal with the financial situation until the end of 2013 with the aim to generate further savings and contain costs. The follow-up on the specific measures as requested in the above decision is summarised in the Annex.

#### 9. Table 1 – Overview of the Roadmap Targets as at end June 2013

	Target	Status	Target End Date
1	Reduce the overall number of work plans by 20% by end-2012 in an effort to focus and foster accountability.	Achieved	2012
2	Reduce the number of work plans with minimal operational costs (with the exception of those benefitting from extrabudgetary funds) by 30% by end-2012.	Achieved	2012
3	Increase the minimum budget level for a work plan to \$25,000 to the extent practicable.	Achieved	2013
4	Implement in full the field reform in Africa by the end of 2013.	On track	2013
5	Prepare by end-2013, UCPDs for each country in which UNESCO is active.	On track	2013
6	Move the overall ratio of field to Headquarters staff from approximately 35/65 at present to 40/60 by end-2013, with special emphasis on increasing professional staff in the field through an enhanced mobility policy.	On track	2013
7	Review by end-2013 all of UNESCO's global memoranda of understanding with the funds and programmes of the United Nations and other select United Nations organizations.	On track	2013
8	Continue to devote 2% of its programme resources to participation and insertion in common United Nations country programming exercises at the field, regional and global levels.	Achieved	2013
9	Increase the number of public-private partnerships by 10% by end-2012 and focus in particular on resource-generating partnerships, both at Headquarters and in the field.	Achieved	2012
10	Achieve a better balance in the frozen 75% of vacant posts between posts in programmes and in administration.	Proposed for Completion	2013
11	Offer additional voluntary separation schemes as required before the end of 2013.	On track	2013
12	Reduce overall administrative costs by 15% with a target of end- 2013, through reductions in corporate services and administrative unit costs, retirements particularly in the administrative support area, and redeployment of staff through investment in cost-efficient tools.	Achieved	2013
13	Reduce the number of posts in Executive Office (EO), Administrative Office (AO), secretarial services throughout UNESCO by 10% by end 2013, by regrouping.	On track	2013
14	Move the current balance of one General Service staff per one Professional staff towards a ratio of 0.9 General Service staff per 1.1 Professional staff by end- 2013.	On track	2013
15	Ensure a more efficient use and allocation of available office space, with a view to free up over 300 office spaces in the medium-term.	On track	2013
16	Review all costs associated with the governance of the Conventions, International Science Programmes, category 1 institutes and other intergovernmental programmes in the coming biennium, with a view to sharply reducing transaction costs, administrative support, and travel costs. The savings effected will be ploughed back into the operational budgets for these areas.	On track	2013
17	More effectively and efficiently deliver services for governing bodies and member states to lower costs, remove duplication, increase coordination, and create synergies to be done by end -2013.	On track	2013
18	Implement over the biennium a number of IT projects, to reduce transaction costs and enhance effectiveness: integrated system to manage staff costs; a procurement tool; etc.	On track	2013

## IV. FOLLOW-UP TO THE INDEPENDENT EXTERNAL EVALUATION (IEE)

### BACKGROUND

10. The General Conference adopted Resolution 104 at its 36th session inviting the Executive Board to continue monitoring the follow-up to the Independent External Evaluation of UNESCO (IEE) by examining the periodic progress reports presented by the Director-General and to express its views thereon through explicit decisions. The Director-General has since submitted progress reports to the 189th, 190th and 191st sessions of the Executive Board.

11. At its 191st session, the Executive Board expressed appreciation for the progress accomplished and suggested a new reporting format (191 EX Decision 16 (I)) by differentiating (a) action items completed in terms of specific reporting in the context of the IEE follow-up; (b) action items considered as integrated into the ongoing systemic efforts of the Organization and to be reported on through the Director-General's regular EX4 reports; and (c) action items considered as still open and ongoing for which the Director-General was requested to continue specific reporting on progress and challenges in the implementation in the framework of the IEE follow-up.

12. The following section highlights the main progress achieved under each Strategic Direction along with a succinct analysis of the key challenges. The detailed report of progress of the still open and ongoing actions is contained in 192 EX/4.INF. Where appropriate, progress of the related roadmap targets is covered and highlighted through cross references throughout the document.

## PROGRESS REPORT

13. Despite the ongoing challenges due to the financial situation, further progress has been made since the 191st session of the Executive Board. The most notable highlights towards achievement of the envisaged objectives are (a) the further efforts undertaken towards achieving greater strategic and programme focus of the draft documents 37 C/4 and 37 C/5; (b) the advancements, including staff transfers, in the field reform in Africa which can be found in Part IV of this item; (c) the consolidation of UNESCO's strengthened position in the United Nations; and (d) a strengthened policy framework for partnerships through the establishment of expected results and targets for the different categories of partners as presented in document 192 EX/5 Part III.

		Endorsed at EX 191st session as		
		Completed/Integrated into the ongoing systemic efforts	Ongoing	Of which proposed for completion or integration into EX/4 at 192nd session
Strategic Direction 1 - Focus	(20)	9	11	<b>6</b>
Strategic Direction 2 - Field	(1)	11	6	<b>3</b>
Strategic Direction 3 - UN	(8)	7	1	-
Strategic Direction 4 - Governance	(27)	10	17	<b>11</b>
Strategic Direction 5 - Partnership	(14)	10	4	<b>2</b>
<b>TOTAL</b>		<b>47</b>	<b>39</b>	<b>22</b>

14. At the 191st session of the Executive Board, 47 action items were endorsed as completed or integrated into the Organization's work practices, while 39 action points were considered as open or ongoing as summarized in the second column of the table above.

15. Pending further discussion at the 192nd session of the Executive Board and resulting decisions, the Director-General proposes that an additional 22 actions be considered as completed and/or integrated. The other 17 remaining items relate to issues such as: improving results-based management and conducting regular programme reviews; implementing and evaluating the field reform; reporting on United Nations participation; further developing an accountability framework and improving governance oversight, and continuing implementation and review of the partnership strategy. It is proposed that the follow-up to both the roadmap and the IEE in the current format be concluded for the following two main reasons: (i) the roadmap and reporting on the financial conditions relate to the period that will end at 31 December 2013; and (ii) the open items on the IEE are general enough, as concerns SDs 1, 2, 3 and 5, to be covered via regular EX/4 reports

and progress reports on specific matters. These will then be followed up automatically. The Executive Board would need to decide on how progress relating to SD 4 on governance should be catered for.

### **Strategic Direction One – Increasing UNESCO’s Focus**

**Summary:** Following the Director-General’s consultation process on the C/4 and C/5 documents, which for the first time featured a thematic prioritization approach through the application of a rating system, the Director-General presented draft documents 37 C/4 and 37 C/5 with fewer Strategic Objectives (nine compared to 14 in document 34 C/4) and fewer programmatic areas, thereby furthering programmatic focus and strategic concentration.

The Executive Board decided on budgetary priorities for funding of programme activities to be pursued in the event of a significant cash flow shortfall. The proposed ranking, according to three priority areas, was adopted at a special session of the Executive Board on 4 July 2013.

16. The budget prioritization process based on the recommendations of a working group of the Executive Board has led to the identification of budget priority areas among those proposed in the draft document 37 C/5, with the request to ensure a concentration of resources at high budget priority areas (ref. 5 X/EX/Dec.2), thus ensuring a focusing of programming. The Secretariat is implementing this decision and will present ‘a full income and expenditure plan’ as well as an “indicative comprehensive and strategic staff restructuring plan on the basis of the spending priorities of the full expenditure plan”.

17. Subsequent to the General Conference’s decision to terminate all programmes after a four-year period, unless the General Conference explicitly decides to either extend them acknowledging the need to run certain programmes for a longer time – or end them two years early, the Director-General has suggested in draft document 37 C/5 that the four-year cycle of the sunset clauses begin with the implementation of document 37 C/5, in line with the new duration of its programme cycle.

18. The Organization is in the process of reviewing its partnership agreements with the Funds and Programmes of the United Nations and other select specialized agencies, in order to avoid duplication and to strengthen the Organization’s comparative advantages. This is in line with target 7 of the roadmap; new memoranda of understanding have been signed with ITU, UN-Women and UNHCR outlining the main areas of cooperation between UNESCO and these organizations. Revised partnership agreements with United Nations Industrial Development Organization (UNIDO), the World Meteorological Organization (WMO), the World Food Programme (WFP) and the UN-Volunteers are in the process of finalization.

19. Finally, increased efforts towards an improved results framework and the implementation of results-based budgeting should further support the prioritization process.

#### *Challenges*

20. At this juncture, the main focus on strategic objectives (C/4) and programme delivery (C/5) is being discussed in UNESCO’s governing bodies. Often, while the overall intention to bring greater focus is endorsed, it has proven difficult politically to terminate programmes. The budgetary priority approach may provide a breakthrough in this regard.

21. A longer-term challenge will lie in the methodological preparation of the application of sunset clauses at the end of the four-year programme cycle.

## Strategic Direction Two – Positioning UNESCO Closer to the field

**Summary:** Despite the very challenging financial situation, the implementation of the field reform in Africa continues as planned, including the transfer of staff. By the end of September, all offices will be operational with the exception of the regional office in Southern Africa whose location is still to be determined (\*see also Roadmap Target 4 and 192 EX/4, Part IV).

22. Four regional offices have been established in Abuja, Dakar, Nairobi and Yaoundé. A new larger building has been made available for the regional office in Yaoundé and the regional offices in Abuja and Dakar will also move to larger facilities in 2014 (Abuja to the restored United Nations House and Dakar to a new building).

23. Existing cluster offices in these four sub-Saharan regions have been transformed into either regional or national offices and the consequent staff transfers have taken place. In addition, there have been transfers from Headquarters to the field.

24. A new project office has been opened in Chad to ensure the in-country implementation of a large education project in the country.

25. Two new national offices in Abidjan and Juba have been established. While the Juba office has been operational for more than a year, the Abidjan office has been operational since 1 June in provisional facilities (the new office will be ready by 1 September).

### *Challenges*

26. Given the challenging financial situation for the upcoming biennium, it is suggested to avoid investments that will not be sustainable over the coming years.

27. The recommendation from the Southern African region for the location of the Southern African Regional Office is still pending.

## Strategic Direction Three – Strengthening Participation in the United Nations

**Summary:** UNESCO has achieved significant progress in defining its position and comparative advantage within the United Nations system, and in further strengthening its involvement and leadership in joint United Nations system initiatives at global/inter-agency, regional, and country levels. The Organization's engagement concerns both United Nations system-wide reform efforts geared towards greater system-wide coherence and effectiveness, and sectoral joint United Nations initiatives.

28. UNESCO contributes to overall United Nations reform efforts aiming at increased coherence, effectiveness and high-quality delivery of results in support of national priorities and internationally agreed development goals.

29. UNESCO has increased its participation in United Nations high-level meetings (e.g. General Assembly High-Level Thematic Debate on Culture and Development, the Economic and Social Council Ministerial Roundtable Breakfasts on STI for Global Sustainability and Culture and Development hosted by UNESCO) and continues to be an active participant in the United Nations system coordination mechanisms at the global/inter-agency level, including in the Chief Executives Board for Coordination (CEB) and its subsidiary bodies, the High-Level Committees on Programme and Management (HLCP and HLCM) and the United Nations Development Group (UNDG).

30. In the context of these working mechanisms, UNESCO has chaired the undg Task Team mandated to develop cost-sharing modalities and a cost-sharing formula for the future funding of the United Nations Resident Coordinator (RC) system. The results of the Task Team's work were



presented to the undg Principals Advisory Group meeting on 4 April 2013 and to the CEB on 5 April 2013 for implementation by 2014 onwards.

31. UNESCO has actively contributed to the formulation of 'standard operational procedures' (SOPs) guidance for those countries which decide to implement Delivering as One (DaO), as mandated by the 2012 QCPR. UNESCO has been co-leading the work in the area of harmonized business operations. The application of the SOPs through interested countries is expected to result in a second generation of more results-based and high quality UNDAFs. The related undg UNDAF guidance will in the future be updated accordingly, upon UNESCO's proactive suggestion and with UNESCO's involvement.

32. At the regional and country levels, UNESCO continues to strengthen its involvement in joint United Nations activities, in particular through Regional undg Teams and United Nations Country Teams. Detailed reporting on these activities can be found in the EX/4 Add. documents.

33. UNESCO is engaged in the 2013 UNDAF roll-out processes and other common country programming initiatives, and continues to make some dedicated (albeit limited) reinforcement funds available to field offices in support of this (on demand by field offices).

34. Efforts are being pursued to keep Permanent Delegations better informed of UNESCO's activities in New York and Geneva involving the liaison offices (e.g. through circular notes on high-level meetings).

35. UNESCO is actively engaged in the UN-Women-led process of developing a United Nations system-wide basic on-line training course on gender equality for all United Nations staff. UNESCO's "Capacity Development and Training in Gender Mainstreaming Programme" and its online interactive e-learning tool have formed the basis for the development of the United Nations system-wide basic training in gender equality.

36. UNESCO is also actively contributing to the "System-wide Action Plan for implementation of the CEB Policy on gender equality and the empowerment of women" (SWAP) and the work of the United Nations Development Group (undg) Task Team on Gender Equality on the preparation of the Gender Equality Marker system that tracks and reports on allocations and expenditures for gender equality and women's and girls' empowerment with agreed parameters and standards inside the United Nations system.

37. UNESCO provides coordination and/or leadership functions in a number of sectoral United Nations system-wide initiatives (please also refer to the detailed reporting on programmatic joint United Nations system initiatives contained in 192 EX/4 (III) INF).

### *Challenges*

38. Financial constraints may hamper delivering on the assigned roles within the United Nations.
- As many donors scale down or entirely phase out funding for the United Nations Resident Coordinator (RC) system, United Nations organizations will have to contribute increasingly to ensuring the minimum funding for the RC system.
  - United Nations reform and coordination activities are implemented with a minimum of staff and often require high staff investments, including at the most senior levels of the organizations.
  - The often fast-changing nature and timing of UNDAF roll-out and equivalent common country programming processes can make it difficult to project needs.

## Strategic Direction Four – Strengthening Governance

**Summary:** As highlighted in a number of convergent studies, UNESCO still has significant issues related to various aspects of governance. A number of assessments to identify key challenges are still work in progress and will feed into overall reform proposals to address these issues at a higher level. The results of the self-assessments by the intergovernmental bodies of their governance and working methods as recommended in 191 EX/Decision 16 (IV), paragraph 6 will become available at the time of the 38th session of the General Conference in 2015 to guide the implementation of possible reform measures.

39. Executive Board 191 EX/Decision 16 (IV), paragraph 5, requested the Director-General “to submit to it at its 192nd session, the results of the Secretariat’s review of existing intergovernmental and other bodies referred to in document 191 EX/16 Part IV in order to recommend ways of addressing possible challenges, such as duplication with other programme activities, funding issues, and the achievement of expected results”.

40. This decision was taken in the light of the preliminary results of various studies reported on in 191 EX/16 Part IV (and at its previous session in 190 EX/22): (i) a stock-taking of the statutory provisions of all intergovernmental bodies, including the frequency, size and number of subsidiary governance bodies; (ii) an indicative inventory of financial costs of these activities; and (iii) information on ongoing studies within programme sectors as well as on IOS reviews. Furthermore, the JIU report on UNESCO’s management and administration was discussed at the last Board (and also in the IEE itself), and confirmed several issues in relation to governance aspects.

41. This review is to be seen as work in progress since the outcome of the self-assessment (see 191 EX/Decision 16 (IV), paragraph 6) by the intergovernmental bodies of their governance and working methods will only be available at the time of the 38th session of the General Conference in 2015.

42. An assessment of the potential programmatic overlap found no major duplication of inter-governmental programmes with other programme activities, but rather complementarity. However, it was acknowledged that a simplification of the various statutory processes should be further explored, by harnessing the potential for greater synergies, harmonization and efficiencies while bearing in mind requirements regarding the quality of the work and the specific mandate, constituency and functioning of individual governing bodies.

43. There are converging lessons to be drawn from a suite of evaluations, audits and studies on governance where related challenges were identified. Beyond its work on specific programme activities in the cycle of SPO evaluations and the review of Education category 1 institutes, in 2013, IOS also conducted an audit of the working methods of the six conventions in the field of culture (see 192 EX/5 Part II).

### *Challenges*

44. Key challenges and issues that were often identified may be summarized as follows:

- Governance structures are found to be heavy (size and number of subsidiary bodies, frequency of meetings).
- Decision-making processes are complex and often inefficient.
- Accountability frameworks and task-sharing of these organs vis-à-vis the Secretariat and towards the General Conference are unclear.

- Governance body processes focus too heavily on administrative matters and micro-management, often leaving insufficient time for policy discussions and for setting strategic direction.
- Mission creep can occur without proper institutional oversight leading to the risk of programmatic overlap and duplication.
- Composition of governance bodies of programme activities does not give sufficient preference to sectoral expertise over political representation.
- Transaction costs for secretariat servicing are high and not consistently transparent.
- Meeting planning processes often fall short of procedural and substantive planning requirements.

45. As a complement to the broad areas of study recommended in 191 EX/Decision 16 (IV), paragraph 6, it is suggested that inter-governmental bodies include the following points during their self-assessment – although it is for each intergovernmental body to decide how to conduct these:

- Ensure that each programme has its own well-defined niche and recalibrate its activities accordingly, eliminating any possible overlap with other programmes.
- Lighten its governance structures and work practices.
- Reduce the size of its governance bodies, eliminate sub-structures, and reduce the frequency of its meetings.
- Reconsider the composition of governance bodies to ensure representation of necessary sectoral expertise.
- Propose modifications to statutes and rules of procedure to take account, where applicable, of the challenges listed above and to clarify decision-making processes, accountability frameworks and respective responsibilities of Member States and the Secretariat.
- Produce fewer documents, shorten meetings, and make better use of information and communication technologies and more economical approaches to participants' travel and subsistence costs.

46. The challenges to conduct reform of governance are as follows:

- Reform can only be led by the governing bodies themselves. The assessment of governance issues is subject to an ongoing process. Proposals for reform measures towards more efficient and effective governance structures and mechanisms require consensus and approval from governance bodies at the different levels; i.e. in addition to those by the specific governance bodies, decisions by the General Conference are required for approval of changes in statutes.
- The current severe financial constraints bring the risk that regular programme activities in high-priority areas that are governed by intergovernmental bodies can no longer be secured.
- The self-assessment process advocated runs the risk of producing a set of individual recommendations for full priority to be given to the particular programme activity for which the corresponding governance body has oversight responsibilities.

## Strategic Direction Five – Developing a Partnership Strategy

**Summary:** The implementation of the partnership strategy guarantees a more holistic approach and improved accountability for engaging in partnerships. The Organization has made further progress towards improving the engagement with its vast network of partners to further UNESCO's objectives, values and principles. The strategy has now been further refined through the specifically defined targets and results for the individual strategies for different categories of partners.

47. The individual strategies for different categories of partners (i.e. the private sector, bilateral government donors, media companies, NGOs, parliamentarians, UNESCO Clubs and UNITWIN/Chairs, Goodwill Ambassadors, the UNEVOC network, the category 2 institutes and Centres, and Associated Schools) were endorsed by the 190th and 191st Executive Board.

48. In accordance with Decision 191 EX/Decision 16 (III), a compilation of the specific targets and expected results relating to each category of partner is presented in document 192 EX/5 Part III. The specific targets and expected results for each partner include criteria for sustainable management of partnerships. The expected results are aligned with the four-year programmatic period of document 37 C/5.

49. UNESCO has made several efforts to strengthening the management of its vast networks. Targeted initiatives have been undertaken, such as the establishment of the new NGO-UNESCO Liaison Committee that has given a new impetus to the collective cooperation of NGOs. The action plan<sup>2</sup> developed by the open-ended tripartite working group on the follow-up to the "*Review of the Cooperation of the UNESCO Secretariat with National Commissions for UNESCO*" calls for a closer engagement of the UNESCO Secretariat and National Commissions with the larger UNESCO family, partners and networks. This shall improve exchange of advice, guidance and, as appropriate, coordination and support. National Commissions are encouraged to actively work with civil society and NGOs based in their respective countries.

50. Through the development of their strategic frameworks, the Education Sector has been strengthening the management of three of its main networks: ASPnet, UNITWIN/UNESCO Chairs Network and UNEVOC network. This has led to the revitalization of coordination mechanisms and has enabled UNESCO to significantly improve the monitoring of implementation as well as strengthen its cooperation with the National Commissions for advocating for a stronger cooperation among UNESCO and the Chairs and Networks.

### Challenges

51. The implementation of the policy framework and individual strategies is underway, but consistently applying a coherent accountability framework remains a challenge. In particular there is some resistance to changing the accountability framework of long-established partnerships.

## V. FOLLOW-UP MECHANISMS AND CONCLUDING REMARKS

52. The IEE follow up process and the Director-General's roadmap have proven very beneficial driving forces to steering and monitoring the ongoing reform processes and dealing with the critical financial situation. The high commitment and engagement of Member States was a critical factor. The work of the Executive Board's ad hoc working group on the Independent External Evaluation has contributed significantly in providing directions and in ensuring progress in the reform.

53. There is clear evidence of the significant progress that has been achieved towards the roadmap targets and also in four of the Strategic Directions of the IEE. On Strategic Direction One

<sup>2</sup> This action plan was endorsed at the 191st session of the Executive Board and will be presented to the 37th session of the General Conference for adoption (191 EX/Decision 33).

(Focus), documents 37 C/4 and 37 C/5 demonstrate the increased focus that has been reached. On Strategic Direction Two (Field), the new field structure to strengthen UNESCO's presence in the field has been put in place in Africa. As to Strategic Direction Three (UN positioning), UNESCO has positioned itself successfully in a number of areas of strategic importance on the United Nations agenda. As to Strategic Direction Five (Partnerships), the new Partnership Strategy is being implemented and also further refined. On Strategic Direction Four (Governance), work is still in progress, but a number of initiatives are under way to streamline and further strengthen governance frameworks.

54. Although these targets and Strategic Directions will continue to guide the reform processes, the governing bodies have already expressed a need for a more integrated approach of the DGs reform agenda. Furthermore, entering into a new programme and budget cycle and in view of the continuing financial challenges the Organization is facing, there is a need to renew reform targets and action items in the framework of a revised reform agenda for the upcoming quadrennium. The significant progress made in all the Strategic Directions fully justifies the considerable amount of resources and time that have been dedicated so far to the IEE follow-up process. Considerations of phasing out the specific reporting in the framework of the IEE follow-up and roadmap would, however, free up resources that could be dedicated to the renewed reform agenda.

55. The Director-General will continue to inform the governing bodies of her reform efforts, including progress made in the strategic directions identified in the IEE and progress in the achievement of the roadmap targets, both through the regular EX/4 reports and through progress reports on specific subjects upon request by the Executive board. A dedicated website containing all relevant material on the IEE and its follow-up is maintained and accessible through the *UNESCO.int* website for Member States and their National Commissions.

#### **Proposed draft decision**

56. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling 35 C/Resolution 102, 185 EX/Decision 18, 186 EX/Decisions 17 (I) and (II), 187 EX/Decisions 17 (I) and (II) and 36 C/Resolution 104, and 191 EX/Decision 16 (I), as 189 EX/15 Part I Add., and 190 EX/Decision 34 and 191 EX/Decision 26;
2. Having examined documents 192 EX/4 Part III, 192 EX/4 Part III Add. and 192 EX/4.INF;
3. Takes note with appreciation of the progress made by the Secretariat in the implementation of the recommendations of the Ad Hoc Working Group on the Independent External Evaluation of UNESCO, and the Director-General's action plan with respect to the operational aspects of the independent external evaluation of UNESCO; as well as of the efforts being made by the Director-General to achieve the 18 roadmap targets, and of the additional measures taken to reduce or contain costs;
4. Also takes note of the challenges identified in relation to strengthening governance and underlines the need to pursue the initiated assessments and reform proposals;
5. Decides to consider the following 22 recommendations and planned actions as contained in document 192 EX/4.INF. as completed in terms of IEE follow up and monitoring, given that necessary actions have been carried out or recommended change processes have been fully integrated into the regular systemic practices of the Organization: SD1a, g, h, k, o, p; SD2c, g, i,; SD4a, f, h, i, j, k, l, p, q, u, x; SD5a,c;
6. Invites the Director-General to continue implementing the recommendations and planned actions of the remaining 17 action items SD1f, j, l, m, n; SD2e, k, p; SD3b,

SD4g, t, v, y ,z, aa; SD5b, and of the 11 roadmap targets i.e. targets 4, 5, 6, 7, 11, 13, 14, 15, 16, 17 and 18 that are considered as still ongoing and open;

7. Requests the Director-General to further integrate reporting on the various reform issues and elements (i.e. such as IEE follow-up, roadmap and follow-up of subsequent reform agendas) into one single comprehensive EX/4 report;
8. Requests the Director-General to conclude the specific reporting on the IEE follow-up and to report on the remaining 17 IEE action items and the 11 roadmap targets that are considered as still ongoing and open through the Director-General's regular EX4 reports;
9. Recommends to the General Conference that, as a complement to the proposals transmitted to it through its 191 EX/Decision 16 (IV), paragraph 6, the considerations and recommendations contained in paragraphs 42 to 46 of the present document be taken into account.



## ANNEX

As requested in 191 EX/Decision 26, paragraph 9, the following section provides an update of additional measures taken to reduce or contain costs as outlined in paragraph 5 of 191 EX/26.

	Measure	Action Taken
1	Restriction of budgets released for expenditure in 2013 to 80% of the amounts requested;	This exercise was launched in January 2013, and after consulting the Sectors, \$1 million of requested allotments were deferred to June 2013.
2	Analysis of unspent 2012 allotments and of commitments recorded but not yet paid (Unliquidated Obligations – ULOs) – to assess the level at which they can be deferred or redirected;	A review was conducted in March 2013, and as a result some \$1 million of commitments were cancelled/deferred.
3	Restriction of commitments to only those activities that can be fully delivered by 31 December 2013;	A review was conducted for this purpose which showed that the vast majority of the 36 C/5 commitments had deliverables up to 31 December 2013. As a result very few commitments were affected by this measure (i.e. less than \$10K).
4	Reduction in consultant fees and numbers by 20%;	Instructions were issued concerning the restriction of the fees and number of consultants, however, not enough time has elapsed to identify a clear impact.
5	Segmentation of corporate sector/commercial contracts and reducing their costs;	Reviews of existing contracts are underway, which, once completed, could produce additional savings.
6	Maintenance of the recruitment freeze and review of the posts identified as mission critical.	A panel has been established which reviews all requests for recruitment, and makes recommendations to the Director-General thereon. Furthermore, a review of the mission critical posts is being conducted in tandem with discussions being held concerning the implementation plan for the next biennium.





United Nations  
Educational, Scientific and  
Cultural Organization

**Executive Board**  
Hundred and ninety-second session

**192 EX/4**  
**Part III Add.**

PARIS, 29 August 2013  
Original: English

Item 4 of the provisional agenda

**EXECUTION OF THE PROGRAMME**  
**ADOPTED BY THE GENERAL CONFERENCE**

**PART III**

**FOLLOW UP TO THE INDEPENDENT EXTERNAL EVALUATION (IEE),  
IMPLEMENTATION OF THE ROADMAP AND FINANCIAL SITUATION**

**ADDENDUM**

**SUMMARY**

In accordance with 191 EX/Decision 26 the Director-General presents in the current report

- an updated forecast of the budget shortfall for the 36 C/5, and its impact on the cash flow and programme execution.

1. In accordance with 191 EX/Decision 26 the Director-General presents in the following section an update of the forecast of the budget shortfall for the 36 C/5, and its impact on the cash flow.

**Forecast scenario for the 36 C/5**

2. As outlined in document 191 EX/26, the Director-General undertook a multi-faceted approach to dealing with the ongoing financial situation, including the introduction of cost-saving measures, establishment of a special Emergency funds which at end June 2013 totaled \$75.1M in funds received and the reduction of the budget ceiling to \$465 million for the 36 C/5 work-plans, to anticipate withheld contributions for 2012-2013 and restore last biennium deficit.

3. Furthermore, despite these financial constraints, the Director-General has maintained her commitment to continuing on-going reform, as is evidenced by the establishment of the 18 roadmap targets which are discussed in more detail in Part III above.

With regard to the financial status, **expenditure forecast of \$507.4M** (\$517.6M includes \$10M of donations to the RP) results in a funding gap of \$41.4M compared to the Director General's expenditure ceiling of \$466M.

The expenditure ceiling was originally set at \$465M, 29% lower than the 36 C/5 Approved, to take account the withholding of 22.4% assessed contributions and to replenish \$42M of the 35 C/5 deficit relating to the non-payment of dues by one Member State for 2011. The expenditure ceiling was increased to \$466M by adjustments of 2010-2011 obligations.

The \$41.4M funding gap relates to the absorption of 2011 deficit and represents a 22.3% reduction compared to the 36 C/5 Approved. The funding gap of \$50.5M reported in 191 EX/4 Part II has been reduced by \$9M to reflect the June 2013 work-plan revisions as follows:

- \$3M reduction due to the lower than forecast final invoices for United Nations dues, the deferral of some aspects of the field network reform and downward revisions in the activity work plans following financing for statutory meetings from other sources including the Emergency Fund;
- \$2M reduction in staff costs forecasts following ICSC recommendations on General staff salaries;
- \$4M reduction relating to the suppression of the provision for anticipated cost increases (Part V of the budget) and from delays in recruitment of mission critical posts.

4. In addition to the ongoing reform initiatives and the restrictions already in place (as presented in document 190 EX/34), further measures are being taken to generate additional savings, including the following:

- Regular review of Unliquidated Obligations( ULOs) analysis of unspent allotments and of commitments recorded but not yet paid – to assess the level at which they can be deferred or redirected;
- Maintain the restriction of commitments to only those activities that can be fully delivered by 31 December 2013;

### **Cash-flow**

The cash-flow is being managed by applying cost reduction and containment measures, and by requesting early or prompt payment of contributions. A report on contributions and cash flow forecast can be found in document 37 C/34.



United Nations  
Educational, Scientific and  
Cultural Organization

# Executive Board

Hundred and ninety-second session

# 192 EX/4 Part III Add.2

PARIS, 3 October 2013  
Original: French

Item 4 of the provisional agenda

## FOLLOW-UP TO THE INDEPENDENT EXTERNAL EVALUATION OF UNESCO (IEE), THE IMPLEMENTATION OF THE ROADMAP AND THE FINANCIAL SITUATION

### PART III

### ADDENDUM 2

#### COMMENTS BY THE UNESCO STAFF UNION (STU)

Pursuant to Item 9.2 of the UNESCO Administrative Manual, the UNESCO Staff Union (STU) submits its comments on this report by the Director-General.

1. STU is surprised to note that no specific information has been provided concerning the way in which each of the roadmap targets is being dealt with. The roadmap's ambiguous nature was moreover pointed out in the report by the External Auditor (section 4.4 of document 191 EX/28, Part II). Table 1 in paragraph 9 of document 192 EX/4 Part III, "Overview of the roadmap targets as at end June 2013", indicates only the progress made on each target ("achieved", "on track" and "proposed for completion"). Thus, the lack of information in no way allows the Executive Board to gauge, in particular, the actual impact of the targets in terms of programme delivery capacity or even budget savings.
2. Concerning **Target 4**, which deals with the **field reform in Africa**, although STU may not under its terms of reference comment on decisions concerning the structure and policy directions, this reform directly affects members of staff, including those already in field posts and those who will redeployed under this reform. STU supports the concept of mobility but remains concerned at the lack of information on various points such as the composition of the staff in the multisectoral regional offices, the criteria used to assign staff, and the future of the international and local staff in offices that are being or will be closed. On the latter point, STU reiterates its call for agreements to be negotiated, as far as possible, with other United Nations agencies in the field in order to accommodate local staff affected by office closures and for discussions with the Member State concerned in order to provide for the redeployment of the remaining staff. STU will keep a watchful eye on the award of compensation in accordance with United Nations system conventions.
3. As to **Target 10** on a **better balance between posts in programmes and in administration**, following the Director-General's decision to freeze 100% of vacant posts (not

necessarily applied to posts deemed “mission critical”), STU wonders whether action under this head is being taken clearly and transparently in the sectors and services with a view to maintaining a high level of competence.

4. Concerning **Target 11** (voluntary separation schemes), STU reiterates its call for the savings made to be clearly evaluated and taken into account in the revision downwards of the number of posts that might be abolished. The External Auditor’s audit report stated that **“the lack of certainty as to follow-up action on voluntary separations reflects a lack of focus in the strategic management of the scheme”** and “decisions to abolish or maintain posts are taken on a case-by-case basis” (paragraph 72, document 191 EX/28, Part II). Furthermore, STU will ensure that after the voluntary separations, the tasks of staff who have left the Organization are not redistributed in such a way as to generate overwork for staff at the same or a lower grade with no compensation at all (no special post allowance or reclassification), with moreover all the risks to programme delivery of working under constant pressure.

5. As to **Target 12**, STU is concerned about the falling staff numbers in the Bureau of Human Resources Management (HRM) now that the management of the Organization’s human resources is crucial. In relation with the process of grouping together Administrative Officer (AO) and Executive Officer (EO) units and reducing posts in those units, several of their staff members who have knowledge and experience of human resources should be transferred to HRM to increase its support base. Moreover, STU reiterates its longstanding demand that **all staff management functions be recentralized from the sectors and services to HRM as the only means guaranteeing effective human resources management compliant with Staff Regulations and Staff Rules** and of having a **single human resources policy**.

6. As to the reform and cost-cutting measures in the Bureau of Financial Management (BFM), it is essential that they be carried out transparently in terms of its staff and conducted in a global framework that takes account of functioning between services so as to avoid the arbitrary abolition of posts.

7. In regard to **Target 13** on the **reduction by 10% of the number of posts in the Executive Office (EO), Administrative Office (AO) and secretarial services**, STU emphasizes in particular transparency and clarity in the process of restructuring these units and services in an overall approach involving genuine consultation among all those involved (including directors and programme specialists) in the organizational processes. This is not, however, the case today in the exercise under way, even though the restructuring was supposed to integrate in full all those involved in programme delivery in the Organization, and to be carried out on the basis of an in-depth and detailed study of all processes while taking into consideration past and future restructuring. This would prevent the arbitrary abolition of posts with disastrous consequences for colleagues, their careers and programme delivery. The External Auditor’s audit report stated moreover that **“the impact on the Organization’s regular budget, advanced as a postulate by the Secretariat, remains to be proven”** (paragraph 49 of document 191 EX/28, Part II).

8. Furthermore, the pooling of administrative tasks in particular for programme sector AO units must not be to the detriment of the quality of the work and expertise provided by these units, on the basis of mere bean-counting that results in false economies. The role of programme sector AOs may not be confined to the performance of interchangeable roles. As STU already stressed at the 190th session of the Executive Board, that would amount to losses on all counts, namely experience, expertise and advice to programme specialists, quality of work and enhanced skills. Accordingly, STU reiterates its position as to the vigilance needed regarding the overhaul of these units, which cannot be done in the same way as for central services’ AO units (an overhaul which is itself already in chaos, and without any genuine overview and transparency in relation to other service restructuring) since management of a programme sector’s activities implies familiarity with the programme, projects and activities and providing advice and support to programme specialists regardless of the level of function and certification.

9. In regard to **Target 15 on the more efficient use of available office space**, STU wonders about (i) its feasibility in regard to its effects on the staff's working conditions (the staff of two sectors—the Natural Sciences Sector and the Social and Human Sciences Sector—are cut off from the remainder of the Organization, as are the permanent delegations) and (ii) the reality of the savings made. A **budget of €1.2 million has been allocated in the form of an advance from the Headquarters Utilization Fund (HQF)** to carry out refurbishment and removal operations when there is no guarantee that the buildings might be rented out and thus that the funds advanced will be reimbursed. No figure has been provided to the Executive Board concerning the savings an operation of this kind should generate, in particular by the rental of the freed space. To date, the premises are still empty and the disastrous consequence of this is that their condition is deteriorating. Are there indications regarding the possible rental of these spaces?

10. In addition, no report on the impact on use of the Miollis cafeteria and bar has been communicated.

11. As to **Target 17**, STU is particularly concerned about the future results of the **Administrative Reform Initiative for “Transforming Administration and Strengthening Client Orientation” (TASCO)**, as STU once more deplors the fact that the proposals were formulated without consulting the staff concerned, from the bottom up, and that, inevitably, as all alternatives and ideas have not been explored, unforeseen additional costs will be incurred when the purpose of the exercise was to make savings. STU wonders how administrative processes can be reformed without questioning the daily users of those processes. Although the aim is to create synergies, STU stresses that to do so, all stakeholders must be included, otherwise there can be no synergy. Moreover, the External Auditor's audit report stated that **“the breadth of [TASCO's] remit raises some questions, especially as no details could be obtained about its actual organization and operation (which were not specified in the aforementioned Ivory Note)” [DG/Note/12/9]** (paragraph 55 of document 191 EX/28, Part II). It is also noted that “the group works on the fringes of the competencies of the Senior Management Team (SMT), which has been mandated to follow up the IEE recommendations contained in the roadmap. However, nothing can be absolutely sure in this highly implicit matter, since the SMT itself does not work to any specifications or (even informal) operational rules” (paragraph 56 of document 191 EX/28, Part II).



United Nations  
Educational, Scientific and  
Cultural Organization

**Executive Board**  
Hundred and ninety-second session

**192 EX/4**  
**Part IV**

PARIS, 23 August 2013  
Original: English

Item 4 of the provisional agenda

**REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION  
OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE**

**PART IV**

**REPORT BY THE DIRECTOR-GENERAL ON THE PROGRESS  
OF PHASE ONE OF THE FIELD NETWORK REFORM**

**SUMMARY**

The Director-General presents herein an updated progress report on the implementation of the field network reform in Africa, as well as an overview of the activities to be completed within the present biennium in order to ensure full implementation of phase 1 of the field network reform before 31 December 2013. Pursuant to 191 EX/Decision 24, the Director-General also reports “on the reporting lines, in particular, between multisectoral regional bureaux and national offices as well as between Headquarters and field offices”.

Action expected of the Executive Board: draft decision proposed in paragraph 19.

## I. Introduction

1. At its 36th session, the General Conference approved a comprehensive reform of UNESCO's field network in order to enhance the quality and the efficiency of service delivery to Member States, ensure a more flexible and visible presence at regional and country levels, and improve alignment with the United Nations system-wide coherence. Flexibility, quality improvement and efficiency are the key objectives of the reform, which is an integral part of the Director-General's overall reform of the Organization. The General Conference also approved the revised implementation plan proposed by the Director-General with a view to securing the financial viability of the field network reform and endorsed her proposal to focus the implementation of the first phase of the field network reform on Africa, deferring the implementation of the reform in the Arab States until the 2014-2015 budgetary period.

2. At its 187th session, the Executive Board took note of the outcomes of the consultations that were held with African and Arab Member States. At its 190th and 191st sessions, the Executive Board also took note of the progress made on the implementation of phase 1 of the field network reform and requested the Director-General to report to it on further progress at its 194th session. The Director-General presents hereafter an interim report on the status of implementation of phase 1 of the field network reform.

## II. Progress report

3. The new field network architecture in Africa provides for five multisectoral regional offices, based in the following locations: Dakar for Sahel/West Africa, Abuja for West Africa, Yaoundé for Central Africa, and Nairobi for East Africa. Consultations and negotiations are still ongoing with regard to the location of the regional office for Southern Africa.

4. Since the 190th session of the Executive Board in October 2012, implementation has been completed for four of the five African regions: Sahel/West Africa, ECOWAS West Africa, Central Africa and East Africa. In the current context of constrained resources, this was made possible because of the Director-General's decision to allocate resources from the Emergency Fund.

5. In Sahel/West Africa, the multisectoral regional office has been established in Dakar, covering Burkina Faso, Cap Verde, Gambia, Guinea-Bissau, Mali, Niger and Senegal. Negotiations with the Government of Senegal regarding the allocation of larger premises to the regional office have been successful and the office will move next year to the new premises generously offered by the Government of Senegal. Consistent with the two-tier principle of the field network architecture, the former cluster office in Bamako has been transformed into a national office for Mali.

6. In ECOWAS/West Africa, the new multisectoral regional office has been established in Abuja, Nigeria. This office covers Benin, Côte d'Ivoire, Ghana, Guinea, Liberia, Nigeria, Sierra Leone and Togo. Consistent with the two-tier principle of the field network architecture, the former cluster office in Accra has been transformed into a national office for Ghana. Furthermore, a new national office has been established in Abidjan with the generous assistance of the Government of Côte d'Ivoire.

7. In Central Africa, the new multisectoral regional office has been established in Yaoundé, Cameroon. This office covers Angola, Burundi, Cameroon, Central African Republic, Chad, Congo, Democratic Republic of the Congo, Equatorial Guinea, Gabon, and Sao Tome and Principe. New and larger premises have been given to UNESCO by the Government of Cameroon. The former cluster office in Libreville has been transformed into a national office for Gabon. The national offices in Kinshasa, Democratic Republic of Congo and Brazzaville, Republic of Congo are maintained. In Burundi, in collaboration with the Government, the former national office has been transformed into a "Maison de la Paix". The antenna in Luanda, Angola, is under expansion reflecting the self-benefitting programme established by the Government of Angola.

8. In East Africa, the new multisectoral regional office has been established in Nairobi, covering Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Somalia,

South Sudan, Uganda, and United Republic of Tanzania. The former cluster office in Dar-as-Salam has been transformed into a national office for United Republic of Tanzania. Furthermore, a new national office has been established in Juba, South Sudan.

9. Finally, it was expected that a decision would be made in spring 2013 on the location of the multisectoral regional office for Southern Africa, which will cover Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia, and Zimbabwe. In the implementation plan for the field network reform in Africa, the multisectoral regional office for Southern Africa was expected to be operational by October 2013. As the decision has not been made yet, it will be difficult to maintain this date. Depending on the decision on the location of the regional office in Southern Africa, there will be changes to the present status of the existing cluster offices in Harare and Windhoek. The national office for Mozambique in Maputo will be maintained.

10. The Liaison Office with the African Union and the Economic Commission for Africa, in Addis Ababa is operational and has been strengthened with additional staff. A new building is currently under construction adjacent to the United Nations ECA building, which is fully paid for by the Ethiopian government. This new facility will house all UNESCO entities in the country, including ICBA.

11. The Regional Support Platform was originally foreseen for implementation by the end of 2012. But considering the on-going reform of the AO systems at Headquarters, it was decided to postpone implementation until July 2013. Due to the difficult financial outlook for document 37 C/5 biennium, the establishment of this Platform has been suspended until there is full clarity on the resources that will be available to the Organization for 2014-2015.

### III. Reporting lines

12. By 191 EX/Decision 24, the Executive Board requested the Director-General to report to it at its 192nd session on the reporting lines, in particular between multisectoral regional bureau and national offices as well as between Headquarters and Field Offices.

13. Having reviewed the current situation with respect to the field structure, the Director-General is convinced that the current field structure does not yet allow for sufficient delegation of authority and flexibility to Heads or Directors of field offices, in some cases potentially confusing reporting lines and accountability. A simplified accountability framework is necessary, recognizing that Field offices, in all regions, are the Organization's front-line and that empowering Directors and Heads of Field offices and their staff is a key reform to make UNESCO more efficient and responsive. Field reform must be based on **genuine programme decentralization** and **consequent decentralization of authority and flexibility** in implementation and management. Today, the design and implementation of programmes remains Headquarters-driven. A change in approach is overdue: it is not only necessitated by efficiency considerations, but also, and more importantly, in order to make UNESCO more relevant to Member States at the country level and to justify the Field Network Reform. As a principle, decisions must be placed at the level nearest to implementation.

14. To this end, Heads or Directors of field offices, in all regions, will have **expanded authority for overall management of their operations, financial resources (both regular budget and extrabudgetary allocations) and staff** towards the attainment of the expected results in the approved work plans. All staff in any field office (regional, national or liaison office) will report directly to the Director or Head of the office and no longer directly to headquarters sectors or services. The Head/Director will thus be empowered to assume first-line responsibility and accountability for the overall performance of the office. Being in the forefront of programme delivery, the field offices need to have sufficient authority to respond to day-to-day challenges and programmatic exigencies that confront them as they perform their tasks. Truly decentralizing programme management and personnel administration is a major step to achieve this.

15. Decentralization should therefore be based on an **active interaction between Headquarters and the field**, with appropriate involvement by regional offices, guaranteeing that



the Organization fully benefits at its various levels from a **feedback loop between policy and experience**:

- **The Heads or Directors of field offices will be fully responsible and accountable for programme delivery in the countries covered by their respective Field units.**
- **The programme ADGs will remain responsible and accountable for global programme coherence and results attainment as well as for providing guidance and programmatic support as needed** to field units in that respect, including all aspects of programme design, delivery and resources.
- **Multisectoral regional offices** will continue to provide policy guidance, technical backstopping and knowledge management services to national offices and to desks. As appropriate, they will assist these units in the area of monitoring and evaluation, as well as United Nations relations and relations with regional and subregional bodies.
- With respect to **programme issues**, the prevailing principle will be that of devolution of authority to, and accountability of the Head or Director of the field office for the design and implementation of the programme carried out at field level, in all of its dimensions, based on appropriate prior consultations with Headquarters Sectors. **The definition of the programme will be the subject of discussions and agreement between Field and Headquarters**, as well as between national and regional offices, and between Field Offices and Institutes at the time of the formulation of work plans, immediately before the start of a budget biennium (in spite of the transition to a four-year programme, the assumption should be that existing field programmes are reviewed every two years to take into account the new budget context and other emerging issues). These consultations will be designed to ensure overall coherence of purpose and means between global and the Field-level approaches, also including discussions of UNESCO's role vis-à-vis the United Nations system. In case of disagreement between field and Headquarters (or between regional and national offices), either at the time of the formulation of work plans or of implementation, these issues should first be resolved between individual Field units and Headquarters. In case of persistent disagreement, BSP will examine the issues in consultation with all relevant parties and make a recommendation to the Director-General. On broader questions or persistent disagreements involving individual Offices or several sectors, the Secretariat's Programme Management Committee (PMC) may be called to arbitrate.
- Field office Heads or Directors will be fully responsible for **reporting** on their programme delivery. **Monitoring and evaluation** functions will be conducted under their responsibility with the assistance as needed of Headquarters and regional offices.
- In the course of the biennium, **field staff** will report directly to Heads or Directors of field offices concerning all aspects of programme design and implementation. However, regular consultations will continue to be held between field offices and Headquarters concerning all possible issues related to programme.

16. BSP will be entrusted with several core tasks:

- (a) In its traditional role as overall coordinator of the work planning process, BSP will ensure proper consultation at all levels during that process, especially between Field and Headquarters, resolving disagreements as they emerge. This would include proper backstopping to field units such as in the formulation of UCPDs, when relevant (see below);
- (b) BSP will coordinate and receive regular reports on programme execution from field units (*currently, this is a yearly exercise; this could move to a six-monthly exercise in line with the EX/4 statutory schedule*);

- (c) coordinating the assessment of the performance of Heads of field units, based on the implementation of programme activities, but also taking into account the other dimensions of the responsibility of field office Heads. This should be done in consultation with sectors and services as relevant and should be detailed in specific guidelines;
- (d) backstopping field offices in their involvement in UNDAFs and other joint programming tools at the national level.

17. The Africa Department (AFR) will be tasked with the following:

- (a) institutional and intersectoral coordination of Global Priority Africa and of related reports and major initiatives, in close cooperation with the sectors and bureaux concerned; AFR will work very closely with all Secretariat entities in charge of designing, implementing and monitoring Priority Africa
- (b) focal point for UNESCO's relations with the African Union and Regional Economic Communities, in close consultation with the sectors, Addis Ababa Liaison Office and field offices concerned; in maintaining relations with States, account must be taken of the governments' visions of regional integration: for example, ways and means of supporting their higher education policies (WAEMU) or TVET in the RECs (NEPAD);
- (c) in the context of the reform of the UNESCO field network, support for the five multisectoral regional offices and the category 1 institutes active in the region bolstered by the mechanism for regular consultation between the offices and Headquarters;
- (d) coordination of future-oriented thinking on Africa, in particular by organizing forward-looking meetings at the end of each biennium to set/confirm priorities with representatives and experts from other regions;
- (e) better integration of UNESCO into regional United Nations mechanisms, ensuring, in particular, that the regional bureaux cooperate technically and financially in existing mechanisms.

#### **IV. Roll-out of the field reform**

18. In the present difficult financial situation the Director-General recommends that the continuation of the roll-out of the field reform to other regions be suspended until there is full clarity about the working budget for the next biennium.

#### **Proposed draft decision**

19. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling 187 EX/Decision 33, 190 EX/Decision 31 and 191 Decision 24,
2. Having examined document 192 EX/4 Part IV,
3. Takes note that further progress was made in the implementation of phase 1 of the field network reform in Africa;
4. Also takes note that the revised reporting system that will be implemented within the approved two-tiered field network structure will maintain a single entry point, as initially proposed by the Director-General and endorsed by the Executive Board in 190 EX/Decision 31;

5. Concurs that the establishment of the Regional Support Platform be suspended until there is full clarity about the resources that will be available to the Organization during the 37 C/5 period;
6. Also recommends that the roll-out of the field reform to other regions be suspended in view of the financial constraints during the 37 C/5 period;
7. Requests the Director-General to report to it at its 194th session on the implementation status of the first phase of the field network reform focused on Africa.