

# Report of the Director-General

# 37 C/3

2010–2011



United Nations  
Educational, Scientific and  
Cultural Organization

Report of the Director-General on the activities of the Organization  
in 2010-2011, communicated to Member States  
and the Executive Board in accordance with  
Article VI.3.b of the Constitution

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# Table of Contents

<b>INTRODUCTION BY THE DIRECTOR-GENERAL</b>	<b>5</b>
<b>PART I – PROGRAMME IMPLEMENTATION</b>	<b>7</b>
EXECUTIVE SUMMARY	8
MAJOR PROGRAMME I – EDUCATION	11
MAJOR PROGRAMME II – NATURAL SCIENCES	15
MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES	19
MAJOR PROGRAMME IV – CULTURE	22
MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION	26
UNESCO INSTITUTE FOR STATISTICS (UIS)	30
COORDINATION AND MONITORING OF ACTION TO BENEFIT AFRICA	32
COORDINATION AND MONITORING OF ACTION TO BENEFIT GENDER EQUALITY	35
<b>PART II – COMMENTS BY THE INTERNAL OVERSIGHT SERVICE</b>	<b>37</b>
COMMENTS BY THE INTERNAL OVERSIGHT SERVICE	38



# INTRODUCTION BY THE DIRECTOR-GENERAL

I am pleased to present hereto attached the 37 C/3 report on the implementation of the Programme and Budget for 2010-2011, which reflects the Organization's main achievements in the second biennium of UNESCO's Medium-term Strategy for 2008-2013.

The report was finalized on the basis of the 189 EX/4 (37 C/3 Draft) submitted to the Executive Board at its 189th session in conformity with 33 C/Resolution 92. It was prepared by the Bureau of Strategic Planning (BSP), in close cooperation with the Internal Oversight Service (IOS) and all the concerned sectors and units.

Similarly to the previous C3s, the report is synthetic, concise and based on the principles of results-based management and reporting. It consists of two parts: Part I reports on the implementation of the programme and budget during the 2010-2011 biennium. For each of the five Major programmes and the UNESCO Institute for Statistics (UIS), Part I includes an overall strategic assessment of progress made by UNESCO, with highlights of key achievements including those registered through extrabudgetary resources, challenges and lessons learned, and resources mobilized and used during the biennium. It concludes with suggestions on the way forward. Part I further provides a synthetic account of the Organization's action in favour of the two global priorities: Africa and gender equality.

Part II contains comments by the Internal Oversight Service (IOS) on issues relating to programme and budget implementation and results achievement, and concludes with related recommendations.

The present report is complemented by two other reports, available online. The first one<sup>1</sup> provides extensive details on the results achieved under each of the Main Lines of Actions (MLAs), in addition to a detailed account of progress achieved in implementing the intersectoral platforms. The second report, 189 EX/4 Addendum,<sup>2</sup> presents major results achieved at country level as well as those related to field offices' participation in United Nations common country programming processes and the main results achieved with regard to UNESCO's participation in these processes.

In delivering the programme, efforts were directed towards enhancing prioritization, concentration of resources for more effective and sustainable impact, particularly at the country level, and shaping the international development agenda.

The Executive Summary, introduced for the first time in this document, presents a summary overview of major achievements and challenges and lessons. For all the Major Programmes, the information and analysis provided in the 37 C/3 demonstrate that progress has been made with respect to the attainment

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1 <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BSP/images/189%20EX4%20Annex%20online%20report%2005-03-2012%20Final.pdf>  
2 <http://unesdoc.unesco.org/images/0021/002152/215261e.pdf>

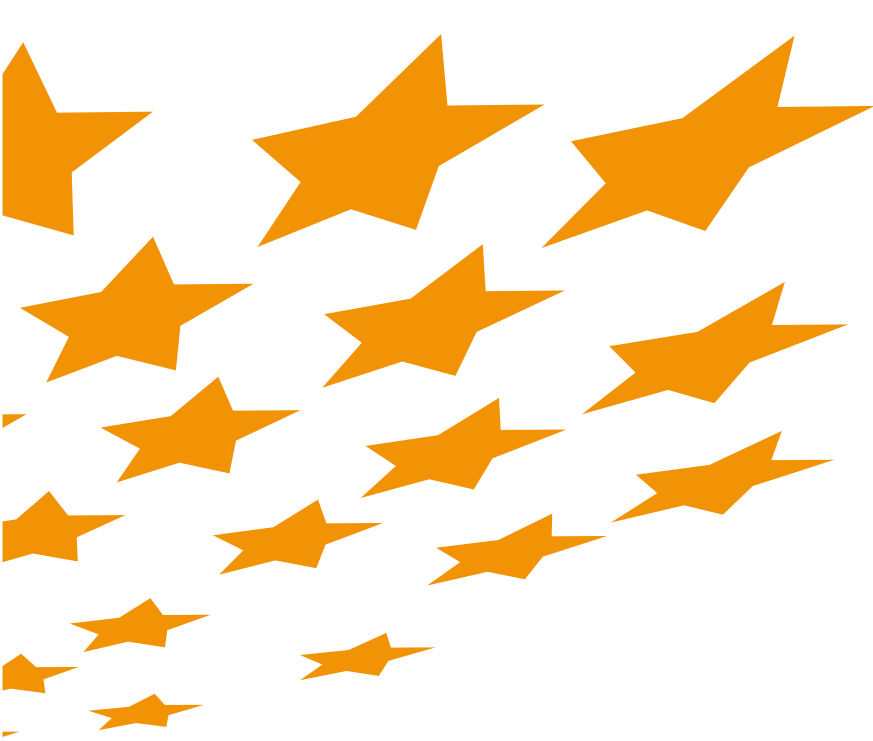
of the Medium-Term Strategic Objectives, despite the resources cut which hampered programme implementation during the last two months of the biennium.

Results achieved during 2010-2011 as well as remaining and new emerging challenges identified in this report have informed subsequent programming and served as a basis for building the 36 C/5 and paving the way for the Organization to achieve the Medium-Term Strategy Strategic objectives, and support its Member States in realizing progress towards the internationally agreed development goals (IADGs), including the Millennium Development Goals (MDGs).

The 37 C/3 constitutes an important contribution to future programme development and implementation. I am confident that Member States will find this report useful for building a more focused, effective and performing Organization.

A handwritten signature in black ink, reading "Irina Bokova". The signature is written in a cursive, flowing style.

Irina Bokova



# PART I – PROGRAMME IMPLEMENTATION



# EXECUTIVE SUMMARY

## Introduction

The Programme and Budget for 2010-2011 (35 C/5) was implemented against the background of a series of events impacting the international community in UNESCO's fields of competence. Be it the global economic and financial crisis undermining prospects for economic growth and thus hampering the progress in the achievement of the United Nations development agenda, including the Millennium Development Goals, the natural disasters in Haiti (January 2010), Pakistan (August 2010) and Indonesia (October 2010), or popular uprisings and demands for more freedom across the region of the Middle East and North Africa in 2011, UNESCO strived to respond to the emerging challenges and bring to bear its expertise as part of the United Nations joint efforts.

## Programme implementation

The achievement of the expected results set out in document 35 C/5 was hampered by UNESCO's obligation to suspend most of its programme during the last two months of the biennium to counter cash shortfall resulting from the non-payment of member contributions. In terms of the regular budget implementation, the expenditure rates for the five Major Programmes and the UIS as at 31 December 2011

stand as follows. (For detailed information on the budgetary implementation, please refer to document 189 EX/4 Add.2.)

## Most significant achievements

The period under review coincided with the taking-up of the functions of the new senior management team, which focused on increasing the coherence and impact of the Organization through considerable restructuring efforts based on the past programme evaluations. Further efforts to enhance prioritization and improve the effectiveness of programme delivery were undertaken towards the end of the biennium to address the shortfall of cash flow and possible related funding cuts in the future.

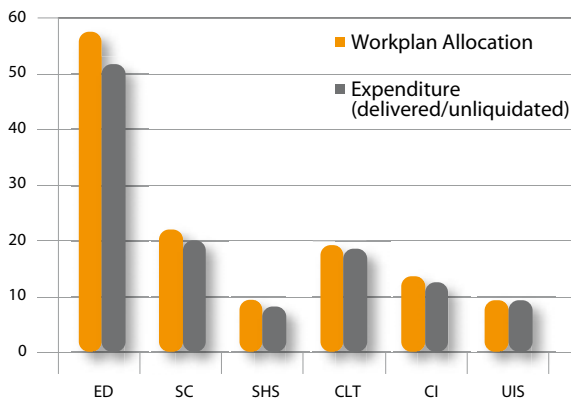
In addition to the evaluations on Decentralized Bodies, the Review of the Cooperation of UNESCO's Secretariat with the National Commissions for UNESCO, the desk review of selected examples of the work of the Culture Sector on Intercultural Dialogue and the Independent External Evaluation (IEE) of UNESCO that informed programme formulation and the overall reform processes, significant programme evaluations were undertaken during 2010/2011, including evaluations of all Strategic Programme Objectives (185 EX/6 Part IV). The follow-up on the recommendations put forward in these evaluations is conducted periodically on the basis of specific action plans.

in US \$million			
Sector	Workplan Allocation	Expenditure (delivered/ unliquidated)	Rate of Expenditure
ED	57,4	51,8	90.2%
SC	22,0	20,0	91.0%
SHS	10,4	9,0	87.0%
CLT	19,1	18,6	97.5%
CI	13,7	12,6	92.0%
UIS	9,2	9,2	100% <sup>3</sup>

<sup>3</sup> For UIS, the entirety of the annual financial allocation given to the institute is immediately registered as expenditure in UNESCO's account, therefore the rate of 100%



Programme implementation for the 5 Major Programmes and UIS  
Regular Budget (Activity costs)  
1 January 2010 to 31 December 2011  
(in US \$ million)



Major progress was made in the Organization's global advocacy efforts shaping the international agenda, in particular as regards the recognition of the importance of (i) culture for development in the Outcome Document adopted by the MDG Review Summit (September 2010), followed by the two United Nations General Assembly resolutions adopted in 2010 and 2011; and of (ii) education for development in the Ministerial Declaration adopted at the high-level segment of the United Nations Economic and Social Council (ECOSOC) (July 2011). The Leaders Forum organized during the 36th session of UNESCO's General Conference offered an opportunity for the highest authorities of Member States to explore future avenues for action in the fields of competence of UNESCO and formulate recommendations for the achievement of a culture of peace and sustainable development through holistic policies promoting green, inclusive and democratic societies (36 C/INF.15).

UNESCO assisted Member States through policy advice and related capacity development in support of national priorities and in line with the internationally agreed development goals, including the Millennium Development Goals (MDGs). Key areas of intervention include:

- building capacities in the formulation of education policies and plans, establishment of Education Management Information Systems (EMIS), supporting reforms at education systems at all levels, including for improving the quality of teacher education and professional development;
- building capacities in basic and engineering sciences and providing assistance in the revision and formulation of science, technology and innovation policies;

- supporting Member States in their efforts to reach the MDG 7 targets of water and sanitation, and reversing the loss of biodiversity and environmental resources;
- building capacities in bioethics;
- supporting the development of national and local capacities and policies in the field of culture, in particular through the implementation of 18 Culture and Development Joint Programmes funded by the MDG Achievement Fund (MDG-F); and
- supporting countries in the formulation of media legislation aligned with internationally recognized standards.

Considerable progress was made in demonstrating UNESCO's added value in post-disaster and post-conflict (PCPD) situations through assistance provided in disaster-affected areas, e.g. in Pakistan and the Horn of Africa; the establishment of a new regional tsunami advisory service in the Indian Ocean, the development of comprehensive media programmes in Iraq, Haiti and Pakistan; and the conduct of rapid assessments of media landscapes in Tunisia and Egypt, based on UNESCO's Media Development Indicators. UNESCO's advocacy regarding the importance of culture for recovery of affected communities gained momentum through the successful inclusion of culture as one of the clusters of the post-disaster needs assessment (PDNA) exercise.

As part of its **normative action**, UNESCO successfully promoted the ratification of its standard-setting instruments (e.g. the entire range of culture-related conventions and the Convention against Doping in Sport) and monitored their implementation through the organization of the statutory meetings of States Parties. Priority was given to increasing the number of ratification in under-represented regions and to strengthening the capacity of Member States in implementing the conventions, with a particular focus on Africa as one of the global priorities.

As a **clearing house**, UNESCO sought to raise awareness and promote evidence-based policy-making through a number of benchmarking and monitoring publications, including the EFA Global Monitoring Report, the 2010 and 2011 editions of which focused respectively on "Reaching the marginalized" and "The hidden crisis: Armed conflict and education"; the World Social Science Report 2010 on Knowledge Divides; the

UNESCO Science Report on global science policy trends and the creation of the Open Educational Resources community.

UNESCO's publications on the General History of Africa, a major effort of successful mobilization of **international cooperation** and expertise, generated increased interest at the global level and work was pursued on its pedagogical use (e.g. in Brazil) and digitization. The IOC Sub-Commission for Africa, including Adjacent Island States, was established in 2011 to contribute to the improved coordination and efficient implementation of IOC programmes in capacity-building, observations and ocean sciences.

## Challenges and lessons learned

- As outlined in the report of the independent external evaluation, the ability of UNESCO to enter into **partnerships** needs to be enhanced. Significant efforts have been made and several new partnerships forged during the past biennium (e.g. Procter & Gamble, Panasonic) to widen the scope and outreach of the Organization. However, this is an area in which UNESCO needs to pursue its efforts, in particular in times of budgetary constraints.
- Better positioning UNESCO within the United Nations system has also been identified by the independent external evaluation as an imperative for the Organization. UNESCO's cooperation with other United Nations agencies and multilateral organizations was reinforced, in particular at country level, and at global level in the framework of the joint preparations for the major international conferences – e.g. the Fourth United Nations Conference on Least Developed Countries (LDCs, Turkey, May 2011), the Fourth High-level Forum on Aid Effectiveness (Korea, Nov.-Dec. 2011); and the United Nations Conference on Sustainable Development to be held in Brazil in June 2012 (UNCSD, Rio+20). However, these efforts need to be stepped up, especially in the areas in which UNESCO has global lead responsibilities (e.g. EFA, ocean, water), to improve inter-agency coordination. Member States' support in rallying political willingness for improved synergies with other agencies would facilitate these processes.
- The limited human and financial resources pose increasing challenges on UNESCO's delivery capacity, in particular in light of rising global expectations. Building partnerships and cost-effectiveness measures, such as tighter monitoring of staff travel and consultancies; increased use of ICTs and video conferencing; the organization of international conferences back-to-back with other meetings; and the closer monitoring of publications, have proved to be effective in this regard.
- The cost-effectiveness of statutory activities is also a concern. The need to service a broad range of programmatic commitments and the number and scope of statutory meetings covered by several Major Programmes imply that the normative framework still struggles to meet Member States' expectations for technical assistance and capacity-building, which is necessary to render the conventions fully operational locally, and hence to obtain a long-lasting and sustainable impact. Further consideration should be given, in consultation with Member States, to possible cost-saving measures so as to liberate more funds from administrative, governance and transaction costs for operational activities in Member States.
- Intersectoral platforms have created new synergies among the sectors and contributed to the formulation of UNESCO's multi-disciplinary responses to complex global challenges. Dedicated budgetary resources are likely to facilitate the attainment of the expected results.



# MAJOR PROGRAMME I – EDUCATION

## Overall Strategic Assessment

1. In 2010-2011, the Education Sector concentrated its work on achieving progress towards the 14 expected results set out in the 35 C/5 Approved Programme and Budget. Particular focus was given to revitalizing UNESCO's role as the global leader in education by improving the effectiveness of the Organization's advocacy for EFA and by consolidating the impact of its action at country level.

## Key achievements

### Revitalization of UNESCO's global leadership role in education

2. In the last two years, with support from EFA partners and Member States, the Sector has succeeded in improving the **visibility of education on the global development agenda**. For example, the MDG Summit held in September 2010 highlighted the contribution of education to all areas of development, while the 2011 ECOSOC Annual Ministerial Review embraced UNESCO's holistic vision of education and recognized the Organization's important role in leading the education agenda. The Sector has also increased awareness of the importance of specific sub-sectors of education, such as: **early childhood care and education** through the World Conference on ECCE; **teachers** through UNESCO's contribution to the Pan-African Conference on Teacher Professional Development; **higher education** through the UNESCO Global Forum on Rankings and Accountability; and **education in situations of armed conflict** through the publication of the *2011 Education for All Global Monitoring Report*. Awareness of the importance of **girls' and women's education** was increased, in particular through the Global Partnership for Girls' and Women's Education, launched in May 2011, and through activities targeting girls and women.

3. Cooperation with other United Nations agencies and multilateral organizations was enhanced. For example, the Director-General organized two meetings of the **Heads of the EFA convening agencies** to ensure that all partners work in a harmonized way. The agreement on a new EFA coordination architecture was an outcome of discussions with these agencies, as well as with the Member States. Effective cooperation was also achieved through the **interagency group on TVET**, which brings together UNESCO, the International Labour Organization, the World Bank and the Organisation for Economic Co-operation and Development (OECD), among others. Beyond this, bilateral discussions have been initiated with **sister specialized agencies**, such as the Food and Agriculture Organization and World Health Organization, as well as with the OECD, to identify synergies. Finally, the Sector has developed new partnerships, in particular with the **private sector** (see examples under "Resources mobilized").

### Reinforced impact at country level through targeted intervention in priority areas

4. During the biennium, the Sector initiated a successful practice of focusing on four priority thematic areas of education: teachers; literacy; technical and vocational education and training (TVET); and sector-wide education policy and planning. At the same time, additional focus was given to 20 **target countries** assessed as among those most at risk of not meeting the EFA goals. Each of these countries was selected for targeted support in one of the four priority thematic areas with resources from UNESCO's Regular Programme, supplemented by extrabudgetary funding from the Capacity development for EFA (CapEFA) programme. Twelve of these countries are in Africa. UNESCO supported country-led processes that resulted in tangible impact at country level. For example, in Chad, the National Plan for Literacy Development and Non-Formal Education has been validated. In Malawi, the Government has adopted an action

plan that has laid the foundation for a unified curriculum structure for TVET. In the Democratic Republic of the Congo, the Government has been able to adopt free education for the first three grades of primary school, while in Lao People's Democratic Republic the development of a Teacher Education Strategy and Action Plan has reached its final stage.

### Promotion of quality of education at all levels and throughout life

5. In addition to focused action at country level, UNESCO has throughout 2010-2011 more systematically promoted education as a human right through a holistic vision encompassing all levels from early childhood and throughout the life cycle. To respond to the wide concern regarding the **quality of education**, UNESCO has initiated work on the development of a quality framework, with the aim of enabling countries to identify quality-related gaps in their education systems. In collaboration with the United Nations Children's Fund and other partners, work has started on the development of a holistic child development index, as a follow-up to the World Conference on ECCE (Moscow last year). Through technical assistance provided in the context of the **Basic Education in Africa Programme (BEAP)**, 10 countries in Africa have adopted one-year compulsory pre-primary education, and the Democratic Republic of Congo has adopted free primary education for the first three grades. To help countries address the issue of access to quality higher education, UNESCO provided policy advice for diversifying the provision and financing of higher education, while ensuring its quality. The 1983 regional convention on higher education in Asia and the Pacific was revised in 2011 to reflect the significant developments in higher education and facilitate academic mobility through cross-regional alignment of priorities for fair recognition.

6. As the lead agency for the United Nations Decade of Education for Sustainable Development, UNESCO has continued to strengthen its work on ESD. As a result, more countries, especially in Africa, are promoting **ESD** as a key component of their national development policies, capacity development programmes and school activities, while also reaching out to civil society. For example, national strategies for DESD and ESD policies were developed in Namibia and Lesotho and ESD integrated in the Education and Training sector policy of Swaziland. In Namibia, a university started reviewing its curriculum to develop a post-graduate degree in ESD. Climate change education in the context of ESD has been a key component of UNESCO's work and several

important national programmes were launched on this topic. Case studies of national progress in ESD of five countries across all regions have been documented.<sup>4</sup> Policy-makers, national curriculum developers, educators and teachers have been supported in their efforts to integrate **values, citizenship and human rights education** in the curriculum, textbooks, pedagogical materials, teacher training and teaching methods, particularly through the development and dissemination of a number of guiding materials and tools, among which: a manual for educators and teachers on "Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education"; "Stopping Violence in Schools: A Guide for Teachers"; and "Contemporary issues in human rights education".<sup>5</sup> The Associated Schools Project network is closely associated with the work in this field and continues to be an important network for advocating for UNESCO's values in education. Finally, despite significant progress over the last few years, **HIV and AIDS** continue to have a major impact on education, especially but not only in Africa. Capacities in 21 Member States have been enhanced to review and develop HIV-responsive education sector policies and plans in 21 countries. The Sector has developed a number of tools to support its work in this area, among which the Practical Guidelines for supporting EDUCAIDS Implementation; a study on the cost and cost-effectiveness of sexuality education; and ICT-based in-service teacher training materials.

## Challenges and lessons learned

7. In 2009, the evaluation of the Education Strategic Programme Objectives (SPOs) set out in UNESCO's Medium-Term Strategy (34 C/4) made several recommendations that guided the finalization of the Education programme in document 35 C/5 and led to significant improvement in terms of **programmatic focus**. For example, the number of expected results for the Education Programme has been reduced from 33 in document 34 C/5 to 14 in document 35 C/5, and resources have been concentrated primarily on four priority areas. It also helped to increase attention to the Organization's global EFA coordination role, whose architecture was modified during the biennium. However, despite UNESCO's intensified efforts, effective coordination among EFA partners remains a challenge. One way to address such a challenge may be for Member States to take on a more important role in supporting coordination among the EFA partners. In this respect, a good

4 <http://unesdoc.unesco.org/images/0019/001921/192183e.pdf>

5 <http://unesdoc.unesco.org/images/0021/002108/210895e.pdf>

model of effective cooperation is the interagency working group on TVET. Some of the key factors that contributed to successful cooperation are: (i) positioning UNESCO as a “facilitator” rather than as a “leader”; (ii) working towards a shared agenda but with a clear division of labour that avoids overlap; (iii) partners’ mutual interest and benefit from the cooperation. Nevertheless, maintaining existing partnerships or establishing new ones is demanding and requires the investment of additional time and staff.

8. Throughout the biennium, efforts were made to reinforce the implementation capacity of the Sector by better aligning human resources with programmatic priorities. Facilitating policy dialogue at country level and providing policy advice to Member States requires high quality expertise and long-term investments. When the expertise is not available at the field level, technical backstopping from Headquarters and regional offices staff is essential. In order to improve the effectiveness of programme delivery while realizing savings on staff travel and more efficient use of staff time, the Sector is reinforcing the role of thematic coordinators at Headquarters and in the regional offices.

9. Towards the end of 2011, the implementation of planned activities was seriously hindered by a shortfall of cash flow, which translated into a cut of 90% of the available budget, and resulted in the suspension and non-completion of many activities. This situation provided nevertheless an opportunity to reconsider the working modalities and to seek ways to further achieve cost efficiency. Costs for travel, internal meetings and temporary assistance have been dramatically reduced. These measures will be maintained in the next biennium.

## Resources

### Resources mobilized

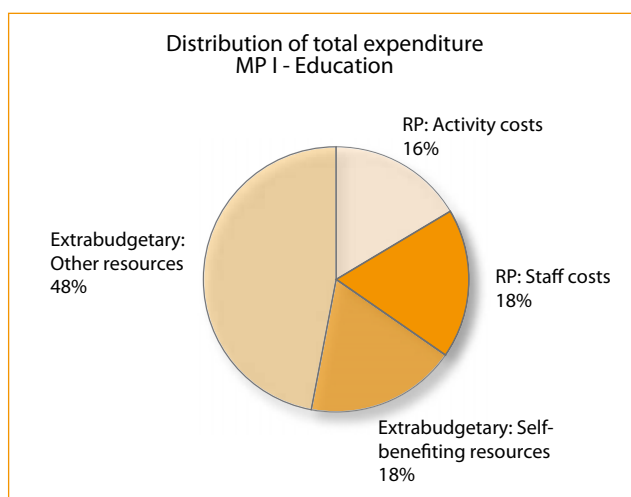
10. The extrabudgetary resources mobilized by the Sector for 2010-2011 reached a total of US \$173 million as of end September 2011. To mention only some examples of financing mobilized during the biennium: \$10 million for “Better Education for Africa’s Rise (BEAR)”; a five-year TVET project on benefiting countries of the Southern African Development Community (SADC), funded by the Republic of Korea and for which \$1 million was received in 2011; a self-benefiting project on literacy in Nigeria for over \$6 million; and a five-year private sector partnership in the field of mobile learning with Nokia

for \$5-\$10 million, of which \$1 million was received in 2011. The Sector also counts on the continued significant support from the Office of Her Highness Sheikha Mozah bint Nasser al Missned for Iraq and Palestine (over \$25 million in 2010-2011); from Japan in the area of literacy for Afghanistan (over \$35 million), including a project for Afghan police (LEAP) for \$3 million in 2011; and the self-benefiting projects for Brazil (over \$30 million in 2010-2011).

### Resources used

11. In managing for results, Major Programme I made use of the following:

- Regular programme budget: \$109,996,000
  - Activity costs: \$51,777,000
  - Staff costs: \$58,219,000
  - Staff establishment: 254 regular posts, including 202 professionals, 35 of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in the UNESCO education institutes and in UNESCO-affiliated category 2 centres).
- Extrabudgetary funds: \$206,305,000
  - Self-benefiting extrabudgetary resources: \$57,983,000
  - Other extrabudgetary resources: \$148,322,000



### The way forward

12. Document 36 C/5 corresponds to the last two years of the current Medium-Term Strategy (34 C/4). The Education Programme for 2012-2013 has thus been designed in a seamless transition from document 35 C/5, and in continuation of the Sector’s work in the **priority areas** and the **target countries**. In addition to the 20 countries targeted

in document 35 C/5, another 18 target countries have been identified in document 36 C/5, bringing the total number to 38. However, given the limited regular programme resources, support to these countries will mostly be mobilized through extrabudgetary funding. The Cap-EFA programme will continue to support the 2010-2011 target countries as well as the additional 11 new countries in 2012-2013. Fundraising for the remaining target countries has started.

**13.** The **shortfall of funding** has forced the Organization to start the 2012-2013 biennium with a reduced Regular Programme budget which translated into a reduction of some 58% to the education activity budget. Nevertheless, and in order to deliver the Programme as approved by the 36th session of the General Conference and maintain a holistic approach to education, the Education Sector will pursue activities as planned, even if limited in scope, within each of the 12 thematic areas identified in document 36 C/5. The allocation of funds within the Programme will be carefully adjusted. For example, in some areas such as HIV and AIDS, only limited regular programme funds will be allocated to be used as “seed funding” that could be supplemented by extrabudgetary resources.

**14.** Recognizing that **teachers** are a key factor for the quality of education systems, the Sector will consider the issues related to teacher development as the “priority of its programme priorities” in 2012-2013. In view of this, the Sector will revise the programme implementation approaches and modalities in this area to ensure effectiveness and efficiency. Building on information from external and internal evaluations, the Sector will review the Teacher Training Initiative in Sub-Saharan Africa (TTISSA) and consider ways to adjust it or replace it with a new programme to include global advocacy, normative work and national capacity-building for teacher development, with a focus on Africa. A number of outcomes of TTISSA, such as its diagnostic tool, will feed into this programme. The International Task Force on Teachers for EFA and the International Institute for Capacity-Building in Africa (IICBA) will provide key support to this new programme.

**15.** The Sector will continue to heighten the **coordination of EFA partners** and maximize efforts towards the attainment of the EFA goals during the four years leading up to the 2015 target. At the same time, and pending on successful funds’ mobilization, the Sector will strengthen its function as a laboratory of ideas and reinforce its forecasting role on the future of education, and contribute especially to defining the post-2015 development agenda (post EFA/MDGs).



# MAJOR PROGRAMME II – NATURAL SCIENCES

## Overall Strategic Assessment

16. The strategic focus of Major Programme II (MP II) was enhanced and collaboration across divisions and with other sectors of UNESCO was increased following the restructuring of the Sector. Four cross-cutting thematic units (CCTU) were established in science education, the UNESCO Engineering Initiative, biodiversity and natural disasters. Two divisions were merged to create the Division of Science Policy and Capacity-Building. The new structure addressed recommendations from the evaluations of SPOs 3, 4 and 5, and aimed to streamline implementation in those areas Member States have signalled as most relevant. New promising collaborations, including with Microsoft, resulted from having set fundraising with the private sector as a priority early in 2011.

## Key achievements

17. MP II made sound progress to achieve the biennial expected results. Most benchmarks were met or exceeded, although most of those linked to UNDAFs fell short.

18. In **Africa**, Member States received assistance from UNESCO in designing or reforming their **national STI policy** in coherence with their development agendas. A strategic action plan to improve Africa's global competitiveness was crafted at the fourth conference of vice chancellors and deans of science, engineering and technology. UNESCO provided technical assistance to the Comoros in the formulation of a national renewable energy policy. The Regional Post-Graduate Training School on Integrated Management of Tropical Forests and Lands (ERAIFT) contributed to building capacity and addressing the science-policy interface for sustainable development in Africa. UNESCO's Initiative on Earth Science Education in Africa finalized its regional scoping workshops and is set to begin the identified key activities. The Government of Ethiopia was assisted towards creating a national action plan for biotechnology development. In

2011, the IOC Assembly approved the establishment of the **IOC Sub-Commission for Africa**, including Adjacent Island States, which unifies African regional bodies to improve IOC visibility, facilitate coordination with Member States and ensure efficient implementation of IOC programmes in capacity-building, observations and ocean sciences.

19. Through MPII's efforts to promote **gender equality** in science, in Ethiopia a greater number of girls opted for science studies at tertiary level following a UNESCO assessment of gender equality and learning success in public universities. As the International Year of Chemistry 2011 coincided with the 100th anniversary of Marie Curie's Nobel Prize, a new **Special Fellowship "In the footsteps of Marie Curie"** was awarded under the highly visible and popular L'Oréal-UNESCO "For Women in Science" Awards. The number of young women scientists who have benefited from fellowships now stands at 165 while prize winners number 64.

20. **Delivery mechanisms** improved as the category 1 institutes, ICTP and UNESCO-IHE, expanded their research and educational reach through new strategic plans. **Six new category 2 centres** were approved, on integrated river basin management, glaciology, groundwater resources, water harvesting, S&T policy, basic sciences, physics, biotechnology and renewable energy, further expanding MP II's ability to deliver in the field.

21. UNESCO demonstrated its competence in **disaster risk reduction, disaster education, warning systems and hydrological extremes** and was able to assist more people in disaster-affected areas, such as Pakistan and the Horn of Africa.

22. **Innovation capacities** have been strengthened in several Member States through the creation of S&T parks and technology incubators, developed through technical advice and training for managers; capacities and skills of parliamentarians to craft science legislation were improved. **Information and data on the state of science and engineering**

worldwide were provided in the 2010 UNESCO Science Report, and the “Engineering: Issues, Challenges and Opportunities for Development” Report. The STI Global Assessment Programme (STIGAP) and the Global Observatory of STI Policy Instruments (GOSPIN) initiative were launched, while the Engineering Initiative garnered significant interest in collaboration from professional societies, academia and industry.

**23.** As UNESCO focal point for **SIDS and indigenous peoples**, MP II continued to successfully promote local community perspectives as integral to STI policies and sustainable development: Sandwatch developed the first global database for coastal monitoring; through Climate Frontlines, UNESCO leads an interagency partnership integrating indigenous knowledge into the upcoming IPCC fifth Assessment Report.

**24.** **Science education and public awareness** were promoted by the IBSP, as well as through the UNESCO co-sponsored International Year of Chemistry 2011 and SESAME, which trained 99 accelerator specialists from the Middle East, demonstrating the power of science for dialogue and cooperation and UNESCO’s role as a promoter of a culture of peace.

**25.** Member States’ capacities to achieve the MDG 7 target on **water and sanitation** were significantly strengthened, as noted by the Independent External Evaluation of UNESCO. Over 200 water managers improved their expertise in integrated water resources management (IWRM) through IHP training and three countries received specific assistance with IWRM. New **transboundary aquifers maps** were produced for several regions and a new category 2 centre on groundwater enabled major improvements in data collection for assessments in other regions, in line with a recommendation of the evaluation of SPO 3. A new International Drought Initiative was launched. In December 2011, United Nations General Assembly resolution A/RE/66/104 recognized UNESCO’s leadership in the management of transboundary aquifers and called on IHP to pursue its leading work in this field.

**26.** Awareness was raised on the importance of **biodiversity** and its conservation and sustainable use, including through major UNESCO events during the International Year of Biodiversity (IYB) 2010, and the launch of the UNESCO Biodiversity Initiative, thus contributing to the MDG 7 target on reversing the loss of biodiversity and to the ten-year Strategic Plan on Biodiversity. MAB’s Madrid Action

Plan for Biosphere Reserves (2008-2013) mid-term evaluation triggered promising reforms to strengthen coordination of its regional networks, thematic groups, communications and governance, thus opening a new phase in its activities to use biospheres as learning sites for sustainable development in the context of climate change. **Thirty-one new biosphere reserves** were approved, including the first tri-national biosphere reserve in Latin America and the Caribbean region. The Organization actively engaged in the formal process to create an Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES).

**27.** The MDG 7 target on reversing the loss of environmental resources was directly addressed by four projects, with working groups in over 50 Member States, which were supported by the IGCP Scientific Board, and by the expanding Global Network of **Geoparks**.

**28.** Twenty-four Member States now have enhanced capacity to address **energy policy and management** following through several regional training programmes for energy specialists. The International Sustainable Energy Development Centre prepared a policy support tool, “Enhancing energy efficiency to secure energy supply”.

**29.** The Indian Ocean **Tsunami Warning and Mitigation System** reached full operation in October 2011 when a new regional tsunami advisory service became operational. The implementation level of the **Global Ocean Observing System**, a major component of the Global Climate Observing System, was successfully sustained above 60%, as planned. With the acquisition of the Ocean Biogeographic Information System, IOC strengthened its global role in oceanographic data and information exchange. As the main sponsor of the International Ocean Carbon Coordination programme, IOC contributed to the development of **new science in ocean acidification and ocean fertilization**. Substantial improvements were achieved in the monitoring of harmful algal blooms and the early warning systems to mitigate or minimize their impacts. Approaches, methodologies and tools developed by IOC for **marine spatial planning** obtained wide acknowledgement. In support of the United Nations Secretary-General’s efforts to highlight ocean issues at **Rio+20**, UNESCO-IOC led, in collaboration with other agencies, the development of “A Blueprint for Ocean and Coastal Stability” as input to the Rio+20 compilation document.



30. The **intersectoral platforms for climate change and SIDS**, along with that for ESD, jointly organized deliberations on climate change education for SIDS sustainable development, resulting in recommendations for action in multiple areas including on-the-ground national programmes and SIDS-SIDS networks. UNESCO's Intersectoral Platform for SIDS was recognized by the United Nations interagency Consultative Group on SIDS as a model for United Nations agencies that enhances delivery on SIDS priorities.

## Challenges and lessons learned

31. For MP II the challenges remain the broadness of its mandates and increasing requests from Member States compared to actual resources. Ongoing improvements concern fundraising, internal coordination, cost efficiency measures, communication and cooperation with the field and streamlining of subsidiary governance structures. The visibility of the depth, breadth and quality of the Sector's work still needs to be improved both internally and externally. UNDAFs and PRSPs routinely lack science components, thus requiring extra effort to bring them into the national planning process, to enable MP II to further contribute to United Nations country programming.

## Resources

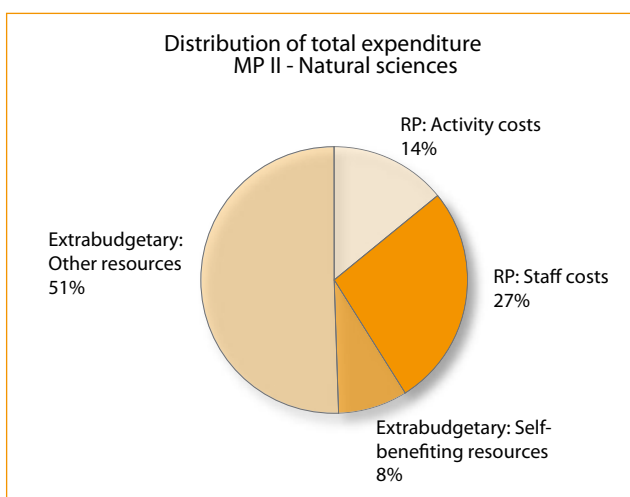
### Resources mobilized

32. MP II obtained \$67,839,964 in extrabudgetary resources for the biennium, roughly matching regular programme funds. The programme areas attracting the most extrabudgetary resources through the CAP were science policy reform, engineering, water governance, ocean hazards and hydro-hazards, while those attracting no CAP funding were, for example, water education, renewable energy, and capacity-building in the basic sciences. MDG-F (Spanish) funds were obtained for projects in China, Egypt, Jordan, Morocco, Senegal and Uruguay as well as at the global level. The expanding network of category 1 and 2 centres under the auspices of UNESCO provides an important and cost effective contribution to programme implementation, by hosting certain programmes and contributing to specific activities, including most of those which received no CAP funds.

### Resources used

33. In managing for results, Major Programme II made use of the following:

- Regular programme budget: \$58,228,000
  - Activity costs: \$20,022,000
  - Staff costs: \$38,207,000
  - Staff establishment: 170 regular posts, including 119 professionals, 13 of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in the UNESCO science institutes and in UNESCO-affiliated category 2 centres).
- Extrabudgetary funds: \$83,384,000
  - Self-benefiting extrabudgetary resources: \$11,601,000
  - Other extrabudgetary resources: \$71,783,000



## The way forward

34. Recent promising initiatives, such as STIGAP and GOSPIN, will depend upon success in expanded fundraising with non-traditional partners. With UNESCO **now recognized officially as a multilateral implementing agency for the Adaptation Fund**, and dedicated funding set aside for the intersectoral platforms, the climate change platform should experience further expansion of its flagship activities, while the SIDS platform is expected to continue its work in addressing the MDG 8 SIDS target. MP II will coordinate the development of a UNESCO policy on indigenous issues, launched at a high-level event at the 36th session of the General Conference and to be finalized in 2012-13.

35. The **science education** and the **Engineering Initiative** CCTUs will receive particular focus. The biodiversity CCTU should position UNESCO to play a strong role in IPBES once it is formally established.

36. In its quality of lead agency for the International Year of Water Cooperation 2013, UNESCO is leading several portions of the **sixth World Water Forum** (Marseilles, March 2012). The fourth World Water Development Report, coordinated by WWAP, will be launched at the Forum. The Organization will examine the formalization of its role in global Geopark activities and present a future strategy for the international geosciences community and UNESCO at the fortieth anniversary of IGCP in early 2012.

37. Based on the results of the five regional UNESCO-ICSU meetings held in 2011, and with an aim to raise global awareness on the importance of **science for building green societies and economies**, MP II will organize, in collaboration with ICSU, a Science Forum in Rio, on the occasion of the United Nations Conference on Sustainable Development (Rio+20). IOC will continue to provide leadership in formulating key proposals and targets for ocean sustainability, including governance, intersectoral coordination, and the blue/green economy, for consideration by Member States at Rio+20.



# MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

## Overall Strategic Assessment

38. The period 2010-2011 marked the second biennium of UNESCO's Medium-Term Strategy 2008-2013 (34 C/4). During these two years, the Social and Human Sciences renewed its focus on **four strategic programme priorities**, as requested by Member States, namely: social inclusion; new challenges in bioethics; social dimensions of global environmental change; and youth-led social innovation. Previously dispersed activities were federated to ensure a better chance of bringing about concrete and visible outcomes while making optimal use of scarce resources by creating critical mass for programme priority areas in a more flexible way, utilizing transversal thematic teams. The ultimate goal was to increase impact in Member States of the Sector's programme activities.

## Key achievements

39. With regard to global priority **Africa, the importance of increased investment in youth development has been further emphasized** through awareness-raising about the UNESCO Strategy on African Youth. There is a growing support among African countries for the need to invest heavily in youth development, thanks in particular to the momentum derived from the seventeenth African Union Summit on "Accelerating Youth Empowerment for Sustainable Development" and the United Nations International Year of Youth. New initiatives identified include the development of youth employability skills and social entrepreneurship in cooperation with the International Youth Foundation. UNESCO provided policy advice, implemented programmes in the field of youth, promoted South-South cooperation between Latin America and the Caribbean States and African countries in the area of youth violence prevention, and raised awareness of youth development issues and the role of youth as agents for constructive change.

40. The **engagement of youth in global issues was further strengthened** through the organization of the seventh edition of the Youth Forum, as an integral part of the 36th session of the General Conference. Through the use of new technologies and the organization of capacity-building workshops, which focused on "How youth drive change", the Forum offered a dynamic platform for youth to express their views. Many innovative partnerships with non-governmental organizations, UNESCO Goodwill Ambassadors and the private sector were concluded to step up the outreach of UNESCO's programmes to youth around the world. The recommendations issued by the Forum contained concrete actions and emphasized the importance of addressing youth as a priority throughout the programmes. These conclusions were presented to all five Programme Commissions of the 36th session of the General Conference.

41. The Sector reshaped its work on **gender equality**, notably through a reorientation of activities towards analysis of the challenges faced by women and girls for the protection of their human rights in the context of conflict and post-conflict. This reorientation, which was carried out in coordination with ODG/GE, places particular emphasis on the prevention of violence against women and girls.

42. Ethics infrastructures in Member States were developed and reinforced through capacity-building initiatives, particularly in **bioethics**. UNESCO remained engaged in supporting the establishment and strengthening of the national bioethics committees (ABC project), Global Ethics Observatory system of databases (GEObs), and promoting bioethics education in the institutions of higher education (Ethics Teachers Training Courses and Bioethics Core Curriculum).

43. A renewed call for the critical role of the social and human sciences to improve human well-being and to respond to global challenges was highlighted through

the production of the World Social Science Report 2010 *Knowledge Divides*, launched on 25 June 2010 by the Director-General and the President of the International Social Science Council (ISSC). The report provided key policy guidance to all actors in the social sciences, emphasizing the significance of social sciences' multidisciplinary approach to grasping the complexity of contemporary challenges. It also made a call for urgent measures to address persistent disparities in research capacities in the world and set a new global agenda to promote social sciences as an invaluable tool for the advancement of the Internationally Agreed Development Goals including the Millennium Development Goals (MDGs).

**44.** Following the Arab Spring, **UNESCO stepped up its efforts to promote democracy and the management of social transformations under the MOST Programme.** UNESCO developed a number of initiatives to accompany the transition process towards democracy. As a follow-up to the round table on "Democracy and Renewal in the Arab World", held on 21 June 2011, at Headquarters, a road map has been developed to serve as a framework for actions in this field.

**45.** **Policy development work on emerging social challenges** such as international migration urbanization and integration has translated at the practical level into the collection of policies on regional migration agreements as part of the economic and political integration process. The Sector has acted as a clearing house for this type of policy initiative to be shared among policy-makers. This has encouraged regional economic communities to consider placing a policy for intra-regional movement of people on their agenda to strengthen regional integration.

**46.** Through continued promotion and dissemination of the **International Convention against Doping in Sport**, UNESCO reached the milestone of 165 States Parties in December 2011. Measures to monitor compliance have been put in place, with the corresponding funds available to help build country capacities whether at the national policy level or in the education sphere.

**47.** **New partnerships** with the private sector have been developed, in particular through the Youth Forum process. The Sector has also looked to strengthen its relationship with existing key partners such as the International Social Science Council (ISSC), International Council for Science (ICSU), the Belmont Forum and the Latin American Council of Social Sciences (CLACSO).

**48.** The role of STI in development was taken on board through the High level Panel on Science and Development which was set up to address common challenges facing humanity in the twenty-first century. Furthermore, moving beyond purely economic approaches to development and introducing critical perspectives, MP III stressed the link between "**ethics and development**", examining how development can be conceived to promote more democratic, environmentally sustainable, socially just, and culturally pluralistic societies. This would set an agenda for reflection on new approaches to development to inform UNESCO's thinking and action in the decisive period for the international community running from the 2012 United Nations Conference on Sustainable Development to the expiry in 2015 of the MDG commitment period.

**49.** **Humanities and philosophical exchanges** were reinforced through transversal programme implementation, linking critical thinking to the promotion of human rights, bioethics, and the social dimensions of global environmental change. The World Philosophy Day celebrations not only highlighted the importance of teaching philosophy in Member States, but also contributed to increasing awareness of the contribution of critical thinking and humanities to topical issues in diverse areas such as bioethics.

**50.** There was also significant progress made in promoting coherence among those United Nations agencies that have a shared interest in a common issue. UNESCO's work on human rights has shown increased cooperation with OHCHR. Through its participation in the Global Migration Group (GMG), UNESCO has been able to track and identify synergies on migration work. As a result, the thematic focus of UNESCO's chairmanship of GMG (1 July 2011 to 31 December 2011) has been the relationships between migration and climate change.

## Challenges and lessons learned

51. The Sector reviewed the implementation of its programmes to improve delivery in achieving the expected results and **ensuring better focus and monitoring**. This review process drew lessons from the various evaluations impacting right across the sector, namely on SPOs 4, 6 and 7, as well as the Independent External Evaluation of UNESCO and the recommendations from the Ad Hoc Working Group of the Executive Board. The challenge is to articulate appropriate expected results in a social science context, involving long time frames and many variables; in the social science processes this is being addressed through continued Results-Based Management (RBM) training and Human Rights-Based Approach (HRBA).

52. A recurring challenge, which is also a very promising new field in the social science community, is the recognition that increasingly complex problems require **integrated research or transdisciplinary approaches** for their resolution. In the same way, it is important that social sciences problems are also seen through a humanities lens.

53. **Better utilization of ICTs** achieved in the reporting period has demonstrated the need for greater incorporation of online platforms for programme implementation.

## Resources

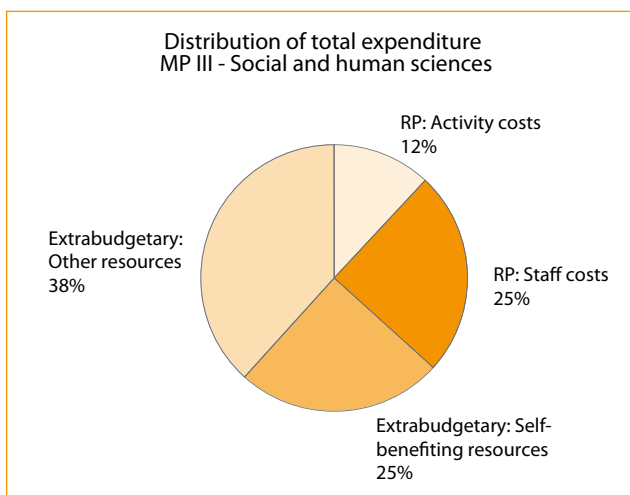
### Resources mobilized

54. The Sector mobilized \$38,403,612 in extrabudgetary resources for the biennium. Indicatively, over 88% of these extrabudgetary resources were mobilized by the Brasilia Office for activities benefitting Brazil, under the self-benefitting Funds-in-Trust arrangement.

### Resources used

55. In managing for results, Major Programme III made use of the following:

- Regular programme budget: \$27,951,000
  - Activity costs: \$9,025,000
  - Staff costs: \$18,926,000
  - Staff establishment: 84 regular posts, including 63 professionals, five of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in the UNESCO-affiliated category 2 centres).
- Extrabudgetary funds: \$48,281,000
  - Self-benefitting extrabudgetary resources: \$19,151,000
  - Other extrabudgetary resources: \$29,130,000



# MAJOR PROGRAMME IV – CULTURE

## Overall Strategic Assessment

56. The 19 expected results set out in the approved document 35 C/5 have been achieved, as demonstrated by the detailed MLA report contained in the online Annex, although with disparities in terms of impact. This biennium saw considerable results in revitalizing UNESCO's global leadership in promoting and demonstrating the important role of culture for development among international development actors, while continuing to strengthen the impact of normative and operational actions at the country level and providing support in post-conflict and post-disaster contexts.

## Key achievements

57. **The role of the normative framework** in the field of culture was **significantly strengthened during the period under consideration**. The Organization delivered on its standard-setting functions and responsibilities across the entire range of cultural conventions. The budgetary and staff resources reserved for the cultural conventions were increased whenever possible to optimize their delivery capacity, notably through a restructuring exercise of the Culture Sector. All the conventions are fully operational, including the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, under which the International Fund for Cultural Diversity financed its first projects. Over the past two years, priority has been given to increase the rates of ratification in under-represented regions with a view to achieving greater regional and subregional equity and strengthening the capacity of Member States to implement the conventions and mainstream their principles into national policies and legislations, with a particular focus on Africa as one of the global priorities of the Organization.

58. Initiatives have been taken to raise the awareness of the public, decision-makers and policy-planners on the critical importance of standard-setting in the field of culture.

In the case of the fortieth anniversary of the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, for example, efforts were initiated to reflect on the pertinence and efficiency of normative instruments at large, as well as on the demonstration of their concrete impact on the ground. This has contributed to wider recognition by Member States and UNESCO's partners of their centrality in advancing sustainable social and economic development.

59. Over the last two years, the **role of culture in the achievement of international development goals** has been increasingly acknowledged, in particular at the 2010 Millennium Development Goals Summit, and in the two consecutive United Nations General Assembly Resolutions on Culture and Development adopted in 2010 and 2011.<sup>6</sup> The report<sup>7</sup> of the United Nations Secretary-General issued in 2011 in accordance with resolution 66/166 highlighted the significant progress made with regard to mainstreaming culture in the United Nations development agenda at the global and local levels, and underscored, once again, the contributions of the cultural sector to poverty reduction. Likewise, the joint United Nations Report for Rio+20<sup>8</sup> launched in mid-December 2011 also accords culture its rightful place. The progress achieved capitalizes on UNESCO's culture conventions, and is the result of sustained advocacy and cooperation with other United Nations agencies and international development partners. The results obtained build on the recommendations of the External Evaluation of Strategic Programme Objectives 9 and 10 and is the outcome of increased intra and inter-sectoral initiatives and

6 MDG Summit Resolution [http://www.un.org/french/documents/view\\_doc.asp?symbol=A/RES/65/1&TYPE=&referer=http://www.un.org/fr/mdg/summit2010/&Lang=E](http://www.un.org/french/documents/view_doc.asp?symbol=A/RES/65/1&TYPE=&referer=http://www.un.org/fr/mdg/summit2010/&Lang=E) and UNGA Resolution 65/166 <http://www.un.org/Docs/journal/asp/ws.asp?m=A/RES/65/166>

7 UNSG Report on Culture and Development A66/187 (<http://www.un.org/Docs/journal/asp/ws.asp?m=A/66/187>)

8 Rio + 20 United Nations Report [http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BSP/images/UNESCO%20Input%20to%20Rio+20%20Compilation%20Document\\_01.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BSP/images/UNESCO%20Input%20to%20Rio+20%20Compilation%20Document_01.pdf)

best practice projects implemented by UNESCO, as well as of effective measurement tools such as the Culture for Development Indicators' Suite and the Cultural Statistics launched by the UNESCO Institute of Statistics.

60. These achievements at the global level have been supported by the **successful implementation of the eighteen Culture and Development Joint Programmes** funded by the MDG Achievement Fund (MDG-F), which have reached out to approximately 1 million direct and 7 million indirect beneficiaries, targeting in particular indigenous and ethnic groups as well as women and youth. Building on the principles enshrined in the normative framework, these programmes have demonstrated the impact of the role of culture as an essential dimension of the achievement of the MDGs. They provide clear evidence that:

- culture is an economic sector which generates incomes and jobs, thereby contributing to poverty eradication (MDG 1);
- culturally adapted curricula content allows for improved quality education and citizenship building (MDG 2);
- culture-oriented activities such as craft entrepreneurships are a source of gender empowerment (MDG 3);
- socio-cultural approaches to health lead to cost-effective and more efficient health policies (MDG 4, 5 and 6); and
- cultural and traditional know-how are inexhaustible resources for sustainable environment and livelihoods (MDG 7).

61. The programmes have also enhanced cooperation among partners nationally and internationally, thus contributing to global partnership (MDG8), while creating promising conditions for future work in this field and in the context of "Delivering as One". In the same spirit, and in line with the Paris Declaration (2005) and the Accra Agenda for Action (2008), the programmes have generated strong national ownership through highly participatory processes, thus strengthening both impact and sustainability.

62. This has been accompanied by a grouping international recognition of the **role of culture for national development**. Another major achievement at country level has been the **integration of culture in 61% of CCA/UNDAF related documents** (data as of November 2011) effectively doubling the presence of culture in UNDAFs compared with the situation five years ago. In a global effort to improve knowledge management for culture, UNESCO has initiated an in-depth analysis of culture entry points in the UNDAF

exercises through a global database referencing the 252 existing UNDAF since 1998.

63. During the biennium, UNESCO was also called upon to provide **emergency support in the field of culture to a number of countries that experienced natural disasters or conflicts**. For example, efforts were focused on assisting in the protection of cultural assets (Thailand), activating international alert systems to prevent illicit trafficking of cultural property (Libya), establishing institutional mechanisms to ensure the necessary coordination and encourage international mobilization (Haiti), advocating for the safeguarding of cultural resources to use them as tools facilitating social and economic recovery (Indonesia). In this regard, UNESCO's advocacy regarding the importance of culture for the recovery of affected communities has become more influential. One notable achievement is the **successful inclusion of culture as one of the clusters of the post-disaster needs assessment (PDNA) exercises**, undertaken jointly by the United Nations system, the World Bank and the European Union in post-disaster situations.

## Challenges and lessons learned

64. The statutory work linked to the conventions continues to be very demanding, placing a heavy burden on the Sector both in terms of staff and budget resources. Despite increased efforts to support more conventions, the normative framework still faces important management challenges for it to efficiently meet the Member States' growing expectations. The conventions need to be operationalized further, **especially with regard to technical assistance and capacity-building** and with regard to the translation of its principles into national policies and legislations, which are prerequisites for long-term and concrete impact. The question of the credibility of certain conventions remains critical and is being addressed as a priority by the Secretariat (notably the 1972 World Heritage Convention and the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage) along with the issue of their efficiency (such as in the case of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property). However, resolving these issues will require long-term commitment, including from State Parties, as well as innovative and forward-looking options with a view to developing enhances synergies between conventions, offering integrated responses to safeguarding challenges, and ensuring their relevance in light

of contemporary challenges. Convincing arguments will need to be developed to demonstrate the concrete local impact of normative instruments and provide evidence of the related tangible socio-economic benefits they provide.

65. Despite the recent achievements, demonstrating the role of culture in development is a long term process that requires producing **reliable qualitative and quantitative indicators and statistics** as well as creating operational tools to mainstream culture in development policies and operations. It also requires improving outreach and advocacy as suggested in the External Evaluation of Strategic Programme Objectives 9 and 10.

66. The MDG-F Joint Programmes generated a highly positive momentum at field level and opened important avenues for **future joint interagency action on culture and development** and beyond. In order to capitalize on these results and harness this potential, UNESCO has engaged with UNDP in leading a challenging knowledge management project, which captures the data and experience acquired as regards impact, success stories and operational challenges. The purpose is to build a corpus of knowledge which can inform future programming in this area. Reflecting on how to expand this tool to UNESCO's global action in the field of culture and development will be a first step in the process.

67. The role of **culture for post-disaster reconstruction and recovery** is now acknowledged in the response mechanisms of the international community, and notably through the inclusion of culture as one of the clusters of the post-disaster needs assessment exercises. At the same time, however, UNESCO will need to strengthen its advocacy efforts to effectively demonstrate the need to obtain the same, or similar, results in post-conflict contexts.

## Resources

### Resources mobilized

68. Complementing and surpassing by large the Regular Programme budget of \$53,749,700 made available under document 35 C/5 for Major Programme IV for staff and activities, the following extrabudgetary resources were mobilized:

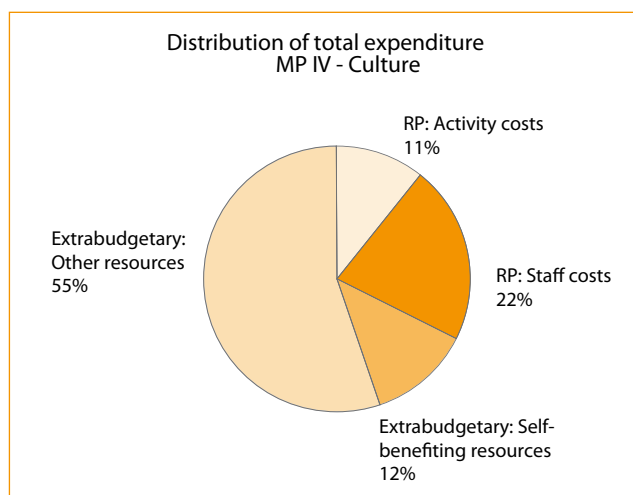
- Self-benefiting extrabudgetary resources: \$9,715,612
- Other extrabudgetary resources: \$79,662,064

69. World Heritage, Intangible Heritage, Museums and the Diversity of Cultural Expressions attracted most of the funds made available, primarily for capacity-building purposes. United Nations related projects and programmes played a very important role in the attainment of Major Programme IV's expected results and represented 25% of the extrabudgetary funds allocated. The funds established under the 1972, 2003 and 2005 Conventions contributed to enhancing efficient delivery.

### Resources used

70. In managing for results, Major Programme IV made use of the following:

- Regular programme budget: \$55,709,000
  - Activity costs: \$18,632,000
  - Staff costs: \$37,077,000
  - Staff establishment: 159 regular posts, including 114 professionals, 14 of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in the UNESCO-affiliated category 2 centres).
- Extrabudgetary funds: \$115,686,000
  - Self-benefiting extrabudgetary resources: \$21,081,000
  - Other extrabudgetary resources: \$94,605,000





## The way forward

71. Overall, substantive progress has been made in achieving the objectives of the Medium-Term Strategy (34 C/4). The 2010-2011 biennium saw the Culture Sector's action in the area of dialogue and peace reoriented towards an increased focus on concrete and high-impact projects contributing to house-wide efforts now led by the Bureau of Strategic Planning. This shift will call for **greater intersectoral cooperation** during the implementation of document 36 C/5. The importance of cultural diversity for promoting dialogue and peace was reaffirmed during the celebration of the tenth anniversary of the UNESCO Universal Declaration on Cultural Diversity, at the 36th session of the General Conference. However, the momentum must be maintained by stronger, and more innovative, collaborative intersectoral efforts, as per the findings of the External Evaluation of UNESCO's Strategic Programme Objectives 9 and 10. In the same vein, cooperation with other sectors and field offices needs to be strengthened to capitalize on the achievements of the Slave Route and General and Regional Histories landmark projects, and priority should be given to the work on the Pedagogical Use of the General History of Africa with the active involvement of the Education Sector. This will be critical for retaining the relevance and ensuring the impact of these programmes in which considerable resources have been invested over the years.

72. The 2010-2011 biennium witnessed a clear and increasing interest of Member States in placing UNESCO's **normative framework** as the overarching pillar and priority of its action in the field of culture. This has direct implications on the way resources need to be refocused and prioritized. Decisions must be made with regard to certain thematic programmes in line with the findings of internal and external reviews and evaluations. This may lead to suspension of certain undertakings and/or funding exclusively through extrabudgetary means, including of initiatives such as the Arabia Plan or the Creative Cities. At the same time, it is critically important that the conventions be operationalized much better, enhancing UNESCO's capacity development and policy assistance in the area of culture. It is essential, therefore, that the Culture Sector retains its **operational capacity** on the ground and hence its credibility vis-à-vis its partners, especially in the context of the United Nations reform for which greater extrabudgetary resources will need to be raised. In view of the current financial situation and with a view to ensuring greater stability, partnerships with the private sector – for which many programmes of the Culture sector are of relevance – need to be intensively explored and expanded.

73. Finally, the political events that occurred during this biennium have demonstrated the need to step up efforts to reach out to the civil society. While working with states stem naturally from UNESCO's intergovernmental nature, the Culture Sector's programmes need to be more open to external voices and to all segments of societies. Here again, Major Programme IV, by its nature, offers many avenues for enhanced cooperation with actors of civil society.



# MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION

## Overall Strategic Assessment

74. During the 2010-2011 biennium, the Communication and Information Sector focused on revitalizing UNESCO's global leadership in promoting freedom of expression through international advocacy and universal access to information, while continuing to strengthen the impact of its standard-setting, legislative, and operational actions at the country level.

## Key achievements

75. Current events, and particularly the Arab Spring, have testified to the abiding relevance of UNESCO's leadership for the **promotion of freedom of expression, freedom of press, and access to information** for building democracies. UNESCO's efforts in this field focused on raising awareness about freedom of expression as a basic human right, including through its flagship World Press Freedom Day, and spearheading the development of a **United Nations-wide Action Plan** to improve the safety of journalists and combat the impunity of crimes against them.

76. **UNESCO's Media Development Indicators (MDIs)** have met with considerable success. MDI-based assessments have been completed or launched in 19 countries to inform the formulation of media-related policies. The **UNESCO Model Curricula for Journalism Education** is now used by 63 universities in 51 countries from all regions of the world. The MDIs and the Model Curricula prove to be important means of strengthening free, independent and pluralistic media and communication for sustainable development.

77. The international **preservation of documentary heritage** was reinforced through 52 new inscriptions on

the Memory of the World register and the adoption of the Memory of the World Warsaw Declaration. Furthermore, a new momentum was created with the launch during the General Conference of the **Open Educational Resources (OER) platform** to assist Member States in the improvement of the quality of education and facilitate policy dialogue, knowledge sharing and capacity-building. UNESCO's work in **fostering universal access to information and knowledge and the development of infrastructures** was strengthened by the establishment of a Competence Centre for Multilingualism in Cyberspace in the Russian Federation.

78. **Partnerships with the private sector** were enhanced with the successful launch of the ICT Competency Framework for Teachers in close cooperation with the Education Sector and in partnership with the Commonwealth of Learning (COL), Microsoft, Intel, Cisco and ISTE, as well as the finalization of the expanded syllabi for "technology literacy" and "knowledge deepening".

79. The Sector's work in **Iraq, Haiti and Pakistan** contributed to the development of **comprehensive media programmes** which allowed citizens to have access to important information that would allow for the rebuilding and renewal of their communities. UNESCO mediation allowed journalist organizations of Haiti to develop and accept the code of journalist ethics which is the first step towards a system of self-regulation.

80. "Building Caribbean Knowledge Societies" organized for the English- and Dutch-speaking **small island developing States (SIDS)** in the Caribbean initiated the establishment of National IFAP Committees and developed a political declaration and a regional action plan that commit the Member States to supporting the creation of development-oriented Knowledge Societies.

**81. UNESCO's two global priorities – Africa and Gender Equality** – benefitted from an increased number of operational activities as well as new partnerships established, including with the West African Economic and Monetary Union (UEOMA) to promote the ICT capacities of universities in West Africa, and with the International Federation of Journalists (IFJ) to develop and disseminate guidelines on gender equality in media organizations and promote gender sensitive reporting. The Organization continued its work in building the capacity of 18 potential centres of excellence and reference in journalism education in Africa.

## Challenges and lessons learned

**82.** A major challenge facing the Sector has been the **insufficient level of voluntary contributions to its flagship programmes**. Budget reductions to Memory of the World forced the cancellation of technical committee meetings and training seminars for preservation specialists. The IPDC Special Account needs to be further strengthened to meet the growing needs in Member States for support to media development. The insufficient level of extrabudgetary contributions to the IFAP Special Account has been a matter of serious concern for several years already and additional efforts are needed to improve the geographical diversity and scope of funds mobilized for IFAP's action. To identify overlaps and economize funds, Major Programme V has increased cooperation with other sectors and established better synergies, e.g. with Major Programmes I and IV on multilingualism issues and ICT-enhanced learning.

**83.** With respect to the **normative work** of Major Programme V, the rapid development of technology represents a challenge as concerns the use of ICTs, particularly in the field of education. A small number of Member States have already enacted **Open Educational Resources (OER)** policies at national levels and awareness of its importance has increased in many Member States. UNESCO's task, therefore, is to ensure Member States are accompanied in their development of OER supporting policies and practices. In many countries the existing regulatory policies for broadcasting continue to hinder the development of free, pluralistic and independent media. Significant reorientation is needed to introduce policies that empower community radio and community media.

**84. Measuring the impact of ICT use** is a growing request from Member States, in particular for education. In the domain of e-learning, for example, UNESCO/UIS have successfully tested a methodology for quantifying the relationship between technology used in the classroom and the quality of education, for which no hard data has been available to date.

**85. Safety of journalists and the fight against the impunity of perpetrators of crimes against media workers** are growing challenges in the fight to uphold the principles of freedom of expression and the free flow of information. In this regard, the Organization must ensure its presence at an early stage in conflict and post-conflict areas in particular in order to optimize the value of its support in the analysis and redesign of media systems.

**86. Effective partnerships** with other United Nations agencies, NGOs, and professional organizations have considerably widened the scope and outreach of the Organization's advocacy in the promotion of the importance of freedom of expression. Establishing partnerships has likewise proved crucial in promoting the use of ICTs for knowledge sharing and acquisition, and considerable progress has been achieved through enhanced intersectoral cooperation.

**87. Prompt assistance to the media in the Middle East and North Africa** highlighted the readiness and flexibility of the Organization to provide rapid responses to emerging needs. Capacity-building projects (e.g. conflict-sensitive reporting, development of training resources, support for broadcast regulators) as well as clear contributions to United Nations common country programming have ensured a coherent approach in the implementation of the UNESCO strategy for **assistance to media in conflict and post-conflict areas**.

**88.** Cooperation with key players (IGOs, NGOs, the private sector, and civil society) has fostered the **creation of networks and online communities** for information-sharing and exchange in specific areas which naturally enhances efficiency measures through increased communication and information flows (e.g. The online community "Gender Equality in Free and Open Source Software (FOSS)", the OER community established on the WSIS Platform).

89. Around the world, ICTs have proved to be powerful tools for overcoming barriers of access to information, economic opportunities and gender equality. However, limited **access and lack of capacity among women in the ICT world** are serious challenges that need to be overcome with specific policy interventions and training of women in ICT skills.

## Resources

### Resources mobilized

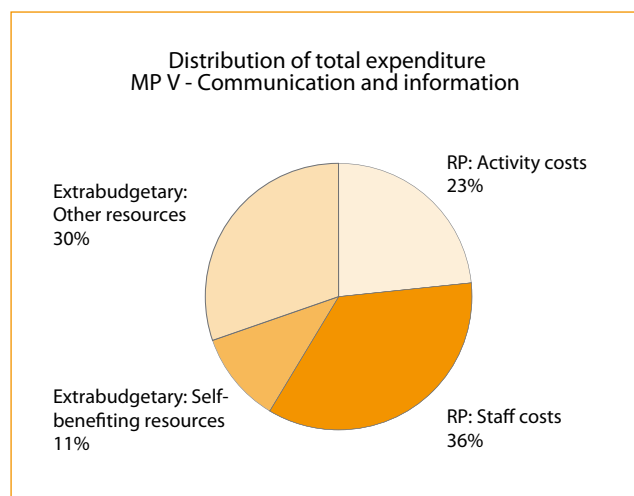
90. Major Programme V actively sought partnerships with both the public and private sector and raised approximately \$78 million during the biennium, of which assistance to IPDC was \$4.6 million. The Governments of Spain, Japan and Italy contributed through the Associate Experts programme. The Memory of the World (MoW) Programme received funding from Poland and the Republic of Korea. Contributions were mobilized from Colombia, Norway and the United States of America for the Open Access Strategy, and from Saudi Arabia and Spain for the establishment of the first International University Network on Media and Information Literacy (MIL) and Intercultural Dialogue. Funded by the West African Economic and Monetary Union (UEMOA), a project on ICTs and Education will be implemented by the Sector in cooperation with the UNESCO Bamako Office and the Education Sector. In partnership with UIS and the Talal Abu-Ghazaleh Organization, the use of ICT in education indicators were developed and piloted in eight Arab countries. In collaboration with the private sector, such as Microsoft, Apple, and the Internet Society (ISOC); and other inter-agency partners, for example the United Nations Alliance of Civilizations (UNAOC), the Sector was able to enhance its programme delivery and achieve its expected results.

### Resources used

91. In managing for results, Major Programme V made use of the following:

- Regular programme budget: \$31,490,000
  - Activity costs: \$12,598,000
  - Staff costs: \$18,892,000
  - Staff establishment: 89 regular posts, including 64 professionals, 13 of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in the UNESCO-affiliated category 2 centres).

- Extrabudgetary funds: \$22,273,000
  - Self-benefiting extrabudgetary resources: \$6,045,000
  - Other extrabudgetary resources: \$16,228,000



## The way forward

92. The external evaluation of the Sector (conducted in July 2010) highlighted the important **normative and standard-setting work** carried out by UNESCO in fostering pluralistic, free and independent media and info-structures which represents CI's comparative advantage. Therefore, the Sector will continue to further concentrate on normative, standard-setting, policy-related and catalytic capacity-building action, while reducing applications such as developing audiovisual content and community media centres.

93. UNESCO will continue to concentrate on **media freedom and safety of journalists, including for online platforms**. A strategy for work on freedom of expression in new media and mobile communications is being developed. Journalism education and Media and Information Literacy remain important foci, particularly in light of the further development of gender indicators in the framework of the Media Development Indicators (MDIs).

94. During the 2010-2011 biennium, 176 projects in 86 countries were financed for a total amount of \$4,430,410 under the **International Programme for the Development of Communication (IPDC)**. The IPDC will remain an important vehicle of mobilizing and disbursing resources for media development, and efforts will be pursued to enhance its role as a platform for facilitating debate on media development issues and for setting standards at an international level, including in countries in transition and post-conflict.

95. Further to the request of the General Conference to better cater to the needs of Member States with respect to **documentary heritage**, UNESCO will carry out consultations with experts and an evaluation of modalities that will result in a strengthened **Memory of the World Programme**. The international conference on the Memory of the World in the Digital Age: Digitization and Preservation Digital Preservation, with the participation of professional organizations and industry, will scale up awareness of the many issues related to digital documentary heritage and seek to find solutions for a fundamental issue that touches everyone. Potential partnership arrangements are being negotiated to support the growth of Memory of the World programme.

96. In light of the fast technological and socio-economic developments, **the concept of inclusive Knowledge Societies** needs to be revisited and further operationalized. ICT trends need to be considered and seized for exploring opportunities for greater development impact. In line with the recommendations of external evaluation, the Sector will endeavour to further brand the WSIS for all international and national engagement of stakeholders in the pursuit of Knowledge Societies. In this regard, further intersectoral collaboration will be promoted in the framework of follow-up to WSIS.

97. In consultation with Member States, **ICT Competency Framework for Teachers** will be promoted and implemented in the coming biennium. Extrabudgetary resources are currently being sought to explore how mobile technologies can be used in educational processes.

98. As a contribution towards bridging the digital divide, UNESCO will pursue its efforts to encourage scientific journal publishers to join the **Open Access** movement, and research institutions and funding agencies to create specific funding schemes to cover publication fees in OA journals as well as support researchers, particularly from developing countries.

99. In order to strengthen its role as a laboratory of ideas for innovation, a new strategy is developed to enhance the added value of **UNESCO Chairs** in the Sector's work. In this regard, particular attention is being paid to identifying synergies between researchers and actions in the field, as well as to the further identification of partners in both the public and private sectors for CI's programme objectives.

100. Main emphasis will be placed on enhancing synergies between Regular Programme activities and extrabudgetary projects in attaining the Sector's expected results for the biennium.

## Overall Strategic Assessment

**101.** The UIS continues to reinforce efforts to improve data quality at the international and national levels. This entails many different initiatives including: the preparation of “data plans” with national statisticians to facilitate international reporting; the implementation of a data quality monitoring framework; regional and national training workshops for statisticians; and the regular review and refinement of survey instruments and indicator frameworks.

**102.** The UIS has served as the main education data source for international reports such as the EFA Global Monitoring Report, the United Nations MDG Report, the World Development Indicators, the Human Development Report and others. In addition to providing statistical tables and analysis, the UIS takes a leading role in maintaining and improving education monitoring frameworks and indicators for the MDGs and EFA.

**103.** Over the past biennium, the UIS has considerably improved the timeliness of its education database by reducing the time required for data processing and indicator calculation before releasing new data three times each year. This schedule is better aligned to the different needs and schedules of data producers and users.

**104.** The UIS continues to produce its annual flagship publication, the Global Education Digest. The 2010 edition examined gender disparities in education and the 2011 edition focused on “secondary education – the next great challenge”. The Institute is reviewing the content, production process and format of the publication in order to better target audiences and improve the visibility of UIS data.

**105.** The UIS has expanded its capacity-building project to improve the quality and coverage of education finance data for sub-Saharan Africa with the collaboration of the World Bank and Pole de Dakar. This has led to significant improvements in the coverage and quality of finance indicators for the region. These data are featured in a major analytical report Financing Education in Sub-Saharan Africa: Meeting the Challenges of Expansion, Equity and Quality produced by the UIS in 2011.

**106.** Together with UNICEF, the UIS has revised and expanded the conceptual and methodological framework for the Global Initiative on Out-of-school Children. The UIS is providing training and technical support to the 26 participating countries. The initiative aims to provide more information on the characteristics and situations of children who are denied their basic right to education in order to better target interventions designed to reach them.

**107.** The UIS and national teams are also analysing results from the first main assessments of the Literacy Assessment and Monitoring Programme (LAMP), which were conducted in four countries. Another four countries have completed field trials and six additional countries are implementing them with the Institute’s assistance. The main success factor in LAMP implementation appears to be the establishment of a strong national team in order to ensure steady progress and long-term sustainability.

**108.** Results of the fourth global research and development survey were released in June 2011. The survey covered 213 countries and territories in partnership with: Organization for Economic Co-operation and Development (OECD), Eurostat and RICYT (the Latin American Network for S&T Indicators).

**109.** The final report of the UIS External Audit was released in 2011. The Institute was lauded for its extremely efficient and cost-effective management. In particular, UIS overhead costs were reduced from 24% to 15% between 2005 and 2010.

## Challenges and lessons learned

**110.** The UIS faces considerable pressure from global and regional data users to increase the collection of new data. However, new data collections can imply an unsustainable burden on the part of the national statisticians who respond to UIS questionnaires. In response, the UIS has developed a regional indicator programme that responds directly to the specific data requests of governments and regional organizations. Initial results are very positive, with more than 30 countries in sub-Saharan Africa, for example, responding to the UIS regional questionnaire on schooling conditions such as the availability of textbooks, toilets for girls, electricity and potable water, etc. The data will be released with regional partners such as the African Union and the Association for the Development of Education in Africa (ADEA). The UIS is also testing this approach in Latin American and the Caribbean, where there is demand for data on participation and completion of primary/secondary education programmes and literacy programmes.

**111.** Member States approved the UIS proposal to revise the International Standard Classification of Education (ISCED 2011) during the 36th session of the General Conference. The UIS has started to train countries on how to implement the revised classification. The first international data collections based on the revised classification will begin in 2014.

## The way forward

**112.** The production of internationally comparable statistics on innovation is a major new priority for the UIS. The UIS is now analysing results from a pilot data collection conducted in 18 countries. The new data will shed light on the role of the private sector in innovation, with a specific focus on developing countries.

**113.** The UIS released results from its 2010 survey on cinema and feature films. The UIS has started to develop a new survey on employment in the cultural field. However, this project will have to be postponed until sufficient financial resources are secured.

**114.** The UIS is in a delicate situation in terms of financing. Almost all of its multi-year agreements have come to an end or will expire in the near future. The timing is very unfortunate given the recent funding shortfall at UNESCO Headquarters as well as the financial constraints faced by many donor agencies. The UIS convened a meeting of donors in November 2011 which was positive but ultimately overshadowed by the political discussions taking place during the General Conference.

**115.** In response, the Institute has taken a series of cost-cutting measures to reduce its budget for 2012. To maintain delivery of core services, the UIS will be relying heavily on its financial reserve. The UIS is also approaching new donors, multilateral organizations, regional development banks and private foundations in order to raise additional extrabudgetary resources.



## COORDINATION AND MONITORING OF ACTION TO BENEFIT AFRICA

**116.** During the 2010-2011 biennium, the Africa Department continued its Global Priority Africa watch and encouragement missions, while strengthening its implementation by the programme sectors and field offices, which involved prompting them to continue and/or reinforce action to meet key goals set in respect of Africa in the C/4 and C/5 documents. With those goals in mind, the Africa Department conducted the activities listed below.

### Stronger cooperation with Member States

**117.** Cooperation with Member States was strengthened considerably during the biennium through visits by the Director-General to ten African countries (Congo, Democratic Republic of the Congo, Ethiopia, Kenya, Mali, Nigeria, Senegal, South Africa, Uganda and Zambia) and by the countries' representatives to Headquarters. As a result of those visits, growth in political support for UNESCO's objectives and programmes could be measured.

**118.** Most noteworthy were the strengthening of substantive collaboration and the conduct of joint advocacy with the African group on a number of Africa's development issues and UNESCO-initiated reforms (round table on Priority Africa during Africa Week and consultations on UNESCO's field presence). Equally noteworthy was the substantial contribution to the achievement of UNESCO's strategic objectives and priorities made by category 2 centres and institutes established by the Member States with the Organization's support and instituted by the signing of agreements with the African World Heritage Fund (South Africa) and the Regional Centre for the Living Arts in Africa (Bobo-Dioulasso, Burkina Faso).

**119.** In regard to the **special attention for post-conflict and reconstruction countries**, memoranda of understanding were signed to strengthen cooperation with some countries (Côte d'Ivoire and Sierra Leone) in order to contribute to the establishment of a culture of peace. Greater field involvement was achieved, in particular by opening an antenna office in Djibouti and by extending PEER activities subregionally and regionally. In its capacity-building endeavour, it held two regional seminars on prevention, post-conflict reconstruction and peace-building for National Commissions in Africa (Nairobi and Brazzaville, 2010). This action must be stepped up, and field involvement must be strengthened.

### Stronger cooperation with the African Union and African subregional organizations

**120.** UNESCO continued the **strategy of aligning its activities with the priorities set by the African Union (AU)** and its Member States, in the summit decisions, action plans and other policy frameworks. Owing to regular participation in AU summits, UNESCO identified Africa's priorities in this field clearly and was in a stronger position to take action to benefit Africa. Such alignment was fine-tuned and reinforced by consultations held by the Director-General at the African Union Commission (official visit to Addis Ababa in February 2010) and other bilateral visits during the biennium.

**121.** Furthermore, UNESCO conducted **joint advocacy** resolutely with the African Union. UNESCO's joint chairmanship of the High-Level Group on Education for All (Addis Ababa, February 2010) and of the "Culture for Development" round table (New York, September 2010) and its action in support of "2010, Year of Peace and Security in Africa" and "African



Women's Decade 2010-2020" all attest significantly to the two organizations' growing and reciprocal involvement in matters of common interest.

**122.** At the subregional level, owing to UNESCO's participation in summit meetings of subregional organizations (African Union, Community of Sahel-Saharan States and West African Economic and Monetary Union (WAEMU)) and bilateral visits (West African Economic and Monetary Union, South African Development Community and Economic Community of West African States), decision-makers' support for integration-building projects (such as the project on the educational use of the General History of Africa) was increased and priority lines of action, such as youth, were better defined.

**123.** Action to rally subregional organizations around UNESCO's fields of competence was illustrated, in particular, by the approval of the supporting project on ICT development for capacity-building in order to implement Bachelor's, Master's and Doctor's degree reforms in WAEMU institutions of higher education, funded by WAEMU to the tune of \$12 million, with UNESCO as the executing agency.

**124.** At the consultation meeting with AU/NEPAD and regional integration organizations (Paris, 6-7 September 2011), it was agreed that future cooperation with African subregional and regional organizations would rest on four priority thematic pillars: (1) human capacity-building for sustainable development; (2) stronger/greater economic prosperity; (3) peace building and inclusive societies; and (4) management of the development process.

## Cooperation with the UN-AU/NEPAD programme in the framework of Delivering as One: RCM-Africa – an operational framework

**125.** Considering that the RCM is the principal mechanism for enhancing system-wide coherence at the regional and subregional levels, the Department conducted several activities geared towards the **reorganization of UNESCO collaboration with AUC, UN-AU/NEPAD Joint Secretariat** as well as with the Regional African Economic Communities. Such arrangements ensured future commitment and leadership of the Department for an improved proactive role of coordination and advocacy.

**126.** The Department also provided support and guidance to the sectors in the context of RCM-Africa and through active participation in the work of the relevant RCM thematic cluster areas. To enhance coherence and strengthen UNESCO's contribution at the subregional level, the Africa Department conducted the elaboration and signing of a Memorandum of Understanding (MoU) to ensure that UNESCO is accredited to all African Regional Economic Communities.

**127.** As one of the many outcomes of the consultation meeting organized by the Department in September 2011, vibrant and innovative working arrangements were made with the UN-AU/NEPAD Joint Secretariat and the Regional African Economic Communities as well as with the African regional integration organizations.

**128.** Moreover, the overall input towards activities of RCM-Africa Clusters ensured by the sectors and field offices in Africa, the Department launched appraisal discussions to ensure the assignment of a number of focal points to RCM for improved communication, interaction and information-sharing, leading to enhanced in-house synergy.

**129.** The Africa Department participated at the **twelfth session of the RCM-Africa held in Addis Ababa from 21 to 22 November 2011**. During this meeting, the Department reviewed with United Nations AUC/NEPAD Joint Secretariat as well as with the Regional African Economic Communities the following issues: (a) ways and means for resource mobilization, funding mechanism and modalities for ensuring financial sustainability to support Africa within the RCM-Africa and UNDAF frameworks; (b) UNESCO's mandate pertaining to the support to the RCM-Africa Clusters' work in terms of technical and expertise as well as financial; (c) UNESCO's commitment to harmonize practice with other United Nations agencies in the pursuit of RCM-Africa implementation of the Ten Year Capacity-Building Programme (TYCBP).

**130.** Despite the limited human and financial resources that continue to affect UNESCO's operational, financial and institutional presence in the RCM-Africa Clusters, the Organization's comparative advantage and the variety of its institutional mandate guarantee a remarkable presence among RCM partners and the support extended by UNESCO to UN-AU/NEPAD RCM Joint Secretariat is well recognized.

## Stronger cooperation to benefit post-conflict countries

**131.** Within the reporting period, in Somalia, **UNESCO partnered with UNICEF to implement the Strategic Partnership (SP) for Education in Somalia** (UNESCO component \$1.7 million: DFID). Working closely with national and local authorities, the SP empowered Somali authorities to better manage the sector in increasing access to primary education services in the country, developing a sustainable examination system, elaborating a framework for a national textbooks policy and training education managers to adapt curricula for use in the country.

**132.** The project **Conflict Prevention and Peace-building in the Horn of Africa and the Great Lakes Region** (\$1.5 million, Government of Japan) was implemented in close cooperation and partnership with the Japanese Centre for Conflict prevention (JCCP). Activities were undertaken in Burundi, Central Africa Republic (CAR), Democratic Republic of Congo (DRC), Kenya, Rwanda, Somalia, South Sudan and Uganda to strengthen the network of NGOs and government institutions active in peace-building in both regions. The project, which closed at the end of 2010, established eight national peace-building networks linked together with a common website

for networking and information sharing and trained nearly 3,000 NGOs and public sector staff in conflict prevention. Such actions are in line with the increasing request from regional organizations for greater promotion of a culture of peace to prevent, rather than mitigate, conflict in Africa and PEER will devote more energy to this in the next biennium.

**133.** UNESCO PEER is re-orienting itself away from a pure project-based approach to support strategically the Organization's efforts in sub-Saharan Africa by aligning its efforts with UNESCO country programming.

## Communication and visibility

**134.** The revamping of the Africa Department's website, improved participation in the communication activities conducted by the Sector for External Relations and Public Information and greater coordination with the sectors and field offices have been largely instrumental in enhancing the visibility of Priority Africa activities. Such activities should be broadened in future so that key partners, namely civil society and the private sector, will be better informed about Priority Africa and will contribute to its promotion.



## COORDINATION AND MONITORING OF ACTION TO BENEFIT GENDER EQUALITY

**135.** During the 2010-2011 biennium, the overall quality, quantity and visibility of UNESCO initiatives supporting gender equality and women's empowerment has increased. Actions implemented by Headquarters, field offices and the institutes focusing on Priority Gender Equality have advanced the implementation of the Gender Equality Action Plan for 2008-2013 (GEAP). The strong commitment of the Director-General and the senior management team has been instrumental in leveraging UNESCO's knowledge and experience in this area and in fostering high-level dialogue and quality cooperation with Member States and bilateral and multilateral agencies. Drawing from lessons learnt and past experiences, UNESCO is well positioned to continue its work in promoting women's empowerment and gender equality and to achieve the expected outcomes as identified in GEAP by the end of 2013.

### Policy dialogue, policy advice and advocacy

**136.** In the past biennium, UNESCO convened, supported or promoted numerous events, which attracted a very diverse and high-level audience and generated essential dialogue and exchanges. Key high-level advocacy events included the following:

- In May 2011, UNESCO launched the **Global Partnership for Girls and Women's Education**. The partnership aims at raising awareness of and mobilizing support for girls' and women's education, with a specific focus on adult literacy and secondary education. The partnership was launched in the presence of the United Nations Secretary-General Ban Ki-moon, Secretary of State Hillary Rodham Clinton of the United States of America, and high-level leaders of the political and corporate world. The partnership is supported by a **High-level Panel** on Girls' and Women's Education for Empowerment and Gender Equality

consisting of eminent personalities and representatives, which acts as a "global conscience" for girls' and women's education, raises the visibility of UNESCO's agenda and spearheads new forms of advocacy.

- UNESCO was the first agency to organize a discussion on "**Beijing: 15 Years After**" in October 2009 and thus to explore the progress made in the twelve critical areas of action adopted in Beijing.
- In collaboration with the Hellenic National Commission, UNESCO organized a Future Forum on "**Gender Equality: the Missing Link? – Rethinking the Internationally Agreed Development Goals Beyond 2015**" in Athens, Greece in September 2010. Following up on the findings and the recommendations of the fifty-fourth session of CSW, this Forum provided UNESCO's background position for the United Nations General Assembly meeting later same month.
- Moreover, UNESCO co-organized the International Women Leaders' Conference on "**Science, Technology and Innovation: Education and Training for Women and Girls**" (Haifa, Israel, May 2011), exploring the linkages among women in science, technology and innovation. UNESCO co-signed the resulting Haifa Declaration which stresses the importance of equal access to education for women and men as a human right.

### Capacity-building and the institutionalization of gender equality within the Secretariat

**137.** In order to reinforce the implementation of Priority Gender Equality, the Division for Gender Equality was transferred from the Bureau of Strategic Planning (BSP) to the

Office of the Director-General (ODG -ODG/GE) and its human resource capacity has been strengthened. Furthermore, the Gender Focal Point Network was improved and reinforced with the nomination of over 115 GFPs from Headquarters, field offices and the institutes.

**138.** ODG/GE has continued to implement UNESCO's **Programme on Capacity-Building and Training for Gender Equality Trainings** with the training of 293 UNESCO staff. Training in field offices were also attended by staff of other United Nations agencies and UNCTs, making UNESCO visible and credible as an organization that has the leading edge knowledge to develop capacity in gender mainstreaming. Seventy-two of the trainees (44 from field offices, seven from institutes and 21 from Headquarters) were the newly nominated Gender Focal Points (GFPs) who came together for the first time for such training.

**139.** Regarding implementation of gender parity in the Secretariat, UNESCO achieved **gender parity at ADG-level** (five out of 11 ADGs are women), therefore becoming the first United Nations agency to achieve gender parity at the highest management level.

## Policy and action-oriented analysis and research

**140.** In order to strengthen research on gender equality issues, a **Global Network of Chairs on Gender** of 12 UNESCO Chairs worldwide was created in 2011, in collaboration with the UNESCO Regional Chair on Women, Science and Technology in Latin America. This Network aims at increasing interdisciplinary exchange for the creation of new knowledge and innovative practices and policies and currently brings together Chairs focusing on gender equality in different fields around the world.

**141.** Within the framework of strengthening linkages between research, analysis and policy-making, UNESCO commemorated the **International Day for the Elimination of Violence against Women** with a conference that engaged leading researchers and decision-makers in a dialogue on new research and evidence on the nature and causes of and recommendations to address violence against women. Around seventy participants from research centres, NGOs, and Permanent Delegations attended the conference at UNESCO Headquarters.

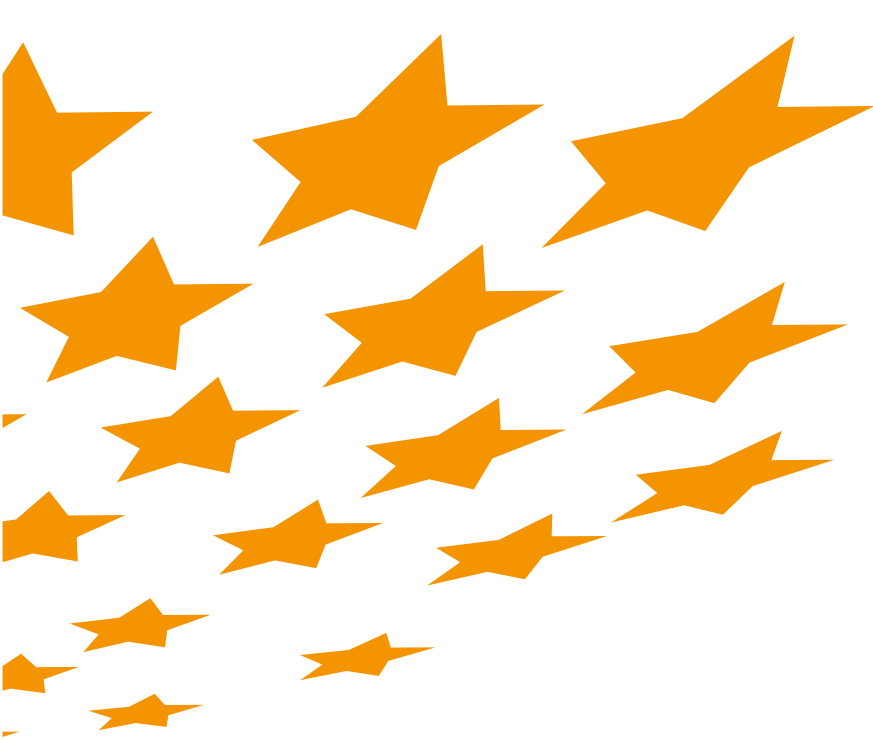
**142.** Gender equality has also become more central in **UNESCO publications**. The annual Global Education Digest 2010 of the **UNESCO Institute for Statistics (UIS)**, for example, was dedicated to the theme of gender equality and education. As the official source of data to monitor advancement towards EFA and MDGs, the report presents the latest available data on national progress and pitfalls in equality in education for boys and girls. Furthermore, the **United Nations World Water Development Report 4** of the World Water Assessment Programme (WWAP) has made a concerted effort to mainstream gender equality considerations throughout in addition to featuring a specific chapter on gender equality dimensions of water resources planning and management.

## Inter-agency activities

**143.** UNESCO remains an **active partner in United Nations system-wide gender equality work** in particular through: the United Nations Inter-Agency Network on Women and Gender Equality (IANWGE), IANWGE Task Team on the Gender Dimensions of Climate Change (of which UNESCO is co-manager), the United Nations Girls' Education Initiative (UNGEI) and the United Nations Adolescent Girls Task Force (UNAGTF). Furthermore, UNESCO leads the UNAIDS Global Initiative on Education and HIV and AIDS (EDUCAIDS) partnering with ministries of education, national AIDS councils and networks of people living with HIV to integrate a gender perspective into this work. In the past biennium, UNESCO cooperated with ILO to organize a side event at the CSW on "Quality Education for Girls Leads to Decent Work for Women", and with UNICEF to organize the ECOSOC 2010 Annual Ministerial Review Breakfast "Women's and Girls' Education: a Development Imperative".

## Partnerships

**144.** The investment in establishing solid partnerships has been crucial in the past biennium. Partnership Agreements with **private-sector** companies such as Procter & Gamble, the Packard Foundation, Vodafone, Nokia and the GEMS Foundation were signed to plan and implement initiatives focusing on girls' education (secondary level) and women's literacy. New agreements with bilateral donors such as Japan and Italy were strengthened, while new partners such as the Broadband Commission, the Korean Trust Fund, Barefoot College, the Commonwealth Secretariat and the OECD Development Centre joined in to further gender equality results.



PART II – COMMENTS  
BY THE INTERNAL  
OVERSIGHT SERVICE





## COMMENTS BY THE INTERNAL OVERSIGHT SERVICE

**145.** In 2010-2011, IOS completed the suite of Strategic Programme Objective (SPO) evaluations, whose purpose was to assess progress towards achieving the expected results of the SPO and to examine how progress might be enhanced through improving programme policy, design and delivery. In addition, in the following biennium, IOS carried out a number of high impact evaluations which covered the results achieved in the 2010-2011 biennium. These included evaluations on UNESCO's global priorities, Africa and Gender Equality, as well as decentralized bodies. Action plans were formulated for each evaluation and the majority of actions have already been either implemented or near completion. All evaluation reports are available on the IOS website.

**146.** Pursuant to 189 EX/Decision 4(14), IOS compared the results achieved in the 2010-2011 biennium (189 EX/4 – Draft 37 C/3) with the findings of the relevant evaluations, in particular the SPO evaluations, which were presented in a synthesis report to the Executive Board at its 185th session (185 EX/6 Part VI).

**147.** The comparative analysis showed that the reported results in the 189 EX/4 – Draft 37 C/3 were largely consistent with the findings of the SPO evaluations. Generally, progress was made towards the achievement of most of the expected results. Important messages that emerged from the analysis are as follows:

- UNESCO has a reputation of being an “honest broker”, able to facilitate free flows of information and dialogue and bring together decision-makers and key stakeholders at the international level.
- The Organization has a vast network which supports its work. This includes not only the regular governance structure and extensive network of Permanent Delegates and National Commissions, but other networks of experts and academia, UNESCO clubs and partnerships with civil society, etc.
- A number of specific areas of operations stand out as particularly successful: UNESCO-IHP, the protection and enhancement of cultural heritage, the field of bioethics and gender equality in science.
- UNESCO has risen to the challenge of leading a number of initiatives of global significance, such as the global Education for All movement.
- A main recurring theme was that UNESCO has capacity issues and limited financial resources. Efforts therefore need to continue to be channelled into fewer, more strategic activities where UNESCO has demonstrated a comparative advantage or where one can be built.
- Activities could more clearly rely on UNESCO's strengths in being able to draw together decision-makers at the regional and global levels and in acting as an “honest broker” between parties.



