

BSP/WP/2015/1  
Paris, October 2015  
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**SISTER Guidelines for the formulation of 38 C/5 Regular Programme  
Workplans (Activity/Office)**

To complete the Workplan template, responsible officers should access SISTER through [DUO](#).

## Overview Tab

### **Activity Template N°:**

The Template number will be automatically provided by the system.

### **Phase:**

There are three different phases defined for an activity: “Not started”, “On-going” or “Completed”. When an activity is still in programming, which means that it is being designed, by default, the phase displayed will be “Not started”. As soon as the implementation phase begins on the first day of the quadrennium, by default, the phase displayed will be “On-going”. If the implementation of the activity does not start at the beginning of the quadrennium, the responsible officer will have to change the phase to “Not started”. Once the activity has been implemented, the responsible officer needs to modify the phase and select “Completed”.

### **Title:**

The activity corresponds to the operational programme level of UNESCO. The title of the activity should set out its purpose and main thrust (topic/theme) in a **short** and action-oriented manner, thereby providing its overall scope (e.g. “Integrating intercultural dialogue and cultural diversity into national policies of country X” or “Support to development of independent and pluralist media of countries Y and Z”).

### **Summary Description:**

Provide a concise summary (i.e. 800 characters maximum) highlighting the scope and essence of the activity.

As a summary of the key aspects of the activity this field is to be completed last. It will eventually be uploaded on UNESCO’s Internet.

### **Responsibilities:**

#### **Responsible Officer** (Last name, first name):

The responsible officer is the person accountable for the programming and implementation of the activity.

#### **Deputy** (Last name, first name):

The deputy seconds the responsible officer and acts as officer-in-charge in the absence of the responsible officer.

Note: this person can be someone hierarchically above the responsible officer.

#### **Assistant** (Last name, first name):

The person selected will be able to enter the information on behalf of the responsible officer. This role does not entail a responsibility unlike the deputy.

Note: the officer designated “assistant” of the responsible officer cannot carry out actions in relation to the validation cycle (i.e. request validation, validate or invalidate) or submit a budget operation request.

### **Implementing Unit:**

Select from the drop-down menu the Field Office, Category 1 Institute or Headquarters Division responsible for implementing the activity (corresponding to the 3-letter acronym of this entity).

For activities implemented by a Field Office or a Category 1 Institute, the fund centre corresponds to the acronym of the entity (e.g. “BEI” for Beirut, “BRZ” for Brasilia or “IBE” for International Bureau for Education). For Headquarters activities, it refers to the Division or Bureau, (e.g. “FEM” for Division of

Freedom of Expression and Media Development (CI/FEM)). This information enables a categorization of the activities by Headquarters, Field Offices or Category 1 Institutes.

**Place in C/5 Tree:**

Select from the drop-down menu the Part/**Major Programme**/sub-Part to which the activity pertains (e.g. “Part II.A. I. Education” or “Part I. General Policy and Direction”). You may refer to the Major Programmes and Parts/sub-Parts detailed in the 38 C/5.

Next, select the title of the **Main line of Action/Institute** [or Chapter for Programme-related and Corporate Services] of the 38 C/5 to which the activity contributes (e.g. “CLT/MLA 2: Supporting and promoting the diversity of cultural expressions, the safeguarding of the intangible cultural heritage, and the development of cultural and creative industries”).

Once the Main line of Action/Institute has been identified, select the **38 C/5 Result Grouping** to which the activity contributes. (e.g. “CLT/MLA 2, expected result 6: National capacities strengthened and utilized to safeguard the intangible cultural heritage, including indigenous and endangered languages, through the effective implementation of the 2003 Convention”).

Subsequently, select the **Regional/Thematic sub-Grouping** to which the activity is associated. This level enables the classification of the Workplans by region or theme. Hence, Workplans are de facto grouped by C/5 Expected Result and sub-grouped by region or theme.

Depending on the MLA selected above, a set of relevant C/5 Result Groupings will be proposed in the drop-down menu. Similarly, a set of relevant Regional/Thematic sub-Groupings will be proposed in the drop-down menu. For more information, please contact the Executive Office of the relevant Sector or Bureau/Service.

## **Results Information Tab**

**Link to C/5 Expected Result:**

Once the relevant **C/5 Result** Grouping has been identified the responsible officer of the activity should select the relevant performance indicator(s) to which the activity contributes.

**Link to C/5 Category 1 Institute Expected Result:**

Responsible officers of Institute activities of a Category 1 Institute pertaining to **ED or SC** Sectors should select the relevant ED or SC expected Result and performance indicator(s) to which the Institute activity contributes.

**Link to Global Priority Africa and/or Global Priority Gender Equality Expected Result(s) (as appropriate):**

In line with the Medium-Term Strategy (37 C/4) the Organization accords global priority to Africa and Gender Equality. Under each Major Programme, specific expected results along with performance indicators and associated baselines as well as quantitative and/or qualitative targets are defined for these global priorities. If relevant, specify the expected result(s) and performance indicator(s) of the priority(ies) to which the activity contributes. The specific contribution of the activity to the global priority should be reflected in both the “Implementation Strategy” field of the “Results Information” Tab.

Regarding particularly Gender Equality, it is required to: Collect sex-disaggregated data and information; have gender-sensitive performance indicators and targets; where feasible ensure equal and meaningful participation of men and women with the ultimate aim to ensure equal decision-making.

### **Gender equality marker (GEM):**

It is a resource tracking mechanism based on a coding system. It is intended to measure the extent to which activities expect to contribute to the promotion of gender equality and the implementation of UNESCO's Gender Equality Action Plan for 2014-2021 (GEAP II). GEM is a mandatory requirement for all UN agencies under the United Nations System-Wide Action Plan (UN-SWAP).

The GEM is based on a four-point scale:

#### **GEM 0 - The activity does not contribute to gender equality**

The choice of this GEM level means the activity is not expected to contribute at all - or only marginally - to Priority GE. In this case, the implementation strategy of the activity must include a justification to explain why this would be the case. This option should be limited to (i) activities of strictly technical nature, such as scientific measurements/monitoring of physical phenomena, or (ii) activities which do not have any discernible effect on human activity/livelihood and hence on gender relations.

→ *An example of GEM 0 would be "Support for JCOMMOPS technical coordination for surface drifters, moorings, and other observations coordinated through the Joint IOC-WMO Technical Commission for Oceanography and Marine Meteorology (JCOMM) Data Buoy Cooperation Panel (DBCP)".*

#### **GEM 1 - The activity is gender-sensitive**

Activities that select this GEM level must identify and acknowledge the existing differences and inequalities between women and men. However, the choice of this GEM level means that the activity does not make any attempt/effort to address the inequalities. Under this category, the implementation strategy may include some references to gender equality, and even a generic gender analysis of the context/intervention. Sex-disaggregated data may or may not have been used to inform the gender analysis.

This option is not very different from GEM 0, i.e., it does not make any effort to address existing inequalities, and should be reserved for activities that would not have any discernible effect on human activity and hence on gender relations. This category will be merged with GEM 0 in Biennium 2018-2019.

→ *An example of GEM 1 level activity would be "Good practices for pluralistic media" in CI. The implementation strategy includes the statement "fair representation of women and girls as programme managers and producers". However, there is limited use of sex-disaggregated data and no elaboration of what would represent "fair representation of women and girls" and hence no identified mechanism to achieve change.*

#### **GEM 2 - The activity is gender-responsive**

The choice of this GEM level requires for the implementation strategy of the activity to include evidence-based gender analysis which identifies and acknowledges existing gender differences and inequalities, including inequalities in participation rates and in deriving benefits. Activities that opt for this GEM level should include in the key deliverables, specific policies and actions which would address the inequalities and result in improvements.

→ *An example of a GEM 2 level (gender-responsive) activity would be "improved access to and retention in secondary education by girls". The Workplan for this activity should include an analysis of gender-specific access to secondary education by analysing the participation of children enrolled and the number of children graduating from secondary education in secondary education, broken down by sex. In its key deliverables, this activity should identify specific policies and mechanisms that would help bring about change in the desired direction. If, for example, there is gender inequality to the disadvantage of girls, there is a need for policies and measures to increase enrolment and retention of girls. Some measures that have been found to help include specific policies, cash transfers, safety for girls in and around schools, female teachers, gender friendly sanitation facilities, etc.*

### GEM 3 - The activity is gender-transformative

The choice of this GEM level means that the activity intends to address underlying causes of gender inequalities. Accordingly, the implementation strategy in the Workplan must include evidence-based gender analysis that identifies and acknowledges not only the existing differences and inequalities, but also the underlying causes and factors of systemic character producing or influencing these differences and inequalities. In the key deliverables, this category of activities should formulate policies and initiatives which not only address the different needs, aspirations, capacities and contributions of women and men and girls and boys in the subject area of the activity, but also challenge existing and discriminatory policies and practices and influence radical change in social, economic and political contexts supporting or influencing such policies and practices.

→ *An example of gender-transformative activity would be one dealing with the strengthening the role of media in promoting freedom of expression, safety of journalists, gender equality and conflict prevention. In the implementation strategy of this activity, there should be an analysis of the barriers to women's participation in community media making reference to baseline research revealing, for example, the low representation of women (particularly at managerial levels) in media institutions, and the relatively few of them which have gender policies. In its key deliverables this activity should seek to support initiatives and synergies for developing and implementing gender-transformative journalism and gender-responsive media policies and indicators.*

The following table summarizes the requirements to be met in order for the Workplan to qualify for the different GEM scales:

<b>Contribution level: Requirements:</b>	<b>0 – No (or marginal) contribution</b>	<b>1 – Gender-sensitive</b>	<b>2 – Gender-responsive</b>	<b>3 – Gender-transformative</b>
<b>Implementation Strategy includes</b>	A justification why the activity cannot contribute to Priority Gender Equality. <i>For example: technical nature of the activity; absence of any discernible effect on human activity/livelihood and hence on gender relations</i>	Gender analysis of the context of intervention, with or without sex disaggregated data	Evidence-based gender analysis identifying and acknowledging the existing differences and inequalities	(i) Evidence-based gender analysis identifying and acknowledging the existing differences and inequalities (ii) Underlying causes
<b>Key deliverables include</b>			Policies and initiatives that address the different needs, aspirations, capacities and contributions of women and men in the subject area of the activity	Policies and initiatives that (i) address the different needs, aspirations, capacities and contributions of women and men in the subject area of the activity and (ii) challenge existing and discriminatory policies and practices

Based on the explanations above, the responsible officer of the activity must click on the scale level that best corresponds to the Workplan. The rating is expected to be based on what is actually stated in SISTER in the “Implementation Strategy” and “Key deliverables”, following the principles “What

you see is what you rate". There should be no scope for interpretation on why a specific code has been attributed. A dedicated quality assurance mechanism ensures that the marker is attributed correctly.

GEM is mandatory for each programme-related Workplan (programme and programme support, according to RBB). Validation cannot be requested unless the GEM level has been identified.

**Link to other C/5 Expected Result(s) (as appropriate):**

Some activities in particular those of an intersectoral nature, may seek to reinforce more than one MLA/Category 1 Institute/Chapter and relevant expected Result(s) within the 38 C/5. If this is the case, responsible officers should indicate relevant additional MLA(s)/Institute(s)/Chapter(s), associated expected result(s) and performance indicator(s) from the proposed menu.

These linkages ensure a **cascading Results Chain** from the policy (38 C/5) to the operational level (Workplan). As such, it ensures that activities relate and contribute directly to the expected results and associated performance indicators approved by the General Conference and will facilitate reporting. This link at different programme levels ensures that the Organization focuses its resources on attaining the expected results defined at the highest levels.

**Implementation Strategy (including justification/identification of needs, modalities of action, target groups and intervention logic):**

The Implementation Strategy explains how to move from the current situation to the one described in the expected result(s) ("result(s) statement"). It should be action-oriented specifying the:

- Major needs to be addressed and issues to be tackled in relation to the country context (e.g. Capacity-gap) as identified in the UNESCO Country Programming Document (UCPD) or other country programme documents (e.g. UNDAFs) as well as corresponding baseline;
- Intervention logic: Rationale with the underlying assumptions and causal sequence of the deliverables to be undertaken, the key outputs deriving from them, the expected result(s) to be achieved and measures to follow up on them as well as the long-term expected result foreseen beyond the quadrennial timeframe providing the overall perspective of the activity. In other words, specify "Why & How" key outputs will lead to the activity's expected result(s) and thereafter "Why & How" the latter will contribute to the long-term expected result foreseen;
- Direct beneficiaries and key partners and their expected roles;
- Conclusions of a risk analysis related to the implementation. An uncertain event may impact the performance of the programme delivery either positively or negatively. The remedial actions foreseen to mitigate the negative impact of a threat should be formulated (please refer to the Risk Management Training Handbook available at <http://unesdoc.unesco.org/images/0019/001906/190604E.pdf>);
- Sunset clauses and/or exit or transition strategy. A sunset clause is a statement within an activity stipulating its termination on a specified date unless it is deliberately renewed. An exit/transition strategy is a statement indicating the way you intend to phase out external support and have (national) partners take over; and the way you will change the modality of implementation. Once the foundations of the activity are established, the sustainability is driven by other players. UNESCO needs to ensure the smooth hand over of the activity, by ensuring the relevant skills transfer to (national) partners, or by reinforcing capacity to manage the activity for example.

It is recalled that beneficiaries and partners should be involved from the planning/programming stage to favour ownership and sustainability of the activity.

**Key deliverables:**

List of the key deliverables for 2016-2017, if possible with measurable indications, and indicative dates of completion. For example, you can indicate that 2 workshops with 20 and 50 participants will

be organized in country X, with an indicative end date of November 2016. Deliverables can be for example the number of people trained or a publication of 50 pages to be distributed with 200 copies. The intention is to be precise enough to help estimate the corresponding costs.

## **Stakeholders and Scope Tab**

### **Geographical Scope (choose one or more of the following categories):**

- None/Internal institutional benefit
- Global
- Regional (please select the benefiting region(s))
- Sub-region/Group of countries (please select the benefiting Sub-region(s)/Group(s) of countries)
- National (please select the benefiting country(ies)/territory(ies))

An activity can have a global, regional, sub-regional/group of countries and/or national scope. These categories are not mutually exclusive.

Once the geographical scope has been selected, please specify the indicative amount per benefiting item. For activities that are also national in scope, specify the indicative amount per benefiting country.

Note: For activities which do not have a direct geographical scope, the category “None/Internal institutional benefit” may be selected. This is the case for most activities within the framework of the Learning and Development programme where the purpose of the activities is to enhance the skills of UNESCO personnel. This implies that the benefit is considered as internal to the institution. This is likewise often the case for activities in Direction, the Programme-related and Corporate Services as well as for internal coordination activities within the Programme Sectors.

### **This activity directly benefits Small Island Developing States (SIDS):**

Where relevant, tick the box.

The specific contribution of the activity to Small Island Developing States (SIDS) should be reflected in the “Implementation Strategy” field of the “Results Information” Tab.

### **Part of a common country programming document (Only in the case of an activity implemented by a Field Office):**

- UNDAFs

This part is only relevant for activities implemented in the Field.

Indicate if the activity is part of a UNDAF. If yes, specify the outcome/output to which the activity contributes.

### **Partnerships:**

List the external partners involved in the activity and their role.

#### **Examples of different types of external partners:**

- Ministry of Science and Technology of Country Z: Participates in resource mobilization, provides technical support and expertise.
- Local and international NGOs working in the field of women and gender: Expertise, organization of conferences and seminars on specific topics, review of survey questions.
- Private Enterprise T: Financial contribution and partner in the promotion campaign.
- Category 2 Institute and Centre Y: Implementation partner.
- National Commission of Country Z: Coordinator of participating line ministries.

Note: Internal entities (i.e. Headquarter Divisions/Sections/Units, Field Offices or Category 1 Institutes) are not considered as external partners. In-house cooperation should be included (roles and responsibilities) in the “Implementation Strategy” field of the “Results Information” Tab.

## Budgetary Information Tab

### **Workplan allocation (US\$):**

#### **Allotment 2016 (US\$):**

#### **Allotment 2017 (US\$):**

#### **Allocation (US\$):**

Specify the regular programme operational budget for 2016 in the first column and for 2017 in the second column.

Note: Once the budget is allotted in FABS, this information will be replaced by a synthesis of budgetary information uploaded directly from FABS.

### **Budget codes:**

A budget code is created for each biennial budget under the Regular Programme. Codes will start with "7" for the 37 C/5 and with "8" for the 38 C/5. The type of funding source is also indicated if specific (e.g. additional appropriation, reallocation of RP funds).

**RBB budget estimate 2016-2017:** if the Workplan has been initially prepared as a preliminary Workplan in the RBB tool, you will be able to see via the link proposed (PWxxxx) the budget information estimated at that time for 2016-2017: operational and staff budget and resource mobilization opportunities.

**Additional Appropriation (if any) by Donor:** if the Workplan is funded by an additional appropriation, the Donor and the amount appropriated appear in this section.