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**REPORT BY THE DIRECTOR-GENERAL ON EVALUATIONS
COMPLETED DURING THE 2004-2005 BIENNIUM**

SUMMARY

In accordance with the provisions of 172 EX/Decision 22, the
Director-General hereby submits to the Executive Board a short
report on some of the evaluations carried out in the 2004-2005
biennium, together with his comments.

Decision proposed: paragraph 33.

BACKGROUND

1.   At the 172nd session of the Executive Board, by 172 EX/Decision 22, the Executive Board reiterated that the Director-General should continue to report periodically to it on evaluations carried out on the Organization's programme activities, on the progress made in the follow-up to evaluation recommendations and in strengthening the quality of the evaluations undertaken.

2.   UNESCO Evaluation Strategy: The Organization continues to implement the UNESCO Evaluation Strategy (165 EX/19). The Director-General is committed to improving the quality of the evaluations undertaken, and to developing an evaluation culture in managing for results. Four evaluations are presented here, all from the regular programme.

3.   Layout: The first part is a summarized description of each of the evaluation reports, including major findings (achievements and challenges) and main recommendations. This is followed by a brief account of the actions that the Director-General has taken already or is taking in response to the recommendations made. In the second part, the Director-General presents the generic lessons that have emerged.

PART I – PRESENTATION OF EVALUATION REPORTS

- Evaluation of UNESCO's Community Multimedia Centres (CMC) Initiative;

- Evaluation of UNESCO's support to National Planning for Education for All (EFA);

- Evaluation of UNESCO's actions to help Member States prevent illicit trafficking of cultural property;

- Evaluation of UNESCO's language policies and practices.

EVALUATION OF UNESCO'S COMMUNITY MULTIMEDIA CENTRES INITIATIVE

Brief description and background of activities evaluated

4.   Background: A Community Multimedia Centre (CMC) is a community-based facility offering both community radio broadcasting and telecentre services (access to Internet and other information and communications technologies – ICTs). By combining community radio and telecentre facilities, CMCs offer marginalized communities a gateway to participation in the knowledge society. The first combined community radio and telecentre was developed in Kothmale, Sri Lanka, in 1999.

5.   UNESCO's activities: UNESCO developed a generic CMC concept and launched the initiative in January 2001. Thirty-nine pilot CMCs were in operation in 2005 in Latin America/Caribbean, Africa and South Asia. New pilots are being developed in Central and Eastern Europe; additional funding through the International Programme for Development and Communication (IPDC) is being provided for new CMCs; and a scale-up of the initiative is under way in Senegal, Mali and Mozambique. UNESCO provides access, contributes to training and skills development, promotes local content, and supports "community gathering points" such as telecentres, cultural centres and community learning centers (CLCs). Since 2000, the CMC programme has operated on a budget of approximately $4,983,000, including Funds-in-Trust (FIT) agreements continuing to 2006.

6.   This evaluation: A team of external consultants conducted the evaluation. It assessed issues learned from the pilot phase that will both strengthen the CMC model and improve UNESCO's programming for the future. In addition to a review of documentation, site visits were made to 13 CMCs in Mali, Benin, Mozambique, Tanzania, India and Nepal. The remaining 26 CMCs were surveyed by telephone, with 11 responses. An additional 26 interviews were conducted with UNESCO stakeholders, donors, partners and peers active in the field of ICTs for development.

Major findings (achievements and challenges)

7.   The evaluation recognized several **achievements**:

(a)   Acceptance of CMCs: The CMCs are accepted by, and fully integrated into, the communities and can in many cases be sustained beyond the pilot phase without core operating grants. The effort and funding that UNESCO has channeled into CMCs has been exceeded by the hard work and commitment of the CMC staff and the communities concerned.

(b)   Benefits: Benefits are already being realized within communities, including: the gradual removal of barriers to social inclusion, the stimulation of poverty alleviation through access to knowledge on better health, resource management and agriculture practices, and the establishment of self-help groups.

(c)   Success factors: These include: building on existing facilities; ownership and/or long-term community commitment; good integration of radio and telecentre components; an orientation to development; diversification of content to meet community needs, including promotion of local culture; access to tools and expertise developed by UNESCO and others; and diversification of revenues.

8.   The evaluation recognized the following **challenges**:

(a)   Clarity: The evaluators noted a lack of clarity on UNESCO's own strategic interests. For instance, is UNESCO simply testing, promoting and withdrawing from a model that others may or may not choose to adopt, or will these centres be used for the delivery of UNESCO and other United Nations agency programmes?

(b)   Costs: On the basis of full costs, CMC operations cannot be sustained solely on charges paid by individuals. Start-up costs may also be underestimated. Efforts to achieve financial sustainability have been forcing CMC managers to target services at those who can pay, thus losing the scope for activities targeted at the poor.

(c)   Volunteers: CMCs depend on volunteers for the delivery of training, radio programming and other services. However, Centres are challenged with finding appropriate incentives for volunteers and struggle with managing volunteer turnover.

(d)   Networking: Opportunities for networking and staff development among CMCs are very limited. While the tools developed by UNESCO are helpful, in order to be sustainable CMCs will need to learn from each other, and will need to access expertise more easily and systematically.

(e)   Policies: Many CMCs lack an enabling policy environment. Sudden changes in national policies on connectivity charges destabilize CMCs. Broadcast licensing restrictions or restrictions on press freedoms prevent CMCs from being able to broadcast freely.

(f)   Intersectoral cooperation: Within UNESCO, intersectoral cooperation has not been realized, either in terms of sharing management lessons among UNESCO's various models of community centres, or in terms of ensuring that programmes can be delivered through CMCs.

Recommendations

9.   On the basis of their analysis, the evaluators recommended the following:

(a)   UNESCO should undertake a thorough cross-sectoral review of all of its models for community centres for learning, information, culture and communications with a view to reinforcing collaboration.

(b)   To become sustainable, UNESCO should allow for training in longer term strategic, technological, and financial planning, in particular full cost analysis. A hybrid approach to financial planning is needed, that includes income generating activities, possibly the selling of shares, memberships, not-for-profit programmes and services that could be supported by organizations hosting the CMC, governments and donors.

(c)   UNESCO should undertake a systematic review of the challenge of volunteerism in marginalized communities. Guidelines should be developed on appropriate uses of volunteers.

(d)   Staff development should be pursued for all CMC staff (not just managers) through staff exchanges between CMCs and through regular group online courses with a trainer. Networking and knowledge sharing should be fostered and facilitated by UNESCO, through e-conferences and other means.

(e)   UNESCO should accelerate efforts with its Member States to create an enabling policy environment for Information and Communication Technology for Development (ICT4D).

(f)   Management of the scale-up exercise should be devolved to the region, to oversee startups of CMCs, to handle crises, to stimulate interaction among the CMCs within countries and regions, and to build national networks of CMCs that can lobby as a group for enabling policy environments and better funding.

(g)   A "CMC global" focus should be maintained at Headquarters to oversee tools development, training, networking, evaluation and funding support for current and new CMCs, and to promote the use of CMCs as development platforms to other sectors and agencies.

Actions taken/to be taken by the Director-General

10.   The Director-General recognizes the important role being played by CMCs in building knowledge societies, and would like to see the performances of these centres strengthened. The Communication and Information Sector will therefore undertake the following actions:

(a)   Clarify UNESCO's strategic positioning in the development and use of CMCs, and where applicable, analyse, propose and implement policies that will support an increase in intersectoral collaboration in using CMCs as development platforms;

(b)   Clarify the conditions for volunteering in the CMCs on the basis of research on volunteer participation in community development projects;

(c)   Where practical, devolve the management of the scale-up operations to the regional and cluster offices; and

(d)   Continue training and skills development in response to needs in Member States, paying particular attention to aspects such as policies and costing that have potential for self-sustaining the CMCs.

EVALUATION OF UNESCO'S SUPPORT TO NATIONAL PLANNING FOR EDUCATION FOR ALL (EFA)

Brief description and background of activities evaluated

11.   Background: The World Declaration on Education for All (EFA), adopted at Jomtien in 1990, marked a new start in the global quest for universal basic education and the eradication of illiteracy. The Framework for Action adopted at the World Education Forum held a decade later in Dakar, Senegal, affirmed that "UNESCO will continue its mandated role in coordinating EFA partners and maintaining their collaborative momentum" and at the same time "refocus its education programme in order to place the outcomes and priorities of Dakar at the heart of its work".

12.   UNESCO's activities: To fulfil its EFA roles UNESCO works with several established mechanisms, including: the High-Level Group on Education for All (HLG); the Global Monitoring Report; the Working Group on Education for All (WGEFA); the EFA-Fast Track Initiative (FTI); the E-9 Initiative; the United Nations Girls' Education Initiative (UNGEI); EFA regional and subregional forums; and EFA national forums. As part of delivering on its second commitment, UNESCO has supported Member States to undertake EFA planning in a variety of ways, including providing guidance, technical advice, direct assistance, and policy and advocacy support as well as opportunities for national and other forums to improve participation in planning.

13.   This evaluation: This external evaluation examined UNESCO's support to national planning for Education for All between 2000 and 2004. Methods employed included desk studies of ten countries, visits to another ten countries for observations, interviews and discussions with various stakeholders, such as: staff members of UNESCO Headquarters and field offices, government ministries, various international agencies, non-governmental organizations, authorities of educational institutions and civil society organizations.

Major findings: achievements and challenges for UNESCO

14.   The evaluation identified several **achievements**:

(a)   Relationships: The evaluations found a number of cases in which UNESCO had developed special relationships with governments. UNESCO is characterized as an "honest broker", an intellectual partner and a source of independent and robust advice.

(b)   Intellectual capability: UNESCO was found to be a major contributor to intellectual dialogue, promoting research and evidence-based policy-making on matters dealing with EFA.

(c) Partnerships: UNESCO has positive relationships with educational NGOs. A particular achievement has been UNESCO's ability to involve educational NGOs in participatory processes for EFA planning and to increase their voice in the educational debates.

(d) Advocacy: There is evidence of some impact of UNESCO's EFA advocacy within Member States, as reflected by increasing recognition in Member States of the developmental importance of systems for providing Information, Education and Communication (IEC) about changes.

(e) National EFA Forum: UNESCO's work in support of National EFA Forums is valued in many cases, as these have broken new ground in providing opportunities for civil society to participate in educational policy-making. UNESCO contributed to improving technical capacity and political will in some Member States and to providing reliable and timely information about their education systems.

15. The evaluation identified several **challenges**:

(a) Country contexts: Country contexts include conflict and post-conflict situations; the size and administrative structure of the country; and the extent to which development partners are harmonizing their approaches and funding modalities. UNESCO is not always responsive to some country contexts; for instance, countries with a decentralized administration pose challenges for UNESCO, as UNESCO is structured to work with central governments.

(b) Policy and Programming: UNESCO has weaknesses in country-level programming that lead to reactive responses to countries' needs. Longer-term programming is constrained by UNESCO's biennial budgeting round, and capacity constraints have inhibited UNESCO's engagement with the CCA/UNDAF process.

(c) Partnerships: There are difficulties in working with the National Commissions for UNESCO (NatComs) where these lack capacity or appropriate channels for communication. Also, in some countries, UNESCO's position in relationships between the donor group and the Member States is marginal.

(d) Technical assistance: The processes to match inputs to specific country needs for technical assistance and capacity-building were found to be weak.

(e) Resources: The resources provided to UNESCO field offices do not reflect operational needs or geographical, linguistic and other contexts. Poor internal communications between UNESCO's entities and lack of coordination of activities leads to overlap and inconsistency of approaches to the Member States.

(f) Extrabudgetary Funding: The way extrabudgetary funding (EXBF) is used within the context of EFA planning and how UNESCO is able to integrate EXBF within its programme raises questions about the distortion of programming to match the external agendas of the donors.

Recommendations

16. On the basis of the analysis, the consultants proposed a range of recommendations, covering:

(a) Country context: UNESCO should review activities and focus EFA planning and implementation support on the central government agencies and respond to the needs of

the decentralized administrative areas through support to government processes, rather than by providing similar support to remote regions. Also, UNESCO should recognize that support to EFA planning in post-conflict countries requires customized strategies to address their unique needs.

(b) Clarity: UNESCO should ensure that regional and subregional events serve their purpose better by having clear objectives and specification of participants, inclusion of other stakeholders (including from other agencies) and appropriate levels of evaluation.

(c) Intellectual capability: UNESCO should improve its systems for cataloguing and managing its internal expertise.

(d) Advocacy: UNESCO should be shifting responsibility for advocacy and awareness about EFA to the government and civil society mechanisms in the Member States, supported by developing joint activities between the Education, Communication and Information, and Culture Sectors covering mainly EFA advocacy, education and ICT, literacy and linguistic diversity.

(e) Country programming: UNESCO should work towards a country programming cycle that is consistent with those of other international agencies and allows for longer-term planning and budgeting, and a more structured and disciplined approach to EXBF that prioritizes the fit with global, regional or national programming or strategies.

(f) NatComs: Actions need to be taken to improve the capacity of NatComs, their communication infrastructure and the transparency of their role in contracting and project management.

(g) Coordination and leadership for EFA planning: UNESCO must be involved in the formal education groups in which the Development Partners and the Member State government meet and must establish a clear role there.

(h) Evaluation and quality assurance: UNESCO must respond to the need to develop and embed evaluation and quality assurance (QA) in all its activities and demonstrate them to partners.

(j) Capacity-building: Where capacity-building is provided through cluster or regional workshops, UNESCO must ensure that the appropriate individuals and countries are targeted. The UNESCO Institutes need to develop remote access to their courses and expertise, including more open and distance learning.

Actions taken/to be taken by the Director-General

17. Given the importance of EFA in the programmes of the Organization, the Director-General welcomes the evaluation as being very timely. He notes the enthusiasm associated with National EFA Forums, the fact that UNESCO brings recognized expertise to Member States, and is respected in many for its role as an "honest broker" in EFA matters. The Education Sector is addressing the challenges noted. Actions to be taken will be guided by the recommendations, and will include:

(a) Paying particular attention to the individual country contexts, taking a more active role in EFA matters in the CCA/UNDAF processes and participating proactively in formalized education sector groups which provide platforms for donor agencies and Member State governments to meet;

(b)   Reviewing its support to EFA planning in post-conflict countries so that their specific needs may be addressed more effectively;

(c)   Improving cooperation with the National Commissions, with a view to improving their effectiveness, especially in Member States that do not have a UNESCO office;

(d)   Continuing to explore ways of making capacity-building activities more effective, beneficial and accessible to Member States;

(e)   Ensuring that EFA planning guidance is better informed by research, evidence, evaluation and quality assurance.

EVALUATION OF UNESCO'S ACTION TO HELP MEMBER STATES PREVENT ILLICIT TRAFFICKING OF CULTURAL PROPERTY

Brief description and background of activities evaluated

18.   Background: As the only United Nations agency responsible for the protection of cultural heritage in, and for, all Member States, UNESCO administers and promotes several international normative instruments. These include: the 1954 Protocol to the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (Paris, 1970). These instruments, in addition to the Convention on Stolen or Illegally Exported Cultural Objects (Rome, 1995) serviced by UNIDROIT, are particularly important in the fight against illicit trafficking in cultural property. The UNESCO Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation ("the Committee") also plays a significant role.

19.   UNESCO's activities: Over the last 10 years, UNESCO, through the International Standards Section (INS), has undertaken activities, including the following: promoting the relevant standard-setting instruments; providing expert advice to Member States on becoming party to and implementing those instruments; offering UNESCO's "good offices" as a channel of communication between Member States on matters related to the prohibition of illicit traffic in cultural property and the return/restitution thereof; producing and disseminating publications for the general public; providing information kits; developing and promoting practical tools and ethical instruments; and serving as Secretariat to, and promoting bilateral diplomatic action through the Committee.

20.   This evaluation: The evaluation examined UNESCO's actions during the 1998-2004 period with a view to analysing: the contribution to the prevention of, and fight against illicit trafficking, as well as the effect of its activities aimed at favouring return/restitution, particularly legislative and policy consequences; and the adequacy of human and financial resources allocated to INS. The evaluators undertook extensive documentation review, interviewed some UNESCO staff members and external stakeholders and partners, and consulted with some UNESCO field offices.

Major findings: achievements and challenges for UNESCO

21.   The evaluation identified several **achievements**:

(a)   Awareness/Advocacy/Dialogue: Regional workshops and committee meetings brought together a number of important actors and have had a positive effect on stimulating the ratification and/or better implementation of normative instruments, the application of

practical measures, and awareness of the relevant issues. UNESCO also played an important role of knowledge-broker and provided networking and/or negotiating opportunities for Member States, intergovernmental and non-governmental organizations.

(b)   Technical knowledge: UNESCO's expert advice to Member States in their normative undertakings was appreciated and assisted in particular those most in need for such technical knowledge.

(c)   Practical tools: Development and/or promotion of: the Model Export Certificate for Cultural Objects (in cooperation with the World Customs Organization); the Object-ID standard for the identification of cultural objects; the UNESCO International Code of Ethics for Dealers in Cultural Property; and the UNESCO Cultural Heritage Laws Database proved useful in the fight against illicit trafficking. The two most recent tools (Model Export Certificate and Cultural Heritage Laws Database) have not yet fulfilled their full potential.

(d)   Crisis situations: UNESCO reacted appropriately to crisis situations (e.g. Iraq) and assisted in the international effort to prevent cultural property from being pillaged, stolen, or trafficked, as well as in retrieving and returning such cultural property.

22.   The evaluation identified several **challenges**:

(a)   Media: The need to make broader use of the media to inform and influence private actors (e.g. dealers, collectors), especially in countries for which stolen cultural objects are destined.

(b)   Budget: INS has had decreases in its budget at a time when new standard-setting instruments are being elaborated, promoted and enforced domestically. The shortage of budgetary and human resources resulted in what the evaluators consider to be sub-optimal quality of certain outputs. Also in this context, INS had no other option but to offer expert advice to a limited number of countries.

(c)   Follow-up: The need to strengthen the monitoring and follow-up of certain activities emanating from regional workshops with the local UNESCO Office (e.g. favouring the networking of regional workshop participants).

Recommendations

23.   On the basis of their analysis, the evaluators recommended that two missions be at the heart of INS's action – as a complement to its normative mission – namely: (i) the production of pedagogical material to facilitate the application of the 1970 and 1995 Conventions and (ii) the expansion of its expertise in the protection of cultural objects to be made available at a global level. In particular, they recommend:

(a)   to follow up on the development and promotion of practical tools (e.g. Object-ID);

(b)   to establish/maintain contacts with and/or disseminate information to stakeholders intervening on international markets;

(c)   to support expert studies on emerging issues and to communicate the results more broadly;

(d) to continue supporting the role of the Committee to discuss and approve initiatives aimed at protection of cultural property in addition to its restitution mandate;

(e) to increase the number of regional workshops and use them to distribute pedagogical material and to maintain networks of participants;

(f) to maintain the practice of responding in a rapid and informal manner to questions raised by Member States;

(g) to put online, immediately following an event concerning the protection of cultural property, a portfolio of available verified information relevant to the mission of UNESCO. Such information is to be used by the media and the public at large;

(h) to increase media coverage associated with meetings conducted by UNESCO on the protection of cultural property;

(i) to increase strongly INS's human resources.

Actions taken/to be taken by the Director-General

24. The Director-General welcomes the evaluation and recalls that the 33rd session of the General Conference endorsed UNESCO's "Strategy to facilitate the restitution of stolen or illicitly exported cultural property" (33 C/46) containing important elements for furthering actions through the work of the International Standards Section (INS) in the Division of Cultural Heritage. Considering the recommendations from the evaluation, and the said strategy, the Culture Sector, within the means of its budgetary and human resources, will develop and implement appropriate actions taking into account, *inter alia*, the need for:

(a) feasible modalities for expanding funding and the expertise of INS in the protection of cultural objects so as to be available at a more global level;

(b) strengthening the use of key outputs (e.g. implementing conventions, strengthening legislation, applying practical tools such as the Object-ID standard); and

(c) targeting a broader audience in its dissemination activities.

EVALUATION OF UNESCO'S LANGUAGE POLICIES AND PRACTICES

Brief description and background of activities evaluated

25. Background: UNESCO uses two working languages: English and French; and four official languages: Spanish, Chinese, Russian and Arabic. On recruitment, staff must be fluent in one of the working languages and have a good working knowledge of the second working language. The administration of language training is guided by the UNESCO Manual. The Bureau of Human Resource Management (HRM) asked for the evaluation because the language policy had not been revised for many years. The language policy needs to be revised in the context of the new Human Resources Policy Framework, and an evaluation was identified by HRM as necessary.

26. UNESCO's activities: The Bureau of Human Resource Management (HRM) of UNESCO provides language training for staff covering beginners, intermediate and advanced levels in English, French, Arabic, Chinese, Russian and Spanish, in addition to conversational and drafting courses. UNESCO also supports staff for intensive courses mainly in French and English, and

provides self-learning facilities in a language laboratory. Generally, staff members pay 50% of the cost for the courses. A total of 336 and 319 participants attended the various language-training courses provided by HRM in 2002-2003 and 2003-2004 respectively. The total costs per participant vary from US $272 (conversation level courses) to US $1,360 (beginners' level in English and French) in 2002-2004.

27.   This evaluation: The evaluation was commissioned to assess the official policies pertaining to languages and the actual management of the policies, identify pertinent issues to be addressed, and make proposals for updating the policies and practices of language training, testing and funding. It covered the period from the start of the 2000-2001 biennium to the end of August 2005. It was conducted by external consultants, and employed document review, questionnaire survey of past and then current participants in the language courses, interviews with management and staff, including the Director-General, and observations in language training classes organized by HRM.

Major findings (achievements and challenges)

28.   The evaluation recognized several **achievements**:

(a)   Ownership: A major achievement concerning language policies and practices identified by the consultants is that of ownership, openness and awareness in HRM of the difficulties associated with language policies in UNESCO, and their readiness to act to reform their approach to languages.

(b)   General awareness of the need for reform: There is general awareness of the difficulties resulting from current language policies and practices, and the importance of introducing changes is recognized at all levels of the Organization.

(c)   Evident potential for action: HRM is already reforming its approach to language training. Contract clauses requiring newly appointed staff members to acquire sufficient proficiency in the relevant second working language in the course of the first contract were recently introduced. HRM have been evaluating different methods for distance learning.

(d)   Testing: There is language testing in place for General Service staff, and the results from the tests are used to determine levels of financial allowance for language competency.

29.   The evaluation recognized the following **challenges**:

(a)   Organizational needs: A permissive organizational culture contributes substantially to the relative weak tie between organizational needs and language development policies. A complete analysis of the operational language needs across the organizational units and levels is a prerequisite for updating the language policies and practices, emphasizing a functional approach.

(b)   Cost sharing: The policies applicable to cost sharing for language courses should be reviewed and revised as required in relation to organizational needs and costs.

(c)   Assessing progress: For Professional (P-level) and Directors (D-level) staff there is no testing in place to measure progress in reaching language requirements and these requirements have in reality not been clearly defined.

(d)   Human Resources Development Strategy: Language has to be better incorporated as an element in the human resource development strategy in order to strengthen the organizational, and increasingly decentralized, capacity.

Recommendations

30.   On the basis of their analysis, the evaluators recommended the following:

(a)   Adopt a functional approach to language. A functional approach is one whereby language is used as a tool to further UNESCO's organizational goals. Language requirements and language training needs are set primarily by what is needed for the organization to function properly.

(b)   Research the options to come to a package of incentive and penalties supporting language training across staff categories.

(c)   Adopt a policy regarding language training including the necessary testing to ensure that such training is in the operational interest of the Organization. Improve existing training courses through integration with self-study methods offered in the media laboratory.

(d)   Incorporate languages as an element in the human resource development strategy in order to strengthen the Organization in its international, and increasingly decentralized, capacity.

Actions taken/to be taken by the Director-General

31.   The Director-General welcomes the evaluation and notes the findings of the consultants. HRM has already embarked on improvements or will do so in the course of the biennium, namely:

(a)   Ensuring that language training and competencies are explicit in the Human Resources Development Strategy; and

(b)   Since any modifications to the language policies and practices will have an impact on staff career development, and could result in additional costs to the Organization, it is crucial to undertake comprehensive consultations with all stakeholders. HRM will, in the coming months, undertake such consultations.

PART II – CONCLUDING REMARKS OF THE DIRECTOR-GENERAL

32.   Lessons learned: These evaluations have some overarching lessons:

(a)   Deviation from original emphasis of programme priorities: The evaluation of CMCs noted the practice of CMCs having to emphasize service delivery to users who can afford to pay, and leaving out those who cannot. The evaluation of UNESCO's support to national planning for EFA found cases of distortion of programming to match priorities of the donors. The lesson here is that care must be exercised through regular monitoring to identify major deviations from original programme priorities.

(b)   Honest broker: The acknowledgement of UNESCO's role as an "honest broker" comes out distinctly from the evaluation of UNESCO's support to Member States for prevention against illicit trafficking of cultural property, and the evaluation of

UNESCO's support to national planning for EFA. This very strong point in the work of UNESCO must be consolidated. Conditions in which UNESCO has been successfully playing this role has to be catalogued and disseminated in the Organization for learning purposes.

Proposed draft decision

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

The Executive Board,

1.   Recalling 172 EX/Decision 22,

2.   Having examined document 174 EX/19 and taking into consideration the evaluation reports that have been presented,

3.   Taking note of the recommendations made by the evaluators as well as the report of the Director-General on the implementation of these recommendations,

4.   Invites the Director-General to implement in an appropriate manner recommendations which improve the programmes and services to which they relate, and to continue to improve the quality of evaluations by implementing the UNESCO Evaluation Strategy;

5.   Requests the Director-General to continue to report to the Executive Board on evaluations conducted on the Organization's programme activities, on the progress made in the reform of programme management, in the follow-up to evaluation recommendations for each programme evaluated, and in strengthening the quality of the evaluations undertaken and their impact on the management culture of the Organization.