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

PART I

SUMMARY

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

Part I of the report provides a comprehensive and analytical account of programme implementation in terms of the main results achieved during the first 18 months of the 2010-2011 biennium, corresponding to document 35 C/5. It contains the overall assessment of key results and major challenges and lessons learned for the five major programmes and the UNESCO Institute for Statistics.

It is complemented by an online report (187 EX/4 Part I: Annex report) which contains detailed information concerning results obtained at the MLA level and under other chapters of document 35 C/5, as well as information on progress achieved in implementing the intersectoral platforms. The Annex report is available directly through SISTER, as well as on: http://portal.unesco.org/fr/ev.php-URL_ID=37094&URL_DO=DO_TOPIC&URL_SECTION=201.html).

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

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MAJOR PROGRAMME I – EDUCATION

Overall strategic assessment

1. After 18 months of implementation, the Education Sector has achieved good progress towards achieving the 14 expected results set out in the approved programme and budget for 2010-2011. At a global level, particular focus has been given to revitalizing UNESCO's leadership in education by improving the effectiveness of the Organization's global advocacy and consolidating the impact of its action at the country level.

(a) Strengthening the effectiveness of UNESCO's global education advocacy

Key achievements:

2. The **importance of education for development has been further stressed and is increasingly recognized**, thanks in particular to the organization of high-level global events and contribution to targeted major international political events.¹ The Ministerial Declaration adopted at the high-level segment of the United Nations Economic and Social Council (ECOSOC) in July 2011 underscored the importance of education for development, and the major role of UNESCO in that regard.

3. **Coordination of Education for All (EFA) partners has been improved** through the development of closer linkages with the other EFA convening agencies. For the first time in years, an EFA Heads of Agency meeting was organized in November 2010, and the dialogue has been maintained since. The Education Heads of UNESCO, UNICEF and the World Bank are meeting regularly (twice a year) to promote synergies and avoid duplication of efforts. Moreover, the global coordination architecture of EFA is being redefined to enhance its effectiveness. It is expected that the new architecture will be in place by end 2011 as a strategic platform to revitalize the EFA movement and to initiate reflections on the EFA agenda beyond 2015 (see 187 EX/8 Part I).

4. **Cooperation with other United Nations agencies and multilateral organizations has also been reinforced**, with examples including the creation of an active Interagency Working Group on Technical Vocational Education and Training (IAG-TVET) comprising the major global players on TVET; establishment of the Interagency Quality Assurance and Reference Committee for Early Childhood Care and Education; the definition of areas for joint collaboration with the Organization for Economic Co-operation and Development (OECD); and the strengthening of links with the Food and Agriculture Organization (FAO) and the World Health Organization.

5. **New partnerships with the private sector have been developed**, in particular within the framework of the Global Partnership for Girls' and Women's Education – for example with the Packard Foundation; Procter & Gamble; Nokia; and GEMS Education. Cooperation with other private sector partners such as Microsoft, CISCO and Intel is being expanded.

6. **Re-engaging in anticipating and defining the future of education.** As a means of strengthening the Sector's role as a laboratory of ideas on the future of education, an Education Research and Foresight Team has been created to lead work in this area. The Team focuses on two main types of work: fostering of global debates, and publication of recent thinking. A first debate on the different methods of "ranking" universities was for example successfully organized in Paris in May 2011.

¹ '1 Goal': Education Summit (South Africa, 11 July 2010); MDG Summit and side events (New York, 20-22 September 2010); 2nd World Innovation Summit for Education (Doha, 7-9 December 2010); and 2011 High-level segment of ECOSOC on Education (Geneva, 4-8 July 2011).

Major challenges and lessons learned:

- Improved coordination and cooperation among the EFA convening agencies cannot be achieved unless all concerned agencies take an active part. Despite considerable efforts to enhance cooperation with other United Nations specialized agencies, there are still difficulties in bringing the EFA convening agencies together to achieve targeted and operational coordination. Member States' support in rallying the political willingness for improved synergies with other agencies would facilitate this process.
- The establishment of new partnerships with the private sector is a long term investment. Identifying and reaching consensus on the terms of reference and mutual benefits have proven time consuming in some cases, but can be a major new vector for development. UNESCO is currently developing a new Organization-wide strategy for public-private partnerships that can better guide this process.

(b) Increasing the impact of UNESCO's education work in countries

7. Concerted action is required to speed up countries' progress towards the EFA goals. To increase the impact of UNESCO's support, the Education Sector is bringing a strong thematic (four priority themes) and geographic focus (20 target countries) to its work.

Key achievements:

8. In the area of **literacy**, progress has been made in six of the 20 "target countries" that focus on literacy, with flexible courses of implementation in one country being set as a result of the changing political context. Thirty-five countries benefit from the Literacy Initiative for Empowerment (LIFE), and recent regional mid-term evaluations have shown significant positive improvement in Africa and in Asia and the Pacific.

9. Seven of the 20 "target countries" focus on **teachers**. The Teacher Training Initiative for Sub-Saharan Africa (TTISSA) is also supporting all African countries, with a useful diagnostic tool having been produced and now being rolled out. Cooperation with the International Institute for Capacity-Building in Africa (IICBA) has been strengthened.

10. UNESCO has successfully implemented activities in all three key areas set out in its Strategy on Technical and Vocational Education and Training (**TVET**). Three of the 20 "target countries" focus on TVET, with delays being experienced in one country as a result of the political context. By end 2011, it is expected that UNESCO will have supported the preparation of policy reviews in and provided advice to some 20 countries. A clearer division of labour has been defined and cooperation between the different UNESCO entities (including the UNESCO-UNEVOC International Centre) has been improved.

11. In **sector-wide policy and planning**, four of the 20 "target countries" have received support in this area. UNESCO has adapted the United Nations Development Programme (UNDP) capacity development approach to educational planning and management, and is working closely with UNDP and others where relevant. The Organization has also strengthened cooperation with the EFA-Fast Track Initiative (FTI), and is supporting countries to develop national plans to obtain funding and to implement them. Coordination between the different UNESCO entities involved in this area, including the International Institute for Educational Planning (IIEP), has been strengthened.

Major challenges and lessons learned:

- An internal strategy for literacy clarifying the division of labour within UNESCO has been developed and is being operationalized.

- Monitoring is being improved to address implementation delays in some of the “target countries” working on teacher-related issues.
- The inter-agency working group (IAG-TVET) has greatly improved cooperation between partners in TVET and can be a model for cooperation in other areas.
- UNESCO is focusing its work on the improvement of education quality. One of the key challenges that it has to address is to reach consensus between different systems on an operational conceptualization of the quality of education.
- Coordination and cooperation among different entities within UNESCO are being strengthened to create synergies in country delivery between Headquarters, regional bureaux, field offices and institutes.
- The Education Sector's programming process is guided by the recommendations of the strategic programme objectives (SPO) evaluation undertaken last biennium, in particular as regards the need for increased programmatic focus and the need to clarify and improve global coordination of EFA. This has proven to be useful in strengthening programmatic focus in the current biennium.

Cost-effectiveness measures to increase programme efficiency:

- Increased and tighter monitoring of staff travel and consultancy contracts is helping keep expenditure within the approved ceilings.
- Savings on staff travel are being achieved through increased use of video conferencing.
- Efforts are being made to organize international conferences and meetings back-to-back with other meetings to reduce costs.
- Publications are being closely monitored through the Sector's publication strategy and committee, in order to improve the quality and effectiveness of the Sector's publications.

Main line of action 1: Building blocks for EFA: literacy, teachers and work skills

Expected result 1: National capacities strengthened to plan, implement and manage quality literacy programmes, particularly through the Literacy Initiative for Empowerment (LIFE), building on an enhanced international coordination role of UNESCO for the United Nations Literacy Decade (UNLD)

Key achievements:

Advocacy and international coordination for literacy enhanced

- Regional mid-term evaluations of LIFE in Africa and Asia have demonstrated the positive impact of LIFE advocacy activities in raising the visibility of literacy. The LIFE mid-term evaluation of the Arab Region and the Latin America and the Caribbean region is under preparation.
- Preparation for the final evaluation of the UNLD is under way. A joint data collection instrument for the evaluation has been prepared and United Nations partners are being consulted.
- Awareness for literacy has been raised at the global level through the international literacy prizes (e.g. UNESCO King Sejong Literacy Prize and UNESCO Confucius Prize for

Literacy). UNESCO is developing a publicity plan to enhance the impact and visibility of the literacy prizes and International Literacy Day.

- The new Global Partnership on Girls' and Women's Education, "Better Life, Better Future", has given increased attention to adult literacy. The Partnership is being operationalized, for example in Senegal through a literacy programme for young girls and women.

Policies reviewed and capacities for policy formulation strengthened

- Policy documents on literacy and non-formal education (NFE) have been improved in many LIFE countries (e.g. Democratic Republic of Congo, Pakistan, Papua New Guinea, Rwanda, United Republic of Tanzania, Nigeria and Cameroon). In Nigeria, UNESCO is supporting the development and implementation of a new national strategy and programme on youth and adult literacy.
- UNESCO developed national capacities for NFE planning in Bangladesh, Chad, Mauritania, Nepal, Timor-Leste and Yemen; and management of rural community learning centres in China and Nepal.
- Technical support has been provided for the use of the Literacy Assessment and Monitoring Programme (LAMP) (e.g. India and Lao People's Democratic Republic).
- Better understanding of the state of literacy and NFE programmes was fostered through mapping exercises resulting in better delivery and partnerships (e.g. Cambodia, Mozambique and Togo).

Knowledge and best practices shared

- The compilation and dissemination of knowledge through several tools (e.g. LIFE Resource Pack;² database on effective literacy practices³ and an interactive online platform, "LIFeline"⁴) have contributed to effective exchange of experiences.
- A new platform for networking and knowledge sharing, "Knowledge and Innovations Network for Literacy" (KINL) is at its pilot testing stage.
- Several studies and research projects have generated knowledge (e.g. study on the state of literacy populations in the context of vulnerability in five Latin American countries; a multi-country research project on measuring learning outcomes of literacy programmes in Africa).

Follow up to the Sixth International Conference on Adult Education (CONFINTEA)

- A CONFINTEA Advisory Group has been constituted to guide UNESCO's follow-up. It has established a common road map for the follow-up and a communication strategy. A Monitoring Strategy and Monitoring Matrix have been developed through stakeholder consultations.
- One of the main tools in the monitoring process are the national reports on adult learning and education, which will be compiled in the next *Global Report on Adult Learning and Education* (GRALE 2), currently under preparation, which will focus on literacy and also contribute to the evaluation of the UNLD.

² <http://uil.unesco.org/home/programme-areas/literacy/life-literacy-initiative-for-empowerment/life-resource-pack/>

³ <http://www.unesco.org/uil/litbase/>

⁴ <http://www.unesco.org/en/education/lifeline/>

- The first regional follow-up meeting for Latin America and the Caribbean (Mexico, May 2011) assessed progress and developed a regional implementation matrix.

Challenges and lessons learned:

- The LIFE mid-term evaluations have shown that coordination of the various stakeholders (i.e. several relevant ministries) is a key challenge.
- UNESCO needs to continue its efforts in working closely with other United Nations agencies to promote youth and adult literacy as key to promoting other development goals.

Expected result 2: National capacities strengthened to train and retain quality teachers, particularly through the Teacher Training Initiative for Sub-Saharan Africa (TTISSA)

Key achievements:

Teacher policies developed and quality assurance mechanisms enhanced

- The Diagnostic study on teacher issues in Benin has been completed; similar diagnostic studies are in progress in five sub-Saharan African countries (Burundi, Guinea, Lesotho, Mali and Uganda).
- Technical support has been provided for the standardization of teacher education programmes in Asia, and for teacher accreditation and certification in the Arab States, Latin America and the Caribbean region and well as in some African countries (e.g. Rwanda).
- Policy dialogue on various issues concerning teachers were held at the global level (e.g. at the EDUsumMIT held in Paris, 8-10 June 2011 on the implication of ICTs on education and teaching); at regional level (e.g. Pan-African Conference on Teacher Education and Development held in Togo, 13-15 April, 2011); and at national level (e.g. Lebanon, Nigeria, Uzbekistan).
- UNESCO is working closely with Ministries of Education in the Latin America and the Caribbean region to develop a regional strategy on teachers.

Capacity development of teacher training institutions strengthened

- Tools for enhancing the quality of teacher education, professional development and teacher training institutions have been developed in all regions on issues such as mainstreaming gender, education for sustainable development, the use of ICTs, science education and innovative pedagogy.
- UNESCO is supporting Member States to strengthen their pre-/in-service teacher training (e.g. teacher training workshops on the use of ICTs in teaching and learning in Uzbekistan; training of in-service teachers and school principals in the Pacific; and in-service training-of-trainers in North and South Sudan).

Knowledge generated and awareness on teacher issues raised

- Research studies have been conducted on diverse issues concerning teachers (e.g. teachers' use of ICT in education in the Maghreb region; supply and management of teachers in rural areas, the mobility of teachers, private tutoring and multi-shift teaching in China and Mongolia).

- Prizes such as the “UNESCO-Hamdan Bin Al-Maktoum Prize for outstanding practice and performance in enhancing the effectiveness of teachers” have promoted good practices of teaching in Member States.
- UNESCO has raised awareness of teachers through celebration of World Teachers Day (5 October) and forums such as the EFA Global Action Week. Such occasions were opportunities to promote teacher-related normative instruments: ILO/UNESCO Recommendations concerning the status of teachers (1966) and status of higher-education teaching personnel (1997).

Challenges and lessons learned:

- UNESCO needs to strengthen its capacity and engage in innovative partnerships to support and respond to the growing need for improving quality teaching in all regions.

Cost-effectiveness measures to increase programme efficiency:

- Establishing regional partnerships and joint initiatives are important to ensure commitment and ownership at the regional level (e.g. partnership with the Working Group on the Teaching Profession and on Distance Education & Open Learning of the Association for the Development of Education in Africa [ADEA]; and with the Regional Education Project for Latin America and the Caribbean [PRELAC]).
- There are potentials for innovative partnership with the private sector and foundations, especially as regards ICT in teacher education.

Expected result 3: Technical and vocational education and training (TVET) systems reformed and strengthened and capacity of Member States developed to equip youth and adults with knowledge, competences and skills for the world of work.

Key achievements:

Upstream policy advice provided and capacities developed at country level

- Policy advice and/or reviews are undertaken in 16 countries. Six national country reports have been prepared in collaboration with in-country actors.
- Further emphasis has been given to gender dimensions in TVET within policy advice and review (e.g. in the Arab States and Ghana).
- UNESCO has strengthened its own capacity to provide upstream policy advice through its analytical framework for policy reviews.

Conceptual clarification facilitated and monitoring of TVET improved

- UNESCO has worked closely with other international organizations to develop a set of indicators linking TVET to employment.
- An independent study has been finalized on the relevance and impact of the normative instruments on TVET (see 187 EX/20 Part IV).
- In line with the request of the G20 Seoul Summit, a draft paper has been prepared by the Interagency Working Group on TVET (IAG-TVET), which sets out a conceptual framework for establishing an internationally comparable data-set of skills indicators and a joint approach to enhance nationally employable skills strategies.

- Several regional initiatives have supported improved monitoring of TVET (e.g. review of TVET statistics in sub-Saharan Africa and strategies proposed to improve the availability and quality of data; an Asia-Pacific regional thematic study on empirical evidence regarding the school-to-work transition; a Latin America and the Caribbean regional analysis of technical and political frameworks on TVET).

Performing a clearing-house function and informing the global TVET debate

- A world report on TVET is under preparation with support from UNESCO's Institute for Statistics (UIS). It will review trends and developments which have been shaping TVET, developments within TVET, as well as TVET's role in shaping its context. The preparation for the 2012 EFA Global Monitoring Report (GMR), which will focus on the expansion of opportunities for marginalized populations through skills development, has also begun.
- Progress has been made in strengthening, expanding and revitalizing the UNEVOC Network.
- UNESCO has continued its role as the main facilitator of IAG-TVET, thus contributing to a shared platform for coordination among international organizations. In Africa, UNESCO has helped set up an Interagency Task Team (IATT), resulting in regular exchanges between United Nations agencies and the Economic Community of West African States (ECOWAS) Secretariat on the revitalization of TVET.

Challenges and lessons learned:

- Inter-agency collaboration in conducting policy reviews has improved the quality of work and created synergies; however consensus building across organizations has sometimes been time-consuming.
- Progress on conceptual clarification has proven more challenging than originally expected, due to the multiple conceptualizations of TVET.
- Several of the clearing-house activities are in the preparatory stages and will therefore only generate impact at a later stage.

Cost-effectiveness measures to increase programme efficiency:

- Joint initiatives with other international organizations have improved the cost-effectiveness of UNESCO's operations.

MLA 2: Building effective education systems from early childhood care and education to higher education, and furthering lifelong learning

Expected result 4: National capacities strengthened in developing policies for early childhood care and education (ECCE)

Key achievements:

Stronger political commitment and partnerships for ECCE

- Regional political commitment to ECCE has increased through preparatory regional conferences to the first World Conference on ECCE (Moscow, 27-29 September 2010) and the collective efforts of regional networks. Evidence-based advocacy and policy dialogue have been fostered through wide dissemination of the regional reports.

- At the global level, an interagency partnership – the Interagency Quality Assurance and Reference Committee (IQARC) – has been established to promote joint implementation of the Moscow Framework for Action and Cooperation.
- At country level, UNESCO is supporting the operationalization of the global commitments through, for example, partnership-building and policy review in Bangladesh, evidence-based advocacy towards parliamentarians in Belgium, translation of the Moscow Framework into national language in Mongolia, and national consultations in Tajikistan.

Global and national policies and guidelines developed and reviewed

- Technical support provided for policy development and implementation in some 15 countries and at regional levels (e.g. creation of national profiles of ECCE in 20 countries of the Caribbean; ECCE indicators for the African Union Observatory for Education).
- In order to strengthen the reporting and monitoring of EFA goal 1, UNESCO is developing a Holistic Child Development Index (HCDI), in close collaboration with the IQARC.
- 10 countries in Africa have adopted 1-year compulsory pre-primary education, with technical assistance provided through the UNESCO's Basic Education in Africa Programme (BEAP).
- Best-practices of different countries promoted and shared, in a South-South Cooperation approach through platforms such as the Education Innovations Network for Latin America and the Caribbean (INNOVEMOS)⁵ (e.g. study on the contribution of ECCE to children's school readiness, quality learning, retention and performance in three countries in Africa).
- Learning materials and guidelines developed (e.g. draft guidelines on inclusive ECCE for Roma children, a collection of pedagogical guide "Bouba and Zaza" in Africa, a generic parenting education guidebook in Asia).

Challenges and lessons learned:

- Greater efforts must be made to maintain Member States' commitment to the implementation of the Moscow Framework for Action and Cooperation.
- Close cooperation with ECCE-related regional networks and partner organizations such as UNICEF have greatly contributed to creating synergy and higher impact.

Cost-effectiveness measures to increase programme efficiency:

- Advocating for ECCE should also explore important non-ECCE-related global and regional events (i.e. High-Level Group Meeting on EFA, regional meetings of national EFA coordinators) as platforms for evidence-based advocacy and policy dialogue.
- Focusing on thematic areas within ECCE to leverage scarce resources.

⁵ <http://www.redinnovemos.org/index.php?lang=en>

Expected result 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa

Key achievements:

Policies and guidelines developed and reviewed

- UNESCO has continued to support countries in the implementation of their Basic Education Reform within the framework of BEAP (e.g. cooperation with Burkina Faso, Mali, Niger and Senegal in the implementation of their reforms; support to the finalization of the curriculum framework in the Gambia). With technical assistance provided by UNESCO, the Democratic Republic of Congo has adopted free primary education for the first three grades in 2010.
- UNESCO has strengthened its role in the International Task Force for the education of Roma children to promote the quality and inclusive education of Roma children.

Learning materials and guidelines developed for quality inclusive education

- Work has started to develop an education quality diagnostic/analysis and monitoring framework that will guide and support Member States in identifying the main constraints in the provision of quality education.
- Regional learning materials and guidelines have been developed (i.e. adaptation of nine toolkits in the Arab region; knowledge sharing on equivalency programmes through a four-country study on “Achieving EFA through Equivalency Programme” in the Asia-Pacific region).
- An additional module on multi-grade teaching is being developed to be integrated in the existing toolkit on inclusive education.⁶

Advocacy for basic education for girls

- Awareness of the issues of girls’ education and gender equality in education was raised at occasions such as the EFA Global Action Week; and the video “Invest in girls’ education”⁷ produced by UNESCO helped to raise awareness of the issue among the public at large.

Challenges and lessons learned:

- UNESCO needs to continue producing evidence-based studies to support constructive policy dialogue.

Expected result 6: Secondary education systems renewed, in particular and as appropriate through curricular reform and improved learning assessment of students

Key achievements:

Capacities developed to reform and implement national policies

- UNESCO has assisted some eight countries to develop their capacities in promoting inclusive and equitable secondary education (e.g. training of gender focal points of the Ministry of Education in Nepal; country profiles prepared in Jordan, Lebanon and Syria; development of national capacities on school curricula in Grenada).

⁶ Embracing Diversity: Toolkit for creating inclusive, learning friendly environments; <http://www2.unescobkk.org/elib/publications/032revised/index.htm>

⁷ http://www.youtube.com/watch?v=c_te9wClv3M

- A secondary education sub-sector action plan has been developed in Lao People's Democratic Republic for the first time, to be adopted at the end of 2011, and the government's capacity to steer the reform process has improved through technical assistance from UNESCO.
- Ecuador has integrated the approach of free and compulsory education at the initial, primary and secondary levels, as well as lifelong learning in both formal and non-formal settings within its legal frameworks.
- In view of promoting inclusive education, UNESCO has provided technical advice on citizen participation in schools and the role of secondary school principals in Uruguay; and coordinated the evaluation of Mexico's national programme "Construye T", aimed at risk prevention and the establishment of a protection system for more than a million young students in upper secondary education.

Materials for evidence-based policy-making developed

- Knowledge sharing has been supported and empirical evidence documented through the preparation of five country studies on the transition from primary to secondary education (Ecuador, Malawi, Nepal, Quito, Viet Nam and Yemen).
- A guiding tool that will support Member States to address and redress exclusion in education and enhance equity and inclusion is being developed.
- A series of materials have been developed, including "Contemporary Issues in Human Rights Education", to share knowledge on unique approaches to promoting human rights education in formal and non-formal settings.

Cost-effectiveness measures to increase programme efficiency:

- UNESCO has been using networks such as the Associated Schools Project Network (ASPnet) to promote innovative pedagogical materials.

Expected result 7: National capacities strengthened in higher education policy formulation and reform, promotion of research and quality assurance

Key achievements:

Debate on higher education promoted and revision of policies

- World experts were brought together to engage in a global debate on the positive and negative aspects of university rankings during the "UNESCO Global Forum on Rankings and Accountability in Higher Education: Uses and Misuses" (Paris, 17 May 2011), organized by UNESCO in cooperation with the OECD and the World Bank.
- UNESCO provided technical assistance to countries to develop and implement national strategies for higher education (e.g. development of national science policy in Afghanistan; education research and teacher development in Cambodia; support to higher education reform in Jordan; review of higher education and institutional policy on education for sustainable development in Namibia).

Quality assurance established for cross-border provision of higher education

- UNESCO is supporting Member States to establish and implement quality assurance (QA) mechanisms (e.g. development of QA standards in the Arab States for two new fields, –

computer science and engineering –; capacity development of QA national authorities in Senegal; support to Bhutan and Viet Nam).

- Continued support to one international and five regional networks for QA; trainings provided to all networks through IIEP's distance course on External Quality Assurance.
- Promotion of cross-regional dialogue through preparations for the China-Africa University Leaders meeting to be held October 2011, on the issue of graduates' employability.

Regional harmonization of higher education

- UNESCO is assisting the revision of two regional (Africa and Asia and the Pacific) normative instruments and the preparation of International Conferences of States to adopt the revised Conventions.
- UNESCO supports the implementation of the Convention for Recognition in Higher Education in the European region. Inter-regional cooperation and information sharing between all regional and inter-regional Conventions is being promoted through preparation of the fifteenth anniversary of the European Convention in 2012.

Support to pedagogical improvement

- UNESCO is preparing, in collaboration with Commonwealth of Learning, guidelines for open education resources (OERs), through a participatory approach with peer review from higher education stakeholders and experts.
- The "Brain Gain Initiative" which promotes the use of ICTs to improve learning and teaching now brings together 19 higher-education institutions in Africa and the Arab States region, with new universities in Nigeria and Senegal having joined this biennium.

UNESCO Chairs and UNITWIN networks strengthened

- UNESCO promoted knowledge-sharing on the issue of entrepreneurship education in Europe, involving relevant UNESCO Chairs through a round table at the 2010 World Economic Forum.
- The implementation of the Strategic Orientations of the UNITWIN Programme was discussed at the national level in six countries, with support from the respective UNESCO National Commissions.
- Networks have been enhanced and good innovative practices shared through the meetings of thematic UNESCO Chairs/UNITWIN Networks (e.g. higher education's impact on sustainable development through innovation; role and impact of higher education institutions on peace building in the Middle East; social transformations).

MLA 3: Sector-wide frameworks: helping governments to plan and manage the education sector

Expected result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations

Key achievements:

Development of national education policy reviews

- Two policy reviews are currently under preparation (Kyrgyzstan and Malaysia).
- UNESCO has taken the lead in the application of sector tools (UNESCO National Education Support Strategy [UNESS]) and is engaged in country programming processes (United Nations Development Assistance Framework [UNDAF]) relating to education sector policy analysis and reviews. This has been the case in many countries in Africa and the Arab States, all countries of the Organisation of the Eastern Caribbean States (OECS), and Trinidad and Tobago.

Technical assistance to and capacity development for national education policy-making and planning

- The piloting of the capacity assessment methodology, jointly developed with UNDP, has continued in Armenia and preparations have started to continue this work in two more countries.
- UNESCO has provided increased technical support for planning and policy support in various sub-sectors (e.g. higher education in Cameroon; curricular reform and post-conflict planning in Democratic Republic of Congo; non-formal education in Mali; basic education in Senegal).
- UNESCO has developed the capacities at the institutional level in policy, planning and management of education systems (e.g. two countries in Africa, five countries in Asia-Pacific, English- and Dutch-speaking countries in the Caribbean).
- The mapping of national and regional institutions delivering programmes in education planning, policy and management has been completed in the Arab States. Three subregional institutions will be supported by UNESCO to deliver capacity development activities. Moreover, a needs assessment for capacity development in planning, statistics and evaluation is under way in Mauritania.
- Technical assistance has been provided for the reconstruction of Haiti's EMIS, and the improvement of data quality through the development of data collection instruments, the streamlining of data collection and the institutionalization of education data reporting in the Member States (e.g. Cambodia, Cook Islands, Grenada, Indonesia, Kenya, Namibia, Timor-Leste and Tonga).
- UNESCO continues to provide technical assistance to data quality assessments at the regional and national levels (e.g. through the Latin American Laboratory for Assessment of the Quality of Education [LLECE], which has conducted the Third Regional Comparative and Evaluative Study); and for the development of Action Plans for Data Quality Assessment Frameworks in Cameroon, Mozambique and Zimbabwe.
- Support has been provided to FTI processes, with UNESCO leading or co-leading the sector at national level (Congo and Democratic Republic of the Congo).
- Support has been provided to the use of simulation models and in strategic planning for curricular reform in post conflict situations (Democratic Republic of the Congo).

Thematic studies on key emerging issues in education

- The study on the impact of the financial crisis on education (RIVAF) is about to be finalized.
- UNESCO is facilitating policy dialogue among education stakeholders by organizing a series of high-level policy dialogues in-country (e.g. Afghanistan) and across countries (e.g. Central Asia and the Pacific) to allow mutual learning and cooperation on critical education policy issues and emerging trends.
- In light of increased concern regarding the quality of learning outcomes, UNESCO organized, with the Korea Educational Development Institute, two regional policy seminars.

Challenges and lessons learned:

- There have been increased efforts towards working in a more comprehensive approach to education and integrating various sub-sectors – including the priority areas of literacy and TVET – into sector-wide policy and planning.
- Strengthening UNESCO staff capacities in data management and analysis, and in using sector-wide statistics to inform evidence-based policies in education remains necessary.
- UNESCO is placing more emphasis on thorough sector analysis and needs assessment as for example through UNESS, to better identify the needs, capacity gaps and priority issues and define UNESCO targeted interventions.

Cost-effectiveness measures to increase programme efficiency:

- Given UNESCO's limited financial and human resources, more upstream work at the policy level (e.g. facilitating policy dialogue and networking combined with technical assistance in policy analysis and planning) has proved to be effective and should be further pursued.

Expected result 9: National capacities developed to integrate the principles, values and practices of sustainable development into education sector policies and plans as part of global efforts to strengthen ESD

Key achievements:

- UNESCO has helped strengthen the integration of sustainability principles, values and practices into education plans and programmes, and reinforce the implementation of ESD at national level. In Africa in particular, the social pillar of sustainable development is increasingly promoted and the contributions of education and culture to sustainable development are more and more recognized.
- More countries are promoting ESD as a key component of their national development policies. In many Member States, there has been marked improvement in the capacity of planners and administrators to integrate ESD into national/local education policies, teacher education programmes and school activities as a result of capacity-building initiatives.
- In reaching out to civil society, UNESCO has supported the creation of community-based networks on sustainable development with a strong emphasis on ESD in Senegal, Cape Verde, Gambia, Guinea Bissau, Lesotho and Mauritania among others. In the Arab States region, the role of NGOs in ESD/DESD actions remains limited and needs more joint efforts with governments and international organizations.

- A number of high-quality tools and materials for policy review and development are now in place or about to be finalized, including the ESD Lens, the National Journeys case study collection, and various good-practice collections. Policy review has partly been undertaken at the regional and national levels and its coverage will be expanded further.
- The ESD Lens has been pilot tested and the various language versions well received, as has the National Journeys publication, which is the first of its kind in documenting how countries approach ESD and is expected to help other countries move towards better integration of ESD.
- Climate Change Education in the context of ESD has continued to develop into a strong focus of UNESCO's work in ESD. UNESCO is now well-positioned to roll out a major programme in this field in the coming years, also taking into account the emerging area of Education for Disaster Risk Reduction. Policy-makers awareness of this issue has been raised, and several large national programmes for Climate Change Education will soon be launched. High-quality UNESCO materials for Climate Change Education in the context of ESD will shortly be available.

Challenges and lessons learned:

- Major obstacles in integrating ESD within the education systems, and ensuring the smooth implementation of ESD activities include the lack of political commitment and financial investment; poor coordination of stakeholders; and failure to put policies and plans into practice.

Cost-effectiveness measures to increase programme efficiency:

- By creating alliances with the relevant Ministries, the sustainability of the activities initiated by UNESCO is increased. UNESCO also supports the necessary visibility and legitimacy to ensure the institutionalization of measures undertaken.

Expected result 10: National capacities strengthened to develop comprehensive education sector responses to HIV and AIDS through EDUCAIDS and related efforts

Key achievements:

Policy support

- UNESCO has intensified support for countries to engage the education sector in national AIDS responses, including in Burkina Faso, the Eastern Caribbean States, Lao People's Democratic Republic, Mauritania, Mauritius, Myanmar, Namibia, Saint Lucia, Switzerland, Viet Nam, Zambia and Zimbabwe.
- HIV-responsive education sector policies and plans have been reviewed and developed with the aim of ensuring better alignment between general education sector policies and specific sector HIV policies in 21 countries.
- The Organization has continued to support some six countries to implement workplace policies and programmes, often in collaboration with ILO, and, through the ongoing support to networks of teachers affected by HIV and AIDS, mainly in sub-Saharan Africa.

Capacity development of teachers

- Capacity strengthening efforts of education professionals to deliver HIV and sexual and reproductive health (SRH) education have continued with UNESCO support, including through support for pre- and in-service teacher training and through the development of

culturally relevant, gender-sensitive and rights-based curricula and materials. The sixth booklet in the popular series Good Policy and Practice in HIV/AIDS and Education, focusing on pre-service teacher training and HIV,⁸ was completed (March 2011) and widely disseminated. Efforts have included support for 20 countries.

Expanding the knowledge base on HIV and Education

- UNESCO actions to expand the knowledge base on HIV and education have continued, including through a study on the cost and cost-effectiveness of sexuality education in six countries.⁹
- Pilot testing has begun in four southern African countries to monitor trends and measure impact through the establishment of agreed indicators, and a new round of data collection has begun for global monitoring and evaluation of the education sector response to HIV.
- UNESCO continues to share knowledge by fortnightly updating of the UNESCO HIV and AIDS Education Clearing-house and circulating the widely-read e-newsletter.¹⁰

Advocacy and education outreach

- UNESCO's participation at the international conference on children and HIV-infection (Russia, 29 June-1 July 2011) was a significant opportunity to highlight the role of the education sector in national HIV responses, where it has traditionally been dominated by the health sector.
- UNESCO continues to convene the UNAIDS Inter-Agency Task Force (IATT) on Education where United Nations partners, bilateral agencies and civil society organizations collectively advance HIV and education issues.

Challenges and lessons learned:

- The study on the cost and cost-effectiveness of sexuality education programmes has generated strong interest; the study for the Latin America and the Caribbean will be completed before the end of 2011.
- An increasing number of countries are expressing interest and readiness to strengthen or implement sexuality education programmes; however, historical analysis indicates that successful scaled-up programmes can take several years, as they involve a demanding and complex process.

MLA 4: Leading the education agenda, including education for sustainable development (ESD) and tracking trends

Expected result 11: Political and financial commitment mobilized to achieve the EFA goals through strengthened coordinated action of EFA partners and continued support to the regional initiatives/networks that serve as policy platforms

Key achievements:

Education promoted at the highest political level

- UNESCO has promoted education and its role in development at the highest political levels at various international fora such as the Millennium Development Goals (MDGs)

⁸ <http://unesdoc.unesco.org/images/0019/001916/191608e.pdf>

⁹ <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/CostingStudy.pdf>

¹⁰ <http://hivaidsclearinghouse.unesco.org/>

Summit (New York, September 2010) and the ECOSOC Annual Ministerial Review on Education (Geneva, July 2011).

- UNESCO is working in close collaboration with OECD, the United Nations Development Group and the Government of the Republic of Korea on the preparations for the Fourth High-Level Forum on Aid Effectiveness (Busan, 29 Nov.-1 Dec. 2011). UNESCO and the Republic of Korea will co-organize at least two side events on education and aid effectiveness, and UNESCO is preparing a background paper and a study on South-South Cooperation in Education as contributions to the Forum.

EFA coordination architecture revised

- UNESCO has laid the foundation for a more effective EFA coordination process. The proposed reform will strengthen UNESCO's global leadership role in EFA, ownership and accountability of all Member States in the EFA process, and advocacy with sharper messages directed to new targets. The reform will enable UNESCO to lead the debate on priorities and actions up to 2015, ensure more focused support by all partners at the country-level, propose a plan for the reporting and assessment for 2015, and promote an inclusive process for defining the post-2015 agenda.
- Emphasis has been placed on strengthening regional-level coordination; the regional reports prepared for the tenth High-Level Group meeting on EFA (Jomtien, 22-24 March 2011) gave regional perspectives and analysis to the global discussions; and regional meetings prepared the way for the 2011 ECOSOC Annual Ministerial Review.
- At the regional level, efforts have been made by UNESCO to promote EFA through strengthened partnerships (e.g. in Africa, regional communication has been centred around the findings of the 2011 GMR and UIS's report Financing Education in Sub-Saharan Africa; a regional initiative for monitoring quality of education has been developed in partnership with the Arab League Educational, Cultural and Scientific Organization (ALECSO) and the World Bank; the Asia-Pacific region is finalizing the "End-of-Decade Notes" on EFA progress; future priorities for the EFA/PRELAC have been defined for the Latin America and the Caribbean region).

Proposing innovative approaches to education financing

- Through its Advisory Panel of Experts on Debt Swaps and Innovative Financing for Education, UNESCO has conducted a study that proposes an innovative strategy for conducting debt conversion development bonds with a high potential to increase funding to education (for more details, see 187 EX/8 Part II).
- In accordance with 35 C/Resolution 12, the Director-General has set up a special account to attract extrabudgetary resources in order to carry out the necessary follow-up activities of the Advisory Panel.

Challenges and lessons learned:

- EFA coordination processes in the different regions are as different as EFA progress itself. The establishment of linkages between the national, regional and global levels must rely on efficient mechanisms at each level.
- The contribution from Member States is crucial in having adequate resources to implement the activities proposed by the Advisory Panel of Experts on Debt Swaps.

Expected result 12: Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies and reports such as the *EFA Global Monitoring Report*

The 2011 *Education for all Global Monitoring Report (GMR)* widely promoted

- The 2011 *GMR* “The hidden crisis: Armed conflict and education” was launched by the Director-General (New York, 1 March 2011) with high profile speakers.
- The 2011 *GMR* has had the widest distribution coverage to date, with over 45 regional and national launches, as stand-alone events or in conjunction with events such as EFA Global Action Week.
- The Report continues to grow in its readership and influence including beyond the education sector. International donor partners organized national seminars, expert meetings and presentations in seven countries with participation of top-level officials of Ministry of Education and Foreign Affairs.
- To mark the birth of South Sudan, UNESCO in partnership with the Ministry of Education of South Sudan launched the 2011 *EFA GMR* (Juba, 21 June 2011) and presented a policy paper on the country’s immense education challenges, opportunities and ways ahead.

Preparations of the 2012 *GMR*

- Preparations are under way for the 2012 *GMR*, which will examine the role of skills development (EFA goal 3), by drawing on a broad range of national case studies and international experience.

Challenges and lessons learned:

- The implementation of the enhanced communication strategy of the *GMR* resulted in unprecedented media coverage of the report and its findings.
- Longer-term agreements with donors are being put in place to raise funds for the report.

Expected result 13: International coordination and partnership in support of the United Nations Decade of Education for Sustainable Development (DESD) strengthened and the Bonn Declaration of the UNESCO World Conference on Education for Sustainable Development followed up

Key achievements:

Enhancing the DESD global lead raised and partnerships strengthened

- Partnerships with United Nations agencies and other stakeholders have been further strengthened, in particular through clearly defining and working towards specific joint goals, a strategy that will be pursued further in the coming years. One important joint goal has been the promotion of ESD in the run-up to the United Nations Conference on Sustainable Development ([Rio+20] 4 June 2012).
- UNESCO is drawing on the synergies between ESD and sustainable business practices to support the integration of ESD into informal, non-formal and formal education delivery mechanisms. Preparation is under way of school guidelines for ESD implementation that will assist in the integration of ESD at the school level.

Capacities enhanced for national reporting on progress

- The current DESD Monitoring and Evaluation (M&E) phase, focusing on Processes and Learning for ESD, is well under way. Draft regional synthesis reports based on Member States' responses to the DESD M&E survey, as well as case studies on processes and learning, are being compiled. In Asia-Pacific, a cross-regional network of ESD Monitoring and Evaluation focal points has been established to share good practices and examples of toolkits, resources, policy, and curriculum integration.
- Capacity-building workshops on reporting have been conducted in all regions, with a number of tools having been developed, including an expert literature review of processes and learning for ESD.

Clearing-house function and knowledge sharing enhanced

- Through its new ESD website and various publications, UNESCO is expanding its clearing-house function. Visibility of the DESD has increased, with the DESD website¹¹ in the top four websites consulted on the UNESCO Education portal.

Challenges and lessons learned:

- Supporting Member States in integrating ESD into policy, planning and curriculum development has shown that integration of ESD methods into the education sector is often seen as competing with other education priorities and plans. To address this challenge, UNESCO has supported the coordination of ESD and development plans and priorities to streamline the process.
- Sensitizing stakeholders on the need to report on ESD progress has contributed to raising the profile of ESD nationally and internationally.

Cost-effectiveness measures to increase programme efficiency:

- UNESCO encourages ESD actors to link ESD concepts and programmes with existing EFA, MDGs and other development policies and plans, to prevent over-burdening of countries with planning for and implementing of distinct and parallel development processes.

Expected result 14: Member States aware of the normative instruments in education and actively reporting on their implementation

12. UNESCO works actively to ensure that the right to education is translated into practice. The following provides examples of progress made in promoting the implementation and/or the ratification of three of six normative instruments.

Key achievements:

Promotion of the Convention against Discrimination in Education (1960) and Recommendation against Discrimination in Education (1960)

- A ratification campaign on the Convention is being conducted in order to encourage States that are not yet parties to it to take necessary measures for acceding to it. Several Member States have expressed their wish to ratify the Convention and asked for assistance in this process.

¹¹ <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/>

- The publication *Implementing the Right to Education, A Compendium of practical examples based on the Seventh Consultation of Member States on the implementation of the Convention and the Recommendation against Discrimination in Education*¹² was broadly disseminated. It serves as a reference and enables information-sharing on concrete actions taken at national level.
- A database on the right to education, which will contain information from countries on the ratification and reporting status of UNESCO Conventions and other United Nations treaties on the right to education as well as domestic legal frameworks and case law, is being developed.

Assessment of the Convention on Technical and Vocational Education (1989) and Revised Recommendation on Technical and Vocational Education (2001)

- To date, only 17 Member States have ratified the Convention. An independent evaluation report on the TVET normative instruments (see 187 EX/20 Part IV) provides an assessment of the relevance of the normative instruments and elements on their impact on TVET policies in Member States, and proposes two options for the way forward.

Awareness raised on the Recommendation concerning the Status of Teachers (1966) and Recommendation concerning the Status of Higher-Education Teaching Personnel (1997)

- Awareness of the Recommendations was widely promoted through several workshops and conferences (e.g. working group on ILO/UNESCO Recommendations during a national conference on teachers in Nigeria; discussion on incorporation of the Recommendation in teacher-related policies at the 6th Commonwealth Research Symposium in Ethiopia, June 2011) and through wide dissemination of the publication *Understanding and Using the Recommendations: A Users' Guide* and the tenth session report of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel.¹³

Global priority gender equality

13. In line with the Gender Equality Action Plan (2008-2013), the Education Sector mainstreams gender and addresses the gender equality in education issue in a comprehensive approach: advocating for girls' education and gender equality; providing technical assistance to gender-sensitive policy and programme development; and supporting the provision of education services that promote gender equality. Among other activities, UNESCO has undertaken the following to promote girls and women's education:

- In the field of literacy, UNESCO implemented in Pakistan a pilot mobile phone-based post-literacy programme that benefited 1,250 illiterate adult women. In addition, 110 adult literacy centres for rural women in flood-affected areas were established whereby some 4,000 rural women received training in basic literacy and income generation skills in Pakistan.
- In the area of teacher education, activities have targeted curriculum and textbook developers to identify and eliminate gender stereotypes from textbooks and learning materials.
- Through EDUCAIDS, the Sector is advocating for, and supporting access to, comprehensive sexuality education that promotes gender equality and human rights.

¹² <http://unesdoc.unesco.org/images/0019/001908/190897e.pdf>

¹³ <http://unesdoc.unesco.org/images/0016/001604/160495e.pdf>

- As part of the monitoring of the right to education, UNESCO is supporting Member States to review their national education legal and policy frameworks with a focus on gender equality in the Arab States.
- In the area of post-conflict, a project implemented in Gaza is focusing on schools as safe zones, with particular attention to girls' schools.
- UNESCO is also assisting countries to prioritize girls' education through collection of disaggregated gender data.

14. UNESCO has made various efforts throughout the biennium to advocate for girls and women's education:

- At the global level, UNESCO launched the Global Partnership for Girls' and Women's Education, "Better Life, Better Future" with the participation of the United States Secretary of State, the United Nations Secretary-General and private partners on 26 May 2011. This partnership will focus its actions on secondary education and adult literacy, two areas requiring increased attention.
- At the regional level, events were organized around the EFA Global Action Week in all regions. In Asia, within the framework of the United Nations Girls' Education Initiative (UNGEI), the Global Campaign for Education's "Big Story" lesson plan was translated into 25 languages and the "Invest in Girls' Education" video¹⁴ was produced in 10 languages. On the occasion of International Women's Day, a round table was organized with young people around the issues of prevention of violence in school and promotion of girls in scientific streams in secondary and higher education in Senegal.

Challenges:

- The main challenge is to sustain activities after the completion of external funding and to obtain commitment from governments to implement and/or promote gender equality in a systematic way.

Global priority Africa

15. UNESCO's education interventions in Africa continue to support the goals and Plan of Action of the African Union's Second Decade for Education in Africa (2006-2015), and are aligned with the work of other United Nations agencies through United Nations reform structures and regional coordination mechanisms, notably the Education and Human Resources Sub-Cluster of the Regional Coordination Mechanism (RCM):

- Particular attention has been placed on supporting education reforms that promote improved access to quality basic education through early childhood care and education followed by 9-10 years of uninterrupted basic education within the framework of the Basic Education in Africa Programme (BEAP). Ten countries have adopted a 1-year compulsory pre-primary year of education and the Democratic Republic of Congo has adopted free primary education for the first three grades.
- Continued support has been provided for the development of policies for improving transition to the secondary level. The Inter-agency Task Team on TVET (IATT) is now expanding throughout Africa in close collaboration with other United Nations agencies and partners.

¹⁴ http://www.youtube.com/watch?v=c_te9wClv3M

- UNESCO has provided policy advice and supported institutional capacity development in the implementation of higher education reforms taking place in an increasing number of countries, geared towards improving the quality, access and harmonization of programmes.
- Activities promoting the use of ICTs and ODL (Open Distance Learning) in Teachers' Professional Development have continued in close partnership with the Association for the Development of Education in Africa (ADEA). Through TTISSA, work has been carried out in assessing and strengthening capacities of national institutions.
- UNESCO's work in the Economic Community of Central African States (ECCAS) and Southern African Development Community (SADC) subregions has gained momentum in supporting comprehensive, harmonized, integrated and functional education management information systems (EMIS) to contribute to the monitoring and evaluation of the Plan of Action of the African Union's Second Decade for Education in Africa. UNESCO offices in the region focused their efforts on capacity development strategies in supporting the production of quality data to inform policies.

Challenges and lessons learned:

- UNESCO has made great strides in promoting harmonized qualifications' frameworks that provide a system of recognition and equivalencies for learning obtained at all levels within TVET. A remaining challenge is to further enhance knowledge of labour market needs at national and regional levels.
- A remaining challenge is to enhance UNESCO's capacities to respond to the increasing demand for TTISSA diagnostics and for assistance in the area of pedagogical use of ICTs.
- Increased support has been given to countries in the elaboration and revision of literacy and non-formal education policies and strategies. The challenge remains to further integrate them into sector-wide policies and plans.
- South-South cooperation and sharing of experiences between countries should be further promoted.

Cost-effectiveness measures to increase programme efficiency:

- UNESCO is responding to country-specific needs, working within United Nations Joint Programmes and partnerships to mobilize resources as well as increasing the use of ICTs to disseminate materials and develop capacities for more cost-effective programme delivery.

Intersectoral Platforms

16. The Sector is leading the **Intersectoral Platform on Education for Sustainable Development (ESD)**, promoting the multidisciplinary nature of ESD and intersectoral collaboration in response to the DESD. The Platform has prepared an ESD Multiple Perspective Learning/Teaching Tool on Water for secondary education teachers. The tool is being piloted with the support of the UNESCO Offices in Amman, Hanoi, Kingston and Windhoek. The finalized version will be translated into several United Nations languages and widely disseminated in early 2012. UNESCO has supported countries to strengthen Climate Change Education for Sustainable Development through capacity development in the areas of policy development, curriculum development, teacher training, reforming and greening TVET programmes, and is developing education programmes on disaster preparedness. UNESCO also organized a number of capacity-building workshops on climate change education for adaptation. The International Year of Forests and other initiatives provided opportunities to further cooperation with various UNESCO networks,

such as ASPnet, the UNESCO Chairs network, the World Network of Biosphere Reserves and the MAB programme. Furthermore, the different Sectors have cooperated to demonstrate how cultural diversity and intercultural dialogue need to be seen as important components of ESD policies and programmes. Consultation on the future of ESD intersectoral cooperation, after the end of the Intersectoral Platform at the close of the biennium, has been initiated to explore the ways to continue operationalizing a one-UNESCO response to the DESD.

17. Through the **Intersectoral Platform on HIV and AIDS**, led by the Education Sector, UNESCO continues to strengthen national capacities in more than 80 Member States. Actions focus on developing capacities to assess, design and implement rights-based education on HIV and AIDS, drawing on the strengths of all of UNESCO's programme sectors, central services and institutes towards the achievement of universal access to HIV prevention, treatment, care and support. Building on newly-recruited national staff with interdisciplinary backgrounds, UNESCO has increased its support to Member States in developing evidence-based policies and implementing best practices using multidisciplinary and intersectoral approaches. Access to good-quality HIV and AIDS learning opportunities is being expanded in more than 35 countries through strengthening the capacity of education professionals to deliver HIV prevention education and supporting the roll-out of sexuality education at the request of the national authorities. UNESCO has supported 47 countries to address HIV-related stigma and discrimination, particularly for marginalized and excluded populations, including migrants, ethnic minorities and most-at-risk young people. Gender issues remain a central priority in UNESCO's revised strategy for HIV and AIDS to ensure that the needs of women and girls in relation to HIV are addressed in national responses, including through the involvement of men and boys, particularly in the education sector response.

MAJOR PROGRAMME II – NATURAL SCIENCES

Overall strategic assessment

18. UNESCO has contributed to increased worldwide recognition of the importance of science and science policy for sustainable development, the achievement of the MDGs and in building green societies. The Organization has helped strengthen science and science policy at global, regional and national levels particularly through technical advice on science, technology and innovation (STI) policy and associated reforms, promotion of participatory governance of STI, improved STI indicators, and the creation of mechanisms for integrated inclusive policies. Capacity-building has accompanied all these efforts and special attention and recognition have been given to the needs of SIDS, and the value of indigenous knowledge.

19. UNESCO's position as a key international player in the field of science policy, in general, and in the field of STI programmes and the assessment of science, technology, innovation and engineering in particular, was reinforced through streamlining and further developing of the Sector's work on science policy with the initiation and ongoing development of the Science, Technology and Innovation Global Assessment Programme (STIGAP). The first ever UNESCO global report on engineering was published entitled *Engineering: Issues, Challenges and Opportunities for Development* (October 2010) followed by the *UNESCO Science Report 2010* (November 2010). Both reports have received critical international acclaim and are recognized as essential tools for policy-makers.

20. UNESCO has contributed to enhancing the impacts of STI policies to better meet the needs and aspirations of society through the promotion of inclusive science and science policy and related governance mechanisms incorporating social equality, gender equity objectives and youth involvement.

21. Under the leadership of the Director-General, UNESCO, through its Intergovernmental Oceanographic Commission (IOC), is supporting the Secretary-General's initiative on oceans focusing on improving the United Nations approach to oceans, in particular through the strengthening of United Nations activities, and the possible formulation of related proposals for consideration by Member States at the United Nations Conference on Sustainable Development, to be held in Rio de Janeiro, Brazil, from 4 to 6 June 2012 (UNCSD, Rio+20). On World Oceans Day, 8 June 2010, the Intergovernmental Oceanographic Commission (IOC) celebrated its fiftieth anniversary. The Global Ocean Observing System (GOOS) managed by UNESCO-IOC was recognized and honoured by the UNFCCC COP 16 2010 (Cancun, Mexico) for its major role in providing global data underpinning the climate change negotiations and the IPCC reports.

22. Following the devastating floods in Pakistan in July 2010, the Sector worked to mobilize UNESCO's competence in the fields of hydrology and disaster reduction culminating with the launching of a comprehensive project to strengthen flood forecasting and management in Pakistan.

23. International cooperation on freshwater resources projected the growing importance of transboundary aquifers, reinforced through the International Conference on "Transboundary Aquifers: Challenges and New Directions", convened by UNESCO (December 2010), as well as the IHP and WWAP-led initiatives on Internationally Shared Aquifer Resources Management (ISARM) and From Potential Conflict to Cooperation Potential (PCCP).

24. Interdisciplinary collaboration increased across the Sector including between MAB and IGCP to address the extraction of mineral resources in biosphere reserves. Recognition of the value of biosphere reserves in promoting sustainable land use, green economies, safeguarding ecosystem services, energy efficiency and the use of renewable energies was increased, including through the fortieth anniversary of the MAB Programme and the international conference "For life, for the future: biosphere reserves and climate change" at the occasion of the twenty-third session of the MAB International Coordinating Council (hosted by the German authorities in Dresden from

28 June to 1 July 2011). The Conference, the MAB Council, and the “Dresden Declaration on Biosphere Reserves and Climate Change” consider biosphere reserves as effective instruments for addressing climate change mitigation and adaptation.

25. Member States awareness of the importance of biodiversity and UNESCO’s contributions to its conservation and sustainable use were enhanced, including through: the International Year of Biodiversity 2010 (IYB), the high-level launch which took place at UNESCO Headquarters (January 2010); the UNESCO International Conference on Biodiversity Science and Policy, the first International Conference on Biological Diversity and Cultural Diversity (held jointly by UNESCO and the CBD) and the Director-General’s announcement of the new UNESCO Biodiversity Initiative, and the discussions on the establishment of an Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) supported by UNESCO.

26. The contributions of chemistry to society were highlighted through the International Year of Chemistry 2011 (IYC), successfully launched at UNESCO in January 2011. The IYC has increased the public appreciation of chemistry, including among youth and is helping promote creative chemistry that meet societal needs. The year 2011 coincides with the 100th anniversary of the Nobel Prize awarded to Marie Skłodowska Curie – an opportunity seized to celebrate and promote the contributions of women to science.

27. The category 1 institutes, ICTP and UNESCO-IHE, expanded their research and educational reach and developed new strategic plans as did CERN. Six new category 2 centres related to water, biotechnology and the basic sciences were proposed.

28. The Sector underwent a restructuring focused on four cross-cutting themes: science education, the UNESCO engineering initiative, biodiversity and natural disasters and two divisions were joined to create the new Division of Science Policy and Capacity-Building.

29. Within the context of the preparation of Rio+20, UNESCO is jointly organizing Regional Workshops with ICSU to give natural and social scientists, as well as engineers, from different regions, the opportunity to prepare joint positions and concerted input into the intergovernmental Rio+20 Regional Preparatory Meetings. Two such meetings have already taken place in Kuala Lumpur for the Asia-Pacific region and in Pretoria for the Africa region. The recommendations of both meetings will inform the UNESCO contribution to the first draft of the Rio+20 document.

Challenges and lessons learned:

- The Sector has striven to give its programmes greater relevance through enhanced strategic focus on today’s challenges and by identifying key areas where the Organization can achieve greatest impact and visibility, and through synergies from working on cross-cutting themes, such as biodiversity, climate change and disaster preparedness and response. The new Sector structure reflects this ambition and provides for an interdivisional team-based approach for enhanced programme delivery. Implementing this new approach will continue to be a major focus for the remaining six months of the biennium and into the next biennium.
- The visibility of the depth, breadth and quality of the Sector’s work needs to be improved both internally and externally. Improving our communications efforts will be a major focus in the coming months and years and will be achieved by developing a coherent and strategic communications team with considerable focus on electronic media and highly visible campaigns and events relying heavily on both internal and external partnerships.
- Strengthening external partnerships, including with the private sector, from the programme design and planning stage will increasingly be a major focus and dedicated staff time will be increased in order to increase impact.

- The Sector has gained significant experience from lending its technical and scientific support to Pakistan in its flood recovery process. This initially required an intense effort with a very rapid mobilization of resources from Headquarters and the field as well as a sustained effort in project development and fund mobilization. The crucial role of proactive leadership provided a lesson for increasing impact of the Sector's work in the future.
- How UNESCO's work can contribute to global science while remaining focused on the specific priorities, interests, needs and challenges faced at national level remains to be considered. Encouraging coherence in science policy between the global and local level is considered as an approach to overcome such challenges.

MLA 1: Enhancing the leverage of science through an integrated science, technology and innovation (STI) policy

Expected result 1: Existing national STI policies and strategies reviewed, with particular emphasis on Africa and LDCs

- To promote better governance of science and inclusive science policies, and to build dialogue, networks and capacity in science legislation among policy-makers and other stakeholders, several high-level Parliamentarian Forums in Science, Technology and Innovation took place this biennium and three new Inter-parliamentary forums on STI have been created.
- In line with acknowledgment by African Member States of the crucial role of STI policies to achieve sustainable development, UNESCO is cooperating, through policy advice, with 24 African Member States in line with their needs and development stage in the formulation and revision of their national Science Technology and Innovation (STI) policies and the reform of their STI systems. An important impact of this work was the mobilization of financial resources by the Government of the United Republic of Tanzania to implement the reform of its STI Systems.
- To promote science park and technology business incubator development through the UNISPAR programme, UNESCO provided Azerbaijan, Malaysia, Indonesia, Sri Lanka and the Gambia with technical assistance and continued capacity-building activities in particular in the South, in the context of South-South cooperation, resulting in increased human resources and raised awareness of different models for science park development.
- Throughout the biennium, international partnerships have been strengthened in science policy with institutions including the OECD, UNCTAD, the African Development Bank and the Islamic Development Bank, and the capacity-building efforts are now extended to universities, UNTWIN networks and Chairs in Science Policy.

Expected result 2: Regional STI strategies developed and existing strategies effectively promoted.

- UNESCO is supporting the Group 77+China in the establishment and operationalization of COSTIS, an important initiative of the group and continues in collaboration with partners to build capacity and networks at regional level.
- As in every year since 2001, the World Science Day for Peace and Development was celebrated worldwide with the aim of increasing public understanding of science. In 2010, the theme was "Science for the rapprochement of peoples and cultures".

Expected result 3: Science policy database improved and knowledge exchange enhanced

- The launching of the *2010 UNESCO Science Report* worldwide on World Science Day for Peace and Development raised the profile of UNESCO's work on STI policies and trends. Several policy documents used the Report as a source of information and data, and it has inspired national policy debates in a number of countries.
- The Science Technology Innovation Global Assessment Programme (STIGAP) was discussed and refined during an event that brought partners and experts together. This new initiative aims to strengthen UNESCO's position as a key international player in the field of science policy in particular in the field of STI policy and the assessment of science, technology and innovation around the world.

Expected result 4: Sustainable development in SIDS and LDCs advanced, with emphasis on climate change adaptation as well as recognition and promotion of local and indigenous knowledge

- Emerging work with the World Meteorological Organization builds dialogue between climate scientists and nomadic pastoralists in sub-Saharan Africa to enhance local capacities for climate change adaptation.
- Under the intersectoral Sandwatch programme – now active in over 50 countries, 25 of which are SIDS – a new manual on climate change adaptation has been published in English.
- In the Solomon Islands, an online wiki-based Open Educational Resource has been created using local language and content. In Nicaragua, a team is developing teacher manuals and student guides to support classroom use of the 2010 UNESCO book *Mayangna Knowledge of the Interdependence of People and Nature*.
- Under the Open Initiative, space-related activities were implemented for the benefit of China, Costa Rica, Kazakhstan, Mexico, Peru, Sudan, South Africa, Turkmenistan, and Uzbekistan. Assistance to decision-makers in following natural disasters was provided to Haiti and Pakistan. Regional capacity-building workshops have been undertaken for Latin America, the Arab region and Asia. UNESCO presented its space activities at international fora, providing great visibility to UNESCO. In 2011 the *World Space Report* indicated that the UNESCO space partnership activity is an outstanding example of excellence in the areas of innovation, capacity-building and technology transfer.

Challenges and lessons learned:

- In order to guarantee political commitment and sustained momentum, the value of STI policy interventions must be demonstrated from the design phase as they require the mobilization of key actors, political and financial commitment and increased dialogue between parliamentarians, scientists and the media. However, although greater resources are needed to support innovation, outcomes are enhanced when there is collaboration with United Nations country teams as shown by the example of the United Republic of Tanzania.
- UNESCO needs to develop stronger partnerships with world class research organizations in the field of science policy to ensure comprehensive analysis and to mobilize science system and policy knowledge for the benefit of its Member States in a fast-changing scientific landscape, in particular in developing countries. This is linked to the need for new partnerships with renowned research institutions in science policy in the production of flagship documents such as the UNESCO Science Reports and our Science Policy Series.

- Despite our achievements, challenges at national level persist, including lack of financial and human resources and changes in governments and senior personnel, compromising follow-up and sustainability.

MLA 2: Reinforcing capacity-building in the sciences and strengthening science education, especially in Africa

Expected result 5: Science education at various levels strengthened through IBSP and its action in promoting the use of satellites for innovative science education; science education policies promoted and quality of science teaching improved, with special focus on Africa and on the participation of girls and women

- The United Republic of Tanzania is acquiring microscience kits, currently used in over 70 Member States, and training teachers in 180 schools within the UNDAF. Ethiopia is planning to adapt UNESCO's teaching and learning materials to the national curriculum. Workshops and consultative meetings were held in Chile, Kuwait and Sudan.
- An agreement has been signed between IBSP and the International Society for Optics and Photonics to continue delivering the Active Learning in Optics and Photonics education project. Workshops have been held in Algeria, Philippines and Columbia.

Expected result 6: Human and institutional capacity-building in the basic sciences strengthened to foster applications for societal needs and encourage careers in science, with emphasis on Africa and on gender equality

- The launch in UNESCO of the IYC in January 2011 enjoyed wide international support from the public and private sectors. Multiple international and national activities have significantly raised awareness of the importance of chemistry to society and actively encourages women into careers in science.
- The establishment of the International Centre for Synchrotron-light for Experimental Science and Applications in the Middle East (SESAME) in close cooperation with IBSP advanced, with political and institutional progress, and a Strategic Plan was elaborated (2010-2014).
- The Third Human Variome Project meeting was co-organized by UNESCO. The project now focuses on building global open libraries of human mutations related to inherited diseases, and has recently received Chinese funding for developing gene databases in China, and for activities in Asia. The HVP project is a potential flagship initiative for IBSP.
- UNESCO-IBSP supported several capacity-building activities in Africa, including workshops on neurosciences and on the molecular mechanism of viral infection and propagation.
- The proposal to create a Portuguese Centre for Advanced Training in the Basic Sciences was adopted by 185 EX.

Expected result 7: Member States supported in engineering capacity-building and innovation as well as the development of relevant policies

- The Engineering Programme published the UNESCO report, *Engineering: Issues, Challenges and Opportunities for Development*, the first-ever international report on engineering. The report is being widely used by the engineering policy community.

Expected result 8: South-South and North-South-South cooperation reinforced in the context of capacity-building for Africa

- The proposal for the Nigerian Centre in Biotechnology at the University of Nsukka, a category 2 centre, was approved by 186 EX.
- IBSP collaborated with CERN on teacher training in Rwanda in physics, and the international school on the “Evolution of Universe” and a second-level school teachers’ programme, both held in CERN.

Challenges and lessons learned:

- International Years, like the IYC 2011, prove to be a useful tool to increase the public appreciation of science in meeting world needs, to encourage interest in science among young people, and to generate enthusiasm for the creative future of science. Concomitantly, the 100th anniversary of the Nobel Prize awarded to Madame Marie Sklodowska-Curie, also gives an opportunity to celebrate the contributions of women to science.
- Active involvement of Member States in UNESCO programmes guarantees their sustainability. For the SESAME project, the political and financial commitment of participating Member States is enabling the creation of a world class research centre in the Middle East.

MLA 3: Promoting the sustainable management and conservation of freshwater, terrestrial resources and biodiversity

Expected result 9: Knowledge base of the processes of the hydrological cycle, including river basins, aquifer systems and ecosystems strengthened

- A comprehensive set of Integrated Water Resources Management (IWRM) Guidelines at River Basin Level and an instruction manual were developed. Five thematic areas were developed to expand the knowledge base in river basins under the HELP programme.
- The database of the International Sediment Initiative (ISI) information system is being extended at IRTCES (category 2 centre) based on case studies of seven major river basins.
- The International Conference on Transboundary Aquifers (ISARM2010) convened by ISARM and PCCP, a milestone for the knowledge and status of transboundary aquifers was attended by over 350 ministerial, governmental and expert participants followed by a presentation at the United Nations General Assembly. The 7th Annual International Symposium on Managed Aquifer Recharge (ISMAR7) was attended by professionals from over 50 countries.
- A course addressing climate change, drought and floods associated to FRIEND Hindu-Kush-Himalayas strengthened knowledge in six Member States.
- The G-WADI network expanded in all regions and the global G-WADI technical secretariat was established at ICIWaRM.
- Work on urban water included a workshop on the Origins, Pathways and Accumulation of Pollutants – An Urban Perspective and the United Nations-Water Seminar on World Water Day 2010, the Urban Water series also continued to be published. Water Quality Challenges were also addressed in a seminar on Emerging Pollutants in Water Resources – A New Challenge to Water Quality.

Expected result 10: Member States supported in strengthening policies for water governance and management in river basins, urban systems, arid and semi-arid zones, including groundwater and shared waters

- Integrated Water Resources Management (IWRM) guidelines workshops were organized in three countries and ICIWaRM (category 2 centre) is using the guidelines to support capacity-building in six pilot basins in Latin America.
- The Guidelines were adapted for the HELP Davao basin (Philippines) and customized training was conducted in Bangladesh, Malaysia, Pakistan, Sri Lanka and Malaysia.
- The Ecohydrology Programme launched over 30 demonstration projects, based on an integrated understanding of biological and hydrological processes at catchment level and on five thematic task areas. Transdisciplinary operational models for ecohydrological research were developed in seven Member States and thematic workshops were organized in four Member States.
- To strengthen management of transboundary water resources, dozens of conferences, training sessions and workshops including seven PCCP training sessions on transboundary water management were held. PCCP contributed the work that led to United Nations General Assembly Resolution A/RES/65/154 on the 2013 International Year for Water Cooperation. Case studies were carried out in seven African countries and results disseminated; assessments and inventories of transboundary resources have been prepared for SADC and IGAD and a regional inventory was published with the China Geological Survey. Cooperation with UNECE was strengthened for the implementation of the Helsinki Convention activities on transboundary surface and groundwater resources.
- An urban water group was created in Latin America.
- A workshop on mainstreaming cultural diversity in water management in Sub-Saharan Africa strengthened capabilities of Member States and the first volume of the *History of Water and Civilization* series was prepared.
- The nineteenth IHP Intergovernmental Council endorsed proposals for the establishment of three category 2 centres (Kenya, South Africa and Sudan). The forty-sixth IHP Bureau considered the proposals for three new centres (Serbia, Uruguay and Sweden).

Expected result 11: Water-related capacities reinforced, including through education at all levels, with an emphasis on Africa and gender mainstreaming

- As part of UNESCO response to the Pakistan floods, an International Workshop on Education for Managing Hydrological Extremes and Related Geo-Hazards (Islamabad) was held in collaboration with ICHARM, RCUWM and IRTCES. Member States in Latin America with over 1,700 teachers and educators trained. Collaboration between IHP, ASPnet and CI has enhanced capacities via specific training and dissemination events.
- The intersectoral platform on ESD prepared a multi-perspective tool about water. Modular curricula for technical and vocational education were developed, in association with the proposed Regional Centre for IRBM in Nigeria and a focused curriculum was launched at the international workshop “Climate Change and Water”.
- A new Erasmus Mundus MSc course on Ecohydrology at the University of La Plata (Argentina) was launched with the support of UNESCO. A water ethics summer programme was launched for students in Egypt including an e-learning water kit; an improved online water and film database was launched with TheWaterChannel

- TVET with Chinese partners held a training course on Integrated Water Resources Management and Adaptation for Climate Change for all the River Commissions in China.

Expected result 12: Integrated management of biological and mineral resources promoted, drawing on the knowledge base, networks and institutional capacity

- African science and management capacities were strengthened to deal with integrated environment and sustainable development issues, notably through: ERAIFT (where a cohort of 30 African students from 10 countries is continuing its studies in the MSc programme); collaboration between networks and partners in the Brazilian Amazon, Democratic Republic of Congo (ERAIFT) and Indonesia (as outlined in the 2011-2013 work plan for South-South cooperation for integrated management of tropical forest land and resources); a training course on “Management Challenges and Opportunities in Biosphere Reserves in Africa” organized at the twenty-third MAB-ICC with participants from 18 African countries.
- EES and its partner networks supported several international initiatives during the International Year of Biodiversity (2010) and resulted in a CBD-UNESCO initiative on Biological and Cultural Diversity and Ecosystem Services that is currently being set up.
- The MAB-ICC awarded 12 MAB Young Scientist Research Grants (maximum amount US \$5,000 each). Two of the awards focused on forest issues in recognition of the International Year of Forests (2011), five awards went to women.
- Scientists from 10 countries (Africa, Arab States, Latin America and Europe) continued to collaborate in the field of sustainable management of dryland ecosystems using biosphere reserves and other field research sites for experimental studies.
- The MAB and IGCP Programmes jointly developed a project “Biosphere Reserves and Earth Resources” that examines issues related to mineral, oil and gas extraction activities in biosphere reserves. A meeting on “Earth Resources and Biosphere Reserves” was held and a working group is being established to design, develop and implement sustainable practices of mining in biosphere reserves.
- Geosciences expertise was mobilized for integrated science responses in flood-ravaged Pakistan.

Expected result 13: The use of participatory approaches for biodiversity conservation, climate change adaptation and mitigation promoted through the WNBR

- Participatory approaches are increasingly the norm in the preparation of new biosphere reserve nominations. The MAB/ICC included 18 new sites from 18 countries including a three-country site jointly nominated by Honduras, El Salvador and Guatemala, the first transborder biosphere reserve in Central America. Lithuania, Maldives, St. Mary's, Saint Kitts and Nevis and Togo had their first biosphere reserves included in the World Network. This brings the network to 580 sites in 114 countries. The Michel Batisse Award for a biosphere reserve case study went to Shouf BR in Lebanon which highlights the participatory approach in the reserve.
- An international conference “For life, for the future: biosphere reserves and climate change” was held immediately preceding the twenty-third MAB ICC and the first IberoAmerican Congress transmitted a message to UNFCCC COP 16 in Cancun, Mexico, on the role of biosphere reserves as learning places for sustainable development. A bio-carbon forum was organized in Brazzaville, Republic of Congo, to promote awareness of the Congo Basin Biospheres' role in climate change mitigation and adaptation.

- A questionnaire survey of climate change-related activities undertaken in biosphere reserves generated responses from 105 of the 563 sites in the World Network questioned. Twenty-eight good practice case studies have been compiled in a booklet which was distributed at the ICC. Several biosphere reserves are experimenting with activities linked to UN-REDD and REDD+ and financing via emerging carbon markets.

Expected result 14: Geosciences capacities for earth system observations and monitoring, with particular emphasis on geosystems, geohazards prediction and climate change adaptation strengthened, with a special focus on Africa

- The IGCP, with twice the previous number of proposals, continued to strengthen international research networks. With support from Sweden, six projects from Africa and other developing regions were supported. The goal of all five IGCP thematic areas with at least five running projects has already been reached. Knowledge and capacity has been built through GIS courses, the Geological Map of the World and the One Geology Initiative.
- The Earth Science Education Initiative for Africa was launched and the results of its five scoping meetings announced (see Priority Africa).
- The Global Geoparks Network now has 78 members in 26 countries with greater knowledge on best practices, legal aspects and economic benefits. Emerging Geopark regions include Latin America and Africa. Three cross-border Geoparks are contributing to cooperation and peace-building.

Expected result 15: Capacities built for mitigation of natural disasters, with particular attention to gender parity and youth, through networking, partnerships and policy support

- Through the International Strategy for Disaster Reduction (ISDR), UNESCO promoted a proactive approach to capacity-building, knowledge sharing, networking and partnerships on assessment of natural hazards and on disaster risk reduction (DRR) and advocacy for the integration of DRR into educational programmes, notably in Asia. Support was given to the ISDR campaign “One Million Safe Schools and Hospitals”.
- Knowledge sharing among earthquake, volcano, landslide and hydro-hazard specialists and capacity-building for disaster risk reduction was supported through workshops, networks and platforms, in particular in the Mediterranean region. The co-sponsorship by UNESCO of the Second World Landslide Forum has raised attention globally of landslide risk reduction.
- Contributions were made to promote disaster risk reduction after the earthquake in Haiti and the floods in Pakistan, Benin and Namibia.

Expected result 16: Member States supported in policies for renewable and alternative sources of energy and related capacity-building

- Global policy dialogue and knowledge sharing was promoted through regional expert meetings, energy policy materials, support to international and regional conferences and publications and fellowships in collaboration with the Sustainable Energy Development Centre (ISED) in Moscow for the Commonwealth of Independent States. Support was provided to the SolarMED Conference addressing decision-makers from the Mediterranean region.
- To promote scientific cooperation on renewable energy technology a high-level forum for a joint energy/science partnership between Europe and Middle East and North Africa was organized in Hamburg, Germany.

- To address capacity development, regional training activities were organized under the Global Renewable Energy Education and Training programme in Bamako, Mali (30 experts); Kuala Lumpur, Malaysia (51 experts) and Almaty, Kazakhstan (20 experts) and support provided to five major international conferences including the twenty-third International Photovoltaic Solar Energy conference and exhibition.

Challenges and lessons learned:

- For freshwater, the adoption of Resolution A/RES/65/154 by the United Nations General Assembly on the 2013 International Year for Water Cooperation opens new opportunities for IHP and WWAP, in particular for ISARM and PCCP. The growing number of category 2 water-related centres presents enormous opportunities to expand UNESCO's leading position in the field of freshwater, but the processes associated with them require an increasing effort from the Secretariat. Intersectoral collaboration on water education has been successful in exchanging synergies, particularly at the school level.
- The great success of Geoparks all around the world necessitates refining the role of the Global Geoparks Network in UNESCO. There is a need to enhance support for Geopark development in Africa, the Arab region, and Latin America and the Caribbean. This is a challenge for UNESCO to assert its leadership in these regions.
- The Earth Science Education Initiative in Africa continues to seek funds for its proposed activities. The two staff members responsible for the SEP programme, GEOSS and GARS have retired and remaining staff are working to ensure continuity with these activities.

MLA 4: Strengthening the UNESCO Intergovernmental Oceanographic Commission (IOC) and broadening the scope of its activities for the benefit of all Member States: improving governance and fostering intergovernmental cooperation to manage and protect oceans and coastal zones

Expected result 17: Ocean observing systems and data exchange standards enhanced

- The implementation level of the Global Ocean Observing System (GOOS) has been successfully sustained above 60%, as planned and GOOS remains fully engaged in the development of a Framework for Ocean Observations developed at the OceanObs'09 meeting.
- Initiatives taken to enhance regional and coastal GOOS (including Polar Regions and Africa) included a preparation and planning meeting for potential IOC and GOOS participation in an International Polar Decade.
- The participation of oceanographic data and information centres in the web-based Ocean Data Portal and OceanDocs data and knowledge systems is slowly growing, but Member States' concerns about exposing their IT systems to the outside world is impeding progress on data sharing. Continued training and awareness-raising is being provided to raise the number of providers.
- Public awareness of the societal benefits of sustained ocean observations was enhanced by printing of the Thermodynamic Equation of Sea Water 2010 (TEOS-10) User's Guide brochure.

Expected result 18: Enhanced coordination of research on ocean ecosystems, marine habitats and biodiversity, and best practices promoted in the management of marine and coastal ecosystems

- The United Nations General Assembly decided to establish an expert group as an integral part of the Regular Process for Global Reporting and Assessment of the State of the Marine Environment, including Socio-economic Aspects (the “Regular Process”) and invited IOC, among other agencies, to provide technical and scientific support to the Regular Process.
- IOC provided critically-needed training on identification of HAB species for protection of public health and in support of critical research in Member States countries through implementation of 10 training courses and training-through-research projects.
- The World Association of Marine Stations was created in April 2010 and is an important achievement in line with chapter 17 of Agenda 21 “Strengthening international and regional cooperation and coordination”.
- The International Working Group on Coastal “Blue” Carbon developed and published a set of guidelines for active and effective maximizing of storage and sequestration of coastal carbon and established measures for quantifying and monitoring carbon and emissions in coastal systems.

Expected result 19: Risks from tsunami and other ocean and coastal-related hazards reduced, with special emphasis on particularly vulnerable regions in Africa, LDCs and SIDS

- Intergovernmental coordination of tsunami early warning and mitigation systems is satisfactory at both the global and regional level, with few exceptions. Overall more than 400 sea level stations are reporting real time observations through the IOC Sea Level Monitoring Station Facility (up from 25 stations at the end of 2006). The number of seismic stations that deliver data in real time has increased from about 350 in 2004 to more than 1,200 today.
- Development of the tsunami warning systems in the Indian Ocean, Caribbean and North East Atlantic and Mediterranean and Connected Seas is making steady progress with the Indian system going fully operational in October 2011. Three tsunami information centres are currently in operation (ITIC, JTIC and NEAMTIC) with a fourth (CTIC) to be established.
- While lives have been saved by the existing operational tsunami warning systems, the earthquake and tsunami off Tohoku in Japan on 11 March 2011 once more demonstrated that communities living close to potentially tsunamigenic zones should step up their efforts to develop awareness, preparedness and mitigation measures.
- Several training sessions and workshops for over 1,000 participants from more than 40 countries were organized by IOC to improve regional and national tsunami warning systems. Community preparedness programmes reached more than 50,000 people with tsunami awareness and preparedness materials.

Expected result 20: Member State requests for policy and capacity development responded to by integrating knowledge and experience available from all relevant IOC programmes, with special attention given to particularly vulnerable regions in Africa, LDCs and SIDS

- The IOC Assembly is reviewing and streamlining the functioning and governance of subsidiary bodies to achieve higher levels of efficiency and effectiveness. Decentralization

of both funds and human resources is improving to ensure more effective regional delivery of IOC programmes, especially capacity development.

- Most IOC programmes have now incorporated the IOC Principles and Strategy for Capacity-Development and IOC continues tailoring capacity-development activities, addressing emergent issues such as adaptation to climate change. A needs assessment and a new strategy for capacity development are being devised based on emergent issues, such as training courses on the combination of Law of the Sea and Marine Scientific Research, especially in Africa.

Challenges and lessons learned:

- IOC is challenged to meet the expectations of Member States and partner organizations to deliver on a wide and growing range of activities within the constraints of limited regular programme resources.
- Enhanced communication efforts both internally and externally has added to the visibility of UNESCO-IOC's work in tsunami warning systems, global ocean observation and ocean science.

Cost-effectiveness/efficiency measures

- Direct handling of operating costs allowed for some fine-tuning of expenditure estimates and thus savings. The 26th session of the IOC Assembly in 2011 considered future efficiency measures for the IOC Executive Council, with reallocation of savings to programme activities.
- Additional measures are being implemented to improve the functioning and efficiency of the IOC subsidiary bodies.

Global Priority Africa

Expected result 1: Science and technology policies and planning capacities of selected African Member States, including SIDS, strengthened

- High-level STI decision-makers in Nigeria, Central African Republic and Republic of Congo met to discuss the elaboration of national programmes and projects for the advancement of STI reforms, while a technical workshop was held in Nigeria which strengthened the capacity of senior STI officials to continue the reform process and develop an Action Plan. This activity also facilitated six universities being selected for the National Special Grant of \$210 Million.

Expected result 2: UNESCO Action Plan, addressing the AU CPA on Science and Technology, focused on the implementation of its flagship projects

- Technical policy advice was provided to Botswana, Malawi, Namibia, Senegal, Zambia, Nigeria, Republic of Congo and Tanzania, the Central African Republic, Democratic Republic of Congo and Zimbabwe. The national STI status reports for Botswana, Burundi, Gambia, Malawi, Zambia and Zimbabwe were finalized. The national science policies for Botswana, Malawi and Zambia were revised and have been submitted to the President's Cabinet and the implementation strategy for Botswana was elaborated and has been submitted to parliament.
- The African Inter-Parliamentary Forum on Science, Technology and Innovation led to the launch of the Pan African Interparliamentary Forum STI. Through this forum UNESCO was able to facilitate parliamentarians from African countries sharing their experiences in

facilitating dialogue and developing and implementing science legislation. The forum contributed to building capacity of scientists and parliamentarians.

- UNESCO co-organized training workshops for the 15 ECOWAS countries. Over 80 policy-makers were trained in evidence-based policy-making. A workshop on science and technology in One United Nations led to the establishment of the Rwandan National Innovation Endowment Fund.
- Education officials and teacher trainers from Comoros, Mauritius, and the Seychelles were trained in coastal monitoring and climate change adaptation through the Sandwatch programme.

Expected result 3: Education and networking strengthened in basic and applied sciences

- Four advanced workshops and training courses in the area of neurosciences were organized in Africa in 2010 (Côte d'Ivoire, Kenya, South Africa and Morocco) within the context of the IBRO/IBSP African neuroscience collaboration in Africa.
- Significant expertise and support for the creation of digital libraries is provided through the use of "Invenio" software developed by CERN in Morocco, Algeria, Benin, Cameroon, Senegal, and Tunisia.
- For teacher training in physics, an international teaching school on the "Evolution of the Universe" was organized in CERN improving the quality of science education in some developing countries
- A category 2 centre in biotechnology in Nsukka, Nigeria will be considered for approval by the 36th session of the General Conference. This initiative could have a great impact in Nigeria and also in the subregion.
- African countries that have benefited from UNESCO's assistance in the context of the Global Microscience project are Ethiopia, Gambia, Sudan and Tanzania within the United Nations Development Assistance Framework (UNDAF) programme. Tanzania is in the process of acquiring Microscience Kits and training teachers in 180 schools.
- UNESCO and IUPAC launched the International Year of Chemistry (IYC) Global Experiment (the "Big Splash") in Cape Town, South Africa (March 2011) organized in collaboration with the City of Cape Town Municipality. One thousand pupils did the Global Experiment with the kits sponsored by the South African Department of Science and Technology.
- Three Active Learning in Optics and Photonics (ALOP) workshops were organized in 2010 and early 2011 in Algeria, Senegal and Ethiopia.
- A meeting "International Workshop On Bioprocessing, Policy and Practice: Conservation and use of Medicinal plants of the Small Island Developing States (SIDS) of the Indian Ocean and Madagascar" was organized in Mauritius (April 2011) in collaboration with the LINKS programme of UNESCO, the Centre for Phytotherapy and Research (CEPHYR) and supporting collaboration from UNESCO Dar es Salaam and Nairobi Offices.

Expected result 4: Knowledge base and capacities in formulating national energy policies strengthened

- The capacity of 30 representatives from Benin, Burkina Faso, Guinea Bissau, Guinea, Côte d'Ivoire, Mali, Niger, Senegal and Togo was increased at the second annual African Summer School "solar energy for rural electrification" in Bamako, Mali.

- The formulation of energy policy and sharing of related best practices in western Africa was strengthened at a regional seminar involving experts and governmental representatives organized jointly with ISESCO in Douala, Cameroon.
- Technical support and advisory services in the formulation of energy policies in Africa was provided through an active partnership with the Community of Sahel-Saharan States.

Expected result 5: Knowledge base and capacities for national and regional freshwater management strengthened

- IHP-related programmes and activities provided a substantial contribution, in particular via ISMAR7, G-WADI, ISARM Africa and IGAD, PCCP, FRIEND, HELP, ecohydrology and education.
- ISARM IGAD Region prepared a preliminary map of transboundary resources and established a first of its kind “Science Policy” network with technical experts from all water-related ministries as well as parliamentarians from each participating Member State.
- A preliminary assessment and inventory in the SADC region has been finalized and a study on transboundary aquifers was undertaken with the UNESCO Chair in Geohydrology (South Africa).
- The workshop “Addressing Water Quality Challenges in Africa” (Kenya) brought together 25 high-level water experts and policy-makers from 20 African countries and key regional, subregional and basin organizations of Africa.
- The nineteenth IHP Intergovernmental Council endorsed the proposals for the establishment of three new category 2 centres in the African continent (Kenya, South Africa and Sudan), covering groundwater, water and global changes and water harvesting.
- Technical assistance was provided to the recently established National Institute of Water Research in Mozambique.

Expected result 6: University-level earth sciences education revitalized

- UNESCO’s Earth Science Education Initiative for Africa announced their priority activities at the Colloquium of African Geology in Johannesburg, South Africa in January 2011. These activities were endorsed by the Geological Society of Africa. Fourteen of 20 anticipated institutions are engaged in the Initiative. Based on this work, the International Union of Geological Sciences has asked UNESCO to lead a multi-organization working group on global trends in earth science education.
- Five new projects focus on Africa and the participation of African geoscientists, with 17% of IGCP projects directly related to Africa.

Expected result 7: Adaptation strategies to manage coastal changes in West Africa provided

- In the ACCC project (Adaptation to Climate and Coastal Change in West Africa), the following objectives were met: the establishment of the stakeholder network in coastal adaptation and the development of communication materials based on the deliverables produced through national implementation of the project. A good level of co-financing has been received and consultations have started with countries and potential donors to launch a second phase of the ACCC project.
- Implementation continued on ODINAFRICA (Phase IV) and GOOS-Africa.

- The IOC subregional subsidiary bodies were revived, including a meeting of the IOC Regional Committee for the Central and Eastern Atlantic held after a 10-year gap. The post of IOC Coordinator was created in the Nairobi office to coordinate all IOC activities in Africa.
- The IOC 50th Anniversary Fellowship Programme sponsored 12 young African leaders to assist their countries in the preparation of long-term adaptation plans to climate change on ocean and coastal zones of Africa; the IOC Chairs in Mozambique and United Republic of Tanzania were supported.

Global Priority Gender Equality

Expected result 1: Professional education of women from developing countries in various natural sciences and engineering enhanced and promoted

- Ten outstanding women scientists were distinguished in 2010 and 2011 with the *l'Oréal-UNESCO For Women in Science Awards*, bringing the total to 64 women who have so far received the prize. In IYC 2011, to celebrate the Marie Curie Nobel Prize Centennial, a new Special Fellowship “in the footsteps of Marie Curie” was awarded. The 30 International Fellowships in 2010 and 2011 brought to 165 the number of young doctorate women scientists who have benefited from fellowships.
- A Meeting “Women and Science – Science For Women in Africa”, was organized in Johannesburg, South Africa (March 2010) with the UNESCO Chairs Network – Women, Science, Technology for development. Work with UNESCO Chairs in Water and Gender is being reinforced and IHP's Ecohydrology Programme launched a thematic task area in gender and cultural diversity.

Expected result 2: Participation by women in UNESCO-sponsored scientific networks and activities increased

- A film “Women Sharing a Chemical Moment in Time”, made by UNESCO for the launch of IYC, summarized the worldwide event which took place on 18 January 2011 with women from 44 countries participating to share their experiences of chemistry.
- Activities supported include a baseline study on the participation of girls in engineering, mathematics and physics courses in universities in Kenya and Botswana; grants for women scientists from Africa to participate in scientific conferences; and a scientific conference organized by African Women in Science and Engineering.
- Five of the 12 winners of the MAB Young Scientists Research Grants for 2011 were women and four of the 12 members of the International Advisory Committee for Biosphere Reserves are women. In many of the MAB and biosphere reserve networks, women play a significant leadership and coordinating role.
- The establishment of gender focal points in all IOC sections helped to raise the level of participation of female marine scientists in IOC activities. Depending on the activities, women's participation in the IOC activities varies from 15% to 35%.

Expected result 3: Inclusion of women in STI policy decision-making increased, and the reasons for their inclusion understood by policy-makers

- The book *Savoirs féminins liés à la nature, plantes médicinales et médecine traditionnelle dans les Mascareignes* was launched in April 2011 in Mauritius. It describes the medical knowledge held and practiced by women in La Réunion, Mauritius and Rodrigues.

- The new two-volume book *Mayangna Knowledge of the Interdependence of People and Nature: Fish and Turtles* presents women's knowledge alongside men's knowledge, thereby highlighting women's status as knowledge holders and the complementary nature of the two knowledge sets. Women experts in fisher knowledge, as well as in knowledge transmission and education, contributed to all 2010 project activities, thereby building capacity and reinforcing their contribution to decision-making processes.

Expected result 4: The gender dimension of biodiversity conservation highlighted internationally

- The new protocol on Access and Benefit Sharing (ABS) adopted by the CBD/COP10 in Nagoya, Japan, in October 2010 has opened up significant opportunities for establishing cultural protocols for the use of biodiversity, including concerning women stakeholders.

Category 1 institutes

UNESCO-IHE Institute for Water Education

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

- All performance indicators are on track for completion by the end of the biennium or are already met, except that the number of PhDs awarded is below half of expected due to candidates requiring more than four years for completion.

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

- Again, performance indicators have been met or exceeded with the exception of the number of PhD theses completed, as the research often takes longer to complete than expected.

Expected result 3: Capacities of local water-related organizations built and increased

- This is 75% completed, notably through multi-year capacity development projects and through the University Teacher Qualification scheme. Universities are continuously supported through the implementation of capacity development projects and through the establishment of joint education programmes.

Expected result 4: Knowledge and information developed and shared through partnerships and joint activities in education, research and capacity-building

- In line with the Comprehensive Strategy for UNESCO-IHE 2010-2020, a Global Campus is planned for Asia, Latin America and Africa and water governance efforts are being enhanced, particularly in the social science aspects of this issue.
- UNESCO-IHE has established the UNESCO-IHE Partnership Research Fund. Over 20 agreements were signed with water education institutions worldwide, meeting the target.
- The SWITCH project, a UNESCO-IHE led consortium of over 30 partners cooperating in the field of sustainable urban water management in the city of the future, was completed. Deliverables included (online) training materials, scientific publications, demonstrations in 12 cities worldwide, and learning alliances.
- UNESCO-IHE and IHP, including through the network of water-related chairs and category 2 centres lagged, with a 25% completion rate to date. Nevertheless new

educational modules have been created with the UNESCO-IHP Centre for Water Law, Policy and Science at the University of Dundee, with ICHARM in Japan, and HidroEx in Brazil as a centre of excellence in water education and research for lusophone countries.

Challenges and lessons learned:

- Over the reporting period, the UNESCO-IHE Institute for Water Education has been very successful in accomplishing its educational, research and capacity development targets. Although the substantial increase of outputs is to be applauded, it is unable to keep up with increasing need for high-quality water education worldwide. In order to meet this need in the future, UNESCO-IHE has developed a strategy to establish a Global Campus for tertiary water education, with linked UNESCO centres and institutes in all regions of the world. The strategy will call upon governments to support the creation of interlinked water institutions and to support fellowship schemes.

Abdus Salam International Centre for Theoretical Physics (ICTP)

Expected result 1: Advanced research and training of scientists, especially women and young scientists, and university teaching staff in physics and mathematics enhanced

- With over 50 conferences and workshops, ICTP hosted and thus enhanced the training of over 5,000 scientists, including over 20% women.

Expected result 2: South-South cooperation and activities in Africa strengthened

- New affiliated centres have been supported in Africa, Latin America, Eastern Europe and Asia.

Expected result 3: Synergies with other organizational units contributing to Major Programme II enhanced

- In November 2010, ICTP celebrated 45+ years of activity. The new Strategic Plan was shared with Nobel Prize winners, government ministers, and leaders of development agencies from developed and developing countries joined in an international dialogue to determine new, effective strategies for scientific research and education, during the conference "Science and Development for a Changing World" held in Trieste.
- The ICTP Strategic Plan 2010-2014 contains the findings of ICTP's own assessment of achievements, challenges and lessons learned, including the impact of joint ICTP-UNESCO activities for the developing world. The plan was supported by the participants at the conference. The Strategic Plan is directly relevant to MLAs 1 and 2 of MP II, the intersectorial platform for science education, and the two global priorities, Africa and gender equality. The top five targets of the Strategic Plan, some of which have already been realized, are:
 - ICTP science will be enriched by a formal Ph.D. programme as a natural extension of the current Diploma programme. Agreement done, start-up September 2011.
 - ICTP's scientific reach will be extended by establishing regional centres of excellence in developing countries. UNESP in São Paulo, Brazil, established in 2011. Discussions are ongoing for centres in China, India and Mexico.
 - The range of ICTP's science will be increased by strengthening existing research sections and adding new ones, particularly in energy, quantitative biology and computing sciences. Activities in the first two of these have started.

- ICTP will play a leading role in developing improved Internet-based techniques and new e-learning methods to further supplement and replace the traditional classroom. CERN, MIT and OpenCourseWare Consortium have made contact with ICTP for collaboration. One hour of ICTP recording costs less than a cup of coffee. On www.ictp.tv, more than 7,500 recorded hours are publicly available.
- A new Institute Advancement Office will seek new funding and support opportunities. Activities for a fundraising campaign for the fiftieth anniversary of ICTP have started.

Challenges and lessons learned:

The challenge of adopting SISTER and results-based programming to mesh with UNESCO's systems has been met through on-site training. This has enhanced ease of collaboration, which is important as expansion of joint activities is planned. Lessons learned from past years have been incorporated into the new Strategic Plan.

Intersectoral platforms

Intersectoral Platform “UNESCO Action to Address Climate Change”

30. This Platform oversees the implementation of UNESCO's Strategy for Action on Climate Change and the associated UNESCO Climate Change Initiative. Among its major achievements are the further consolidation and implementation of the UNESCO Climate Change Initiative and its core programmes on climate knowledge, climate change education and public awareness, the UNESCO Climate Change Adaptation Forum and the Global Climate Change Field Observatory of UNESCO Sites.

31. The UNESCO-IOC sponsored World Climate Research Programme (WCRP) and the Global Ocean Observing System (GOOS) have continued to contribute to increased understanding of the ocean's role in climate change and variability. In conjunction with the United Nations Climate Change Conference in Cancun, the SBSTA of the UNFCCC noted that the future work plan of GOOS includes emerging essential climate variables on ocean chemistry and ecosystems and noted the relevance of these variables in tracking the impacts of climate change and acidification on ocean ecosystem services.

32. UNESCO and IOC, together with WMO have continued to promote United Nations-wide collaboration on the climate knowledge base, including under the emerging Global Framework for Climate Services (GFCS). With the objective of informing public and private sector stakeholders of the longer-term climate projections and their potential impacts, as well as strengthening capacity for appropriate response adaptation strategies, the science-based UNESCO Climate Change Adaptation Forum has been further developed under the Climate Change Initiative as a contribution to the GFCS. With a focus on Africa, UNESCO and WMO have initiated a partnership to enhance the understanding of both the knowledge contributions and needs of indigenous peoples and local communities.

33. The IHP programmes FRIEND (Flow Regimes from International Experimental and Network Data) and HELP (Hydrology for the Environment, Life and Policy) have contributed to build the climate change knowledge base useful for improving integrated approaches for managing and adapting to the impacts of global changes on river basins and aquifer systems.

34. Of particular importance here is the reinforced focus during the biennium on human and social science and ethical issues related to the climate change knowledge base. In addition to UNESCO having acquired a recognized role in the field of climate change and ethics, the Management of Social Transformations (MOST) Programme has been positioned as a key international programme on the social transformations arising from global environmental change, especially climate change, including on migration. The Director-General took over the Chairmanship of the United Nations Global Migration Group in July 2011, the same month as

UNESCO published the publication “Migration and Climate Change” analysing one much-discussed but poorly-understood aspect of climate change.

35. The establishment of the Climate Change Education for Sustainable Development programme marks a significant achievement during the biennium. Backed-up by the creation of the UNESCO Climate Change Education Clearinghouse, the programme supports Member States to strengthen climate change education for sustainable development through capacity development in the area of policy development, curriculum development, teacher-training, reforming and greening TVET programmes and developing disaster reduction programmes. The programme also actively supports regional networking, such as among SIDS on climate change education.

36. Following up on the Paris Declaration on Broadcast Media & Climate Change adopted at the UNESCO Conference on “Broadcast Media and Climate Change: A Public Service Remit” (Paris, September 2009), UNESCO has continued to support media’s efforts to enhance public awareness of climate change around the world, including through a partnership with Inter Press Service (IPS) Africa that aims at highlighting Africa’s voice at and reporting from the United Nations Climate Change Conferences.

37. Forest issues have emerged as a key component in international climate change discussions during the biennium. UNESCO therefore supported the Summit of Heads of State and Government of the Amazon, Congo, and Borneo-Mekong Forest Basins (Brazzaville, Congo 31 May to 3 June 2011) to foster discussion and collaboration for the sustainable management of forest ecosystems and their continued contribution to global climate regulation, poverty eradication and economic development efforts. UNESCO World Heritage Sites and biosphere reserves have been promoted to contribute to international discussions on Reduced Emissions from Deforestation and Forest Degradation (REDD). Efforts to establish a fully operational Global Climate Change Field Observatory of UNESCO sites took a further important step forward at the international conference “For life, for the future. Biosphere reserves and climate change” (Dresden, Germany, June 2011), that produced the Dresden Declaration on Biosphere Reserves and Climate Change.

38. Concerning climate neutral actions at UNESCO, the 2010 green house gas emissions (GHG) survey showed drops of 15.2% in air emissions and 27% in buildings and surface travel-related emissions compared to 2009 (but underlying flight numbers excluding Brazil were still rising). Flights cause 66% of UNESCO’s worldwide emissions and buildings and surface transport, operations 34%, the majority of both from field offices and institutes. UNESCO’s Emissions Reduction Strategy is – in common with the rest of the United Nations system – due to be agreed by senior management, resourced and implemented by 8 November 2011. UNESCO aims to meet its 5%-per-year emissions reduction target by more efficient management of buildings and especially air travel.

Challenges and lessons learned:

- Climate change issues are increasingly embedded in more overarching sustainable development agendas, such as on renewable energy, which emphasizes the need for strong interdisciplinary and intersectorial cooperation on climate change within UNESCO.
- The budget requirement for the successful implementation of the UNESCO Climate Change Initiative for the period 2010-2013 is in the order of US \$9-12 million, most of which would have to be secured from extrabudgetary sources.
- The IOC XXVI Assembly decided to reconstitute the GOOS governance with the goal of strengthening the observing system and streamlining its organization. The new structure of GOOS will follow the advice given by a post-Ocean Obs '09 conference working group which has recommended a Framework for Ocean Observing. GOOS will be guided by an expert GOOS Steering Committee (GSC) reporting directly to the IOC Assembly that will work closely together with all relevant ocean observing communities to constructively plan

and move forward a Global Ocean Observing System responding to scientifically and societally set requirements.

- In spite of UNESCO's emphasis on the gender dimensions of climate change, international research show that investments in climate change mitigation and adaptation projects are still gender unbalanced.
- Currently there is inadequate resourcing of sustainability management and climate-neutrality promoting actions at UNESCO – no funding or staff for these were included in document 35 C/5 – so the summer 2011 GHG Emissions Survey is currently imperilled. It is also unclear if sufficient resources, including human resources for sustainability and climate neutrality will be committed in document 36 C/5. UNESCO is examining the possibility of earning carbon credits instead of buying them, although this policy option depends crucially on whether the very complex rules on offsetting allow this. Legal and expert advice is needed before any realistic strategy on earning carbon credits can be advanced.

Contribution to the implementation of the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States (SIDS)

39. Implementation of the Mauritius Strategy for the further implementation of the Barbados Programme of Action on the Sustainable Development of SIDS underwent a five-year review in September 2010 through the United Nations General Assembly. UNESCO contributed extensively to the review based on contributions coordinated by the Platform. The review outcomes called for the United Nations system to continue its support for the Mauritius Strategy, and for the recognition of SIDS' particular vulnerabilities in the face of challenges such as climate change and the recent and ongoing global food and financial crises. The outcomes reaffirmed the significance of the Platform's four expected results, which address key SIDS vulnerabilities through interdisciplinary action.

40. SIDS have been clearly identified as a priority under UNESCO's climate change education for sustainable development programme (CCESD). A range of events are under implementation in support of the integration of climate change education into national and regional educational programmes. UNESCO organized a Caribbean SIDS workshop on CCESD in June 2011, developed new CCESD materials such as multilingual editions of the new Sandwatch manual and the preparation of new biodiversity education materials in São Tomé and Príncipe, addressed region-specific vulnerabilities through the regional Pacific ESD framework, and collaborated actively with other United Nations agencies through the organization of a joint climate change education and awareness event at UNFCCC COP16 in Cancun. Contributing towards the development of tools for sustainable island living, a UNESCO meeting on "Climate Change Adaptation in the Caribbean" was organized in March 2011, leading to the development of a communiqué addressing key priorities for UNESCO and partners in addressing climate change in the Caribbean.

41. In support of the development, sharing and application of integrated policies and practices for the safeguarding and management of natural and cultural heritage, SIDS continued their engagement with UNESCO's cultural conventions. Several new SIDS sites were added to the World Heritage list, while five SIDS ratified the Convention for the Safeguarding of the Intangible Cultural Heritage. National consultation meetings were organized in six Pacific SIDS. Work in the Solomon Islands was further advanced by MP II and V, through the development of online, wiki-based Open Educational Resources in the Marovo language on indigenous knowledge of the natural environment in Marovo Lagoon, including local capacity development. In the context of the UNAIDS UBW programme, seven new youth-led projects on HIV-AIDS in a human rights perspective distributed across all SIDS regions were implemented under the Youth Visioning for Island Living programme.

42. In spring 2011, two books of interest to SIDS were published. *Islands as Crossroads – Sustaining Cultural Diversity in Small Island Developing States* explores the complexity and dynamics of culturally-diverse SIDS societies. The book provides the outcomes of a UNESCO symposium held in the Seychelles in 2007 as a contribution to the Mauritius Strategy. *Women’s Knowledge: Traditional Medicine and Nature* (Mauritius, Reunion and Rodrigues) discusses the rich history and origin of this knowledge and related practice, with roots in traditions from east Africa, China, Europe, India, Madagascar, and even Polynesia and Australia.

Challenges and lessons learned:

- The remoteness of many islands as well as limited Internet access can hamper efficient communication. As well, travel costs to bring islanders together limit both regional and interregional actions.
- As activities need to be tailored to local realities and priorities, the field offices are essential mediators, with their proximity to and extended knowledge of local situations. Limited number of staff and budget in some offices has slowed the implementation of the planned activities. Despite limited funds to support initiatives, activities were organized by volunteers. Current excellent field-Headquarters cooperation is a strength.
- Linking community-led sustainable development activities across the three SIDS regions provides scope for maximizing benefits to a larger number of islands. This is despite the fact that the implementation of some activities has taken longer than initially anticipated. Partnering with other organizations and programmes is crucial for success of this inter-regional cooperation. However, regionalization within organizations is sometimes an impediment to this process.

MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

Overall strategic assessment

Key achievements

- Throughout the past 18 months, progress towards full implementation of Major Programme III is on target. The Sector has renewed focus on **strategic programme priorities**. Also, within the 35 C/5 framework, SHS has identified **four strategic focus areas**, as requested by Member States, which include: social inclusion; new challenges in bioethics; social dimensions of global environmental change; and youth and social innovation. The result of this more focused approach is to federate previously dispersed activities and 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. This will also forge the Sector's specific identity, resulting in more convincing communication, greater recognition for its expertise, reinforced capacity for agenda-setting and more effective resource mobilization. The ultimate goal is to increase impact in Member States of the Sector's programme activities.
- **Africa** continued to receive priority attention, especially through the implementation of the African Youth Strategy. New initiatives have been identified including the development of youth employability skills and social entrepreneurship in partnership with the International Youth Foundation. Achievements include the production of a body of knowledge to inform policies and programmes in the field of youth, promotion of South-South cooperation between Latin America and the Caribbean States and African countries in the area of youth violence prevention, and raising awareness of youth development issues and the role of youth as agents for constructive change.
- The Sector reshaped its work on **gender equality**, notably through a reorientation of activities towards analysis of the challenges faced by women and girls of their full enjoyment of human rights in the context of conflict and post-conflict. This reorientation places particular emphasis on the prevention of violence against women and girls.
- A major achievement in 2010 was the production of the World Social Science Report 2010: Knowledge Divides, launched on 25 June by the Director-General and the President of the International Social Science Council (ISSC). This Report contains key policy guidance for all actors in the social sciences. It emphasizes the significance of social sciences' multidisciplinary approach to grasping the complexity of contemporary challenges. Its findings point to 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). Since the launch of the WSSR numerous dissemination events of the Report have been organized by UNESCO, research institutions, ISSC, and National Commissions to UNESCO, in order to raise awareness of the need for strengthened capacity-building in the social sciences, to reduce the knowledge divides, and for the importance of social science to support policy-making. Among the events organized in 2011 are an event at United Nations Headquarters (February 2011), in which both Member States, researchers and the United Nations system participated (ASG, UNDESA was keynote speaker) and at the University of Cape Coast, Ghana (May 2011). A co-publishing agreement for the French edition of the WSSR has been prepared, and the co-publishing agreement for the Spanish edition is currently under preparation. The French and Spanish editions will contribute to further disseminate the recommendations of the WSSR.
- In the Sector's work on **environmental ethics**, consultations were held with key constituencies (Member States, United Nations, and academia) around the desirability of

preparing a draft universal declaration of ethical principles in relation to climate change. It became clear that significant work is needed on the upstream clarification of basic ethical principles, including but not limited to climate change issues, along with downstream development of practical policy tools.

- Acting as a platform for international cooperation and exchange on complex and timely issues raised by the recent events in the Arab region, UNESCO has 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 Roadmap has been developed to serve as a framework for actions in this field.
- **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 initiatives 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.
- Through continued promotion and dissemination of the **International Convention against Doping in Sport**, UNESCO reached the milestone of 159 States Parties in June 2011. Measures to monitor compliance have been put in place, with the corresponding fund available to help build country capacities whether at the national policy level or in the education sphere.
- Throughout its policy work, the Sector has looked to strengthen its relationship with **key partners**. A notable example is the agreement with the International Social Science Council (ISSC), which in 2010 was renegotiated to actually involve them, together with their own networks and resources, as strategic partners in the implementation of a significant work stream on the critical issue of the social and human dimension of global environmental change. This planning has since broadened to integrate a number of other partners including the International Council for Science, (ICSU) and the Belmont Forum as well as important networks who bring valuable expertise.
- 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 is being further enhanced through 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) will be the relationships between migration and climate change. In the context of the Fora of Ministers of Social Development, UNESCO has been proactive involving other agencies (UNICEF and ILO) on addressing policy development for social protection.

Challenges and lessons learned:

- The Sector reviewed the implementation of its programmes to improve delivery in achieving the expected results and ensuring better focus. The restructuring process resulted in a more coherent approach, rationalized the nature and volume of activities and has served to emphasize the need for continued monitoring. By grouping the programme activities under four strategic priority areas, it has been demonstrated that greater focus could be achieved in the Sector’s work. This review process drew lessons from the various evaluations impacting right across the sector, namely on SPO4, SPO6 and SPO7; as well as the Independent External Evaluation of UNESCO and the recommendations from the ad hoc Working Group of the Executive Board.

- The need to articulate appropriate expected results in a social science context, involving long time frames and many variables in the social science processes is being addressed through continued RBM training.
- 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.

MLA 1: Promoting human rights within UNESCO's fields of competence, philosophy and philosophical dialogue on emerging social and human issues, as well as intercultural dialogue

Expected result 1: Evidence-based policy recommendations to empower people deprived of their basic human rights formulated and disseminated

- Together with the renewed focus on **social inclusion**, the Sector has federated the work on migration, gender, and youth at municipal level through the Coalition of Cities against Racism and Discrimination, which has grown by 29 new members over the period. The Coalition has allowed the sharing of good practices on social inclusion policies, including access to housing, discrimination in the workplace, and gender-based discrimination and gender equality.
- The Arab Spring provided an opportunity and demanded advance research-policy work on the human rights-based approach to respond to the evolving global financial, economic and social crisis, strengthen poverty eradication, and promote gender equality. A pilot pedagogical training manual on democracy and human rights for youth was produced in Tunisia, to empower young people to participate meaningfully in the democratic process. SHS sustained efforts to promote policy-oriented research on the main obstacles and challenges to the implementation of human rights in the domains of UNESCO; studies on cultural rights in the Maghreb and Egypt were disseminated. Elsewhere, national studies on the right to take part in cultural life on Armenia, Bolivia (Plurinational State of) and Costa Rica have been completed and restitution events are scheduled to take place by the end of 2011.
- UNESCO also continued to raise awareness about the fight against discrimination through events such as the International Day for the Elimination of Racial Discrimination (21 March), Human Rights Day (10 December 2010). The Director-General awarded the UNESCO/Bilbao Prize for the Promotion of a Culture of Human Rights to Ms Asma Jahangir from Pakistan, honouring her commitment and important contribution to fostering interreligious and intercultural dialogue, tolerance, mutual understanding and cooperation for peace. Furthermore, a video "Put Racism Offside" produced by FC Barcelona in the framework of their partnership with UNESCO, was viewed some 200,000 times on YouTube via UNESCO and FC Barcelona websites.

Expected result 2: Philosophical exchanges reinforced with a view to addressing new challenges to democracy and a culture of peace

- World Philosophy Day was held on 18 November 2010, in the framework of the international year of the rapprochement of cultures, with an audience of over 1,500 students, teachers, and experts. The Day was celebrated internationally, reportedly in over 50 countries by different institutions from all regions in the world. The French Minister seized the opportunity of the Day to announce the French education reform which aims at introducing philosophy teaching in the education system starting from 10th grade in high school. Visibility was further improved through the use of social networks such as Facebook and Twitter. The World Philosophy Day for 2011 will emphasize the dissemination of philosophical advancement of the science of philosophy. Gender issues

were addressed by a conference of the International Network of Women Philosophers on the theme “Women Philosophers and ‘Political Correctness’”, with the participation of more than 80 women philosophers from all regions. UNESCO co-published with the International Council for Philosophy and Humanistic Studies (CIPSH) the magazine *Diogenes*. The High-Level Regional Meeting on Philosophy Teaching in Europe and North America (Milan, February 2011) issued specific recommendations to different stakeholders on the enhancement of philosophy teaching.

- In the framework of the International Year for People of African Descent, the Interregional Philosophical Dialogue between Africa and the Americas was convened jointly by UNESCO and the Alain Locke Society at Purdue University, West Lafayette (United States of America) in April 2011. The Dialogue facilitated exchange and cooperation between philosophers from Africa, Latin America, the Caribbean and North America, with a view to enhancing academic cooperation and capacity-building.
- Following the Arab Spring, UNESCO stepped up its efforts to promote democracy and the management of social transformations under the MOST Programme. A high-level round table on “Democracy and Renewal in the Arab World: UNESCO in Support of Transitions to Democracy” was organized on 21 June 2011. UNESCO developed a Roadmap which identified fundamental conditions for a sustainable democracy in the region to serve as a framework for multifaceted actions. There is a real opportunity to address social and economic inclusion issues, but the challenge is to be able to mobilize partnerships and extrabudgetary funds for concrete actions in the region.
- On culture of peace, intercultural dialogue, and tolerance, SHS utilized academic partnerships for the promotion of dialogue, and academic cooperation between Israelis and Palestinians led to the establishment of a Joint (Israeli-Palestinian) Academic Committee. Similarly, the University of Rome “La Sapienza” and universities from Israel and the Palestinian Territories (Al Quds University, Hebrew University, Tel Aviv University, Haifa University and Ben-Gurion University) implemented a curriculum based on interaction among Israeli and Palestinian faculty and students.

MLA 2: : Enhancing research-policy linkages in the field of social development and the management of social transformations, including emerging issues relating to youth

Expected result 3: Member States supported in the development of policies in fields related to social transformations, such as regional integration, migration, SIDS, urban development and youth

- UNESCO’s work to promote policy development informed by research in the field of social transformations has been pursued through the two axes identified earlier in the biennium: the creation of opportunities under the MOST programme to bring the research and the policy communities together around topical issues and the catalysing of policy thinking working through a select number of very significant social transformation themes. The MOST priorities: “Social inclusion”; and “Social Transformations arising from Global Environmental Change” have become federating strategic focus areas.
- Support to Member States in the development of effective policies was improved through various modalities, including the reshaped methodology of the Ministerial Fora, which put much stronger emphasis on the quality of the research inputs and the introduction of civil society and other stakeholders into the policy debate. This proved effective at the Forum of Ministers in Sri Lanka (20 to 22 February 2011) and the Forum of Ministers of Social Development for Latin America (El Salvador, 11-12 July 2011).
- UNESCO is actively advocating for consideration of the social dimensions of global environmental change. The Organization has also utilized inter-agency mechanisms to

advance this work. As an active member of the United Nations Task Team on the Social Dimensions of Climate Change, the Organization has contributed to a concept paper on the social dimensions of climate change to be presented to policy-makers at the COP17 Conference in Durban (28 November-9 December 2011). As chair of the Global Migration Group (July to December 2011), UNESCO would focus on the relationship between migration and climate change. Utilizing its longstanding relationship with ICSU, UNESCO also participated in ICSU regional meetings (Malaysia, April 2011 and South Africa, June 2011) which served as preparatory forums for the Rio+20 International Conference on Sustainable Development. SHS will also be in attendance for a third regional meeting in Mexico in August of 2011.

- The past 18 months have seen **youth** take centre stage in social transformations and the critical importance of addressing specific issues faced by youth became self-evident. UNESCO has contributed to inform policies and programmes, including on youth civic engagement. Building on the momentum of the International Year of Youth, progress has been made in raising awareness of youth development issues and the role of youth as agents for constructive change. As a co-chair of the Interagency Development Network on youth, UNESCO contributed to the preparation of the United Nations High-Level Meeting on Youth, held in New York on 25 and 26 July 2011.
- Partnerships with personalities have enhanced visibility of UNESCO's outreach to youth. The American actor Forest Whitaker has been designated UNESCO Goodwill Ambassador on Peace and Reconciliation with a specific focus on youth. A short video was recorded with Monique Coleman, United Nations Youth Champion for the International Year of Youth, during her visit to Headquarters in June 2011 to promote the Year and the seventh UNESCO Youth Forum. Nizan Guanaes, UNESCO's Goodwill Ambassador, is actively engaged in the outreach and evolution of the Youth Forum.
- UNESCO's work on youth violence prevention has been focused on the expansion of the programme to other regions, notably through the promotion of South-South cooperation. A policy dialogue round table "Towards Youth Inclusive Policies and Prevention of Violence in the Great Lakes Region" was organized in Kenya, June 2011, with partners from United Nations agencies and the sport movement. On this occasion, good practices in youth violence prevention programmes in Central America have been shared with African countries. The work on youth violence prevention has also been expanded to the Pacific, with a report on youth and violence completed in cooperation with UNDP and disseminated to Member States.
- The role of youth as agents of constructive change will be a key focus of the seventh UNESCO Youth Forum that will take place in UNESCO Headquarters from 17 to 20 October 2011. A series of online consultations with youth networks was initiated on the theme of the Forum: "How youth drive change". In line with UNESCO's work in the field of social transformations, the entire thematic agenda of the Forum has been designed to showcase how youth can drive social change towards peace, democracy and economic opportunity.

Expected result 4: Research policies and capacities in the social and human sciences in Member States supported

- In the context of the MOST Programme, UNESCO has in the past months capitalized on the publication of the World Social Science Report 2010 Knowledge Divides to promote the enhancement of research policies and capacities in social and human sciences in Member States. The challenge remains to raise awareness on the need for increased capacities in social and human sciences, in particular in Africa.

- An agreement has been reached with the International Social Science Council (ISSC) regarding their contribution to the delivery of the renewed MOST Programme, including for consideration in the preparation towards the next World Social Science Forum and the next World Social Science Report (2013). The ISSC-Belmont Forum Social Science Agenda Setting Workshop of June 2011 was organized consequently to set an agenda for research on global environmental change and identify strategies to mobilize the international social science community around this issue.

MLA 3: Ensuring the effective implementation and monitoring of the International Convention against Doping in Sport, as well as providing upstream policy orientations on physical education and sport

Expected result 5: Member States supported in the development of policies for physical education and sports and in the implementation of the International Convention against Doping in Sport

- In the field of sport (which includes physical education), progress has been made in the initiation and consolidation of strategic partnerships with key stakeholders in sport (including the IPC, Peace for Sport, and Malaga Football Club) to shape the development of national, regional and international policy. Action has focused on communication, capacity-building, promotion and visibility activities and the organization of events that emphasize the transversal potential of sport across the fields of education, culture, sustainable social development and peace processes. There has been a major focus on the role of youth in community development. It has provided a vehicle for informal education, social inclusion and the fight against racism and discrimination.
- To pursue the fight against doping in sport, UNESCO has provided technical guidance to Member States. In 2011, the total number of States Parties to the International Convention against Doping in Sport rose to 159. Accordingly, this performance indicator has been exceeded. The programmed benchmark with respect to the Fund for the Elimination of Doping in Sport has also been exceeded during the biennium. To date, 45 new projects have been approved during the biennium, including preventative education programs, the development of specific anti-doping legislation, and activities which help build the anti-doping capacity of least developed or low income countries. The programmed benchmark for compliance with the International Convention against Doping in Sport (60% of States Parties achieve compliance) is dependent on all States Parties completing the monitoring questionnaire.

MLA 4: Supporting Member States in developing policies in the ethics of science and technology, especially bioethics, and disseminating the existing declarations in the field of bioethics

Expected result 6: Policy advice provided and bioethics programmes strengthened

- Modalities utilized to strengthen bioethics programmes included the work of the International Bioethics Committee (IBC) and the Intergovernmental Bioethics Committees, which produce important policy advice through topical reports. Holding the 18th session of IBC in Baku, Azerbaijan, provided an occasion to foster bioethical reflection and debate in the region, as well as sharing and exchange of knowledge and experiences in the field and raising awareness of the UNESCO Declarations. Three main topics were discussed during this meeting (1) the principle of respect for human vulnerability and personal integrity, (2) the issue of human cloning and international governance; and (3) the issue of traditional medicine and its ethical implications.
- UNESCO's contribution to international cooperation included submission to ECOSOC of the Director-General's report on the consultations on genetic privacy and non-discrimination; and the Organization's role as Permanent Secretariat of the United Nations

Interagency Committee on Bioethics (UNIACB). A special focus was placed on coordination of capacity-building activities in the field of national bioethics committees.

- A challenge remains to improve the dissemination and implementation of the normative instruments in Member States, despite the individual efforts of IBC or IGBC members, as well as the collective work of the IBC in producing reports.

Expected result 7: Ethics infrastructures in Member States developed and reinforced

- Building bioethics infrastructure in Member States was pursued through three major initiatives – assisting in 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).
- The implementation of the ABC project is on track and some of the benchmarks have been exceeded such as the number of National Bioethics Committees established. Beyond the establishment of five new committees in this biennium (El Salvador, Oman, Malaysia, Colombia, and Malawi), partnerships were also fostered between experienced and newly established bioethics committees (e.g. between the Swiss National Bioethics Committee and the National Bioethics Committee in Togo; between the Committee of Belgium and the Committee of Guinea). The challenge remains that Member States should show commitment to the establishment and maintenance of national ethics infrastructures.
- On capacity-building, the Core Curriculum has been steadily and rapidly introduced in various institutions of higher education around the world. Several universities from the different regions are engaged in this pilot phase and SHS is exploring an online open platform in collaboration with the United Kingdom Open University, initially in English, and possibly in Spanish, in cooperation with the Universidad Nacional de Educación a Distancia, (UNED).
- Collection of GEObs data on ethics experts and institutions is continuing, with over 1,000 potential experts and institutions contacted. Collaboration with field offices on collecting data on experts, institutions, teaching programmes and legislation is also continuing, with particular attention to Member States with no data or weak data. The GEObs is being linked to a European Commission funded project called ETHICSWEB.

Expected result 8: Overarching framework for an ethical approach to the use of science and technology and other scientific activities that respect human dignity and human rights further developed

- The Sector's work on environmental ethics is now oriented towards the policy community. In the course of consultations with key constituencies (Member States, United Nations, and academia) around the desirability of preparing a draft universal declaration of ethical principles in relation to climate change, it became clear that significant work is needed on the upstream clarification of basic ethical principles, including but not limited to climate change issues, along with downstream development of practical policy tools.
- With respect to nanotechnologies, the decisions of COMEST on "converging technologies" have been implemented through an international workshop held in Brussels in April 2011, which systematically reviewed the main ethical issues and produced a detailed work programme, especially in terms of the possible policy and governance implications of identifiable ethical challenges. The meeting functioned as a necessary review of the state of the art of the ethics of nanotechnology and addressed, in a concrete

manner, the need to bridge the chasm between ethical policies for and of converging technologies and rapid technological advance.

- Moving beyond purely economic approaches to development and introducing critical perspectives, UNESCO's conference on "Rethinking Development: Ethics and Social Inclusion" (Mexico City 17-18 August 2011) examined 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.
- The Republic of Korea to UNESCO has proposed to UNESCO the organization of an annual World Humanities Forum. The rationale for the event is the need to draw on the contribution of the humanities to imagine possible futures for the twenty-first century – including the overarching challenge of defining what it is and will be to be human in the twenty-first century.

Intersectoral platform on strengthening of national research systems

- On the basis of the outcomes of the World Social Science Report, published in 2010, the work of the Intersectoral Platform on Strengthening National Research Systems has been reoriented for cooperation between the Social and Human Sciences Sector and the Natural Sciences Sector with the aim to develop synergies for social policies reviews and/or national research system reviews.

Global Priority Africa

Expected result 1: African Member States assisted in the development of policies through dialogues at various levels in fields related to social transformations, including in human rights, poverty eradication, the fight against racism and discrimination, gender equality, youth empowerment, migration and regional integration

- The Greater Horn Horizon Forum (GHHF) provided several opportunities for dialogue at various levels and with varied partners (civil society, youth associations, media, business community, decision-makers, etc.) around issues such as youth, identity, citizenship, regional integration, and peace in the Horn of Africa, with a view to developing policies to be addressed to all policy-makers.
- On poverty eradication, UNESCO focused its action on the elaboration of pedagogical tools aiming at linking anti-poverty strategies with the advancement of economic, social and cultural rights. The toolkit "Empowering the Poor" includes good practices extracted from comparative national case law (including examples from Africa) as well as grassroots initiatives aimed at disseminating standards with the view to empowering the most vulnerable and marginalized people in their access to social goods. UNESCO will organize training sessions in Africa for the utilization of this tool in order to support national strategies to fight poverty based on human rights.
- Although interest in the continent for the Coalition of African Cities against Racism and Discrimination has been very strong, progress has not been as rapid as desired given financial and structural problems faced by many of the cities. Nevertheless, a subregional meeting, addressing cities of the SADC subregion, where interest is strongest, was held in Durban in January 2011, where internal statutes were adopted and directing scientific committees were set up. The coalition allows cities to exchange experiences and information, to learn from one another, to see what works and what does not, to evaluate together the impact of certain policies, and to commit to undertake certain actions

collectively. Some cities, such as Durban, Windhoek and Maseru have provided reports on how they are implementing the Coalition's 10 Point plan of Action.

Expected result 2: National research systems and ethics infrastructures in African countries developed and reinforced

- In the context of the MOST Programme, UNESCO has in the past months capitalized on the publication of the World Social Science Report 2010 "Knowledge Divides" to promote the enhancement of research policies and capacities in social and human sciences in Member States. Several events have been held to raise awareness on the need for increased capacities in social and human sciences, in particular in Africa. A workshop was organized in May 2011 at the University of Cape Coast, with the participation of CODESRIA, and discussions have been engaged with several African universities to address the challenges identified in the WSSR.
- MP III focus on Africa is centred on youth, given their transformative potential. The UNESCO's Strategy on African Youth was promoted at the third Ordinary session of the Conference of AU Ministers in charge of Youth, in April 2010, in Zimbabwe. UNESCO also actively contributed to 17th Summit of the African Union (AU), which engaged in an open discussion on the theme: "Accelerating Youth Empowerment for Sustainable Development". In addition, policy dialogue on the situation of youth in the Horn of Africa has been strengthened through the Greater Horn Horizon Forum, and a concept paper entitled "Towards a Youth Focused Development Agenda in the Horn of Africa" was elaborated. UNESCO developed national studies for Burundi, Kenya, United Republic of Tanzania and the Democratic Republic of the Congo focusing on how strategies for youth development and civic engagement can prevent violence among youth.
- Opportunity exists to further upscale UNESCO's programme on Youth in Africa, in the light of the renewed political commitment at the highest levels to address youth issues. The challenge would be to build a critical mass of resources, both financial and human to respond to the demand. The youth-led social innovation programme, which will build an SHS pole in Africa would act as a trailblazer in this regard. Extrabudgetary resources will be mobilized for achieving the goals of the UNESCO's Strategy on African Youth.
- On regional cooperation, UNESCO strengthened ties with category 2 centres by assisting them to become operational and to develop their plans of action. These are the West Africa Institute in Praia, Cape Verde, for international research on regional integration and social transformation and of the Regional Research and Documentation Centre for Women, Gender and Peace-building in the Great Lakes Region, in Kinshasa. In the context of UNESCO's partnership with ECOWAS, UNESCO has contributed technical support on the development of a regional framework on social solidarity and development.

Global Priority Gender Equality

Expected result 1: Gender-specific information included in all policy briefs

- Gender concerns continued to be mainstreamed into all activities and policy briefs, particularly those dealing with social inclusion, environmental change, youth, sport and bioethics. In each case, the issue is to identify specific gender dimensions of the social transformations and ethical challenges so that they can be addressed through appropriately targeted policies. Raising awareness about such policies and promoting and supporting their adoption constitute tangible contributions to enhanced gender equality.

Expected result 2: Strengthening of institutional capacities for policy-oriented research and better understanding of the impact of contemporary challenges on women’s rights and gender equality

- Capacities for policy-oriented research have been strengthened through continuing support to the Palestinian Women’s Research and Documentation Centre in Ramallah, and through the establishment of the Regional Research and Documentation Centre for Women, Gender and Peace-building in the Great Lakes Region. Extrabudgetary funding from Norway has been renewed for the activities of the Palestinian Women Research and Documentation Centre in Ramallah in the area of research, capacity-building, documentation and advocacy for women’s rights in Palestine. The Regional Centre in Kinshasa will be officially launched in September 2011 at the same time as the Fourth Forum of Ministers of Women’s Affairs and Gender of the Great Lakes Region and with a Donor Round Table. Support for a national associate centre to the regional centre in Kinshasa has been provided through training on the establishment of a virtual library on gender and peace-building which will allow national representatives to make resources and research available throughout the region.
- Members of the UNESCO International Network of Women Philosophers made a major contribution to reflection on equality of opportunity. In that context, their submissions and exchanges on issues such as diversity of approach and academic standards in the work of women philosophers and the status of women philosophers in their university careers shed light on challenges relating to equality in women philosophers’ participation in knowledge production at the international level and in access to academic prominence.

Expected result 3: Evidence-based policies developed supporting women’s empowerment and women’s full participation in society, especially in developing countries

- With a view to promoting women’s rights and gender equality, the Sector has developed its activities in two main areas: women’s rights in post-conflict and post-disaster situations, and prevention of gender-based violence. Activities to promote women’s participation in post-disaster reconstruction are being developed in Haiti. SHS is currently developing long-term projects for Haiti in collaboration with partners on the ground. Further projects on gendered analysis of post-disaster situations and women’s participation in post-disaster reconstruction are being developed through the Asia Pacific Gender Studies Network (conference held in Bangkok in March 2011).
- Actions to contribute to the prevention of sexual and gender-based violence involved various stakeholders (policy-makers, civil society, traditional leaders, and women’s organizations) to put in place programmes for violence prevention. In China a project was implemented on preventing domestic violence, worked with women’s associations, to develop policy recommendations.

Expected result 4: Incorporation of gender equality issues in ethical frameworks for science and technology improved

- The Sector is mainstreaming gender in other activities, including the development of projects on the protection of the rights of female migrants and gender and climate change induced migration. Research on the protection of women migrants within European cities will be presented and discussed during the General Conference of the European Coalition of Cities Against Racism to be held in Ghent in November 2011. The COMEST meeting to be held in Doha will address gender issues, as will an international meeting on Gender and Bioethics in Kazan (21-22 November 2011).

MAJOR PROGRAMME IV – CULTURE

Overall strategic assessment

43. After eighteen months of implementation, the Culture Sector has achieved good progress towards achieving the 19 expected results set out in the approved programme and budget for 2010-2011. Particular focus has been given to revitalizing UNESCO's global leadership in promoting the role of culture for development through international advocacy, while continuing to strengthen the impact of its normative and operational actions at the country level.

Key achievements

- When the Millennium Development Goals were adopted in 2000, culture was absent from the development equation. The link between culture, development and poverty eradication was not yet convincing to policy-makers and development organizations. The Director-General therefore committed, in her inaugural speech, to “rekindle the debate on the very close links between culture and development” and reposition it within “a holistic approach to development”. In this regard, 2010 was a pivotal year, as it saw the international community endorse and support UNESCO's advocacy efforts through the adoption of two landmark documents: the Outcome Document adopted by the MDG Review Summit held in September 2010, followed by the resolution A/RES/65/166 adopted by United Nations General Assembly in December 2010. These two documents reaffirmed with force the role of culture in development and called for its integration into global development policies. This provided UNESCO with the necessary legitimacy and positioned the Organization advantageously to pursue its efforts to put culture forward as a lever for economic and social development and as a pillar for environmental sustainability, notably in view of the forthcoming United Nations Conference on Sustainable Development, to take place in Rio de Janeiro, Brazil, in 2012 (Rio+20).
- To help UNESCO advocate its vision on culture for and in development, strategic partnerships have been initiated with several multilateral organizations. A Memorandum of Understanding between UNESCO and the World Bank was signed in July 2011, following the approval of the Executive Board at its 186th session, which will provide a framework for technical cooperation to promote the culture and development agenda through the preservation of World Heritage sites, historic cities and natural heritage, as well as the promotion of cultural diversity and joint research on the economics of culture to produce evidence regarding the role of culture in addressing poverty, fostering social development and protecting the environment.
- The period under consideration was also significant for UNESCO's field and operational action. A wide array of operational activities were undertaken by UNESCO in the field and have contributed to local development and to demonstrating the impact of cultural projects and approaches in alleviating poverty, fostering social cohesion and promoting gender equality. Such activities have mainly been undertaken in the Least Developed Countries in the area of cultural heritage safeguarding, and they have contributed to building local capacities, creating job opportunities, improving the built and natural environment, and fostering tourism that benefits local communities. For example, in Ethiopia, UNESCO has been working to provide assistance in managing and protecting the Lalibela Rock Hewn Churches, a UNESCO World Heritage Site, thus providing jobs for local workers in traditional building conservation skills, as well as local crafts people, and training tourism guides. UNESCO also collaborates with the World Bank to ensure that its ongoing tourism development project respects the site's cultural integrity.
- The 18 inter-agency MDG-Fund programmes financed under the Culture and Development Thematic Window gained momentum in contributing to demonstrate the impact of culture-based projects and approaches to poverty alleviation and social cohesion.

It is therefore crucial to capitalize on the wealth of this experience, as well as to document success stories and lessons learned in order to further consolidate the advocacy and communication for culture and development. To this end, a knowledge management project was launched within the framework of a partnership between UNESCO and the MDG-F Secretariat (UNDP, New York) in order to collect in a systematized manner the data and knowledge generated across all 18 programmes in all regions, and ultimately codify and analyse them in view of future programming exercises. While developing several knowledge management tools, the project brought together representatives of national counterparts and representatives of United Nations agencies to share and exchange implementation experiences, as well as to brainstorm and present the impact and contribution of their MDG-F Culture and Development Joint Programmes to the achievement of targeted MDGs. For example, the joint programme implemented in China allowed for the elaboration of seven village tourism plans in a participatory manner while benefiting more than 10,000 members of ethnic minorities in remote counties who directly benefited from participation in pilot projects and training courses on craft, cultural tourism, as well as culture-sensitive maternal and child health services, thus contributing to MDG 1, 3 and 4.

- The years 2010-2011 witnessed a series of natural disasters: the earthquake in Haiti (January 2010) destroying the cultural and social fabric of Haitian society; flooding in Pakistan (August 2010) affecting the Moenjodaro and Thatta World Heritage properties; and a major volcanic eruption of Mt. Merapi in Java, Indonesia (October 2010) striking the Borobudur Temple Compounds and the Prambanan Temple. In each of these cases, UNESCO responded quickly by providing emergency support and establishing institutional mechanisms to ensure the necessary coordination. Concerning Haiti in particular, following the inclusion of culture as a key reconstruction sector in the National Recovery Plan, the Executive Board established the International Coordination Committee for the Safeguarding of the Haitian Cultural Heritage (ICC) in order to ensure appropriate follow-up and coordination among actors. UNESCO also convened a large conference in April 2011 to initiate resource mobilization for the implementation of the programmes of action elaborated within the framework of the ICC Recommendations.
- With regard to normative action, nine statutory meetings¹⁵ were held as part of the Organization's standard-setting functions and responsibilities during the period covered. Priority was given to increase the rate of ratification in under-represented regions and to strengthen the capacity of Member States in implementing the conventions, with a particular focus on Africa as one of the global priorities of the Organization. The year 2010 saw the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions enter its operational phase. The 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property celebrated its fortieth anniversary, initiating, in parallel, a reflection on the efficiency of existing tools and mechanisms to fight against illicit trafficking of cultural property.

¹⁵

Thirty-fourth session of the World Heritage Committee, Brasilia, Brazil, 25 July-3 August 2010.

Fifth session of the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage, Nairobi, Kenya, 15-19 November 2010.

Sixteenth session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation, Paris, France, 21-23 September 2010.

First Meeting of the Scientific and Technical Advisory Body to the 2001 Convention on the Protection of Underwater Cultural Heritage, Cartagena, Spain, 14-15 June 2010.

Fourth ordinary session of the Intergovernmental Committee of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, Paris, France, 29 November-3 December 2010.

Third session of the meeting of States Parties to the 2001 Convention on the Protection of Underwater Cultural Heritage, Paris, France, 13-14 April 2011.

Third ordinary session of the Conference of Parties to the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, Paris, France, 14-15 June 2011.

Thirty-fifth session of the World Heritage Committee, Paris, France, 19-29 June 2011.

Seventeenth session of the Intergovernmental Committee for promoting the return of cultural property to its countries of origin or its restitution in case of illicit appropriation, Paris, France, 30 June-1 July 2011.

- A restructuring of the Culture Sector at Headquarters during the second part of 2011 was undertaken with a view to optimizing its delivery capacity, in particular in the normative field, and improving cost-effectiveness throughout its programmes and actions.

Challenges and lessons learned:

- Although it is an undeniable strength that a wide spectrum of culture areas are covered by the MDG-F Joint Programmes and implemented by various United Nations agencies in collaboration with national governments, the systematization across all regions and cultural sectors, and the full access to all pertinent information from all United Nations agencies concerned, pose significant challenges for the implementation of the MDG-F Knowledge Management project.
- With regard to Haiti, the international conference for resource mobilization was organized in a complex post-electoral context. In addition, the international community had already pledged a large amount in 2010 specifically for the humanitarian phase. Therefore, the 2011 conference for culture should be considered as a stepping stone for a longer-term resource mobilization process.
- The internal redeployment of CLT staff at Headquarters (from June 2011 onwards) has clearly increased the human resources dedicated to the implementation of the Conventions. Nevertheless, the need to service other programmatic commitments and the number and scope of statutory meetings covered by the Sector, 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.

MLA 1: Protecting and conserving immovable cultural properties and natural properties, in particular through the effective implementation of the World Heritage Convention

Expected result 1: Implementation of the World Heritage Convention strengthened through the effective functioning of its governing bodies

- The World Heritage Committee met three times (one extraordinary and two ordinary sessions), and in order to improve its working methods, it decided, at its 35th session (June 2011) that three regular sessions of the Committee should be held each biennium. The representativeness of the World Heritage List was improved in 2010-2011 through the inclusion of five sites from non-represented countries, nine from under-represented regions and six for under-represented categories. In March 2010, Equatorial Guinea ratified the Convention, thus becoming its 187th State Party.

Expected result 2: World Heritage properties more effectively protected against new global challenges and threats

- Operational activities were pursued in post-conflict countries as well as at World Heritage properties in Danger. While two properties were removed from the World Heritage List in Danger, another six were added to this List. The high level meeting for the five World Heritage sites in danger of the Democratic Republic of the Congo, requested by the Committee in 2007, was held on 14 January 2011. At the conclusion of the meeting, the Director-General and the Prime Minister signed the Kinshasa Declaration, in which the Congolese Government committed to implement the Strategic Action Plan proposed by the Congolese Wildlife Authority. Following this commitment, the Government of the Democratic Republic of the Congo announced on mid-March 2011 that it had suspended prospection for oil at Virunga National Park.

Expected result 3: Conservation for sustainable development strengthened, notably through capacity-building and training activities

- Since the beginning of 2010, around 600 people were trained in all regions in the various processes of World Heritage conservation, with the active participation of women. These capacity-building activities were also a way of promoting regional cooperation, especially South-South cooperation, through exchange of information and experience. The current Periodic Reporting Exercise has also allowed site managers to go into an in-depth assessment of the management and state of conservation of their site, which can be only beneficial for the long-term conservation of World Heritage properties.

Expected result 4: World Heritage education, communication and knowledge management tools developed and network of partners expanded

- Five youth forums were held since June 2010 and allowed young people to reflect on challenges for World Heritage and to create networks for exchange and joint actions. Urban heritage conservation planning has been promoted in all regions through various projects implemented in several World Heritage cities. Various technical publications (such as Resource Manuals) provide focused guidance on the implementation of the World Heritage Convention and are considered as very useful by their various users (site managers, government officials, etc.). Finally, the 16 partnerships concluded since January 2010, mostly with private sector partners, helped raise awareness about World Heritage and/or financed conservation activities.

Challenges, lessons learned and opportunities:

- After 18 months of implementation, the main challenge remains the increase in the number of sites on the World Heritage List (46 in two years) with no parallel financial increase in the World Heritage Fund or in the Regular Programme. At the request of the World Heritage Committee, the World Heritage Centre will explore new avenues for ensuring adequate resources for World Heritage activities and submit the results to the 36th session of the Committee (St Petersburg, June 2012). In any case, extrabudgetary resources remain necessary for conservation activities which are the core of the World Heritage Convention mandate.
- On the ground, various institutional changes resulting in a lack of national counterparts have caused delays in the implementation of certain activities in almost all regions.
- The World Heritage Committee also encouraged the launching of voluntary pilot projects related to the provision of ongoing support to nominations on an experimental basis with the aim of reducing the number of properties that experience significant problems during the nomination process.
- In light of the increasing natural disasters and conflicts affecting World Heritage properties, the World Heritage Committee insisted that details of disaster risk reduction/emergency planning arrangements should be systematically included in nomination files and management plans.

MLA 2: Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

Expected result 5: Implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage ensured through the effective functioning of its governing bodies

- The Convention for the Safeguarding of the Intangible Cultural Heritage continues to attract the enthusiasm of its 136 States Parties (including 17 new ratifications) and of

countless communities who have embraced it as an effective tool, proven to support the safeguarding of their intangible cultural heritage (ICH). At its fifth session held in Nairobi, Kenya, in November 2010, the Committee decided to inscribe 46 additional elements of intangible heritage on the Representative List of the Intangible Cultural Heritage of Humanity and four elements on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding.

Expected result 6: Member States' capacities to safeguard intangible cultural heritage for the development of the concerned communities strengthened

- UNESCO has initiated a global capacity-building strategy aimed at strengthening national capacities for safeguarding ICH by providing a range of training workshops on ratification and implementation of the Convention, community-based inventorying, and elaboration of nominations to the Urgent Safeguarding List. A network of 65 regional experts (25 of them from Africa, and 40% of whom are women) have been effectively trained in six "training of trainers" workshops, so that they can undertake future capacity-building activities around the world. States Parties have been generous in providing extrabudgetary resources to support the global capacity-building strategy, with almost US \$10 million granted or pledged during the biennium. The largest share will go to strengthening capacities in African States, but activities will extend to every region, with carefully planned multi-year interventions in beneficiary States so that a solid foundation related to the concepts and methodologies of safeguarding ICH can be constructed.

Expected result 7: Awareness of the importance of safeguarding intangible cultural heritage increased

- Demonstrating the universal will and common concern to safeguard the world's intangible heritage, communities all around the world have been mobilized to continue and reinforce the practice and transmission of their cultural expressions, knowledge and skills. The fifth session of the Committee in Nairobi, Kenya, in November 2010 achieved a global visibility unprecedented in UNESCO's history, crashing the Organization's web server at one point because of the immense interest worldwide in the decisions of the Committee to inscribe 46 additional elements of intangible heritage on the Representative List of the Intangible Cultural Heritage of Humanity and four elements on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding.

Challenges, lessons learned and opportunities:

- The Convention risks becoming a victim of its own success, with global expectations increasing very rapidly even when they confront finite human resources in the Intergovernmental Committee, its advisory bodies and the Secretariat. The high profile acquired by the first inscriptions on the Convention's two Lists and the exponential growth in interest from more and more countries are a source of satisfaction, but also of serious concern. Threats include the risk of diluting and confusing the concept of intangible heritage, the risk of exploitation for commercial or political ends, the risk of disappointing bearer communities, which place great hope in the approach taken by this Convention, and most of all the risk of losing sight of the real objectives of the Convention: safeguarding intangible cultural heritage.
- Although States Parties have been generous in providing extrabudgetary resources to support the global capacity-building strategy and to strengthen the human resources of the Secretariat on a temporary basis, a more sustained support for the human resources of the Secretariat will be necessary if the Convention is to fulfil its noble purpose.

MLA 3: Enhancing the protection of cultural objects and the fight against illicit trafficking in them, notably through the promotion and implementation of the 1954 Convention and its two Protocols, and the 1970 and 2001 Conventions, as well as the development of museums

Expected result 8: Reconciliation, social cohesion and international cooperation promoted through the effective implementation of the 1954 Hague Convention and its two Protocols, and of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property

- The Committee for the Protection of Cultural Property in the Event of Armed Conflict (1954) granted, for the first time, enhanced protection by inscribing four sites in Cyprus and Italy. It also determined ways in which intergovernmental and non-governmental organizations can contribute to the assessment of specific conditions for, and terms of, the implementation of the Second Protocol of the Hague Convention. Educational outreach materials were produced (Information Kit and Basic Texts of the Convention) and awareness-raising efforts undertaken. Four States (Belgium, Colombia, Germany and Oman) deposited their instrument of ratification or accession to the 1999 Second Protocol of the Hague Convention.
- A widely-attended and highly-publicized meeting celebrating the fortieth anniversary of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit, Export and Transfer of Ownership of Cultural Property was held at Headquarters in March 2011. The Convention now counts 120 States Parties following Haiti's ratification in February 2010. Recent successful resolutions of cases by the Intergovernmental Committee for Return and Restitution include the signature of a bilateral agreement between Germany and Turkey regarding the Bogazkoy Sphinx, and an agreement reached on the return of the Makonde Mask between a private museum in Switzerland and the United Republic of Tanzania. Moreover, the Committee adopted new Rules of Procedure for Mediation and Conciliation for return or restitution of cultural property, and endorsed Model Provisions on States Ownership of Undiscovered Cultural Objects. The compendium on return and restitution of cultural objects was published in English and French; the Chinese, Korean, Spanish and Portuguese versions are currently being prepared. The film on UNESCO's and its partner's action in the fight against illicit trafficking exists in six languages and training has already been carried out in Asia (Mongolia), Africa, Arab States, Latin America and the Caribbean.

Expected result 9: Implementation of measures necessary to safeguard and preserve cultural heritage in countries in conflict situations, particularly in occupied territories

- Following the recent social upheavals in the Arab region, two missions were undertaken in Egypt and three in Tunisia, to assess the situation of museums and propose concrete actions to improve the security, protection and conservation of cultural heritage. These measures are currently being implemented by the respective governments. The International Safeguarding Campaign for the National Museum for Egyptian Civilizations is being reoriented, in order to use this museum as a platform for democracy. Thanks to the two museum projects in Jerusalem, nine young Palestinians (including five women) found permanent employment at the Islamic Museum and the Manuscripts Conservation Centre and are currently being trained by UNESCO in conservation and museum management.

Expected result 10: Implementation of the 2001 Convention on the Protection of the Underwater Cultural Heritage and international cooperation for the preservation of underwater cultural heritage strengthened

- Nine new States Parties have adhered to the 2001 Convention on the protection of the Underwater Cultural Heritage, bringing their total number to 37. In addition to the statutory meetings of States Parties, its Advisory Body, and the Working Group on the Operational

Guidelines, five regional awareness raising meetings were organized and seven regional training courses were arranged. A new 7-language website and an e-learning tool on the Annex of the Convention are in place.

Expected result 11: Capacities of LDCs for the protection and conservation of movable cultural property enhanced as an integral part of national development efforts

- UNESCO initiated a new approach to using museum education and community outreach for HIV/AIDS awareness-raising among youth in Africa through a pilot project in Cameroon. Several new partnerships have been initiated, including one with Google for mapping museums in Africa. Intensive museum capacity-building sessions were held, with special emphasis on 19 African countries, including Cameroon, United Republic of Tanzania, Mali, Burkina Faso, Niger, and Guinea. 18 printed and online museum training tools in various languages were produced and disseminated through large networks.

Challenges, lessons learned and opportunities

- The newly established List of Cultural Property under Enhanced Protection, the increased interest from the media, professionals and the general public for the 1970 Convention, as well as the increasing ratifications of the 2001 Convention, show the enormous potential of these Conventions. Many concrete activities are now under way in Arab countries to use museums as platforms for democracy. UNESCO should take advantage of this momentum and potential of these conventions as well as the museums programme, by assigning adequate financial and human resources to them.

MLA 4: Protecting and promoting the diversity of cultural expressions particularly through the implementation of the 2005 Convention and the development of cultural and creative industries

Expected result 12: The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions and the Universal Copyright Convention implemented and related operational mechanisms strengthened

- The past 18 months have witnessed important turning points in the implementation of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, including the strengthening of operational mechanisms, the approval of a set of operational guidelines as a road map for action, and the adoption of a new framework for quadrennial periodic reporting. As of 1 July 2011, the number of Parties to the 2005 Convention rose to 117 (representing 12 new ratifications during the current biennium) and the number of voluntary contributions to the International Fund for Cultural Diversity (IFCD) doubled. An amount of over US \$4 million has been raised. The pilot phase of the IFCD was launched in March 2010 and the first projects were approved by the Intergovernmental Committee in December 2010. Thirty one cultural policy and cultural industry projects in 24 developing countries supported by the IFCD are currently being implemented by the Secretariat. A technical assistance programme on the governance of culture was launched to build capacities in developing countries to implement the 2005 Convention. The programme included a call for experts that attracted over 650 applications from around the world.
- The Global Alliance for Cultural Diversity online platform was re-launched with a new resource centre and assessment tools to promote public-private partnerships in the cultural industries in developing countries. Through the Global Alliance, financial support was provided to operational projects such as a partnership between the Export Bureau for African Music (BEMA), civil society and professional organizations in four West African countries. The main aim of the partnership is to build capacities at the local level, foster the emergence of viable local markets and facilitate access to international markets. The

UNESCO-Aschberg programme to promote the mobility of artists and the work carried out within the framework of the World Observatory on the Status of the Artist continued.

- Regarding the Universal Copyright Convention, the 14th Session of the Intergovernmental Committee decided to discontinue its regular sessions (envisaged every four years), given the decrease of the Convention's importance and scope of application over the last 20 years as viewed against other international agreements administered by WIPO.
- An audit of the International Fund for the Promotion of Culture (IFPC) was initiated following the 184th session of the Executive Board and at its 186th session it was decided to re-launch the IFPC and revise its statutes.

Expected result 13: The contribution of cultural and creative industries to development strengthened and highlighted, *inter alia* by holding the Forum on Culture and Cultural Industries, with the help of public-private partnerships

- Activities aimed at strengthening the contribution of cultural and creative industries to development were focused on the production of methodological tools through the implementation of the project "Capacity-Building for Culture in Development: Using New UNESCO Policy/Programming Tools", the launch of the pilot phase of the culture and development indicators in six countries across four regions, the publication of the *Cultural and creative industry development guide* in Spanish, and the organization of an international symposium on the funding of culture and the follow-up thereto in Africa.
- In regard to the development of new local partnerships, the Creative Cities Network grew, owing to the admission of new cities, to a total of 28; moreover, some 30 nominations are being processed. The Network was strengthened through the introduction of joint initiatives and a new cooperation strategy for sustainable development.
- Strengthening the role of arts education in socio-cultural development and that of education for all was central to the Agenda issued by the Second World Conference on Arts Education (Seoul, May 2010). The Agenda was translated into the six official United Nations languages and distributed to Member States in English and French. Follow-up initiatives were taken, in particular, by the National Commissions, non-governmental partners, decentralized units of the Secretariat, the two UNESCO Chairs and the network of observatories.

Expected result 14: Multilingualism and linguistic diversity promoted through publishing and translation, in particular with regard to content on the Internet

- Innovative proposals were made on the future of the written word in the face of the E-book, at the Second UNESCO World Forum on Culture and the Cultural Industries (Monza, June 2011), while data collected on translation worldwide and recorded in the Index Translationum rose sharply: the number of participating countries increased from 120 to 146 and for the first time, included some African and Latin American countries. Furthermore, data processing was speeded up owing to the development and installation of new software. In the first six months of 2011 alone, some 90,000 new records were thus entered, as compared to 130,000 for the whole of 2010. These advances have enhanced the relevance and effectiveness of this tool in inventorying and promoting linguistic diversity through translation.

Expected result 15: The creative, productive and managerial capacities of craftspeople and designers supported

- Quality crafts and design were promoted mainly through the Award of Excellence in Crafts, extended to new subregions, and the Design 21 platform. New DREAM Centres were

established in Lebanon, China, the Philippines and Haiti, proposing artistic activities such as painting, drawing, drama, poetry and crafts, thus providing support to children deprived of basic resources. The DREAM Centre established in Haiti in 2005 to promote the social rehabilitation of some 100 street children aged 10 to 17 years by developing their creative skills and potential was strengthened during the period under consideration.

Expected result 16: Member States supported in promoting and protecting endangered and indigenous languages

- The printed version of the UNESCO Atlas of the World's Languages in Danger was published in English, French and Spanish. Its online version was updated, thanks to the financial support of Norway (see also the reporting on the Intersectoral Platform on languages and multilingualism below).

Challenges, lessons learned and opportunities:

- The 2005 Convention's shift towards implementation has generated much enthusiasm and demands for capacity-building, the building of platforms of information exchange, the collection of data and best practices as well as promotional and fundraising activities to increase the visibility of the Convention and strengthen the International Fund for Cultural Diversity. In order not to lose this momentum, the Parties to the Convention have requested that adequate human and financial resources be provided to scale up the impact of their work.
- The first 18 months of the biennium have been a litmus test for improving knowledge of the situation of cultural and creative industries in the world and, above all, for further developing the means of analysing the situation. The initiatives taken have strengthened cooperation at the intermediate levels, in particular among cities. They have opened up new lines of enquiry and experimentation on the future of culture, including the written word, crafts and design, entailing a review of approaches to arts education and to the extension of the contribution of arts and creativity to cultural recovery in post-conflict and post-disaster countries.

MLA 5: Integrating intercultural dialogue and cultural diversity into national policies

Expected result 17: Culture mainstreamed in national development policy frameworks and common country programming exercises in the context of United Nations country teams

- In order to integrate the principles of cultural diversity into national policies and programmes, a "toolbox for cultural policy-making" containing a framework document "A New Cultural Policy Agenda for Development and Mutual Understanding" and the "Cultural Diversity Lens" together with a set of other pedagogic materials have been developed. These materials have been used in the training of 13 trainers, who subsequently trained national authorities from different Ministries (mainly Ministries of Culture), and civil society actors, and/or United Nations colleagues in integrating culture in national development plans. The training has led to the integration of UNESCO principles of cultural diversity and intercultural dialogue in policies for culture and development in the pilot countries. In several countries, cultural diversity principles and intercultural dialogue are now reflected in the proposals for elaborating/revising the countries' cultural policy within the framework of a larger national development strategy (Morocco, Cambodia, certain countries in the Caribbean). In other countries, the approach has enabled the formulation of an intersectoral strategy for integrating culture in national development plans (Costa Rica, Seychelles, Burkina Faso, Ecuador). In yet others, cultural diversity principles and intercultural dialogue have been integrated in the strategies promoting the role of culture for development at decentralized levels. Finally there are examples, such

as Mozambique and Viet Nam, where the training enabled the integration of cultural diversity principles in UNDAFs.

- Innovative action to introduce cultural diversity and intercultural dialogue principles in United Nations priorities such as education for sustainable development or HIV and AIDS prevention and care, has also led to concrete results. For example, a database on good practices to link culture, education and sustainable development brought a multitude of responses from civil society organizations around the world wanting to share their projects through a website, thus creating a stronger knowledge base for innovative pedagogy in this field. Moreover, the dissemination of research and tools on cultural approaches to HIV and AIDS prevention and care led the SADC secretariat to use UNESCO's know-how and materials in their strategy to combat HIV and AIDS in member countries.
- With a view to mainstreaming the rights and aspirations of indigenous peoples and creating links with UNESCO's Conventions in the field of Culture and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), in-house consultations, collaboration with the United Nations Permanent Forum on Indigenous Issues (UNPFII) and the wider research community have been launched.
- The implementation of the 18 MDG-Fund inter-agency programmes under the "Delivering as One" reform process was pursued. Moreover, the MDG-F Knowledge Management project on Culture and Development, led by UNESCO, has aimed at capitalizing on the results of the programmes. This has allowed for the identification of success stories and lessons learned, as well as for the further development of the linkages between culture and development on the basis of concrete experiences, while drawing upon the key stakeholders of the inter-agency programmes – national counterparts, programme coordinators and United Nations agencies. By capturing and codifying the knowledge gained through these programmes, the project aims at building a corpus of knowledge which may serve as a reference for the entire United Nations system and the development community at large.

Expected result 18: Knowledge of African history and of the tragedy of the slave trade and its various routes in different regions of the world reinforced and disseminated and the Slave Route project reinforced

- In view of the promotion of the *General and Regional Histories* and their wide dissemination, the digitalization and online access to the six collections have been pursued: 51 of the 103 volumes of the above Histories are now available online; other promotional material including DVDs, films and a brochure are also available. The video spot on the UNESCO General and Regional Histories produced in 2009 to highlight its significant contribution to dialogue among cultures was screened on different occasions during the 2010 International Year for the Rapprochement of Cultures.
- The *General History of Africa* has been translated into Portuguese (Brazil), which makes it available online in four languages (Arabic, English, French and Portuguese) and has been made mandatory in Brazilian schools curricula with the support of a teacher's guide produced by UNESCO. Teams of researchers were established to draft, for the purposes of primary and secondary education in Africa, three common contents together with teachers' guides corresponding to the three targeted age groups of children and young people. The *General History of Africa* is now geared towards a wider dissemination and direct usage. The collection has been digitalized and is available in multimedia format which increases its impact in Africa, within the Diaspora and beyond, in scientific and academic circles.
- The completion of the *General and Regional Histories*, their translation into different languages and free online access represent a major achievement and opened up great

avenues for intercultural dialogue, including cross-and/or entangled horizontal reading of these general histories as well as their use for purposes of education.

- Knowledge of the tragedy of the slave trade and its various routes in different regions of the world has been expanded through the implementation of new orientations designed for the Slave Route project. The extension of research to new regions has led to the launch of two studies: one in the Pacific Region and the second on the Red Sea. Research on the psychological consequences of slavery and on African contributions to sciences and development was also undertaken. The work achieved in the past years is also better disseminated through multimedia pedagogical kits such as the DVD-Rom “Slave Routes: A Global Vision”. This material is receiving very positive feedback as an educational and awareness-raising tool and is in high demand. Moreover, intersectoral dynamics have been pursued, especially in the framework of the Transatlantic Slave Trade Education Project within the UNESCO Associated Schools Network (ASP). An international design competition for the erection at the United Nations Headquarters of a permanent memorial to commemorate the victims of slavery and the transatlantic slave trade will be launched shortly as a follow-up to the Memorandum of Understanding signed between the Permanent Memorial Committee, the United Nations Office for Partnership, and UNESCO on 30 June 2011. It will mobilize the international community for the remembrance about this history and its consequences and for the development of an education outreach programme related to this memorial.

Expected result 19: Conditions, capacities and modalities of intercultural dialogue and interreligious dialogue strengthened at local, national and regional levels

- Under the cooperation agreement signed by UNESCO and the Alliance of Civilizations (AoC) in May 2010 and the five “Vademecum” projects financed from extrabudgetary funds provided by Spain, 20 history, philosophy, literature, science and art experts, led by a steering committee, produced the scientific content of the *Scientific, Philosophical, Literary and Artistic Anthology of the Arab-Islamic World and its Contribution to the Renewal of Western Thought and Culture*, in order to raise the general public’s awareness of the Arab-Islamic civilization’s contribution to these fields. This activity took place against the backdrop of the 2010 International Year for the Rapprochement of Cultures and the partnership with AoC. The “Vademecum” project was showcased on World Philosophy Day at UNESCO Headquarters, on 18 November 2010. Efforts have been undertaken to promote Euro-Arab dialogue, for instance, through a conference held under the Arabia Plan and entitled “Music as an Instrument of Dialogue between Cultures: the Arab Contribution” (June 2010), which placed emphasis on the role of music throughout history as a vehicle for dialogue.

Challenges, lessons learned and opportunities:

- The challenge of responding adequately to the increasing demand for advice, tools and training in policy-making for culture and development remains. The initial training of facilitators, government officials and civil society representatives in African, Asian and Latin American countries has proven useful but insufficient. Similarly, while collaboration with different UNCTs has also been successfully strengthened with a view to integrating gender, cultural diversity, and human rights into UNDAFs, the entire demand is not yet satisfied.
- Much remains to be done to effectively mainstream the United Nations Declaration on the Rights of Indigenous Peoples in UNESCO’s programmes and the work of UNESCO’s Committees. The Director-General has therefore decided to follow the examples of sister United Nations agencies and develop a UNESCO policy for engaging with indigenous peoples that will provide orientation and guidance in this area.

- The digitalization of the Volumes of the *General and Regional Histories*, their online access and low cost editions or prints generate copyright and co-publishing-related difficulties which hinders the availability of all volumes online. Insufficient funds and human resources limit wider promotion and access efforts (in particular through the translation of the UNESCO Histories into other national and/or regional languages as well as their use for purposes of dialogue, education and popularization).
- With regard to the Slave Route project, challenges ahead include the necessary greater involvement of Field Offices and National Commissions for UNESCO to enable a better implementation of activities undertaken at the local level and hence maximize the impact of the project.
- The dissemination and educational use of the *Scientific, Philosophical, Literary and Artistic Anthology of the Arab-Islamic World and its Contribution to the Renewal of Western Thought and Culture* are dependent on the donor's approval of UNESCO's proposals. However, the recent events in the Arab region and the ensuing challenges show that intercultural dialogue is more important than ever before.
- Studies conducted in the five regions have been used to gain insights into the processes entailed in acquiring intercultural skills that promote dialogue in culturally diverse societies. With regard to intercultural skills, owing to overlapping between the programme and the platform, there is some confusion in their implementation, which must be remedied. The main challenge will be to ensure that these studies are placed online in order to be used for educational purposes.

Global priority Africa

New challenges of cultural diversity and intercultural dialogue addressed in cultural policies in Africa, in collaboration with the African Union

- The International Fund for Cultural Diversity (IFCD) of the 2005 Convention promotes sustainable development and poverty reduction in developing countries through support for projects and activities that facilitate the introduction of cultural policies and strengthen local cultural industries. Worth over US \$4 million from voluntary contributions, the IFCD currently supports 31 projects from 24 developing countries. Of these, 18 projects from 16 African countries are receiving support. The projects vary in objective from mapping Kenya's cultural industries, developing new business models for the music industry in Benin to support for book publishing in Madagascar.

Culture mainstreamed in national development policies in Africa, notably through common country programming exercises in the context of UNCTs

- The global capacity-building strategy of the Intangible Cultural Heritage Section aims to assist Member States in formulating or revising their national development policies in conformity with Article 13 (a) of the 2003 Convention that calls upon them to "adopt a general policy aimed at promoting the function of the intangible cultural heritage in society, and at integrating the safeguarding of such heritage into planning programmes". Not yet at the point of providing direct assistance to accompany Member States in formulating such policies, the capacity-building programme nevertheless emphasizes the obligations of States Parties to do so and strengthens their national institutional and human resources so that those responsible for policy formulation are aware of ICH and the importance of its safeguarding, and so that within their policy processes the objectives of the Convention and the obligations of States Parties are reflected. Since the African continent is the primary target of the global capacity-building strategy, integration of culture in general and ICH in particular into national development policies is centrally addressed in the capacity-building activities implemented to date.

- The commitment of UNESCO to support the achievement of Millennium Development Goal 6 and system-wide UNAIDS initiatives is concretely achieved within the framework of the Culture Sector through the dissemination of an e-learning tool on culturally appropriate responses to HIV and AIDS prevention and an art-based toolkit on HIV and AIDS stigma. Both tools are being distributed in different languages among NGOs working in local communities in Southern Africa.
- Working in partnership with key stakeholders (civil service organizations, networks of people living with HIV and AIDS and traditional healers, etc.), UNESCO is supporting the development of local cultural environments and evidence-based research capacity in Southern Africa (Botswana, Lesotho, Mozambique, South Africa and Zambia) in an effort to better inform national HIV and AIDS policies and programmes especially for prevention purposes.

Conservation of World Heritage properties in Africa strengthened notably through capacity-building and training in cooperation with the African World Heritage Fund

- Capacity-building activities took place in Africa on the occasion of the second cycle of Periodic Reporting Exercise (5 subregional meetings were held) organized in cooperation with the African World Heritage Fund. Around 250 people were trained in the preparation of nomination files and retrospective Statements of Outstanding Universal Value. The in-depth understanding of the sites gained during this exercise will be very beneficial for the long-term conservation of World Heritage properties in Africa. Additionally, various conservation projects are being undertaken, related to urban conservation planning (Mozambique, Mali) or to sites on the List of World Heritage in Danger (Democratic Republic of the Congo, United Republic of Tanzania). The high-level meeting requested by the World Heritage Committee (Christchurch, 2007) about the state of conservation of the five World Heritage sites in Danger of the Democratic Republic of the Congo was held on 14 January 2011 in Kinshasa. One of its direct consequences was the suspension of prospection for oil at Virunga National Park later in March.

Knowledge on Africa and on the tragedy of the slave trade reinforced

(See also reporting on expected result 18 above)

- UNESCO's Global Priority Africa is the one of the main objectives of the Slave Route project, as it contributes to a better knowledge of Africa and history related to the slave trade and slavery and their consequences. The context offered by the 2011 International Year for People of African Descent is particularly useful in this respect. A study on the slavery and slave trade of the Horn of Africa and Red Sea region is currently under way. The Transatlantic Slave trade Education Project of the Associated School Network (TST-ASPnet) continues to strengthen intercultural dialogue among young people through school exchanges in Africa, the Americas and Europe encouraged in the context of the project implementation. The DVD "Slave Routes: A Global Vision" is being disseminated this year to all African countries and through TST ASPnet. A publication entitled *La traite négrière, l'esclavage et les violences coloniales en République démocratique du Congo* has been issued in collaboration with the UNESCO Office in Kinshasa. The project is enhancing the celebration of the African heritage within and outside Africa, with a particular emphasis on commemoration dates such as 25 March (International Day of Remembrance of Victims of Slavery and Transatlantic Slave Trade), 23 August (International Day for the Remembrance of the Slave Trade and its Abolition) and 2 December (International Day for the Abolition of Slavery). UNESCO has been entrusted to organize the international design competition for the erection, at the United Nations Headquarters in New York, of a permanent memorial to honour the victims of slavery and the transatlantic slave trade.

- The use of the *General History of Africa* for educational purposes is at the heart of the Global Priority Africa. Launched by UNESCO, the Pedagogical Use of the General History of Africa project, which aims at contributing to the renovation of history teaching in African schools and to a better knowledge of African history in the Diaspora, is undertaken within the framework of the Action Plan of the Second Decade for the Development of Education in Africa (2006-2015). The collection has been translated into Portuguese (Brazil), which makes it available online in four languages (Arabic, English, French and Portuguese); CD-ROMS/DVDs on the *General History of Africa* were produced and distributed; the restructuring and updating of the *General History of Africa* website has been completed, and the collection has been digitalized and is available in multimedia format, both on CD-ROM and downloadable; the first regional conference convened to develop common pedagogical contents based on the *General History of Africa* for use in African primary and secondary schools was held in Tripoli (12-16 June 2010) and involved the participation of 117 representatives from 46 African countries and of the Diaspora. During its meeting held in Addis Ababa (Ethiopia) from 24 to 28 October 2010, the Scientific Committee established for the project identified and selected experts to draft these common contents with teachers' guides corresponding to the three age groups targeted: children up to 12 years, 13-16 year old and 17-19 year olds.
- Gender equality is also addressed through the prominent participation of female scholars in the project's International Scientific Committee. A woman is chairing the Committee for the first time since 1994. The project is also particularly committed to highlighting the contribution of women to the resistance movement and their contribution to the abolition of slavery and more particularly their prominent role in conserving and transmitting African heritage and culture.

Promotion of African languages through publishing and translation

- The Index Translationum has developed a collection of records concerning African countries. This has allowed the improvement of statistical information concerning translations from and into different African languages (more than 1,000 new records). Among the languages are Zulu, Xhosa, Tswana, Naro, Biali, Aja, Foodo, Fon, Bissa, Buamu, Bambara, Mbuko, Gbaya-Bossango, Bhele, Fuliiru, etc.

Promotion of African regional integration through the staging of cultural events

- In addition to activities undertaken in the field of crafts, UNESCO supported various events related to creative and cultural industries and arts through its field offices, as well as through the twenty-second edition of the *Festival panafricain du cinéma et de la télévision de Ouagadougou* (FESPACO, 27 February-7 March 2011).

Strengthening of local African music and crafts markets

- The Global Alliance for Cultural Diversity provides financial support to operational projects to promote partnerships in the cultural industries in developing countries, with a priority on Africa. In 2011, support has been granted to the Export Bureau for African Music (BEMA), bringing together the public sector, civil society and professional organizations in four West African countries. The main aim of the partnership is to build capacities at the local level, foster the emergence of viable local markets and facilitate access to international markets. In addition, support is being granted for the establishment of a cultural industries' incubator in Burkina Faso, "the Reemdoogo Centre in Ouagadougou". The aim of this incubator is to contribute to the structuring of the music industry through institutional and human capacity-building of entrepreneurs in the creation, development and management of SMEs.

- In the field of handicrafts, efforts focused on enhancing national capacities, fostering the production of high-quality crafts products and promoting the works of artisans. The work of artisans who received the UNESCO Award of Excellence for Western Africa was promoted and publicized through international events (Ouagadougou, November 2010; Foire de Paris, May 2011).

Global priority gender equality

Women's active and visible participation in cultural and creative industries increased

- UNESCO uses its relevant binding normative instruments in the field of culture to promote gender equality. Relevant provisions can be found in the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, which, as of July 2011, has 118 Parties and has entered its operational phase. Article 7 of this Convention calls on its Parties to introduce measures that encourage women to create, produce, disseminate, enjoy and have access to diverse cultural expressions. Information on the extent to which Parties have done so will be reported on in the periodic reports, the first ones due to be submitted in April 2012. The analysis to be prepared by the Secretariat will report on such measures that will enable the monitoring of developments in this field. Cases of best practice that promote women will be included in all information exchange activities.
- UNESCO's "Culture for Development Indicator Suite" aims to collect data to support the strategic integration of culture in development policies. It has been tested in six countries. Qualitative and quantitative indicators cover seven development areas including gender equality. These indicators address female literacy rates, levels of access to public institutions, resources and services, ownership, economic and legal rights. In addition, whenever possible, the Suite's indicators are disaggregated by sex. Analysed through a culture and development lens, these indicators provide insights about respect for human rights, equal opportunities and capacities to participate in culture, at national level. During the test phase of the Indicator Suite, currently under way in six countries, country teams have proposed additional indicators that provide a better snapshot on the relationship between gender equality, culture and development in their respective national contexts. Such indicators include the percentage of women as heads of cultural institutions or violence against women indicators.
- Skills training courses and management and marketing techniques have been part of the capacity-building efforts. Young women students in crafts and design have gained professional experience (Latin America, Asia and Africa). Through the participation in international events (SIAO, Foire de Paris, Maison & Objet, the Santa Fe Folk'Art Market), artisans have reinforced their professional networks.

States Parties to the 1972 Convention encouraged increasing women's active participation in World Heritage Committees and related management and conservation initiatives for World Heritage

- Since the beginning of the biennium, the participation of women in World Heritage-related workshops was around 35%. This is an average figure, as there are some disparities between regions: there is almost a balance in Latin America, Arab States and Europe, while Africa and Asia have not yet many women involved outside community level. Moreover, various heritage conservation activities and participatory workshops took place (for example in Africa and Latin America), focusing on local stakeholders, with an emphasis on the representation of women and young people. The involvement of women in World Heritage education and knowledge management was also promoted (for example through pilot projects in Armenia and Azerbaijan).

Opportunities increased for women to gain managerial experience in museums

- In Viet Nam, a research report on gender and museums was produced recently by the UNESCO Office in Hanoi, which gives an insight into the current museum governance, exhibit contents and working culture in Viet Nam to devise a set of recommendations to promote a more-gender sensitive understanding of history through museums and to help reform museums' practice to favour gender equality in the working environment.

Understanding among UNESCO stakeholders of the gender dimensions of intangible cultural heritage improved

- The gender dimensions of intangible cultural heritage (ICH) are addressed in the capacity-building materials that have been elaborated as part of the Organization's global capacity-building strategy for safeguarding ICH. For example, in the community-based inventorying training workshops, great attention is devoted to understanding that ICH information, practices and knowledge are differentially shared among various sectors of any community, including people of diverse genders. Inventorying methodologies must consequently address the necessity to involve community members of all genders; teams responsible for carrying out such inventories must therefore include those able to elicit information effectively from diverse genders, and trainees themselves should represent all genders. Similarly, the training materials for the workshop on implementing the Convention at the national level emphasize the importance of the Convention's human rights orientation and the requirement to consider, for the purposes of the Convention, only such heritage as respects existing human rights instruments. Although ICH practices and expressions may be limited to one or another gender and remain consistent with the Convention's definition, the training materials emphasize that there are other ICH practices that violate the human rights of one or another gender and are therefore to be ignored. The capacity-building strategy thus contributes to greater understanding of the gender dimensions of ICH among its participants and beneficiaries.

Intersectoral Platforms

Intersectoral Platform for languages and multilingualism (IPLM)

(See also reporting on expected result 16 above)

- The main results achieved by the IPLM in the period concerned include the publication of the English, French and Spanish languages version of the printed UNESCO *Atlas of the World's Languages in Danger*, as well as the update of the online interactive version, thanks to the financial support of Norway. The eleventh and twelfth edition of the International Mother Language Day (IMLD-21 February 2010 and 2011), were celebrated at UNESCO Headquarters respectively with an international symposium on translation and cultural mediation (in the framework of the 2010 International Year for the Rapprochement of Cultures) and with a debate session dedicated to UNESCO projects in the field of languages. IMLD posters were produced and disseminated; the UNESCO ASPnet (associate schools network) promoted the Day through celebrations organized by the ASP schools in various regions of the world. A number of activities carried out in this context were posted on the Education Sector website.
- An expert meeting entitled "Towards UNESCO guidelines on language policies: a tool for language assessment and planning" took place from 30 May to 1 June 2011. Organized on an intersectional basis, it gathered more than 40 international experts from different regions and background, to revise language endangerment criteria and to improve current approaches in support of languages and linguistic diversity.
- In the specific field of communication and information, the second consolidated report on the measures taken by Member States to implement the Recommendation concerning the

Promotion and Use of Multilingualism and Universal Access to Cyberspace was prepared and submitted by the Director-General to the 186th session of the Executive Board before submission to the 36th General Conference, and several training activities on implementation of the approved normative documents and instruments in the field of universal access to information and the promotion and use of multilingualism carried out in the LAC region. Two studies on promotion of languages by public service broadcasting and languages on the Internet prepared as a first step to the production of a toolkit on multilingualism. Furthermore, the Organization continued to raise awareness on these issues at the international level, including the Broadband Commission's working group session on multilingualism, the Internet Governance Forum 2011, the second international conference on Linguistic Diversity in Cyberspace organized in July 2011 in Yakutsk, Russian Federation.

- In the field of education, a comprehensive literature review document on multilingual education was published, entitled *Enhancing learning of children from diverse language backgrounds: "Mother tongue-based bilingual or multilingual education in early childhood and early primary school years"*. The translation in French has been launched, to be published before the end of the biennium.
- UNESCO is commissioned to develop the indicator of linguistic diversity as a proxy for the status of traditional knowledge, innovation and practices under article 8(j) of the Convention on Biological Diversity (CBD). This work is now being undertaken by the Natural Sciences sector and was presented in May 2011 at a CBD meeting on new developments in sustainable use (Article 10) and customary use (Article 10(c)) of biodiversity as mandated by the Tenth Conference of the Parties in Nagoya, Japan. As part of the Biodiversity Indicators Partnership, the results of the joint CLT/SC analysis of linguistic data from 62 countries and approximately 800 languages were presented. The advice and recommendations of this meeting will be submitted to the seventh meeting of the Ad Hoc Open-ended Working Group on Article 8(j) and Related Provisions in October 2011 and to the 11th Conference of the Parties to be held in Hyderabad, India in 2012.

Intersectoral Platform "Contributing to the Dialogue among Civilizations and a Culture of Peace"

Promotion and exploitation of the regional histories

- The cross-reading of the *History of Humanity* has been a key thematic focus of the Platform with round-table discussions and the contribution of selected experts from different regions. The digitization of the Histories has also progressed in parallel with the modernization of the dedicated website.
- Significant steps were made on the project on the "Pedagogical use of the *General History of Africa*". Following the regional conference (Tripoli, Libya, June 2010) during which representatives of 46 African countries and the Diaspora identified basic themes, selected teams are working on drafting the educational content to be used in African primary and secondary schools.

Development of intercultural skills and a culture of peace

- The preparation of the report *Status and Prospectus on Intercultural Skills* has advanced; two out of the five planned regional studies were completed with the final version of the comparative analysis foreseen for March 2010.
- Under the "Vademecum" project aimed at raising awareness on the Arab-Islamic civilization's contribution in the fields of history, philosophy, literature, science and art, renowned experts produced the content of the *Scientific, Philosophical, Literary and*

Artistic Anthology of the Arab-Islamic World and its Contribution to the Renewal of Western Thought and Culture. The activity took place against the backdrop of the 2010 International Year for the Rapprochement of Cultures and the partnership with the Alliance of Civilization and was officially presented during the World Philosophy Day at UNESCO Headquarters.

- The project, “Arab-Muslim civilization in the mirror of the universal: philosophical perspectives” has resulted in a publication which was launched during the World Philosophy Day in the course of a debate with the philosophers and pedagogues who contributed to this work.
- Pilot capacity-building exhibition projects are being finalized in the Syrian Arab Republic and in Egypt. Museum professionals will research and implement new museographical and scenographical approaches with a view to intercultural and intercivilizational exchange. A UNESCO virtual museum is under construction to host the digital data of the two exhibits.

Engaging new voices in interfaith dialogue

- A youth workshop on interfaith dialogue was organized as a side event during the Third Annual Forum of the United Nations Alliance of Civilizations, (Rio de Janeiro, Brazil, May 2010). The aim of the initiative was to promote interreligious dialogue among youth worldwide, and to strengthen related networks. A database was designed to build a special network of women faith-based associations/organizations in the field of interreligious dialogue.
- The publication *Stopping Violence in Schools: A Guide for Teachers* – with particular attention to stereotyping and discrimination has been widely distributed among Member States, ASPnet schools, and through UNESCO’s formal channels. The guide proposes 10 action areas and practical examples that teachers can adapt to address and prevent schools violence and discrimination.

The media and the fostering of a dialogue and mutual understanding

- Within the framework of the highly successful Power of Peace Network (PPN), support was provided to numerous projects through readily accessible online social media as well as cutting-edge communication technologies, such as live mobile audio-broadcasting. Youth from various countries and regions participated in projects revolving around the themes of conflict and peace. The PPN also provided support to the “Conflict Sensitive Reporting (CSR) Curriculum” and CSR Training Workshop Series in cooperation with Rhodes University in South Africa.
- Following 186 EX/Decision 15 “Consideration of the Draft Programme and Budget for 2012-2013 (36 C/5) and recommendations of the Executive Board”, the Intersectoral Platform is now renamed “Intersectoral platform for the promotion of a culture of peace and non-violence”.
- The Director-General has been requested to prepare, in consultation with Member States, an intersectoral programme with targeted actions aimed at: strengthening education for a culture of peace and non-violence, promoting natural sciences as a universal language and vehicle for intercultural dialogue and exchange and peace; underlining the role of social and human sciences in promoting universal values, democracy and human rights; stressing the role of cultural diversity, intercultural dialogue and heritage for mutual understanding and reconciliation; exploring opportunities offered by the media as a vehicle for reconciliation, tolerance and intercultural understanding especially highlighting the use of new media by youth.

MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION

Overall strategic assessment

44. The strategic assessment of the Communication and Information Sector highlights the achievements and impact of actions in the first 18 months of the 2010-2011 biennium, as UNESCO enters the last phase of the 34 C/4 Medium-Term Strategy (2008-2013), and looks towards the final drive in the achievement of the 2015 WSIS targets and the Millennium Development Goals. Empowering citizens through communication and information and building knowledge societies continues to be the underlying strategy of the CI Programme, focusing in particular on the marginalized and those in vulnerable situations:

- **Advocating for freedom of expression:** Efforts to foster free, pluralistic and independent media and infostructures have been characterized by a strong stance in building a global understanding of freedom of expression as a critical factor of democracy, development and dialogue. An unprecedented number of events was organized worldwide for World Press Freedom Day, both in 2010 and 2011. This, as well as the award of World Press Freedom Prize, continues to serve as a crucial part of UNESCO's human rights-based approach to development. The issue of impunity and securing the safety of journalists has also been firmly and consistently articulated by the Organization, both through the International Programme for the Development of Communication (IPDC) and through close cooperation with other United Nations agencies, NGOs, and professional organizations. In addition, particular regard has been given to the promotion of freedom of expression on the Internet as a contribution to the Internet governance debate.
- **Building free, independent and pluralistic media:** The IPDC has continued to play a prominent role in efforts to develop free, independent and pluralistic media through projects in more than 70 developing countries taking into account UNESCO's Africa and gender priorities. Assessments of the national media landscapes were carried out using the MDIs in Tunisia, Egypt and Jordan, to identify the urgent needs of the media. Support for countries in post-disaster situations saw notable interventions in Pakistan and Haiti, working with key partners on the ground and raising the international recognition of UNESCO's role with regard to ensuring humanitarian information through local and community media. MP V's strategy focused not only on media, but also on the consolidation or restructuring of libraries and archives, and on online educational services in this environment.
- **Enhancing access to information and knowledge:** Action to enhance universal access to information and knowledge has concentrated on several fundamental areas that have served to combat the knowledge and digital divides. Region-wide media and information literacy (MIL) initiatives have been successfully launched, the Information for All Programme (IFAP) has been strengthened, and the Memory of the World programme (MOW) has raised awareness to the need to preserve, disseminate and facilitate access to documentary heritage. The promotion of the innovative use of ICTs in meeting internationally agreed development goals has also been an important element of the Sector's strategy, particularly in view of UNESCO's role as facilitator of six WSIS Action Lines. A notable example is the collaboration with Apple to host a UNESCO page on iTunes U offering free videos, podcasts and documents in all areas of the Organization's competencies. UNESCO has also played a lead role in organizing the World Summit on Information Society Fora in 2010 and 2011. Moreover, the CI Sector has promoted open formats both among external partners as well as other programme sectors to increase access to resources and to enable end-users to freely adapt UNESCO publications and content to their local needs. In view of the rapid developments of the Internet, the Sector has spearheaded analysis and reflection regarding the impact of the Internet and how the Organization can enhance its action in the future taking into account the developments in this domain.

Collaboration has been undertaken with internal and external partners to promote UNESCO initiatives in a cost-effective manner. Cost-sharing for activities undertaken with partner organizations has provided a means to split costs for activities (e.g. UNESCO/Commonwealth of Learning Guidelines for Open Education Resources (OER) in Higher Education). A comprehensive strategy has been developed by the sector to improve field-Headquarters cooperation and exchange in this regard.

Challenges and lessons learned:

- 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.
- Continued efforts are needed to maintain the credibility established with UNESCO partners through the IPDC-funded activities.
- The wide application of UNESCO's Media Development Indicators (MDIs) has proven their operational relevance as an analytical tool at country level and they serve as a backbone for many MP V activities.
- 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.
- A flexible collaboration with the major United Nations organizations for post-conflict post-disaster (PCPD) activities, as well as with international, regional and local media development and press freedom organizations has enabled UNESCO to be active in many countries in spite of limited resources.
- Facilitating and participating in the WSIS follow-up process has been a challenge due to limited resources and the multi-stakeholder nature of the task, but UNESCO has been able to maximize the Organization's impact and visibility by carefully setting and following priorities, by ensuring intersectoral cooperation and by mobilizing external partners.
- Partnerships, such as the Broadband Commission for Digital Development (UNESCO-ITU), and that with the Internet Corporation for Assigned Names and Numbers (ICANN), have given the Organization particular visibility in underscoring the importance of multilingualism and the production of local content as elements that must go hand-in-hand with technological developments.
- The Sector needs to continue playing an advocacy role as regards open formats both among external partners as well as the other programme sectors.
- There is an overall recognition of the urgent need to enhance the Sector's fund-raising techniques in view of CI's modest budget, both in the field and at Headquarters.

MLA 1: Promoting Freedom of Expression and Access to Information

Expected result 1: Freedom of expression more broadly respected and related internationally recognized legal, safety, ethical and professional standards applied, including those related to the safety of media professionals

- Awareness of freedom of expression at the global level was improved through the organization of World Press Freedom Day ("Freedom of Information: The Right to Know", Brisbane, May 2010, and "21st Century Media: New Frontiers, New Barriers", Washington D.C, May 2011) and the award of the UNESCO/Guillermo Cano World Press Freedom Prize (to Chilean journalist Monica González Mújica in 2010 and to Iranian journalist

Ahmad Zeidabadi in 2011). Cooperation with National Commissions and other United Nations agencies for World Press Freedom Day has proved fruitful, and wide visibility has been achieved through the organization of local celebrations (in 2011, in over 100 countries, involving over 30 field offices). Collaboration has been strengthened with other United Nations agencies and the Special Rapporteur on Freedom of Opinion and Expression of the Human Rights Council in order to create synergies and to underline the importance of freedom of expression for the international development agenda. In 2011, UNESCO contributed to the United Nations Universal Periodic Review as regards the status of human rights, including freedom of expression.

- The safety of journalists has been a major focus of the Organization during this biennium. The adoption of the Decision on the Safety of Journalists and the Issue of Impunity by the IPDC Intergovernmental Council session in March 2010 has resulted in several concrete actions, including 15 Member States reporting to the IPDC Council regarding the judicial follow-up of 2008-2009 killings of journalists and their commitment to punish the perpetrators. Collaboration has been initiated with professional NGOs and organizations with a view to formulating a joint United Nations strategy on the safety of journalists and the issue of impunity. Obtaining security coverage to provide journalists with safety training in conflict or post-conflict countries remains a challenge.
- Particular impact was seen as a result of a major 30 month project implemented in South-East Europe fostering region-wide networking and knowledge sharing. The success prompted the establishment of regional web portals as platforms for information sharing on media accountability, professional standards and self-regulation in other regions. Consideration has been given to the diminishing revenues for traditional outlets which hold significant implications for journalism ethics and accountability practices in terms of emerging new media, technological developments and the impact of the Internet. In the context of a rapidly-changing Internet environment, UNESCO has been advocating the importance of respecting freedom of expression on the Internet. The related ethical, legal and regulatory challenges have been brought to the fore at Internet Governance and WSIS Fora, as well as in the publication "Freedom of Connection – Freedom of Expression: The Changing Legal and Regulatory Ecology Shaping the Internet" (2011).

Expected result 2: Members States supported in creating an enabling environment for freedom of expression and independent media, including in countries in conflict, post-conflict and transition as well as in post-disaster situations

- Technical assistance has been provided to Member States for media and freedom of information law formulation and reform processes, and for the development of independent media in all regions of the world, including in post-conflict countries (e.g. Democratic Republic of Congo, Lebanon, Liberia, Nepal, and Iraq). There is a growing interest in assistance in the drafting and implementation of right to information laws.
- The role that local media can play in disaster prevention and in immediate post-disaster situations has been highlighted by UNESCO, focusing on capacity-building of local and community media in providing life-saving information. Comprehensive media programmes were implemented following the natural disasters in Haiti and Pakistan for the development of independent and pluralistic media sector, and the provision of access to important post-disaster information for citizens. The preliminary results of the assessments of national media landscapes in Tunisia and Egypt carried out based on MDIs were presented at an international conference which was organized by UNESCO in cooperation with several broadcasting associations (UNESCO, 31 May 2011). More recently, contributions have been made concerning the media, elections, and civil society to the 2011 pre-assessment process for the peace-building plan in Libya.

Expected result 3: Editorial independence and quality programming in public service broadcasting, private and community media and new digital media fostered

- Editorial independence has been reinforced in public service broadcasting (PSB) in Asia, Africa, Latin America and the Caribbean. The UNESCO publication, *Public Service Broadcasting: A Comparative Legal Survey* (2nd ed.) has served as a guide for Member States in formulating PSB-related legislation.

Challenges and lessons learned:

- Beyond enactment of Freedom of Information (FOI) laws, implementation often stagnates due to low political will, insufficient human and financial resource allocation, and low public awareness.
- It is critical to promote a vision of FOI as a right of every inhabitant, not only as a concern of the media. UNESCO needs to enhance its engagement in this regard.
- 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.
- The ability to respond in a timely and flexible manner is of utmost importance in PCPD context.
- Lack of support from governments to strengthen the capacity of public service broadcasters, most notably in terms of financial commitment, has proved to be a challenge. However, UNESCO's close relations with the main regional and international broadcasting associations have proven to be crucial in strengthening public service broadcasting and promoting accountability tools in PSB in developing countries.

MLA 2: Strengthening free, independent and pluralistic media and communication for sustainable development

Expected result 4: Member States supported in the development of free, independent and pluralistic media based on IPDC media development indicators

- The IPDC has played a major role in supporting Member States in the development of free, independent and pluralistic media, with the allocation of some US \$4.4 million to over 175 projects in more than 70 developing countries in the current biennium. The programme's strategic approach to media development focused on three key areas: (i) UNESCO Media Development Indicators-based assessments of national media landscapes; (ii) safety of journalists, and (iii) support for journalism education in Africa.
- Collaboration has been undertaken with various partners to increase quality media content as a follow-up to the Paris Declaration adopted by the UNESCO international conference "Broadcast Media and Climate Change" (2009). A notable example is the establishment of the Award for Science Reporting and Programming in cooperation with the Commonwealth Broadcasting Association. Skills enhancement and capacity-building opportunities were supported to increase the delivery of quality media content on sustainable development issues as part of this action (e.g. 500 media professionals from more than 60 countries trained).
- UNESCO provided a significant contribution for the promotion of Communication for Development (C4D), advocating free, independent and pluralistic media based on the

MDIs. National round tables were organized and UNDAF Gap assessments conducted in six countries in Sub-Saharan Africa to influence interagency discussions on the integration of C4D in the United Nations country programmes.

Expected result 5: Capacities of media training and journalism education institutions increased to reach the established criteria of excellence in training, including the pursuit of gender equality

- Much emphasis has been placed on assisting African journalism education institutions attain the criteria of institutional excellence by providing them with networking opportunities and training of faculty staff, as well as with equipment and reference libraries. A mapping of journalism education institutions in Latin America and South Asia has allowed for similar initiatives to be launched in these regions. The widely-acknowledged UNESCO Model Curricula for Journalism Education has been adapted in 63 journalism schools in 51 developing countries in Africa, Asia and Latin America. The mainstreaming of gender and new media has been incorporated into the curricula, and this has been introduced as an open educational resource.

Expected result 6: Media and information literacy increased to foster informed decision-making

- Cooperation has been consolidated with major stakeholders in a pioneering move to give impetus to media and information literacy (MIL) as competencies necessary for citizens in the twenty-first century. UNESCO's strategy to promote media and information literate societies consists of multiple interrelated actions, and this is now taking traction in Member States. Steps are being taken to develop multiple open education resource versions of the curriculum through the adaptation and integration process. The curriculum was also widely promoted at the first International Forum on Media and Information Literacy (Fez, June 2011). Model guidelines for articulating national and regional MIL policies and strategies are being developed to assist Member States. The "Guidelines for Broadcasters on Promoting User-Generated Content and Media and Information Literacy" (UNESCO, 2009) have now been piloted by 18 media organizations. A global framework of media and information literacy indicators has been prepared. The International University Network on MIL and Intercultural Dialogue has been set up to feed back into UNESCO's action and multiply its effect by fostering research and providing empirical evidence about the level of MIL among teachers in all regions.

Challenges and lessons learned:

- The lack of media-related data available at the national level has often proven to be a challenge to credible results-based management in the areas of media development. To address this, UNESCO initiated pilot surveys in 28 countries in collaboration with the UIS.
- The Media Development Indicators (MDIs) have proved to be a crucial tool in the implementation of MLA 2 and in synergizing the efforts of both state and non-state actors to improve media development strategies at country level.
- The UNESCO publication *Media as Partners in Education for Sustainable Development* has served as an underlying resource toolkit for both online and offline training initiatives in this area, mobilizing local partners and interest groups.
- The UNESCO criteria of excellence in journalism training have proven their value in enhancing capacities of media and journalism education institutions in Africa, Latin America and South Asia, including in pursuit of gender equality.

- Mapping journalism schools and identifying potential centres of excellence has proven to be challenging as each institution must be convinced of the methodology and objectives of the assessment.
- Working with journalism schools to procure equipment and textbooks can be a lengthy process.
- Time-consuming internal procedures for the adaptation of the UNESCO Model Curricula for Journalism Education have proved to be a challenge, but customizing the criteria of potential centres of excellence and encouraging the adaptation of the model curricula to suit the needs of each country has been a clear incentive for partnership in this area.
- Support from UNESCO field offices has proved to be a cost-effective element for the implementation of the Media and Information Literacy programme.
- The publication *Media and Information Literacy Curriculum for Teachers* (UNESCO, 2011) – the product of a comprehensive consultation process carried out region-wide over a three-year period – concluded that increased importance is being placed on media and information literacy by both developed and developing countries.

MLA 3: Fostering universal access to information and knowledge and the development of infostructures

Expected result 7: Member States supported in the development, adoption and implementation of inclusive policy frameworks for universal access to, and dissemination of, information based on the Strategic Plan for the Information for All Programme (IFAP)

- Collaboration with ASEAN countries and CARICOM to assist Member States in the formulation of national information policy frameworks has aimed to respond to specific regional needs linked to the strategic priorities of IFAP, in particular access to information, information literacy and information for development. The future strategic orientations and modalities of operation of the IFAP were defined by the IFAP Intergovernmental Council at its 6th session (March 2010), and practical IFAP National Committee guidelines were established by the IFAP Bureau.
- A lead role has been played by UNESCO in organizing World Summit on Information Society Fora 2010 and 2011 in collaboration with the ITU, UNCTAD and UNDP, contributing to enhanced knowledge-sharing opportunities amongst governments, the private sector and civil society. UNESCO's engagement in the Broadband Commission for Digital Development (launched at WSIS Forum 2010) has placed emphasis on the importance of training and local, quality content as crucial elements in broadband roll-out processes. New partnerships have also been established with public-private organizations working on disability and ICT, information and knowledge accessibility issues. Guidance notes and tools on mainstreaming persons with special needs have been introduced at the country level for UNCTs.

Expected result 8: Preservation of documentary heritage reinforced in Member States

- Based on selection criteria regarding world significance and outstanding universal value, 45 new documents and documentary collections were endorsed, bringing the total number of items listed on the Memory of the World (MoW) International register to 238. A substantial increase was noted in the number of countries submitting nominations for inscription on the MoW international register, and eleven new countries entered in 2011. The Memory of the World Committee was expanded for Asia/Pacific (MOWCAP). The Fourth International Conference of the UNESCO Memory of the World Programme (Warsaw, 18-21 May 2011) explored the theme, "Culture-Memory-Identities" discussing

the status and further development of the Programme, and reflecting on the contemporary issues to be addressed in the fields of preservation, promotion and accessibility.

Expected result 9: Infostructures for sustainable development and good governance in Member States promoted

- UNESCO's focus in this area remained on training librarians and information professionals and on sensitizing specialists to the principles set out in the UNESCO Charter for the Preservation of Digital Heritage, particularly those in Africa and Asia. Emergency funding was provided to support the Haitian National Archives, the National Library, and the Hénock Trouillot Library to assist them in rescuing documentary heritage and ensuring their protection following the earthquake.
- Youth and marginalized women and girls were a focus in the creation of infostructures, particularly in Africa. Information and communication aids were adapted to the needs of girls in rural areas. Infostructures were also developed to strengthen the knowledge of young girls regarding the risks of HIV/AIDS, and to increase youth's commitment to peace and development using ICT as a tool for informal education and dialogue.

Expected result 10: Member States supported in developing strategies for using ICTs in knowledge acquisition and sharing and in particular for access to scientific knowledge

- Several key platforms have been created to promote the use of ICTs for knowledge sharing, promising high impact on a global scale. The development of the new, innovative UNESCO Open Educational Resources (OER) Platform in partnership with the University of Witwatersrand (South Africa) is a principal example of UNESCO's pioneering work in this area, enabling access to teaching and learning resources which can be freely adapted to suit local needs. Complementing the creation of the various platforms, UNESCO also initiated an awareness-raising campaign on Open Access and on Open Educational Resources that targets relevant institutions, policy-makers, scientists and researchers through workshops organized in South Africa, Namibia and India.
- Intersectoral collaboration was launched to foster ICT-enhanced learning and Open Access to scientific knowledge. Joint efforts undertaken by CI, ED and the UIS to provide Member States with a comprehensive approach to developing, implementing and assessing national ICT in Education Master Plans led to the development of ICT in education indicators. Pilot projects in eight Arab States were launched in Jordan in cooperation with TAG.org.

Challenges and lessons learned:

- Cooperation with IFAP National Committees has facilitated several opportunities including the establishment and reinforcement of networks for knowledge transfer at national, regional and international levels; support for the creation of communities of practice through the establishment of working groups; the development of studies and plans of action (e.g. the Caribbean declaration and action plan for developing Caribbean Knowledge Societies); and the provision of specific training and development projects (e.g. ICT-Literacy training workshop for policy-makers from the ASEAN region).
- IFAP cooperation can be improved by providing periodic reviews and monitoring ongoing work, as well as through the revision of action plans.
- It is important to continue to raise the visibility of gains made to increase support at all levels.

- Systematic support to the national component of these regional actions could also be foreseen within the framework of United Nations common programming.
- Building partnerships have been instrumental in promoting multilingualism. A Letter of Intent signed with the Internet Corporation for Assigned Names and Numbers (ICANN) in 2010 promises to further strengthen multilingualism in cyberspace and facilitate the successful implementation of internationalized country code top-level domains (IDN ccTLDs).
- Making owners and decision-makers aware that documentary heritage is a public asset, and that accessibility does not mean loss of ownership, remains a challenge.
- Funding provided to the preservation of documentary heritage at all levels does not match the requirements. UNESCO needs to enhance its engagement in this regard.
- While digitization is being examined as a means of enhancing access to collections, experience has confirmed the need for careful exploration of all issues such as copyright as a prerequisite to project implementation.
- Information centres for young people proved a useful means to promote the use of ICTs so as to encourage sustainable development and poverty reduction.
- Establishing partnerships has proved crucial in promoting the use of ICTs for knowledge sharing and acquisition, and considerable progress has been achieved through enhanced intersectoral cooperation.
- Further efforts are needed to raise awareness in the area of Open Access to scientific information.
- The rapid evolution of software development is a major challenge in the field of Free and Open Source Software (FOSS), and current levels of awareness among Member States of the benefits of using or investing in FOSS are low.
- The work of the Intersectoral Working Group on ICTs in Education has enhanced efficiency for the coordinated implementation of the ICT-Competency Framework for Teachers (ICT-CFT) and the Global Courseware Digital Library (GC DL).
- Cost-sharing for activities undertaken with external partner organizations has provided a means to split costs for activities (e.g. UNESCO/Commonwealth of Learning Guidelines for Open Educational Resources (OER) in Higher Education), and has contributed towards ensuring the efficiency of programme activities (e.g. partnership with universities in Namibia and South Africa to pilot the UNESCO Open Educational Resources strategy).
- Even where cost-sharing is not an option, such collaboration promotes visibility, avoids duplication of resources and ensures coherence across the Organization towards increased efficiency and optimal partnerships.
- 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).

- Extrabudgetary contributions received from Member States, chiefly for the development of the Open Educational Resources and Open Access to scientific information, have considerably enhanced programme implementation.

Global Priority Africa

Expected result: Member States actively fostering a diverse mix of public, private and community media benefitting democratic development

- Thirty-three media development projects were launched in Africa, with scale-up interventions in community multi-purpose centres in Mali, Mozambique and Senegal.

Expected result: Laws and regulatory frameworks for freedom of expression, freedom of the press and freedom of information established or revised according to internationally recognized standards, especially in PCPD countries

- UNESCO has initiated dialogue and action with several stakeholders towards the achievement of this result (e.g. Gabon, Nigeria, Zimbabwe, Sierra Leone, Côte d'Ivoire, Liberia), and a particularly comprehensive media development and reconciliation programme has been established together with the International Conference for the Great Lakes in collaboration with the African Union and the EU. In an aim to work towards peace, reconciliation and democracy, training courses have been organized in West Africa that target youth and the use of ICTs in these processes.

Expected result: Excluded groups, particularly in rural areas and linguistic minorities enabled to access information

- The formation of community radios and community multipurpose centres, particularly in rural areas of African countries, has enabled marginalized people to access basic information on agriculture, politics, health, etc. Information centres for young people in rural Africa have also been instrumental in increasing awareness about protecting the rights of women and girls, as evidenced in Namibia, and have served to encourage girls' use of ICTs in rural areas.

Expected result: Quality training opportunities for media professionals offered by media training and journalism education institutes

- Collaboration was established with the Deutsche Welle Akademie for training to improve pedagogical methodologies of young media lecturers at the African potential centres of excellence. In recognition of the particular challenges that journalists face in this region, specific training was provided to East-African journalists on Conflict-Sensitive Reporting. Key focus was placed on training at the 20 identified potential centres of excellence and reference in journalism education in Africa who provided training in various areas (e.g. new media, teaching online journalism) and support for the adaptation of the UNESCO Model Curricula in Journalism Education to enhance quality training opportunities.

Expected result: Capacities of African media and information professionals strengthened

- The achievement of this expected result focused on strengthening the capacities of journalists to report on issues of sustainable development, such as climate change, and the development of content that responds to local needs. This was achieved through the strengthening of networks (e.g. Farm Radio International Network), and through support for journalists to participate in key events on the continent to enhance quality reporting (e.g. attendance at the second World Journalism Education Congress 2010, support for IPS fellows during the United Nations Climate Change Conference in Cancun). Particular

emphasis was placed on science journalism as an instrumental element for the achievement of sustainable development. Collaboration with the African Union Commission to popularize science journalism resulted in the launch of a survey of science journalism in Africa.

Expected result: Quality and impact of teaching and learning processes enhanced through ICT, particularly in the area of teacher training

- In terms of the promotion of the use of ICTs for knowledge sharing on the continent, key collaborations were established to further the awareness and use of Open Education Resources (partnership with African university consortium, AVOIR), Open Access (Academy of Science of South Africa and the Education Investment Fund), and open source tools in education (Free Software Foundation for Africa). Two training courses for teachers in South Africa were undertaken in collaboration with the University of Pretoria to test the ICT Competency Framework for Teachers and the Media and Information Literacy (MIL) Curriculum for Teachers.

Expected result: Importance of African documentary heritage for building national identity recognized

- Partnerships were established with the Polytechnic of Namibia and Utah Valley State University to underline critical elements in establishing digitization projects (such as selection policies, conversion policies and techniques, the use of the software Greenstone and the importance of metadata) through capacity-building training workshops. Archivists from Lesotho, Namibia, South Africa and Swaziland, were targeted in this action.

Challenges and lessons learned:

- Collaboration with the government, local media groups, other United Nations agencies and main donor organizations has proven to be crucial for successful implementation in this region although national broadcast media licensing regimes do not always allow for diversity of ownership, particularly for community media, and are therefore a key challenge.
- Overall, socio-political climates and election processes can seriously hinder the progress of several programme activities, and have to be taken into account in planning phases.
- It is important that information and communication aids are fully adapted to the specific needs of linguistic minorities or girls in rural areas.
- Levels of adoption and adaptation of the Model Curricula of Journalism Education have increased, as evidenced by progress reports.
- Evidence shows that ICTs can help African nations leapfrog development challenges in several areas of education, health care and the environment in contexts where infrastructure and access are limited.

Global Priority Gender Equality

Expected result: Gender perspectives in media content promoted through UNESCO-supported media training

- As key tools for the correction of gender imbalances and the stereotypical portrayal of women in the media, gender perspectives have been mainstreamed into the “UNESCO Media and Information Literacy Curriculum for Teachers” and the “UNESCO Model Curricula for Journalism Education”. These are also promoted via the UNESCO Open Educational Resources (OER) Platform, and related activities have been carried out to

underline gender modules of each, including training for faculty staff in Africa. Highlighting good practices in this area was also part of the strategy under this result (e.g. through the annual Women Make the News initiative 2011 theme “Media and Information Literacy and Gender”).

Expected result: UNESCO-supported training programmes, especially safety training for journalists, offered on an equal basis to women

- The active participation of women in the implementation of the Programme was encouraged and at least 50% female participation undertaken for UNESCO workshops in order to underline the crucial role that women can play in achieving sustainable development through communication and information processes. Specific training programmes targeted female producers and grassroots women leaders to promote gender-sensitive governance and women’s concerns through community media, and some 200 women from more than 60 countries were trained to deliver quality media content on sustainable development issues. A large programme is under way focusing on training for Palestinian media professionals, particularly new graduates and mid-career journalists.

Expected result: Member States supported in creating an enabling environment for free and independent media and in building media capacity that avoids stereotyping women

- Activities were implemented in diverse countries to foster gender equality perspectives in media content. This included guidelines prepared for media organizations in association with the International Federation of Journalists, as well as guidelines targeting Maghreb civil society. Support was also given to the International Women’s Media Foundation to produce the *Global Report on the Status of Women in the News Media* covering 66 countries. Post-disaster activity for media development targeted the Haitian and Pakistani women’s media associations to facilitate the production of radio programmes that voice women’s issues and perspectives (e.g. REFRAKA, Haiti).

Expected result: Member States supported in the application of gender-sensitive media development indicators

- Despite unanticipated delays, the first draft framework for “Gender Sensitive Indicators for Media” was produced in cooperation with the International Federation for Journalists, as a tool to assist media organizations and professional associations in increasing gender perspectives in media content, to work towards women’s equitable participation in the management structure of media, and to set targets for gender balance and to measure their progress in this area. The draft framework was validated by major organizations at an international consultation organized by UNESCO on Gender-Sensitive Indicators for Media (Brussels, 13-15 April 2011). Gender sensitive indicators for media also provided one of the themes for international Women’s Day 2010 celebrations.

Expected result: National information legislation and policies formulated and implemented in a gender-inclusive manner, and increased awareness and exercise of the right to information by women and organizations promoting women’s rights

- The resource book *Freedom of Information (FOI) and Women’s Rights in Africa* was launched in 2010 and various awareness-raising actions have been subsequently undertaken. A three-year regional programme is under way in Africa to promote the involvement of African women’s organizations in 11 beneficiary countries in processes leading to the drafting, adoption and effective implementation of freedom of information legislation.

Expected result: Gender specific needs addressed in life-long learning activities, in particular for sustainable livelihoods through the use of ICTs

- Research was undertaken on the theme “Women in FOSS” (free and open source software) to address the limited participation and visibility of women in the Free and Open Source software world. An online community “Gender Equality in Free and Open Source Software” was launched within the context of the follow-up to the World Summit on the Information Society to measure and identify the sociological and scientific reasons for the gender gap in ICTs in view of the significant under representation of women at all levels in technology and the low level of women using ICTs, and more specifically in free and open source software (FOSS). The online community includes representatives of IGOs, NGOs, the private sector, and civil society, who will try to identify solutions to address existing inequalities and collaborate with groups already working in IT and gender issues.

Expected result: Women’s involvement in conflict resolution, peace-building, and reconstruction broadened through better access to information

- Women and girls were involved in a number of reconciliation and dialogue initiatives in countries in post-conflict environments, including Afghanistan, Iraq and the occupied Palestinian Territory, acknowledging the role of women journalists in a post-conflict setting, Capacity-building projects for female journalists have also been initiated e.g. Female Journalists Association of Liberia.

Challenges and lessons learned:

- The involvement of women’s organizations in collective efforts advocating for the passing and effective implementation of freedom of information laws is limited, as is their use of this type of legislation where it exists, and the promotion of women and girls’ exercise of their right to know. UNESCO should step up its support in this regard.
- 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.

Intersectoral platform “Fostering ICT-enhanced Learning

Expected result: Capacity of ministries and quality of teacher training institutions strengthened to offer ICT- based teacher education, including through the introduction of ICT competency standards

- A key activity in this area has been the further development of the ICT Competency Framework for Teachers (ICT-CFT) in cooperation with private sector partners, including the testing of the framework. In this regard, the Intersectoral Working Group on ICTs in Education has updated the ICT-CFT reference document version 2.0 and elaborated a “Draft Implementation Plan”, outlining the responsibilities of participating sectors, field offices and institutes. Activities have been launched to assist national authorities and other development actors to introduce policies and standards for integrating ICT in teacher education and training.

Expected result: Access to education and learning in Member States expanded through ICT tools

- Considerable progress has been made to promote awareness on, and the use of, Open Technologies and Open content. The use of Open Technologies and standards in ICT accessibility has been explored through a global assessment of best practices, which

enabled the Organization to prepare policy recommendations in this area. The promotion of open educational resources (OER) has given particular focus to the development of the UNESCO OER Platform, as well as guidelines on OER policy targeting higher education stakeholders. Free and open source software (FOSS) is advocated through the intersectoral platform in particular for primary and secondary school systems in Asia and Europe. Research has been undertaken regarding FOSS deployment globally in order to feed into future FOSS activities in other regions.

Expected result: Information literacy, teacher training and lifelong learning opportunities expanded through multipurpose community-based centres

- Activities were launched in the field to promote the use of ICT in basic education, technical and vocational education and training (TVET) and the training of professionals in information literacy. In Mali, projects were initiated to promote Open Access to educational resources in CMCs, to build capacities of CMC managers, and to provide access to information in CMCs in rural areas without Internet connectivity. In Mozambique extensions to the CMC, funded by the Swedish and Swiss development assistance agencies and by UNDP, were successful in consolidating results through capacity development, content production and partnership building.

Expected result: Education/training “communities of practice” formed to build knowledge and access to open and diverse educational resources at all levels, including open access to scientific information

- The consolidation of the UNESCO Open Training Platform (OTP), a tool providing access to almost 3,500 free training resources on development issues, has contributed to the progress of this result.

Expected result: Digital libraries of open educational resources (e.g. open courseware and digital learning objects) developed for quality lifelong learning

- The CI-ED cooperation on promoting open educational resources (OER) has advanced, largely through extrabudgetary support. A key achievement in this area is the development of the UNESCO OER Platform, which will offer selected UNESCO publications as OER and allow communities of practice including teachers, learners, and education professionals to freely copy, adapt, and share their resources.

Expected result: Role of ICTs in support of the six EFA goals reinforce

- Intersectoral collaboration with the Education Sector and the UIS to provide Member States with a comprehensive approach to developing, implementing and assessing national ICT in Education Master Plans led to the development of ICT in education indicators. Pilot projects in eight Arab States were launched in Jordan in cooperation with TAG.org. To enhance the Organization’s outreach and visibility in this area, a new ICT in Education website has been set up.

Challenges and lessons learned:

- Although substantial progress has been made in attaining the objectives of this intersectoral platform, the lack of a specific budget has reduced possibilities to coordinate and facilitate the attainment of the expected results.
- Overall, CI and ED have established a strong cross-sectoral cooperation including regular planning meetings and joint implementation of ICT in education activities, allowing UNESCO to improve the implementation of current initiatives such as the ICT-CFT and OERs, as well as to develop new cross-sectoral fields such as on mobile learning.

- The main challenge and delay for the OTP upgrade was the lengthy procurement process.
- The 37 field and institute activities attached to this expected result are not directly related to the promotion of Open Access, and apply rather to the other expected results for this platform, thus reinforcing the need for greater sensitization within UNESCO.
- The work of the Intersectoral Working Group on ICTs in Education has enhanced efficiency for the coordinated implementation of the Global Courseware Digital Library (GCDL).
- The expected result of applying ICTs to promote the achievement of EFA goals is proving difficult to quantify, given that until now ICT has not generally been given a major place in EFA planning at the national level.
- In the present biennium it may prove difficult to go beyond the sensitization of Member States to the potential role of ICT in this context and collecting statistics on the use of ICT in education. As the target dates for attainment of EFA goals approach, it may well become more opportune to undertake specific analyses to correlate EFA progress with ICT use.

UNESCO INSTITUTE FOR STATISTICS (UIS)

45. Since the beginning of the biennium, the UIS has concentrated its work on the improvement of data quality at the international and national levels. This is being achieved through: the development of “data plans” with national statisticians to facilitate international reporting; the implementation of the data quality monitoring framework; the organization of regional and national training workshops for statisticians; and the regular review and refinement of survey instruments and indicator frameworks. The UIS is currently reviewing the impact of these efforts to ensure the most effective use of resources.

46. Significant improvements of the UIS database have been achieved, both in terms of quantity and quality of the available data, making them more relevant and accessible to policy-makers. A new website has been launched to improve the accessibility of UIS statistical information. The UIS has also expanded its database to include: regional and global literacy profiles; revised time-series education indicators; indicators related to secondary education; education finance data; data on out-of-school children; indicators for the measurement of school participation; breakdowns related to R&D expenditure; and national statistical profiles on R&D. Work has started also to develop three new data collections on the use of information and communication technologies in education, cultural employment, and innovation in science and technology.

47. In addition, the UIS launched a region-specific questionnaire in sub-Saharan Africa and Latin America and the Caribbean to gather more detailed information, such as school conditions and the impact of HIV and AIDS on education in Africa. The regional approach is also being adopted in efforts to improve data collection in diverse fields, such as the use of information and communication technologies in education in Latin America and the financing of education in sub-Saharan Africa.

48. The UIS has completed its proposals for a revision of the International Standard Classification of Education (ISCED) in order to improve the comparability and accuracy of education statistics. The final text will be presented to Member States for approval during the 36th session of UNESCO General Conference.

49. The Literacy Assessment and Monitoring Programme (LAMP) is conducting the main assessment in 8 countries. Initial assessments are also under way in Jordan, Paraguay and Viet Nam. Namibia, Jamaica and Lao People’s Democratic Republic are in the planning stage while Afghanistan, India and Guyana have expressed interest in joining the programme.

Challenges and lessons learned:

- In order to respond to the considerable pressure from global and regional data users to increase data coverage and the collection of data while avoiding creating a heavier burden on the national statisticians, the Institute has developed a modular approach to collecting education data. The annual survey now includes a core questionnaire as well as a thematic questionnaire on a specific topic that changes each year.
- The final report of the UIS external audit was very positive, especially concerning financial management. The Institute’s overhead costs have remained stable in absolute terms. This means that the UIS has succeeded in reducing the actual share of budgetary resources devoted to overhead from 24% to 15% between 2005 and 2010.



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

Hundred and eighty-seventh session

187 EX/4 Part II

PARIS, 2 September 2011
Original: English/French

Item 4 of the provisional agenda

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

PART II

Budget adjustments authorized within the Appropriation Resolution for 2010-2011

and

Management chart for programme execution in 2010-2011 (35 C/5 Approved)

Status as at 30 June 2011 (non-audited)

No. 47

SUMMARY

Part II of document 187 EX/4 contains:

- A. The report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2010-2011.

In accordance with 35 C/Resolution 106, paragraphs 2(b), (d) and (e), the Director-General presents to the Executive Board:

- (I) a report on the adjustments to the approved appropriation for 2010-2011 arising from donations and special contributions received since the last session of the Executive Board;
- (II) proposed transfers from Part IV of the budget to cover increases in staff costs and in goods and services due to statutory and inflationary factors as well as other urgent funding requirements;
- (III) proposed transfers from the reserve for reclassifications/merit-based promotions to cover the costs resulting from these exercises as well as other urgent funding requirements.

Action expected of the Executive Board: decision in paragraph 23.

- B. The report by the Director-General on the execution of the programme adopted by the General Conference.

INTRODUCTION

1. This document contains:

Part A: the report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2010-2011, and

Part B: the report by the Director-General on the execution of the programme adopted by the General Conference – Management Chart for programme execution for 2010-2011 as at 30 June 2011.

2. **Part A** provides information on contributions received since the 186th session of the Executive Board, which have been appropriated to the 2010-2011 regular budget in accordance with 35 C/Resolution 106 paragraph 2(b).

3. This section also submits proposals for the approval of the Executive Board on transfers from Part IV “Anticipated Cost Increases” and the reserve for reclassifications/merit-based promotions to Parts I-III of the budget to finance additional requirements arising from the statutory increases in staff salary and in goods and services as well as other urgent funding requirements at Headquarters and in the Field.

4. Consequently, **Annex I** (Revised Appropriation Table) provides a summary of all budgetary adjustments and transfers made between appropriation lines, including those relating to Part IV and the reserve for reclassification/merit-based promotions.

5. **Part B** of the document presents the Management Chart which provides the status of the programme execution of both regular budget and extrabudgetary resources as at 30 June 2011. For the regular budget, the figures presented cover the period starting 1 January 2010 to 30 June 2011.

6. As in previous sessions, this Management Chart being a reporting tool, contains **Table 1** which provides the overall status of implementation by principal appropriation line of both regular budget (by staff and activities) and extrabudgetary resources. In addition, **Table 2(A)** provides information on implementation of activities by main line of action only for the regular budget in accordance with 160 EX/Decision 3.1.1 and 164 EX/Decision 3.1.1, which invited the Director-General “to identify and explain, those activities that vary from expected expenditures by a rate of more than 15%”. Similarly, Table 3 presents the implementation of regular budget decentralized funds by principal appropriation line and by region (activities only). As regards the United States contribution received in 2003, which is implemented over a multi-year period, **Table 2(B)** provides an update on the status of execution of remaining activities financed by such funds.

7. **Table 4** continues to provide the budgetary situation by principal appropriation line for temporary assistance, mission travel and contractual services, as requested by the Executive Board (166 EX/Decision 3.1.1).

8. Furthermore, further to the discussion at the 186th session of the Executive Board (186 EX/Decision 4 (E) para. 11), this Management Chart includes **Table 5** which contains information on post vacancies and staff cost expenditures. The analytical table of expenditures by type of expenses for Part II.A and B which was also requested by the same decision will be presented as an INF document under this Item of the agenda.

9. For extrabudgetary resources, which usually finance multi-year projects, the allocations and expenditures reported are on an annual basis, and the figures are presented in **Tables 6 to 10**.

Note: Totals in the tables may present slight differences due to rounding-off of figures.

PART A

**REPORT BY THE DIRECTOR-GENERAL ON BUDGET ADJUSTMENTS
AUTHORIZED WITHIN THE APPROPRIATION RESOLUTION FOR 2010-2011**

I. Adjustments to the Appropriation approved for 2010-2011 arising from donations and special contributions received since the last session of the Executive Board

10. In accordance with paragraph 2 (b) of the Appropriation Resolution for 2010-2011, the Director-General is authorized to accept and add to the Appropriation approved for 2010-2011 voluntary contributions, donations, gifts, bequests and subventions, and contributions from governments taking into account the provisions of Article 7.3 of the Financial Regulation. The Director-General is pleased to provide below information on donations and special contributions received since the last session of the Executive Board:

Source	Purpose	Amount \$
Major Programme I – Education		
A. Governments		
• Ministry of Education of the Sultanate of Oman	Arabic interpretation fees during the Tenth High Level Group Meeting on EFA, 22-24 March 2011	23,974
• Permanent Delegation of France to UNESCO	Project designed to preserve the memory of the Holocaust and to combat all forms of Holocaust denial in order to combat anti-Semitism effectively through education, in particular among young people	55,556
• Department of Education, Employment and Workplace Relations – Australian Government (DEEWR)	Meeting on the Recognition of Higher Education qualifications in the Asia-Pacific Region on 22-24 June 2011 in Bangkok	52,500
• Municipality of Cozumel, Mexico	Workshops with local communities concerning some general aspects in education	42,149
B. Other contributions		
• Korea Institute of Child Care and Education (KICCE), ROK	Review of the Integration of Early Childhood Care and Education in the ROK	23,476
• United Nations Children's Fund (UNICEF)	UNGEI Global Advisory Committee (GAC) meeting in Paris, 31 January to 1 February 2011	10,341
• United Nations Children's Fund East Asia and Pacific Regional Office (UNICEF EAPRO)	Regional Bureau's programme cycle management and field office support	15,000

Source	Purpose	Amount \$
• United Nations Children's Fund (UNICEF)	Support to the Education Development Partners Group Secretariat	36,000
• United Nations Development Programme (UNDP) Mauritius and Seychelles	Improving the level of educational achievement in primary schools in deprived regions	30,000
• United Nations Special Coordinator for the Middle East Peace Process (UNSCO)	Conduct a Needs Assessment on education provision in Area C, occupied Palestinian territory	10,000
• Intel Technology Asia Pte. Ltd.	Regional Ministers Conference on ICT in Education, 25-26 November 2010 in Bangkok	50,000
• Intel UK	Strengthening the capacities pre-service and in-service teacher training institutions – Uzbekistan	30,000
• Summer Institute of Linguistics, Inc. (SIL International)	Strengthening and expanding Asia and Pacific Regional EFA Coordination and support to subregional and national coordination	9,700
• Institute for International Cooperation of the German Adult Education Association (DVV International)	Post-literacy in Errachidia province project	60,606
Total, MP I		449,302

Major Programme II – Natural sciences

A. Governments

- | | | |
|--|---|--------|
| • Delegation of the Government of Netherlands | Reproduction and distribution on 10,000 DVDs "International Hydrology and water resources" | 6,545 |
| • German Commission for UNESCO (German NatCom) | Intergovernmental partnerships for strengthening institutional and scientists' capacity for integrating biodiversity, climate change and human well being linkages in sustainable development | 53,619 |

B. Other contributions

- | | | |
|-------------------------------|---|--------|
| • Global Environment Facility | Production of a Japanese version of the International Year of Biodiversity (IYB) exhibition | 10,000 |
|-------------------------------|---|--------|

Source	Purpose	Amount \$
<ul style="list-style-type: none"> Society of Photo Optical Instrumentation Engineers (SPIE) 	Organize workshops based on a teacher-training curriculum with the themes: geometrical optics, optics of the eye; optics in communication; environmental optics; and, interference, diffraction, and spectroscopy.	19,970
<ul style="list-style-type: none"> The Secretariat of the Convention on Biological Diversity 	Finalization of UNESCO-CBD Biodiversity Learning Kit and Japanese version of UNESCO IYB Biodiversity Exhibition	28,482
<ul style="list-style-type: none"> Austrian Man and the Biosphere (MAB) National Committee 	Organization of the Expert meeting on MAB Research Sites, 21-22 February 2011	11,771
<ul style="list-style-type: none"> Convention on Biological Diversity (CBD) 	Logistical organization of the Briefing for the Permanent Delegates to UNESCO on Nagoya outcomes and road map to New Delhi	1,582
<ul style="list-style-type: none"> Food and Agriculture Organization of the United Nations (FAO) 	<ol style="list-style-type: none"> Organization of the Expert meeting on Groundwater Governance, UNESCO, Paris, April 2011. Development of global/regional groundwater governance diagnostic based on regional and country experiences. 	60,000
<ul style="list-style-type: none"> National University Corporation Kyoto University 	Expert preparatory meeting for the 4th La Plata River Basin Workshop	4,000
<ul style="list-style-type: none"> National Office of Potable Water (ONEP), Morocco 	Public knowledge improvement on natural resources and biodiversity management in Arab countries	3,672
<ul style="list-style-type: none"> Islamic Education, Scientific and Cultural Organization (ISESCO) 	Strengthening University-Industry Science Partnership (UNISPAR) Programme: Capacity-building and technical assistance on science parks and technology business incubators development	2,976
<ul style="list-style-type: none"> National Instruments (NI) ASEAN 	Contribution to human resource development in Engineering by providing training on Science Technology and Engineering curriculum development for youth.	20,000

Source	Purpose	Amount \$
<ul style="list-style-type: none"> Qatar Marine Festival Organising Committee (QFMFOC) 	Development of Biosphere Reserves and Geoparks in the Arabian Peninsula, with a spatial view to a cluster of Marine Protected Areas centered on the Gulf of Salwa.	24,976
<ul style="list-style-type: none"> Ford International Business Development Inc. 	Partnership-based environmental stewardship	25,000
Total, MP II		272,593
Major Programme III – Social and human sciences		
A. Governments		
<ul style="list-style-type: none"> Permanent Delegation of Saudi Arabia to UNESCO 	World Philosophy Day 2010 at UNESCO Headquarters	13,624
<ul style="list-style-type: none"> Principality of Monaco 	Regional meeting in the Caribbean on climate change adaptation – Saint Kitts, 7-8 March 2011	14,085
<ul style="list-style-type: none"> Secretariat of Public Education of the United Mexican States 	Regional meeting in the Caribbean on climate change adaptation - Saint Kitts, 7-8 March 2011	5,000
<ul style="list-style-type: none"> Government of Portugal via Portuguese Institute for Development Assistant (IPAD) 	Development of tools for human rights approach to poverty eradication	30,000
B. Other contributions		
<ul style="list-style-type: none"> Mexican Cultural Institute, Paris 	Photography exhibition – Bicentenary of the Mexican Revolution, December 2010	1,965
<ul style="list-style-type: none"> Indian Council of Social Science Research (ICSSR) 	Third Ministerial South Asian Forum on Social Protection Policies in South Asia – Sri Lanka, 20-22 February 2011	2,747
<ul style="list-style-type: none"> Islamic Education, Scientific and Cultural Organization (ISESCO) 	Financial contribution for the new edition of the book <i>Human Rights: questions and answers</i>	7,970
<ul style="list-style-type: none"> Islamic Education, Scientific and Cultural Organization (ISESCO) 	Organization of the 2011 Africa-Americas Interregional Philosophical Dialogue	24,970
Total, MP III		100,361

Source	Purpose	Amount \$
Major Programme IV – Culture		
A. Governments		
• Abu Dhabi Authority for Culture and Heritage, United Arab Emirates	Publication in Arabic of the 2009 and the 2010 List brochure. Urgent Safeguarding List brochure	84,139
• Culture Secretariat of Chubut Province and the Federal Investment Council (CFI), Argentina	International fairs and exhibitions in the Chubut Province	32,976
• Federal Office of Culture (FOC) Switzerland	Realization of movie on UNESCO's activities in the fight against illicit trafficking of cultural heritage	3,942
• Federal Office of Culture (FOC) Switzerland	Publication in French of the Compendium <i>Witnesses to History – Documents and writings for the return of cultural objects</i>	5,975
• Federal Office of Culture (FOC) Switzerland	40th anniversary of the 1970 UNESCO Convention 15-16 March 2011 in UNESCO Headquarters	43,003
• Federal Office of Culture (FOC) Switzerland	Creation of a database on restitution cases of cultural objects	27,975
• Federal Office of Culture (FOC) Switzerland	Project concerning the protection of the mosaics of the archeological site "Hisham's Palace" in Jericho	78,864
• Federal Office of Culture (FOC) Switzerland	Project on the fight against illicit trafficking of cultural heritage in the occupied Palestinian territories	39,432
• Greater Angers Local Authority	Project to improve drinking water supply in Moribabougou (Mali)	15,248
• Cé Local Authority	Project to improve drinking water supply in Moribabougou (Mali)	62,564
• Government of Saudi Arabia	High Panel meeting on Peace and Dialogue among Cultures (11 March, New York)	50,000
• Permanent Delegation of France to UNESCO	Writing workshops for Palestinian academics	6,353

Source	Purpose	Amount \$
<ul style="list-style-type: none"> US National Marine Sanctuaries Foundation (NMSF) 	Marine World Heritage sites managers meeting, Honolulu, Hawaii, 1-3 December 2010	15,748
<ul style="list-style-type: none"> Marine Protected Area Agency (MPAA) 	Marine World Heritage sites managers meeting, Honolulu, Hawaii, 1-3 December 2010	27,447
<ul style="list-style-type: none"> The Spanish Embassy in Ghana 	Boosting a culture of peace through the promotion of cultural diversity	8,032
<ul style="list-style-type: none"> Swiss Federal Office for Civil Protection (FOCP) 	Author's contract for the drafting in French of the article-by-article commentary on the Second Protocol to the Hague Convention	13,574
<ul style="list-style-type: none"> Austrian Federal Ministry of Economy, Family and Youth 	Translation in all SEE national languages of the video realized by the Venice Office on the fight against illicit traffic of cultural property in South East Europe	10,684
<ul style="list-style-type: none"> Austrian Federal Ministry of Education, Arts and Culture 	Translation in all SEE national languages of the video realized by the Venice Office on the fight against illicit traffic of cultural property in South East Europe	3,577
B. Other contributions		
<ul style="list-style-type: none"> Islamic Education, Scientific and Cultural Organization (ISESCO) 	Promoting museums as a civic place for intercultural dialogue	9,952
<ul style="list-style-type: none"> Battir Village Council 	Project for the development of the "Battir Landscape Plan and Eco-Museum" in the framework of the project "Conservation and Management of natural and cultural resources in the Bethlehem Governorate" funded by the Palestinian Municipalities Support Programme	19,189
<ul style="list-style-type: none"> Total E&P Indonesia Foundation (Yayasan Bhakti Total Bagi Indonesia Lestari) 	Project "Save the Borobudur World Heritage Site – Emergency Operation for the Safeguarding of the Borobudur Temple Compounds from the Damage caused by the Mt. Merapi Eruption and Revitalization of the Local Community Livelihood in Cultural Industries and Heritage Tourism"	10,000

Source	Purpose	Amount \$
<ul style="list-style-type: none"> PT Garuda Indonesia (Persero) Tbk 	Project “Save the Borobudur World Heritage Site – Emergency Operation for the Safeguarding of the Borobudur Temple Compounds from the Damage caused by the Mt. Merapi Eruption and Revitalization of the Local Community Livelihood in Cultural Industries and Heritage Tourism”	11,000
<ul style="list-style-type: none"> EF English First Indonesia 	Project “Save the Borobudur World Heritage Site – Emergency Operation for the Safeguarding of the Borobudur Temple Compounds from the Damage caused by the Mt. Merapi Eruption and Revitalization of the Local Community Livelihood in Cultural Industries and Heritage Tourism”	30,114
<ul style="list-style-type: none"> PT Freport Indonesia 	Project “Save the Borobudur World Heritage Site – Emergency Operation for the Safeguarding of the Borobudur Temple Compounds from the Damage caused by the Mt. Merapi Eruption and Revitalization of the Local Community Livelihood in Cultural Industries and Heritage Tourism”	13,000
<ul style="list-style-type: none"> The Japanese Association for Conservation of National Treasures 	Research on the methodology of paper conservation and traditional paper-making techniques in China, Japan and Korea	10,000
<ul style="list-style-type: none"> International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region (ICHCAP) Seoul 	Networking meeting amount Pacific State Parties to the 2003 Convention (Nukualofa, Tonga, 29-30 March 2011)	20,000
<ul style="list-style-type: none"> Oriental Cultural Heritage Sites Protection Alliance (OCuHeSPA) 	Environmental impact assessment of industrial development around Lumbini, the birth place of Lord Buddha, Nepal	6,868
<ul style="list-style-type: none"> The Walton Family foundation 	Marine World Heritage sites managers meeting, Honolulu, Hawaii, 1-3 December 2010	23,925
<ul style="list-style-type: none"> SEARCH, Thailand 	Cultural approaches to human rights and gender	4,981
<ul style="list-style-type: none"> OPHIDIAN Research Institute 	Cultural approaches to human rights and gender	8,000

Source	Purpose	Amount \$
• The History Channel	Historic preservation and (World) heritage in China	10,000
• Private anonymous donor	Implementation of 1972 Convention "Protection of the World Cultural and Natural Heritage"	100,000
Total, MP IV		806,562

Major Programme V – Communication and information

B. Other contributions

• Islamic Education, Scientific and Cultural Organization (ISESCO)	Training the teachers and school librarians of the Maghreb countries on media and information literacy	3,476
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Creating a portal for the Maghreb region to promote the innovative use of ICTs in education, science and culture	8,470
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Increasing capacities of media organizations and journalism education institutions in the Maghreb countries	11,970
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Promoting and expanding the digital library of Arabic classical literature "Majaliss"	4,608
• The Internet Society (ISOC)	Activities related to multilingualism on cyberspace. Preparation of study on economic aspects of multilingual local content creation and local Internet infrastructure	19,711
• NGO Jequitibá	Capacity-building of journalists, bloggers and community media workers to promote their safety and foster mutual understanding, peace and reconciliation in violent environments	8,579
• Talal Abu Ghazaleh Organization	Implementation of the ICT in Education Indicators project in the Arab States	29,975
Total, MP V		86,789

Source	Purpose	Amount \$
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Part I.B – DIRECTION**Division for Gender Equality (ODG/GE)**

• Lucia Mamos-Moreaux	International Women's Day 2011	719
• Maguy Makosso	International Women's Day 2011	375
• REEM SAAD	International Women's Day 2011	719
• Princess Beatriz von Hohenlohe	International Women's Day 2011	920
• Anne B. Zill	International Women's Day 2011	3,039
• Diaha Kahil	International Women's Day 2011	387
• CILAF	International Conference on Women and Water	7,099
• Torch-Run Association – World Heritage Concert	Strategic guidance, overall coordination and monitoring/reporting for "Priority Gender Equality"	1,355

Total, ODG/GE **14,613**

Part II.B – Programme Related Services**External Relations and Public Information (ERI)**

• Earth University/CHK Corporation	Earth University Forum – "Building a new society"	87,324
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Interregional Forum of National Commissions on the "Rapprochement of Cultures"	19,970

Total, ERI **107,294**

Part III.B – Field management and coordination**Indirect Costs for the Field Offices under Field management and coordination (BFC)**

The following contributions were received from Governments towards the running costs of established Field Offices:

• India	New Delhi Office	140,278
• San Marino	Venice Office	7,624
• Cuba	Havana Office	20,500
• Nepal	Kathmandu Office	7,571
• Costa Rica	San José Office	35,165
• Lebanon	Beirut Office	99,700

• Egypt	Cairo Office	54,766
• Ecuador	Quito Office	50,000
• Thailand	Bangkok Office	6,836
• Nepal	Kathmandu Office	7,623

Total, Indirect Costs 430,063

Grand Total, Donations and Special Contributions 2,267,577

11. In addition to the above monetary contributions, the following governments are making contributions in kind to field offices by offering rent-free premises during the 2010-2011 biennium:

Country	Field offices receiving rent-free premises
• Brazil	Brasilia Office
• Cameroon	Yaoundé Office
• Chile	Santiago Office
• Cuba	Havana Office
• Democratic Republic of Congo	Kinshasa Office
• Gabon	Libreville Office
• Iran, Islamic Republic of	Tehran Office
• Italy	Venice Office
• Jamaica	Kingston Office
• Jordan	Amman Office
• Kazakhstan	Almaty Office
• Lebanon	Beirut Office
• Mali	Bamako Office
• Mexico	Mexico City Office
• Morocco	Rabat Office
• Nigeria	Abuja Office
• Peru	Lima Office
• Qatar	Doha Office
• Republic of Congo	Brazzaville Office
• Romania	Bucharest (CEPES)
• Senegal	Dakar Office
• Thailand	Bangkok Office
• United Republic of Tanzania	Dar es Salaam Office
• Uruguay	Montevideo Office
• Uzbekistan	Tashkent Office
• Zimbabwe	Harare Office
• Russia	Moscow Office

This attempt to show contributions in kind is still a work in progress as in-kind contributions are not limited to rent-free premises. Efforts will be made to enlarge the scope of the list in future reports.

II. Proposed transfers from Part IV of the budget to cover increases in staff costs and in goods and services due to statutory and inflationary factors as well as other urgent funding requirements

12. Paragraph 2(d) of the Appropriation Resolution for 2010-2011 stipulates that “with the approval of the Executive Board, the Director-General is authorized to make transfers from Part IV of the budget (Anticipated Cost Increases) to the relevant appropriation lines in Parts I to III of the budget, for the purpose of meeting increases in staff costs and in the costs of goods and services”. Accordingly, the Director-General submits for the approval of the Executive Board, the following transfers from Part IV to other parts of the budget to cover various increases under staff costs and goods and services resulting from statutory and inflationary factors as well as other urgent funding requirements.

Staff Costs	Amounts proposed for transfer from Part IV
Increase in the post adjustment allowance for Professional category and above at Headquarters, effective 1 April 2011:	\$600,000
<p>13. Post adjustment of the Professional and higher category staff in Paris was increased as a result of the cost-of-living survey conducted by the ICSC in 2010. This will increase the net remuneration (base salary and post adjustment) for this category of staff by 1.3%. The budgetary impact arising from this increase translates into \$600,000 for the remaining period of the biennium.</p>	
Pensionable remuneration increase effective 1 August 2011 for professional staff for all duty stations:	\$300,000
<p>14. There has been an increase of 2.73% in the pensionable remuneration scale effective 1 August 2011 which entails an additional cost of around \$300,000 for the remaining 5 months of the current biennium.</p>	
Total statutory increases for staff costs	\$900,000
Increase in Document Production costs:	

15. The recent 186 EX/Decision 15. II - Budget issues, para. 9) in which the Executive Board “requests the Director-General to submit to it at its 187th session an alternative budget option based on the \$653 million budget ceiling ...” has entailed a financial implication under the budget foreseen in 35 C/5 work plan for the Secretariats of the General Conference and the Executive Board, particularly under the Division of Conferences, languages and documents in the Administration Sector (ADM/CLD).

In this connection and based on the estimation at the moment of the preparation of this Management Chart, it appears that the production of the full versions of 36 C/5 Addendum (3 volumes in 6 languages), the additional workload due to the printing of the 36 C/5 Draft for the General Conference and the provisional list of documents for the

Goods and Services

**Amounts
proposed for
transfer from
Part IV**

187th session of the Executive Board (statutory documents) will entail additional costs under the conferences, languages and documents budget line. These additional resources will be needed for ADM/CLD (Part I) to meet and complete the services required by the Governing Bodies, as follows:

General Conference: The total additional requirements amount to \$156,500 to cover for printing and dispatch of documents, external printing/binding services, equipment maintenance services and temporary assistance. **\$156,500**

Executive Board: Additional services are required due to the revised planning and coordination for the production of statutory documents for the 187th session of the Executive Board (including the production of the alternative C/5). Based on volume and planning best estimates, additional costs are foreseen for a total \$224,400, mainly to cover for external translation contracts, printing/binding/dispatch services, equipment maintenance services and temporary assistance. **\$224,400**

Increases in costs and the reinforcement of Field operation: **\$826,400**

16. **Cost increases:** There have been a series of unforeseeable cost increases in the running costs for several of UNESCO's field offices. Rent has risen, security costs have become more expensive to stay in compliance with changed MOSS standards and the IT systems of many field offices needed to be re-configured or updated in order to fully interface with the new IT and IKM platforms for the Organization. The amount required is \$426,400.

Field presence reinforcement: Given the Organization's commitment to absorb the implementation of the first phase of the Field Reform within its already limited budget in the 36 C/5, it would be sensible to already start paving the way for a smooth implementation by equipping and reinforcing selected field offices in Africa (i.e. by upgrading IT and other necessary equipment and by purchasing much needed vehicles).

Furthermore, due to the changing political and social environment in North Africa and the Arab World, UNESCO is engaged in a large number of programme activities in Egypt and Tunisia. However, since the Field Reform implementation in the Arab Region is postponed beyond the first phase (36 C/5), and given the difficulties the Cairo office is experiencing in terms of collaboration with the Tunisian authorities and other United Nations programmes and agencies, it is critical for UNESCO to establish a project antenna in Tunisia as soon as possible, to allow proper programme delivery in the country.

Headquarters Security Requirements:

\$1,340,000

17. In the context of the measures to be implemented for the medium-term security plan (approved in 2009), the construction of the forward security post at Fontenoy was identified as one of the priorities for an amount estimated to some \$1.71 million (document 182 EX/44, paragraph 59). At the end of 2009, an amount of \$370,000 was identified from the savings of the 34 C/5 budget.

As a consequence, a remaining amount of \$1.34 million needs to be found in accordance with 185 EX/Decision 30, paragraph 3, which **“requests the Director-General to reallocate such savings as may be made on programme implementation in 2010-2011, in particular, to the Special Account for Strengthening the Security of UNESCO Premises Worldwide in accordance with the recommendations of the Headquarters Committee”**. By the same decision, the Executive Board also requested the Director-General to make a recommendation to it at its 187th session at the latest.

As the cost increases for staff related items are smaller than what was anticipated and budgeted in the 35 C/5 Approved, there is sufficient amount of funds remaining available under Part IV of the budget to accommodate this requirement. **It is therefore proposed to the Executive Board to approve the funding of the required amount from Part IV of the budget.** Following 185 EX/Decision 30, *the funds, once approved by the Executive Board, will be transferred to the Special Account for Strengthening the Security of UNESCO Premises Worldwide.*

It may be recalled that at previous sessions of the Executive Board, the Board had approved that Part IV of the budget finance not only increases due to statutory obligations or inflation but also, if funds were available, other additional urgent requirements for which proper funding was not foreseen in the C/5 documents.

Replacement of the communication system at Headquarters:**\$1,005,100**

18. The current telephone system consisting of three PABX installations in Fontenoy, Miollis and Bonvin buildings is based on obsolete technology which can no longer be properly maintained and which risks causing disruption of all telephone communications. The current installations would be replaced by a new system based in IP technology which allows voice and video communications to use the same network structure as data communications and be integrated with IT tools such as emails, instant messaging, web conferencing, etc. The replacement of the telephone installations by an IP based Unified Communications system requires the data network infrastructure to be extended and upgraded to support the new equipment and ensure the levels of availability and performance required for video and voice communications. The upgrade of the data network infrastructure will also contribute to improve the performance, security and availability of the existing IT network and systems.

The Headquarters Committee approved at its 177th session (6 July 2011) the following resolution to be transmitted to the General Conference which is reproduced below (paragraph 41 of document 177 COM/SIEGE/3, decision 5):

“The General Conference,

5. Also takes note of the report on the UNESCO telephone system and requests the Director-General to identify the necessary funding;”

The total requirement to complete the new system would amount to some \$2.95 million, of which the funding required for this biennium (implementable up to March 2012) amounts to \$1,875,000, as follows:

- Network cabling of missing areas in Fontenoy building (mostly in Building II and 7th floor) and increasing capacity of the cabling between Fontenoy, Miollis and Bonvin: \$345,000
- Installation of network switches in all buildings to support the telephone equipment: \$541,000
- Installation of a server's room in Miollis for the installation of network equipment. This room will also allow for some disaster recovery capacity for the existing room in Fontenoy and to move equipment currently installed in Bonvin (Building VI) to Building V: \$414,000
- New servers, associated storage and software to allow for the initial deployment of the new IP technology for a pilot project. This will allow for validation of all associated systems and procedures before deployment of the new system: \$575,000

Financing Plan:

Given the importance of the matter and considering the house-wide funding availability today, it is proposed that the total requirement of \$2.95 million for the communication system be financed through the following funding arrangements:

- (a) **\$1,005,100** from funds remaining available under Part IV;
- (b) **\$548,000** from funds remaining available under the reserve for reclassifications/merit-based promotions (see paragraph 22 below);
- (c) **\$321,900** from any available funds as may be made at the end of the 2010-2011 biennium;
- (d) Upon the final approval by the General Conference of the above-mentioned resolution transmitted by the Headquarters Committee, the necessary funding for the 2012-2013 biennium (**\$1,07 million**) will have to be identified.

Taking into account that this is the last session of the Executive Board in this biennium, **the Executive Board decision is sought for approval of the use of the funds remaining under Part IV of the budget as specified in Financing Plan, paragraph (a) above.**

Total costs requirements for goods and services	\$3,552,400
Total amount proposed for transfer from Part IV	\$4,452,400

III. Proposed transfers from the reserve for reclassifications/merit-based promotions

19. Under this appropriation line, an amount of \$2.0 million is budgeted for the exercises of reclassifications and merit-based promotions to be undertaken during 2010-2011. The Director-General submits for the approval of the Executive Board, the following transfers from this reserve to other parts of the budget to cover various requirements:

Reclassifications exercise: **\$852,000**

20. The Director-General has approved reclassification of 46 posts at Headquarters and in the field effective 1 January 2011. The costs of these reclassifications total \$852,000.

Merit-based promotions exercise: **\$600,000**

21. HRM has estimated that the amount of \$600,000 will be needed to finance merit-based promotions during 2011. However, as evaluations of the files are currently in progress to be concluded during the last months of the biennium, the approval from the Board is requested, in advance and in principle, to fund the estimated \$600,000 needed for the merit-based promotions.

Replacement of the communication system at Headquarters: \$548,000

22. As indicated in paragraph 18 above, the current telephone system at Headquarters needs to be replaced in order to ensure improved performance, security and availability of the existing IT network and systems with up-to-date technology.

The Headquarters Committee has approved at its 177th session (6 July 2011) the following resolution to be transmitted to the General Conference which is reproduced below (paragraph 41 of document 177 COM/SIEGE/3, decision 5):

“**The General Conference,**

- 5. Also takes note of the report on the UNESCO telephone system and requests the Director-General to identify the necessary funding;”**

Financing Plan:

Given the importance of the matter and considering the house-wide funding availability today, it is proposed that the total requirement of \$2.95 million for the communication system be financed through the following funding arrangements:

- (a) **\$1,005,100** from funds remaining available under Part IV (see paragraph 18 above);
- (b) **\$548,000** from funds remaining available under the reserve for reclassifications/merit-based promotions;
- (c) **\$321,900** from any available funds as may be made at the end of the 2010-2011 biennium within overall 35 C/5 provisions;
- (d) Upon the final approval by the General Conference of the above-mentioned resolution transmitted by the Headquarters Committee, the necessary funding for the 2012-2013 biennium (**\$1.07 million**) will have to be identified.

Taking into account that this is the last session of the Executive Board in this biennium, **the Executive Board decision is sought for approval of the use of the funds remaining available under the reserve for the reclassifications/merit-based promotions as specified in Financing Plan, paragraph (b) above.**

Total amount proposed for transfer from the reserve for reclassifications/merit-based promotions

\$2,000,000

Action expected of the Executive Board

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

The Executive Board,

1. Having examined the report on donations and special contributions received since the beginning of the biennium and appropriated to the regular budget and transfers made between appropriation lines including those from Part IV and the reclassification reserve to the Sectors/Bureaux pursuant to 35 C/Resolution 106, paragraphs 2(b), (d) and (e);

A

2. Notes that the Director-General has, as a consequence of donations and special contributions received since the beginning of the biennium, increased the appropriations to the regular budget by a total of **\$2,267,577** as follows:

	\$
Part II.A – Major Programme I	449,302
Part II.A – Major Programme II	272,593
Part II.A – Major Programme III	100,361
Part II.A – Major Programme IV	806,562
Part II.A – Major Programme V	86,789
Part I.B – Direction (ODG/GE)	14,613
Part II.B.2 – External relations and public Information (ERI)	107,294
Part III.B – Field management and coordination (indirect costs for field offices)	430,063
Total	<u><u>2,267,577</u></u>

3. Expresses its appreciation to the donors listed in paragraph 10 document 187 EX/4 Part II.A;

B

4. Recalling the provision of the Appropriation Resolution by virtue of which the Director-General is authorized, with the prior approval of the Executive Board, to make transfers from Part IV of the budget (Anticipated Cost Increases) to the relevant appropriation lines in Parts I-III in order to cover increases in staff costs and in the cost of goods and services,
5. Further recalling the provision of the Appropriation Resolution by virtue of which the Director-General is requested to obtain prior approval of the Executive Board in instances where transfers between appropriation lines entail an amount greater than 1% of the initial appropriation,
6. Noting with satisfaction that the Director-General has identified the funding source for the construction of the forward security post at Fontenoy, further to its previous discussions and, in particular, in accordance with 185 EX/Decision 30, and proposed a Financing Plan for the urgent requirement relating to the telecommunication facilities, in line with the recommendation of the Headquarters Committee,

7. Approves the transfer of **\$4,452,400** from Part IV to Parts I-III of the budget to cover increases in staff costs and in the cost of goods and services, including the financing of the urgent requirements for security (which will be transferred to a Special Account) and communication system, as set out in document 187 EX/4 Part II;
8. Further approves the transfer of **\$2,000,000** from the reserve for reclassifications/merit-based promotions to Parts I-III of the budget to cover costs resulting from the reclassification and merit-based promotion exercises, as well as for the financing of the new communication system, as set out in document 187 EX/4 Part II;
9. Invites the Director-General to identify the necessary funding to cover the remaining requirement for the new telephone system, to the level required for 2011, within any savings as may be achieved from the 35 C/5 budget at the end of the biennium and further invites her to identify the necessary funding to complete the setting up of the new telephone system during the 2012-2013 biennium (36 C/5);

C

10. Takes note of the revised Appropriation Table annexed to document 187 EX/4 Part II resulting from donations and special contributions received and transfers made between appropriation lines as indicated in A and B above.

ANNEX I

Revised Appropriation Table 2010 - 2011

Appropriation line	35 C/5 Approved	35 C/5 Approved as adjusted (186EX/Dec. 4)	III					35 C/5 Approved as Adjusted
			I Donations received	II Transfers from Reclassification Reserve	Proposed transfers from Part IV for staff costs and for goods and services			
					Proposed transfers from Part IV for staff costs	Proposed transfers from Part IV for activity costs	Total Proposed Transfers from Part IV	
	\$	\$	\$	\$	\$	\$	\$	
PART I - GENERAL POLICY AND DIRECTION								
A. Governing bodies								
1. General Conference	5,481,200	5,571,200	-	-	2,400	156,500	158,900	5,730,100
2. Executive Board	7,824,200	8,266,400	-	-	4,000	224,400	228,400	8,494,800
Total Part IA	13,305,400	13,837,600	-	-	6,400	380,900	387,300	14,224,900
B. Direction <i>(Including: Directorate; Office of the Director-General; Internal Oversight; International Standards and Legal Affairs; Ethics Programme, Gender Equality)</i>	20,356,100	21,820,199	14,613	8,500	44,800	-	44,800	21,888,112
C. Participation in the Joint Machinery of the United Nations System	10,965,200	11,075,200	-	-	-	-	-	11,075,200
TOTAL, PART I	44,626,700	46,732,999	14,613	8,500	51,200	380,900	432,100	47,188,212
PART II - PROGRAMMES AND PROGRAMME-RELATED SERVICES								
A. Programmes								
Major Programme I - Education	118,535,700	119,449,192	449,302	161,000	144,800	-	144,800	120,204,294
Major Programme II - Natural sciences	59,074,000	60,869,885	272,593	150,500	90,600	-	90,600	61,383,578
Major Programme III - Social and human sciences	29,654,100	30,177,756	100,361	26,500	46,600	-	46,600	30,351,217
Major Programme IV - Culture	53,749,700	54,922,549	806,562	110,500	85,200	-	85,200	55,924,811
Major Programme V - Communication and information	33,158,000	33,788,658	86,789	-	46,700	-	46,700	33,922,147
UNESCO Institute for Statistics	9,128,600	9,128,600	-	119,500	-	-	-	9,248,100
Field - Management of decentralized programmes	56,189,400	56,199,200	-	-	130,000	-	130,000	56,329,200
Total, Part IIA	359,489,500	364,535,840	1,715,607	568,000	543,900	-	543,900	367,363,347
B. Programme related services								
1. Coordination and monitoring of action to benefit Africa	4,676,300	4,926,300	-	17,000	8,900	-	8,900	4,952,200
2 ^a . Public information (-ex)	13,671,800	6,716,018	-	-	-	-	-	6,716,018 (*)
2. External relations and public information	-	15,476,054	107,294	51,500	59,400	-	59,400	15,694,248
3. Strategic planning and programme monitoring	7,780,000	9,388,201	-	52,000	15,800	-	15,800	9,456,001
4. Budget planning and management (-ex)	4,839,900	1,993,880	-	-	-	-	-	1,993,880 (*)
Total, Part IIB	30,968,000	38,500,453	107,294	120,500	84,100	-	84,100	38,812,347
C. Participation Programme and Fellowships								
1. Participation Programme	19,980,200	19,993,300	-	-	2,100	-	2,100	19,995,400
2. Fellowships Programme	1,861,000	1,872,500	-	-	1,600	-	1,600	1,874,100
Total, Part IIC	21,841,200	21,865,800	-	-	3,700	-	3,700	21,869,500
TOTAL PART II	412,298,700	424,902,093	1,822,901	688,500	631,700	-	631,700	428,045,194
PART III - SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION								
A. External relations and cooperation (-ex)	17,667,000	8,453,661	-	-	-	-	-	8,453,661 (*)
B. Field management and coordination	24,558,400	24,771,758	430,063	25,000	9,000	826,400	835,400	26,062,221
C. Human resources management	32,734,200	34,200,800	-	600,000	39,100	-	39,100	34,839,900 (**)
D. Accounting, treasury management and financial control (-ex)	10,536,800	4,732,400	-	-	-	-	-	4,732,400 (*)
D. Financial management	-	7,515,185	-	29,000	29,500	-	29,500	7,573,685
E. Administration	97,927,800	99,251,700	-	649,000	139,500	2,345,100	2,484,600	102,385,300
TOTAL, PART III	183,424,200	178,925,504	430,063	1,303,000	217,100	3,171,500	3,388,600	184,047,167
TOTAL, PARTS I - III	640,349,600	650,560,596	2,267,577	2,000,000	900,000	3,552,400	4,452,400	659,280,573
Reserve for reclassifications/merit-based promotions	2,000,000	2,000,000	-	(2,000,000)	-	-	-	- (**)
PART IV - ANTICIPATED COST INCREASES	10,650,400	4,452,400	-	-	(900,000)	(3,552,400)	(4,452,400)	-
TOTAL APPROPRIATION	653,000,000	657,012,996	2,267,577	-	-	-	-	659,280,573

* Includes 2010 expenditures only.

** Approval requested from the Board in advance and in principle to use \$0,6M for Merit-based promotions. Pending the finalization of the exercise, the fund is earmarked under HRM.

ANNEX I

PART B

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

MANAGEMENT CHART – PROGRAMME EXECUTION AS AT 30 JUNE 2011

TABLE 1

OVERALL IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE

Regular budget and extrabudgetary resources as at 30 June 2011

(The Regular budget figures include staff costs and the Participation Programme)

Table 1 presents the overall implementation by principal appropriation line for both regular budget and extrabudgetary resources, thereby covering all funds related to each appropriation line.

For the regular budget, the figures present staff and activity costs, which reflect budgetary transfers made between appropriation lines equivalent to less than 1% of the initial appropriations and those approved by the Executive Board at its previous sessions, as well as additional appropriations received since the beginning of the biennium. The appropriation lines were modified in order to reflect the results of the restructuration (i.e. transfers made towards priority programmes and induced by changes in organizational design) as approved by the Executive Board at its 186th session.

It should be noted that the Appropriation Resolution for the 35 C/5 provides an overall amount for both staff and activity costs; therefore Table 1 presents the approved budget figures and the workplan allocation using the same structure. However, in order to provide further information, the expenditure amounts under each appropriation line have been broken down by staff and activity costs.

For extrabudgetary resources, allocations and expenditures are on a single-year basis, i.e. only six months in 2011.

Comments:

For the regular budget, the overall expenditure rate as at 30 June 2011 was 73.5%, which is within the time-elapsed theoretical target implementation rate of 75% for 18 months.

For extrabudgetary resources, most projects are planned and managed on a multi-year basis and the allocation issued in a given year includes the unused allocation carried forward from the previous year. Under this circumstance, measuring the implementation of extrabudgetary projects simply by annual expenditure rates (expenditure divided by total allocation of the year) does not always reflect the true level of implementation. Due to the absence of a biennial cut-off date, the schedule for extrabudgetary project implementation tends to be often adjusted compared with the initial work plan. The same level of project implementation can result in different expenditure rates depending on the level of allocation and adjustments made during the course of the year to align with the actual progress of each project. Based on this reflection, the format for extrabudgetary projects does not present comparison of expenditures versus allocation (Tables 6-10).

TABLE 1
OVERALL IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE
Regular budget and extrabudgetary resources
(including staff costs and the Participation Programme for the Regular budget)
1 January 2010 to 30 June 2011
(in thousands of US dollars)

Appropriation Line	Regular Budget					Extrabudgetary Resources***		
	35 C/5 Approved	Workplan Allocation	Expenditure (delivered/unliquidated)			Rate of expenditure	Allocation	Expenditure (delivered/unliquidated)
			Staff	Activities	Total			
	\$	\$	\$	\$	\$	%	\$	\$
PART I GENERAL POLICY AND DIRECTION								
A. Governing Bodies								
1. General Conference	5,481	5,571	647	1,087	1,734	31.1%	-	-
2. Executive Board	7,824	8,266	1,307	4,807	6,113	74.0%	-	-
Total Part IA	13,305	13,838	1,954	5,894	7,848	56.7%	-	-
B. Direction <i>(Including: Directorate; Office of the Director-General; Internal Oversight; International Standards and Legal Affairs; Ethics Programme)</i>	20,356	21,835	14,112	1,541	15,653	71.7%	932	300
C. Participation in the Joint Machinery of the United Nations System	10,965	11,075	-	9,233	9,233	83.4%	-	-
TOTAL, PART I	44,627	46,748	16,066	16,668	32,733	70.0%	932	300
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES								
A. Programmes								
I Education	118,536	119,899	42,023	43,890	85,912	71.7%	161,739	68,673
II Natural sciences	59,074	61,142	28,356	16,482	44,837	73.3%	59,326	27,734
III Social and human sciences	29,654	30,278	13,826	6,840	20,666	68.3%	33,277	17,871
IV Culture	53,750	55,729	26,949	15,048	41,997	75.4%	88,393	41,805
V Communication and information	33,158	33,875	14,097	10,948	25,044	73.9%	18,240	8,240
UNESCO Institute for Statistics*	9,129	9,129		9,129	9,129	100.0%	139	138
Field Management of decentralized programmes	56,189	56,199	43,032	-	43,032	76.6%	1,191	745
Total, Part IIA	359,490	366,252	168,282	102,336	270,618	73.9%	362,305	165,206
B. Programme Related Services								
1. Coordination and monitoring of action to benefit Africa	4,676	4,926	3,048	813	3,861	78.4%	137	104
2. Public information (-ex)**	13,672	6,716	5,554	1,162	6,716	100.0%	-	-
2. External relations and Public information	-	15,583	6,014	1,395	7,408	47.5%	4,083	1,327
3. Strategic planning and programme monitoring	7,780	9,388	4,979	1,904	6,882	73.3%	611	247
4. Budget planning and management (-ex)**	4,840	1,994	1,935	59	1,994	100%	-	-
Total, Part IIB	30,968	38,608	21,530	5,332	26,861	69.6%	4,831	1,678
C. Participation Programme and Fellowships								
1. Participation Programme	19,980	19,993	506	15,087	15,594	78.0%	-	-
2. Fellowships programme	1,861	1,873	561	950	1,511	80.7%	-	-
Total, Part IIC	21,841	21,866	1,068	16,037	17,105	78.2%	-	-
TOTAL, PART II	412,299	426,725	190,879	123,704	314,584	73.7%	367,136	166,884
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION								
A. External relations and cooperation (-ex)**	17,667	8,454	7,112	1,341	8,454	100.0%	-	-
B. Field management and coordination	24,558	25,202	3,040	16,866	19,906	79.0%	-	-
C. Human resources management	32,734	34,201	12,314	14,622	26,935	78.8%	95	-
D. Accounting, treasury, management and financial control (-ex)**	10,537	4,732	4,066	666	4,732	100.0%	-	-
D. Financial Management	-	7,515	2,603	486	3,089	41.1%	134	61
E. Administration	97,928	99,252	44,521	29,559	74,080	74.6%	268	113
TOTAL, PART III	183,424	179,356	73,656	63,540	137,196	76.5%	497	174
TOTAL, PARTS I - III	640,350	652,829	280,601	203,912	484,513	74.2%	367,633	167,058
Reserve for reclassifications	2,000	2,000	-	-	-	-	-	-
PART IV ANTICIPATED COST INCREASES	10,650	4,452	-	-	-	-	-	-
TOTAL, PARTS I - IV	653,000	659,281	280,601	203,912	484,513	73.5%	368,565	167,358

* The UIS Extrabudgetary figures in this table are reflected under ED in Table 8.

** The expenditure under these budget lines represent expenditures incurred in 2010 only

*** The figures for Extrabudgetary resources represent allocation and expenditures incurred in 2011

TABLE 2(A)
PROGRAMME IMPLEMENTATION BY MAIN LINE OF ACTION

Regular budget (Activity costs)

(as at 30 June 2011)

Table 2(A) presents the status of the execution of regular programme activities by main line of action. As mentioned previously, the regular budget figures include the transfers of less than 1% and additional appropriations of donations presented in Part A of this document.

Comments:

The overall implementation of regular budget activities (Parts I-IV) as at 30 June 2011 stood at 77.4%, implying a level of expenditure in line with the linear and theoretical time-elapsed target of 75.0%.

In accordance with 160 EX/Decision 3.1.1 and 164 EX/Decision 3.1.1 explanations are provided below for expenditure rates which are higher than 90% or lower than 60%.

Part I – General Policy and Direction

General Conference (24.1%): The low rate of expenditure is due to the fact that the General Conference takes place in the last quarter of the second year of the biennium (25 October to 11 November 2011), and therefore the major portion of expenditures will be incurred in the latter half of 2011.

Internal Oversight (53.4%): Given that the Independent External Evaluation was conducted during 2010 requiring coordination by IOS, a number of other evaluation activities were programmed for 2011. It is expected that the activity budget will be fully utilized during 2011.

Ethics Programme (41.2%): During the first 6 months in 2011, the expenditure rate under the Ethics Office has increased from 20.2% to 41.2%. In the coming months until the end of the biennium, it is foreseen to contract a consulting firm to develop a Financial Disclosure Programme, which is one of the major policy-related activities to be undertaken by the Office. The remaining budget provision will be fully spent on this programme development and other activities of the Office.

Part II – Programmes and programme-related services

UNESCO institutes and UIS (100.0%): The rates of 100% are due to the fact that the totality of the financial allocations for these institutes has been transferred to the respective special accounts at the beginning of 2011, and registered as expenditures in UNESCO's account.

Public information (former BPI) and Budget preparation and monitoring (former BB) (100.0%): These high expenditure rates are due to the fact that the total amount of work plan allocations and expenditures recorded under these budget lines relate to 2010 only and the 2011 allocations have been transferred to ERI and BFM respectively.

External relations and Public information (55.9%): The low expenditure rate is not significant as it concerns only the 2011 expenditures of ERI (following the merger of former BPI and former ERC). However, the total of 2010-2011 expenditures under these three budget lines (former BPI, former ERC, and new ERI) reveals an expenditure rate of 78.0% which compares favourably with the theoretical time-elapsed target rate of 75%.

Part III – Support for Programme Execution and Administration

External relations and cooperation (former ERC) and accounting, treasury management and financial control (former BOC) (100.0%): These high expenditure rates are due to the fact that the total amount of work plan allocations and expenditures recorded under these budget lines relate to 2010 only, as the 2011 allocations have been transferred to ERI and BFM respectively.

Table 2 (A)
PROGRAMME IMPLEMENTATION BY MAIN LINE OF ACTION
Regular Budget (Activity costs)
1 January 2010 to 30 June 2011
(in thousands of US dollars)

Appropriation Line	35 C/5 Approved	Workplan Allocation	Expenditure (delivered/ unliquidated)	Rate of Expenditure
	\$	\$	\$	%
PART I GENERAL POLICY AND DIRECTION				
A. Governing bodies				
1. General Conference	4,443	4,517	1,087	24.1%
2. Executive Board	6,128	6,543	4,807	73.5%
Total, I.A	10,571	11,060	5,894	53.3%
B. Direction				
3. Directorate	445	445	362	81.3%
4. Office of the Director-General	415	629	477	75.8%
5. Internal Oversight	1,034	1,034	552	53.4%
6. International Standards and Legal Affairs	136	136	90	66.1%
7. Ethics Programme	147	147	61	41.2%
Total, I.B	2,176	2,390	1,541	64.5%
C. Participation in the Joint Machinery of the United Nations System				
	10,965	11,075	9,233	83.4%
TOTAL, PART I	23,712	24,526	16,668	68.0%
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES				
A. Programmes				
I EDUCATION				
1.1 MLA 1: Building blocks for EFA: literacy, teachers and work skills	14,448	15,495	9,578	61.8%
1.2 MLA 2: Building effective education systems from early childhood care and education to higher education, and furthering lifelong learning	7,758	8,044	5,582	69.4%
1.3 MLA 3: Sector-wide frameworks: helping governments to plan and manage the education sector	11,596	11,510	8,005	69.5%
1.4 MLA 4: Leading the international education agenda, including education for sustainable development (ESD), and tracking trends	4,874	4,551	3,225	70.9%
Total, I	38,676	39,599	26,390	66.6%
UNESCO education institutes				
<i>(Regular budget financial allocations may include the costs of staff and activities)</i>				
UNESCO International Bureau of Education (IBE)	4,800	4,800	4,800	100.0%
UNESCO International Institute for Educational Planning (IIEP)	5,300	5,300	5,300	100.0%
UNESCO Institute for Lifelong Learning (UIL)	2,000	2,000	2,000	100.0%
UNESCO Institute for Information Technologies in Education (IITE)	900	900	900	100.0%
UNESCO International Institute for Capacity-Building in Africa (IICBA)	2,500	2,500	2,500	100.0%
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	2,000	2,000	2,000	100.0%
Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)	-	-	-	0.0%
Total, UNESCO education institutes	17,500	17,500	17,500	100.0%
TOTAL, MAJOR PROGRAMME I	56,176	57,099	43,890	76.9%
II NATURAL SCIENCES				
II.1 MLA 1: Enhancing the leverage of science through integrated science, technology and innovation (STI) policy	2,977	3,483	2,111	60.6%
II.2 MLA 2: Reinforcing capacity building in the sciences and strengthening science education, especially in Africa	2,454	2,485	1,751	70.5%
II.3 MLA 3: Promoting the sustainable management and conservation of freshwater, terrestrial resources and biodiversity	10,604	11,463	8,826	77.0%
II.4 MLA 4: Strengthening the UNESCO Intergovernmental Oceanographic Commission (IOC) and broadening the scope of its activities for the benefit of all Member States: improving governance and fostering intergovernmental cooperation to manage and protect ocean	3,450	3,420	2,779	81.2%
Total, II	19,485	20,851	15,467	74.2%
UNESCO science institutes				
<i>(Regular budget financial allocation may include the costs of staff and activities)</i>				
UNESCO-IHE Institute for Water Education (UNESCO-IHE)	-	-	-	-
The International Centre for Theoretical Physics (ICTP)	1,015	1,015	1,015	100.0%
Total, UNESCO science institutes	1,015	1,015	1,015	100.0%
TOTAL, MAJOR PROGRAMME II	20,500	21,866	16,482	75.4%
III SOCIAL AND HUMAN SCIENCES				
III.1 MLA 1: Promoting human rights within UNESCO's fields of competence, philosophy and philosophical dialogue on emerging social and human issues, as well as intercultural dialogue	3,415	3,466	2,330	67.2%
III.2 MLA 2: Enhancing research-policy linkages in the field of social development and the management of social transformations, including emerging issues relating to youth	3,027	3,194	2,215	69.3%
III.3 MLA 3: Ensuring the effective implementation and monitoring of the International Convention against Doping in Sport, as well as providing upstream policy orientations on physical education and sport	591	433	320	74.0%
III.4 MLA 4: Supporting Member States in developing policies in the ethics of science and technology, especially bioethics, and disseminating the existing declarations in the field of bioethics	2,640	2,990	1,975	66.1%
Total, III	9,672	10,083	6,840	67.8%
TOTAL, MAJOR PROGRAMME III	9,672	10,083	6,840	67.8%

Appropriation Line	35 C/5 Approved	Workplan Allocation	Expenditure (delivered/ unliquidated)	Rate of Expenditure
	\$	\$	\$	%
IV CULTURE				
IV.1 MLA 1: Protecting and conserving immovable cultural properties and natural properties, in particular through the effective implementation of the World Heritage Convention	4,573	5,417	4,479	82.7%
IV.2 MLA 2: Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage	3,841	3,914	3,115	79.6%
IV.3 MLA 3: Enhancing the protection of cultural objects and the fight against illicit trafficking in them, notably through the promotion and implementation of the 1954 Convention and its two Protocols, and the 1970 and 2001 Conventions, as well as the devel	2,789	3,096	2,506	80.9%
IV.4 MLA 4: Protecting and promoting the diversity of cultural expressions, particularly through the implementation of the 2005 Convention and the development of cultural and creative industries	3,512	3,644	2,719	74.6%
IV.5 MLA 5: Integrating intercultural dialogue and cultural diversity into national policies	2,486	2,715	2,228	82.0%
Total, IV	17,201	18,786	15,048	80.1%
TOTAL, MAJOR PROGRAMME IV	17,201	18,786	15,048	80.1%
V COMMUNICATION AND INFORMATION				
V.1 MLA 1: Promoting freedom of expression and access to information	4,326	4,346	3,664	84.3%
V.2 MLA 2: Strengthening free, independent and pluralistic media and communication for sustainable development	4,391	4,745	3,865	81.4%
V.3 MLA 3: Fostering universal access to information and knowledge and the development of infrastructures	4,391	4,544	3,419	75.2%
Total, V	13,109	13,635	10,948	80.3%
TOTAL, MAJOR PROGRAMME V	13,109	13,635	10,948	80.3%
UNESCO Institute for Statistics <i>(Regular budget financial allocation may include the costs of staff and activities)</i>	9,129	9,129	9,129	100.0%
Field - Management of decentralized programmes	-	-	-	-
Total, IIA	125,786	130,598	102,335	78.4%
B. Programme related services				
1. Coordination and monitoring of action to benefit Africa	1,044	1,044	813	77.9%
2. Public information (-ex)**	2,084	1,162	1,162	100.0%
2. External relations and Public information		2,494	1,395	55.9%
3. Strategic planning and programme monitoring	1,435	2,533	1,904	75.2%
4. Budget preparation and monitoring (-ex)**	508	59	59	100.0%
Total, IIB	5,071	7,291	5,332	73.1%
C. Participation Programme and Fellowships				
1. Participation Programme	19,050	19,050	15,087	79.2%
2. Fellowships programme	1,166	1,166	950	81.5%
Total, IIC	20,216	20,216	16,037	79.3%
TOTAL, PART II	151,072	158,105	123,704	78.2%
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION				
A. External relations and cooperation (-ex)**	3,077	1,341	1,341	100.0%
B. Field management and coordination <i>(HQ activities and field offices' operating costs)</i>	20,253	21,259	16,866	79.3%
C. Human resources management	16,019	17,221	14,622	84.9%
D. Accounting, treasury management and financial control (-ex)**	1,429	666	666	100.0%
D. Financial Management		729	486	66.7%
E. Administration				
1. Administrative coordination and support	219	265	185	69.7%
2. Procurement	65	66	51	77.3%
3. Information systems and telecommunications	6,201	6,399	4,006	62.6%
4. Conferences, languages and documents	1,883	1,941	1,526	78.6%
5. Common services, security, utilities and management of premises and equipment	10,899	11,002	9,304	84.6%
6. Maintenance, conservation and renovation of Headquarters premises	19,073	19,074	14,487	75.9%
Total, IIIE	38,341	38,748	29,559	76.3%
TOTAL, PART III	79,119	79,964	63,540	79.5%
TOTAL, PARTS I - III	253,903	262,595	203,912	77.7%
Reserve for reclassifications / merit based promotions	-	-	-	-
PART IV ANTICIPATED COST INCREASES	853	853	-	-
TOTAL, PARTS I - IV	254,755	263,447	203,912	77.4%

TABLE 2(B)**PROGRAMME IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE
ON THE 2002-2003 ASSESSED CONTRIBUTION
FROM THE UNITED STATES OF AMERICA****Regular budget (Activity costs)****(1 January 2004 to 30 June 2011)****Comments:****Education 99.6%**

All country projects focusing on capacity-building in educational planning and management have been implemented and individual reporting on these projects is completed. Based on these reports, a final and global report is being prepared and will be issued for the 36th session of the General Conference at which time all activities financed by the United States contribution relating to education will be completed.

Culture 96.8% (without WHC)

Projects financed under Phase 1 and Phase 2 of this Programme are now fully completed.

As for projects financed by the \$0.5M in accrued interest (Phase 3), most of the activities were completed during the first quarter of 2011. Concerning the few remaining activities, they are currently being finalized and will be fully terminated by the end of 2011; available funds under these activities are currently being used mainly for the support of training facilities, workshops and awareness-raising campaigns, capacity-building activities for the consolidation of skills, translation of documents, publications and finally an exhibition on intercultural dialogue.

WHC 99.4%

All activities have been fully implemented.

TABLE 2(B)

**PROGRAMME IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE
ON THE 2002-2003 ASSESSED CONTRIBUTION
FROM THE UNITED STATES OF AMERICA**

Regular budget (Activity costs only)

1 January 2004 to 30 June 2011
(in thousands of US dollars)

Appropriation Line	Work plan allocation	Expenditure (delivered/ unliquidated)	Rate of expenditure
	\$	\$	%
PART II PROGRAMMES AND PROGRAMME-RELATED SERVICES			
A. Programmes			
I. Education	10,466	10,426	99.6%
II. Natural sciences	–	–	–
III. Social and human sciences	–	–	–
IV. Culture	5,073	4,913	96.8%
World Heritage Centre	1,000	994	99.4%
V. Communication and information	–	–	–
UNESCO Institute for Statistics	–	–	–
Total, Part II.A	16,539	16,333	98.8%
Non-allocated balance	19	–	–
TOTAL	16,558	16,333	98.6%

TABLE 3

**IMPLEMENTATION OF DECENTRALIZED FUNDS
BY PRINCIPAL APPROPRIATION LINE AND BY REGION**

Regular budget resources (excluding staff costs)

(as at 30 June 2011)

1. **Table 3** shows the implementation of the regular budget decentralized funds (excluding staff costs) as at 30 June 2011, by **region** for Parts I (General Policy and Direction), Part II (Programme and Programme-related services) and Part III (Support for Programme Execution and Administration).

Comments:

2. As at 30 June 2011, the overall level of decentralized funds (amounting to \$98.2 million) represented 37.4% of the total regular budget for activities. The expenditure rate for these decentralized funds stood at 80.1%.

3. For the Education Sector, the decentralized funds exclude the financial allocations for institutes IIEP, IBE, IITE and UIL, as the mechanism of transferring their financial allocations to special accounts does not provide information on programme distribution by region. For the same reason, the financial allocation for ICTP is excluded from the decentralized funds under Natural Sciences. This approach shows a more correct expenditure situation for the sectors, as the annual budgets of these institutes are transferred to a special account and registered as complete expenditure in UNESCO's accounts at the beginning of each year, and therefore, including these amounts would skew the Sector's overall expenditure rates. On the other hand, financial allocations for IICBA, IESALC, and UIS are included in the African, Latin American and the Caribbean and Europe and North American regions, respectively.

4. *Under Part II.A – Programmes* (comprising the Major Programmes, the UNESCO Institute for Statistics (UIS) and Field – Management of decentralized programmes) 54.7 % of the total regular budget allocation for activities were decentralized to the field. The expenditure rate for these decentralized funds stood at 54.8%.

TABLE 3
IMPLEMENTATION OF DECENTRALIZED FUNDS
BY PRINCIPAL APPROPRIATION LINE AND BY REGION

Regular budget (excluding staff costs)
 1 January 2010 to 30 June 2011
 (in thousands of US dollars)

Principal Appropriation Line	Total Programme Resources (HQ and Field)	Headquarters	Africa	Arab States	Asia and Pacific	Europe and North America	Latin America and the Caribbean	Total Field
PART I GENERAL POLICY AND DIRECTION								
- Workplan Allocation	24,526	18,590	1,848	1,325	1,646	216	901	5,936
- Expenditure (delivered/unliquidated)	16,668	11,369	1,625	1,224	1,481	191	778	5,299
- Rate of expenditure (%)	68.0%	61.2%	87.9%	92.3%	90.0%	88.6%	86.4%	89.3%
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES								
A. Programmes								
I Education								
- Workplan Allocation	57,099	24,732	14,475	3,650	7,869	258	6,116	32,367
- Expenditure (delivered/unliquidated)	43,890	20,279	10,632	2,329	5,468	181	5,000	23,610
- Rate of expenditure (%)	76.9%	82.0%	73.5%	63.8%	69.5%	70.1%	81.8%	72.9%
II Natural sciences								
- Workplan Allocation	21,866	13,858	2,501	1,344	2,000	478	1,685	8,008
- Expenditure (delivered/unliquidated)	16,482	10,617	1,824	978	1,490	366	1,206	5,865
- Rate of expenditure (%)	75.4%	76.6%	73.5%	63.8%	69.5%	70.1%	81.8%	73.2%
III Social and human sciences								
- Workplan Allocation	10,083	5,266	1,460	1,093	892	424	949	4,817
- Expenditure (delivered/unliquidated)	6,840	3,576	984	643	655	345	636	3,264
- Rate of expenditure (%)	67.8%	67.9%	73.5%	63.8%	69.5%	70.1%	81.8%	67.8%
IV Culture								
- Workplan Allocation	18,786	10,040	2,717	1,505	2,433	527	1,563	8,746
- Expenditure (delivered/unliquidated)	15,048	7,749	2,160	1,105	2,199	468	1,367	7,299
- Rate of expenditure (%)	80.1%	77.2%	73.5%	63.8%	69.5%	70.1%	81.8%	83.5%
V Communication and information								
- Workplan Allocation	13,635	5,245	2,830	1,180	2,198	274	1,909	8,390
- Expenditure (delivered/unliquidated)	10,948	4,063	2,365	908	1,781	211	1,620	6,885
- Rate of expenditure (%)	80.3%	77.5%	73.5%	63.8%	69.5%	70.1%	81.8%	82.1%
UNESCO Institute for Statistics								
- Workplan Allocation	9,129	-	-	-	-	9,129	-	9,129
- Expenditure (delivered/unliquidated)	9,129	-	-	-	-	9,129	-	9,129
- Rate of expenditure (%)	100.0%	-	-	-	-	100.0%	-	100.0%
Total, Part II.A								
- Workplan Allocation	130,598	59,141	23,983	8,772	15,392	11,090	12,221	71,457
- Expenditure (delivered/unliquidated)	102,336	46,284	17,967	5,963	11,593	10,700	9,829	56,052
- Rate of expenditure (%)	78.4%	78.3%	74.9%	68.0%	75.3%	96.5%	80.4%	78.4%
B. Programme Related Services								
1. Coordination of action to benefit Africa								
- Workplan Allocation	1,044	784	260	-	-	-	-	260
- Expenditure (delivered/unliquidated)	813	606	208	-	-	-	-	208
- Rate of expenditure (%)	77.9%	77.3%	79.7%	-	-	-	-	79.7%
2. Public Information (ex)*								
- Workplan Allocation	1,162	1,129	-	-	10	23	-	33
- Expenditure (delivered/unliquidated)	1,162	1,129	-	-	10	23	-	33
- Rate of expenditure (%)	100.0%	100.0%	-	-	100%	100%	-	100.0%
3. External relations and Public Information								
- Workplan Allocation	2,494	2,467	-	-	10	17	-	27
- Expenditure (delivered/unliquidated)	1,395	1,381	-	-	7	7	-	14
- Rate of expenditure (%)	55.9%	56.0%	-	-	70%	41%	-	51.9%
4. Strategic planning and programme monitoring								
- Workplan Allocation	2,533	1,945	166	94	192	67	69	587
- Expenditure (delivered/unliquidated)	1,904	1,488	126	71	123	57	39	416
- Rate of expenditure (%)	75.2%	76.5%	75.9%	75.5%	64.3%	85.3%	56.4%	70.8%
5. Budget preparation and monitoring (ex)*								
- Workplan Allocation	59	59	-	-	-	-	-	-
- Expenditure (delivered/unliquidated)	59	59	-	-	-	-	-	-
- Rate of expenditure (%)	100.0%	100.0%	-	-	-	-	-	-
Total, Part II.B								
- Workplan Allocation	7,292	6,384	426	94	212	107	69	908
- Expenditure (delivered/unliquidated)	5,333	4,662	333	71	140	87	39	671
- Rate of expenditure (%)	73.1%	73.0%	78.2%	75.5%	66.3%	81.5%	56.4%	73.9%
C. Participation Programme and Fellowships								
1. Participation Programme								
- Workplan Allocation	19,050	19,050	-	-	-	-	-	-
- Expenditure (delivered/unliquidated)	15,087	15,087	-	-	-	-	-	-
- Rate of expenditure (%)	79.2%	79.2%	-	-	-	-	-	-
2. Fellowships programme								
- Workplan Allocation	1,166	1,166	-	-	-	-	-	-
- Expenditure (delivered/unliquidated)	950	950	-	-	-	-	-	-
- Rate of expenditure (%)	81.5%	81.5%	-	-	-	-	-	-
Total, Part II.C								
- Workplan Allocation	20,216	20,216	-	-	-	-	-	-
- Expenditure (delivered/unliquidated)	16,037	16,037	-	-	-	-	-	-
- Rate of expenditure (%)	79.3%	79.3%	-	-	-	-	-	-
TOTAL, PART II								
- Workplan Allocation	158,106	85,741	24,409	8,866	15,604	11,197	12,290	72,365
- Expenditure (delivered/unliquidated)	123,706	66,984	18,300	6,034	11,733	10,787	9,868	56,722
- Rate of expenditure (%)	78.2%	78.1%	75.0%	68.1%	75.2%	96.3%	80.3%	78.4%
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION								
A. External relations and cooperation (ex)*								
- Workplan Allocation	1,341	1,341	-	-	-	-	-	-
- Expenditure (delivered/unliquidated)	1,341	1,341	-	-	-	-	-	-
- Rate of expenditure (%)	100.0%	100.0%	-	-	-	-	-	-
B. Field management and coordination								
- Workplan Allocation	21,259	1,845	6,402	2,639	5,503	945	3,924	19,414
- Expenditure (delivered/unliquidated)	16,866	533	5,105	2,133	4,858	801	3,436	16,333
- Rate of expenditure (%)	79.3%	28.9%	79.7%	80.8%	88.3%	84.7%	87.6%	84.1%
C. Human resources management								
- Workplan Allocation	17,221	16,688	103	72	205	39	115	533
- Expenditure (delivered/unliquidated)	14,622	14,271	61	44	132	27	86	351
- Rate of expenditure (%)	84.9%	85.5%	59.6%	62.0%	64.4%	70.3%	74.7%	65.8%
D. Accounting, treasury management and financial control (ex)*								
- Workplan Allocation	666	666	-	-	-	-	-	-
- Expenditure (delivered/unliquidated)	666	666	-	-	-	-	-	-
- Rate of expenditure (%)	100.0%	100.0%	-	-	-	-	-	-
D. Financial Management								
- Workplan Allocation	729	729	-	-	-	-	-	-
- Expenditure (delivered/unliquidated)	486	486	-	-	-	-	-	-
- Rate of expenditure (%)	66.7%	66.7%	-	-	-	-	-	-
E. Administration								
- Workplan Allocation	38,747	38,747	-	-	-	-	-	-
- Expenditure (delivered/unliquidated)	29,559	29,559	-	-	-	-	-	-
- Rate of expenditure (%)	76.3%	76.3%	-	-	-	-	-	-
TOTAL, PART III								
- Workplan Allocation	79,963	60,016	6,505	2,711	5,708	984	4,039	19,947
- Expenditure (delivered/unliquidated)	63,539	46,855	5,166	2,177	4,990	828	3,522	16,684
- Rate of expenditure (%)	79.5%	78.1%	79.4%	80.3%	87.4%	84.1%	87.2%	83.6%
TOTAL (Part I - Part III)								
- Workplan Allocation	262,594	164,347	32,761	12,902	22,958	12,396	17,230	98,247
- Expenditure (delivered/unliquidated)	203,912	125,207	25,091	9,435	18,204	11,806	14,168	78,705
- Rate of expenditure (%)	77.7%	76.2%	76.6%	73.1%	79.3%	95.2%	82.2%	80.1%

* Includes expenses for 2010 only.

TABLE 4
**EXPENDITURES UNDER TEMPORARY ASSISTANCE,
MISSION TRAVEL AND CONTRACTUAL SERVICES**

Regular budget (excluding staff costs)

(as at 30 June 2011)

Pursuant to Executive Board Decision 166 EX/Decision 3.1.1, **Table 4** provides amounts corresponding to three types of expenditure, namely: **temporary assistance, mission travel and contractual services**.

This table shows the 35 C/5 Approved Regular Budget allocations (indicative budget) for these items of expenditure by principal appropriation line and the corresponding expenditures as at 30 June 2011. It should be noted that:

- the budget breakdown is provided on the basis of the \$653 million budget, whereas the expenditure figures may also take into account additional funds made available from donations received and transfers between appropriation lines;
- temporary assistance includes temporary staff and supernumeraries financed by activity costs;
- mission travel is broken down into two categories: delegates' travel (participants' travel and travel of the Executive Board Members under the line Governing Bodies) and staff mission travel. For each of these categories, the indicative budget and expenditures are shown for comparison;
- contractual services include research and author's contracts, external translation contracts, printing and publication contracts, and contracts for the organization of meetings or training seminars, evaluation studies and auditor's fees, as well as consultant contracts. The consultant contracts relate to contracts to which the Organization resorts to for specific expertise. Such contracts do not fill daily needs as those covered by supernumerary and temporary staff which are classified as temporary assistance.

It should be noted that given that the elaboration of the C/5 document always takes place one to two years prior to actual programme implementation, the breakdown of budget figures by "object-of-expenditure" is clearly indicative. Moreover, as results-based management places more emphasis on achieving expected results rather than on modalities of implementation, deviations from the indicative envelopes are of little importance.

This table is provided for information as expenditures at this level of detail are not incurred in a linear manner during the biennium. Given this limitation, Table 4 is presented showing the percentage weight of each budget line within the total budget of the object-of-expenditure rather than expenditure rates to provide a clearer perception of the actual budgetary impact under each object-of-expenditure.

Comments:

Expenditures show an upward trend in contractual services following the introduction of the new contractual framework which has shifted the classification of expenses that would have normally been budgeted under, e.g., general operating or supplies and materials to contractual services. Under HRM, the over budget variances in travel and contractual services are due to the fact that these relate to training which were in turn budgeted for global training purposes, but not detailed in

the indicative budget provision by object of expenditure. For information, the training budget is decentralized to Sectors, Bureaux and Field Offices.

Over-expenditures reflected under strategic planning and programme monitoring (BSP) are attributed to the fact that it managed \$840K of pooled contributions from the programme sectors for capacity-building and the Organization's participation in the "Delivering as One" country-level exercises of the United Nations system. The funds are mostly used for reinforcement of field offices to contribute to the development of joint deliverables as well as travel costs for field staff to participate in UN country team meetings, where UNESCO is non-resident, for the preparation of UNDAFs.

The overall expenditures under Part II.B show certain over the budget variations. This is due to the merger of ERC (under Part III) and BPI (Part II.B) to become ERI under Part II.B and subsequently, the expenditures under Part III show under the budget variations.

TABLE 4
Expenditures under Temporary Assistance, Mission Travel, and Contractual Services (Regular Budget Activities)
1 January 2010 to 30 June 2011
(in thousands of US dollars)

Principal Appropriation Line	Regular Budget																		
	Temporary Assistance				Travel								Contractual Services						
	Indicative Envelope 35 C/5	% weight of total Envelope	Total Expenditure	% weight within total expenditure	Delegates' travel				Staff travel				Indicative Envelope 35 C/5	% weight of total Envelope	Contractual services	Consultants	Total Expenditure	% weight within total expenditure	
					Indicative Envelope 35 C/5	% weight of total Envelope	Expenditures	% weight within total expenditure	Indicative Envelope 35 C/5	% weight of total Envelope	Expenditures	% weight within total expenditure							
	\$	%	\$	%	\$	%	\$	%	\$	%	\$	%	\$	\$			\$	%	
PART I GENERAL POLICY AND DIRECTION																			
A. Governing Bodies																			
1. General Conference	3,026	10.2%	228	1.0%	120	0.8%	33	0.3%	3	0.0%	15	0.1%	564	1.1%	473	-	473	1.4%	
2. Executive Board	3,604	12.1%	2,815	12.4%	1,777	11.5%	1,192	11.2%	-	0.0%	-	0.0%	260	0.5%	347	3	351	1.0%	
Total Part IA	6,630	22.3%	3,042	13.4%	1,897	12.2%	1,226	11.5%	3	0.0%	15	0.1%	824	1.6%	820	3	823	2.4%	
B. Direction																			
3. Directorate	90	0.3%	18	0.1%	-	0.0%	1	0.0%	112	0.7%	107	0.9%	10	0.0%	1	14	15	0.0%	
4. Office of the Director-General	92	0.3%	48	0.2%	23	0.1%	15	0.1%	80	0.5%	105	0.9%	15	0.0%	44	46	90	0.1%	
5. Internal oversight	73	0.2%	31	0.1%	59	0.4%	-	0.0%	335	2.0%	180	1.5%	463	0.9%	206	67	273	0.6%	
6. International standards and public affairs	42	0.1%	1	0.0%	-	0.0%	-	0.0%	20	0.1%	14	0.1%	5	0.0%	34	-	34	0.1%	
7. Ethics Programme	20	0.1%	3	0.0%	-	0.0%	-	0.0%	20	0.1%	8	0.1%	73	0.1%	1	35	36	0.0%	
Total Part IB	317	1.1%	101	0.4%	82	0.5%	16	0.1%	565	3.4%	414	3.5%	566	1.1%	286	163	449	0.8%	
C. Participation in the Joint Machinery of the United Nations System																			
-	-	0.0%	689	3.0%	-	0.0%	1	0.0%	50	0.3%	32	0.3%	2,000	3.9%	310	5	315	0.9%	
TOTAL, PART I	6,947	23.4%	3,832	16.9%	1,979	12.8%	1,243	11.7%	618	3.7%	462	3.9%	3,390	6.5%	1,417	171	1,588	4.1%	
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES																			
A. Programmes																			
I Education	4,921	16.6%	3,798	16.7%	4,921	31.7%	2,872	27.1%	5,315	32.2%	3,157	26.5%	17,958	34.6%	8,721	4,381	13,102	25.5%	
II Natural sciences	2,688	9.0%	1,341	5.9%	2,564	16.5%	2,518	23.7%	2,180	13.2%	1,830	15.4%	8,322	16.1%	5,326	2,150	7,476	15.6%	
III Social and human sciences	394	1.3%	646	2.8%	2,193	14.1%	1,200	11.3%	1,048	6.3%	904	7.6%	3,623	7.0%	2,214	776	2,990	6.5%	
IV Culture	3,770	12.7%	3,704	16.3%	1,806	11.7%	1,226	11.6%	2,015	12.2%	1,113	9.3%	6,121	11.8%	5,261	1,735	6,996	15.4%	
V Communication and information	1,442	4.9%	1,032	4.5%	1,049	6.8%	897	8.4%	1,442	8.7%	992	8.3%	4,365	8.4%	2,820	929	3,750	8.2%	
UNESCO Institute for Statistics	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	-	-	0.0%	
Field - Management of decentralized programmes	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	-	-	0.0%	
Total, Part IIA	13,216	44.5%	10,521	46.4%	12,532	80.9%	8,713	82.1%	12,000	72.7%	7,995	67.1%	40,389	77.9%	24,342	9,972	34,314	71.1%	
B. Programme related services																			
1. Coordination and monitoring of action to benefit Africa	320	1.1%	183	0.8%	39	0.3%	35	0.3%	159	1.0%	285	2.4%	99	0.2%	45	65	110	0.1%	
2. Public information (-ex)*	223	0.8%	61	0.3%	4	0.0%	17	0.2%	135	0.8%	66	0.6%	1,151	2.2%	486	139	625	1.4%	
External relations and public information	-	0.0%	318	1.4%	-	0.0%	193	1.8%	-	0.0%	142	1.2%	-	0.0%	414	49	463	1.2%	
3. Strategic planning and programme monitoring**	246	0.8%	616	2.7%	44	0.3%	152	1.4%	370	2.2%	489	4.1%	416	0.8%	158	289	447	0.5%	
4. Budget preparation and monitoring*	7	0.0%	-	0.0%	-	0.0%	-	0.0%	45	0.3%	19	0.2%	384	0.7%	5	-	5	0.0%	
Total, Part IIB	796	2.7%	1,178	5.2%	87	0.6%	397	3.7%	708	4.3%	1,001	8.4%	2,050	4.0%	1,108	542	1,650	3.2%	
C. Participation Programme																			
1. Participation Programme	10	0.0%	11	0.1%	-	0.0%	4	0.0%	13	0.1%	8	0.1%	9	0.0%	258	26	284	0.8%	
2. Fellowships programme	-	0.0%	-	0.0%	-	0.0%	-	0.0%	7	0.0%	-	0.0%	6	0.0%	-	-	-	0.0%	
Total, Part IIC	10	0.0%	11	0.1%	-	0.0%	4	0.0%	20	0.1%	8	0.1%	15	0.0%	258	26	284	0.8%	
TOTAL, PART II	14,022	47.2%	11,711	51.6%	12,620	81.4%	9,114	85.9%	12,728	77.1%	9,004	75.6%	42,453	81.9%	25,708	10,540	36,248	75.1%	
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION																			
A. External relations and cooperation (-ex)*	292	1.0%	69	0.3%	680	4.4%	125	1.2%	501	3.0%	234	2.0%	1,032	2.0%	770	29	799	2.2%	
A. Field management and coordination	4,717	15.9%	4,512	19.9%	-	0.0%	45	0.4%	2,118	12.8%	925	7.8%	516	1.0%	818	189	1,006	2.4%	
B. Human resources management ***	1,458	4.9%	941	4.1%	109	0.7%	79	0.7%	193	1.2%	1,150	9.7%	2,652	5.1%	2,570	1,342	3,912	7.5%	
C. Financial management	-	0.0%	22	0.1%	-	0.0%	-	0.0%	-	0.0%	2	0.0%	-	0.0%	821	-	821	2.4%	
D. Accounting, treasury management and financial control (-ex)*	19	0.1%	4	0.0%	-	0.0%	-	0.0%	151	0.9%	24	0.2%	123	0.2%	100	-	100	0.3%	
D. Administration	2,273	7.6%	1,592	7.0%	112	0.7%	9	0.1%	207	1.3%	108	0.9%	1,670	3.2%	2,038	16	2,054	6.0%	
TOTAL, PART III	8,759	29.5%	7,140	31.5%	902	5.8%	258	2.4%	3,169	19.2%	2,443	20.5%	5,993	11.6%	7,117	1,575	8,692	20.8%	
Reserve for reclassifications/Merit-based promotions	29,728	100.0%	22,683	100.0%	15,501		10,615	100.0%	16,515	100.0%	11,908	100.0%	51,836	100.0%	34,241	12,287	46,528	100.0%	
PART IV ANTICIPATED COST INCREASES																			
-	-		-		-		-		-		-		-		-	-	-	-	
TOTAL, PARTS I - IV	29,728	100.0%	22,683	100.0%	15,501	100.0%	10,615	100.0%	16,515	100.0%	11,908	100.0%	51,836	100.0%	34,241	12,287	46,528	100.0%	

* Includes expenses for 2010 only.

** The indicative budget is provided on the basis of \$653M whereas expenses may include additional funds made available from donations and transfers between appropriations.

*** Under HRM, the majority of the expenditure (travel and contracts) relates to training budget decentralized to Sectors, Bureaux and Field Offices.

TABLE 5

POST SITUATION AND STAFF COSTS EXPENDITURE

(Regular Budget as at 30 June 2011)

Table 5, A shows the monthly evolution of occupied and vacant posts from January 2010 to June 2011. The vacant posts shown in this table correspond to those that are “budgetarily vacant”, i.e. the vacant posts that are generating real savings, after deducting the vacant posts that are financing temporary assistance. The information shown in the table is therefore not directly comparable with data that may be published by HRM relating to vacant posts open to recruitment. Thus the number of budgetarily vacant posts presented in this table is generally smaller than the number of vacant posts issued by HRM.

Table 5, B presents the overall staff cost expenditure as at 30 June 2011, broken down by Headquarters and field.

Comments:

From January 2010 to June 2011, the average number of posts budgetarily vacant was 107, representing 5.5% of the total number of established posts. As at end June 2011, the number of posts budgetarily vacant decreased to 92, or 4.7% of the total number of established posts.

As at 30 June 2011, the actual staff costs expenditure was \$280.6 million, or 71.9% of the total staff costs allocation of \$390.2 million.

TABLE 5
POSTS SITUATION AND STAFF COSTS EXPENDITURES

A. Monthly breakdown of all budgetarily Vacant Posts from 1 January 2010 to 30 June 2011

(Total number of established posts under the Regular Budget: 1,955)

YEAR / MONTH	Number of occupied posts including those financing temporary assistance (Total 35 C/5 Approved = 1,955)			Number of budgetarily vacant posts (Total 35 C/5 Approved = 1,955)					
	HQ	Field	TOTAL	HQ		Field		TOTAL	Vacancy Rate %
				P	GS	P/NPO	L		
2010 January	1,195	634	1,829	41	27	40	18	126	6.4%
February	1,195	645	1,840	48	20	33	14	115	5.9%
March	1,199	647	1,846	48	16	30	15	109	5.6%
April	1,210	642	1,852	43	10	33	17	103	5.3%
May	1,205	642	1,847	47	11	36	14	108	5.5%
June	1,207	650	1,857	42	14	32	10	98	5.0%
July	1,208	647	1,855	40	15	32	13	100	5.1%
August	1,207	644	1,851	40	16	31	17	104	5.3%
September	1,205	638	1,843	41	17	36	18	112	5.7%
October	1,203	641	1,844	42	18	34	17	111	5.7%
November	1,208	636	1,844	36	19	41	15	111	5.7%
December	1,215	642	1,857	32	16	36	14	98	5.0%
2011 January	1,201	629	1,830	36	26	49	14	125	6.4%
February	1,215	627	1,842	29	19	52	13	113	5.8%
March	1,219	639	1,858	28	16	42	11	97	5.0%
April	1,222	634	1,856	27	14	44	14	99	5.1%
May	1,213	640	1,853	32	18	41	11	102	5.2%
June	1,220	643	1,863	32	11	40	9	92	4.7%
Average	1,208	640	1,848	38	17	38	14	107	5.5%

B. Cumulative situation of staff costs from 1 January 2010 to 30 June 2011

	Allocation \$	Expenditure \$	%
HEADQUARTERS	262,632,397	189,823,341	72.3%
FIELD	127,601,703	90,777,488	71.1%
TOTAL	390,234,100	280,600,829	71.9%
Reserve for reclassifications	2,000,000	-	-
Part IV - (Remaining amount)	3,599,700	-	-

ANALYSIS OF EXTRABUDGETARY RESOURCES

In general, extrabudgetary resources finance multi-year projects. This analysis presents the situation of allocations and expenditures for extrabudgetary resources as at June 2011 in line with the actual management cycle of these resources.

CHART 1

Extrabudgetary operational programmes by funding source and by major programme

Allocations as at 30 June 2011

Total: \$ 368.6 million

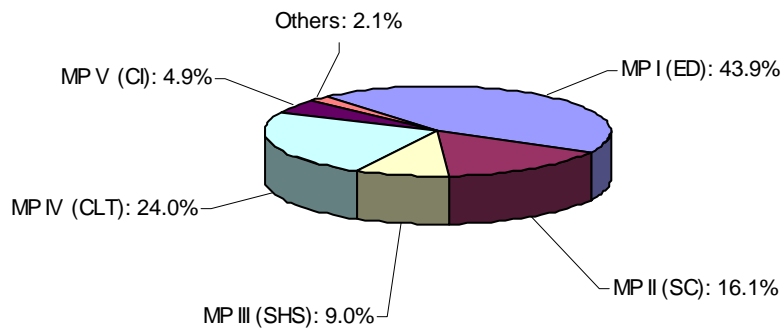
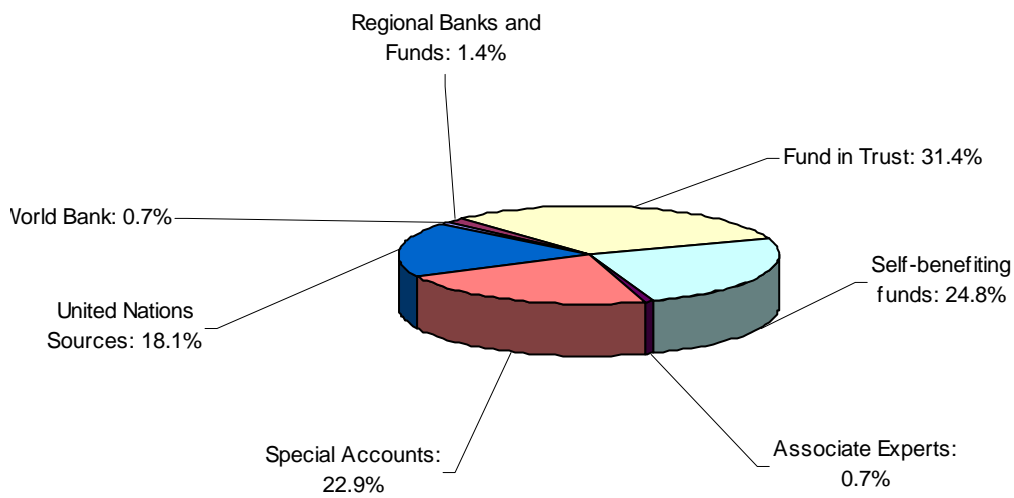


Chart 1 above contains two diagrams which show respectively the allocations as at 30 June 2011 by funding source and by major programme. Since several years, the following trends are confirmed:

- In terms of funding source, the funds-in-trust represents the largest part of the extrabudgetary funds with 31.4% of the total allocations, followed by self-benefiting funds-in-trust and special accounts with 24.8% and 22.9% respectively.
- In terms of distribution by Sector, the Education Sector is the principal beneficiary of extrabudgetary programmes, with 43.9% of the total allocations (i.e. \$161.7 million out of \$368.6 million), followed by the Culture Sector with 24.0% of the total allocations. These two Sectors together represent and manage two thirds of extrabudgetary contributions.

CHART 2

Extrabudgetary operational programme

as at 30 June 2011

(in millions of US dollars)

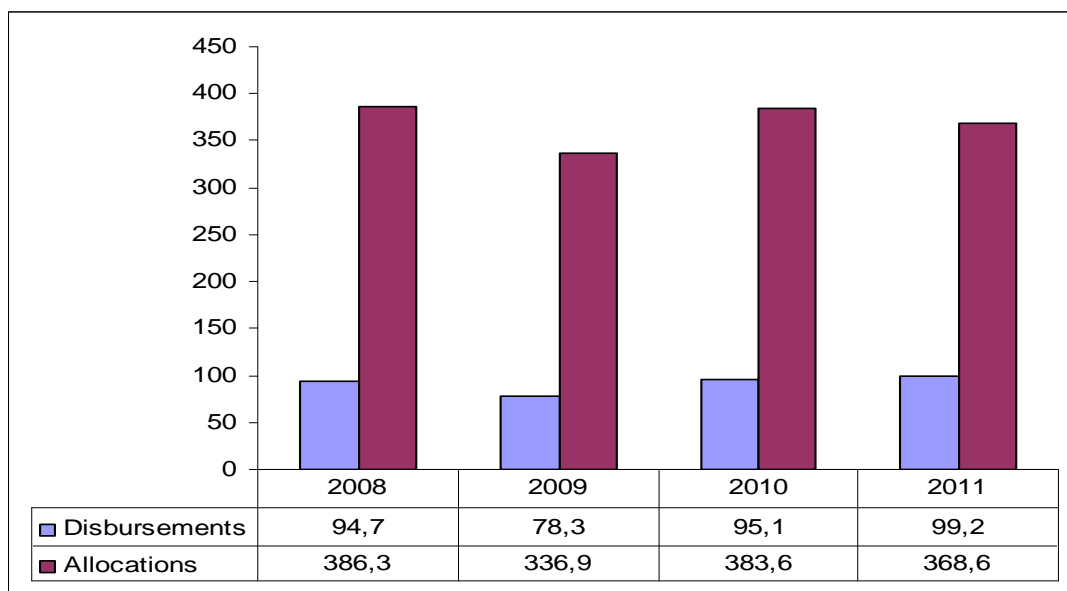


Chart 2 above presents allocation and disbursement trends over the last four years on the basis of the situation as at **30 June of each year**.

Compared with 30 June 2010, total allocations as of 30 June 2011 have decreased by some \$15 million or 8%, mainly due to a substantial decrease in the Brazil Fund-in-trust (of \$13.5 million) and United Nations sources (of \$12 million), the effect of which has been partially offset by an increase of \$6 million in allocations to Special accounts. However, total disbursements continued to increase (by 4%), maintaining a stable trend of implementation.

Similarly, Tables 6-10 below, which follow the format adopted in the annual status report on extrabudgetary projects, place more focus on the trends of “**disbursements**” instead of “expenditure rate”. As per current methodology, total expenses (disbursements plus undelivered orders) are not compared over a series of different years, as this would imply double-counting of the “undelivered orders”. By focusing on the “disbursements” only, the analysis provides more consistent and correct pictures of the evolution that the extrabudgetary projects have undergone over the years.

Table 6 presents detailed information on the situation of extrabudgetary resources by funding source, with specific focus on disbursements. The trends noticed in three main donor categories are the following:

- Under the funds-in-trust (excluding self-benefiting funds-in-trust), a total of \$30.0 million was disbursed, representing an increase of \$2.7 million (or 9.7%) as compared to disbursement in June 2010. Under this funding arrangement, the largest donors for projects are Japan, the European Commission and Italy.
- Self-benefiting funds-in-trust continue to represent a substantial component of extrabudgetary resources, with a total disbursement of \$18.7 million as at end June 2011. The majority of this category owes to the projects financed by Brazil, where a reduction trend is noticed. The allocations under Brazilian self-benefiting funds-in-trust amounting to \$79.4 million and disbursements of \$16.9 million represent a reduction of 13.5 million (or 14.5%) and some \$4.5 million (or 22%) respectively.
- Disbursements of \$20.5 million for projects funded by United Nations sources as at 30 June 2011 stood at a similar level in comparison with the same period in 2010.

Table 7 shows extrabudgetary disbursements by source of funds together with the benefiting regions. As in the past, the Latin America and the Caribbean region is the main beneficiary of extrabudgetary resources due to the large scale of UNESCO's cooperation with Brazil. If self-benefiting operations funded by Brazil (\$16.9 million disbursements) are not taken into account in the comparison, the LAC region will show \$12.2 million disbursements. The Africa region would also show the largest disbursement for June 2011 (of \$15.0 million), if Brazil self-financing projects are not included.

Table 8 presents the situation of allocation and expenditure by Sector, with focus on disbursements. The Education Sector remains the major beneficiary from extrabudgetary resources in terms of both allocation and expenditure, followed by the Culture Sector. As at end June 2011, the disbursements in both Education and Culture Sectors show an increase of some 11% as compared to June 2010.

Table 9 recapitulates the global situation of extrabudgetary resources broken down by donor including detailed information on contributions received by institutes totalling some \$49.3 million, as well as the details of the funds for Associate Expert programmes.

Table 10 presents the funds managed by institutes. Detailed information on contributions broken down by donor, including financial contributions from UNESCO, is given for each institute. As in the past years, Italy is the largest contributor with \$29.0 million (due to ICTP), followed by the Netherlands with \$10.1 million (mainly related to IHE).

TABLE 6
EXECUTION OF EXTRABUDGETARY PROGRAMMES BY FUNDING SOURCE

1 January 2011 to 30 June 2011
(in thousands of US dollars)

SOURCE OF FUNDS	Disbursements 30/06/2009	Disbursements 30/06/2010	Allocation 30/06/2011			Expenses 30/06/2011		
			Carry Forward from 2010	Allocation 2011	Total	Disbursements 30/06/2011	Unliquidated obligations 30/06/2011	Total
UNITED NATIONS SOURCES								
Delivering as One	824	2,227	4,977	5,576	10,553	4,518	1,809	6,327
Spain MDG/F	1,806	5,549	10,488	11,679	22,167	6,466	5,799	12,265
UNDG	4,038	5,060	8,715	2,559	11,274	2,855	1,905	4,760
WHO/UNAIDS	2,535	3,018	2,261	6,419	8,680	2,828	1,578	4,406
Others	4,084	4,623	6,176	7,757	13,933	3,550	2,403	5,953
Sub-total United Nations Sources	13,287	20,477	32,617	33,990	66,607	20,217	13,494	33,711
OTHER PROGRAMMES								
Regional Development Banks	1,533	2,000	2,846	2,489	5,335	2,023	1,084	3,107
World Bank	753	731	1,440	1,217	2,657	883	491	1,374
Donated Funds-in-Trust								
European Commission	1,522	2,077	4,452	5,655	10,107	3,671	1,373	5,044
Flanders	832	1,106	1,037	3,600	4,637	986	768	1,754
France	1,053	561	3,817	391	4,208	888	208	1,096
Italy	6,999	5,506	4,350	3,456	7,806	3,376	1,572	4,948
Japan	5,506	5,540	14,062	22,143	36,205	8,510	3,864	12,374
Norway	1,528	1,323	1,374	1,851	3,225	1,193	782	1,975
Private Funds	3,102	2,652	2,227	7,425	9,652	2,451	2,132	4,583
Qatar Foundation	48	786	4,816	870	5,686	1,633	987	2,620
Saudi Arabia	5	196	532	405	937	401	51	452
Spain	2,185	1,608	5,549	3,066	8,615	1,847	1,267	3,114
Sweden	938	788	817	563	1,380	520	87	607
USA	878	755	1,902	982	2,884	528	312	840
Others	3,732	4,432	6,891	13,590	20,481	3,983	2,702	6,685
Self-benefiting Funds-in-Trust								
Brazil	14,371	21,639	39,481	39,952	79,433	16,867	17,641	34,508
Iraq	375	1,589	2,431	2,507	4,938	795	1,686	2,481
Libya	241	172	3,007	643	3,650	217	120	337
Others	967	756	1,510	1,694	3,204	821	353	1,174
Associate Experts, Special Accounts and Voluntary Contributions	18,402	20,423	36,916	50,001	86,917	27,364	17,210	44,574
Sub-total other programmes	64,970	74,640	139,457	162,500	301,957	78,957	54,690	133,647
Total	78,257	95,117	172,074	196,490	368,564	99,174	68,184	167,358

TABLE 7
EXECUTION (DISBURSEMENT) OF EXTRABUDGETARY PROGRAMMES BY DONOR AND BY REGION
1 January 2011 to 30 June 2011
(in thousands of US dollars)

SOURCE OF FUNDS	Total disbursement	Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean	Interregional and Global
UNITED NATIONS SOURCES							
Delivering as One	4,518	3,145	-	1,276	83	14	-
Spain MDG/F	6,466	1,390	1,162	791	819	2,128	176
UNDG	2,855	-	2,855	-	-	-	-
WHO/UNAIDS	2,828	601	43	694	172	475	843
Others	3,550	1,459	439	835	43	200	574
Sub-total United Nations Sources	20,217	6,595	4,499	3,596	1,117	2,817	1,593
OTHER PROGRAMMES							
Regional Development Banks	2,023	1,044	190	-	-	-	789
World Bank	883	250	-	2	-	631	-
Donated Funds-in-Trust							
European Commission	3,671	1,812	597	-	100	307	855
Flanders	986	453	35	-	-	95	403
France	888	803	-	1	-	-	84
Italy	3,376	1,196	136	442	93	10	1,499
Japan	8,510	528	61	6,311	33	315	1,262
Norway	1,193	33	439	438	-	16	267
Private Funds	2,451	98	129	656	292	298	978
Qatar Foundation	1,633	-	1,633	-	-	-	-
Saudi Arabia	401	-	141	159	-	-	101
Spain	1,847	220	-	166	337	374	750
Sweden	520	269	-	20	-	-	231
USA	528	-	-	43	-	20	465
Others	3,983	767	597	900	-	324	1,395
Self-benefiting Funds-in-Trust							
Brazil	16,867	-	-	-	-	16,867	-
Iraq	795	-	795	-	-	-	-
Libya	217	-	217	-	-	-	-
Others	821	449	80	148	15	63	66
Associate Experts, Special Accounts and Voluntary Contributions	27,364	488	1,273	421	2,294	7,008	15,880
Sub-total other programmes	78,957	8,410	6,323	9,707	3,164	26,328	25,025
Total	99,174	15,005	10,822	13,303	4,281	29,145	26,618

TABLE 8
EXECUTION OF EXTRABUDGETARY PROGRAMMES BY SECTOR
1 January 2011 to 30 June 2011
(in thousands of US dollars)

Sector	Disbursements 30/06/2009	Disbursements 30/06/2010	Allocation 30/06/2011			Expenses 30/06/2011		
			Carry Forward from 2010	Allocation 2011	Total	Disbursements 30/06/2011	Unliquidated obligations 30/06/2011	Total
ED	29,647	39,779	78,604	83,135	161,739	44,426	24,247	68,673
SC	15,672	15,097	23,486	35,840	59,326	15,728	12,006	27,734
SHS	7,637	12,164	13,886	19,391	33,277	9,222	8,649	17,871
CLT	18,546	21,048	43,077	45,316	88,393	23,266	18,539	41,805
CI	3,574	4,444	10,031	8,209	18,240	3,899	4,341	8,240
Others	3,180	2,587	2,990	4,599	7,589	2,633	402	3,035
TOTAL	78,256	95,119	172,074	196,490	368,564	99,174	68,184	167,358

TABLE 9
EXTRABUDGETARY RESOURCES MANAGED BY UNESCO AND ITS INSTITUTES BROKEN DOWN BY DONOR*
1 January 2011 to 30 June 2011
(in thousands of US dollars)

SOURCE OF FUNDS	Total resources	UNESCO Funds excluding Associate Experts	Associate Experts	Contributions received by Institutes
UNITED NATIONS SOURCES				
CERF	201	201	-	-
Delivering as one	10,553	10,553	-	-
Peace Building Fund	1,596	1,596	-	-
Spain MDGF	22,167	22,167	-	-
UN Joint Programming	2,389	2,389	-	-
UNEP	354	354	-	-
UNDG	11,274	11,274	-	-
UNDP	1,246	1,040	-	206
UNFIP	2,147	2,147	-	-
WHO/UNAIDS	8,680	8,680	-	-
Others	8,540	6,206	-	2,334
Total United Nations Sources	69,147	66,607	-	2,540
OTHER PROGRAMMES				
Regional Development Banks	5,335	5,335	-	-
World Bank	4,157	2,657	-	1,500
Donated Funds-in-Trust				
Australia	2,369	1,899	343	127
Belgium	1,642	1,626	16	-
Canada	1,896	982	-	914
European Commission	10,107	10,107	-	-
Flanders	4,637	4,637	-	-
France	4,285	4,208	-	77
Germany	2,311	1,863	448	-
Italy	37,169	7,806	360	29,003
Japan	36,672	36,205	467	-
Korea	2,837	2,721	116	-
Norway	3,239	3,225	14	-
Private Funds	9,652	9,652	-	-
Qatar Foundation	5,686	5,686	-	-
Saudi Arabia	968	937	-	31
Spain	9,342	8,615	727	-
Sweden	1,458	1,380	78	-
Switzerland	1,553	921	95	537
The Netherlands	11,686	1,539	-	10,147
USA	2,884	2,884	-	-
Others	13,332	8,930	-	4,402
Self-benefiting Funds-in-Trust				
Brazil	79,433	79,433	-	-
Others	11,792	11,792	-	-
Special Accounts and Voluntary Contributions	84,253	84,253	-	-
Total Other Programmes	348,695	299,293	2,664	46,738
Total	417,842	365,900	2,664	49,278

* Contributions to Special Accounts (Multi-donor projects) are not broken down by donor.

** It should be noted that with regard to the Belmont Plan, UNESCO is benefiting from an interest free loan as the interest is paid by France. Between January 2011 and June 2011, this interest paid by France amounts to \$ 1,152,861 USD

TABLE 10
BREAKDOWN OF FUNDS MANAGED BY UNESCO INSTITUTES
(including contribution from UNESCO)

1 January 2011 to 30 June 2011
(in thousands of US dollars)

Source of Funds	Total	IBE	IESALC	IICBA	IITE	IHE	ICTP	IIEP	UIS	UIL	UNEVOC	TWAS
Funds received from UNESCO												
Regular Programme - Financial Allocation	27,644	4,800	2000	2,500	900	-	1,015	5,300	9,129	2,000	-	-
Regular Programme - Decentralized Activities	1,655	11	67	-	10	-	60	5	41	265	1,196	-
Extrabudgetary Decentralized Projects	11,791	132	95	2	-	-	262	233	139	7	1,706	9,215
Subtotal	41,090	4,943	2,162	2,502	910	-	1,337	5,538	9,309	2,272	2,902	9,215
Other Sources of funding												
UN Agencies												
IAEA	2,067	-	-	-	-	-	2,067	-	-	-	-	-
ITU	77	-	-	-	-	-	77	-	-	-	-	-
UNICEF	175	5	-	-	-	-	-	170	-	-	-	-
UNDP	206	-	-	-	-	-	27	179	-	-	-	-
WMO	15	-	-	-	-	-	15	-	-	-	-	-
Banks and Regional funds												
World Bank	1,500	-	-	-	-	-	-	-	1,500	-	-	-
Governments												
Argentina	1,370	-	-	-	-	-	-	1,370	-	-	-	-
Australia	127	-	-	-	-	-	-	127	-	-	-	-
Benin	29	-	-	-	-	-	-	29	-	-	-	-
Canada	914	-	-	-	-	-	-	-	837	77	-	-
Djibouti	32	-	-	-	-	-	-	32	-	-	-	-
Ecuador	12	-	-	-	-	-	-	12	-	-	-	-
Finland	262	-	-	-	-	-	-	-	262	-	-	-
France	77	-	-	-	-	-	-	77	-	-	-	-
India	10	-	-	-	-	-	-	10	-	-	-	-
Italy	29,003	-	-	-	-	-	29,003	-	-	-	-	-
Jamaica	62	-	-	-	-	-	-	62	-	-	-	-
Madagascar	4	-	-	-	-	-	-	4	-	-	-	-
Saudi Arabia	31	-	-	-	-	-	-	31	-	-	-	-
Switzerland	537	526	-	-	-	-	-	-	-	11	-	-
The Netherlands	10,148	-	-	-	-	9,942	-	206	-	-	-	-
Venezuela	67	-	67	-	-	-	-	-	-	-	-	-
Others	2,553	1	-	-	10	-	1,487	1,049	-	6	-	-
Subtotal	49,278	532	67	-	10	9,942	32,676	3,358	2,599	94	-	-
Total	90,368	5,475	2,229	2,502	920	9,942	34,013	8,896	11,908	2,366	2,902	9,215



United Nations
Educational, Scientific and
Cultural Organization

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

SUMMARY

The executive summary is prepared pursuant to decision 186 EX/Decision 4 by which the Executive Board invited “the Director-General to present a two-page summary highlighting UNESCO’s most significant achievements, as well as issues requiring particularly urgent attention, and to develop a structure for this executive summary, in consultation with Member States, drawing on examples from other organizations of the United Nations system”.

This document does not have any direct financial and administrative implications.

Action expected of the Executive Board: 34 C/Resolution 89 invites the Executive Board to “(a) have a wider and more strategic assessment of the performance of the programmes, including the EX/4 document, by expressing its views progressively during the biennium through explicit decisions on the performance of individual programmes at main-line-of-action level”.

1. INTRODUCTION

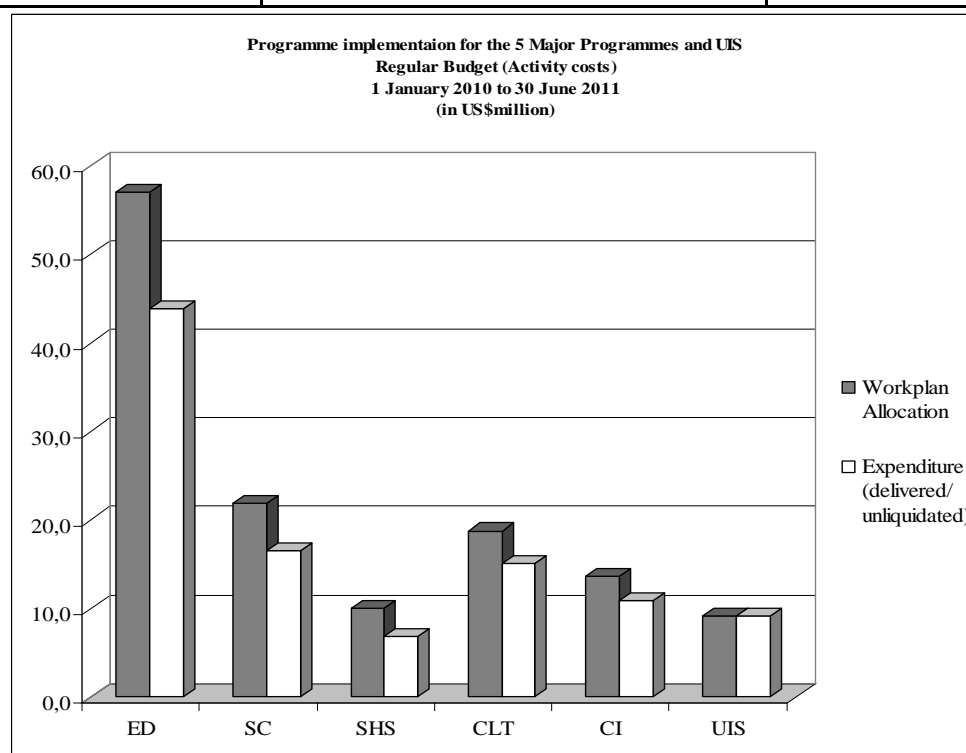
The first 18 months of implementation of the Programme and Budget of 2010-2011 (35 C/5) witnessed a series of events impacting the international community in UNESCO's fields of competence. Be it the global economic and financial crisis undermining prospects for economic growth and thus hampering the 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 the popular uprisings and demands for more freedom across the region of the Middle East and North Africa; UNESCO strived to respond to the emerging challenges and bring to bear its expertise as part of the United Nations joint efforts.

2. PROGRAMME IMPLEMENTATION

Overall, UNESCO was able to progress well towards achieving the expected results set out in the 35 C/5 document. In terms of the regular budget implementation, the expenditure rates for the five Major Programmes and the UIS as at 30 June 2011 stand as follows. The overall average expenditure rate for the five Major Programmes is 76.7%, which is slightly higher than the theoretical time-elapsed rate of 75%. For detailed information on the budgetary implementation, please refer to the "Management Chart" as at 30 June 2011 contained in Part II of the document.

in \$ million

Sector	Workplan Allocation	Expenditure (delivered/unliquidated)	Rate of Expenditure
ED	57.1	43.9	76.9%
SC	21.9	16.5	75.4%
SHS	10.1	6.8	67.8%
CLT	18.8	15.0	80.1%
CI	13.6	10.9	80.3%
UIS	9.1	9.1	100.0% ¹



¹ 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%.

3. MOST SIGNIFICANT ACHIEVEMENTS

The period under review coincided with the taking-up of the functions of the new senior management team, which focussed on increasing the coherence and impact of the Organization through considerable restructuring efforts.

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 resolution A/RES/65/166 adopted by UNGA (December 2010), 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).

UNESCO provided support to a number of Member States in **capacity-development and policy advice** in the area of education at all levels, including for improving the quality of teacher education and professional development, building Education Management Information Systems (EMIS) and formulating education policies and plans; in the revision of science, technology and innovation policy; in the formulation of policy responses to challenges in the field of social and human sciences (e.g. the World Social Science Report 2010: Knowledge Divides); in the development of national and local capacities and policies in the field of culture and in the formulation of media legislation aligned with internationally recognized standards.

As part of its **normative action**, UNESCO successfully promoted the ratification of its standard-setting instruments (e.g. the 1954, 1970, 2001 and 2003 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 rate of ratification in under-represented regions and to strengthen the capacity of Member States in implementing the conventions, with a particular focus on Africa as one of the global priorities.

A number of **new partnerships** was forged which widened the scope and outreach of the Organization's impact. **Cooperation with other United Nations agencies** and multilateral organizations was reinforced, including 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 (Busan, Korea, November-December 2011); and the United Nations Conference on Sustainable Development to be held in Brazil in June 2012 (UNCSD, Rio+20).

4. CHALLENGES AND LESSONS LEARNED

Despite some improvement in the coordination among the United Nations agencies (e.g. EFA partners), these efforts need to be pursued and Member States' support in rallying the political willingness for improved synergies with other agencies would facilitate these processes.

The limited human and financial resources pose increasing challenges on the delivery capacity of the Organization, in particular in light of rising global expectations. Building partnerships and cost-effectiveness measures, such as increased and tighter monitoring of staff travel and consultancy contracts; increased use of ICTs and video conferencing; the organization of international conferences and meetings back-to-back with other meetings; and the closer monitoring of publications, have proved to be effective in this regard.

Intersectoral platforms have contributed to the creation of synergies among the sectors and the formulation of UNESCO's holistic multidisciplinary responses to the complex global challenges. Dedicated budgetary resources would facilitate the attainment of the expected results.