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## COMMENTS BY THE DIRECTOR-GENERAL ON THE EXTERNAL EVALUATION REPORTS SUBMITTED IN THE 2004-2005 BIENNIUM

### SUMMARY

In accordance with the provisions of 171 EX/Decision 22, the Director-General hereby submits to the Executive Board a short report on some of the evaluations carried out in the 2004-2005 biennium, together with his comments.

Decision proposed: paragraph 33.

**BACKGROUND**

1.	At the 171st session of the Executive Board, by 171/Decision 22, the Executive Board reiterated that the Director-General should continue to report periodically to it on evaluations carried out on the Organization's programme activities, on the progress made in the follow-up to evaluation recommendations and in strengthening the quality of the evaluations undertaken.

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

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


**PART I – PRESENTATION OF EVALUATION REPORTS:**

•	Evaluation of UNESCO's partnerships aimed at strengthening communication capacities through specialized networks (ORBICOM, AMIC and IAMCR);

•	Ensuring that publications and other materials released from UNESCO meet appropriate quality standards;

•	Training of teachers manual on preventive education against HIV/AIDS in the school setting;

•	Evaluation of the Slave Route Project.


**EVALUATION OF UNESCO'S PARTNERSHIPS TO STRENGTHEN COMMUNICATION CAPACITIES THROUGH SPECIALIZED NETWORKS (ORBICOM, AMIC AND IAMCR)**

**Brief description and background of activities evaluated**

4.	Background: The New Communication Strategy of UNESCO, adopted in 1989, established a framework for UNESCO to cooperate with partners, and created a global discussion forum in order to enhance international cooperation. The Strategy highlights UNESCO's response to the challenges imposed by globalization and the way ICTs affect access to information and knowledge through support for institutional and human capacity-building in the developing and least developed countries. One programme in this respect has been the UNESCO partnership programme for capacity-building in communication involving: the International Association for Media and Communication Research (IAMCR); the Asian Media Information and Communication Centre (AMIC); and the International Network of UNESCO Chairs in Communications (ORBICOM).

5.	UNESCO's activities: The Organization pursued its action at three distinct but interdependent levels: (i) the ethical, standard-setting and legal framework fields; (ii) the contents and applications of ICTs within its fields of competence, including promotion of democratic governance; and (iii) providing methodological tools and accessibility to information and knowledge. It has helped to identify training and research needs, ensure greater access to information and increased ways of

exchanging knowledge through the use of ICTs. Further activities include: organizing international seminars, producing new interdisciplinary training courses, conducting joint research and information activities focusing on media development, ICTs for poverty reduction, and universal access to information and knowledge.

6.    This evaluation: The evaluation examined the role of UNESCO and especially the Communication Development Division (CI/COM) in supporting the three partners, and assessed the quality and outcomes of training, research and publication activities implemented with UNESCO's support. It focused on UNESCO's strategy to strengthen communication capacities through partnerships with its specialized networks. Data collection was through document review, interviews with staff members in UNESCO CI/COM, and the partner organizations, and administering a questionnaire.

**Major findings: achievements and challenges for UNESCO**

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

(a)    Objectives: There was common understanding of the relevance of the partnership programme to UNESCO's strategic objectives, and a shared understanding of the objectives of the partnerships in general and those of partner networking in particular.

(b)    Suitability of network partners: The partner networks seemed suitable for contributing to the achievement of the strategic objectives of UNESCO. They provide windows of opportunity for new forms of intellectual cooperation. Other advantages lie in their use of new methods for content development and access to education and cutting-edge scientific information.

(c)    Relevance of programme activities: UNESCO and its partner networks undertook a variety of activities that were relevant to the objectives of document 31 C/4. These included conferences, seminars, research activities, publications, and promoting professional interaction and intellectual debates.

(d)    UNESCO's support: UNESCO's support to the partner organizations was utilized for projects covering human resource and institutional capacity development. The quantity and nature of activities undertaken by both AMIC and ORBICOM were in line with the expectations of the stakeholders in the partner organizations.

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

(a)    Relevance of programme objectives: The objectives of the partner organizations did not appear to have been refined in order to sufficiently address the Millennium Development Goals and other recent strategic priorities of UNESCO.

(b)    Capacity-building: The partnerships, in their present form, need some attention to address overlaps in geographical coverage and target audiences, including the need for greater participation from the less advanced countries.

(c)    Effectiveness and efficiency: The partnership was too weak at regional and national levels and sometimes too selective to the extent that little was being done to encourage and support national groups to play more sustained roles in planning and implementing network activities.

(d) Unclear management arrangements: The management arrangements were not clear to stakeholders. There was lack of clarity or shared understanding of the roles of UNESCO staff.

(e) Ensuring quality: The global partnership programme does not have explicit policy frameworks for promoting and assuring quality in their activities.

**Recommendations**

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

(a) AMIC and ORBICOM have demonstrated a reasonable level of effectiveness in planning and implementing their activities. UNESCO should continue its partnership with the two networks. The cooperation with IAMCR appeared tenuous. It is important to decide whether the partnership should continue in its present form.

(b) UNESCO should cooperate more closely with the partner networks to develop shared strategic plans as a basis for developing and implementing more comprehensive results-oriented activities.

(c) The management arrangements between UNESCO and the partner networks should be reviewed to improve organizational communications. This should include clarifications of roles, responsibilities/obligations, expectations and reciprocity between UNESCO and its partners and between networks.

(d) Mechanisms to promote cooperation with partners especially from the developing countries should be worked out with technical assistance from UNESCO.

(e) The Memoranda of Understanding should be revised and include some element of accountability for both UNESCO and partner networks including mutual reporting mechanisms/systems.

(f) UNESCO and partner organizations should work out fund-raising strategies linked to their strategic plans. UNESCO should play a leading role in encouraging United Nations and other organizations to support the network partners and their target groups.

**Actions taken/to be taken by the Director-General**

10. The Director-General welcomes the evaluation and notes the findings of the consultants. Because of the importance of several of the findings, the Communication and Information Sector will:

(a) Ensure that UNESCO and the partners jointly develop feasible strategic plans for the successful operation of the networks, showing clearly the management arrangements with various roles and responsibilities, fund-raising modalities, approaches for promoting further transfer and sharing of knowledge, and exit strategies. The cooperation should be discontinued for cases where feasible strategic plans cannot be worked out.

(b) Solicit support for the cooperation programme from United Nations and other agencies and organizations, using the strategic plans developed above.

**ENSURING THAT PUBLICATIONS AND OTHER MATERIALS RELEASED FROM UNESCO MEET APPROPRIATE QUALITY STANDARDS**

**Brief description and background of activities evaluated**

11.    Background: UNESCO publishes extensively with nearly 700 outputs of various kinds in the last biennium, including: books, periodicals, toolkits and training manuals, journals, newsletters, policy briefs, CD-ROMs, websites and videos. There have been concerns that poor quality material may have been released from UNESCO as shown by a recent evaluation of the Monitoring Learning Achievement Programme (MLA). Consequently, there was a need to conduct an evaluation of quality assurance mechanisms for publications.

12.    UNESCO's activities: The UNESCO Manual contains the Organization-wide description of quality control processes associated with the release of materials. The guidelines in it are intended to apply only to publications (i.e. "for sale" materials). Several attempts have been made over the last two decades to develop quality assurance procedures, for instance, the establishment of a Consultative Committee on Publications and a Publications Board.

13.    This evaluation: Twenty-four formal interviews were conducted across the sectors with publications officers and others. Extensive review of documentation was undertaken. In order to compare the practices of UNESCO with those of other organizations, publications officers in several United Nations and other agencies were contacted. Quality assurance materials from academic journals were also reviewed. The limited sampling within UNESCO together with the comparative analysis with other agencies and the frameworks developed provide a useful reference point for management action.

**Major findings: achievements and challenges for UNESCO**

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

    (a)    Some stringent quality control: Examples of books subjected to stringent quality control were found. The process included independent editorial control, multiple authorships with internal and external peer review, and high standards of copy editing.

    (b)    Review of training material: Training material that went through structured review by external stakeholders, independent testing of the material's effectiveness, and review of potential legal issues, were also found by the evaluators.

    (c)    External review of policy guidelines: Some education policy guidelines produced through an extensive process of external consultation and internal reviews were found. The process included iterative external consultations with experts and other stakeholders, presentation of the results at a high-level conference, and formally recording the feedback received.

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

    (a)    Lack of guidance: There was a lack of guidance to programme specialists and others involved in releasing material as to the appropriate quality standard for such material.

    (b)    Over-reliance on authors: There was an over-reliance on authors to produce high-quality work. Some specialists mentioned that their main quality control procedure was to select leading international experts in a field as authors.

(c) Uneven independent review: There has been uneven use of independent review, which was not standard practice within the Organization. In some cases the programme specialists fulfilled the main review function, even when they were the authors.

(d) Pressure to publish: There was considerable pressure to publish regardless of the quality, which arose through the need to publish in order to complete given projects.

(e) Infrequent testing: There was infrequent testing of material to understand whether it was likely to achieve its intended purpose. UNESCO needs to see the quality of materials released not only in terms of their content, layout and style, but also in terms of their effectiveness in achieving their intended purpose.

(f) Uneven quality assurance: No evidence was found of Organization-wide processes that would ensure that only consistently high-quality material is being released.

(g) Manual out of date: The UNESCO Manual is difficult to follow and it is out of date. It contains only limited guidelines for procedures to ensure that the content of materials released is of an acceptable standard. Only a minority of interviewees referred to the Manual as a quality control point of reference.

(h) Failed attempts: Attempts made to develop quality assurance procedures, such as the establishment of a Consultative Committee on Publications and a Publications Board, appear to have failed or become non-operational.

(i) Comparative analysis: The evaluation indicates that relatively few organizations have comprehensive quality management processes for publications, but they do follow practices from which UNESCO can learn and consider applying.

**Recommendations**

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

(a) UNESCO management should develop a quality assurance system for materials released externally that delivers consistency in quality, and allows sectors and other responsible units to tailor the approach adopted to the circumstances at hand.

(b) The quality assurance system should be integrated with the changes to the management structure that promote responsibility and accountability. Leadership must explicitly recognize the need to produce better targeted and higher quality materials with the resources that are available.

(c) A risk-based approach is recommended as the most suitable to accommodate the wide range of circumstances to be found within UNESCO.

(d) The evaluation report and the proposed framework for moving forward should be used to consult widely within the Organization, including central services, field offices and institutes. Feedback should be used to further develop the proposal and its modes of implementation.

(e) The framework for quality assurance should be piloted before full implementation. One of the smaller sectors or a division within the Education Sector is recommended for the pilot programme.

**Actions taken/to be taken by the Director-General**

17. The Director-General welcomes the evaluation. He is pleased that the evaluators found several examples of UNESCO publications that went through quality assurance processes that were described as exemplary. The lack of an Organization-wide operational quality assurance system for publications is worrying, and this situation is to be addressed with all urgency. The Secretariat had commenced work on the development of a flexible risk-based organization-wide quality assurance mechanism for publications that can be applied to the local context of the sectors and the field units. The mechanism will allow staff to identify optimal, innovative, cost-effective and sustainable approaches to achieving quality. It should minimize the risk of poor-quality materials being released, yet allow tailoring of the quality assurance process to the circumstances of the sector or field unit, and the material being produced.

## TRAINING OF TEACHERS MANUAL ON PREVENTIVE EDUCATION AGAINST HIV/AIDS IN THE SCHOOL SETTING

**Brief description and background of activities evaluated**

18. Background: The project originated from the Prevention of HIV/AIDS and Drug Abuse through Quality Improvement of Curriculum and Teaching Materials in Asia and the Pacific project supported by UNESCO Bangkok and funded by JFIT. This latter project is comprised of four phases: (i) a situational analysis conducted in 1996 in China, India, Indonesia, the Lao People's Democratic Republic, the Philippines, Sri Lanka and Thailand; (ii) consultations held in 1997; (iii) teacher-training activities; and (iv) the production of a regional strategy and a comprehensive package of HIV/AIDS Teaching-Learning Materials. Related work includes the partnership for Focusing Resources on Effective School Health (FRESH) developed by WHO, UNICEF, UNESCO and the World Bank.

19. UNESCO's activities: UNESCO, in collaboration with SEAMEO-TROPMED and funded by the Japanese Funds-in-Trust (JFIT), developed a manual for teacher trainers (TOT) on how to integrate HIV/AIDS preventive education into the teacher training curriculum. This manual is considered a generic tool to be adapted to the local contexts in countries in the Asia and the Pacific region.

20. This evaluation: The evaluation consisted of: (i) review of relevant documentation including reports and the TOT manual; (ii) a survey using a questionnaire sent to Bangladesh, Cambodia, China, Indonesia, Malaysia, the Philippines, East Timor, India, Mongolia, Kazakhstan, Nepal, Pakistan, Samoa, Thailand, Uzbekistan, Viet Nam, the Lao People's Democratic Republic, and Sri Lanka; and (iii) field visits undertaken to: Cambodia, the Lao People's Democratic Republic, Indonesia, Thailand and the Philippines.

**Major findings: achievements and challenges for UNESCO**

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

   (a) Relevance: The project had clearly been relevant in addressing capacity-building of pre- and in-service teachers. The production of a generic manual on HIV/AIDS Prevention Education in the school setting that could be adapted in different countries with different sociocultural contexts is valid for the region.

   (b) Adapting the manual: In Uzbekistan a working group has been adapting the UNESCO TOT manual based on the recommendations generated during a workshop. The manual

will have a broader school health focus, with an important emphasis on HIV/AIDS and reproductive health, and is to be part of the compulsory curriculum in the country.

(c) Translations: Translation of the TOT manual has been completed in Cambodia (Khmer), China (Mandarin), Indonesia (Bahasa Indonesia), India (Hindi, Marathi and Kannada), Lao People's Democratic Republic (Lao), Malaysia (Bahasa Malayu), Mongolia (Mongolian), Pakistan (Urdu), Sri Lanka (Singhalese and Tamil), Thailand (Thai) and Viet Nam (Vietnamese).

(d) Monitoring: Impressive monitoring activities were carried out as recommended in the TOT manual. In the Philippines, for instance, exit interviews for students have been introduced to gather immediate feedback.

(e) Increase in knowledge: The findings from the different countries show increases of knowledge and self-efficacy towards selected behaviours and attitudes among the students.

(f) Teachers trained: Some 1,500 teachers have been trained in Indonesia, Cambodia, the Lao People's Democratic Republic and Thailand within the context of the project. This translates to an exposure of over 70,000 students.

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

(a) Weak components: Topics considered sensitive were not included in the manual, and appropriate guidance was not provided for teachers to handle issues of skills related to HIV/AIDS and sexual/reproductive health. However, during the different regional workshops key persons from MOE were encouraged to integrate these "sensitive topics".

(b) Life skills: The section on life skills does not have enough examples and learning activities for the teachers to practise their skills.

(c) Human sexuality: Lack of understanding about human sexuality and sexual practices is not addressed, and so too are the discomfort of teachers in certain countries to discuss these issues and how to overcome this. It is crucial for students to see a teacher at ease when discussing issues related to sexuality, or the credibility of the teachers may suffer.

(d) Curriculum: Integration of HIV/AIDS preventive education in the curriculum is not only done through a carrier subject as suggested in the TOT manual, but it could also be done though a separate subject or by including it in many subjects or through combined approaches, for instance, peer education.

(e) Timing: The timing suggested in some learning activities in the TOT manual is very often underestimated and does not allow for group presentations and discussions.

**Recommendations**

23. On the basis of their analysis, the consultants recommended that:

(a) UNESCO has to refocus its HIV/AIDS preventive education work targeting, as priority, pre-service teachers;

(b)     the manual should be revised and the content should be more skills-based and include reproductive and sexual health and life skills to respond to the needs of youth;

(c)     UNESCO has to hire more full-time HIV/AIDS focal points. As the Cambodia and Bangkok Office examples show, the presence of a full-time HIV/AIDS focal point is crucial for the development and the implementation of interventions, as the focal point can participate in the different decision-making processes related to HIV/AIDS interventions and can provide necessary technical assistance;

(d)     joint efforts with other United Nations agencies such as UNICEF and UNFPA in countries where they have similar activities should be sought;

(e)     UNICEF and UNFPA have already implemented a range of interventions targeting youth in and out of school and developed appropriate materials in the region. Joint efforts with these agencies should be systematically sought in order to concentrate the efforts of the United Nations agencies and make the project successful in terms of coverage and impact;

(f)     an extensive advocacy programme coupled with HIV/AIDS preventive education in the school setting should be executed, also targeted at key decision-makers and opinion leaders. UNESCO has recently developed an excellent toolkit for ministries of education that should be used to support UNESCO's HIV/AIDS preventive education projects. This advocacy programme should not target only key people at ministry level but also members from civil society.

**Actions taken/to be taken by the Director-General**

24.     The Director-General welcomes the evaluation and the findings. He notes the progress made with the translation of the manual into local languages, a move that will guarantee wider use of the manual. Of particular interest is the fact that countries in which the project has had clear successes were those with dedicated UNESCO focal points for HIV/AIDS. However, the findings of the evaluation also contain several challenges concerning the contents of the manual. These will be addressed. The UNESCO Asia and the Pacific Regional Bureau for Education is therefore committed to:

(a)     examine, and where feasible, ensure that a dedicated focal point for HIV/AIDS is available in all countries where the project is being implemented;

(b)     ensure that an appropriate quality assurance process is employed in the preparation of the revised manual with regard to the contents, appropriateness of the material, and best practices;

(c)     continue to solicit extrabudgetary funding for rolling out the project into additional countries in the region, and for implementing similar projects;

(d)     establish, where feasible, links between this project and the Global Initiative on Education and HIV/AIDS.

# EVALUATION OF THE SLAVE ROUTE PROJECT

**Brief description and background of activities evaluated**

25. Background: The Slave Route Project was approved by the General Conference (27 C/Resolution 3.13) in 1993, and launched in 1994 in Ouidah (Benin). The objectives have been (29 C/Resolution 39 and 30 C/Resolution 34): (i) To put an end to the silence surrounding this episode in history by bringing universal attention to the issue of the transatlantic, Indian Ocean and Mediterranean slave trade and slavery, and elucidating their underlying causes and modus operandi; (ii) To objectively highlight the consequences of the slave trade – in particular the interactions between the peoples of Europe, Africa, the Americas and the Caribbean, and the pluralism inherent in the ensuing intercultural dialogue; and (iii) To contribute to the establishment of a culture of tolerance and peaceful coexistence between peoples.

26. UNESCO's activities: The International Scientific Committee of the Slave Route Project provides guidance on implementation. The Committee is composed of over forty specialists from different regions and disciplines, and has met six times over the past 10 years. At its first meeting it decided to give priority to the transatlantic slave trade, followed by the Indian Ocean and Mediterranean slave trade routes. The project is organized in four subprogrammes: (i) Scientific research; (ii) Education and teaching; (iii) Promotion of living cultures and artistic and spiritual forms of expression; and (iv) Memory of Slavery and the Diaspora. UNESCO's roles relate to advocacy, connecting people and institutions (networks), and initiating activities rather than in financing and implementation.

27. This evaluation: The evaluation consisted of: (i) visit to UNESCO Headquarters and review of documentation; (ii) a survey using a questionnaire sent to several stakeholders; (iii) contacts made with research centres, museums and universities in France, Spain, the United Kingdom, and Norway; (iv) country visits to Ghana, Benin, South Africa, Mozambique, the United States of America, Jamaica, the Dominican Republic and Haiti; and (v) data analysis and production of the report.

**Major findings: achievements and challenges for UNESCO**

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

    (a)    Increased information: The silence has been broken in many countries. There are now more books published, audiovisual material produced, and new scientific journals launched covering information on the slave trade. Further, historical synthesis studies of the world system no longer neglect the slave trade, as many did some decades ago. Several new museums and monuments commemorating the slave trade have been established in Africa, Europe, the Caribbean and the United States of America.

    (b)    Research: The research has been noteworthy in documenting the oral history, traditions and tales of the slave trade and its effects in Africa. It has also highlighted African contribution to societies in Latin America and the Caribbean covering all aspects of social life.

    (c)    Awareness: The project contributed to increased public awareness in the past 10 years, particularly from the 2001 Durban World Conference against Racism, Xenophobia, and Related Intolerance, and from the celebration of 2004 as the International Year to Commemorate the Struggle against Slavery and its Abolition.

(d) Budget: The project made significant achievements with a total budget of approximately US $3,348,000 for the past 10 years.

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

(a) Remaining work: Unfortunately the silence remains to be broken in several countries in which there are few open discussions about the slave trade. Much work remains before the objective concerning breaking the silence is fully achieved.

(b) Methodological shifts: Methods of historical research evolve over time, and it often takes a new generation of researchers to break new ground. It is important that the International Scientific Committee follows methodological and paradigmatic shifts in science, and that younger research talent is brought into the Committee.

(c) Intersectoral work: Seeing that the project engages several sectors in UNESCO, risks of weak linkages and duplication of work has to be addressed.

(d) Human rights issues: It would be desirable to connect the knowledge produced in the project more directly to issues of current human rights in general, racism, as well as remaining forms of slavery.

(e) Focus: The focus has been on the transatlantic slave trade. It is desirable to extend activities to the Red Sea and Asia slave trade and generate insight into the patterns and effects of the slave trade in these regions.

(f) Governance structures: The main instruments of governance, in particular the International Scientific Committee (ISC), the National Committees and the ASP Schools Network Task Forces have to be restructured to fully address the dynamic nature of the project. The roles of the various networks need to be clarified, and the membership selected accordingly. The size of the ISC should be reduced to facilitate its work.

**Recommendations**

30. On the basis of their analysis, the consultants recommend the following:

(a) preparation of a project document providing for a long-term involvement in research, advocacy and education;

(b) to retain the objectives for the first 10 years which are well designed and should be kept for the continuation of the project;

(c) that coordination within the Organization is strengthened, as well as coordination with other United Nations agencies, in particular UNICEF and ILO, to address current issues of human rights;

(d) the governance of the project is strengthened through smaller governance bodies, more frequent meetings, and a clear definition of duties and responsibilities;

(e) the public image of the project is rejuvenated through a common typographic profile, a common and updated website with links, publications, and full overview of the project.

**Actions taken/to be taken by the Director-General**

31.     The Director-General welcomes the evaluation and notes the achievements of the Slave Route Project. The project is contributing to UNESCO fulfilling its role in developing and disseminating knowledge, and promoting international awareness on human rights issues and intercultural sensitivities. Actions to be taken will fully address the recommendations made by the evaluators, and will include the completion and implementation of an appropriate strategy for further phases of the project. The strategy should cover, among other details: (i) the appropriate governance structure, its size, membership, roles and responsibilities; (ii) intersectoral cooperation; (iii) reinforcing and/or initiating research in regions such as the Indian Ocean, the Mediterranean, the Red Sea and Asia; and (iv) fund-raising.

## PART II – CONCLUDING REMARKS OF THE DIRECTOR-GENERAL

32.     Lessons learned: These four evaluations have highlighted several common lessons:

(a)     improving data management practices: As in document 171 EX/17, the evaluators observed the need for improved data management practices in providing information necessary for assessing programme performance. IOS is always pleased to provide support at the planning stage to identify data to be collected for effective monitoring and evaluation of programmes;

(b)     quality assurance of publications: Challenges concerning the quality of publications released from UNESCO are highlighted. In response to this issue generally, IOS commissioned an evaluation of the quality assurance practices for publications. This evaluation found the need to establish a risk-based quality assurance process to ensure that publications and other materials released from UNESCO meet appropriate quality standards;

(c)     follow-up on implementation: In the 171st session of the Executive Board, IOS undertook to report to the Board on the follow-up of actions taken by UNESCO as a result of findings and recommendations from evaluations. The first such report will be presented to the Board at its 174th session.

**Proposed draft decision**

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

The Executive Board,

1.     Recalling 171 EX/Decision 22,

2.     Having examined document 172 EX/22 and taking into consideration the evaluation reports that have been presented,

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

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

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