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Educational, Scientific and  
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## **Glossary for the 34 C/4 and 34 C/5**

The glossary provides definitions on the main terminology used in major UNESCO programmatic documents as the 34 C/4 and 34 C/5. It assists Responsible Officers in defining substantial information.

For complementary information, the e-learning modules and the Results-based management Guide are also available at:

<http://www.unesco.org/bsp>

BSP 2008

### **2005 Paris Declaration on Aid effectiveness**

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The Paris Declaration was endorsed on 2 March 2005 by the participants at the Paris High-Level Forum. They committed their countries and organisations to continue to increase efforts in harmonisation, alignment and managing aid for results with a set of monitorable actions and indicators. The 2005 Paris Declaration on Aid Effectiveness established a roadmap for all development partners to enhance the quality of their assistance.

### **2005 World Summit Outcome document**

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The 2005 World Summit Outcome document underlines the commitment to prepare comprehensive national development strategies by 2006 to achieve the Internationally Agreed Development Goals (IADGs), including the Millennium Development Goals (MDGs), with Donors aligning their development assistance with those of partner country strategies.

### **Achievements**

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Seeks information on major programmatic accomplishments and/or successful innovative approaches and procedures in implementation of the MLA concerned. It transcends mere result-reporting and contains a degree of (subjective) assessment.

### **Activity (level 5)**

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The fifth and lowest level in UNESCO's programme structure. Along with the grouping level it constitutes the work plans of UNESCO.

### **Africa specific budgetary inputs (level 5)**

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The part of the element's Regular programme budget dedicated to Africa.

### **Beginning and Ending dates (level 5)**

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The programmatic duration of an element. Extrabudgetary projects can exceed the biennial timeframe.

### **Biennial Sectoral Priority (level 2)**

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To ensure a seamless transition between the Medium-Term Strategy and the biennial Programme and Budget for 2008-2009, the Strategic Programme Objectives of the C/4 are translated into a limited number of Biennial Sectoral Priorities, which determine the programmatic profile for each Major Programme.

### **Breakdown by Commitment item (level EXB 5)**

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A classification of expenditures according to the types of goods or services purchased/consumed for Extrabudgetary projects (e.g. consultants-experts, training, equipment). The sum of amounts broken down by commitment items entered at level 5 is visible at the higher levels (1-4).

### **Breakdown by Objects of expenditures (level 5)**

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A classification of expenditures according to the types of goods or services purchased/consumed for Regular Programme elements (e.g. temporary assistance, staff travel, consultant contract). The sum of amounts broken down by objects of expenditures entered at level 5 is visible at the higher levels (1-4).

### **Budget (level 1-5)**

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The Regular programme resources encompass the budget level approved at the General Conference, to which are added additional appropriations. This section indicates the biennial allocation, the yearly allocation, the undelivered orders, the disbursements, total expenditures.

### **Budget code (level 5)**

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A programme level 5 code is composed of 10 digits and three letters identifying the administrative attachment (Fund Centre in FABS). A budget code is common to both FABS and SISTER.

### **CCAs and UNDAFs (level 5)**

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As part of the reform launched in 1997 the former Secretary-General called for the United Nations to articulate a coherent vision and strategy for a unified approach towards common development goals at the country level. The Common Country Assessment (CCA) and the United Nations Development

Assistance Framework (UNDAF) were adopted as strategic planning tools to act as one at the country level, which are prepared by the United Nations Country Teams (UNCTs). The CCA is the common UN instrument to analyze the national development situation and identify key development issues. The UNDAF emerges from the analysis of the CCA as a common strategic framework for the operational activities of the United Nations system at the country level. It provides a collective, coherent and integrated United Nations system response to national priorities and needs, including Poverty Reduction Strategy and equivalent National Strategies.

### **Challenges/Lessons learned**

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Assessment of critical challenges encountered during the implementation of the element and lessons learned for the element as a whole which affect the performance. The information will serve for improvement of the programme and policy development.

### **Code (level 1-5)**

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A code is composed of ten digits, which refers to the position of the element in the programme structure, and is completed by three letters identifying the administrative attachment (i.e. Fund Centre). The first digit designates the biennium concerned. The second digit refers to the Major Programme. The third digit refers to the Biennial Sectoral Priority within the 34 C/5. The fourth digit corresponds to the Main line of Action. The fifth digit corresponds to the grouping level. The last five digits correspond to the activity level. The first two digits of this level refer to the Intersectoral Platform. In case the activity does not contribute to an Intersectoral Platform the digits will remain 00. The remaining 3 digits refer to the sequence of Activities. Finally, the 3 letters identify the entity responsible for executing the element. The code at level 5 corresponds to the budget code.

### **Code of attachment (level EXB 5)**

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For the creation of extrabudgetary projects, it is necessary to define the MLA and level 4 codes which will be reinforced by the extrabudgetary project.

### **Contribution to action to counter terrorism**

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The United Nations Global Counter-Terrorism Strategy was adopted by Member States on September 2006. The strategy is a unique global instrument that will enhance national, regional and international efforts to counter terrorism. It represents common strategic approach to fight terrorism. In that regard UNESCO has intensified its efforts to promote dialogue through a better reciprocal knowledge of cultural, ethnic, linguistic and religious diversity, and also to address the causes of extremism. Dialogue-relevant activities, those in support of the culture of peace and those seen as contributing to the overall fight against terrorism are complementary and mutually supportive.

### **Contribution to International decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) (level 5)**

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Originally, the Culture of Peace Programme (CPP) was created in 1994, it became the year for the Culture of Peace in 2000. The popularity of the year encouraged the establishment of the International Decade for a Culture of peace and Non-Violence for the Children of the World (2001-2010). The mandate of the decade emphasizes the need for the international community to recognize and implement strategies to focus on and ensure assistance for children exposed to harmful and violent situations. UNESCO as lead agency for the "International Decade for a Culture of Peace and Non-violence for the Children of the World" will pursue action for the promotion and strengthening of a culture of peace worldwide. When programming, the part of the allocation dedicated to the Decade may be added. During monitoring, the contribution of an activity to the Decade is to be assessed through a scale of relevance.

### **Contribution to MLAs/Priority Africa/Priority Gender Equality Expected result(s) (level 4-5)**

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To respect the results chain from the policy to the operational levels, an activity is to contribute to the expected result(s) of the Main line of Action. If relevant, the contribution of an activity to the expected result(s) of Priority Africa or Priority Gender Equality is to be specified.

### **Contribution to Overarching Objectives of the C/4 (level 1)**

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To respect the results chain between the biennial Programme and Budget and the Medium-Term Strategy, a Major Programme is to contribute to the Overarching Objective(s) of the Medium-Term Strategy.

### **Contribution to Strategic Programme Objectives of C/4 (level 1, 3)**

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To respect the results chain between the biennial Programme and Budget and the Medium-Term Strategy, a Major Programme and a Main line of Action is to contribute to the Strategic Programme Objective(s) of the Medium-Term Strategy.

### **Contribution to the Intersectoral Platform's Expected result(s) (level 5)**

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The expected result(s) of the Intersectoral Platform to which the element contributes constituting UNESCO's results chain from the Programme and Budget to the work plans.

### **Cost effectiveness**

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Seeks judgement/assessment as to resources deployed for the attainment of the results concerned and their effective utilization, including consideration of alternative delivery approaches.

### **Date of approval (level EXB 5)**

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The date of approval by the Division of Cooperation with Extrabudgetary Funding Sources (ERC/CSF) of an extrabudgetary project.

### **Deputy (level 1-5)**

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The most knowledgeable person of the element after the Responsible Officer. If activated, a deputy has the same authorities as the Responsible Officer.

### **Dialogue among civilizations and culture (level 5)**

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The promotion of dialogue in the service of peace is a main theme of UNESCO's Constitution. In November 1998, the General Assembly proclaimed Year 2001 as the United Nations Year of Dialogue among Civilizations. In response UNESCO has intensified its own activities in this area. A principal objective of dialogue is to bridge the gap in knowledge about other civilizations, cultures and societies, to lay the foundations for dialogue based on universally shared values (such as tolerance, mutual understanding and respect for the other) and to undertake concrete activities, inspired and driven by dialogue, especially in the areas of education, cultural diversity and heritage, the sciences and communication and media. When programming, the part of the allocation dedicated to the theme may be added. A list of keywords is available to pinpoint a specific issue. During monitoring, the contribution of an activity to Dialogue is to be assessed through a scale of relevance.

### **Direct Budget Support (DBS)**

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The Direct Budget Support (DBS) refers to aid channelled directly to government budgets, to be disbursed using their own allocation, procurement and accounting systems.

### **E-9 Initiative**

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The E-9 Initiative (E stands for Education and 9 for the nine countries) was launched in 1993 on the occasion of the EFA Summit of the Nine High Population Countries in New Delhi. The nine most populated countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) signed the Delhi Declaration, affirming their joint commitment to achieving Education for All. Its objective is to provide the citizens with basic education as a fundamental human right and as a way to curb population explosion. The E-9 countries pledged to universalize primary education and reduce illiteracy in their respective countries. These countries account for 50% of world population and 70% and 40% respectively of the world's estimated illiterate adults and out-of-school children.

### **EFA**

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The Dakar Framework for Action, adopted by the World Education Forum (2000), reaffirmed the commitment of the international community to achieving Education for All by the year 2015 and defined 6 EFA goals. UNESCO as lead agency for EFA is entrusted with the overall responsibility of sustaining the global momentum and coordinating all international players. In addition to this coordination role, UNESCO will reinforce its own actions at the country level through three core initiatives, the Literacy Initiative for Empowerment (LIFE), the Teacher Training Initiative for sub-Saharan Africa (TTISSA) and the Global Initiative on HIV/AIDS and Education (EDUCAIDS).

### **Element type (level 1-5)**

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The level and nature of an element in the programme hierarchy (e.g. Major Programme, Main line of Action, Activity, Extra-budgetary project, the office of a Central Service etc.).

### **Evaluation**

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A process to assess in a systematic and objective manner the achievements of results in the light of the relevance, efficiency, impact and sustainability of on-going and completed projects and programmes. It measures and assesses the outcomes and impacts rather than the delivery of outputs. The programming and monitoring information serves as basis for Evaluation.

### **Extrabudgetary Project N° (level EXB 5)**

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In general, an extrabudgetary project number is composed of three blocks: the first three digits indicating the funding source; the next three letters indicating the beneficiary country; the first digit of the last block indicating the relevant programme area and the last three, the individual number of the project.

### **Extrabudgetary Resources (level EXB 5)**

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Extrabudgetary Resources encompasses the Total Project Allocation and the yearly allotments of the project. This section includes the undelivered orders, the disbursements, the total expenditures and the budget execution rate.

### **Extrabudgetary yearly allotments (level EXB 5)**

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As the duration of an extrabudgetary project can go beyond a biennium, it represents the yearly allotments of the project for the current biennium.

### **Exit/Transition Strategies (level 5)**

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Exit or a transition strategy is a statement indicating the way you intend to gradually phase out external support and have national partners take over; and the way you will change the modality of implementation. Once the foundations of the project are established, the sustainability is driven by other players. UNESCO needs to ensure the transfer of competencies and the smooth running of the project.

### **Expected outcome(s) (level 1, 3)**

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For each Overarching Objectives (OO) and Strategic Programme Objectives (SPO), measurable expected outcomes are defined.

### **Expected result(s) and overall progress assessment (level 5)**

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An expected result is a result pertaining to the Main line of action and activity levels. The Main line of Action results constitute the link between the policy levels and the operational levels (activities). *For further details, you may refer to the Result field.*

### **Final report (level EXB 5)**

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A final report is required for all extrabudgetary projects and should describe the main results of the project/programme as well as its most important findings. The report should not normally exceed 15 pages plus annexes, and include an executive summary of two pages. It should concentrate on the main achievements, any difficulties encountered, lessons to be learned, and conclusions and recommendations for the future. The final report is prepared by the Responsible Officer three months before the project is operationally terminated. The Responsible Officer also prepares a final report as soon as possible after the completion of the project in accordance with the format established by ERC/CFS.

### **Financial Statements (level EXB 5)**

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Financial statements are established for extrabudgetary projects. When the project account is in zero balance, BOC prepares the final financial statement for submission, via ERC/CFS, to the donor/funding agency. Following this, the project account is formally closed. BOC/ACT prepares regular financial statements. This is normally done in accordance with UNESCO's normal format, but possible individual donor requirements are respected within reasonable limits. Annual financial statements are prepared for each project as at 31 December. UNESCO shall submit to the donor

annual statement of accounts and provide intermediary financial statements as often as may reasonably be requested by the donor.

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**Follow-up of major UN system and International conferences and conventions (level 1, 3)**

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The Main line of action contribution to UN system and International conferences and conventions is to be specified. For further details you may refer to the International Policy Frameworks field.

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**Fund Centre (Field Office, Institute or HQ Section) (level 5)**

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The organisational entity responsible for implementing the element (acronym of Field/Liaison Office, Institute or HQs Division or Section) common to both SISTER and FABS

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**Fund type (level 1-5)**

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The type of funding source of an element (e.g. Regular Programme, Institute, UNDP, Special Account, Associate Experts, Donated Trust Fund etc).

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**Funding Source (level EXB 5)**

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Donors and partners contributing to UNESCO's mission by providing voluntary contributions: bilateral governmental donors, United Nations funds and programmes, multilateral development banks, European Commission and private donors.

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**Gender Equality specific budgetary inputs (level 5)**

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The part of the element's Regular programme budget dedicated to Women's empowerment and Gender Equality.

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**Geographical scope (level 5)**

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An activity or a project can have a global, regional, sub-regional/group of countries or national scope.

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**Global (Geographical scope) (level 5)**

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Under geographical scope, an activity is considered as global in scope if all regions are concerned.

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**Grouping (level 4)**

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The fourth level in UNESCO's programme structure. An administrative level managed by theme, result or region according to the different Programme Sectors. Along with the activity level it constitutes the operational levels known as work plans of UNESCO.

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**Heading (level 1-5)**

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The title which corresponds to the main thrust of the element described in a short and action-oriented manner.

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**Implementation period**

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Once the programming information defined has been entered and validated in SISTER and approved by the Director-General, the funds are released in FABS, ending the programming phase and starting the implementation phase. This phase includes monitoring, reprogramming and evaluation. The latter can also take place after this phase.

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**Implementation strategy (level 3-5)**

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The strategy defines the scheme designed to attain a specific result. It describes how the programme specialist will be able to go from the current situation to the one described in the result statement. The implementation strategy links the results, the reach and the resources of an element. It should be action-oriented specifying the rationale of the interventions to be undertaken, the major stakeholders concerned and the outputs to be produced. Emphasis should be put on the sustainability of the Main line of Action driven by other players through the formulation of the sunset clauses if relevant. The main constraints and opportunities foreseen during the implementation of the element should be indicated as well. At the activity level, the Justification and identification of needs and the modalities of action should be specified. Exit/transition strategies may also be added.

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**International policy frameworks (level 1, 3)**

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The initiatives undertaken by the United Nations differ in nature impacting the global, regional and country level. Specific challenges are addressed in Internationally Agreed Development Goals

(IADGs), including the Millennium Development Goals (MDGs), international conferences, conventions and UN decades or Years by the United Nations system. It is important to identify how UNESCO is in line with, follows-up to, marks or contributes to the implementation of such international priorities. The Main line of action contribution to the International Policy Framework is to be specified.

**Internationally Agreed Development Goals (IADGs), including the Millennium Development Goals (MDGs) (level 1, 3)**

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The Main line of action contribution to the Internationally Agreed Development Goals (IADGs), including the Millennium Development Goals (MDGs) is to be specified. For further details, you may refer to the International Policy frameworks field.

**Intersectoral platforms (level 1, 3)**

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In the biennial Programme and Budget, emphasis is given to broaden intersectoral and interdisciplinary engagement as an integral part of the programming process. The Organization will implement twelve intersectoral platforms during the 2008-2009 biennium that focus on key challenges necessitating an interdisciplinary approach. Each platform is under the responsibility of a lead ADG and a platform manager. For each one a strategy and expected results is to be developed. To that respect, two instances have been settled for each of the platforms: A steering committee and a task force.

**Intervention(s)**

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Act undertaken to attain the results.

**Is this activity part of a common country programming document (e.g. UNDAF, “Delivering as One” programme/plan, MDG-Fund, etc.)? (Level 5)**

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The 2005 World Summit Outcome document contains a commitment to prepare comprehensive national development strategies by 2006 to achieve Internationally Agreed Development Goals (IADGs), including the MDGs, with donors aligning their development assistance with those of partner country strategies. The Outcome document also calls upon the UN Organizations to “support the efforts of developing countries through the common country assessment and United Nations Development Assistance Framework process, enhancing their support for capacity-building”. Within the UN Country Teams, UNESCO field offices should actively contribute to all relevant country programming exercises. They are expected to ensure that the core mandates and competences of UNESCO are reflected in CCA/UNDAF and other country-level programming documents (such as PRS and JAS) and their results matrix. When programming, the country(ies) concerned by the common country programming document is (are) to be specified. More information related to the contribution of the activity can be added in the appropriate field.

**Joint Assistance Strategies (JAS)**

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As a part of the follow up to the Rome and Paris Declarations on aid effectiveness, development partners (including the UN) have agreed in several countries to replace their individual strategies for contributing to achieving national development and poverty reduction goals by a unified country strategy with a comprehensive vision. Joint Assistance Strategies are intended to improve aid effectiveness through harmonization of government and development partner processes, and alignment of development partner support to government priorities.

**Justification/identification of needs (level 5)**

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By documenting the situation prevailing before the intervention takes place, the Responsible Officer can identify the best activity among the numerous ones that could be implemented in a specific area. This assessment will help identify the issues to be addressed within UNESCO's fields of competence and the obstacles that might be encountered. This analysis will provide a concise description of the issues to be tackled (real and perceived), and influence the interventions the Responsible Officer will decide to undertake.

**Key Gender Equality issues in the area of the activity (level 5)**

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If an activity contributes to Gender Equality, it is important to specify the issue concerned related to Women's empowerment and Gender Equality.

### **Least Developed Countries (LDCs) (level 5)**

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Among the specific interventions envisaged by UNESCO, the Organization will reinforce its actions towards the Least Developed Countries (LDCs), in line with the results of the September 2006 High-Level Meeting on Review of the Brussels Programme of Action.

### **Least Developed Countries specific budgetary inputs 5**

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The part of the element's Regular programme budget dedicated to Least Developed Countries.

### **Link for on-going Extrabudgetary to the next biennium (level EXB 5)**

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When an extrabudgetary project's duration goes beyond a biennium, the MLA and level 4 code that the project reinforces during the following biennium needs to be identified to ensure that the project is automatically brought forward to the next biennium. This allows to provide a complete overview of the extrabudgetary project and produce cross-biennia reports.

### **Link for on-going RP from the previous biennium (level 1-5)**

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This information allows to link on-going activities from one biennium to another to provide a complete picture of the activity and produce cross-biennia reports within the same Medium-Term Strategy.

### **Main line of Action (MLA) (level 3)**

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The third policy level of the biennial Programme and Budget (C/5 document).

### **Major Programme (MP) (level 1)**

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The highest and first level of the biennial Programme and Budget (C/5 document).

### **Means of verification (data source) (level 3, 5)**

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The data sources and methodologies used to measure and analyse performance.

### **Millennium Declaration and Millennium Development Goals (MDGs) (level 1, 3)**

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In September 2000, during the UN Millennium Summit, Member States of the United Nations unanimously adopted the Millennium Declaration specifying 8 time-bound and measurable goals, known as the Millennium Development Goals, complemented by a set of 18 specific targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women.

### **MLAs/Priority Africa/Priority Gender Equality Expected result(s) and overall progress assessment (level 3)**

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Refers to expected result(s) of the Main line of Action; of Priority Africa as defined in the biennial Programme and Budget; of Gender Equality to be defined in line with the Gender Action Plan. When programming, expected results to the Main line of Action should first be specified. If relevant, an MLA can also contribute to the Expected results of Priority Africa and Gender Equality. *For more detail, please refer to the Result, Priority Africa or Gender Equality fields.*

### **Modalities of action (level 5)**

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When defining an implementation strategy, the ways of implementing the programme are to be developed (e.g. studies and research, conferences and meetings, publications). As an example, South-South cooperation can be seen as a modality of action.

### **Monitoring**

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The function of Monitoring is to assess the actual situation compared to the programmed information originally defined.

### **Monterrey consensus**

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The Monterrey Consensus was the outcome of the 2002 Monterrey Conference, the United Nations International Conference on Financing for Development. It was adopted by Heads of State and Government on 22 March 2002. It has become a major reference point for international development cooperation.



### **National (level 5)**

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Under geographical scope, this option is to be selected where an activity is designed to benefit a country and where this benefit is easily identifiable. Such interventions may concern more than one country. During programming, the part of the allocation dedicated to the benefiting countries is to be estimated. During monitoring, the estimation provided can be updated.

### **National Development Plan/Strategies**

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The vision of the country's government translated into a set of policies, priorities and actions. The National Development Plan is to be pursued through the United Nations common country programming tools.

### **One UN approach at the country level**

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The idea of "Delivering as One" at the country-level is to coordinate the United Nations' work in each nation, thus increasing UN system-wide coherence and effectiveness and avoiding overload of government structures by reducing duplication and redundancies among the UN agencies. The One UN approach at the country level may encompass, depending on the decision of the country concerned, either all or some of the following: One programme, One budgetary framework, One leader (of the UN Country Team in the person of the Resident Coordinator), One set of management practices and One office (where appropriate). UNESCO will be proactive, in close cooperation with the other members of United Nations country teams, to ensure greater coherence and improved delivery at the country level, including countries where UNESCO is non-resident.

### **Outcome of reviews (level EXB 5)**

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ERC/CFS liaises with the Responsible Officer, IOS and the funding sources, for the preparation and implementation of project reviews and evaluations. The outcome of the review is reflected by ERC/CFS.

### **Output(s)**

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By using the available inputs and undertaking the interventions, the Responsible Officer will produce outputs, which represent the first effect contributing to the attainment of the result.

### **Overall Contribution of the Category I Institutes to the Expected result(s) of the Main line of Action(s) (MLA) (level 3)**

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Each Category I Institute needs to specify to which expected result(s) of Main line of Action(s) it contributes to. This field is necessary for the elaboration of the EX/4.

### **Overall presentation (level 1)**

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Description of the main thrust(s) and overall objective(s) of the Major Programme.

### **Overall progress assessment (level 1, 3-5)**

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Attainment of a result or aspect of a result, including challenges and lessons learnt, is to be assessed every six months against each performance indicator (and benchmark where available) defined during the programming phase. It captures the progress achieved by interpreting the differences between the expected and the attained. This field is necessary for the elaboration of the EX/4 by consolidating the result attained of the Field Offices and Headquarters from the activity to the Main line of Action levels.

### **Overarching Objectives of the C/4 (OO)**

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In the Medium-Term Strategy, the Programme action is structured around five Overarching Objectives (OO) denoting areas where UNESCO has a unique profile and competency.

### **Paragraph of the C/5 (level 1-3)**

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It refers to the paragraph in the Programme and Budget document related to each policy level, defined by a specific number according to the Sector/Bureau or Institute.

### **Partnerships (level 5)**

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Represents partners you will be working with may be National Commissions, civil society, private sector, academia etc... When programming, the name and the role of the partner are to be specified. If relevant, the contribution in kind from the partner may also be added in the appropriate box.

### **Performance indicator(s) (level 3, 5)**

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A parameter used to assess and measure the progress related to an expected result or an aspect of it and to identify to what extent target groups have been reached. The combination of all performance indicators captures the essence of the expected result. There are two types of performance indicators: quantitative indicators based on statistical measures, numbers, frequency, ratios and qualitative indicators based on judgment and perception.

### **Phase (level EXB 5)**

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Three different phases exist for an extrabudgetary project: Released, technically completed or financially closed. Released: on-going project; technically completed: all tasks have been finalized but outstanding undelivered orders and expenditures remain; and financially closed: finalized project.

### **Post-Conflict/Disaster needs (level 5)**

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Assistance to post-conflict and disaster situations is vital for the pursuit of peace, governance, human rights and poverty eradication. The human and financial cost of conflicts and natural disasters are a major impediment to the realization of Internationally Agreed Development Goals (IADGs), including the MDGs. UNESCO reinforces its assistance to conflict and disaster-affected countries by contributing to early recovery and reconstruction, reconciliation and dialogue, while giving special attention to the prevention of the recurrence of conflict.

### **Poverty Reduction Strategies (PRS)**

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Poverty reduction strategy papers originate from the idea that if poverty is to be reduced, it is necessary to co-ordinate all efforts in all sectors around one major policy framework. Introduced by the World Bank, the Poverty Reduction Strategies (PRS) describe a country's policies and programmes to promote growth and reduce poverty, as well as associated external financing needs. They are prepared by governments through a participatory process involving civil society and development partners, including the World Bank, the IMF and the UN Country Teams (UNCT).

### **Priority Africa (level 1, 3-5)**

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Africa occupies a special place in UNESCO's programmes. The major challenge is to achieve the eradication of poverty and to accelerate the achievement of the EFA goals. The mid-term review conducted in 2005 demonstrated that if the present trend were to continue, sub-Saharan Africa would be the only region not to achieve the Millennium Development Goals by 2015 (the date for their achievement). The same applies to the EFA goals. In the 2005 World Summit Outcome Document, the international community thus reaffirmed the needs of Africa and renewed its commitment to increase its support. The priority accorded to Africa and its development shall be translated into action in all of UNESCO's fields of competence through a coordinating and monitoring mechanism. Specific and measurable expected results and performance indicators have been defined for each sector. Priority Africa is also presented as a distinct intersectoral platform in the C/5 documents during the medium-term period.

### **Priority Gender Equality (level 1, 3-5)**

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Promoting Gender Equality is a UN priority. The Beijing Platform for Action was established in 1995 as the global strategy for promoting Gender Equality at the United Nations Fourth World conference on Women in Beijing. One of the Millennium Development Goals is devoted to the promotion of Gender Equality and women's empowerment. The 2005 World Summit Outcome Document reaffirms that Gender Equality is essential to advance development and peace and security and that gender mainstreaming is recognised as an important tool for achieving Gender Equality. UNESCO will give priority to the pursuit of Gender Equality through action in all its fields of competence supported by a two-pronged approach pursuing both women's empowerment and gender mainstreaming – in Member States and within the Organization.

### **Programmed Benchmark (on the basis of baseline data if available) (level 3, 5)**

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A measure to be achieved at the end of the biennium. A reference point or standard to assess performance, ideally accompanied by baseline data describing the situation before the intervention, useful for assessment or comparisons.

**Progress reports (level EXB 5)**

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The Reports Unit under ERC/CFS monitors the progress on funds-in-trust projects, and the preparation and overall distribution of final reports for all sources in accordance with the agreed formats. All projects require an annual narrative progress report in December of each year. Narrative progress reports should describe the results, the outcomes/outputs and achievements of the period under review, and compare them with the activities and timeframe foreseen in the original (or revised) work plan, using the performance indicators and benchmarks listed in the project document. To the extent that problems are encountered during project implementation, corrective action undertaken or planned should be included in the narrative report. Narrative progress reports should be prepared by the Responsible Officer, with the visa of the relevant Programme Sector ADG and submitted to ERC/CFS for onwards submission to the funding source. ERC/CFS, through a special facility in SISTER, monitors the timely submission of narrative reports, considering the major importance it is given by most funding sources. The Responsible Officer may send the report informally to the funding source, but should inform ERC/CFS for monitoring purposes.

**Reach (level 3-5)**

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The scope of your element (e.g. Main line of Action, activity), including the geographical scope, the target groups and the partners.

**Regional (level 5)**

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Under geographical scope, this option is to be selected where an activity is designed to benefit a region as a whole. More than one region can be selected.

**Regional function or Cluster function (level 5)**

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The two functions pertaining to a Regional Bureau for decentralized activities. It is important to specify if the activity implemented by a Regional Bureau has a cluster or regional impact. A cluster office covers a group of countries and is the central component in the field, around which are organized national offices and regional bureaux. A Regional bureau provides specialized support for a specific UNESCO domain.

**Relevant UNESCO strategies or policy frameworks (level 1, 3)**

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UNESCO strategies or policy frameworks with which the element will be in line.

**Reprogramming**

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Reprogramming of the information is necessary for activities which need to be reviewed due to an event that hindered the expected implementation of the element. Reprogramming implies reviewing, adjusting the programming information to the new situation.

**Responds to the needs of Indigenous Peoples (level 5)**

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In December 2004, the United Nations General Assembly proclaimed 2005-2014 as the Second International Decade of the World's Indigenous People. The main goal of the new decade will be to strengthen international cooperation around resolving the problems faced by indigenous people in areas such as culture, education, health, human rights, the environment, and social and economic development.

**Responsible Officer (level 1-5)**

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The person responsible and accountable for the programming and implementation of an element. She/he has the authority to enter/modify information.

**Result**

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A long-term effect which describes a concrete, visible and measurable change in state, induced by an intervention undertaken. A result focuses on what is to be different rather than what is to be done. The result is the final step of a transformation process. Results need to be articulated at all programme levels. Their nature, scope and form may vary at different programme levels. The result of an upstream element relies on the results of downstream elements, however it does not necessarily constitute their sum. The higher the level, the more results are aggregated. When formulating a result, the change induced is to be expressed. It is important to visualize the result by imagining how different the new state of the situation will be.

### **Results chain**

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The aggregation of the results at one level should make it possible to achieve the expected result of the higher level. This process constitutes the results chain. At UNESCO, the results chain goes from the expected outcomes of the Medium-Term Strategy, down to the expected results defined in the biennial Programme and Budget to the expected results of the activity level, ensuring a seamless passage between the two programming documents. The link established between the results at different programme levels ensures that the Organization focuses its resources on attaining the results defined at the highest levels.

### **Secondary responsible unit (level 1, 3)**

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The other unit in charge of the execution of elements jointly implemented.

### **Small Island Developing States (SIDS) (level 5)**

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Among the specific interventions envisaged by UNESCO, the Organization will meet the needs of the Small Island Developing States (SIDS) in line with the Mauritius Declaration and the Mauritius Strategy, developing a holistic and interdisciplinary approach (bearing in mind the latest report to the Intergovernmental Panel on Climate Change "Climate Change 2007: Impacts, Adaptation and Vulnerability" (2007)). It also constitutes an intersectoral platform with specific expected results.

### **South-South cooperation (level 5)**

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The United Nations South-South Cooperation day was launched in 2003 to intensify the efforts of UN Organizations to mainstream the use of South-South cooperation in the programming and implementation and to increase resources (human, technical and financial) to support the initiatives. South-South cooperation focuses on cooperation, exchanges of knowledge, skills, resources and know-how. This process can be bilateral or multilateral in scope and sub-regional, regional or interregional in character.

### **Specific interventions in favour of: (Youth/LDCs/SIDS) (level 5)**

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Specific interventions are envisaged for the following Priority groups and groups of countries: Youth, the Least Developed Countries (LDCs) and the Small Island Developing States (SIDS).

### **Specific Programme areas**

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Represents programmatic themes as Dialogue among civilizations and cultures, South-South cooperation and Post-Conflict/Disaster needs. It is possible to specify another area to which an activity contributes in the appropriate box.

### **Specific Programme issues (level 5)**

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Represents the United Nations Decades for which the Organization has the lead and other programmatic areas to be focused upon.

### **Strategic Assessment (level 1)**

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The contribution towards the expected outcome(s) of the Overarching Objectives and of the Strategic Programme Objectives of the Medium-Term Strategy is to be assessed every six months, including critical challenges encountered and lessons learned during the implementation of the element.

### **Strategic Programme Objectives of the C/4 (SPO)**

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Fourteen Strategic Programme Objectives (SPO) translate the Overarching Objectives into programme-relevant and thematic terms. Each SPO builds in a linkage between normative and operational tasks.

### **Sub-regional/Groups of countries (level 5)**

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Under geographical scope, this option is to be selected where an activity is designed to benefit countries within a same region or belonging to a particular grouping and where the benefit to an individual country is not easily identifiable. More than one sub-region and/or group of countries can be selected.

### **Sunset clauses (level 3)**

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A statement within a Main line of Action stipulating its termination on a specified date unless it is deliberately renewed.

### **Sustainability**

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Seeks assessment as to the conditions and likelihood of substantive, managerial and financial sustainability of an activity/project beyond the support by UNESCO. In addition, indications about UNESCO's exit, transition or phasing out strategies would be useful.

### **SWAp or Programme Based Approaches**

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A Sector Wide Approach or Programmed Based Approach is a process which – whether the funding is internal or from Donors – supports a single policy and expenditure programme, under government leadership, and adopts common approaches across the sector. A SWAp should ideally involve broad stakeholder consultation in the design of a coherent sector programme at Country, Regional and Global levels, and strong co-ordination among Donors and between Donors and government. Intersectoral approaches are programmed and implemented both within UNESCO and with other UN agencies.

### **Target group**

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The beneficiary groups or organizations who benefit directly or indirectly from the intervention (e.g. Disadvantaged and excluded groups, Most vulnerable segments of society including Indigenous peoples). Direct beneficiaries represent those for which the element is primarily organized. Indirect beneficiaries refer to those who are affected by the element. An element needs to be programmed for and with the targeted populations.

### **UN Decades/Years (level 1, 3, 5)**

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The General Assembly of the United Nations has scheduled certain years and decades as special observances in order to draw attention and to encourage international action to address concerns of global importance. UNESCO is lead UN agency for the United Nations Literacy Decade (2003-2012), the United Nations Decade of Education for Sustainable Development (2005-2014) and the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). UNESCO plays a lead role for Education For All (EFA) and its Global Action Plan (GAP), the World Water Assessment Programme and the UN-Water and UN-Oceans interagency coordination mechanisms, the Global Agenda for the Dialogue among Civilizations and has, together with ITU and UNDP, a shared responsibility for the follow-up to the World Summit on the Information Society (WSIS). The Main line of action contribution to the UN Decades/Years is to be specified.

### **UN programme classification (ex CCAQ) (level 5)**

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The UN programme classification (the former Administrative Committee for Coordination, now renamed the United Nations System Chief Executives Board (CEB) for Coordination) serves as a basis for annual reports to the Economic and Social Council on expenditures of the United Nations system. The principal objective of the classification is to facilitate integrated programme and financial reporting by thematic areas. Reporting is to be by primary programme objective (e.g. health education activities may have a primary health goal for WHO, but a primary education goal for UNESCO).

### **UNESCO Country Programming Document (UCPD)**

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UNESCO Country Programming Document (UCPD) aims at facilitating the Organization's input into UNDAFs. UCPDs shall present in a concise manner (10 pages or less) an analysis of national priorities in UNESCO's domains and provide a better understanding of how UNESCO contributes to the national development process and its priorities, drawing on the Cluster Strategic Frameworks. In brief, it recapitulates UNESCO's past, present and future interventions in a given country.

### **UNESCO National Education Support Strategy (UNESS)**

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Country-based education support strategy documents are developed by UNESCO to enhance the relevance of its cooperation and support for national priorities in achieving the Education for All (EFA) goals in particular and for educational development in general. Within the context of UN reform towards harmonization of UN and Donor inputs, UNESS constitutes a building block for an in-country joint UN education support strategy, and for shaping and improving a sector-wide approach to harmonizing development assistance to education around government's

priorities and procedures. Country-based UNESS documents thus constitute the frameworks for building evidence-based, demand-driven work plans by the concerned FOs and for mobilizing partnership and additional support.

### **UNESCO Priorities (level 5)**

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During the Medium-Term Strategy (34 C/4), Africa and Gender Equality will be accorded priority in all of UNESCO's fields of competence. Moreover, specific interventions will be envisaged for Priority groups and groups of countries: Youth, the Least Developed Countries and the Small Island Developing States. The Organization will further respond with priority to the needs of disadvantaged and excluded groups, as well as the most vulnerable segments of society including indigenous peoples. UNESCO shall concentrate its activities and action, especially at the regional and country levels, on groups that are most in need. When programming, the contribution of an activity to UNESCO priorities is to be specified. The countries concerned and the budgetary inputs may also be added when relevant.

### **Unit Mainly Responsible (Bureau, Office or Division) (level 1-4)**

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The organizational unit mainly responsible for implementing an element (acronym of Bureau, Office or Division).

### **United Nations Decade of Education for Sustainable Development (2005-2014) (level 5)**

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The United Nations Decade of Education for Sustainable Development (2005-2014) was launched in 2002 and UNESCO was designated as lead agency for the promotion of the Decade. The overall goal of the UN Decade on Education for Sustainable Development (DESD) is to integrate the values inherent in sustainable development into all aspects of learning to encourage changes in behaviour to promote a sustainable and just society for all. During monitoring, the contribution of an activity to the decade is to be assessed through a scale of relevance. For further details, you may refer to the International Policy Frameworks field.

### **Youth (level 5)**

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Among the specific interventions envisaged by UNESCO, the Organization will reinforce its action towards Youth. In UNESCO, Youth is defined as individuals between 15 and 24 and represent almost 1.2 billion people, 85% of which are located in developing countries. For the 34 C/4 Medium-Term Strategy, UNESCO will in particular address youth violence and other issues affecting the welfare of youth around the world, in particular the needs of youth in rural areas and marginalized communities groups, as well as of unemployed youth.

### **Youth specific budgetary inputs (level 5)**

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The part of the element's Regular programme budget dedicated to youth.

### **United Nations Literacy Decade (2003-2012) (UNLD) (level 5)**

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UNESCO leads the United Nations Literacy Decade (UNLD) under the slogan of "Literacy as Freedom". Launched at UN Headquarters in 2003, the Decade aims to increase literacy levels and to empower all people everywhere. In declaring this Decade, the international community recognised that the promotion of literacy is in the interest of all, as part of efforts towards peace, respect and exchange in a globalizing world. At the request of the UN General Assembly, UNESCO is coordinating the Decade and its international activities. UNESCO launched the Literacy Initiative for Empowerment (LIFE) in 2005 as a framework for achieving the Decade's goals. During monitoring, the contribution of an activity to the decade is to be assessed through a scale of relevance.